

Gateway

Teacher's Book Premium Pack

2nd Edition

Your Premium Pack includes:

- Presentation Kit
- Digital Student's Book
- Online Workbook
- Test Generator
- Resource Centres
- Flipped classroom videos
- Life skills videos
- Macmillan Readers eBook
- Audio

Activate your code
for all extra resources

Anna Cole



A1+

+ Teacher's Resource Centre | Digital Student's Book | Online workbook

Teacher support

Teacher development tips index

There are a number of methodological and practical tips which are strategically placed within the Teacher's notes in the *Gateway 2nd Edition* Teacher's Book to be of most use to the teacher not just during planning, setting up and evaluating activities, but also helping 'on the spot' in certain language or pronunciation areas.

CLASSROOM TIPS AND PLANNING

Making mistakes	p20	Flipped classroom videos	p37	Using a video camera	p79
Organising pairwork	p20	Dictogloss	p39	Error correction	p81
Organising the board	p20	Listening activities	p40	Pyramid discussions	p88
Giving instructions	p20	Using video in the classroom	p52	Debating in class	p116
Model dialogues	p21	Testing before you teach	p53	Setting time limits	p140
Checking answers generally	p21	Brainstorming	p64	Buzz groups	p147
Marking written work	p21	Onion ring	p65	Homework	p151
Praise	p22	Find someone who ...	p67	Drilling	p153
Classroom language	p30	Information-gap activities	p69	Teaching poetry in class	p155
Monitoring	p32				

LANGUAGE

Compound nouns	p29	<i>would like to</i>	p75	Past simple affirmative – irregular	
Nationalities	p34	<i>There is/There are</i>	p76	past forms	p121
Grammar – contracted forms	p37	Prepositions of place	p76	Articles	p126
Big numbers	p39	Countable and uncountable nouns	p80	Past simple – negative	p127
<i>have got</i>	p41	<i>can/can't</i>	p89	Past simple questions	p132
Spelling	p42	Adverbs of manner	p90	Comparative adjectives	p141
Possessive 's	p49	The imperative	p94	Superlative adjectives	p145
Possessive pronouns	p49	Present continuous	p103	Contractions	p146
Regular and irregular plurals	p50	Present continuous questions and short answers	p107	Word formation	p151
Gradable adjectives	p55	The present simple and present continuous	p107	<i>be going to</i>	p153
Present simple – negative	p62			<i>must, have to</i>	p157
Recycling vocabulary	p63			<i>should</i>	p157
Present simple questions and short answers	p67				

STUDENT TRAINING

Using a dictionary	p21	Assessing oral presentations	p93	Asking and answering personal questions	p133
Critical thinking	p36, 75, 89	Multiple-choice cloze activities	p95	Self-assessment	p133
Using pictures to make inferences	p40	Conversation skills	p97	Text titles	p140
Reading quickly for gist	p48	Writing a questionnaire	p97	Spelling in listening exams	p144
Inference in listening: True/False/Not Mentioned	p66	Matching notices and prompt sentences	p102	Agreeing and disagreeing	p147
Writing for an audience	p70	Before you listen	p106	Writing a plan	p148
Matching titles and paragraphs	p74	Describing pictures	p109	Completing the gaps in a cloze activity	p158
Marking written work	p81	Inference in reading	p115		
Making and replying to offers	p82	Listening for gist	p120		

PRONUNCIATION

Stress timing	p22	Falling intonation	p54	<i>was/wasn't</i> – Weak and strong forms	p116
The /ə/ sound	p29	The /u:/ sound	p60	The -ed ending	p121
The alphabet – difficult pairs	p30	The /ɪz/ sound	p62	The /u/ sound	p129
The /θ/ sound	p31	/ɪ/ and /aɪ/	p73	Saying <i>did you ...?</i> /dɪdju/	p132
Word stress	p35	The /dʒ/ sound	p77	<i>be going to</i>	p153
Rising intonation	p38	The /æ/ and /ɑ:/ sound	p90	Intonation	p159
The /au/ sound	p50	The /k/ sound	p101		

The Common European Framework of Reference (CEFR) is a widely used standard created by the Council of Europe. *Gateway 2nd Edition* is carefully mapped to the CEFR helping teachers identify students' actual progress and helping them to set their learning priorities.

Gateway 2nd Edition offers a wide range of teaching materials in various components which give teachers the opportunity to develop all aspects of their students' language ability. The CEFR can be used to track their progress.

On pages 24–27 are the A1 and A2 descriptors (description of competences) covered in the A1+ level of *Gateway 2nd Edition*. A2 descriptors are also available in the *Gateway A2 Teacher's Book*.

A basic level of confidence with the A1 descriptors is expected as students start using *Gateway 2nd Edition* A1+ and, by the end of the course, students should be competent with the A1 and some of the A2 descriptors.

In the Teacher's Resource Centre you will also find a list of unit-by-unit CEFR descriptors with suggested targets which can be used for self-assessment. Students can use these at any point to get a detailed picture of their own individual progress.

WHAT IS A EUROPEAN LANGUAGE PORTFOLIO (ELP)?

The European Language Portfolio (ELP) was developed by the Language Policy Unit of the Council of Europe

- to support the development of learner autonomy, plurilingualism and intercultural awareness and competence;
- to allow users to record their language learning achievements and their experience of learning and using languages.

If you are using portfolios as a way of evaluating your students' coursework over the year, you will find a wide variety of opportunities within each *Gateway 2nd Edition* unit to provide material for the dossier.

A portfolio is a means to document a person's achievements. Artists, architects or designers collect samples of their work in portfolios and students are encouraged to do the same. Most of the time, these samples will be texts created by the students, but they could also include photos of classroom scenes, wall displays, audio recordings and videos. All these documents provide evidence of a student's performance, e.g. during a discussion, an oral presentation or a role-play.

Within each unit, there are several opportunities for students to practise speaking and record their conversations for the dossier in their portfolio. Students could record their conversations, date them and include them in their portfolio. They then assess their performance in each speaking activity and give themselves a mark according to the following self-assessment criteria:

CONTENT (1–5)

Did I say what I wanted to say? Was I interesting? Did I speak in English for a long time? Did I hesitate a lot?

VOCABULARY AND GRAMMAR (1–5)

Did I use different words? Did I use words I've learned recently? Were my sentences well constructed? Did I make a lot of errors?

COOPERATION (1–5)

Did I listen to my partner? Did we help each other if we had problems? Did we both speak for approximately the same length of time?

IN ENGLISH! (1–5)

When I didn't know how to say something, did I use English to solve my problem? Did we use English to talk about whose turn it was to speak?

The portfolio consists of three parts: the **Language Passport** with information about a student's proficiency in one or more languages, i.e. qualifications; the **Language Biography** where students reflect on their learning process and progress and say what they can do in their foreign language(s); and the **Dossier**, which is a collection of materials and data put together by students to document and illustrate their learning experiences.

Although it may be a demanding task to set up in the beginning, the overall aim is for students to be involved in planning, collecting and evaluating their own work, thereby taking responsibility for their own learning. This in turn may lead to increased participation and autonomy on the part of the learner.

Starter	1	2	3	4	5	6	7	8	9	10
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Listening		page number									
A1	I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.	7	30								
A1	I can understand simple directions how to get from X to Y, by foot or public transport.			44							
A1	I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.	7	30	44	54						
A1	I can understand numbers, prices and times.	8	14 15	36	54					120	

Listening		page number										
A1	I can understand the days of the week and months of the year.	8							94		120	
A1	I can understand times and dates.	8									120	
A1	I can understand simple personal questions when people speak slowly and clearly (e.g. 'What's your name?', 'How old are you?', 'What's your address?').		18							108		
A2	I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.	7			44					108		
A2	I can generally identify the topic of discussion around me when people speak slowly and clearly.				44					108		
A2	I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.		16 18	28 30	36 41 42	48 53 54 56	62 67 68 70	74 79 80	94 96	100 105 106 108	119 120 122	126 131 132 134

Reading		page number										
A1	I can understand information about people (place of residence, age, etc.) in newspapers and articles.		11 13 14 15 19		37 49		62		89 91 95	106	120	127 133 135
A1	I can recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures.		13 17	29	36 39 40 44	50 51	62 64	77 81	88 95 97	100 102	114 117 122	126 129 133
A2	I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.		11	23	40 53		63		89	101	115 118 119	127
A2	I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.			31	45					109		127
A2	I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football or asking me to be at work early.				45			75 76 83				
A2	I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.				40						123	
A2	I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.		11 13 19	30	37	49, 57		74		109	123	127 135

Speaking: Spoken Interaction		page number											
A1	I can introduce somebody and use basic greeting and leave-taking expressions.					56							
A1	I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	7 8	10	22	36	49	62	74	88	100	119	126	
			11	23	37	50	63	75	89	101		127	
			13	26	39	51	64	77	90	104		120	
			15	27	41	54	65	78	91	106		121	
			17	28	42	55	66	79	94	107		122	
			18	30	43	56	69	80	95	108		132	
					44		71	81	96			134	
A1	I can make myself understood in a simple way, but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.								108				

Speaking: Spoken Interaction		page number									
A1	I can buy things in shops where pointing or other gestures can support what I say.						74				
A1	I can handle numbers, quantities, cost and time.	8	14 15	36 40 42 43	53 54		74 81			119	
A1	I can ask people for things and give people things.				56		74				
A1	I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.		13 17 18	28	36 42 43	48		77	90	108	
A1	I can indicate time by such phrases as 'next week', 'last Friday', 'in November', '3 o'clock'.							81	94 95	108	128 129 134
A2	I can make simple transactions in shops, post offices or banks.						74				
A2	I can get simple information about travel.										127
A2	I can ask for and give directions referring to a map or plan.			44							
A2	I can make and accept apologies.										134
A2	I can say what I like and dislike.			51	54 57	63 65 69	79	88	100 101 108		
A2	I can discuss with other people what to do, where to go and make arrangements to meet.					70					134
A2	I can ask people questions about what they do at work, school and in free time, and answer such questions addressed to me.		11	28	36 39 41 42 43	64 65 69 71		88 89 94 95	107 108		128 129
A2	I can ask and answer simple questions about a past event, for example the time and place of a party, who was at the party and what happened there.							90 95	107 108	120	132
A2	I can make and accept invitations, or refuse invitations politely.										134

Speaking: Spoken Production		page number									
A1	I can give personal information (address, telephone number, nationality, age, family and hobbies).		11 13 17 18	28	37 39 41 42 43	64 65 69		88 94	107 108		
A2	I can describe myself, my family and other people.		13 17 18	28 30	43				106 108	120	
A2	I can give short, basic descriptions of events.								107 108	120	128 129
A2	I can describe my hobbies and interests in a simple way.		11 17 18		36 37 39 41 42 43	65 69		88 89 94 95	108		
A2	I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).							95	107		132
A2	I can describe my home and where I live.		18		39	48			108		133

Speaking: Spoken Production

page number

A2	I can talk about my plans for the weekend, my next holiday or my future.				49				101		127 128 129 134
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Speaking: Strategies

page number

A1	I can say when I don't understand.	7									
A1	I can very simply ask somebody to repeat what they said.	7									
A2	I can indicate when I am following.								108	122	
A2	I can say what exactly I don't understand and ask simply for clarification.	7									

Vocabulary: Language Quality

page number

A1	I have a very basic repertoire of words and simple phrases about family and personal details, plus simple everyday situations.	13 17 18 19	24 25 28 31	36 39 41 42 43	48 56	62 64 65 66 69	74 80 81	88 89 90 94 95 96	107 108 109		126 134
A2	I can make myself understood using memorised phrases and single expressions.			36 44	48 50 51	64 65 69	74		108 109	122	134
A2	I can link groups of words with simple connectors like 'and', 'but' and 'because'.			36 45	57			97			126
A2	I can use some simple structures correctly.	12 13 16 17	24 25 28 29	38 39 42 43	50 51 54 55	64 65 68 69	76 77 80 81	90 91 94 95	102 103 106 107	116 117 120 121 122	128 129 132 133
A2	I have a sufficient vocabulary for coping with simple everyday situations.			39 42 43 44	56		74 76	95	108 109		128 129 134

Writing

page number

A1	I can fill in a questionnaire or form with my personal details (job, age, address, hobbies).	18 19		40		71					
A1	I can write sentences and simple phrases about myself, for example where I live and what I do.	18 19	25 31						109		
A2	I can write short, simple notes and messages.		31	45			83		109		
A2	I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).							97	109	123	135
A2	I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).	19	31			71			109		135
A2	I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.		31	45			83		109		
A2	I can write simple sentences, connecting them with words such as 'and', 'but', 'because'.		31	45	57			97			
A2	I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).							97		123	
A2	I can write about myself using simple language, for example information about my family, school, job, hobbies, etc.	19	25 31	45	57				109	123	135

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- talk about and describe basic classroom objects using colour
- spell words out loud
- use cardinal and ordinal numbers
- tell the time and talk about time, using weekdays and months of the year

UNIT OVERVIEW



The classroom

Vocabulary



The alphabet

PRONUNCIATION The letters of the alphabet

Speaking

Classroom expressions



Colours

Vocabulary

Cardinal and ordinal numbers

Days and months




Telling the time

Speaking

DIGITAL OVERVIEW

Presentation Kit



- ▶  **Vocabulary tool:** The classroom; Colours
- ▶ **Interactive versions of Student's Book activities**
- ▶ **Integrated audio and answer key for all activities**
- ▶ **Workbook pages with answer key**

Teacher's Resource Centre



- ▶ **Grammar communication activity Starter unit:**
Pens and pencils
- ▶ **Worksheets for this unit, including:**
– Everyday English worksheet Starter unit

Student's App



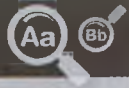
Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Printable test (Diagnostic test)

Vocabulary p6



Talking about the classroom

WARMER

Start the first class of the year with a dynamic warmer. This activity is called *Snowball sentence*. Before you begin, write down some hobbies on the board if necessary. Ask a student sitting on your right to say their name and their hobby. Point to the board if they are not sure. Go around the room, each person saying the name and hobby of everyone who has spoken on their right and then their name and hobby. To get students who have already answered to continue to participate, you can allow students to mime clues to others who are having trouble remembering. At the end of the activity, try to amaze your students by naming everyone and their hobbies!


The classroom

1a In pairs, students match the words with the objects in the pictures. Check the answers.

Answers

- 1 window 2 door 3 board 4 board rubber
5 poster 6 computer 7 desk 8 pencil 9 rubber
10 book 11 pen 12 chair 13 ruler 14 bag
15 dictionary

1b Ask students how they say the words in their own language.

1c **LISTENING**  01 Now play the track for students to listen and repeat. Point out the silent 'r' in *board* /bɔː(r)d/ and the stress on the first word in *board rubber*. See p163 for the audioscript for this exercise.

TEACHER DEVELOPMENT: PRONUNCIATION

The /ə/ sound

Drill the pronunciation of the schwa sound /ə/ and remind students that this is the most common sound in the English language. If students find it difficult to pronounce /ə/, ask them to let their shoulders drop and say *ugh* as if they were tired.


++ EXTRA ACTIVITY

Play the track again and ask students to underline the stressed syllables in the words in exercise 1a and circle the schwa /ə/ sound. The /ə/ sounds are in bold in the answers for exercise 1a.

TEACHER DEVELOPMENT: LANGUAGE

Compound nouns

A compound noun is usually made up of two nouns or an adjective + noun, but there are other combinations. Each compound noun acts as a single unit and it is important to understand and recognise them. There are three forms of compound nouns: separated (*board rubber*), hyphenated (*twenty-one*) and combined (*textbook*). Compound nouns tend to have more stress on the first word; we consider *board rubber* to be a single noun and so it has a single main stress – on the first word. Stress is important in compound nouns and can help avoid confusion, e.g. a *green house* (a house that is painted green) or a *greenhouse* (a building made of glass that is used for growing plants).

2  01 Play the track for students to listen and point to the object in their classroom.

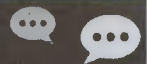
++ EXTRA ACTIVITY

Students think of other classroom objects to add to the vocabulary in this lesson and look up the English words in the Macmillan Online Dictionary, e.g. *marker pen*, *pencil sharpener*, *notebook*, etc. If you are using the presentation kit, elicit *interactive whiteboard* or *IWB* and ask students to add it to their vocabulary list.

HOMEWORK


Assign students page 4 in their Workbook or the relevant sections of the Online Workbook.


Speaking p6



Learning to spell words with the correct pronunciation

The alphabet

1 **PRONUNCIATION**  02 Play the track for students to listen and repeat the alphabet. See p163 for the audioscript for this exercise.

2a **LISTENING**  03 Play the track for students to listen and choose the correct alternative. See p163 for the audioscript for this exercise.

Answers

1 Q 2 E 3 V 4 A 5 I 6 U 7 G 8 R

2b In pairs, students practise saying all the letters in exercise 2a.

3 **SPEAKING** In pairs, students take turns to spell a classroom object for their partner to guess. Draw students' attention to the model dialogue.

++ EXTRA ACTIVITY

Instead of saying some of the letters in exercise 2a, mouth them silently and ask students to write them down. Explain that paying attention to where sounds are produced in the mouth will help them improve their pronunciation. Key differences between sounds are because we make them in a different place in the mouth. e.g. *V* is produced when the lower lip touches the upper teeth and *B* is produced with both lips together. With the long /u:/ sound in *U*, the tongue is close to the back of the roof of the mouth.

TEACHER DEVELOPMENT: PRONUNCIATION

The alphabet – difficult pairs

Being able to pronounce and understand the English alphabet is an important life skill. If students' L1 has the Roman alphabet they can have problems understanding or producing the English alphabet because the name of a letter in their language is similar to the name of a different letter in English. This leads many students to mix up pairs of letters such as *A/E*, *A/R*, *K/Q*, *E/I*, *G/J* and *I/Y*.

When students' L1 has a completely different script they tend to have problems with sound distinctions that don't exist in their own language. Nationalities that use the Roman script can also have some of these kinds of problems, e.g. Spanish speakers having problems with *B* and *V*. Identifying the letters and sounds that your students are having trouble with and drilling/highlighting them regularly in class can help them to become more aware of these issues and focus on correcting them.

HOMEWORK

Assign students page 4 in their Workbook or the relevant sections of the Online Workbook.

Speaking p7

Understanding and using classroom expressions

- 1 Ask students to put the classroom expressions in the correct place in the dialogue and decide which two expressions are not in the dialogue.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Classroom language

Using English and avoiding L1 for instruction language and common questions in the classroom is essential if you want students to use English in your class. Teach your students useful classroom language they can use in English to ask for translations, spelling, pronunciation, etc., e.g. *How do you say ... in English? How do you spell?* You could make a poster with expressions in English, and put it up where all students can see it. Later, if a student uses an L1 equivalent for an English expression you have already taught, remind her or him – in English – what they should be saying. The more the students communicate with you and with each other in English the more comfortable they will become with it.

- 2 04 Play the track for students to listen and check their answers. See p163 for the audioscript for this exercise.

Answers

- 1 What's this in English? 2 Can you repeat that? 3 How do you spell that?

++ EXTRA ACTIVITY

Write these two sentences on the board: *Let me repeat that. / It's a table you sit at to work or write.* Ask students to match them to the correct classroom expressions in exercise 1 (answers 2 and 4, respectively). Elicit any other classroom expressions students know.

- 3a **SPEAKING** In pairs, students practise the dialogue in exercise 1.

- 3b Ask students to change the word in red and make new dialogues. In a less confident class, encourage a more confident pair of students to model this activity first.

HOMEWORK

Assign students page 5 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p7

Talking about classroom objects and colours

Colours

- 1a In pairs, students match the objects with words for colours in the box. Draw students' attention to the example. Check their answers.

Answers

- 1 blue 2 red 3 black 4 orange 5 purple 6 pink 7 brown 8 white 9 yellow 10 grey 11 green

- 1b 05 Play the track for students to listen and repeat. See p163 for the audioscript for this exercise.

- 1c Students write sentences describing the objects in the pictures.

Answers

- 2 The dictionary is red.
- 3 The pen is black.
- 4 The bag is orange.
- 5 The rubber is purple.
- 6 The poster is pink.
- 7 The board rubber is brown.
- 8 The ruler is white.
- 9 The book is yellow.
- 10 The chair is grey.
- 11 The desk is green.

- 2 In pairs, students find objects in their classroom that have the same colour as the ones in this exercise. Elicit answers from students around the class.

HOMEWORK

Assign students page 5 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p8



Talking about cardinal and ordinal numbers and dates, days and months

Numbers - cardinal and ordinal

1a Divide the class into pairs and set a time limit of three minutes for the activity. Ask students to put the words in the box in order in the correct column and write the numbers next to them. Draw students' attention to the examples.

1b 06 Play the track for students to listen, check and repeat. See p163 for the audioscript for this exercise.

Answers

Cardinal numbers	Ordinal numbers
two - 2	second - 2 nd
three - 3	third - 3 rd
four - 4	fourth - 4 th
five - 5	fifth - 5 th
six - 6	sixth - 6 th
seven - 7	seventh - 7 th
eight - 8	eighth - 8 th
nine - 9	ninth - 9 th
ten - 10	tenth - 10 th

TEACHER DEVELOPMENT: PRONUNCIATION

The /θ/ sound

Some students may have difficulty pronouncing the /θ/ sound, e.g. *fifth*. Encourage them to put their finger on their lips and say the sound. Their tongue should lightly touch their finger.

2a Ask students to match the ordinal numbers with the words in the box.

2b 07 Play the track for students to listen, check and repeat. See p163 for the audioscript for this exercise.

Answers

a 11th eleventh b 12th twelfth c 13th thirteenth
 d 20th twentieth e 21st twenty-first
 f 25th twenty-fifth g 30th thirtieth h 31st thirty-first

+ EXTRA ACTIVITY

Give each letter of the alphabet a different number, e.g. A = 10, B = 22, C = 12. You can write this on the board or dictate the letters and values for extra practice. Say a word, and ask the students to race to write the word, add the value of the letters and shout out the total (e.g. *desk* = 3 + 17 + 21 + 4, so the students race to shout out 45).

HOMEWORK

Assign students page 6 in their Workbook or the relevant sections of the Online Workbook.

Days and months

3a Ask students to put the words in the box in order in the correct column. Draw students' attention to the examples. To make this more fun, ask students to work in pairs and race against the rest of the class to complete the columns first.

3b 08 Play the track for students to listen, check and repeat. See p163 for the audioscript for this exercise.

Answers

Days	Months
Tuesday	February
Wednesday	March
Thursday	April
Friday	May
Saturday	June
Sunday	July
	August
	September
	October
	November
	December

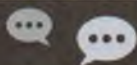
4 SPEAKING In pairs, students look at the calendar and ask and answer questions. Draw students' attention to the model dialogue.

5 Individually, students answer the questions. Check their answers and encourage students to ask and answer the questions in pairs.

HOMEWORK

Assign students page 6 in their Workbook or the relevant sections of the Online Workbook.

Speaking p8



Talking about time

Telling the time

- 1 Ask students to match the times with the pictures.

Answers

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

- 2 **SPEAKING** In pairs, students take turns to ask and say the times. Walk around and check they are saying the times correctly. In a less confident class, you could elicit the times and write them on the board in a jumbled order. Then erase the times and ask students to repeat the activity.

Answers

a five past six b seven o'clock c quarter past three
d half past eleven e quarter to seven f twenty past ten
g twenty to six h twenty-five past three

TEACHER DEVELOPMENT: CLASSROOM TIPS

Monitoring

Circulating around the classroom while students are engaged in activities can provide information on students' levels of understanding and help you become more aware of how well students are getting on with the task. Move around the classroom during pair and groupwork activities, working with students on a one-to-one basis as needed. Monitoring helps keep students on track and provides you with more detailed feedback on their progress.

- 3 Ask students to say what time it is now. If students are from other countries, ask them to say what time it is in their country.

HOMEWORK

Assign students page 6 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint

>>> FAST TRACK

The extra support provided on the Vocabulary section makes the Vocabulary revision section ideal for setting as homework. You could get students to complete the whole revision section or just certain exercises for homework.

Vocabulary revision p9

THE CLASSROOM

- 1 Ask students to complete the words with vowels (a, e, i, o, u).

Answers

1 board 2 desk 3 bag 4 poster 5 window
6 computer 7 dictionary 8 rubber 9 pencil
10 chair

COLOURS

- 2 Ask students to write the colours.

Answers

1 grey 2 black 3 blue 4 purple 5 orange
6 pink 7 brown 8 yellow 9 white 10 green

NUMBERS – CARDINAL AND ORDINAL

- 3 Ask students to write the numbers.

Answers

a thirteen b thirty c second d twenty-first
e eight f eleven g twenty h twelfth i thirtieth
j third

DAYS AND MONTHS

- 4 Ask students to complete the prompts 1–10 if Monday is the first day of the week and January is the first month of the year.

Answers

1 Wednesday 2 February 3 December 4 Sunday
5 Saturday 6 June 7 Tuesday 8 October
9 Thursday 10 May

HOMEWORK

Assign students page 7 in their Workbook or the relevant sections of the Online Workbook.

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- talk about different countries and nationalities
- ask for and give basic personal information using *to be* and *have got*
- talk about their family
- understand simple texts giving basic personal information
- write a short personal profile

UNIT OVERVIEW

Vocabulary

Countries
Nationalities
PRONUNCIATION Word stress

Reading

21st century kids
CRITICAL THINKING Comparing young people's interests and hobbies around the world

Grammar in context

to be – affirmative and negative
to be – questions and short answers

Vocabulary

The family

Life skills

Numeracy: Understanding statistics

Listening

Identifying the picture

Grammar in context

have got
Possessive adjectives

Developing speaking

Personal questions – 1

Developing writing


A personal profile

Exam success

Listening: Identifying the correct picture
Speaking: Spelling

DIGITAL OVERVIEW

Presentation Kit

- ▶ Flipped classroom video Unit 1: *to be* – affirmative and negative
- ▶ Life skills video Unit 1: Understanding statistics
- ▶  Vocabulary tool: Countries; The family
- ▶ Interactive versions of Student's Book activities
- ▶ Integrated audio and answer key for all activities
- ▶ Workbook pages with answer key

Teacher's Resource Centre

- ▶ Flipped classroom video Unit 1: *to be* – affirmative and negative
- ▶ Life skills video Unit 1: Understanding statistics
- ▶ Grammar communication activity Unit 1: Is she from Russia?
- ▶ Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 1
 - Flipped classroom video worksheet Unit 1: *to be* – affirmative and negative
 - Literature worksheet Units 1 and 2
 - Culture worksheet Unit 1
 - Life skills video worksheet Unit 1
 - Everyday English worksheet Unit 1

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Unit 1
- ▶ Printable test Unit 1
- ▶ Gateway to exams Units 1 and 2 (end of Unit 2)

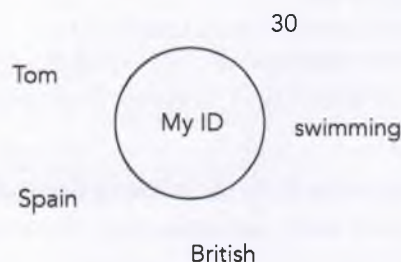
Vocabulary p10

Talking about countries and nationalities

>>> FAST TRACK

You could ask students to do exercise 1b at home so that less confident students are prepared for this activity. You could ask them to make sure they know all the colours in the map in preparation for exercise 3. They can also look up the pronunciation of each country in their dictionaries or the Macmillan Online Dictionary and practise saying the names of the countries in preparation for exercise 2.

WARMER



Write the unit title in a circle in the centre of the board **My ID**. Elicit what **ID** stands for (*personal identity, identification card*) then write four or five words about yourself around the circle. Write some easy ones like: *Tom, 30, swimming, Spain, British*. Ask the students to guess how these words relate to your identity (*son, age, hobby, place of birth, languages you speak, pets, nationality, favourite country, etc.*). Give them the answers and ask them to look at the photo strip and the unit title, and predict what they think the unit is going to be about – *countries, nationalities, family, hobbies, etc.*

V Countries

1a Ask students to look at the map and say what is different about it.

Answer

It is upside down.

i BACKGROUND INFORMATION

In upside down, or reversed, maps, south is up, north is down, east is left and west is right so that the Southern Hemisphere appears at the top of the map instead of the bottom. This type of map is as correct as a north-up map, but conventional maps through history have usually shown the north to the top and east to the right. Many see this as an example of Europe historically claiming their domination over the Southern Hemisphere and upside-down maps are now seen as important in changing people's views and ideas about the world.

1b In pairs, students match the country names to the map.

2 **09** Play the track for students to listen, check and repeat. See p163 for the audioscript for this exercise.

Answers

- 1** Russia (yellow) **2** Brazil (green) **3** the US (the United States of America) (red) **4** Mexico (grey)
5 Australia (blue) **6** China (white) **7** Spain (orange)
8 the UK (brown) **9** Egypt (purple) **10** Turkey (pink)

+ EXTRA ACTIVITY

Ask students to underline the main stress in each word. Provide dictionaries to help them (see answer key for exercise 2 above).

3 **SPEAKING** In pairs, students look at the map and say a colour for their partner to say what country it is. Direct students' attention to the model dialogue.

Nationalities

4 Students match the countries in exercise 1b with the nationalities, as in the example. Elicit answers from students around the class.

Answers

Brazil – Brazilian, China – Chinese, Egypt – Egyptian, Mexico – Mexican, Russia – Russian, Spain – Spanish, the US – American, the UK – British, Turkey – Turkish

TEACHER DEVELOPMENT: LANGUAGE

Nationalities

Highlight the following rules and conventions:

- Many nationalities end in *-(i)an*, e.g. *Egyptian, Australian, Russian, Brazilian, American, Mexican*. The stress comes before the *-(i)an* sound.
- Some nationalities end in *-ish*, e.g. *British, Turkish, Spanish*. These are generally two-syllable words and the stress is on the first syllable.
- A few nationalities end in *-ese*, e.g. *Chinese*. The stress is always on the *-ese* sound. Point out to students that the word for the language is often the same as for the nationality, e.g. *I speak Spanish, Russian and Turkish*.

>>> FAST FINISHERS

Write these countries *Canada, Ireland, Italy, Portugal, Japan, Germany* on the board and ask students to think of the nationality. Then, in open class, ask the students to share their ideas and check their answers.

Answers

Canadian, Irish, Italian, Portuguese, Japanese, German

5a **PRONUNCIATION** **10** Play the track for students to listen to the words and choose the correct alternative. Elicit answers from students around the class. See p163 for the audioscript for this exercise.

Answers

- 1** a **2** b **3** b **4** a **5** b **6** a **7** a **8** a **9** a
10 a

5b **10** Play the track for students to listen again and repeat with the correct word stress.

TEACHER DEVELOPMENT: PRONUNCIATION

Word stress


Word stress means that one syllable in each word is stressed, i.e. it is pronounced longer, louder and stronger than the other weaker syllable(s). This happens in all words of two or more syllables. Students who pay attention to word stress will improve their pronunciation and comprehension.

6a Individually, students write down the name of one famous person for the nationalities in exercise 4.

6b SPEAKING Divide the class into small groups. Ask students to take it in turns to say the names from exercise 6a for other students to say the correct nationality. Draw students' attention to the model dialogue.

>>> FAST FINISHERS

Students say something famous for each country for others to say the correct country, e.g. *hot dogs – the US, kangaroos – Australia*, etc.

7 LISTENING  **11** In pairs, students listen to people saying hello in their language and decide what nationality they are from exercise 4. Check their answers and ask students if they know how to say hello in another language. Draw students' attention to the model dialogue. See p163 for the audioscript for this exercise.

Answers

1 Chinese **2** Brazilian **3** Spanish **4** Russian
5 Turkish **6** Egyptian

++ EXTRA ACTIVITY

In pairs, students race against each other to make a list of the capital cities for the countries in exercise 1b. The first pair to get to ten wins the game. Ask them to come up and write them on the board and elicit the correct word stress.

Answers

Canberra, Brasilia, Beijing, Cairo, Mexico City,
Moscow, Madrid, London, Washington D.C., Ankara

HOMEWORK

Assign students page 8 in their Workbook or the relevant sections of the Online Workbook.

Reading p11



Understanding short texts which give personal information

>>> FAST TRACK

You could ask less confident students to answer the questions in exercise 5 at home in preparation for the speaking activity.

WARMER

Play the game *First to five*. Divide the class into groups of three or four. Explain that you are going to give them a category. The first group to write down five words from that category and shout **STOP!** gets a point for their team if they are all correct. Repeat with five or six categories: *Classroom objects, Colours, Nationalities, Countries, Hobbies*.

1a In pairs, students look at the photos and say who the people are. Elicit any personal information students know about these famous people.

Answers

a Bruno Mars **b** Oscar **c** Chris Hemsworth

1b READING Draw students' attention to the web article and ask them to read the first section. Elicit who the text is written for (teenagers) and what it is going to be about. Ask students to read the text quickly and choose the correct answer. Set a time limit of three minutes to encourage students not to get stuck on difficult vocabulary at this stage. Elicit which photo in 1a each text mentions. Let students compare their answers in pairs before checking in open class.


Answers

Name	Photo	Nationality	Hobby
1 Tom	b	British	football
2 Elena	a	Russian	choir /pop music
3 Murat	c	Turkish	making films/film club

2 Ask students to read the text again and choose the best answers.

Answers

1 b **2** a **3** b **4** c

3  **CRITICAL THINKING** Individually, students read the questions and make notes before comparing their ideas with the rest of the class.

TEACHER DEVELOPMENT: STUDENT TRAINING

Critical thinking

Critical thinking skills are essential skills for life and work. Students should be encouraged to be inquisitive, ask questions, and not believe and accept everything they are told. Key critical thinking skills are:

- analysing similarities and differences
- explaining how they solve a problem
- creating categories and ranking items appropriately
- identifying relevant information
- constructing and recognising arguments
- testing your ideas
- knowing fact from opinion

The most effective way to foster critical thinking skills is to actively teach those skills. We should ask as many questions as we can that encourage evaluation and synthesis of facts and concepts. Higher-level thinking questions should start or end with words or phrases such as, 'Explain ...' 'Compare ...' 'Why ...' 'Which is a solution to the problem ...' 'What is the best and why ...' and 'Do you agree or disagree with this statement?'.

Example answers

- 1 In my country, young people are interested in the things in the text. They are also interested in basketball.
- 2 In my opinion, today's young people all around the world are interested in similar things. Young people are very interested in social media.

CULTURAL INFORMATION

Having interests allows teenagers to express themselves and builds their confidence. Society is becoming more and more globalised, with young people's interests around the world becoming increasingly similar; music, films and TV shows, social networking, or playing computer games are all common hobbies for teens. Interests may differ depending on whether they are from a city or a rural area and the opportunities available to them or the access to technology that they have. In an outdoor culture, where the weather is constantly good, interests may include cycling, roller skating and skateboarding. Artistic young people may be interested in film-making, photography, painting and drawing. Universally, sports are an important hobby with many young people being part of a team or a specific club or simply using it as a means to spend time with friends.

- 4 Encourage students to use their dictionaries to find the meaning of the underlined words in the text. If students have access to computers, they can look up the words in the Macmillan Online Dictionary.

Answers

fan: someone who likes watching or listening to something such as sport, films or music very much

player: someone who plays a game or sport

best: the person or thing that is the most satisfactory, of the highest quality

choir: a group of singers who perform together, for example in a school

singer: someone who sings, especially someone who sings well or as a job

interested in: wanting to know about

- 5 **SPEAKING What about you?** In pairs or small groups, students take it in turns to ask and answer the questions. Draw attention to the model dialogue. Elicit some answers from different pairs/groups.

HOMEWORK

Assign students page 9 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp12-13

Using to be (affirmative, negative, questions and short answers)

>>> FAST TRACK

You could ask students to do exercises 3 and 4 at home. Then they could do exercise 5 at the beginning of the lesson.



Test before you teach: Flipped classroom

Set the Flipped classroom video and worksheet for homework before the lesson. You can check the students' Flipped classroom video answers in the Online Workbook. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Talk to students about this change in the classroom model. Go over the guidelines for watching the videos and discuss the procedure in class. After the students have completed their first Flipped classroom lesson, encourage students to evaluate if they think the learning video has been effective and helpful.

TEACHER DEVELOPMENT: CLASSROOM TIPS**Flipped classroom videos**

Flipped classroom videos 'flip' (quickly change) the traditional teaching methods for presenting grammar by moving parts of a lesson outside the classroom. The teacher has more class time to help students develop their communication skills and give feedback and assistance. In this way, students have more talk time in English during class using the target language.

The Flipped classroom videos enable students to take an active role in their learning and give them confidence in their capacity for autonomous study. Flipped classroom videos cater for different learning styles as students have more control over the pace of their learning. Students can come to class prepared with any questions and they can identify which areas they are confident in or the areas they might need to practise more.

Remind students that they can refer to the videos at any time for homework help or revision.

to be – affirmative and negative

- 1a** Ask students to look at the sentences and complete the verb table. Check their answers. Remind students that we do not contract *I am* in affirmative short answers.

Answers

a 'm **b** 're **c** 're **d** isn't **e** aren't **f** aren't

- 1b** Ask students to match the long forms to their contractions. Elicit when we use long forms and when we use contractions. Draw students' attention to the example. Check their answers.

Answers

2 e **3** c **4** a **5** d **6** f

TEACHER DEVELOPMENT: LANGUAGE**Grammar – contracted forms**

A contraction is two words joined together to make the short form. The verb *to be* is often shortened. We use an apostrophe (') in place of the missing letters. We can only make contractions with certain words. There are three common types:

- Subject + auxiliary verb
- Negative sentences with *not*. (Note that it is not possible to contract the present simple of the first person singular form of *be* – *am* and the negative adverb *not*)
- Question words with *is*

Contractions are common in spoken English and informal writing. We don't usually use contractions in formal writing.

- 2a** Students write sentences using the words and nationalities in the box, as in the example. Remind them to use contractions. Check their answers.

Answers

- 2** We're Brazilian.
3 She's American.
4 They're Australian.
5 You're Russian.
6 He's Chinese.

- 2b** Students now make the sentences in exercise 2a negative, as in the example. Check their answers.

Answers

- 2** We aren't Brazilian.
3 She isn't American.
4 They aren't Australian.
5 You aren't Russian.
6 He isn't Chinese.

- 3** Ask students to choose the correct alternative. Let students compare their answers in pairs before checking in open class.

Answers

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

- 4** Ask students to look at the photo below the text and say the name of the city (*Los Angeles*). Ask what they know about Los Angeles. Individually, students complete the sentences with the correct form of the verb *to be* in the affirmative or negative. Students can compare in pairs before you check the answers.

Answers

a 's **b** 'm not **c** 'm **d** are **e** are **f** aren't **g** 're
h is **i** 'm

- 5** In pairs, students write six grammatically correct sentences using the words in the box. Draw students' attention to the example sentence. Walk around, monitoring students and helping them if necessary. Ask some students to read out their sentences.

to be – questions and short answers

- 6** Ask students to look at the sentences and complete the verb table. Check their answers.

Answers

a Are **b** Is **c** Are **d** is **e** aren't

- 7** Ask students to complete the sentences with the correct form of the verb *to be*. Check their answers.

Answers

a Are **b** 'm not **c** Are **d** am **e** Is **f** isn't
g Are **h** are

TEACHER DEVELOPMENT: PRONUNCIATION

Rising intonation

A question mark is placed at the end of a sentence that asks a question. Questions end in both rising and falling intonation. If the sentence ends in falling intonation, the voice tone goes down at the end of the sentence. If a sentence ends in rising intonation, the voice tone goes up at the end of the sentence.

Questions that can be answered with a yes or no answer (often referred to as Yes/No questions) usually end in rising intonation. The voice tone goes up at the end of the sentence.

Examples:

Is he Brazilian?

Is it five o'clock?

++ EXTRA ACTIVITY

In pairs, students read out the dialogue. Remind them to use rising intonation in Yes/No questions.

- 8 LISTENING** 12 Ask students to look at the table. Ask students what type of information is in each column (*country, city, type of school, students' surnames*). Draw their attention to the dialogue below. Play the track for students to listen and read the dialogue. Elicit who the person is. See p163 for the audioscript for this exercise.

Answer

Lee

- 9 SPEAKING** Divide the class into pairs. One student chooses a person from the table in exercise 8 and their partner asks questions to guess who they are. You could model this activity with a more confident pair of students first.

Refer students to the Grammar reference on page 20 if necessary.

HOMEWORK

Assign students page 10 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p13

Talking about your family

>>> FAST TRACK

If students are familiar with the target vocabulary, you could do exercise 1a as a class activity by inviting individual students to read out a sentence and the rest of the class to call out an answer. Confirm their answer each time by playing the corresponding section of the audio.

The family

- 1a** Ask students to look at the family tree and complete the text with the words. Check that they understand all the words in red.

>>> FAST FINISHERS

Students find five adjectives to describe people in the text (*little, the best, special, great, only*).

- 1b** 13 Play the track for students to listen and check their answers. Check students understand the expression *to be good to somebody* (to show kindness to other people). See p163 for the audioscript for this exercise.

Answers

a brother **b** mother **c** father **d** grandparents
e grandfather **f** uncle **g** aunt **h** nephew **i** cousins

++ EXTRA ACTIVITY

In pairs, students write down other words for family members (*dad, daughter, son, grandchild, great-grandparents, half brother, half sister, husband, wife, mum, stepbrother/stepdaughter, etc.*). They can look them up in their dictionaries. Ask students to share their words in open class.

- 2a** Students write down the names of six people in their family.

- 2b SPEAKING** In pairs, students look at the names and guess who the people are. Draw students' attention to the model dialogue.

++ EXTRA ACTIVITY

Draw your family tree with all the relationships you want to practise. Do not show this to students at this point. Prepare a number of statements about the relationships to help your students construct your family tree, e.g. *Richard is John's father, Joel is John's nephew, etc.* Divide the class into small groups. Write the clues up on the board one at a time for students to start drawing the family tree. Move round the class to see how they are getting on. The winner is the first team to put together a family tree identical to the original.

HOMEWORK

Assign students page 11 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp14-15



Understanding statistics

To match diagrams and statistics, to read and understand statistics and to find and present different statistics

>>> FAST TRACK

You could set exercise 1a for homework in preparation for the class pairwork activity in exercise 1b.

BACKGROUND INFORMATION

Numeracy is a life skill and affects all aspects of our lives every day. A firm foundation in understanding numbers is essential to numeracy confidence and competence, but students need to also be able to apply mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings. They need to be able to interpret information, solve problems and make informed choices in all the varied contexts of their daily lives.

This lesson challenges students to make sense of real-life data and present statistics. Developing good numeracy skills helps students understand financial, political and social information.

WARMER

Introduce the idea of big numbers. Ask students to guess how much a celebrity or a football player earns, how much the lottery prize is, how many people live in Monaco, etc. Ask students to open their books and look at the words we use to say numbers and statistics in Key concepts. Drill the pronunciation of average /'æv(ə)rɪdʒ/. Then draw a bank on the board. Tell the class that there is a lot of money inside and whoever is able to guess the amount, wins the money! Think of a large sum of money, write it on a piece of paper and hide it from the students, e.g. €156,325,999. Elicit guesses from around the class, responding with 'over' or 'under' each time until somebody guesses correctly. Students could continue playing the game in small groups. One student writes a large number (up to 1,000,000) and hides it for the others to guess.

TEACHER DEVELOPMENT: LANGUAGE

Big numbers

We do not make hundreds, thousands and millions plural when the number in front is more than 1, e.g. 100 – one hundred, 200 – two hundred, 4,000 – four thousand, 1,000,000 – one million. However, when there is no number in front, we do add -s, e.g. millions of people. The word and is used between the hundreds and the tens in a number, e.g. 3,765 – three thousand seven hundred and sixty-five. We describe big numbers with a series of different figures, grouping numbers in hundreds/tens of millions, then thousands, then hundreds, e.g. 153,200 = one hundred and fifty three thousand, two hundred. When pronouncing decimals we use the word point to represent the dot. The numbers following the dot are pronounced separately, e.g. 1.36 = one point three six.

1a READING Individually, students look at the information about the UK and match it to the pictures.

1b In pairs, students compare and explain their answers. Elicit answers from different students around the class.

Answers

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

2 Ask students to look again at the information and decide if the sentences are true or false. Students compare in pairs before you check in open class. Ask students to explain what calculations they made or what information they used to decide on their answers. In a less confident class, write these prompts on the board: *I added/subtracted/calculated/divided ...*

Answers

1 F 2 T 3 T 4 F 5 T 6 T 7 T 8 F

3 In pairs, students discuss which statistics in exercise 1 are interesting or surprising. In a less confident class, write these prompts on the board to help students: *I think it's interesting that .../I found it surprising that .../Another surprising/interesting statistic is ...*. Elicit opinions from students around the class.



LISTENING 14 Tell students they are going to watch or listen to some statistics about the Australian population. See p163 for the videoscript/audioscript for this exercise. Play the video or track and ask students to say which statistic is the same as in the UK.

Answer

1 in 6 people is over 65.

5 14 Play the video or track again for students to match the numbers to the information. Give students a minute to compare in pairs before you check their answers in open class.

Answers

1 E 2 I 3 C 4 G 5 D 6 F 7 A 8 H 9 B

+ EXTRA ACTIVITY

Books closed. Play a few sentences of the track or video and do this *Dictogloss* activity:

Ask students to listen intensively and write down as many words as they can. Then, in pairs, students try to combine their versions to get the version as close to the original as possible. Play the section one more time. Then give students two minutes to write their final version. Ask pairs to combine to make groups of four to work together on the final version. Groups swap texts to peer correct any mistakes they see (misspelled words, bad punctuation, etc.) and count them. The team with the fewest mistakes is the winner.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Dictogloss

Dictogloss is a dictation activity where learners listen to a short text and then reconstruct it. It is a multiple skills activity where students practise listening, writing and speaking (when they are comparing in groups). In this activity, students get a chance to work intensively on the key features of spoken discourse, e.g. contractions, intonation, fillers such as *you know*, *the thing is ...*, as well as words such as *this*, *that*, *here*, *there*, which refer backwards or forwards and are very much a context-dependent feature of talk.

- 6 **SPEAKING** In pairs, students discuss if the statistics for Australia are similar or different to the statistics in their own country and say why or why not. Encourage students to share their ideas in open class.

LIFE TASK



Tell students they are going to prepare a presentation about the population of a country of their choice.

■ **Step 1**

In pairs, students choose a country. Walk round, making sure students have all chosen a different country. Ask them to look at the list of statistics that they will need to find out about their country and plan and organise how they are going to divide up the task equally.

■ **Step 2**

Ask students to make or find illustrations to present the statistics. Remind them that they must not say or show the name of the country in the presentation.

■ **Step 3**

Set a time limit for students to prepare their presentation. Students then present their country in class for others to identify.

Listening p16



Using pictures to infer meaning

WARMER

Play **Snowman** with words to revise vocabulary from the previous lessons. Divide the class into two teams: A and B. Team A chooses a word or phrase from the previous lesson and one student draws a circle (the body of a snowman), and a short line on the board for each letter. Team B says a letter and the student either writes the letter on the correct line or draws another part of the snowman. If the drawing is completed before the word is guessed, Team A are the winners. Repeat the process with Team A guessing the word.

- 1 In pairs, students discuss what is in the pictures. Elicit as much information about each picture before students do the listening activity.

✓ **EXAM SUCCESS** Students read the instructions in exercise 2a and say why it's a good idea to look at the pictures before they listen. Tell them to turn to page 151 (Listening: Identifying the correct picture) to compare their ideas.

TEACHER DEVELOPMENT: STUDENT TRAINING

Using pictures to make inferences

Making inferences means using what you know to make a guess about what you don't know. It requires abstract thinking and it is therefore a higher-level skill. Students who make inferences use clues such as pictures and other types of visual information along with their own experiences to help them predict what will be in a listening activity.

Use pictures to help students infer the setting for an activity and generate a list of things they already know about a topic or a situation. Ask about what is happening in the picture, what they think the listening is going to be about. Encourage students to use phrases such as, *It looks like ..., I know that ..., I think that ...*, and give reasons for their inferences based on reason that comes from their prior knowledge and facts. Remind students that they can change or modify their inferences as they read.

- 2a **LISTENING** 15 Tell the students they are going to listen to three dialogues. Ask students to tick the correct picture. Tell students you will play the track twice. See p163 for the audioscript for this exercise.

- 2b 15 Play the track again for students to listen and check their answers. Elicit answers from students around the classroom.

Answers

1 A 2 B 3 B

+ EXTRA ACTIVITY

Write some comprehension questions on the board for students to answer:

- 1 Who is Sarah? Why is the dog in the picture? What's the dog's name? (Sarah is Mark's cousin. She is often at Mark's house with her dog. Max.)
- 2 What's Helen's favourite band? Why is a CD not a good idea? (The Arctic Monkeys, She's got a lot of their CDs.)
- 3 Why is Joe's bag heavy? Where is his mobile phone? (There is a heavy dictionary in the bag. His mobile phone is in his pocket. In a less confident class, you could give students the audioscript to practise saying the dialogues in pairs.)

TEACHER DEVELOPMENT: CLASSROOM PLANNING

Listening activities

For the CEFR dossier, students could assess the listening activities they have done in class on a self-evaluation sheet, including the subject, date and an evaluation of their progress:

I understood the first time I listened. 1 2 3 4 5

I understood when we had finished listening. 1 2 3 4 5

I understood after listening with the audioscript. 1 2 3 4 5

HOMEWORK

Assign students page 11 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp16-17



Using *have got* and *possessive adjectives* to talk about possessions

>>> FAST TRACK

You could do exercises 6 and 7 as a class activity by inviting different students to read out the sentences and nominate another student to say the answer.

Test before you teach

Take an object from your bag – a mobile phone, a pen – and gesture to show it is yours. Write on the board

I a and elicit the sentence

I have got a mobile phone. Write

..... a and make a gesture with two fingers together to signal a contracted form. Elicit *I've got a mobile phone*. Write on the board

..... a mobile phone? Ask students to make a question with *have got*. Ask students to write a question about another object in your bag. Elicit questions from students and give short answers. Ask students to work in pairs and ask and answer questions with *have got* about objects in their partner's bags or rucksacks. If students seem familiar with this structure, do the Grammar guide exercises quickly in open class.

have got

1a Ask students to look at the sentences and complete the verb table.

Answers

a 's got b hasn't got c Have, got d haven't

1b Students match the contractions and the long forms, as in the example.

Answers

b 4 c 1 d 3

TEACHER DEVELOPMENT: LANGUAGE

have got

We can use *have* and *have got* to talk about our possessions. In American English *have* is more frequent and the negative and question form is formed with the auxiliary *do*, e.g. *Do you have a mobile phone?* In spoken British English *have got* is much more common, e.g. *Have you got a mobile phone?* We use *have* in writing as it is a little more formal. *Have got* is also used for timetable events or illness, e.g. *I've got an exam today.* *I've got a cold.* and to say we understand *I've got it now.*

2 Students look at the table and write complete sentences with the correct affirmative or negative form of *have got*. Draw attention to the example sentence.

Answers

2 Lucy hasn't got a bike.

3 Alex and Lucy have got mobile phones.

4 Alex and Lucy haven't got cats.

5 Alex has got a bike.

6 Zoe hasn't got a mobile phone.

3a SPEAKING Draw students' attention to the model dialogue. Tell them they are going to do a memory test. Divide the class into A and B pairs. In a less confident class, model this activity with a more confident student. Then ask Bs to close their books and As to ask questions about the table. At the end of the activity, ask students if they think their partner has a good memory.

3b In pairs, students take turns to ask each other about the things in the table. Draw students' attention to the model dialogue.

4a Individually, students put the words in order to make questions.

Answers

1 Have you got a sister or brother/brother or sister?

2 Has your family got a car?

3 Have you got a pet?

4 Have you got a favourite singer?

5 Has your grandfather got a mobile phone?

6 Have you got an English dictionary?

4b SPEAKING In pairs, students take turns to ask and answer the questions. You could ask a more confident pair to model this activity first.

5 Ask students to complete the text with the correct forms of *to be* and *have got*. Students compare their answers in pairs before you check in open class.

Answers

a is b has got c is d have got e are

f hasn't got g has got h have got

++ EXTRA ACTIVITY

Students take turns to ask each other five *Have you got ...?* questions and get one point each time the answer is *Yes, I have*. They then ask five *Have you got ...?* questions where they get one point for each time their partner says *No, I haven't*. to questions like *Have you got a million pounds?* The student with the most points wins the game.

Possessive adjectives

- 6 Students look at the sentences and write the possessive adjectives next to the correct subject pronouns. Elicit answers from different students.

Answers

a my b your c its d her e our f their

- 7 Students read the sentences and choose the correct alternative.

Answers

1 My 2 His 3 Our 4 Their 5 Her

- 8 Ask students to complete the text with the words in the box.

Answers

a My b my c His d Our e Her f Its g Their

Refer students to the Grammar reference on page 20 if necessary.

HOMEWORK

Assign students page 12 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p18

Responding to questions asking for personal information

FAST TRACK

You could ask students to complete the questions in the Speaking bank in exercise 3 at home. They can then compare their answers in pairs and take turns to ask and answer the questions.

WARMER

Play **Vocabulary tennis**. You will need a soft ball for this (or a screwed up piece of paper works just as well).

- Divide the class into two teams.
- Say a category from the unit, e.g. *countries, nationalities, the family, hobbies*. The first person in Team A says a word belonging to that category and then throws the ball to someone in the other team.
- The person with the ball now says a word and throws back to someone in the other team. This continues until a word is incorrect, repeated or someone takes longer than five seconds to say a word. In these cases, the other team wins points like in a game of tennis, e.g. 15. The teacher then gives another category. The first team to get more than 40 wins the game.

Personal questions - 1

- 1 **LISTENING** 16 Tell students they are going to listen to Carlos answering his new English tutor's questions. Play the track for students to listen and complete his answers. Ask students to compare in pairs before you check answers. Elicit where Carlos lives now (*London*). See p164 for the audioscript for this exercise.

Answers

1 Torres 2 double 3 Mexico City
4 14/fourteen 5 sport 6 football

- 2a **LISTENING** 17 Play the track for students to listen to three people spelling their names and write them down. Check their answers. See p159 for the audioscript for this exercise.

Answers

1 Adamir 2 Garrett 3 Beeston

- 2b **SPEAKING** In pairs, students practise spelling the words. Remind them to use 'double' when necessary.

✓ **EXAM SUCCESS** Students discuss why it is important to know the alphabet in English. Tell them to turn to page 151 (Speaking: Spelling) to compare their ideas.

TEACHER DEVELOPMENT: LANGUAGE

Spelling

Students need a lot of regular practice to know the alphabet and make spelling out words in English become an automatic skill, so integrate practice so that it becomes a regular feature of your lessons. Knowing how to spell out words used regularly in daily life, such as your name or address, is an essential life skill. The spelling of our name is part of our identity and a misspelled word may mean you don't get an important email/letter, etc. Being confident in using the alphabet is also important as it is often present in the first part of many official exams where students are asked to give personal information.

- 3 16 Play the dialogue in exercise 1 again for students to complete the questions in the Speaking bank. Check answers in open class.

Answers

a name b Can c from d old e hobbies
f address

- 4a Individually, students invent personal information.

- 4b **SPEAKING** In pairs, students prepare new dialogues using the questions in the Speaking bank and their information from exercise 4a. Remind students to ask their partner to spell their name or surname. Walk round, checking students are on task and making sure students are speaking English to each other.

Suggested questions

What's your name? What's your surname? Can you spell that? Where are you from? How old are you? What are your hobbies? Have you got an email address?

- 5 Ask students to write down other personal questions, as in the example. In a less confident class, write ideas on the board to help students: *nickname/birthday/address/phone number/food/colour/pets/sports*, etc. Set a time limit of three minutes. Elicit questions from students and write them on the board.

PRACTICE MAKES PERFECT

- 6 **SPEAKING** In pairs, students take it in turns to ask and answer questions in the Speaking bank and their questions in exercise 5. Remind students to give true answers. Walk round, noting down errors and good use of language, which you can talk about when you give feedback on this activity.

Model dialogue

- A: Hello. What's your name?
 B: My first name is Sophie and my surname's Arnaud.
 A: Arnaud? Can you spell that?
 B: Yes. It's A-R-N-A-U-D.
 A: Where are you from?
 B: I'm French. I live in Paris.
 A: How old are you?
 B: I'm 15 years old in October.
 A: What are your hobbies?
 B: I'm really interested in films.
 A: Have you got an email address?
 B: Yes. It's sophie.arnaud@mixmail.com
 A: OK. Thank you!

EXTRA ACTIVITY

Ask pairs to make groups of four students. Each pair takes it in turn to introduce his/her partner to the other pair, remembering the personal information in exercise 6.

HOMEWORK

Assign students page 13 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p19

Presenting simple written information about yourself with correct punctuation

FAST TRACK

You could ask students to do exercise 1 at home and check their answers at the start of the lesson. Alternatively, you could set the writing task in exercise 5 as homework.

WARMER

Write these questions from this lesson on the board in a jumbled order, e.g.

*interested are What you in?
 pets got have you What?
 your birthday is When?
 singers Who favourite are your?
 are from you Where?
 hobbies What are your?*

Ask students to reorder the questions. In pairs, they take turns to ask and answer the questions.

Answers

*What are you interested in? What pets have you got?
 When is your birthday? Who are your favourite singers?
 Where are you from? What are your hobbies?*

A personal profile

- 1 **READING** Students complete the Fact File with information from the profile. Check their answers in open class.

Answers

a Becky **b** Davidson **c** Liverpool **d** 12/twelve
e Thomas and Gemma **f** one brother – Jamie
g no pets **h** music

- 2a Ask students to look at the rules for using capital letters in English in the Writing bank. Ask students to find an example of each rule in Becky's profile. Elicit some example sentences for each rule from different students around the class.

Suggested answers

I'm, At the moment ..., Liverpool, Spain, British, January

- 2b Ask students if the rules for using capital letters are different in their language. Ask them to give examples.
- 3 Students read the personal profile and rewrite the text correctly using capital letters. You could ask students to come up and write correct sentences on the board to check the answers.

Answers

Hi. My name's Raul Vega. I'm thirteen years old. My birthday is in October. I'm from Cholula. Cholula is a small city near Puebla in Mexico.

My mother's name is Susana and my father is called José. I've got a brother called Francisco and a sister called Adriana. And I have a dog called Rocky.

My hobby is going to the cinema. My favourite film is *The Hobbit*. I think Martin Freeman is a very good actor. What about you? Are you interested in American or British films?

- 4 Students complete the Fact File with information about themselves.

PRACTICE MAKES PERFECT

- 5 Students write their own personal profile using the information in their Fact File in exercise 4. When they finish, they should use the information in the Writing bank to check their use of capital letters. Tell them to plan what they are going to write and to follow the advice in the Writing bank on page 156.

Model text

Hello. My name's Adriana Montalvo. I'm Venezuelan. I'm from Caracas, the capital city of Venezuela. At the moment I'm 14, but my birthday is in November.

My mother's name is Alejandra and my father is called Luis. He's from Spain. I've got two brothers called José Manuel and William and a sister called Carla. She's at university at the moment. I love animals. I've got two dogs called Pinky and Perky.

I'm really into films. My favourite film is *The Hunger Games*. I think Jennifer Lawrence is a very good actress. My other hobby is sport. I like football but my favourite sport is basketball.

What about you? Are you interested in films and sport?

EXTRA ACTIVITY

Students give themselves a mark for their personal profile, according to the self-assessment criteria below. Their written work and assessments could form part of the CEFR dossier. Students could also use these assessment guidelines to grade their partner's descriptions.

- Correct use of subject pronouns?
- Correct use of possessive adjectives?
- Correct use of punctuation?
- Correct use of paragraphs?
- Correct use of *to be*?
- Correct use of *have got*?
- Correct use of contracted and long forms?
- Good spelling?
- Good use of basic vocabulary from Unit 1?
- Good use of expressions from Unit 1 (*to be interested in/to be into something, etc.*)?

HOMEWORK

Assign students page 14 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 1

>>> FAST TRACK

The extra support provided in the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting for homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p21

to be

- 1 Students complete the dialogue with the correct form of the verb *to be*.

Answers

a Are b 'm not c Are d are e 're f Is
g isn't h is

have got

- 2 Students choose the correct alternative.

Answers

1 have 2 have 3 haven't 4 Has Daniel got
5 has 6 Have 7 have

Possessive adjectives

- 3 Students write the correct possessive adjective in each space.

Answers

1 My 2 His 3 Her 4 Our 5 Its

Vocabulary revision p21

COUNTRIES

- 1 Students write the names of the countries next to the cities.

Answers

1 Brazil 2 the UK 3 Egypt 4 Turkey
5 the US 6 Russia

NATIONALITIES

- 2 Students complete the nationalities with the correct vowels.

Answers

1 Chinese 2 Australian 3 Egyptian 4 Turkish
5 Mexican 6 Brazilian

THE FAMILY

- 3 Students put the letters in the correct order to make a member of the family. They then say if the person is male (M), female (F), or if there is no difference (ND).

Answers

1 cousin ND 2 niece F 3 sister F 4 wife F
5 grandparent ND 6 aunt F 7 nephew M
8 uncle M

HOMEWORK

Assign students page 15 in their Workbook or the relevant sections of the Online Workbook.

2 School days











KEY LEARNING OUTCOMES

CEF

Students will be able to:


- talk about a basic school day
- use question words to ask basic questions
- understand simple texts about school life
- give basic physical descriptions
- write a short informal email

UNIT OVERVIEW

	School subjects Everyday objects
Vocabulary	
	Bring your own technology (BYOT) to school CRITICAL THINKING Comparing ideas about technology in the classroom
Reading	
	Possessive 's Possessive pronouns Regular and irregular plural nouns
Grammar in context	
	Describing faces
Vocabulary	
	Autonomy: Organising your studies
Life skills	
	Studio schools
Listening	
	Question words <i>this, that, these, those</i> Articles
Grammar in context	
	Describing people
Developing speaking	
	An informal email
Developing writing	
	Reading: True/False/Not Mentioned Use of English: Conversation
Exam success	

DIGITAL OVERVIEW

Presentation Kit

- ▶ Flipped classroom video 2: Possessive 's
- ▶ Life skills video Unit 2: Organising your studies
- ▶  **Vocabulary tool:** School subjects; Everyday objects; Describing faces
- ▶ Interactive versions of Student's Book activities
- ▶ Integrated audio and answer key for all activities
- ▶ Workbook pages with answer key

Teacher's Resource Centre

- ▶ Flipped classroom video Unit 2: Possessive 's
- ▶ Life skills video Unit 2: Organising your studies
- ▶ Grammar communication activity Unit 2: In the library
- ▶ Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 2
 - Flipped classroom video worksheet Unit 2: Possessive 's
 - Literature worksheet Units 1 and 2
 - Culture worksheet Unit 2
 - Life skills video worksheet Unit 2
 - Everyday English worksheet Unit 2

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–2
- ▶ Printable test Unit 2
- ▶ Gateway to exams Units 1 and 2 (end of Unit 2)

Vocabulary p22

Talking about school subjects and everyday objects

>>> FAST TRACK

You could ask students to do exercises 1a and 3a at home so that less confident students are prepared for these activities. Students could also note down the subjects they have got today and the times they do each activity in preparation for doing exercise 2 in class.

WARMER

Tell students to look at the unit title *School days* and the image, and predict what they think the unit is going to be about – school life, different schools around the world, technology in schools, etc. Draw a picture of a school in a circle in the centre of the board and brainstorm names for different rooms in a school, e.g. *gym, science lab, music room, art room, classrooms, library, office, staffroom, cafeteria*, etc. In a less confident class, you could give the first letter(s) of some words.

v School subjects

1a In pairs, students match the school rooms (a–e) with some of the words. Check their answers.

Answers

a PE (Physical Education) b art c science
d music e ICT (Information and Communication Technology)

1b 18 Play the track for students to listen and repeat the words. Ask students which subjects we write with capital letters (*language subjects*). See p164 for the audioscript for this exercise.

++ EXTRA ACTIVITY

Ask students to underline the main stress in each word. Provide dictionaries to help them or they can look up the words in the Macmillan Online Dictionary.

Answers

art, English, French, geography, history, ICT (Information and Comunication Technology), maths, music, PE (Physical Education), science

2 SPEAKING In pairs, students take turns to say what subjects they have got today. They could also say the times of each subject. Direct students' attention to the model dialogue.

++ EXTRA ACTIVITY

In pairs, students discuss which of the school subjects in exercise 1a is their favourite subject/least favourite subject. Elicit answers from students around the class.

v Everyday objects

3a Students look at the picture and say which of the words are not in the photo. Ask them to check they understand all the words. Encourage them to use a dictionary if necessary.

Answers

laptop, MP3 player, pencil case, trainers

3b 19 Play the track for students to listen and repeat the words. See p164 for the audioscript for this exercise.

++ EXTRA ACTIVITY

Ask students to underline the main stress in each word. Provide dictionaries to help them or they can look up the words in the Macmillan Online Dictionary.

Answers

calculator, folder, laptop, marker pens, mobile phone, MP3 player, pencil case, snack, tablet, trainers

4 LISTENING 20 Tell students they are going to listen to four students. Play the track for students to listen and say what they have got in their bags and decide what lesson the object is for. Elicit answers from students around the class. See p164 for the audioscript for this exercise.

Answers

Object	Lesson
1 snack	PE
2 tablet	ICT
3 marker pens	history
4 mobile phone	maths

++ EXTRA ACTIVITY

Ask some comprehension questions: 1 *What is Jane's snack? Why has she got a snack? Has the boy got a snack? (an apple and some chocolate/She is always hungry after PE./No, he hasn't.)* 2 *Has the boy's school got laptops? (No, they've got tablets.)* 3 *Why is a marker pen useful in lessons? (You can underline important information.)* 4 *Has she got a calculator? Can she use a mobile phone? (No, she hasn't./The boy isn't sure.).*

5 SPEAKING In pairs, students take it in turns to say which of the objects in exercise 3 they have got in their bag now and say why. Draw students' attention to the model dialogue.

++ EXTRA ACTIVITY

Students talk about other objects they have in their bags and say why they have them.

HOMEWORK

Assign students page 16 in their Workbook or the relevant sections of the Online Workbook.

Reading p23



Understanding an article about school life and technology

>>> FAST TRACK

You could ask less confident students to answer the questions in exercise 6 at home in preparation for the speaking activity.

WARMER

Play **Hot seat**. Prepare a list of words from previous lessons.

- Divide the class into two teams or more if you have a large class.
- Put a chair at the front of the class, with the back to the board.
- Students from each team rotate turns sitting in the chair.
- Write a word on the board. Each team has 20 seconds to elicit the word written on the board from their teammate sitting in the hot seat. They cannot say, spell or draw the word.
- A volunteer from the other team then comes and sits in the 'hot seat'.
- The team with the most points at the end of the game wins.

- 1 In pairs, students say if they have got a phone, tablet or laptop and whether they take them to school and to say why or why not. Elicit answers from students around the class.

CULTURAL INFORMATION

BYOT

BYOT (Bring your own technology) is not a new concept in the US and it is now starting to be seen in schools in the UK and the rest of Europe. However, it is likely to quickly become more widespread. Encouraging students to bring in their own technology, rather than having the schools supply it, means that students are more likely to take care of their devices and schools do not have to foot the heavy costs involved in supplying up-to-date technology to all their students.

Currently in the US 44% of schools encourage students to bring their own devices and 57% of children own a mobile device by age five. Educators are now beginning to accept that rather than forbid personal technology usage in the classroom, they need to embrace and exploit it to its fullest and adapt the way they teach and students learn.

- 2 **READING** Refer students to the text. Elicit what an Internet forum is and ask what the discussion subject is and who is participating. Ask students to read the text and answer the questions.

Answers

- 1 Bring your own technology to school
2 a Mia Jones: No
b Brad Simmons: Yes
c Angela Hughes: No

- 3 Ask the students to say if the statements are true or false. In pairs, students compare their answers before you check in open class.

Answers


- 1 F 2 F 3 T 4 F 5 T 6 F

- ✓ **EXAM SUCCESS** Students say if it's a good idea to read the text quickly or slowly in order to do exercise 3 and say why. Tell them to turn to page 151 (Reading: True/False/Not Mentioned) to compare their ideas.

TEACHER DEVELOPMENT: STUDENT TRAINING

Reading quickly for gist

Before students do a reading comprehension task, they should think about the type of questions they are being asked. Encourage students to read the text once quickly and then read the questions. Next, they read the text more thoroughly. Remind them that it is not necessary to understand everything in a reading text; they just need to answer the questions.

- 4  **CRITICAL THINKING** Individually, students note down situations when it is important to have a mobile phone or smartphone and when it is important to switch it off and give reasons. Ask students to compare their ideas with the rest of the class.

Example answers

In my opinion, a mobile is very useful when you need to have access to the Internet, for example to find important information or an address if you are lost, using the GPS tracking system. It's also useful to be able to make calls in emergencies or access important phone numbers.

I think a good time to turn a mobile off is when you are doing something in class and you need to pay attention to the teacher, or when you are at the cinema and you shouldn't disturb people.

- 5 Encourage students to use their dictionaries to find the meaning of the underlined words in the text. If students have access to computers, they can look up the words on the Macmillan Online Dictionary.

Answers

- send texts:** send a short written message by mobile phone
expensive: costing a lot of money
fair: treating all people equally

- 6 **SPEAKING What about you?** In pairs or small groups, students take it in turns to say when they use their mobile phones, smartphones, laptops or tablets and what for. In a less confident class, give students time to prepare their answers in written form before doing this as a speaking activity. Elicit some answers from different pairs/groups and try to create a discussion in open class.

HOMEWORK

Assign students page 17 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp24-25



Using possessive 's and possessive pronouns to talk about who things belong to and using some regular and irregular plural nouns

>>> FAST TRACK

You could ask students to do exercises 2 and 3 at home. Then they could do exercise 4 at the beginning of the lesson.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Possessive 's

- 1 Ask students to look at the sentences (a–c) and then match 1–4 with A–D.

Answers

1 B 2 C 3 A 4 D

TEACHER DEVELOPMENT: LANGUAGE

Possessive 's

We use the possessive 's when we want to show that something belongs to somebody or something. The number of objects is not important. The important thing for this structure is the possessor and not the possessed, e.g. *It's Jane's bag. They're Jane's bags.* With two names, we only add 's to the second name, e.g. *Joe and Jane's bag.*

- 2 Students write sentences about the people and their possessions. Draw students' attention to the example. Check their answers.

Answers

- 2 It's my dad's bag.
- 3 It's the teachers' computer.
- 4 They're my sisters' marker pens.
- 5 It's Emma's MP3 player.
- 6 They're the students' books.
- 7 They're Alex and Amy's tablets.
- 3 Ask students to decide if the sentences are correct and rewrite the incorrect sentences. In pairs, students compare their answers before you check in open class. Elicit the meaning of *to be in favour of something* (supporting a person or an idea that you believe is right) and ask students to think of another example sentence for this expression.

Answers

- 1 They've got tablets at William and Dana's school.
- 2 Is Jack's pencil case blue?
- 3 My friends' names are Oscar and Ellie.
- 4 correct
- 5 Our school's head teacher is in favour of mobile phones.
- 6 correct
- 7 correct
- 4 **SPEAKING** Divide the class into small groups. Ask students to point to an object in the classroom and say whose it is. Drill the pronunciation of *whose* /hu:z/ and point out to students that this is a question pronoun to ask about possession. In a less confident class, model this activity first with a pair of more confident students.

Possessive pronouns

- 5a Ask students to look at sentences a–c and complete 1–3 with the correct possessive pronouns.

Answers

1 mine 2 hers 3 theirs

- 5b Elicit from students what type of words are the words in blue.

Answer

They are possessive adjectives.

- 6 Ask students to choose the correct alternative.

Answers

1 my 2 your 3 mine 4 our, yours 5 theirs
6 hers 7 his

TEACHER DEVELOPMENT: LANGUAGE

Possessive pronouns

Students often confuse possessive pronouns and possessive adjectives. Possessive adjectives come before the noun they modify to show possession, e.g. *My bag is heavy.* Possessive pronouns clarify who an item or an idea belongs to and are always placed at the end of a sentence. Point out that none of the possessive pronouns are spelled with an apostrophe.

+ EXTRA ACTIVITY

Divide the class into groups of three or four students. Ask them to place a few personal items on the desk and take turns identifying to whom everything belongs. When they put things on the desk, students use possessive adjectives, *These are my keys., etc.* When students pick up objects from the desk, they use possessive pronouns, *These are not mine. These are yours., etc.*

- 7 Students answer the questions using possessive pronouns.

Answers

2 it's mine 3 it's his 4 it's theirs 5 they're ours
6 it's mine

Regular and irregular plural nouns

- 8 Ask students to look at the two lists and say which are regular plural nouns and which are irregular.

Answers

List 1: Irregular

List 2: Regular

TEACHER DEVELOPMENT: LANGUAGE

Regular and irregular plurals

With regular plurals, we usually add *-s*, e.g. *bags, days*. You could point out to students that nouns that end in *-ch, -x, -s, -z* or *s*-like sounds require an *-es* for the plural, e.g. *boxes, fishes, sandwiches, buses*. Nouns that end in a consonant + *y* drop the *y* and take *-ies*: *cities, countries, nationalities*. Note that a lot of nouns that end in *o* take *-es* in the plural: *tomatoes, potatoes*. There are many irregular plurals that you can point out to students as they come up: *feet, mice, teeth*, etc.

- 9 Elicit from students what they can see in the pictures. Ask them to write sentences using numbers and the singular or plural form of the word. Check their answers.

Answers

2 two families 3 one boy 4 two women

5 two men 6 seven people 7 three children

Refer students to the Grammar reference on page 32 if necessary.

HOMEWORK

Assign students page 18 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p25

Giving basic physical descriptions

>>> FAST TRACK

If students are familiar with the target vocabulary, you could play the track in exercise 1b for students to touch the different parts of their faces.

V Describing faces

- 1a In pairs, students say the words in the box and touch the different parts of their faces. Point out the irregular plural *teeth*.
- 1b 21 Play the track for students to listen and repeat. Practise saying the word *mouth*. Ask them to say *m* and then make a long *au* and finish with the *th* /θ/ like the initial consonant of *this*. See p164 for the audioscript for this exercise.

TEACHER DEVELOPMENT: PRONUNCIATION

The /au/ sound

Some students have trouble pronouncing the sound /au/ correctly. In the first sound, the jaw is dropped more, the tongue is raised and pulls back, slightly higher in the back. In the second sound the tongue stretches up towards the soft palate. The tip of the tongue is touching the bottom front teeth in the first sound, but is not quite touching in the second sound. Practise saying the diphthong /au/ in words they are familiar with, e.g. *cow, now, sound, how, mouth*.

- 2 SPEAKING In pairs, students look at the adjectives in the box and say what part(s) of the face we can describe with each adjective. Elicit which word cannot describe a part of the face. Remind students to use their dictionaries if necessary.

Suggested answers

ears: big, small, red

eyes: big, blue, dark, brown, green, grey, small

hair: brown, dark, curly, fair, grey, long, red, short, straight

mouth: big, small

nose: big, small, long, red

teeth: big, small, long, straight

tall isn't used to describe the face

- 3 Students read the description of the boy in the photo and find three mistakes.

Answers

1 He hasn't got long, fair hair. He's got short, fair hair.

2 His hair isn't curly. It's straight.

3 He hasn't got brown eyes. He's got blue eyes.

- 4a Students write a description of themselves.

- 4b Collect in students' descriptions and read them out to the class for students to decide who they are.

+ EXTRA ACTIVITY

In pairs, students test each other on describing the faces of other people in class. One student asks questions, e.g. *Has Rachel got curly hair? Has Joan got blue eyes?* while the student answering the questions has their eyes closed.

HOMEWORK

Assign students page 19 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp26-27



Organising your studies

To think about where and when to study, to see how other students organise their time and space and to create a weekly study plan

>>> FAST TRACK

You could set the reading in exercise 2 for homework and ask students to evaluate their study space at home in preparation for the discussion.

1 BACKGROUND INFORMATION

As students become more independent they need to develop their organisational skills. Planning, organising and being able to prioritise different tasks are important life skills which apply to all areas of our daily lives.

Managing your studies effectively and becoming an independent learner is essential to academic life. In the world of work, employers look for candidates who can demonstrate the ability to meet deadlines and demonstrate good organisational skills.

Studying is often really hard work; it can sometimes feel overwhelming for students. In this lesson, students explore organisation and time management and consider suggestions which will help students think about ways in which they can improve the organisation of their studies.

WARMER

Write a simple riddle on the board and see if the students can guess the answer.

*You can't save it,
You can't borrow it,
You can't lend it,
You can't leave it,
You can't take it,
You can only do two things with it – use it or lose it.*

Answers

TIME!

Ask students to open their books and look at the words in Key concepts. Elicit from students what they think the lesson is going to be about.

- 1 In pairs, students look at the questionnaire and take it in turns to ask and answer all the questions.
- 2 **READING** Students read about study spaces and then evaluate their own study space. Ask students to compare in pairs and say whether their study space is good or bad and explain why.

>>> FAST FINISHERS

Ask students to write or find definitions for the following words: *comfortable, concentrate, folder, turn off, lamp.*

Suggested answers

comfortable: /'kʌmfɪtəb(ə)l/ – physically relaxed

concentrate: /'kɒns(ə)n.treɪt/ – to give all your attention to the thing you are doing

folder: /'fəʊldə(r)/ – a thin flat container for sheets of paper

turn off: /tɜː(r)n ɒf/ – to stop a piece of equipment working temporarily by pressing a button or by moving a switch

lamp: /læmp/ – an electric light

+ EXTRA ACTIVITY

Students rank the study space tips in order of importance. Students can explain what they think the most/least important tip is to the class and say why. Encourage others to agree or disagree.

- 3 In pairs, students look at the picture and decide what is good or bad about the study space. Tell them to make two lists: Good/Bad and remind them to refer to the information in the text in exercise 2. You could set a time limit of two minutes. Then elicit answers in open class.

Answers

Good:

There is a desk.
There is a desk lamp.
There is a window not far from the desk.
There are shelves with textbooks organised on them.

Bad:

There isn't a comfortable chair.
There are disorganised papers on the floor.
The curtains are drawn so there isn't enough light.

4



LISTENING 22 Tell students they are going to watch or listen to students giving advice about time management. Play the video or track for students to watch or listen and put the advice in the order they mention it. See p164 for the videoscript/ audioscript for this exercise.

Answers

1 B 2 C 3 A

- 5 **22** Play the video or track again for students to match the sentence halves. Give students a minute to compare in pairs before you check their answers in open class.

Answers

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

FAST FINISHERS

Write these questions on the board for students to answer. Ask students to explain their answers to the rest of the class once everyone has finished.

What is a vlog? When is it most important to know your school timetable? Where is it good to have a copy of your school timetable? What are Dylan's hobbies? Why is Charlotte careful to follow the plan?

Answers

a videoblog; at the start of the year; at school and at home; football and playing the guitar; her parents have a copy of her study planner

EXTRA ACTIVITY

Ask students to re-tell the actions and recycle the language from the lesson and practise simple connectors of sequence. Elicit the characters' names, where they are and ask students to list objects in the order they observe them.

Characters: Charlotte, Dylan

Location: kitchen

Objects: timetable/fridge, laptop/study planner

Put students into pairs to retell the action in the video. One student starts and others continue by adding a sentence. Write these connectors of sequence on the board to help students reconstruct the action: *first, next, then, finally.*

TEACHER DEVELOPMENT: CLASSROOM TIPS

Using video in the classroom

On-topic videos can help students engage with the material on a deeper level. Many teachers who use video say that their students retain more information, understand concepts more rapidly and are more enthusiastic about what they are learning. Using video is a good way to reach students with different learning styles, especially visual learners, and those with a variety of information acquisition styles.

Videos can provide real-world context and cultural relevance for lessons. With video as one component in a thoughtful lesson plan, students often make new connections between curriculum topics. By exploiting the power of video to deliver lasting images, teachers can engage students and help them practise media literacy and critical viewing skills as well as provide a common experience for students to discuss in the classroom.

- In pairs or small groups, students discuss their opinions of the advice in exercise 5 and say if it is ✓✓ very good, ✓ good or ✗ not very good. Encourage students to share their ideas in open class.
- Direct students' attention to the study planner. In pairs, students discuss if it is similar to theirs and say what is similar or different. Elicit opinions from students around the class.

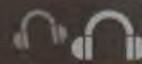
LIFE TASK



Tell students they are going to create their own study planner in English.

- Step 1**
Individually, students copy the table in exercise 7.
- Step 2**
Students then put in their school timetable.
- Step 3**
Students now add other activities after school and at the weekend.
- Step 4**
Students now add times when it's easy or convenient to study and do homework.
- Step 5**
In small groups, students compare and comment on their study planner with other students. Encourage students to ask each other if they have got ideas to make their study planners better. Elicit useful advice and comments from students. You could display the study planners for students to study and comment on.

Listening p28



Understanding simple texts about school life

WARMER

Play Tic-tac-toe to recycle vocabulary from the unit so far.

- Split the class into two teams: X and O.
- Draw two tic-tac-toe grids on the board, side by side. One grid for reference and one for actually drawing the noughts and crosses.

14 years old	the UK	green			
skateboarding	maths	No, I've got a laptop.			
Yes, he has.	From 8 am to 3 pm	It depends.			

- Write these responses to questions in each square (14 years old/the UK/green/skateboarding/math/No, I've got a laptop./Yes, he has./From 8 am to 3 pm/It depends.).
- Each team must think of a grammatically correct question for the response to win a square, e.g. *How old are you? Where are you from? What's your favourite colour? Have you got any hobbies? What's your favourite subject? Have you got a computer? Has he got a brother? What time are your classes? Have you got homework every day?*
- To keep the entire class focused, pick students at random.

- 1 In pairs, students look at the photo of a 'Studio School' and discuss if it is similar to their school. Elicit why or why not?

Suggested answer

It looks more like a company than a school.

- 2a Ask students to read the questions and make sure they understand all the vocabulary.

- 2b **LISTENING** 23 Play the track for students to listen and answer the questions. Tell students you will play the track twice. Ask students to compare in pairs before you elicit answers from students around the classroom. See pp164–165 for the audioscript for this exercise.

Answers

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

CULTURAL INFORMATION

Studio Schools are a new type of pioneering state school for 14–19 year olds in the UK combining academic studies and work-based training. The schools have been set up to try and deal with the problem of youth unemployment, and address concerns that school-leavers don't have the skills to succeed in the world of work. The curriculum involves enterprise projects and access to real work experience. Students spend a significant portion of their weekly time in real workplaces. From 16–19 this is paid work. However, opinion is divided. Supporters say the schools will improve employability and offer good qualifications alongside the kind of skills employers want. Critics say that they could push students into making career choices too young.

- 3 **SPEAKING What about you?** Ask students what they think about Studio Schools. In a less confident class, you could put some prompts on the board: *I think it sounds interesting because .../In my opinion, I think the idea is .../It's a bad idea because ...*

EXTRA ACTIVITY

In pairs, students rank these things about Studio Schools in order of importance for them:

They haven't got a lot of homework.

They study from nine to five.

The classrooms are comfortable.

They've got a personal coach.

They've got one day a week in a real company.

The schools are small.

They work in teams.

They've all got laptops.

The lessons are practical.

They decide how they want to work.

Ask students to compare in small groups and what students think is the best thing about Studio Schools.

HOMEWORK

Assign students page 19 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp28–29



Using question words, *this, that, these, those* and *articles*

FAST TRACK

You could do exercises 4 and 5 as a class activity by inviting different students to read out the sentences and nominate another student to say the answer.

Test before you teach

Draw a ? on the board and ask students to think of as many *Wh-* question words as they can (question words are also called *Wh-* questions because they include the letters *W* and *H*). Students can look in their Student's Book for ideas. Ask students to turn to exercise 1a on page 28 to see if they have thought of all the same question words.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Testing before you teach

It is a good idea to start a lesson with a diagnostic activity to establish how much of the target vocabulary or grammar students already know. Monitor closely to establish which areas you will need to focus on most in the subsequent 'teach' stage of the lesson.

Question words

- 1a Ask students to look at the questions and check that they understand the question words. In a less confident class, write what each question word asks on the board in a jumbled order for students to match.

Answers

- 1 How old: asks your age
- 2 Where: asks about the place
- 3 How many: asks the number of something
- 4 Who: asks the person
- 5 Which: asks about a specific thing
- 6 How much: asks about the amount
- 7 What: asks what someone is
- 8 When/What time: asks about the time
- 9 Why: asks the reason
- 10 How: asks the manner in which something is done

- 1b Students match each question in exercise 1a with the correct answer below. You could do the first one together, as an example.

Answers

- 1 c 2 d 3 f 4 i 5 g 6 b 7 e 8 a 9 h
10 j

- 2a Ask students to complete the sentences with the correct question words. Give students time to compare in pairs before you elicit answers from students round the class.

Answers

- 1 How 2 Which 3 How 4 How 5 Where
6 Who 7 When 8 What

2b SPEAKING In pairs, students ask and answer the questions.

++ EXTRA ACTIVITY

Model and drill the question to show how *Wh*-questions usually end in falling intonation.

TEACHER DEVELOPMENT: PRONUNCIATION

Falling intonation

The musical pattern of ups and downs in our speech – in both the middle and end of sentences – is called intonation. These different musical patterns communicate different messages to your listener.

Questions that begin with *who*, *what*, *when*, *where*, *why*, *which*, and *how* (often referred to as *Wh*-questions) usually end in falling intonation. This is because *Wh*-questions ask for more information from the listener. This is most often heard in the very common question:

How are you?

this, that, these, those

3a Students match each sentence with the correct picture.

Answers

1 d 2 a 3 b 4 c

3b Students decide which of the words in blue are singular, plural, for things that are distant from the speaker and for things that are close to the speaker.

Answers

1 singular: this, that; plural: these, those 2 that, those 3 this, these

4 Students look at the pictures and complete the sentences with *this*, *that*, *these*, *those*.

Answers

1 These 2 That 3 Those 4 This

5 Ask students to choose the correct alternative.

Answers

1 This 2 This 3 those 4 Those 5 These 6 that

Articles

6a Students match each rule (a–e) with one of the sentences (1–5). Elicit answers from different students.

Answers

1 b 2 a 3 d 4 e 5 c

6b Students read the sentences and choose the correct alternatives.

Answers

1 an, The 2 – 3 a, The 4 – 5 The

7 Ask students to choose the correct responses to complete the four dialogues. Elicit answers from students around the class.

Answers

1 c 2 b 3 b 4 b

✓ EXAM SUCCESS Students look at the incorrect answers in exercise 7 and say if the grammar is wrong or they are answers to different questions? Tell them to turn to page 151 (Use of English: Conversation activities) and compare their answers.

++ EXTRA ACTIVITY

Ask students to think of questions for the other answers in the four dialogues.

Refer students to the Grammar reference on page 32 if necessary.

HOMEWORK

Assign students page 20 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p30

Describing people to identify them in a photo by giving basic physical descriptions

>>> FAST TRACK

You could ask students to complete exercise 3 at home. They can then compare their answers in pairs before you check their answers in open class.

WARMER

Draw a stick person on the board and elicit vocabulary for describing people

(**Parts of the face:** ear, eye, hair, mouth, nose, teeth; **Adjectives:** big, blue, brown, curly, dark, fair, green, grey, long, red, short, small, straight, tall). Draw what they say. In pairs, ask students to take it in turns to describe a person for their partner to draw.

Describing people

1 LISTENING 24 Tell students they are going to listen to two teenagers/friends talking about a class photo. Ask students to look at the photo. Play the track for students to listen and decide which person is Karen and which is Tom. Check their answers. See p165 for the audioscript for this exercise.

Answers

Karen: 5

Tom: 1

2a 24 Ask students to complete the sentences from the dialogue. Play the track again if necessary. Elicit answers from students around the class.

Answers

1 Is 2 tall 3 tall 4 's got 5 curly 6 eyes

- 2b** Students look at the information in the Speaking bank and choose the correct alternative. Ask students to compare in pairs before you check their answers. Highlight that the word *hair* is usually used without article in singular number when it refers to all the hairs on one's head in general.

Answers

be, have got, very/really, not very/a bit/quite, –/hair

TEACHER DEVELOPMENT: LANGUAGE

Gradable adjectives

Adjectives are words that describe the qualities of something. Some adjectives in English are gradable – that means you can have different degrees or levels of that quality. The adverbs *a bit*, *very*, *really* and *quite* can all be used with gradable adjectives, e.g. *a bit hot*, *very frightened*, *really tall*, *quite cold*.

- 3** Students complete the sentences with the correct form of *be* or *have got*.

Answers

1 has got 2 is 3 are 4 's got 5 've got 6 is

PRACTICE MAKES PERFECT

- 4 SPEAKING** Divide the class into pairs, A and B. Tell Student As to turn to page 154 and Student Bs to turn to page 155. They then take it in turns to describe and identify the people in the photo. Remind students to use the information in the Speaking bank. Walk round, checking students are on task and making sure students are speaking English to each other.

Model dialogue

- A:** Person e has got long, straight hair. It's really fair. I think she's got blue eyes and she's quite tall. Her mouth is very small.
B: Person b isn't very tall. His hair is a bit curly and dark and it's quite long. His eyes are blue and he's got a really big mouth and quite a big nose.

+ EXTRA ACTIVITY

Play **20 questions**. In pairs, students take it in turns to answer *Yes/No* questions about the people in the photos on page 30. Each student chooses a person for the others to ask questions, e.g. *Is it a girl? Has she got dark hair? Is he quite short?* until the other student guesses who they are thinking of.

HOMEWORK

Assign students page 21 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p31

Writing an informal email about your life

>>> FAST TRACK

You could ask students to do exercises 1 and 2 at home and check their answers at the start of the lesson. Alternatively, you could set the writing task in exercise 5 as homework.

WARMER

Play *Pictionary* to introduce key vocabulary from the lesson.

- Divide the class into two teams (or three or four in a large class).
- In turn, a member from each team comes to the board.
- Give the student a vocabulary word from the list (*school, maths, guitar, hobby, timetable, computer, email, brother*).
- The student has one minute to draw the word while that person's team shouts out guesses.
- If after one minute the team can't guess the word, the other team can try to guess the word.

An informal email

- 1 READING** Ask students to read the email from James and find him and a boy called Connor in the photo. Elicit what the word *e-pal* means (the electronic equivalent of a pen pal – a person that you make friends with by sending emails, often somebody you have never met).

Answers

James: 1

Connor: 3

- 2** Ask students to read the email again and write James's answers to the questions. Elicit answers from different students around the class.

Answers

1 Manor Park 2 It's small. 3 400 students
 4 maths and science 5 on Monday and Wednesday 6 yes 7 yes 8 yes – drama club and guitar lessons

- 3** Ask students to look at James's email again and complete the expressions in the Writing bank.

Answers

Hi, 've, back, All

- 4** Individually, students answer the questions in exercise 2 about themselves. Tell them to make notes.

- 2b** Students look at the information in the Speaking bank and choose the correct alternative. Ask students to compare in pairs before you check their answers. Highlight that the word *hair* is usually used without article in singular number when it refers to all the hairs on one's head in general.

Answers

be, have got, very/really, not very/a bit/quite, -/hair

TEACHER DEVELOPMENT: LANGUAGE

Gradable adjectives

Adjectives are words that describe the qualities of something. Some adjectives in English are gradable – that means you can have different degrees or levels of that quality. The adverbs *a bit*, *very*, *really* and *quite* can all be used with gradable adjectives, e.g. *a bit hot*, *very frightened*, *really tall*, *quite cold*.

- 3** Students complete the sentences with the correct form of *be* or *have got*.

Answers

1 has got **2** is **3** are **4** 's got **5** 've got **6** is

PRACTICE MAKES PERFECT

- 4 SPEAKING** Divide the class into pairs, A and B. Tell Student As to turn to page 154 and Student Bs to turn to page 155. They then take it in turns to describe and identify the people in the photo. Remind students to use the information in the Speaking bank. Walk round, checking students are on task and making sure students are speaking English to each other.

Model dialogue

- A:** Person e has got long, straight hair. It's really fair. I think she's got blue eyes and she's quite tall. Her mouth is very small.
B: Person b isn't very tall. His hair is a bit curly and dark and it's quite long. His eyes are blue and he's got a really big mouth and quite a big nose.

+ EXTRA ACTIVITY

Play **20 questions**. In pairs, students take it in turns to answer *Yes/No* questions about the people in the photos on page 30. Each student chooses a person for the others to ask questions, e.g. *Is it a girl? Has she got dark hair? Is he quite short?* until the other student guesses who they are thinking of.

HOMEWORK

Assign students page 21 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p31

Writing an informal email about your life

>>> FAST TRACK

You could ask students to do exercises 1 and 2 at home and check their answers at the start of the lesson. Alternatively, you could set the writing task in exercise 5 as homework.

WARMER

Play *Pictionary* to introduce key vocabulary from the lesson.

- Divide the class into two teams (or three or four in a large class).
- In turn, a member from each team comes to the board.
- Give the student a vocabulary word from the list (*school, maths, guitar, hobby, timetable, computer, email, brother*).
- The student has one minute to draw the word while that person's team shouts out guesses.
- If after one minute the team can't guess the word, the other team can try to guess the word.

An informal email

- 1 READING** Ask students to read the email from James and find him and a boy called Connor in the photo. Elicit what the word *e-pal* means (the electronic equivalent of a pen pal – a person that you make friends with by sending emails, often somebody you have never met).

Answers

James: 1

Connor: 3

- 2** Ask students to read the email again and write James's answers to the questions. Elicit answers from different students around the class.

Answers

1 Manor Park **2** It's small. **3** 400 students
4 maths and science **5** on Monday and Wednesday **6** yes **7** yes **8** yes – drama club and guitar lessons

- 3** Ask students to look at James's email again and complete the expressions in the Writing bank.

Answers

Hi, 've, back, All

- 4** Individually, students answer the questions in exercise 2 about themselves. Tell them to make notes.

PRACTICE MAKES PERFECT

- 5 Ask students to imagine they are James's new e-pal. Students write back to James with information about themselves. Ask them to follow the paragraph plan and remind them to use expressions from the Writing bank to start and end their email. Tell them to plan what they are going to write and to follow the advice in the Writing bank on page 156. For less confident students, photocopy the model below for extra support during the writing task.

Model text

Hi James,

My name's Juan Tello. I'm from Murcia in Spain. Here's a photo of me with my parents. I'm the one with brown eyes and black hair. My hair's curly. I'm quite tall, but my father is really tall!

My school is called Antonio de Nebrija School. It's very modern and it's quite big. It's got over 800 students. My favourite subjects are art, PE and ICT. I've got art on Monday and Wednesday and PE and ICT on Tuesday and Thursday. I also like science. At school, we've got a really modern laboratory.

After school, we've got a lot of homework. But I've also got time for other activities. For example, I'm in a football club. At the weekend I've got piano lessons.

Write back soon.

Juan

EXTRA ACTIVITY

Students give themselves a mark for their email, according to the self-assessment criteria below. Students could also use these assessment guidelines to grade their partner's descriptions.

- Correct use of subject pronouns and possessive adjectives?
- Good physical description?
- Interesting information about school, timetable, favourite subjects?
- Talks about homework and other activities?
- Correct use of punctuation?
- Correct use of paragraphs?
- Correct use of *to be* and *have got*?
- Correct use of contracted forms?
- Good spelling?
- Good use of expressions from the Writing bank?

HOMEWORK

Assign students page 22 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 2

FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting for homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p33

Possessive 's and possessive pronouns

- 1 Students complete the sentences with the words in the box. Point out to students that they will not need all of the eight words because there are only six spaces.

Answers

a my b mine c sister's d hers e sisters' f theirs

Regular and irregular plural nouns

- 2 Students write the plural form of the words.

Answers

1 parents, people 2 children, families
3 nephews, boys 4 women, girls

Question words

- 3 Students choose the correct alternative.

Answers

1 Which 2 old 3 When 4 Why 5 Who 6 How

this, that, these, those and articles

- 4 Students complete the text with *this*, *those*, *a*, *an*, *the* or – (no article). Remind students they can use each word once only.

Answers

a an b The c a d This e – f –

Vocabulary revision p33

SCHOOL SUBJECTS

- 1 Students write the names of the school subjects.

Answers

1 maths 2 history 3 ICT 4 PE 5 science
6 geography

EVERYDAY OBJECTS

- 2 Students find six everyday objects and write them below.

Answers

1 marker pens 2 trainers 3 pencil case 4 mobile phone
5 MP3 player 6 laptop

DESCRIBING FACES

- 3 Students complete the description with parts of the face and adjectives.

Answers

a short b curly c grey d ears e nose f teeth

HOMEWORK

Assign students page 23 in their Workbook or the relevant sections of the Online Workbook.

Reading p34



► TIP FOR READING EXAMS

Elicit from students what they should remember to do in *True/False* activities. Ask students to read the tip to compare their ideas and then look at Exam Success on page 151 for more ideas.

- 1 **READING** Students read about three schools and match the schools and the photos.

Answers

1 C 2 A 3 B

- 2 Students read the text again and decide if the information in the sentences is True (T) or False (F).

Answers

1 F 2 F 3 T 4 F 5 T 6 F

- 3 **SPEAKING** What about you? In pairs, students discuss which of the schools in the text is their favourite and say why. Ask different students to share their ideas with the class.

Use of English p34

► TIP FOR USE OF ENGLISH

Students read the tip for choosing the correct responses in dialogues. Remind them that it is very important that the response is grammatically correct and logical. Ask them to turn to Exam Success on page 151 for more ideas.

- 4 Ask students to choose the correct responses to complete the five dialogues.

Answers

1 b 2 a 3 b 4 a 5 b

Listening p35



► TIP FOR LISTENING EXAMS

Students read the tip to remind them to look at the pictures before they listen to give them an idea of what comes in the dialogues. Ask them to turn to Exam Success on page 151 for more tips.

- 5 In pairs, students discuss what is in the pictures.

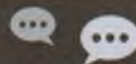
- 6a **LISTENING** 25 Ask students to read the questions. Play the track for students to listen to three dialogues and tick the correct picture. See p165 for the audioscript for this exercise.

- 6b 25 Play the track again for students to listen and check their answers.

Answers

1 a 2 b 3 b

Speaking p35



► TIP FOR SPEAKING EXAMS

Elicit from students what words they might need to spell out in speaking exams. Students read the tip about knowing how to spell personal information and look at Exam Success on page 151 for more tips.

- 7a Divide the class into A and B pairs. Tell Student A to turn to page 154 and spell the names to their partners. Tell Students B to write down the names. When they have finished, tell them to check the spelling.

Answers

1 S - T - U - double R - I - D - G - E
2 G - E - double R - A - R - D
3 A - double L - E - N
4 J - O - H - N - S - T - O - N - E
5 R - A - D - C - L - I - double F - E

- 7b Students now change roles. Tell Student B to turn to page 155 and spell the names to their partners. Students then check their answers.

Answers

1 R - O - D - G - E - R - S
2 D - A - V - I - E - S
3 D - R - I - S - C - O - double L
4 R - O - double S - I - T - E - R
5 B - R - A - double N - A - G - A - N

- 8 Divide the class into small groups. Individually, students choose a new word from Units 1 and 2. Students take it in turns to spell their words for other students to race to be the first to guess them.

HOMEWORK

Assign students pages 24-25 in their Workbook or the relevant sections of the Online Workbook.

- 1 Ask students to read the 'can do' statements and reflect on their own ability. Students mark from 1-4 how well they can do each thing in English.
- 2 Ask students to look at their marks and decide what they need to do to improve. Elicit ideas from students around the class.











KEY LEARNING OUTCOMES

CEF

Students will be able to:


- talk about basic routine actions using the present simple
- say how often they do things using adverbs of frequency
- talk about what they do and where they go in their free time
- ask for and give directions
- write short notes

UNIT OVERVIEW

	Everyday activities Free-time activities
Vocabulary	
	Hobbies that give you something else!
Reading	CRITICAL THINKING Comparing ideas about computers games
	Present simple – affirmative and negative
Grammar in context	PRONUNCIATION Third person singular /ɪz/
	Places in a town
Vocabulary	
	Personal well-being: Attitudes to TV
Life skills	
	A young musician
Listening	
	Present simple – Yes/No questions and short answers
Grammar in context	wh- questions Adverbs of frequency
	Giving directions
Developing speaking	
	A short note – 1
Developing writing	
	Listening: True/False/Not Mentioned
Exam success	Writing: Style and content

DIGITAL OVERVIEW

Presentation Kit

- Flipped classroom video Unit 3: Adverbs of frequency
- Life skills video Unit 3: Attitudes to TV
-  Vocabulary tool: Everyday activities; Free-time activities; Places in a town
- Interactive versions of Student's Book activities
- Integrated audio and answer key for all activities
- Workbook pages with answer key

Teacher's Resource Centre

- Flipped classroom video Unit 3: Adverbs of frequency
- Life skills video Unit 3: Attitudes to TV
- Grammar communication activity Unit 3: Let's race!
- Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 3
 - Flipped classroom video worksheet Unit 3: Adverbs of frequency
 - Literature worksheet Units 3 and 4
 - Culture worksheet Unit 3
 - Life skills video worksheet Unit 3
 - Everyday English worksheet Unit 3

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–3
- Printable tests Unit 3 and Review (Units 1–3)
- Gateway to exams Units 3 and 4 (end of Unit 4)

Vocabulary p36



Talking about everyday and free-time activities

>>> FAST TRACK

You could ask students to do exercises 1a and 3a at home so that less confident students are prepared for these activities. Students could also note down typical everyday activities and the times they do each activity in preparation for doing exercise 2 in class.

WARMER

Tell students to look at the unit title 24/7 and the images, and predict what they think the unit is going to be about: things people do every day as a routine and in their free time. Ask students what the unit title means (24 hours a day, seven days a week) and point out that we usually say 'twenty-four seven'. Ask students to say what they think this means and where they expect to see a 24/7 sign (a non-stop service available any time; a 24/7 service might be offered by a supermarket, convenience store, ATM, petrol station, restaurant, taxis, security services. Public 24/7 services often include those provided by airports, airlines, hospitals, police and emergency telephone numbers).

V Everyday activities

1a In pairs, students match the pictures with some of the phrases. Point out to students that *dinner* is the main meal of the day, served either in the evening or at midday. Some people call an evening meal *supper*.

Answers

1 get up **2** have a shower **3** have breakfast
4 go to school **5** do homework **6** go to bed

1b Tell students that pictures 1–6 are in a logical order. Ask them to continue the everyday activities. Remind them to use all the phrases and use their dictionaries if necessary.

1c **26** Play the track for students to listen and check their answers. See p165 for the audioscript for this exercise.

Answers

start school, have lunch, finish school, go home, do homework, have dinner, go to bed

1d **26** Play the track for students to listen and repeat. Highlight the long vowel sound /u:/ in *school*.

TEACHER DEVELOPMENT: PRONUNCIATION

The /u:/ sound

With the long /u:/ sound, the tongue is close to the back of the roof of the mouth. Ask students to make and hold the sound, as if they have just heard some interesting gossip, e.g. *oooo*. Elicit words students know that have this sound, e.g. *shoe, rule, tooth, room*.

2 SPEAKING Divide the class into small groups. Ask students to take it in turns to talk about a typical day. Draw students' attention to the model dialogue. With less confident students, do this in open class first and write simple connectors of sequence on the board: *first, then, next, after that*.

>>> FAST FINISHERS

Students think of more everyday activities, e.g. *get dressed, have a break, walk the dog*, etc. They can look up the English words in the Macmillan Online Dictionary and tell the rest of the class their new words when everyone has finished.

V Free-time activities

3a In pairs, students match the pictures with some of the free-time activities in the box. Draw students' attention to the example. Ask students to compare their answers before you check in open class.

Answers

2 play the guitar **3** watch films/TV **4** listen to music
5 do sport **6** read **7** paint

3b **27** Play the track for students to listen and repeat the words. See p165 for the audioscript for this exercise.

4a Individually, students put the free-time activities in order for them (1 = great, 10 = boring) as in the example.

4b SPEAKING In pairs, students compare their lists and say if they are similar. In open class, elicit activities that students think are great (1) and boring (10) and ask why.

5 LISTENING **28** Tell students they are going to listen to people talking about their everyday and free-time activities. Play the track for students to listen and match the speakers (1–5) with the activities (a–e). Elicit answers from students around the class. See p165 for the audioscript for this exercise.

Answers

1 c **2** b **3** d **4** a **5** e

+ EXTRA ACTIVITY

Play the track again and pause at the end of each section. In pairs, students note down the words they remember. Play the track again as a whole class and try to reconstruct the text on the board.

HOMEWORK

Assign students page 26 in their Workbook or the relevant sections of the Online Workbook.

Reading p37



Understanding a simple text about hobbies

>>> FAST TRACK

You could ask less confident students to answer question 2 in exercise 5 at home in preparation for the speaking activity.

WARMER

Write these words on the board: *pencil, brush, MP3 player, computer, book, ball, websites, series, cinema, guitar, Internet*. In pairs, students race to write the free-time activity or activities associated with the words. The first pair to finish shouts **Finished!**

Suggested answers

draw, paint, listen to music, play computer games, read, do sport, surf the Internet, watch TV, watch films, play the guitar, chat online

- 1 **READING** Ask students to read the article from a school magazine about two teenagers and their hobbies. Set a two-minute time limit to encourage students to read quickly and not get stuck on difficult vocabulary at this stage. Check their answers.

Answers

Charlotte: books from authors

Nick: some money and free computer games

CULTURAL INFORMATION

As well as the obvious benefits of having a hobby such as making new friends, hobbies can provide teenagers with life-long skills such as independence, confidence and responsibility, or a passion that they could turn into a career in the future. Hobbies they enjoy, from mending PCs or other electronic equipment to making anything from cakes to jewellery, could also earn them cash as well as helping them to develop a skill. The more specialised a skill is, the more they are likely to be able to charge.

- 2 Ask students to read the text again and note down if the information is about Charlotte (C), Nick (N) or both (B). In pairs, students compare their answers before you check in open class.

Answers

1 N 2 C 3 B 4 N 5 N 6 B

- 3 **CRITICAL THINKING** Individually, students note down if they think computer games are good or bad for them and give reasons. Ask students to compare their ideas with the rest of the class.

Example answers

Some people think violent computer games are bad for you and can make young people violent. But some computer games can help you think quickly, plan and solve problems.

Computer games are good for you. Some games are active and can help your coordination. Some games are with other players and can help you to be part of a team.

- 4 Encourage students to match the underlined words in the text with the definitions.

Answers

- 1 review 2 send 3 tester 4 immediately
5 website

>>> FAST FINISHERS

Students think of ways to start a new hobby (join a club, look for information on the Internet, do a workshop or a short course, read about it, etc.).

- 5 **SPEAKING** What about you? Divide the class into pairs or small groups and ask them to discuss the questions.

- Students decide which hobby they prefer and say why.
- Students say which of their hobbies they recommend to other people and say why.

In a less confident class, give students time to prepare their answers in written form before doing this as a speaking activity. Elicit some answers from different pairs/groups and try to create a discussion in open class.

+ EXTRA ACTIVITY

In small groups, students think how they can make money from doing their hobby. Students present their ideas to the rest of the class.

HOMEWORK

Assign students page 27 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp38-39



Talking about basic routine actions using the present simple affirmative and negative

>>> FAST TRACK

You could ask students to do exercises 3 and 4 at home. Then they could do exercise 5 at the beginning of the lesson.

Test before you teach

Elicit a few activities that students, their friends and family do regularly, e.g. *go to school, do homework, chat online, go out with friends, play the piano, paint*, etc. Ask students to write sentences about themselves, their best friend and their mother, father, brother or sister, e.g. *I go to school. My best friend plays the piano. My sister paints*. Monitor to see how comfortable students are with using the present simple.

Present simple – affirmative

- 1a Ask students to look at the sentences and say when verbs in the present simple finish in -s/-es.


Answer

Verbs in the present simple finish in -s/-es when the subject is *he, she or it*.

- 1b** Students say if the sentences are true or false. Check their answers.


Answers

1 T **2** T

- 2a** **PRONUNCIATION**  **29** Play the track for students to listen and say which words have the /ɪz/ sound at the end. In pairs, students compare their answers before you check in open class. See p165 for the audioscript for this exercise.

Answers

1 finishes **5** watches **8** teaches **10** washes

- 2b**  **29** Play the track again for students to listen and practise saying the words in exercise 2a.

TEACHER DEVELOPMENT: PRONUNCIATION

The /ɪz/ sound

The endings -s, -es and -ies in third person singular verbs and plural nouns are pronounced either /s/, /z/ or /ɪz/. The pronunciation depends on the final sound of the simple form of the word.

We say /ɪz/ after /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /ks/, /z/.

When a word ends in these sibilant (hissing) sounds, the -es ending is pronounced as a separate syllable. This is because these sounds are so similar to the sound of the -es ending, that the ending must be pronounced as a separate syllable in order to be heard clearly. Similarly, when -s is added to words ending in -ce, -ge, -se or -ze, the final -es is usually pronounced as a separate syllable.

- 2c** Ask students to choose the correct alternative in the spelling rules.

Answers

1 -es **2** irregular **3** -es **4** -ies

- 3** Ask students to choose the correct alternative.

Answers

1 play **2** read **3** study **4** has **5** go **6** watches

- 4** Ask students to complete the sentences with the present simple form of the correct verb in the box. You could do the first one together as an example. Check their answers.

Answers

1 plays **2** write **3** does **4** love **5** hates
6 finishes, go **7** asks

Present simple – negative

- 5** Ask students to look at the sentences and complete the rules with *don't* or *doesn't*. Check their answers.

Answers

1 doesn't **2** don't **3** -s

TEACHER DEVELOPMENT: LANGUAGE

Present simple – negative

With the exception of the verbs *be* and for some speakers *have*, we use the auxiliary *don't* or *doesn't* to form negative sentences in the present simple. Auxiliaries are verbs which combine with other verbs to form various tenses. When the auxiliary is combined with another verb, the auxiliary agrees with the subject and the other verb is always in the infinitive form, e.g. *He doesn't work*.

Remind students that an apostrophe can be used to replace a letter, e.g. *don't* (*do not*) or *doesn't* (*does not*). When this happens, a new word (called a contraction) is formed. The contracted forms are usual in speaking and writing, but are not often used in formal writing. Drill the pronunciation of *do not* /duːnɒt/, *don't* /dɒnt/, *does not* /dæz.nɒt/ and *doesn't* /dʌz(ə)nt/.

- 6** Students complete the sentences with *don't* or *doesn't*. Elicit answers from different students around the class.

Answers

1 don't **2** don't **3** doesn't **4** doesn't **5** don't
6 don't **7** doesn't

- 7** Students make the sentences negative. Draw students' attention to the example. Ask students to compare in pairs before you check their answers.

Answers

2 I don't go to school in a sports car.
3 My cousin doesn't read ten books a day.
4 Her parents don't watch TV at 7 am.
5 I don't speak Chinese.
6 Sam and Leo don't go to bed at ten o'clock.
7 His brother doesn't make the dinner.
8 She doesn't watch TV in the afternoon.

- 8a** Ask students to look at the words in the table and make as many correct sentences as possible with the words. Point out that they must use each word at least once. Set a five-minute time limit and give regular updates, e.g. *'Two minutes to go Thirty seconds left Stop writing!'*. Students could compete against each other to see who can write the most correct sentences. Ask students to come up to the board and write their sentences to check they are correct.

Suggested answers

Stephanie and I go to school.
I don't go to school.
Stephanie doesn't go to school.
Stephanie and you don't go to school.
I play computer games.
You and I don't play computer games.
We play/don't play computer games.
Stephanie doesn't play computer games.
Stephanie watches TV.
I don't watch TV.
We don't watch TV.

- 8b** Ask students to write one long sentence with the words. Ask them to count the number of words in their sentences to see who has the longest sentence (contractions count as one word).

Suggested answer

The sentences in exercise 8a can be joined using *and* to make one long sentence, e.g. *I don't go to school and play computer games* (nine words).

- 9a** Individually, students decide if the sentences are true for them and if not, add *don't*.

- 9b SPEAKING** In pairs, students take turns to say the sentences to their partner to see how many are the same.

- 9c** Students tell the class about their partner.

++ EXTRA ACTIVITY

Play *Present simple chain statements*. Ask students to make present simple statements in a chain around the class. The first student says something true about themselves, e.g. *I play football*. The next person repeats that person's statement in the second person, e.g. *You play football*., then adds their own true statement such as *I have a brother*. The next person does the same, but this time adding third person for all but the last person to speak, e.g. *He plays football. You have a brother. I get up at 8 o'clock*. The game continues until someone can't remember what previous people have said or mixes up the order. Students can then work in pairs to try to remember and write down all the sentences, this time with names.

Refer students to the Grammar reference on page 46 if necessary.

HOMEWORK

Assign students page 28 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p39



Talking about places in a town

>>> FAST TRACK

If students are familiar with the target vocabulary, you could play the track in exercise 1b for students to say the correct letter for each picture in exercise 1a.

v Places in a town

- 1a** In pairs, students match the pictures with the words in the box.

Answers

a sports centre **b** swimming pool **c** library
d cinema **e** park **f** shopping centre
g museum **h** restaurant

- 1b** 30 Play the track for students to listen and repeat. See p165 for the audioscript for this exercise.

++ EXTRA ACTIVITY

Ask students to mark the stress in the words in exercise 1a (stress is underlined in the answers above).

- 2** Ask students to say what place or places in exercise 1 they associate with the words.

Answers

1 library **2** park **3** restaurant **4** swimming pool
5 sports centre **6** shopping centre **7** cinema
8 museum

>>> FAST FINISHERS

Ask students to think of other places you can see in a town or city. At the end of the activity, ask students to share their words with the rest of the class.

- 3 SPEAKING** In pairs, students take it in turns to say which of the places in exercise 1 they have got in their town or city. Draw students' attention to the model dialogue.

TEACHER DEVELOPMENT: LANGUAGE

Recycling vocabulary

You could use a 'word bag' to recycle vocabulary. Regularly note down new words from lessons on 'word bag cards'. Students can write definitions and example sentences for these word bag cards. Once the word bag is full, students can choose eight to ten words and make up a story, or they can make questions out of the words to ask each other. You can also use the words to play board games such as *Hot seat*, *Snowman*, etc.

HOMEWORK

Assign students page 29 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp40-41

Attitudes to TV

To think about how much TV you watch, to consider how TV influences us and to consider other things to do apart from watching TV

FAST TRACK

You could ask students to do exercise 3a for homework in preparation for the discussion.

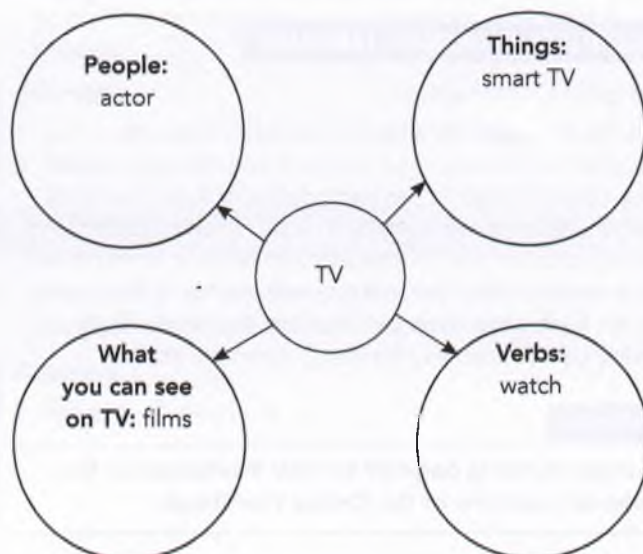
BACKGROUND INFORMATION

Television plays an important part in the lives of teenagers. According to recent statistics, teenagers spend up to four hours a day in front of a TV screen and almost two additional hours on the computer (outside of schoolwork) playing games or watching self-made celebrities on YouTube. Teenage boys prefer science fiction and sport. Teenage girls watch more drama series, documentaries and news programmes. Both watch soap operas, music programmes and quiz shows. Unlike American teen shows, British teen shows usually involve actual teens as actors and show more of the real-life problems that can be associated with being a teen. Recent popular shows in the UK include *Skins*, *The Inbetweeners*, *My Mad Fat Diary*.

In this lesson the students will look at teenage TV viewing habits in the US and compare them to their own habits. They are encouraged to reflect on the positive aspects of TV as a source of entertainment and education, but also on how TV could affect them psychologically and physically.

WARMER

Ask the students to think of all the words they know connected with the topic of TV and create a mind map. Ask the class to give you words to write on the board (or give board pens to one or more students and get them to do the writing). To save time, draw this partially completed mind map on the board.



Then ask students to open their books and look at the words in Key concepts and the photos and diagrams for more ideas to include in their mind map. Elicit from students what they think the lesson is going to be about.

Suggested answers

Verbs: see, look at, change channel, turn on/off, switch on/off

People: presenter, producer, viewers, audience, technicians

What you can see on TV: series, documentary, drama, reality show, talk show, sports programme, quiz show, talent show, news, advert/advertisement

Things: screen, remote control

TEACHER DEVELOPMENT: CLASSROOM TIPS

Brainstorming

Brainstorming is a fun activity used to generate ideas in small groups and can be used as a warmer to get students thinking about the topic. The key thing is to encourage free association. You need lots of ideas to generate more good ideas; accept everyone's ideas as valid and evaluate them at the end of the activity. There are no 'right' or 'wrong' answers in brainstorming and no danger of teacher correction.

A brainstorming tool is a mind map where the topic is written in the centre of the page or on the board and students link other related words in a logical manner. To save time and help students visualise the task, prepare a partially completed mind map with examples. Students can brainstorm in small groups and compete with each other to get the highest number of words or you can brainstorm in open class. Give students a time limit of five minutes. Brainstorming can help learners to take charge; you could give students turns to be 'the teacher' and ask them to write their peers' suggestions on the board.

Encourage students to copy the mind map into their notebooks using different coloured pens and illustrations. Most students are visual learners and this can help them recall words better. Students can record new words on the mind map and it can be a very effective revision tool when students come to exam time.

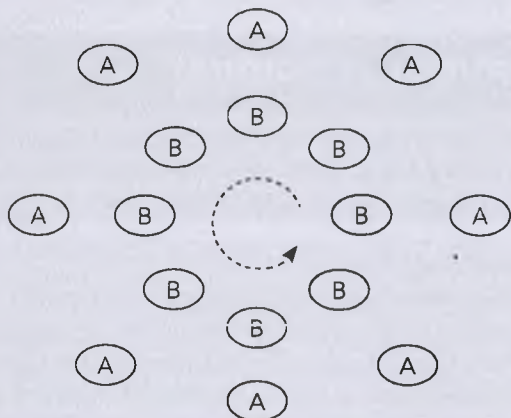
1a READING Individually, students complete the TV survey with their answers.

1b Students then compare their answers with the rest of the class to see if their answers are similar. Where students answered Yes, remind them to give further details. Hold a class vote to see what the top answers are. Ask a student to read out the sentences and another student to count the number of raised hands.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Onion ring

If you have space, divide the class in two and ask half the class to form a ring in the middle of the classroom with their backs to the centre. The other half stand in front of a partner in this ring so the outside ring people are facing the centre of the same circle. The inside circle asks a question from the survey to their first partner and notes down their answer. They then change partners by the outside circle moving one person to the right and the inside circle staying in the same place. The inside and outside circle then swap roles. At the end of the activity, students with the same question total up their answers.



2a Students look at the results of the survey when high school students in the US were asked the questions in 1. Ask them to compare the results to their class results to see if they are similar. Elicit students' comments in open class.

2b SPEAKING In pairs, students discuss their opinion of these results and decide if each statistic is good, bad, interesting, surprising or normal. Focus students' attention on the model dialogue. At the end of the activity, elicit comments from students around the class.

3a READING Students look at the comments about the influence of TV and decide if each one talks about a positive influence (✓) or a negative influence (✗).

Answers

Positive: Rory, Rose, Jared

Negative: Tania, Hugo, Helen

3b In pairs, students discuss which comments are true for them with their partner. Ask students to summarise the main idea in each comment. (1 TV is entertainment and relaxing. 2 TV is a fantasy world and it doesn't show how things really are. 3 TV can be negative for your body and mind. 4 TV is educational. 5 TV is a good topic of conversation. 6 TV stops families from talking.)

3c Encourage students to contribute other comments about the positive or negative influence of TV.

Example answers

TV programmes can be violent. TV characters often depict risky behaviours, such as smoking, and also reinforce gender-role and racial stereotypes.

We see more than 40,000 adverts a year and they make us want things that we don't necessarily need.

4



LISTENING 31 Tell students they are going to watch or listen to a teenager called Megan talking about TV in her video diary. Play the video or track for students to watch or listen and say if the sentences are true or false. See pp165–166 for the videoscript/audioscript for this exercise.

Answers

1 F 2 F 3 T 4 T 5 F 6 T

>>> FAST FINISHERS

Write a couple of extra comprehension questions on the board for students: *What activities does Megan do in her 'No TV Week'?* (She draws or paints, makes jewellery, writes songs, sings and plays the guitar.) *What is a TV zombie?* (someone who doesn't feel good or bad when they watch TV, they don't do anything). Ask students to share their answers with the rest of the class when they have all finished exercise 4.

+ EXTRA ACTIVITY

Ask students to dub the video. Prepare copies of a section or all of the audioscript and divide the class into pairs. Students take it in turns to read sections of the video and try to synchronise their speaking with the video. Encourage them to focus on the rhythm and pace of Megan's voice. Play the video with the sound down. Students can then record themselves using an audio-recording editor, such as *Audacity*.

5a Individually, students look at the ideas for things to do instead of watching TV. Ask them to give a mark from 1 (you don't like it) to 5 (you love it).

5b In pairs, students compare their answers. Encourage students to share their opinions in open class.

LIFE TASK



Tell students they are going to imagine that next week is 'No TV Week'. Divide the class into small groups. They are going to make a poster, so decide what resources you are going to need in advance.

■ Step 1

Students make a list of ideas for things to do instead of watching TV. Ask them to use ideas from exercise 5a and add their own ideas.

■ Step 2

Students choose their favourite five activities and add important details to help someone who wants to do the activities (*what, where, how, etc.*).

■ Step 3

Students make a poster with their five activities.

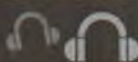
■ Step 4

Students display their posters. Pin them up around the classroom and encourage students to walk around and find good ideas from other posters.

■ Step 5

Encourage students to spend a week without TV. Ask them to write down what they do instead of watching TV and share their experiences with the rest of the class at the end of the week.

Listening p42



Understanding a simple text about a young musician

WARMER

Write the names of musical instruments on the board in a jumbled order for students to unscramble. Elicit the names of any other musical instruments students know.

tacelrni, rciceeltturgia, tufel, aopin, psohxaeno, sabs, mrud

Answers

clarinet, electric guitar, flute, piano, saxophone, bass, drum

- 1 **SPEAKING** In pairs, students take it in turns to ask and answer the questions.

✓ **EXAM SUCCESS** Students read Exam Success and say what they think. (The correct answer is Not Mentioned.) Elicit answers from students around the class and tell them to turn to page 151 (Listening: True/False/Not Mentioned) to compare their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

Inference in listening: True/False/Not Mentioned

One of the most difficult exam question types is the True/False/Not Mentioned. Students need to decide if the information in the written or audio text agrees with the information in the question. There are usually two question types in this activity: True/False/Not Mentioned based on *fact* and True/False/Not Mentioned based on *opinion*. If the question begins with *The writer says ...* students need to think about the writer's opinions and not about facts. Students need to read or listen to parts of the text and the whole question closely and decide what the writer or speaker means. To choose the true option, there must be information in the text that agrees exactly with the statement in the question. To choose the false option, there must be information in the text that is directly opposite to or contradicts the statement in the question. To choose the not mentioned option, students must be sure that there is no information about it in the text.

- 2a **LISTENING** 32 Tell students they are going to listen to a radio programme about a young musician called Kiran Leonard. Encourage students to read the questions before listening, then play the track for students to listen and say if the sentences are True (T), False (F), or if the information is Not Mentioned (NM). See p166 for the audioscript for this exercise.

- 2b 32 Play the track again for students to listen and check their answers. Ask students to compare in pairs before you elicit answers from students around the classroom.

Answers

1 F 2 NM 3 F 4 T 5 T 6 T 7 NM

- 3 **SPEAKING** What about you? Ask students to discuss the questions in pairs or small groups. Elicit answers and try to develop a class discussion.

HOMEWORK

Assign students page 29 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp42-43



Asking and answering questions about basic routine actions using the present simple and saying how often you do things using adverbs of frequency

Test before you teach

Write these three sentence prompts on the board. In pairs, students write the full questions. Walk round monitoring to see if students already know how to make correct present simple questions. Elicit the answers and write them on the board. In pairs, students take turns to ask and answer the questions.

- 1 What time/get up/on Saturday?
- 2 Who/go out with/at the weekend?
- 3 How many hours of TV/watch?

Present simple – Yes/No questions and short answers

- 1a Ask students to look at the questions and short answers and match the questions (1 and 2) with the answers (a and b).

Answers

1 b 2 a

- 1b Students decide if the sentences are True (T) or False (F). Check their answers.

Answers

1 T 2 T 3 F

TEACHER DEVELOPMENT: LANGUAGE

Present simple questions and short answers

There are two types of questions: Yes/No questions and Wh- questions.

We use short answers for Yes/No questions. In short answers, we repeat the auxiliary, e.g. *Does she work at the shop? Yes, she does./No, she doesn't.*

Wh- questions are different from Yes/No questions because they ask for information.

We make questions in the present simple by adding the auxiliary *do* before the subject (exceptions are the verb *to be* and modal verbs such as *can*).

(Questions word +) *Do/Does* + subject + infinitive (+ complement)?

- 2a** Ask students to complete the questions and answers with *do*, *does*, *don't* or *doesn't*. Give students time to compare in pairs before you elicit answers from students around the class.

Answers

- 1** Do, do **2** Does, doesn't **3** Do, don't **4** Do, do
5 Do, do

- 2b SPEAKING** In pairs, students ask and answer the questions in exercise 2a. Remind them to give true answers.

- 3a SPEAKING** Students look at the activities and prepare questions to ask people in the class. Draw students' attention to the example sentence. Walk round, helping students if necessary.

Answers

- 2** Do you watch TV before school?
3 Do you play tennis at the weekend?
4 Do you sing songs in English?
5 Do you go to school by car?
6 Do you study on Sunday?
7 Do you listen to hip-hop?
8 Do you go out with friends on Friday?
9 Do you do sport on Monday?

- 3b** Ask students to write the numbers 1–9 on a piece of paper. Students move around the class and ask different people in the class the questions. Encourage them to find a different person in the class for each activity and write their name next to the correct number.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Find someone who ...

Find someone who ... is a communicative and student-centered activity that involves a lot of talking and moving around. It helps students get to know each other a little better, and it gives them valuable practice forming questions. You could put some quiet music on in the background and have students mingle around the room asking Yes/No questions to different classmates. If a student answers Yes to the question, the other student writes down the classmate's name. Explain students cannot use the same person for more than one question. The first student to write a name for all the questions wins.

Present simple – wh- questions

>>> FAST TRACK

You could do exercises 5a and 5b as a class activity by inviting different students to read out the questions and nominate another student to say the answer.

- 4** Students look at a–c and answer the questions below. Check their answers.

Answers

- 1** at the start of the question
2 with a long answer

- 5a** Ask students to put the words in the correct order to make questions. Remind students of QASV for making questions (question word, auxiliary, subject, main verb).

Answers

- 1** Where do you and your family live?
2 How many instruments does he play?
3 How do you come to school?
4 What time does your family have dinner?
5 Why does Susanna go home for lunch?
6 What does your brother do on Saturday?

- 5b** Students now match the answers to the questions in exercise 5a.

Answers

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

- 6a** Students complete the questions.

Answers

- 1** do, have **2** does, have **3** do, do
4 do, study **5** do, watch **6** do, like

- 6b SPEAKING** In pairs, students take turns to ask and answer the completed questions in exercise 6a.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Adverbs of frequency

- 7a** Ask students to look at the sentences and focus on the words in blue that say how often we do something. Ask students if the sentences 1–6 are in order from 'Very frequent to Not frequent' or 'Not frequent to Very frequent'. Check their answers.

Answer

Very frequent to not frequent

- 7b** Ask students to look at the sentences below and decide if the rules are true or false.

Answers

1 T 2 F

- 8 SPEAKING** In pairs, students take turns to ask and answer the questions. Remind them to answer with *Yes* or *No* and an adverb of frequency. Draw students' attention to the example.
- 9** Ask students to look at the key and write sentences using the correct form of the verbs given. Draw students' attention to the example sentence.

Answers

- 2 My friends and I sometimes go out on Sunday.
- 3 You are never late.
- 4 We usually speak English in class.
- 5 I am always happy.
- 6 We never go to school at the weekend.
- 7 She often studies in the evening.

EXTRA ACTIVITY

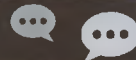
Students write questions about everyday activities using adverbs of frequency. Then they interview each other and answer with *Yes* or *No* and an adverb of frequency.

Refer students to the Grammar reference on page 46 if necessary.

HOMEWORK

Assign students page 30 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p44



Asking for and giving directions

FAST TRACK

You could ask students to complete exercise 1 at home. In pairs, students compare their answers before you check their answers in open class.

WARMER

Draw a simple map of the area around the school. Ask students to come to the board and label where the school and other familiar buildings are. Mark a location on the map and ask students to give you directions to get to the school. Introduce and drill *turn left/right* and other ways of giving directions. Then mark a beginning position on the map and give a set of directions. Ask students *Where am I?* to see if they were able to follow along with you and repeat.

Giving directions

- 1 SPEAKING** In pairs, students match the pictures with the phrases.

Answer

- a Turn right. b Turn left. c Go straight on.
d Go past (the cinema). e It's on the corner (of X and Y). f It's on your left. g It's opposite (the cinema). h It's on your right. i It's between (X and Y).
j Walk along (X).

- 2 LISTENING** **33** Play the track for students to look at the map. Tell them James is inside the bus station. Ask them to listen and say where he wants to go. See p166 for the audioscript for this exercise.

Answer

The sports centre

- 3a** In pairs, students complete the dialogue.

- 3b** **33** Play the track again for students to listen and check their answers.

Answers

- a left b right c straight on d past
e left f park g school

- 4a** Students use the map in exercise 2 to prepare directions from the bus station to a different place in town.

- 4b SPEAKING** In pairs, students give their directions, without saying the name of the place, for their partner to guess. Draw students' attention to the model dialogue.

- 5** Ask students to look at the useful expressions in the Speaking bank and say which expressions are 'Giving directions' and which are 'Asking for directions'. Check that they understand all the expressions.

Answers

Asking for directions, Giving directions

PRACTICE MAKES PERFECT

6a SPEAKING Tell students they are going to do a role-play using expressions from the Speaking bank to help them. Divide the class into pairs, A and B. Tell Student A to turn to page 154 and Student B to turn to page 155 and take turns to ask and give directions. Walk around, checking students are on task and making sure students are speaking English to each other.

6b Students act out their dialogues for the class.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Information-gap activities

An information-gap activity is an activity where the information students need to complete the task is missing and they must talk to each other to find the specific details they need. The participants each have some knowledge or information not shared by the other(s) and can only solve the problem if they share their information. Check that students know some key phrases for clarifying meaning and rephrasing, e.g. *Can you repeat that, please? I'm sorry, I don't understand. Can you speak more slowly?*, etc.

Model dialogues

- A:** Excuse me. Can you tell me how to get to the shopping centre please?
- B:** When you go out of the bus station, turn left. Walk along Smith Road, go past the museum and then turn right at Greenhill Road. Then turn right at Brown Street. Go straight on and the shopping centre is on your left.
- A:** Thanks!
- B:** Excuse me. Can you tell me how to get to the school, please?
- A:** When you go out of the bus station, turn left. Walk along Smith Road and then turn right at Greenhill Road. Go straight on. Walk past the swimming pool. Turn left at Brown Street. Go past the park and the school is on your left, opposite the sports centre.
- B:** Thanks!

+ EXTRA ACTIVITY

Students write directions from your classroom to the library, computer room, cafeteria or another location in the school. Tell them to write their name at the top of the paper but not to write the final destination. Collect and redistribute the papers around your class for each student to follow the directions on the paper and write down the location and return it to the writer of the directions to check their answer.

HOMEWORK

Assign students page 31 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p45

Writing a short note

>>> FAST TRACK

You could ask students to do exercises 1 and 2 at home and check their answers at the start of the lesson. Alternatively, you could set the writing task in exercise 5 as homework.

WARMER

Ask students to think about what's going on in their local area. Ask them to imagine a notice board in a local shop or library and elicit what type of notes they can usually see there (*extra tuition, lost animals, jobs, local festival and concerts, clubs, competitions*). Elicit where the school notice board is and what they can find there (*school menus, timetable changes, sports clubs, school events, etc.*). Ask students to look at the notices on the school notice board on page 45 and elicit the three activities that are posted there (*a music festival, art club and competition*).

A short note - 1

- 1 READING** Ask students to read the notices from a school notice board and answer the questions about each one. Check their answers.

Answers

B

- 1** Cindy in class 6B
2 three
3 She needs information about the school Art Club.

C

- 1** Chris in class 4D
2 three
3 He wants to enter the 'Computer Games Designers of the Future' competition.

- 2** Ask students to look at the note replying to Cindy's notice. Ask them to find Laurence's answers to Cindy's questions and underline them. Ask students if he gives all the necessary information and elicit what's missing.

Answers

Hi Cindy,

My name's Laurence. I'm in class 5C and I'm a member of the Art Club. We meet on Mondays and Wednesdays after school, at 4 o'clock. We don't meet in the Arts and Crafts Room because they have special lessons there on those days. But Room 12 has all the things we need. It's free then, so we meet there. Mrs Stewart is in charge of the Club. She gives us ideas for things to do but you're free to do what you want. Generally, one week is painting and the next is drawing. Come to the club next Monday and see what we do!

See you,

Laurence

No. Laurence doesn't say exactly what the club does when it meets.

>>> FAST FINISHERS

Write these definitions on the board and ask students to find words in the note in exercise 2 to match to them: *to be responsible for, someone who belongs to a club, different from usual, available for someone to use/decide for yourself.*

Answers

in charge of, member, special, free

- 3 Ask students to look at the note again and find an example of *because*, *and*, *but* and *so*. Ask them to write the words in the correct place in the Writing bank.

Answers

a and b but c because d so

- 4 Students complete the sentences with *and*, *but*, *because* and *so*. Check their answers.

Answers

1 and 2 but 3 because 4 so 5 but 6 so
7 because

PRACTICE MAKES PERFECT

- 5a Ask students to choose to reply to either Jan or Chris's notice. Tell them to plan what they are going to write and to follow the advice in the Writing bank on page 156.

- 5b Students write their note and give all the necessary information. Remind them to use the words from the Writing bank. For less confident students, photocopy the models below for extra support during the writing task.

Model text

Hi Jan,

I am interested in the school music festival next month. I like all types of music, but I really like rock and pop music. I sing and I play the guitar. I want to hear songs by One Direction at the music festival.

See you,
Paul

Hi Chris,

Here are my ideas for the 'Computer Games Designers of the Future' competition. I like sports games and action games. I like Faith in the game *Mirror's Edge*. It's a world in the future. I've got some great ideas and time to help you make a new game for the competition.

See you,
Jane

✓ **EXAM SUCCESS** Students discuss how important it is to know who you are writing to and what information to include. Elicit reasons and tell them to turn to page 151 (Writing: Style and content) to compare their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

Writing for an audience

The most basic question for any writer is: *Who am I writing to?* Before students begin the process of writing, they should identify their audience and take some time to consider what is important to them and what kind of text organisation would help the audience understand their message. An email to the company director or their best friend would look quite different in terms of content, structure, and even tone. Keeping your audience in mind while you write can help you make good decisions about what material to include, how to organise your ideas, and how best to support your argument.

HOMEWORK

Assign students page 32 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 3

>>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting for homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p47

Present simple – affirmative and negative

- 1 Students write sentences using the affirmative and negative form of the present simple.

Answers

- 1 Usain Bolt doesn't play tennis.
- 2 My grandfather watches TV all day.
- 3 I don't get up at 5 am.
- 4 My sister finishes school at 3.30 pm.
- 5 My parents don't do homework.
- 6 My friends and I go to school on Friday.
- 7 My teacher has lunch at school.

Present simple – questions and short answers

- 2 Students choose the correct alternative.

Answers

- a Do you go b do c do you go d I walk.
e Do you do f I don't. g do you

Adverbs of frequency

- 3 Students put the adverbs of frequency in the correct place in the sentence. They then order the adverbs from 1 (very frequent) to 5 (not frequent).

Answers

- 1 I *sometimes* read comics.
- 2 My sister *always* listens to hip-hop.
- 3 I'm *never* late for school.
- 4 She *usually* has music lessons at the weekend.
- 5 I *often* go out with my friends.

- 1 always, 2 usually, 3 often, 4 sometimes, 5 never

Vocabulary revision p47

EVERYDAY ACTIVITIES

- 1 Students complete the everyday activities with vowels.

Answers

- 1 have a shower 2 go to bed 3 have breakfast
4 do homework 5 get up 6 finish school
7 go home

FREE-TIME ACTIVITIES

- 2 Students match words to make free-time activities.

Answers

- 1 chat online 2 play the piano 3 surf the Internet
4 go out with friends 5 listen to music
6 do sport 7 watch films

PLACES IN A TOWN

- 3 Students complete the sentences with the correct place in a town.

Answers

- 1 cinema 2 park 3 restaurant 4 sports centre
5 swimming pool 6 shopping centre 7 library

HOMEWORK

Assign students page 33 in their Workbook or the relevant sections of the Online Workbook.

4 Home time











KEY LEARNING OUTCOMES

CEF

Students will be able to:


- talk about houses and rooms using *There is/There are*
- talk about quantities with *some, any, a/an*
- name different food and drink
- make and reply to offers
- write a short description of a place

UNIT OVERVIEW

	Rooms Furniture PRONUNCIATION Word stress
	Studying abroad CRITICAL THINKING Evaluating a good place to study and live <i>There is/There are</i> Prepositions of place
	Food and drink
	Physical well-being: Choosing healthy food
	Following a recipe
	Countable and uncountable nouns <i>some, any, a/an</i>
	Making and replying to offers
	A description of a place
	Reading: Matching titles and paragraphs Use of English: Completing the dialogue
	

DIGITAL OVERVIEW

Presentation Kit

- ▶ Flipped classroom video Unit 4: Prepositions of place
- ▶ Life skills video Unit 4: Following a recipe
- ▶  Vocabulary tool: Rooms; Furniture; Food and drink
- ▶ Interactive versions of Student's Book activities
- ▶ Integrated audio and answer key for all activities
- ▶ Workbook pages with answer key

Teacher's Resource Centre

- ▶ Flipped classroom video Unit 4: Prepositions of place
- ▶ Life skills video Unit 4: Following a recipe
- ▶ Grammar communication activity Unit 4: *There's a(n) ... / There are some ...*
- ▶ Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 4
 - Flipped classroom video worksheet Unit 4: Prepositions of place
 - Literature worksheet Units 3 and 4
 - Culture worksheet Unit 4
 - Life skills video worksheet Unit 4
 - Everyday English worksheet Unit 4

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–4
- ▶ Printable test Unit 4
- ▶ Gateway to exams Units 3 and 4 (end of Unit 4)

Vocabulary p48



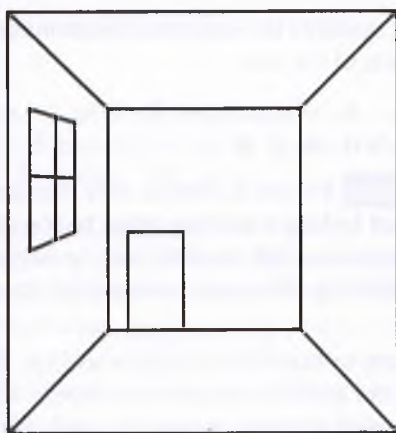
Talking about your home, your room and your furniture

FAST TRACK

You could ask students to do exercises 1 and 3a at home so that less confident students are prepared for these activities. Students could also draw a simple plan of their house or flat in preparation for doing exercise 5 in class.

WARMER

Ask students to look at the unit title *Home time* and the images and predict what they think the unit is going to be about: rooms and houses. Draw a room on the board with a window and door. Then write these words on the board – *ceiling, window, door, wall, floor*. In pairs, ask students to label the room. Brainstorm words related to homes: *room, house, apartment, neighbour* and elicit rooms in a house. Tell them to turn to page 48 exercise 1 to see if they have thought of the same rooms.



Rooms

1 In pairs, students match the rooms (1–6) with the words.

Answers

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

2a PRONUNCIATION 34 Play the track for students to listen and have students mark the word stress in each word with a circle. Draw students' attention to the example, and demonstrate *bathroom* with the correct word stress. See p166 for the audioscript for this exercise.

Answers

bedroom, dining room, hall, kitchen, living room

2b 34 Play the track for students to listen again. In pairs, students practise saying the words with the correct stress.

TEACHER DEVELOPMENT: PRONUNCIATION

/ɪ/ and /aɪ/

Since the spelling of the short /ɪ/ and the long /aɪ/ is often the same, students often confuse these two sounds. Point out that although the *i* is the second letter of both *living room* and *dining room*, the pronunciation of *i* in these words is different: /ɪ/ *living* /aɪ/ *dining*. Say both words for the students emphasising that the stress is on the first syllable in both words, but the pronunciation of the *i* is different. In pairs, students practise saying both words. Ask students to practise saying *kitchen*, too.

Furniture

3a In pairs, students match the objects (a–m) in the picture with the words. Ask students to compare their answers with the pair of students working next to them before you check in open class.

Answers

a sofa b radiator c shelf d table e chair
f cupboard g toilet h sink i wardrobe j bath
k fridge l bed m shower

FAST FINISHERS

Students make a list of other objects they can find inside a house, e.g. *clock, desk, lamp, TV*, etc. Ask them to share the words on their list with the student next to them when everyone has finished exercise 3a.

3b 35 Play the track for students to listen and repeat. Highlight the silent letter *p* in *cupboard* /ˈkʌbə(r)d/ and elicit the plural form of *shelf* (*shelves*). Write this on the board for students to record in their notebooks. See p166 for the audioscript for this exercise.

4 LISTENING 36 Tell students they are going to listen to somebody describing a similar flat to the one in exercise 1. Play the track for students to listen and circle six differences in the picture. Elicit full sentences to describe the six differences from students around the class. See p166 for the audioscript for this exercise.

Answers

- In the picture, the living room has two sofas and one chair. In the Listening, the living room has one sofa and two chairs.
- In the picture, the cupboard in the dining room has only got two doors. In the Listening, the cupboard has three doors.
- In the picture, the bathroom has got a bath. In the description in the Listening, the bathroom hasn't got a bath.
- In the picture, the bedroom hasn't got shelves. In the Listening, the bedroom has got two shelves.
- In the picture, the kitchen has got a small fridge. In the Listening, the kitchen has got a big white fridge.
- In the picture, there is a table and four chairs in the kitchen. In the Listening, there is no table or chairs.

5a Students draw a simple plan of their house or flat and mark where the furniture in exercise 3a is. Emphasise

to students that it shouldn't take them more than five minutes to draw the sketch. Each piece of furniture does not need to be drawn in detail.

5b SPEAKING In pairs, students show each other their plan and explain it to their partner. Draw students' attention to the example, and encourage them to use *have got* to describe what furniture each room has.

++ EXTRA ACTIVITY

In pairs, students write questions using the present simple about rooms in a house, e.g. *Where do you sleep? Where do you do your homework? Where do you eat breakfast? Where do you watch TV?*, etc. Students swap partners with another pair and take turns to ask and answer the questions.

HOMEWORK

Assign students page 34 in their Workbook or the relevant sections of the Online Workbook.

Reading p49



Understanding a text about studying abroad

>>> FAST TRACK

You could ask less confident students to answer the question in exercise 6 at home in preparation for the speaking activity.

WARMER

In pairs, students say two true sentences and one false sentence to describe their home using *have got*, *be* and the present simple. Their partner guesses which is the false sentence. Model this activity first, e.g.
I've got a wardrobe in my bedroom. ✓
My kitchen is very big. ✗ *I work in the living room. ✓*

- 1** In pairs, students describe the photos. Elicit descriptions from students around the class. Write *boarding school* on the board. Ask students if they know what a boarding school is and elicit ideas about boarding school life.

Suggested answers

Photo 1: A girl is in her room. She's got a laptop and a desk. She's got a notice board on her wall. She is happy.

Photo 2: I can see three girls with their food. They are smiling. They are at school.

i CULTURAL INFORMATION

British boarding schools

A boarding school is a private residential school. Students live in dormitories or resident halls on the school's campus. Many boarding schools around the world are modelled on British boarding schools. Students learn, live, do sport, exercise and play together in a communal setting under adult supervision. Boarding school students follow a structured day in which classes, meals, sport, study times, extracurricular activities and free time are timetabled for them.

British boarding schools have three terms a year, approximately 12 weeks each, with a week's half-term break each term. Students are expected to go home during the holidays as the schools usually close. Being away from home and learning to cope can give children confidence and independence, but they are expensive and being separated from family and friends can be difficult for some boarders.

TEACHER DEVELOPMENT: STUDENT TRAINING

Matching titles and paragraphs

Asking students to match the titles to paragraphs in a text is a common type of reading question in official examinations. Often the main idea and answer are in the title or topic sentence and there are similar words (synonyms) in the paragraphs and paragraph headings to help students match titles to paragraphs. However, they still need to read the text carefully to check. Remind students that if a match is not immediately obvious, they should move on to the next one. If they are unsure between two answers at first, tell them to note both of them down. They can eliminate one answer later if it fits another paragraph better.

- 2 READING** Ask students to match the questions with the correct parts of the text.

Answers

1 e 2 c 3 d 4 a 5 b

✓ EXAM SUCCESS Students discuss why it is useful to read the whole text before matching titles to the text sections in reading exercises. Tell them to turn to page 151 (Reading: Matching titles and paragraphs) to compare their ideas.

- 3** Ask students to read the text again and say if it describes the same place as in the photos. Ask students to give reasons for their answers. In pairs, students compare their answers before you check in open class.

Example answers

Yes, because it describes a room with a desk, a window and a notice board.

Yes, because there are three girls choosing their food in a school canteen.

- 4 CRITICAL THINKING** Individually, students think about whether this is a good place to study and live, from the photos and description and give reasons why or why not. In a less confident class, write these sentences prompts on the board:
I think it looks like a good/bad place to live because In the photos, I can see I really like the idea I would like to study there because
Ask students to compare their ideas with the rest of the class.

Example answers

I think it looks like a good place to live because you are always with your friends and you have everything you need for studying.

I wouldn't like to study there because I like my house, family and friends. I think the rooms are small and you are always with other people.

TEACHER DEVELOPMENT: STUDENT TRAINING

Critical thinking

Critical thinking is required to navigate the ever-complex environment in which students live. Students who are competent in not only the basics of content areas but also the basics of productive and creative thinking will be lifelong learners, knowledge creators and problem solvers who can live and work effectively in a world of constant change.

Critical thinking comprises a number of different skills that help us learn to make decisions. To think critically about an issue or a problem means to be open-minded and consider alternative ways of looking at solutions. Teenagers know how to access and locate, interpret and apply information, but if they don't invest time in evaluating the information they use, their efforts often result in a low-quality product. Key critical thinking skills are **reasoning**; teenagers are able to explore the implications of information, explain what they think and give reasons for their opinions, and **flexibility**; teenagers can take what they learn in one situation and transfer it to another situation.

- 5 Encourage students to match the underlined words in the text with the definitions.

Answers

- 1 enormous 2 stuff 3 inconvenient 4 in the corner
5 together 6 boarding school 7 accommodation
8 en suite 9 dishes 10 cooker

- 5 **SPEAKING What about you?** Divide the class into pairs or small groups and ask them to discuss if they would like to study abroad one day and say why or why not. In a less confident class, give students time to prepare their answers in written form before doing this as a speaking activity. Elicit some answers from different pairs/groups and try to create a discussion in open class.

Example answers

I'd like to study abroad because you can learn a new language and experience new customs, food, art, music and politics.

I wouldn't like to study abroad because I would miss my family and friends.

TEACHER DEVELOPMENT: LANGUAGE

would like to

The term *lexis* is a common word these days and represents a wider concept than vocabulary – typically lists of individual words – and consists of collocations, chunks and formulaic expressions. Recognising certain grammar structures as lexical items means that they can be introduced much earlier, without structural analysis. *I'd like to* isn't taught as the conditional but as a chunk expressing desire and can be introduced lexically relatively early on.

EXTRA ACTIVITY

Students find more vocabulary items to add to their list about rooms and furniture: *desk, window, lamp, shower, notice board, bookshelves*.

HOMEWORK

Assign students page 35 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp50–51



Talking about houses and rooms using *There is/There are* and prepositions of place

>>> FAST TRACK

You could ask students to do exercises 1 and 2a at home. You could play the track in exercise 2b for students to check their answers and repeat the words at the beginning of the lesson.

Test before you teach

Write a list of classroom objects on the board, some of which are in your classroom and some of which are not. Try to include both singular and plural nouns, e.g. *pencils, poster, desks, door, window, board rubber, computers, DVD player*. Ask the students if there are the objects in the classroom: *Are there pencils? Is there a poster?* Students answer: *Yes, there are. No, there isn't.* Then write gapped sentences on the board e.g. *There ___ pencils. There ___ a poster*. Elicit what words are needed to complete the gaps. If students already have a good knowledge of the structure, move quickly through the first exercises in class.

There is/There are

- 1 Ask students to look at the sentences and answer the questions.

Answers

- a 1, 2, 6 b 3, 4, 7 c 1, 3 d 2, 4, 5, 6, 7
e 5 f 6, 7

- 2a Ask students to look at the picture and complete the sentences with *is, isn't, are* or *aren't*. Check their answers.

Answers

- 1 is 2 aren't 3 are 4 isn't 5 aren't 6 are
7 is 8 isn't 9 are 10 isn't

- 2b 37 Play the track for students to listen, check and repeat. See p166 for the audioscript for this exercise.

TEACHER DEVELOPMENT: LANGUAGE

There is/There are

We use *There is/There are* to say things or people exist, often in a certain place. We don't usually stress *there*, *is* or *are*. We do stress *isn't* and *aren't* in negatives and short answers.

Contracted forms make words easy to say. We write and say the contracted forms *there's/there isn't/there aren't* in informal speech and writing. However, adding another *-re* to *there* to create '*there're*' produces a word that is difficult to pronounce. As well as being difficult to pronounce (native speakers say '*ther-ur*' and '*therr*') '*there're*' is not often seen in written English.

- 3 Ask students to complete the questions and short answers about the picture, using *there is*, *there are*.

Answers

- 1 Are there three pizzas? No, there aren't.
 - 2 Are there three chairs? Yes, there are.
 - 3 Is there a burger? No, there isn't.
 - 4 Is there a radiator? Yes, there is.
 - 5 Are there shelves? Yes, there are.
 - 6 Is there a cupboard? Yes, there is.
- 4 **SPEAKING** Memory test! Divide the class into A and B pairs. Ask Student A to close their books. Student B ask questions about the picture to see if their partner can remember. After four questions, students swap roles. Draw students' attention to the model dialogue. Walk round, making sure students are on task and helping with any language difficulties.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Prepositions of place

- 5 Ask students to look at the sentences and match them with diagrams a–h to show they understand the meaning of the prepositions.

Answers

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

TEACHER DEVELOPMENT: LANGUAGE

Prepositions of place

Prepositions of place are used to show the position or location of one thing with another, usually to answer the question *Where?*

behind/in front of

Behind is the opposite of *in front of*. It means at the back (part) of something.

next to

Next to usually refers to a thing (or person) that is at the side of another thing. Another way of saying *next to* is *beside*.

near

Near is similar to *next to/beside*, but there is more of a distance between the two things. Another way of saying *near* is *close*.

on

On means that something is in a position that is physically touching, covering or attached to something.

in

We use *in* to show that something is enclosed or surrounded.

above

Above refers to something being directly (vertically) above you. *Over* has a similar meaning.

under

Under means at a lower level – something is above it. *Below* has a similar meaning.

Sometimes we use the word *underneath* instead of *under* and *beneath* instead of *below*. There is no difference in meaning, but they are less frequently used.

- 6 Ask students to look at the pictures and choose the correct alternative. Elicit answers from different students around the class.

Answers

- 1 in 2 in front of 3 under 4 on 5 behind 6 near
7 on 8 above

- 7a Students use the prepositions to write five sentences about the position of objects in the pictures in exercise 6. Remind students to make two sentences false. Draw students' attention to the examples. Ask students to compare in pairs before you check their answers.

- 7b **SPEAKING** In small groups, students take it in turns to read out their sentences for others to identify the false ones.

+ EXTRA ACTIVITY

In small groups, students write at least three true/false questions about their Gateway Student's Books using *There is/There are* and prepositions of place. Write a couple of examples on the board:

There is a glass of orange juice next to a burger on page 52. (true)

There are photos of four famous people on page 85. (false)

Students swap their quizzes for other groups to do.

Refer students to the Grammar reference on page 58 if necessary.

HOMEWORK

Assign students page 36 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p51



Naming different food and drink

FAST TRACK

If students are familiar with the target vocabulary, ask students to write the categories in exercise 2 as headings for four columns. Play the track in exercise 1c for students to repeat and write the words in the correct columns. You could then go directly to exercise 3.

Food and drink

1a In pairs, students find types of food and drink in the box in the pictures. Tell them to use the words in the box to help them.

Answers

1 chicken 2 pizza 3 biscuit 4 orange juice
5 tomato 6 strawberry 7 chips 8 yoghurt
9 banana 10 cake 11 honey 12 tea 13 milk
14 burger 15 sugar 16 egg 17 bread 18 butter
19 salad 20 meat

1b Students use their dictionaries to check that they understand all the words in the box.

FAST FINISHERS

Ask students to mark the word stress on the words in exercise 1a.

Answers

apple, banana, biscuit, bread, burger, butter, cake, cheese, chicken, chips, coffee, egg, fish, honey, ice cream, jam, lemonade, meat, milk, orange juice, pizza, salad, salt, strawberry, sugar, tea, tomato, water, yoghurt

1c 38 Play the track for students to listen and repeat. Highlight the silent letter *u* in *biscuit* /'bɪskɪt/ and the long /i:/ sound in *cheese*. See p166 for the audioscript for this exercise.

TEACHER DEVELOPMENT: PRONUNCIATION

The /dʒ/ sound

Some nationalities have trouble saying the soft /g/ and /j/ sounds and find saying words like *orange juice* difficult. Soft /g/ and /j/ sounds are pronounced the same in English, e.g. /dʒ/. Soft /g/ is in words like *giant*, *giraffe*, *age* and *large* and /j/ (pronounced the same way) is found in words like *juice* and *reject*. The *j* sound /dʒ/ and *ch* sound /tʃ/ are the only affricate sounds in English. In a sequence of identical affricates, no special linking occurs and the sounds are pronounced twice in a row. Therefore, in the phrase *orange juice*, the *j* sound should be pronounced twice.

A good way to help students is to tell them to add the /d/ sound right before /j/ and /g/ because it helps shape the mouth to make pronunciation easier.

2 Ask students to say which words in exercise 1 are types of fruit, drinks, sweet or dairy products.

Answers

a types of fruit: apple, banana, strawberry, orange

b drinks: coffee, lemonade, milk, orange juice, tea, water

c sweet: biscuit, cake, honey, ice cream, jam, sugar

d dairy products (made from milk): butter, cheese, ice cream, milk, yoghurt

3 SPEAKING In pairs, students take it in turns to find out which food and drink their partner likes and dislikes. Draw students' attention to the model dialogue.

+ EXTRA ACTIVITY

Students think of at least one more item for each category in exercise 2.

HOMEWORK

Assign students page 37 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp52-53



Choosing healthy food

To learn how to read food labels, to think about our food choices and to analyse what we eat and decide if it is healthy or not

FAST TRACK

You could ask students to do exercises 1 and 2 for homework in preparation for the lesson.

BACKGROUND INFORMATION

Research shows that the intake of saturated fat, salt and sugars in teenagers' diets is above recommended levels and that they have low intakes of some key vitamins and minerals. Research has linked poor diet to poor performance in schools. One statistic shows maths performance overall in the US to be behind that of many other nations and the typical fast food diet of pizza, burgers, chips and fizzy drinks could be one cause.

In the UK like in the US, the recommended average of five fruits and vegetables per day is not being met by most teens. In the 11–18 age group, only 1 in 13 girls are getting their five-a-day. They eat on average 2.7 portions a day, while boys fare a little better consuming 3.1 portions a day.

WARMER

Play Odd one out. Write these groups on the board. In pairs, students decide which one is different from the rest of the group and say why.

apple, banana, orange, jam

chicken, burger, meat, fish

chips, biscuit, bread, cake

ice cream, butter, cheese, egg

orange juice, lemonade, strawberry, salad

Suggested answers

jam – all the others are unprocessed fruits

fish – all the others are types of meat

chips – it's the only one that comes from a potato

egg – all the others are dairy products

salad – all the others have fruit in them

Then ask students to open their books and look at the words in Key concepts and make some sentences using these new words and the food items from the Warmer, e.g. elicit from students what they think the lesson is going to be about.

- In pairs, students look at the different types of food and drink and decide if they are healthy (H) or unhealthy (U) options or it depends (D). Elicit answers from different pairs around the class and ask students to explain the reasons for their choices.

Suggested answers

1 apples H 2 breakfast cereals D 3 eggs D

4 chips U 5 orange juice D 6 burger D

- Tell students to read about Reference Intake and then look at the table and say what the total number of calories for them is. Elicit what (g) stands for – *grams*.

- Ask students to read the food label on a breakfast cereal packet and say if they think it is healthy, unhealthy or in the middle. Elicit students' comments in open class and encourage them to give reasons for their answers.

Answers

In the middle because the cereal is low in fats but high in sugar and has quite a lot of salt.

- READING** Individually, students read and match A–D with 1–4. Check their answers.

Answers

A 3 B 1 C 2 D 4

- Ask students to read texts A–D again and mark the statements True (T) or False (F). Elicit answers from students around the class.

Answers

1 T 2 T 3 F 4 T 5 F 6 T

- In pairs, students look at the food label and say if they think it is healthy or unhealthy and give reasons for their answer.


Answers

It is unhealthy. There are three red labels which means stop and only one green label. It is high in fats and sugars.

- In open class, students say if they think the food label comes from a pizza packet or a chocolate bar and say why.


Answers

It is from a chocolate bar. It contains a lot of sugar.

-  **LISTENING** 39 Tell students they are going to watch or listen to an interview with a teenager about what he eats. Play the video or track for students to watch or listen and say what they think of his diet. Elicit students' opinions from different students around the class. See p166 for the videoscript/ audioscript for this exercise.

Answer

He has an unhealthy diet.

-  39 Play the video or track again for students to watch or listen and answer the questions. Elicit answers from students around the class.

Answers

1 sometimes cereal or two chocolate bars and lemonade

2 burger and chips or pizza and chips

3 It's fast – his parents don't have time to make him a sandwich.

4 No, he knows it's unhealthy.

5 No, it doesn't. He will eat healthy food when he is older.

- SPEAKING** Discuss in open class if the boy's diet is typical of teenagers in their country. Ask them to give reasons for their opinions and point out the similarities and differences.

+ EXTRA ACTIVITY

Write these questions on the board.

What do you usually eat for breakfast?

And for lunch?

Do you realise that your diet is really healthy? The food you eat has lots of ...

In pairs, students re-enact the interview with a difference. This time the boy/girl chooses healthy food options. Ask students to plan his/her answers and practise their interview. Students could act out their interviews in front of the class. You could record students and play the interviews back for discussion.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Using a video camera

Students learn a lot by watching themselves on video. Most cameras can be connected directly to a television for instant playback, analysis and discussion. You can record the students, give the camera to your students or let them produce a video with their own devices. Playback is a time for positive critical analysis and positive encouragement. Suggest or elicit alternative ways to say something and helpful tips on body language, but don't correct them on every preposition! You could consider making copies for students to take away with them.

LIFE TASK



Tell students they are going to find out if they have a healthy diet or not.

■ Step 1

Individually, students write an eating diary for the last three days. Tell them to make a list of the contents of their breakfast, lunch and dinner, plus any other snacks.

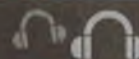
■ Step 2

Next, students circle each type of food or drink on their list in different colours. Green means it hasn't got much sugar, fat or salt. Amber means it's medium and Red means it's got a lot.

■ Step 3

In pairs, students look at the colours in their eating diary and say what the good and bad things are about their diets. Encourage students to focus on the green and red marks in their eating diaries and see how they could swap some of the red marks for healthy alternatives.

Listening p54



Following instructions for a simple recipe

WARMER

Write these present simple questions on the board in a jumbled order. In pairs, students unscramble them and take it in turns to ask each other the questions. Explain the word *recipe* if necessary (instructions for cooking or preparing food). Elicit answers from different pairs in open class.

favourite What's recipe your ?

cook you Can ?

Where recipes find you do ?

like you Do programmes food ?

Answers

What's your favourite recipe?

Can you cook?

Where do you find recipes?

Do you like food programmes?

- 1 Students match the photos with the words.

Answers

a spoon b bowl c cake tin d food processor

- 2 Tell students they are going to listen to a food programme. Ask them to look at the ingredients necessary for today's recipe and check they know what all the ingredients are. Encourage students to guess what they think the recipe is for.

- 3 **LISTENING** 40 Play the track for students to listen to the programme and decide what the recipe is for and note down the ingredients in the order they hear them. Ask students to compare in pairs before you elicit answers from students around the classroom. See pp166–167 for the audioscript for this exercise.

Answers

The recipe is for strawberry cheesecake.

1 a (low-fat cream cheese) 2 d (honey) 3 c (sugar) 4 e (biscuits) 5 b (butter) 6 f (strawberries)

- 4a 40 Ask students to read the description of the recipe and find seven mistakes. Play the track again if necessary.

- 4b Students correct the mistakes. Ask different students around the class to read out the correct sentences.

Answers

1 500 grams (not 300) of low-fat cream cheese.
2 You also need one spoonfuls (not two) of honey
3 and two (not one) of sugar.
4 You mix them together in a bowl. (not a cake tin)
5 You need 100 grams (not 50) of butter.
6 At the end you put strawberries (not strawberry jam) on top.
7 In about 60 minutes (not 30) it's ready to eat.

>>> FAST FINISHERS

Ask students to find words in the text in exercise 4a to match these definitions: the amount on one spoon is a ... (*spoonful*); mix two things together and you get a ... (*mixture*); the bottom of a cheesecake is called the ... (*base*). Ask students to share their answers with the rest of the class for them to add to their vocabulary list.

- 5 **SPEAKING** **What about you?** Ask students to discuss the questions in pairs or small groups. In a less confident class, ask students to write down their answers before doing this as a speaking activity. Elicit answers and try to develop a class discussion.

+ EXTRA ACTIVITY

Tell students they are going to have a dinner party. Write the words *starter*, *main course*, *dessert* on the board. In pairs, students think about what they are going to cook and prepare a menu. Students can swap their menus and vote on the best food ideas for a dinner party.

HOMEWORK

Assign students page 37 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp54-55



Talking about food and drink using countable and uncountable nouns and some, any, a/an

Test before you teach

Tell students you are having a special picnic and they can only bring foods that are uncountable. Say *I'm going on a picnic and I'm bringing some rice*. Then ask a student to repeat the sentence and add another food item, e.g. *I'm going on a picnic and I'm bringing some rice and some chocolate*. If they say an uncountable noun, say: *Well done! You can come to my picnic*. If they say a countable noun, say: *Sorry. You can't come to my picnic*. If they seem familiar with countable and uncountable nouns, go through the Grammar guide exercises quickly with the class.

Countable and uncountable nouns

- 1 Ask students to look at the sentences and the word in blue in each sentence. Ask them to decide if it is possible to count the word or not and write C (Countable) or U (Uncountable) next to the word. Check their answers.

Answers

1 C 2 C 3 U, U 4 U 5 C

TEACHER DEVELOPMENT: LANGUAGE

Countable and uncountable nouns

Countable and uncountable nouns are often taught with the topic of food. However, point out to your students that they already know other uncountable nouns, e.g. *weather*, *homework*, *information*, *history*, *transport*, *money*, *hair*, *furniture*, *advice*.

Countable nouns are people or things (both abstract and concrete), which can be counted and can be used in both the singular and plural form, e.g. *one banana*, *four bananas*.

Uncountable nouns generally refer to things that do not naturally divide into separate units (i.e. can't be easily counted), have no plural form and are never used with numbers. Many nouns can be countable or uncountable, depending on whether we see them as units or as a mass, e.g. *glass* (the material) is uncountable and a *glass* (a container for drinks) is countable.

- 2 Students put the food and drink in the correct place. Check their answers.

Answers

Countable: banana, biscuit, burger, chip, egg, strawberry, tomato

Uncountable: bread, butter, honey, jam, lemonade, meat, milk, orange juice, salt, sugar, water

- 3 **SPEAKING** In pairs, students look around the classroom and try to find three countable and three uncountable nouns. Elicit answers from students around the class.

Suggested answers

Countable: pencil, rubber, book

Uncountable: paper, rubbish, homework

some, any, a/an

>>> FAST TRACK

You could do exercises 4 and 5 as a class activity by inviting different students to read out the sentences and nominate another student to say the answer.

- 4 Ask students to look at the sentences and complete the rules with *some*, *any* or *a/an*.

Answers

1 a/an 2 some 3 any

- 5 Students choose the correct alternative. Walk around, helping students if necessary. Check their answers.

Answers

1 any 2 any 3 some 4 any 5 some 6 a 7 some

- 6 Ask students to look at the photo and decide if the statements are True (T) or False (F). Elicit answers from students around the class.

Answers

1 F 2 T 3 F 4 T 5 F 6 T

7 Students complete the sentences about the picture in exercise 6 with *is, are, isn't or aren't* and *some, any, a or an*.

Answers

1 *isn't any* 2 *is some* 3 *are some* 4 *are some*
5 *is an* 6 *isn't any* 7 *is some* 8 *aren't any*

8a Students complete the dialogue with the correct form of *there is* or *there are* and *a, an* or *any*. Ask students to compare their answers in pairs.

Answers

2 *is there a* b *there is* c *Is there any*
3 *there is* e *Are there any* f *there aren't*
g *is there a* h *there is* i *Are there any* j *there are*

41 Play the track for students to listen and check. See p167 for the audioscript for this exercise.

EXTRA ACTIVITY

In pairs, students practise saying the dialogue. Tell them to pay attention to the rising intonation in Yes/No questions.

8c SPEAKING In pairs, students ask and answer the questions in exercise 8a. Remind them to give true answers about their school. Then, in open class, elicit answers from different students around the class.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Error correction

A really important skill for language teachers is error correction. It is important not to over-correct as this will interrupt fluency-based activities and can make students lose confidence. Not correcting, however, leads to students developing bad habits and can negatively affect their communicative abilities.

A key skill is to develop the ability to distinguish between 'errors' and 'mistakes'. A mistake is a slip; you know the correct thing to say, but you said the wrong thing by accident. Mistakes are not critical to correct unless they are repeated too often. Errors are when the student does not know the correct form, term or usage.

It is then important to decide whether it is better to correct errors on the spot, at the end of the activity or later on in the lesson and then decide on an appropriate correction technique.

If you correct on the spot it must be quick: you can ask students to repeat the sentence again, echo the sentence and point to the error for students to finish, write the word on the whiteboard and underline it, etc. As much as possible, encourage self-correction. Alternatively, you can do the error correction later (error correction makes a nice transition between parts of the lesson). Write the errors on the board in an anonymous way (change some of the words if necessary) and elicit correct answers from the class.

Refer students to the Grammar reference on page 58 if necessary.

WORKBOOK

Assign students page 38 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p56

Making and replying to offers

FAST TRACK

You could ask students to complete exercise 1b at home in preparation for the speaking activity.

WARMER

Play *Tic-tac-toe* to recycle vocabulary from the unit so far.

- Split the class into two teams: X and O.
- Draw two tic-tac-toe grids on the board, side by side. One grid for reference and one for actually drawing noughts and crosses.

watch	visit	offer			
take	turn on	invite			
put	play	drink			

- Write the verbs from today's lesson in each square (watch, visit, offer, take, turn on, invite, put, play, drink).
- Each team must make a grammatically correct question with the verb to win a square, e.g. *Do you watch TV after school? Do you visit your grandmother? Can I offer you a drink?*, etc.
- To keep the entire class focused, pick students at random.

Making and replying to offers

1a SPEAKING In pairs, students say what they can see in the photo. Elicit answers in open class.

Suggested answer

There are two boys. They are sitting on the sofa in a living room looking at a tablet.

1b In pairs, students take it in turns to ask and answer the questions. Elicit answers in open class.

2 LISTENING 42 Play the track for students to listen to the people in the photo and say if the statements are True (T) or False (F). Ask students to compare in pairs before you check their answers. See p167 for the audioscript for this exercise.


Answers

1 T 2 F 3 F 4 T 5 F

3a 42 Play the track again for students to listen and complete the Useful expressions in the *Making offers* section of the Speaking bank.

Answers

a put your coat in the cupboard/turn the computer on b seat c a snack d some orange juice e help

3b  **43** Play the track for students to listen, check and repeat. See p167 for the audioscript for this exercise.

TEACHER DEVELOPMENT: STUDENT TRAINING

Making and replying to offers

We often make offers in conversations in order to be polite and helpful. Accepting offers is just as important, or even more important than offering things. Students should make sure they thank the person and, if they don't want to accept an offer, be sure to politely refuse. Offering an excuse is also a good idea.

We use these expressions for making offers:

Can I ... ?

Shall I ... ?

Would you like ... ?

How about ... ?

Remind students that *Shall I ... ?* and *Can I ... ?* are followed by the verb without *to*.

Can I put it on the table?

Shall I take your coat?

Shall is more formal than *can*.

Would you like ... ? is followed either by a noun, or by the verb with *to*.

Would you like a biscuit/to drink some lemonade?

Point out to students that we always use *some* words when offering someone something.

- 4** Students complete the dialogue with what Holly says to Olivia. Ask students to compare in pairs before you check their answers.

Answers

a 2 **b** 5 **c** 4 **d** 3 **e** 1

FAST FINISHERS

Students practise saying the dialogue in pairs.

✓ EXAM SUCCESS Students say if it is important, in this kind of exercise, to read the whole, complete dialogue when they finish. Tell them to turn to page 151 (Use of English: Completing the dialogue) and compare their ideas.

PRACTICE MAKES PERFECT

5a SPEAKING Divide the class into pairs, A and B. Ask students to read the situation: Student A is at home and a friend comes to visit him/her. Student B visits his/her partner's house to play computer games. Tell students to prepare a dialogue including two offers. Remind them to use expressions to make and reply to offers from the Speaking bank.

5b Ask students to practise the dialogue. Walk round, checking students are on task and making sure students are speaking English to each other.

5c Students act out their dialogues for the class.

Model dialogue

A: Hello, Come in! .

B: Hi! Thanks. What a cool T-shirt.

A: Thanks. Shall I take your jacket and bag?

A: Yeah, sure. Thanks.

B: Can I put it here on the sofa?

A: Yes, thanks. But be careful because I've got my mobile phone in there.

B: Let's go to the living room and play video games.

A: Great. We can watch TV later.

B: Have a seat.

A: Cheers.

B: Are you hungry? Would you like a snack?

A: No thanks, I'm fine.

B: Would you like anything to drink?

A: Yes, please. Have you got any lemonade?

B: No, sorry. I don't think I have. How about some orange juice?

A: Yes, that'd be great. I'm really thirsty. Shall I turn the computer on while you go and get it?

B: OK. Thanks.

HOMEWORK

Assign students page 39 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p57

Writing a description of a place

FAST TRACK

You could ask students to do exercise 2 at home and check their answer at the start of the lesson. Alternatively, you could set the writing task in exercise 7 as homework.

WARMER

Play *Snowman* with words to revise vocabulary from the previous lessons. Divide the class into two teams, A and B. Team A chooses a word or phrase from a previous lesson and one student draws a part of the snowman's form on the board for each letter. Team B says a letter and the student either writes the letter on the correct line or draws one part of the snowman. If the drawing is completed in ten steps before the word is guessed, Team A are the winners. Repeat the process with Team B guessing the word.

A description of a place

1a SPEAKING In pairs, students imagine their dream bedroom and the objects they would like to have in it. Ask students to look at the objects and give each one a mark from 0 to 5 (0 = I don't want it, 5 = I really want it). Elicit marks from different students around the class.

7a Ask students if there are any other objects they would like and elicit which ones.

7b **PAIRS** Ask students to read the three teenagers' descriptions of their dream bedrooms and decide who wants the bedroom in the picture. Set a time limit of two minutes to encourage students to read quickly. Elicit the answer.

Answer

Charlie

7c **PAIRS** In pairs, students take turns to tell each other which bedroom they like and which one they don't like and explain their decisions. Draw students' attention to the model dialogue.

7d Ask students to look at the texts again and write a list of adjectives that appear in the descriptions, as in the example. Remind students that adjectives help us to write interesting descriptions and point out that adjectives don't have a singular and plural form, e.g. we don't add a final -s to an adjective. Check their answers.

Answers

pink, dream, old, big, happy, relaxed, favourite, cool, comfortable, enormous, cold, hot, great

7e Ask students to look at the Writing bank and the texts in exercise 2 and choose the correct alternatives in the rules for word order. Check their answers.

Answers

before, after, before, after

7f Students say if the word order is correct in the sentences. Ask them to correct any mistakes.

Answers

- 1 The walls are red and there are big and colourful paintings.
- 2 I sometimes write stories and songs in my bedroom.
- 3 correct
- 4 correct
- 5 My friends are often at my house.
- 6 I've got a beautiful desk next to the window.

PRACTICE MAKES PERFECT

7a Ask students to read the task and make a plan with ideas for an article about their ideal bedroom. Remind them to include information about furniture and other objects. Tell them to plan what they are going to write and to follow the advice in the Writing bank on page 156.

7b Students write their article. Remind them to check the word order in their description. Less confident students can model their texts on one of the descriptions in exercise 2.

Model text

My ideal bedroom is very big and has got blue walls. On the walls, I've got some big and colourful paintings and lots of shelves for my books. There's always music in my room and I've got a huge piano. When my friends come and visit me we play music for hours. I've got a really comfortable sofa and bed. Next to my bed, there's a big desk where I do my homework. In front of the desk, there's a big TV and a games console. When my friends come, we play video games there. There's also a cold drinks machine. My bedroom has got enormous windows and a great view of a big park.

EXTRA ACTIVITY

Students could swap texts and use your marking guide to correct each other's texts. Students then write a clean version for homework.

HOMEWORK

Assign students page 40 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 4

>>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting for homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p59

There is/There are

- 1 Students choose the correct alternative.

Answers

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

Prepositions of place

- 2 Students complete the sentences with a preposition.

Answers

1 next to 2 in front of 3 under 4 on 5 above

Countable and uncountable nouns

- 3 Students write C (countable) or U (uncountable) after each word.

Answers

1 U 2 U 3 C 4 U 5 C 6 U 7 C 8 C

some, any, a/an

- 4 Students complete the sentences with *some, any, a* or *an*.

Answers

1 any 2 any 3 an 4 some 5 any 6 a

Vocabulary revision p59

ROOMS

- 1 Students put the letters in the correct order to make rooms.

Answers

1 kitchen 2 bedroom 3 dining room 4 hall
5 bathroom

FURNITURE

- 2 Students write the names of the objects.

Answers

1 radiator 2 sink 3 cupboard 4 wardrobe
5 fridge 6 bath 7 shelf

FOOD AND DRINK

- 3 Students complete the words.

Answers

1 tea 2 jam 3 butter 4 salad 5 salt 6 sugar
7 ice cream

HOMEWORK

Assign students page 41 in their Workbook or the relevant sections of the Online Workbook.

Reading p60



TIP FOR READING EXAMS

Elicit why it is important to read the whole text first before answering specific questions. Ask students to read the tip and look at Exam Success on page 151 for more ideas.

- 1 **READING** Students read the interview with a teenage girl and say what her favourite free-time activity is and why the book *The Hunger Games* is special for her.

Answers

Her free-time activity is collecting books.
The book is special because it's a first edition, it's got the author's signature and she loves the story.

- 2 Students read the text again and match the questions with the correct part of the text.

Answers

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

- 3 **SPEAKING** What about you? In pairs, students spend a few minutes discussing the questions, then ask different students to share their answers with the class.

Writing p60



TIP FOR WRITING EXAMS

Ask students to read the tip about writing a short note and look at Exam Success on page 151 for more tips.

- 4 Ask students to look at the notice from a school notice board and elicit who the notice is from and what three pieces of information they want.

Answers

It's from Stephanie in class 2B.
She wants to know: 1 Which day or days does the school Book Club meet? 2 Where are the meetings? 3 What exactly does the club do when it meets?

- 5 Students write a reply to Stephanie's note. Remind them to give all the necessary information and invent details. For less confident classes, photocopy the model text below and let students read it before they start.

Model text

Hi Stephanie,
My name's Jo. I'm in class 2C and I'm a member of the school Book Club. We meet on the first Tuesday of every month at five o'clock. We don't meet in the school library because students study there. But Room 14 is quiet and it's free then, so we meet there. Mr Jackson is in charge of the Club. He gives us a book to read, but we can choose and vote for a different book if we want. We read sci-fi, fantasy and contemporary books for teenagers. They are really good! Come to the club next Tuesday and see what we do! See you,
Jo

Use of English p61

TIP FOR USE OF ENGLISH

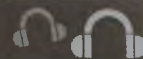
Students read the tip for choosing the correct responses in dialogues. Remind them that it's very important that the response is grammatically correct and logical. Ask them to turn to Exam Success on page 151 for more ideas.

- 6 Ask students to choose the correct responses to complete the dialogue.

Answers

1 A 2 F 3 B 4 E

Listening p61



TIP FOR LISTENING EXAMS

Elicit from students what they should remember to do in True/False/Not Mentioned activities. Ask students to read the tip to compare their ideas and then look at Exam Success on page 151 for more ideas.

- 7 **LISTENING** 44 Tell students they are going to listen to a man called Mike answering questions about where he lives. Ask students to read the questions. Play the track for students to listen and say if the sentences are True (T), False (F) or the information is Not Mentioned (NM). See p167 for the audioscript for this exercise.

Answers

1 F 2 NM 3 T 4 T 5 NM 6 T 7 F 8 T

- 8 **SPEAKING** What about you? In pairs, students discuss if they would like to live in this place and say why or why not. Elicit opinions from different students around the class.

HOMEWORK

Assign students pages 42-43 in their Workbook or the relevant sections of the Online Workbook.











- 1 Ask students to read the 'can do' statements and reflect on their own ability. Students mark from 1-4 how well they can do each thing in English.
- 2 Ask students to look at their marks and decide what they need to do to improve. Elicit ideas from students around the class.

KEY LEARNING OUTCOMES

Students will be able to:


- talk about abilities using *can/can't* and adverbs of manner
- talk about likes and dislikes
- give basic instructions using the imperative
- understand spoken and written texts about computers and the Internet
- ask for and give information about places, films, etc.
- write a simple questionnaire

UNIT OVERVIEW

	Computers Using computers
	Teen tech world: Brilliant tech ideas! CRITICAL THINKING Discussing the usefulness of inventions
	<i>can/can't</i> Adverbs of manner PRONUNCIATION /æ/ and /a:/
	The Internet
	ICT: Preparing presentations
	Online passwords
	The imperative <i>like, love, hate</i> + gerund
	Asking for and giving information
	A questionnaire
	Use of English: Multiple-choice cloze activities Speaking: Information exchange

DIGITAL OVERVIEW

Presentation Kit

- Flipped classroom video Unit 5: The imperative
- Life skills video Unit 5: Preparing presentations
-  Vocabulary tool: Computers; Using computers
- Interactive versions of Student's Book activities
- Integrated audio and answer key for all activities
- Workbook pages with answer key

Teacher's Resource Centre

- Flipped classroom video Unit 5: The imperative
- Life skills video Unit 5: Preparing presentations
- Grammar communication activity Unit 5:
One picture = 1,000 sentences
- Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 5
 - Flipped classroom video worksheet Unit 5: The imperative
 - Literature worksheet Units 5 and 6
 - Culture worksheet Unit 5
 - Life skills video worksheet Unit 5
 - Everyday English video Unit 5

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–5
- Printable test Unit 5
- Gateway to exams Units 5 and 6 (end of Unit 6)

Vocabulary p62



Talking about electronic gadgets related to computers and the Internet and using the computer

FAST TRACK

You could ask students to do exercises 1 and 4 at home so that less confident students are prepared for these activities.

WARMER

In pairs, ask students to brainstorm electronic gadgets teenagers use for studying and for entertainment. Set a three-minute time limit and give them regular updates, e.g. *Two minutes to go ...*. Ask students to add up how many devices they thought of. Ask the pair with the longest list to come up and write them on the board to check spelling. Ask students to look at the unit title *Connected* and the image, and ask them what they think the unit is going to be about (*technology, inventions and inventors, using the Internet*).

Computers

- 1 In pairs, students look at the photos and name as many of the objects as they can.
- 2a Ask students to look at the words in the box and make sure they can name all the objects in exercise 1. Check their answers.

Answers

a mouse b printer c monitor/screen d screensaver
e scanner f keyboard g USB cable and port
h touchpad i touch screen j webcam k speaker

- 2b 45 Play the track for students to listen and repeat the words. Elicit where the stress falls on each word (the stress patterns are underlined in the answers above. Practise the 'uh' /ʌ/ vowel sound in *touchpad* /'tʌtʃpæd/ and *touch screen* /'tʌtʃ skri:n/. See p167 for the audioscript for this exercise.

EXTRA ACTIVITY

Ask students what the objects in exercise 1 are used for. Elicit answers from students around the class.

Suggested answers

keyboard: We use it to put information into the computer.

monitor/screen: We can see words and pictures on it.

mouse: You move it to do things on the computer screen.

printer: You use it to print out documents.

scanner: You copy or print a document into a computer.

screensaver: A computer programme that makes the screen black or shows a picture when the computer is on but not in use.

speaker: You use it to listen to music.

touchpad: You touch it with your finger to move the cursor on the screen.

touch screen: A screen you touch to choose what you want to see next.

USB port: A place where you can attach a cable and connect a printer, keyboard, etc.

USB cable: A thick wire that carries electronic signals.

webcam: A camera connected to a computer that produces images that can be seen on a website.

- 3 Students play a game. Ask a student to draw one of the objects in exercise 1 on the board for others to identify. Alternatively, students can play this game in pairs. Student A draws one of the objects in their notebook and Student B identifies the object. They take it in turns to draw the objects.

Using computers

- 4 Ask students to match the words and icons. Ask students to compare their answers before you check in open class.

Answers

1 cut and paste 2 print 3 copy 4 download
5 save 6 send an email 7 click on 8 log on/off

- 5 46 Play the track for students to listen and repeat the words. See p167 for the audioscript for this exercise.
- 6 Ask students to complete the sentences with words from exercise 4. Elicit answers from different students around the class.

Answers

1 copy 2 download 3 click on 4 save 5 print
6 send an email 7 cut and paste 8 log on/off

- 7a LISTENING 47 Play the track for students to listen to a student answering the questions and note down what she says. Ask students to compare in pairs before you elicit answers from students around the class. See pp167–168 for the audioscript for this exercise.

Answers

- 1 every day, seven days a week
- 2 for homework and mainly school work; for watching videos and listening to music
- 3 not often, one or two songs
- 4 not often, sometimes school work to teachers
- 5 I sometimes print out homework, or print a lot for subjects like history or geography. I use a scanner when a friend forgets her textbook.
- 6 I use a webcam to speak to my sister.
- 7 Yes, a great photo of me with my best friend.

+ EXTRA ACTIVITY

Ask some comprehension questions about the listening.

Why does she use a webcam with her sister? (Her older sister isn't at home, she's away at university and she uses a webcam to speak to her.)

Why does she print a lot of documents for geography and history? (They haven't got a textbook.)

How often does she change her screensaver? (She changes her screensaver all the time.)

- 7b SPEAKING** In pairs, students take turns to ask and answer the questions in exercise 7a. Remind them to give true answers. Elicit answers from students around the class to close the activity.

HOMEWORK

Assign students page 44 in their Workbook or the relevant sections of the Online Workbook.

Reading p63



Understanding a text from a science magazine

>>> FAST TRACK

You could ask students to do exercises 1 and 2 for homework and check their answers.

WARMER

In pairs, students think of the three greatest inventions of all time. Set a time limit of three minutes and elicit answers from students around the class. Ask students to rank the inventions in order of importance and give a reason why they are important to society.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Pyramid discussions

A pyramid discussion is a way to organise this type of exercise to encourage full participation. Students start off discussing in pairs, then join with another pair after a set amount of time, until finally the whole group is involved in one discussion.

- 1 READING** Individually, students read the two articles, and then decide on a good title for each article. In pairs, students compare their titles before you check in open class. Elicit from students what each article is about.

Suggested answers

- A** Quick news
B A banana keyboard?

i CULTURAL INFORMATION

Teenage inventors and apps

Teens are starting to appear in the news more and more because of their exciting invention ideas. Many new inventions are for the mobile phone app market. App is short for application – computer programs usually used on mobile phones or tablets that are designed to be practical or entertaining. Young people who are still at school have designed some very successful apps. Your students may find it motivating to learn about such cases. For example:

Arjun Kumar from India created the Ez School Bus Locator at just 14, an app which lets parents know if their child is on the bus and where the bus is and when it will reach home.

Maximillian Polhill aged 15 developed a physics-inspired game app called Stellar Alien.

By age 16 Julian Wyzykowski had created eight mobile apps and games and started his own company Combustible Games.

Brittany Wenger aged 19 developed an app named the Global Neural Network Cloud Service for Breast Cancer. The program is able to detect 99 per cent of life-threatening tumours. Her work won her the Google Science Fair in 2012.

Some of the most popular apps and websites for teens are ones where they can text, microblog, send photos, videos and messages with a lifespan of only 1 to 10 seconds.

- 2** Ask students to read the text again and complete the table. Check their answers.


Answers

	Text A	Text B
1 Name of the inventor(s)	Nick D'Aloisio	Eric Rosenbaum and Jay Silver
2 Nationality of the inventor(s)	British	American
3 Name of the invention	Summly	Makey Makey
4 Main aim of the invention	It changes long news stories into three paragraphs.	You can make any object that conducts electricity into a touchpad, keyboard or mouse.

- 3 Students answer the questions. Check their answers.

Answers

- 1 Today, people need to get information quickly and easily.
- 2 He's a millionaire.
- 3 You connect the object to the Makey Makey board.
- 4 Objects that don't conduct electricity don't work with the Makey Makey gadget.

- 4  **CRITICAL THINKING** Individually, students think about how useful the inventions are and give reasons why. Then ask students to compare their ideas with the rest of the class.

Example answers

I think Summly is useful for reading news articles quickly on smartphones.

I think Makey Makey is a really useful invention. You can learn a lot about computing, science and robotics. It's a new type of toy that is a game but teaches children to code.

TEACHER DEVELOPMENT: STUDENT TRAINING

Critical thinking

Bloom's Taxonomy offers teachers a wide variety of questions in the classroom, not just *What? Where? and When?* but also *Why? How? How do you know?* and *What if ...?* This extra range of questions helps teachers develop and strengthen their critical thinking skills.

Bloom's Taxonomy is named after Benjamin Bloom who in 1956 developed the classification of questions according to six levels of higher order thinking. An important teaching skill is being able to ask questions that generate more questions. Below are some examples of questions that will generate more questions:

- Questions that focus attention: *Do you notice?* or *Have you seen?*, etc.
- Questions that invite assessment: *How many?*, *How often?*, etc.
- Questions that ask for clarification: *Can you give me an example?*, *What do you mean by?*, etc.
- Questions that invite inquiry: *What do we need to know?*, *How can we find out?*, *What would happen if?*
- Questions that ask for reasons: *How did you know?*, *Why do you say that?*

- 5 Encourage students to guess the underlined words in the text and then check them in their dictionary.

Answers

fits: is the right size to fill a space

concisely: expressed only using a few words but is easy to understand

gadget: a small tool that does something useful or impressive

via: going through one place on the way to another

conduct: to allow electricity to pass through an object

- 6 **SPEAKING What about you?** Divide the class into pairs or small groups and ask them to discuss if they would like to have a Makey Makey board and what their favourite gadget or app is and why they like it. Ask students to

give reasons for their answers. In a less confident class, give students time to prepare their answers in written form before doing this as a speaking activity. Elicit some answers from different pairs/groups and try to create a discussion in open class.

++ EXTRA ACTIVITY

Ask students to research an app for learning English and present it to the class. Set a word limit for their presentation of 50–100 words.

HOMEWORK

Assign students page 45 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp64–65



Talking about abilities using *can/can't* and adverbs of manner

>>> FAST TRACK

You could ask students to do exercises 1, 4, 5 and 6 at home. You could then check their answers and do the pronunciation and communicative activities in class.

Test before you teach

Write the headings *a baby* and *superman* on the board. Under each, draw two columns with a tick and a cross at the top. Write these example sentences on the board under the correct column. Elicit more affirmative and negative sentences using *can* and *can't* to see how familiar students are with the form.

X A baby can't walk.

✓ Superman can fly.

can/can't

- 1 Ask students to look at the sentences and choose the correct alternative. Check their answers.

Answers


- 1 can 2 can't 3 don't use 4 don't repeat 5 use

TEACHER DEVELOPMENT: LANGUAGE

can/can't

Can is a modal verb. Modal verbs are different from normal verbs:

- 1 They don't use an -s for the third person singular.
- 2 They make questions by inversion (*She can go.* becomes *Can she go?*).
- 3 They are followed directly by the infinitive of another verb (without *to*), e.g. *She can to go.*

- 2a **PRONUNCIATION**  48 Play the track for students to listen to the sentences and notice that *can* is short, but *can't* is long. See p168 for the audioscript for this exercise.

TEACHER DEVELOPMENT: PRONUNCIATION

The /æ/ and /ɑ:/ sound

Practise saying the long vowel sound /ɑ:/ in *can't* with students (tell them that it's the sound that you make when a doctor looks at your throat: *aaaahhh*). Elicit other words with this vowel sound, e.g. *plant*, *aunt*, *afternoon*. Sometimes, it is difficult to distinguish between *can* and *can't* because native speakers don't pronounce the final *t* at the end of *can't*. So, if students don't hear the different consonant sounds in *can* and *can't* clearly, they should listen for the **length of the vowel sound** to distinguish the two words.

- 2b** **49** Play the track for students to listen and underline the alternative they hear. Check their answers. See p168 for the audioscript for this exercise.

Answers

- 1 She can sing.
- 2 He can't play the guitar.
- 3 They can't swim.
- 4 We can speak Spanish.
- 5 She can understand French.
- 6 I can't ride a bike.

- 2c** **49** Play the track again for students to listen and repeat the correct sentence in exercise 2b.

- 3a** **SPEAKING** In pairs, students use the pictures to ask and answer questions with *can* or *can't*. Draw students' attention to the example dialogue for question 1. Check their answers in open class.

Answers

- 2 Can you dance? Yes, I can./No, I can't.
- 3 Can you play the piano? Yes, I can./No, I can't.
- 4 Can you ski? Yes, I can./No, I can't.
- 5 Can you speak Chinese? Yes, I can./No, I can't.
- 6 Can you paint? Yes, I can./No, I can't.

- 3b** Ask different pairs to tell the class about their partner. Direct students' attention to the model to ensure that students use *but* when they talk about their partner

Adverbs of manner

- 4** Ask students to look at the sentences and choose the correct alternative. Check their answers.

Answers

- 1 how 2 don't usually 3 normally 4 irregular

TEACHER DEVELOPMENT: LANGUAGE

Adverbs of manner

Adverbs of manner tell us **how** something happens. They form the largest group of adverbs. They are usually placed either after the main verb or after the object, e.g. *Plan **well**.* / *People need to get information **quickly** and **easily**.*

We form most of them simply by adding *-ly* to their corresponding adjective, but there are sometimes changes in spelling: *easy* > **easily**; *careful* > **carefully**; *gentle* > **gently**.

- 5** Ask students to complete the table. Check their answers.

Answers

Adjective	Adverb
bad	1 badly
calm	2 calmly
3 careful	carefully
clear	4 clearly
5 easy	easily
fast	6 fast
7 good	well
hard	8 hard
quick	9 quickly
10 slow	slowly

- 6** Ask students to read the text and find and correct seven mistakes with adjectives and adverbs. Let students compare their answers in pairs before checking in open class.

Answers

I study ICT at school. My ICT teacher speaks very **fastly** fast, but he explains things **good** well. I don't think ICT is very difficult. I understand everything quite **easy** easily, even when the teacher talks quickly. The only problem is that I often do **bad** badly in my exams. I don't know why, because I always study **hardly** hard. I read the questions **carefully** carefully, too. Maybe the problem is that I don't write very **clear** clearly. I think I need to be calm and write slowly next time.

FAST FINISHERS

Look at students' work and if they got any incorrect answers, tell them how many, but not which ones. This will keep them busy while the others catch up. It will also train students to look at their answers again, which is a good exam strategy.

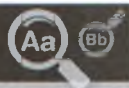
- 7** **SPEAKING** In small groups, ask students to find someone who can do the different activities in the list. Draw students' attention to the model dialogue. Alternatively, you could organise a *Find someone who ...* activity (See Teacher development: Classroom tips Unit 3 page 67).

Refer students to the Grammar reference on page 72 if necessary.

HOMEWORK

Assign students page 46 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p65



Talking about the Internet

>>> FAST TRACK

Ask students to do exercise 1 at home. In class, play the track in exercise 2 for students to listen and check their answers.

The Internet

- 1 Ask students if they are an Internet expert and encourage them to predict how many definitions they are going to get right in this exercise. Ask students to read the definitions (1–6) and choose the correct word from the box.

Answers

- 1 password 2 website 3 search engine 4 virus
- 5 blog 6 social network
- 2 50 Play the track for students to listen, check and repeat the words in the box in exercise 1. Highlight the long /a:/ sound in *password* /'pɑ:s.wɜ:(r)d/. See p168 for the audioscript for this exercise.

>>> FAST FINISHERS

Ask students to underline the word stress on the words in exercise 1 the stress is underlined in the answers above.

- 3 **SPEAKING** In pairs, students take it in turns to say their answers to the questions. After the activity, elicit answers from different students around the class.

+ EXTRA ACTIVITY

Develop a class discussion on students' opinions of social networks on the Internet.

Write these prompts on the board and ask students to discuss in pairs before you ask their opinions in open class:

Do you contact people you see a lot or friends you don't see in person?

What information do you share online?

Are there rules in your house about social networking?

How long do you spend online?

📌 CULTURAL INFORMATION

An area of concern regarding teenagers and online social networking is the type of personal information teens make available on these networks. They could be 'over-sharing', i.e. sharing information that can harm their future education or job prospects or sharing information that puts them at risk.

Research by the FOSI (Family Online Safety Institute) found that social media were the only online activity or technology for which parents believed the risks outweighed the benefits. Among the 53% of parents whose children had a social networking account, more than three-quarters of parents had 'logged onto their childrens' accounts to monitor or check their posts.

HOMEWORK

Assign students page 47 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp66–67



Preparing presentations

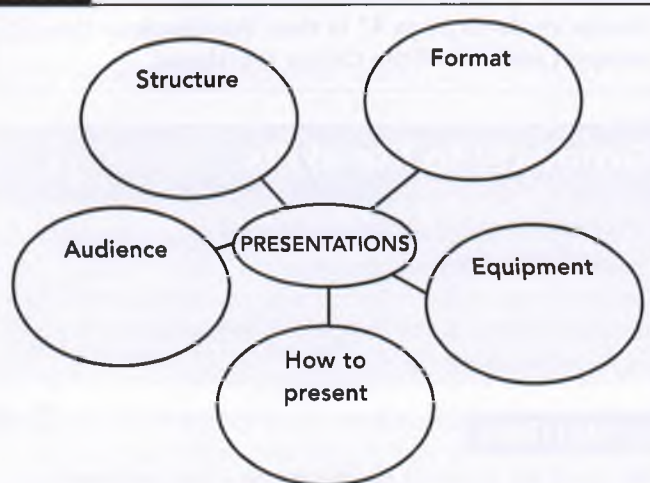
To learn about a style of presentation called Pecha Kucha, to look at common mistakes when preparing and giving presentations and to prepare and give a mini-presentation about Pecha Kucha

>>> FAST TRACK

You could ask students to do exercise 2 for homework in preparation for the lesson. Students could look up examples of Pecha Kucha presentations on the Internet to see this type of presentation in practice.

📌 BACKGROUND INFORMATION

Being able to give a presentation is a marketable skill that is much needed in various jobs around the world. In many vocational and professional courses, students have to learn the skills to use a range of equipment or demonstrate their communication skills. Research has shown that oral presentations that use visuals are more persuasive, more interesting and more professional. Oral presentations help integrate ICT and language skills, which are both essential skills in today's world of work. Presentations also work on the four skills: while the presenter is presenting his or her work, everybody else is reading the slides, listening to the talk and taking notes to later ask the presenter questions about the topic. Presentations also promote and encourage learning through discovery and research. Collating the information needed for a presentation requires research and organisation – both important skills for working life. Students are placed at the heart of the learning process by taking responsibility for their own learning. In an oral presentation class, teachers delegate autonomy and leadership to students and facilitate, support, organise and guide students' learning.



Draw a mind map. Write the word **PRESENTATIONS** in a circle on the board and words that are connected directly to the central concept branch out from this as in the mind map above. Ask the following prompt questions to get students to contribute more ideas to add to the diagram: *What presentations have you seen? How do they look? Who's listening? What can you use?* In small groups, ask students to brainstorm as many ideas as they can to answer these questions. Set a time limit of five minutes and encourage students to look up words in their Macmillan Online Dictionaries. Say **STOP!** and encourage students to write the answers on the board to check their spelling. Ask students to look at Key concepts on page 66 to see if they have thought of these ideas.

- 1 SPEAKING** In pairs, students take it in turns to ask and answer the questions. Elicit answers from different pairs around the class.

Example answer

- 3 Presentations may be given for the purposes of:
- Persuasion ■ Training ■ Teaching and learning
 - Informing ■ Assessment

People give (computer-based) presentations at job interviews, when they are demonstrating a product or an idea, to give an overview of research as part of their academic programme at university, at meetings, etc.

- 2 READING** Ask students to read about a type of presentation called Pecha Kucha and say if they think it's a good idea and give reasons why or why not. Ask students to feedback their ideas in open class.

Suggested answers

It's short so it's easy to practise and rehearse.
 It's short enough to keep everyone interested. (Long presentations are boring.)
 You say only the key points and really use each slide.
 It helps you improve your communication skills.
 It's too difficult to say everything in six minutes.

1 CULTURAL INFORMATION

Pecha Kucha is a presentation style in which 20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total). The format keeps presentations concise and fast-paced. Multiple-speaker events called Pecha Kucha Nights (PKNs) are held around the world. According to John Medina's best-selling book *Brain Rules*, eight to 12 minutes is the ideal amount of time for human attention. In a longer presentation you risk losing the audience's attention. Pecha Kucha presentations are even shorter than this.

- 3** Ask students to look at the four slides and say if they are good slides to use in a presentation. Elicit students' comments in open class and encourage them to give reasons for their answers.

Answers

No, they are not good slides to use in a presentation.

A It is hard to read because of the colours and there are no bullet points. There is no visual.

B The graphics are confusing.

C The text is too small and the font is difficult to read.

D There are too many bullet points and there are spelling and grammar mistakes.

- 4** Individually, students read the text from a website giving help with presentations. Ask students to match each slide in exercise 3 with the mistakes. Elicit answers from students around the class.

Answers



Mistakes 1, 2, 3, 8: Slide A

Mistake 6: Slide B

Mistakes 3, 4, 5: Slide C

Mistakes 3, 7, 8: Slide D

Ask students if they can identify any of the other mistakes.

- 5**  **LISTENING**  **51** Tell students they are going to watch or listen to somebody giving a presentation. In order to complete the visual aspects of exercise 5, students will need to watch the video rather than listen to the audio track. Play the video for students to watch and say if the statements are True (T) or False (F). Elicit answers from different students around the class. See p168 for the videoscript/ audioscript for this exercise.

Answers

1 F 2 F 3 F 4 T 5 F 6 F 7 T

- 6** In pairs, students use the sentences in exercise 5 to write a list of positive ideas about how to give a presentation. Draw students' attention to the example sentence and prompts. Elicit ideas from different students around the class.

Suggested answers

It's a good idea to speak slowly and clearly.
 It's a good idea not to read all the words on the slide.
 It's useful to look at the audience.
 It's a good idea not to stand in front of the screen.
 It's a good idea to practise any difficult words in the presentation.

LIFE TASK



Tell students they are going to prepare a mini-presentation about Pecha Kucha to give to the class.

■ **Step 1**

Individually, students decide what they are going to talk about. Encourage them to think of something they really like, or are interested in, or know about.

■ **Step 2**

Ask students to prepare ten slides. Remind them not to make the mistakes in the text in exercises 3 and 4.

■ **Step 3**

Tell students to prepare some notes for each slide. Remind them that they've only got 20 seconds for each slide.

■ **Step 4**

In pairs, students take it in turns to practise their presentations. Remind them to time each other.

■ **Step 5**

Students give their presentations to the class.

TEACHER DEVELOPMENT: STUDENT TRAINING

Assessing oral presentations

Oral presentations can be assessed by the teacher, the presenting student or other students. Peer evaluation is a good way to develop students' reflective and critical sense, but students should be directed, guided and trained to learn from their peers and from their own mistakes. The teacher, the presenter and his or her peers can all use the same checklist, and the results can be discussed after the presentation.

	✓	✓✓	✓✓✓	✓✓✓✓
Use of audiovisual aids				
Body language				
Eye contact with the audience				
Rate of speech (too fast/too slow)				
Not reading the text on the slide				
Structure of the presentation				
Choice of topic				
Grammar				
Vocabulary				
Pronunciation				

Listening p68



Understanding a listening text about computers and the Internet

WARMER

Play Hot seat. Prepare a list of words from previous lessons and introduce some key vocabulary for this lesson (*keyboard, mouse, password, social network, virus, website, blog, etc.*).

- Divide the class into two teams or more if you have a large class.
- Put a chair at the front of the class, with the back to the board.
- Students from each team rotate turns sitting in the chair.
- Write a word on the board. Each team has 20 seconds to elicit the word written on the board from their teammate sitting in the hot seat. They cannot say, spell or draw the word.
- A volunteer from the other team then comes and sits in the 'hot seat'.

The team with the most points at the end of the game wins.

1a In pairs, students discuss the questions. Elicit answers from different students around the class.

1b In pairs, students create an imaginary good password and a bad password. Elicit what it is important to do or not to do to create a password.

Suggested answers

Don't include your own name, date of birth or where you live. Use a mixture of numbers and letters. Use a mixture of upper and lower case letters.

2 **LISTENING** 52 Play the track for students to listen to an expert talking about online passwords. Ask students to note down which of their ideas in exercise 1b she mentions. Ask students to compare in pairs before you elicit answers from students around the classroom. See p168 for the audioscript for this exercise.

Example answers

- Make it long.
- Make it complicated. Use some capital letters, some small letters, numbers, punctuation.
- If possible, don't use real words, in English or in any language.
- Never use personal information – your name, your birthday, your favourite band.
- Always keep your passwords secret!
- Never send your password in an email.

3 **52** Play the track again for students to listen and decide if the sentences are True (T) or False (F). Check their answers.

Answers

1 T 2 T 3 T 4 F 5 F 6 F 7 F

- 4 **SPEAKING What about you?** Ask students to evaluate, with the information from the listening text, the passwords they created in exercise 1b and create a really good password together. Ask students to come up to the board and write their really good passwords and vote on the best one.

++ EXTRA ACTIVITY

Ask students to play *Just a minute relay*. In small groups, students talk for a minute about one of these topics: *passwords, social networking, giving a presentation, how I use the Internet* or a topic of their choice connected with the unit's theme. A speaker is 'buzzed out' for hesitation, repetition or deviation by the students in their group. Points are awarded to the listening students for a correct challenge and to the student who is talking, if they are still talking at the end of the minute. The student with the most points wins the game.

HOMEWORK

Assign students page 47 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp68-69



Giving basic instructions using the imperative and talking about likes and dislikes using like, love, hate + gerund

>>> FAST TRACK

You could do exercises 1 and 2 as a class activity by inviting different students to read out the sentences and nominate another student to say the answer.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

The imperative

- 1 Ask students to look at the sentences and choose the correct alternative. Check their answers.

Answers

1 use 2 negative 3 make 4 Don't 5 can

TEACHER DEVELOPMENT: LANGUAGE

The imperative

There is only one imperative form for both 'you' singular and plural. The form of the imperative is the same as the infinitive.

We use the imperative form when giving instructions (*Stand up./Take a left and then a right.*), orders (*Open your books.*) and to make offers (*Have a seat.*). The imperative is also very common in written instructions. We can see the imperative on signs and notices (*Do not use./Insert a coin.*). To be polite, we add *please* to the sentence: **Please stop talking!**

- 2 Ask students to look at the ideas for security on the Internet and choose the alternative that gives good advice. Give students time to compare and discuss their answers in pairs before you check answers as an open class.

Answers

1 Don't give 2 Change 3 Don't use
4 Don't make 5 Don't use 6 Log off 7 Have

- 3 Ask students to match the verbs with the ends of the sentences (a-f) to make classroom instructions. Give students time to compare in pairs before you check their answers.

Answers

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

- 4 Ask students to use the imperatives and the words given to write typical school rules. Focus students' attention on the example sentence. Elicit answers from students round the class.

Answers

2 Bring your books.
3 Do your homework.
4 Don't shout.
5 Listen to the teacher.
6 Don't write on the desk.
7 Don't use your mobile phone without permission.

- 5 **SPEAKING** In pairs, ask students to make a list of good ideas to learn English fast. Draw students' attention to the example sentences. Elicit ideas from students around the class.

Suggested answers

Listen to English songs.
Go on holiday to the UK or the US.
Read books in English.
Look up new words in the dictionary and try to write your own sentence with the new word.

like, love, hate + gerund

- 6 Students look at the sentences and answer the questions. Check their answers.

Answers

1 -ing 2 c

- 7 Ask students to write sentences with *love, like, don't like, hate/can't stand* and the gerund. Draw students' attention to the example sentence. Walk round, helping students if necessary. Elicit answers from students around the class.

Answers

- 2 Jess and Holly hate/can't stand watching TV.
 3 You don't like chatting online.
 4 We like playing computer games.
 5 She loves doing sport.
 6 They don't like reading.
 7 Our friends hate/can't stand listening to hip-hop.
- 8 **SPEAKING** In pairs, students take turns to ask and answer questions about the activities in exercise 7. Draw students' attention to the possible replies in the model dialogue.
- 9 Ask students to read the text and choose the best word (A, B or C) for each gap. Go over the answers, asking students why they chose each option.

Answers

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

✓ **EXAM SUCCESS** Students read about multiple-choice cloze activities. Elicit why it is important for students to look at the words before and after the gap. Tell them to turn to page 152 (Use of English: Multiple-choice cloze activities) to check their answers and read more about this type of activity.

TEACHER DEVELOPMENT: STUDENT TRAINING

Multiple-choice cloze activities

The multiple-choice cloze test is used in official examinations. It is often a section of text with certain words removed, where the student is asked to complete the missing words in sentences. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. Completing these sentences requires critical thinking skills and allows teachers to measure how well students are able to use semantic and syntactic cues to construct meaning from the text as well as their knowledge of vocabulary and grammar.

The most important step is feedback after students have completed the activity. Discuss with the students their choices, review any other acceptable answers, where possible, and ask the students to explain why they chose a particular response. Discuss specific context clues that are found around the gap that help in word selection.

Refer students to the Grammar reference on page 72 if necessary.

HOMEWORK

Assign students page 48 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p70

Asking for and giving information about places, films, etc.

FAST TRACK

You could ask students to complete exercise 1 at home in preparation for the listening activity.

WARMER

Play *Tic-tac-toe* to recycle vocabulary from the unit so far.

- Divide the class into two teams: X and O.
- Draw two tic-tac-toe grids on the board, side by side. One grid for reference and one for actually drawing the noughts and crosses.
- Write a prompt in each square: *wh- question, Yes/No question, question with do, question with does, question with be, question with have, question with can, question with like, question with How much.*
- Each team must make a grammatically-correct question with the verb to win a square, e.g. *What is your password? Are you an Internet expert? Do you go online every day?, etc.*
- To keep the entire class focused, pick students at random.

Asking for and giving information

- 1 Students look at the advertisement and say what information is missing. Draw students' attention to the example. Elicit answers in open class.

Answers

b subject c place d time e price
 f phone number

- 2 **LISTENING** 53 Tell students they are going to listen to a boy called William asking his friend Kay about the tutor in the advertisement. Play the track for students to complete the missing information in exercise 1. Ask students to compare in pairs before you check their answers. See p168 for the audioscript for this exercise.

Answers

a Sullivan b ICT c (your) home
 d 5.30/half past five e 25 f 635212

- 3 Ask students to put the words in order to make questions from the dialogue. Then ask them to match each one with the missing information (a–f) in exercise 1. Remind students that for one of the pieces of information there are two answers. Ask students to compare in pairs before you check their answers.

Answers

- 1 What does she teach? (b)
- 2 How do you spell Sullivan? (a)
- 3 When can she give lessons? (d)
- 4 Can she give lessons at your home? (c)
- 5 How much do the lessons cost? (e)
- 6 What's the teacher's name? (a)
- 7 Have you got her telephone number? (f)

FAST FINISHERS

Students reconstruct the dialogue with the information from exercises 1 and 3 and practise saying it in pairs.

- 4 Ask students to look at the information in the Speaking bank and find an example of each type of question in exercise 3.

Answers

- 1 What does she teach? When can she give lessons? How do you spell Sullivan? How much do the lessons cost? What's the teacher's name?
- 2 Can she give lessons at your home? Have you got her telephone number?
- 3 What does she teach? How do you spell Sullivan? How much do the lessons cost?
- 4 What's the teacher's name?
- 5 Have you got her telephone number?
- 6 When can she give lessons? Can she give lessons at your home?
- 5 Divide the class into A and B pairs. Ask Student A to use the words to help them prepare questions to ask Student B about a science museum. Ask Student B to use the words to help them prepare questions to ask Student A about a new science-fiction film. Walk round, helping students if necessary.

Answers

Science museum (Student A): Where is it? How do you spell that? When does it open? What can you see and do there? How much does it cost? Can you eat there?

Sci-fi film (Student B): What's the title? How do you spell that? Where can you see it? When can you see it? How long does it last? How much does it cost?

PRACTICE MAKES PERFECT

- 6a **SPEAKING** Ask Student A to ask their partner their questions from exercise 5. Tell Student B to turn to page 154 to find information about the science museum and answer their partner's questions. Walk round, checking students are on task and making sure students are speaking English to each other.

Answers

43 Lyall Street. Monday to Saturday 10 am to 7 pm. You can see 3D films and do different experiments. It costs £6 for adults and £3 for children under 14. There is a restaurant and snack bar.

- 6b Ask Student B to ask their partner their questions from exercise 5. Tell Student A to turn to page 155 to find information about a new science-fiction film and answer their partner's questions. Walk around, checking students are on task and making sure students are speaking English to each other.

Answers

SkyLab. Apollo Cinema in Smith Street. 7.20 pm or 9.15 pm. It's an hour and forty-five minutes. Tickets cost £13 for adults and £10.50 for children under 12.

- ✓ **EXAM SUCCESS** Students read the question and say if it is important to listen to what their partner says and say why or why not. Tell them to turn to Exam Success on page 152 (Speaking: Information exchange) to check their answers.

Model dialogues

- A: Have you got any information about the science museum?
 B: Yes, I have.
 A: Where is it?
 B: It's at 43 Lyall Street.
 A: How do you spell that?
 B: L-Y-A-double L
 A: When is it open?
 B: It's open from Monday to Saturday, from 10 am to 7 pm.
 A: What can you see and do there?
 B: You can see 3D films and do different experiments.
 A: How much do the tickets cost?
 B: It costs £6 for adults and £3 for children under 14.
 A: Can you buy something to eat there?
 B: Yes, you can. There's a restaurant and a snack bar.
 A: That's great. Thanks!
 B: Have you got any information about the new science-fiction film?
 A: Yes, I have.
 B: What's it called?
 A: SkyLab
 B: How do you spell that?
 A: S-K-Y-L-A-B.
 B: Where can I see it?
 A: It's on at the Apollo Cinema in Smith Street.
 B: When can I see it?
 A: You can go at 7.20 pm or 9.15 pm.
 B: How long does it last?
 A: It's one hour and forty-five minutes long.
 B: How much do the tickets cost?
 A: £13 for adults and £10.50 for children under 12.
 B: That's great. Thanks!

TEACHER DEVELOPMENT: STUDENT TRAINING

Conversation skills

Many oral examinations have a collaborative speaking task where it is important to listen carefully and 'actively' when your partner is speaking. Elicit from students how to keep a conversation going. Remind them of some key points which help the speaker know you are really listening:

- 1 Face the speaker.
- 2 Maintain eye contact.
- 3 Show you understand. Say *uh-huh, really, interesting* and ask follow-up questions.
- 4 Focus on what the speaker is saying. Don't just think about what you are going to say next.

HOMEWORK

Assign students page 49 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p71

Writing a simple questionnaire

>>> FAST TRACK

You could ask students to do exercise 2 at home and check their answers at the start of the lesson. Alternatively, you could set the writing task in exercise 5 as homework.

WARMER

Write the names of the ten most famous museums on the board in one column, and the cities where they are situated, out of order, in another. Be sure to mix up the order of the cities so they appear differently to the key. Ask students to match the museums with the cities and the name of the country in pairs. The first pair to finish shouts *Finished!* Check their answers.

Smithsonian Institution	New York City
Le Louvre	Amsterdam
Acropolis Museum	Florence
State Hermitage	London
British Museum	Paris
The Prado	Vatican City
Metropolitan Museum of Art	Washington D.C.
Vatican Museums	Athens
The Uffizi Gallery	St Petersburg
Rijksmuseum	Madrid

Answers

Smithsonian Institution, Washington D.C., the US
 Le Louvre, Paris, France
 Acropolis Museum, Athens, Greece
 State Hermitage, St. Petersburg, Russia
 British Museum, London, England
 The Prado, Madrid, Spain
 Metropolitan Museum of Art, New York City, the US
 Vatican Museums, Vatican City, Italy
 The Uffizi Gallery, Florence, Italy
 Rijksmuseum, Amsterdam, the Netherlands

A questionnaire

- 1 **SPEAKING** In pairs, students discuss the questions. Elicit answers from different students around the class.
- 2 **READING** Refer students to the questionnaire. Ask what the title of the questionnaire is and elicit what they think it means. Ask who they think it's for and what the main aim of the questionnaire is. Ask students to match the questions and the answers. Give students time to compare in pairs before you check their answers.

Answers

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

- 3a Ask students to look at the instructions in the Writing bank about how to write a good questionnaire.

TEACHER DEVELOPMENT: STUDENT TRAINING

Writing a questionnaire

A questionnaire is a set of questions on a given topic that can be filled in by an interviewer or by the person being asked the questions. A questionnaire is usually used to collect information that is not available elsewhere. Questionnaires usually ask for people's opinions and views that give you statistics about a subject you're researching. You need to know how the survey results will help you. There's no point in asking for information that isn't relevant to your aim. Before writing your questionnaire, make sure you know what you want to find out. Predict what you think the results will show; it will help you write the questions. After completing the survey, look at the results to see if they match your prediction.

- 3b Ask students to read the questionnaire written by a student and decide if the student followed the advice in the Writing bank. Elicit answers from different students around the class.

Answers

- 1 The title could be more interesting.
- 2 Not all the questions are relevant to the topic, e.g. *Can you read?* isn't a good question.
- 3 The questions could be in a more logical order.
- 4 The writer has made several grammatical mistakes.

- 4 In pairs, students do the tasks. Ask them to correct any mistakes, take out any questions that are not relevant, add one or two relevant questions and think of an interesting title. Check answers in open class.

Answers

1

Ebooks – do you like them or not?

1 Do you like reading ebooks?

2 Have you got an ebook?

3 What do you think about reading in general?

4 Can you read?

5 Which do you prefer – ebooks or traditional books?

6 What do you like about traditional books?

2

Can you read? is not a relevant question.

3

Where do you buy your ebooks? What type of books do you read? What are the advantages of ebooks?

4

Are traditional books a thing of the past?

PRACTICE MAKES PERFECT

- 5a Ask students to read the task and write a questionnaire to find out what people in their class think about computers and/or the Internet. Remind them to ask questions like: *What do they like doing with computers or online? What don't they like?* and use the information in the Writing bank to help them. Tell them to plan what they are going to write and to follow the advice in the Writing bank on page 156.

- 5b Ask students to give their questionnaire to other students to complete. Remind everyone to write their answers on a separate sheet of paper.

- 5c Ask students to report back to the class and tell them some interesting answers to the questions in their questionnaires.

Model text

The Internet – good or bad?

- 1 How often do you use computers?
- 2 What is your main reason for using the Internet?
- 3 Have you got a computer at home?
- 4 What other devices do you use to go online?
- 7 Do you prefer surfing the Internet on your phone or your computer?
- 5 What do you like doing online?
- 6 What do you dislike about the Internet?
- 8 What is your general opinion of the Internet and the information it offers?

+ EXTRA ACTIVITY

Students could analyse their results and write a short report on their survey.

HOMEWORK

Assign students page 50 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 5

FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting for homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p73

can/can't

- 1 Students use the prompts to write sentences with *can* and *can't*.

Answers

- 1 Can Ann ski?
2 Nathan can't dance.
3 I can speak English.
4 Liz and Kate can't understand German.
5a Q: Can Mike play the guitar? 5b A: Yes, he can.

Adverbs of manner

- 2 Students choose the correct alternative.

Answers

- 1 quickly 2 hard 3 fast 4 clear 5 carefully

The imperative

- 3 Students write imperatives using the prompt sentences.

Answers

- 1 Do your homework!
2 Don't walk in the road!
3 Don't copy in exams!
4 Do your homework tonight!

like, love, hate + gerund

- 4 Students find and correct six mistakes in the dialogue.

Answers

Chloe: Do you like ~~use~~ using your tablet?

Andy: Yes, I ~~like~~ do. And I love ~~read~~ reading my ebook. What about you?

Chloe: I prefer traditional books. I like ~~to~~ going to bookshops. My dad is the same. He ~~doesn't~~ can't stand reading digital books. He really ~~loves~~ hates reading them.

Vocabulary revision p73

COMPUTERS

- 1 Students complete the last three letters in each word.

Answers

- 1 keyboard
2 monitor
3 touchpad
4 USB cable
5 speaker
6 touch screen
7 screensaver

USING COMPUTERS

- 2 Students choose the correct alternative.

Answers

- 1 send 2 on 3 download 4 on 5 save
6 cut and paste

THE INTERNET

- 3 Students put the letters in the correct order to make words connected with the Internet.

Answers

- 1 blog 2 virus 3 website 4 password
5 search engine 6 social network

HOMEWORK

Assign students page 51 in their Workbook or the relevant sections of the Online Workbook.

6 Good buys











KEY LEARNING OUTCOMES

CEF

Students will be able to:


- talk about what is happening now using the present continuous
- understand simple written and spoken texts connected with shops and shopping
- name different clothes and say what people are wearing
- describe pictures
- write a note and check their work

UNIT OVERVIEW

	Shops Shopping
Vocabulary	
	Text message conversation Special offers
Reading	
	Text message conversation Special offers CRITICAL THINKING Discussing statistics about text messaging
Grammar in context	
	Present continuous – affirmative and negative PRONUNCIATION Correct stress in -ing words
Vocabulary	
	Clothes
Life skills	
	Money and finance: Identifying selling techniques
Listening	
	A phone conversation
Grammar in context	
	Present continuous – questions and short answers Present simple and present continuous
Developing speaking	
	Describing pictures
Developing writing	
	A short note – 2
Exam success	
	Reading: Matching notices and prompt sentences Listening: Multiple-choice

DIGITAL OVERVIEW

Presentation Kit

- ▶ Flipped classroom video Unit 6: Present continuous – affirmative and negative
- ▶ Life skills video Unit 6: Identifying selling techniques
- ▶  Vocabulary tool: Shops; Shopping; Clothes
- ▶ Interactive versions of Student's Book activities
- ▶ Integrated audio and answer key for all activities
- ▶ Workbook pages with answer key

Teacher's Resource Centre

- ▶ Flipped classroom video Unit 6: Present continuous – affirmative and negative
- ▶ Life skills video Unit 6: Identifying selling techniques
- ▶ Grammar communication activity Unit 6: Ten seconds
- ▶ Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 6
 - Flipped classroom video worksheet Unit 6: Present continuous – affirmative and negative
 - Literature worksheet Units 5 and 6
 - Culture worksheet Unit 6
 - Life skills video worksheet Unit 6
 - Everyday English video Unit 6'

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–6
- ▶ Printable tests Unit 6 and Review (Units 4–6)
- ▶ Gateway to exams Units 5 and 6 (end of Unit 6)

Vocabulary p74



Talking about shops and shopping

>>> FAST TRACK

You could ask students to do exercises 1 and 5 at home so that less confident students are prepared for these activities.

WARMER

Write these items on the board:

cakes, money, medicine, a T-shirt, a watch, a newspaper, a stamp, boots, tennis racket, some milk

In pairs, students race to think of the names of shops where they can obtain these things. Set a two-minute time limit and give them regular updates, e.g. *One minute to go ...*. When a pair has all the names they shout *Finished!* Ask students to open their books on page 74 and look at the words in the box in exercise 1 to check their answers. Refer students to the unit title *Good buys* and the image and ask them what they think the unit is going to be about (*shops, shopping, money*). Ask students what the unit title means – *something you can buy at a cheap price, a bargain* – and why it is a play on words in English (*Good buy sounds the same as Goodbye!*).

v Shops

- 1 Ask students to look at the plan of the shopping centre and match the shops with the words in the box. Check their answers.

Answers

a chemist's b shoe shop c sports shop
d post office e bank f newsagent's
g clothes shop h bakery i jeweller's j supermarket

- 2 54 Play the track for students to listen and repeat. Highlight the /k/ sound in *chemist's* and the /dʒ/ sound in *jeweller's* /'dʒu:ələ(r)z/. Students practise saying the words. See p168 for the audioscript for this exercise.

TEACHER DEVELOPMENT: PRONUNCIATION

The /k/ sound

Remind students that the letters *ch* in *chemist's* are pronounced like the *k* in *kick* and not like the *ch* in *church*. Write the phonetic spelling on the board: /'kemists/ and drill the pronunciation.

- 3 LISTENING 55 Play the track for students to listen and say where the people are in the shopping centre. Check their answers and elicit the key words that helped them decide. See pp168–169 for the audioscript for this exercise.

Answers

1 sports shop 2 supermarket 3 bank 4 post office
5 bakery 6 jeweller's

++ EXTRA ACTIVITY

Play the track again for students to answer these comprehension questions.

- 1
What does he want? (an England football shirt)
Does he buy it? (No, they haven't got any.)
- 2
What do they buy? (chicken, strawberries, butter, jam)
- 3
How much money does she put in her account? (£50)
- 4
What does he post? (three letters and a postcard)
How does he post them? (first class)
- 5
Why don't they go to the supermarket? (There are a lot of people in there.)
What do they buy at the baker's? (bread and possibly cakes)
- 6
What does she want? (to repair her watch)
Can they fix it? (If it's something easy.)

- 4 SPEAKING In pairs, students take turns to ask their partner how often they go to the places in exercise 1.

v Shopping

- 5 In pairs, students match the photos with the words.

Answers

1 credit card 2 cash 3 cheque 4 change
5 purse/wallet 6 price 7 sale 8 size

- 6a Students complete the dialogue with words in exercise 5. Ask students to say which person is the shop assistant and which is the customer. Students compare their answers in pairs.

- 6b 56 Play the track for students to listen and check their answers. See p169 for the audioscript for this exercise.

Answers

1 size 2 price 3 credit 4 cash 5 purse
6 change
A is the customer
B is the shop assistant

- 6c SPEAKING In pairs, students practise the dialogue and invent a similar dialogue. Ask students to substitute the items they are buying, prices and methods of paying to invent similar dialogues.

++ EXTRA ACTIVITY

Ask students to perform their dialogues for other students to guess the names of the shops.

HOMEWORK

Assign students page 52 in their Workbook or the relevant sections of the Online Workbook.

Reading p75



Understanding a text message conversation and notices

FAST TRACK

You could ask students to do exercises 1 and 2 for homework and check their answers.

WARMER

Ask students to race to match the abbreviated text terms to the full English version. Write them on the board and set a time limit of three minutes and check their answers.

Text message	Full English
1 L8R	a see you
2 CU	b before
3 UR	c mate
4 M8	d later
5 B4	e at the moment
6 RU	f great
7 2DAY	g for your information
8 FYI	h you are
9 GR8	i are you
10 ATM	j today

Answers

1 d 2 a 3 h 4 c 5 b 6 i 7 j 8 g
9 f 10 e

- 1 **READING** Refer students to the text message conversation between Mason and Evan. Ask them to read it and say where Mason and Evan are exactly in the Greenwood Shopping Centre. Check their answers and elicit the names of the shops (Win and Heels).

Answer

Mason is outside the sports shop (Win).
Evan is in the shoe shop (Heels).

- 2 Ask students to read the texts again and answer the question.

Answers

- Becky is in the shoe shop; she needs new shoes for the party tonight.
 - Mason sends Evan a photo of a special offer at the sports shop because he needs a new sports bag.
 - Becky's sister, wearing a blue T-shirt.
 - In the shoe shop.
- 3 Ask students to look at the notices from the Greenwood Shopping Centre and say which notice Mason sends to Evan. Check their answers.

Answer

D

- 4 Ask students to match the notices (A–G) to the prompt sentences (1–5). Remind them there are seven notices but only five prompt sentences. Give students time to compare in pairs before you check their answers in open class.

Answers

1 F 2 D 3 E 4 A 5 B

FAST FINISHERS

Write some extra questions on the board for students to ask and answer in pairs, e.g. *When do you shop? How much do you usually spend? What's your favourite shop? Do you shop online?*
Elicit answers to the questions when the whole class has finished.

✓ **EXAM SUCCESS** Students say if it is important to read all the notices before they make their decision. Elicit reasons why or why not and tell them to turn to page 152 (Reading: Matching notices and prompt sentences) to check their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

Matching notices and prompt sentences

A part of the reading paper in many official examinations asks students to look at very short texts, such as signs and messages, postcards, notes, emails, labels and match them to prompt sentences. Students should read all the notices first and look for key words to help them choose the correct answer. When they have finished the reading activity, encourage them to keep a record of any new key words they find.

- 5 **CRITICAL THINKING** Individually, students read the statistic about American teenagers and text messaging and decide what they think. Then, ask students to compare their ideas with the rest of the class.

Example answer

I think it is a lot. I don't think people receive and send as many messages in this country.

We usually don't make phone calls and most of the text messages are very short, just to say 'Hello'.

CULTURAL INFORMATION

Most teenagers in America are inseparable from their mobile phones (US *cell phones*). Text messaging has become the preferred channel of basic communication between teens and their friends. Some 75% of 12–17 year olds now own mobile phones, up from 45% in 2004. Those phones have become indispensable tools in teen communication patterns. Teens use their phones to record and share their daily experiences. Text messaging is functional and efficient. Teenagers are not talking about much, but they're telling people they're connected to them. QWERTY smartphone keyboards, predictive text, autocorrect, and the removal of message character limits means teenagers are typing full, real words. However, abbreviated slang appears to be here to stay.

- 6 SPEAKING What about you?** Divide the class into pairs or small groups and ask them to discuss how many texts they send a day, to whom they send them and if they send many picture messages. In a less confident class, give students time to prepare their answers in written form before doing this as a speaking activity. Elicit some answers from different pairs/groups and try to create a discussion in open class.

++ EXTRA ACTIVITY

Ask students to write text messages to each other using the abbreviated text terms from the Warmer.

HOMEWORK

Assign students page 53 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp76-77

Talking about things happening now

>>> FAST TRACK

You could ask students to do exercises 1, 2a and 2b. You could then check their answers and do the other activities in classroom.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Present continuous – affirmative and negative

- 1 Ask students to look at the sentences and answer the questions.

Answers

- 1 the auxiliary of to be
- 2 we add not to the auxiliary
- 3 We use the present continuous to talk about things happening now.

TEACHER DEVELOPMENT: LANGUAGE

Present continuous

We form the present continuous with to be + verb -ing. Write *I am, he is, we are, they are* on the board and elicit from students what the shortened forms are (*I'm, he's, we're, they're*). Remind them that we use the short form when we are speaking and check and drill pronunciation. It may help students to know that words/phrases such as *now, at the moment, at this time* and *right now* are often used with the present continuous.

We double a consonant before adding -ed and -ing to a verb ending in one vowel + one consonant. However, if the final syllable is not stressed, we do not double the final letter, e.g. *listen, happen, visit*.

- 2a Ask students to look at the examples and complete the table with the correct -ing forms.

Answers

List A	List B	List C
wear → wearing	dance → dancing	chat → chatting
cook → cooking	take → taking	sit → sitting
study → studying	have → having	shop → shopping
read → reading	save → saving	stop → stopping

- 2b Ask students to match the spelling rules (1–3) with the correct list (A–C).

Answers

1 B 2 A 3 C

++ EXTRA ACTIVITY

Say some more verbs and elicit from students which group they go in:

A Add -ing	send – sending, sing – singing
B Verbs ending in consonant + e, take away -e and add -ing	drive – driving, ride – riding
C Verbs ending in one vowel + one consonant, we double the last letter and add -ing.	win – winning, clap – clapping

- 3a **PRONUNCIATION** 57 Play the track for students to listen to the example -ing words in the table in exercise 2a. Ask them to mark the stress in each word. Draw students' attention to the examples. See p169 for the audioscript for this exercise.

Answer

The stress is always on the first syllable.

- 3b 57 Play the track again for students to listen and repeat the words with the correct stress.

- 4 Ask students to write the correct form of the verb to be to complete the text messages. Check their answers in open class.

Answers

1 'm/am 2 're/are 3 's/is 4 isn't/is not 5 's/is
6 'm not/am not 7 're/are 8 're/are 9 're/are
10 are

- 5 Ask students to put the verbs in the correct form of the present continuous. Check their answers in open class.

Answers

1 is watching 2 aren't talking 3 is making
4 'm/am doing 5 're/are writing 6 'm/am not sitting
7 are shopping

- 6 Students look at the people in the photos and complete sentences to describe what they are doing using the verbs in the present continuous. Check their answers in open class.

Answers

- 1 Isabella is running.
- 2 Gavin and Lucas are talking.
- 3 Matt and Oliver are playing computer games.
- 4 Leo is reading a book.
- 5 Stella is listening to music.
- 6 Alyssa is writing.

- 7a Ask students to write four sentences about the people in the photo. Ask them to make two sentences true and two sentences false. Walk around and monitor students, helping them if necessary.

Example answers

A girl is sitting on the grass.

She is listening to music.

A man and a woman are running in the middle of the photo.

The man is wearing shorts.

- 7b **SPEAKING** Divide the class into small groups and ask students to close their books. Tell them to take it in turns to read out their sentences for others to guess which sentences are true and which are false. Draw students' attention to the model dialogue. Elicit some sentences in open class at the end of the activity.

++ EXTRA ACTIVITY

In small groups, students mime one of the verbs in exercise 2a for others to guess what they are doing.

Refer students to the Grammar reference on page 84 if necessary.

HOMEWORK

Assign students page 54 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p77

Talking about what you wear

>>> FAST TRACK

Ask students to do exercise 1 at home. In class, play the track in exercise 2 for students to listen and repeat the words.

V Clothes

- 1 Ask students to find someone in the picture on the page who is wearing the items in the box. Draw students' attention to the example. Elicit answers in open class.

Answers

coat – Anna

dress – Anna

jacket – Joe

jeans – Joe

jumper – Katie

shirt – David

skirt – Katie


sweatshirt – Simon

T-shirt – Magda

top – Katie, Magda

trainers – Simon

trousers – David, Joe

- 2  58 Play the track for students to listen and repeat the words in the box in exercise 1. See p169 for the audioscript for this exercise.
- 3 **SPEAKING** Draw students' attention to the model dialogue. In pairs, students close their books and try and remember what the people are wearing.
- 4 **SPEAKING** In pairs, students take it in turns to ask and answer the questions. In a less confident class, students could note down their answers before doing this as a speaking activity. Elicit answers from students around the class.

++ EXTRA ACTIVITY

- Ask everyone to get a pen/pencil and a piece of paper.
- Divide the class into two teams and ask the teams to stand in two lines so that each member of Team A is facing a member from Team B.
- Explain that the person opposite them is their partner. Ask the students to turn around so that they are back-to-back with their partner.
- Ask them to remember and write down what their partner is wearing that day without looking. They must include colours. Model with what you are wearing, e.g. *a blue shirt, red boots and blue jeans*.
- Explain that each correct item of clothing they write down is a point for their team, but if you catch them looking you will remove points from the team.
- Set a time limit of two minutes for this before allowing students to turn round. Count each team's points.

HOMEWORK

Assign students page 55 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp78-79

Identifying selling techniques

To think about how special offers influence us, to look at different techniques used in adverts and to identify the ways adverts make us want to buy things

>>> FAST TRACK

You could ask students to do exercise 2 for homework in preparation for the lesson.

i BACKGROUND INFORMATION

The buying power of children and adolescents has increased exponentially over time and has made targeting youth a lucrative business. A recent study by Nickelodeon (the children's TV channel) revealed that teenagers also shape the buying patterns of their whole families; from holiday destinations, to buying a car, to what the family will eat for breakfast. Seventy-one per cent of US parents ask for their children's opinion when making purchases. More than two-thirds of these parents take their children's opinion into consideration when the purchase is for the family as a whole, and three out of five parents would ask their children which luxury car they liked. The phenomenon is not only American, the same trend is developing in Israel, India and the Philippines. Marketers use a variety of traditional techniques to attract audiences to increase product purchases: 'Buy one get one free' and *freebies* (free merchandise that accompanies a product). However, a range of new pricing practices has come into use to attract consumers. Drip pricing has become popular online. Consumers only see an element of the price upfront, and price increments are revealed as they 'drip' through the buying process (e.g. airline taxes or charges to pay using credit cards). That is, the total price is only revealed (or can only be calculated) later on in the purchasing process. Others include 'baiting' (with a few discounted products) and complex 'three-for-two' offers.

In this lesson, students evaluate a variety of selling techniques and how they can affect consumer behaviour and value perceptions.

WARMER

Write this short text on the board. In pairs, ask students to work out the total cost of each flight and say which flight they would choose and why.

Two flights from London to Munich

Flight 1: Flight ticket \$400, including meals, drinks and luggage. Passengers pay \$40 on travel to airports. The flight takes three hours and 11 minutes.

Flight 2: Flight ticket \$221 for the ticket, \$58.46 for the meals, drinks and luggage. Transit costs \$71.41 as the airports are further from the city. The flight takes four hours 16 minutes.

Answers

Flight 1: \$440 in total

Flight 2: \$350.87 in total

Elicit answers in open class and ask students to look at Key concepts on page 78 to see if they used any of the words in their discussion. Elicit from students what they think the lesson is going to be about.

- 1 In pairs, students take it in turns to ask and answer the questions. If they answer Yes, ask them to give more details. Elicit answers from different pairs around the class.
- 2 **READING** Ask students to quickly read the texts about how shops and businesses use special offers to make us buy things and match each one to the correct photo.

Answers

1 b 2 a 3 c

- 3 Ask students to read the text again and choose the correct alternative. Check their answers in open class.


Answers

1 b 2 a 3 a

- 4 In pairs, students look at the offers and discuss what they need to think about before they take them. Elicit students' comments in open class.

Suggested answers

- a What extra costs are there, e.g. is there a booking fee, or a credit card fee?
 - b Will you use all of the extra product or will you throw some away?
 - c How many items have a 50% discount? Will lots of items have a small discount or no discount at all?
- 5 In pairs, students think of an advert or type of advert that uses the selling techniques a-d. Elicit answers from students around the class.

- 6  **LISTENING** 59 Tell students they are going to watch or listen to two students talking about the advertising techniques (a-d) in exercise 5. Ask them to put the techniques in the order they are mentioned. Elicit answers from different students around the class. See p169 for the videoscript/audioscript for this exercise.

Answers

1 c 2 d 3 a 4 b

- 7 59 Play the video or track again for students to match the advertising techniques (a–d) from exercise 5 to the sentences (1–6). Elicit answers from different students around the class.

Answers

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

++ EXTRA ACTIVITY

Freeze frame: pause the video in different places with the freeze frame button of your video or DVD player. Press freeze frame when a character has an interesting expression on his/her face, is about to react to something or answer a question. Have students anticipate what the character will say or do next. Release freeze frame to compare with what actually happens.

- 8 **SPEAKING** In pairs, students discuss the questions. In a less confident class, students could prepare their answers in written form before they do this as a speaking activity. Walk around the class, noting down good use of language and any errors to go over in a feedback session at the end of the activity.

Example answers

- 1 I don't like adverts on TV. They are boring and they interrupt interesting programmes.
- 2 I'm sure advertising is a good thing. It allows us to get the latest information about new products, technologies and services. It encourages companies to produce cheaper and better products.
- 3 Advertising influences everyone, even if you think it doesn't. I sometimes buy a product and then I remember the advert on TV.
- 4 Adverts with young, famous people are effective because teenagers want to be like them.

LIFE TASK

Divide the class into small groups. Tell students they are going to make an advert and ask them to follow the plan.

■ Step 1

In their groups, students think of a product that is popular with them and their friends.

■ Step 2

Ask students to think of advertising techniques and ideas that are popular with teenagers.

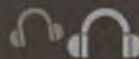
■ Step 3

Ask students to create an advert. Walk around, helping them to decide if their advert is for TV, radio, a newspaper, online, etc. Ask them to prepare some of the following for their advert: a video, music, photos or pictures, a dialogue, etc.

■ Step 4

Students show their adverts to the class. Ask students to vote on the best advert.

Listening p80



Understanding a phone conversation connected with shops and shopping

WARMER

Write the word **ADVERTISEMENT** on the board. Set a time limit of three minutes for students, in pairs, to make as many words as they can from this word. Give regular time updates, *Two minutes to go ...!*, then ask them to stop. The pair with the most words wins the game.

✓ **EXAM SUCCESS** Students read the technique for doing multiple-choice listening activities. Ask students to read 1–6 in exercise 1 and decide which words are important. Encourage them to underline the important words. Ask students how this can help them. Elicit answers and tell them to turn to page 152 (Listening: Multiple choice) to check their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

Before you listen

Students can predict what the listening is about and identify important words if they look at questions and pictures before they listen. Key vocabulary may be illustrated in the pictures/photos and give clues to the content of a listening. If students read the questions, they can predict the answer and be clear about exactly what information they are listening for. This helps reduce anxiety and improves students' performance.

- 1 **LISTENING** 60 Play the track for students to listen to a phone conversation between a boy called Luke and his mum. Ask students to choose the correct answer. See pp169–170 for the audioscript for this exercise.
- 2 60 Play the track again for students to complete and check their answers. Ask students to compare in pairs before you elicit answers from students around the class. Elicit whether underlining the key words helped students decide on their answers. Check their answers.

Answers

1 C 2 C 3 A 4 C 5 C 6 B

- 3 **SPEAKING** **What about you?** In pairs, students discuss who buys the items 1–3 in their family.

>>> FAST FINISHERS

Students answer more detailed questions about things they buy:

Where do you go shopping for food/your clothes/ things you need for school or sport?

What are typical things that your family buys for food each week?

HOMEWORK

Assign students page 55 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp80-81



Asking questions and giving short answers using the present continuous, and the present simple and present continuous

FAST TRACK

You could do exercises 1 and 2a as a class activity by inviting different students to read out the sentences and nominate another student to say the answer.

Test before you teach

Think of an action and mime it for your students, e.g. *making a cake, eating a bowl of soup, driving to school*, etc. Ask students to guess what you are doing and elicit a sentence in the present continuous, e.g. *You're making a cake*. Ask other students to mime actions for the class to guess and check how comfortable they are with forming sentences in the present continuous. If they already have a good knowledge of the structure and use of this tense, move quickly through the first exercises in class.

Present continuous – questions and short answers

- 1 Ask students to look at the questions (a–d) and choose the correct alternative (1–3). Check their answers.

Answers

- 1 before 2 is 3 only use the verb to be

TEACHER DEVELOPMENT: LANGUAGE

Present continuous questions and short answers

Yes/No questions are created by moving the verb *be* to the beginning of the sentence. *Wh*-questions are formed by moving the verb *be*, and then adding the *Wh*-word. Sometimes *Wh*-questions start with a contraction, e.g. *What's he doing?* Short answers contain the subject and *be*. A negative short answer often has a contraction, e.g. *No, he isn't*.

- 2a Ask students to complete the questions with the present continuous form of the verbs given. Check their answers.

Answers

- 1 is, wearing 2 Are, playing 3 are, doing
4 Are, wearing 5 Is, reading 6 is, listening
7 is, writing

- 2b Ask students to look at the photos on page 76 and answer the questions in 2a. Elicit answers from students round the class.

Answers

- 1 Isabella/She is wearing a blue sweatshirt.
2 No, they aren't.
3 They/Matt and Oliver are playing computer games.
4 Yes, they are.
5 No, he isn't.
6 Stella/She is listening to music in the park.
7 Alyssa/She is writing in the classroom on the blackboard.

- 3a Ask students to put the words in order to make questions.

Answers

- 1 Are you doing an English exercise?
2 What is your mum doing now?
3 What is your teacher doing at the moment?
4 Where are you sitting?
5 What are your friends doing?
6 Who are you talking to right now?
7 Are people writing at the moment?

- 3b **SPEAKING** In pairs, students take turns to ask and answer the questions. Remind them to give true answers. Elicit some answers from students around the class.

- 4 Ask students to look at the pictures and make questions and answers using the words given. Check their answers.

Answers

- 1 **Q:** Are Adam and Ben wearing jeans?
A: Yes, they are.
2 **Q:** Is Becky playing the guitar?
A: No, she isn't. She's singing.
3 **Q:** What is Nancy eating?
A: She's eating a burger.
4 **Q:** Is Dylan buying bread?
A: No, he isn't. He's buying a cake.

Present simple and present continuous

- 5 Ask students to look at the sentences (a–d) and then match them to the statements (1–4). Check their answers.

Answers

- 1 a, c 2 b, d 3 a, c 4 b, d

TEACHER DEVELOPMENT: LANGUAGE

The present simple and present continuous

We use the present simple tense when we want to talk about fixed habits or routines – things that don't change. We use the present continuous to talk about actions which are happening at the present moment, but will soon finish.

He always buys pizza. tells us that buying pizza is something the speaker always does. It is part of a routine or habit. We can call this a permanent situation.

I am buying a pizza. tells us that the speaker is buying a pizza right now. We call this a temporary situation. We use frequency adverbs with the present simple. We often use these time expressions with the present continuous – *at the moment, now, nowadays* – either at the start or at the end of the sentence.

- 6 Ask students to read the text and choose the correct alternative. Walk round, helping students if necessary. Elicit answers from students around the class.

Answers

1 are they doing 2 Do you watch 3 are watching
4 brush 5 are brushing 6 are one million
people sending 7 surf 8 are surfing 9 are
playing 10 sleep 11 are two billion people doing
12 're sleeping

- 7 **SPEAKING** In pairs, students talk about the questions. Elicit possible answers from students around the class.

+ EXTRA ACTIVITY

In pairs, students discuss what they think people in their family are doing at the moment, e.g. *I think my mum's working. I think my brother's playing basketball.*

Refer students to the Grammar reference on page 84 if necessary.

HOMEWORK

Assign students page 56 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p82

Describing pictures

>>> FAST TRACK

You could set exercise 1 for students to prepare at home and come to class to talk about.

WARMER

Write these time zones around the world on the board. Make sure students understand what *am* and *pm* mean (in the morning, in the afternoon/evening). Find out if any of the students know what time it is in another city around the world.

Paris 1 pm

Moscow 4 pm

Beijing 9 pm

New York 8 am

Madrid 2 pm

Rio de Janeiro 10 am

Tokyo 10 pm

Sydney 11 pm

Los Angeles 5 am

Model the activity first yourself. Choose a city, e.g. Paris (but don't say which city you have chosen), and describe what some people in that city are probably doing at that time, e.g. *Some people are eating bread with cheese.*, etc. Say more present continuous sentences until students guess where it is. In pairs, students then take it in turns to guess each other's secret city.

- 1 **SPEAKING** In pairs, students look at picture a and answer the questions. Elicit answers in open class.

Answers

- 5/five
 - They're in a bookshop.
 - One man is talking on his mobile phone. Another young man is standing and reading a book. One older man is sitting in an armchair and reading a book. A girl is sitting in an armchair reading a book. A child is standing and looking.
 - The girl and the child are wearing T-shirts and jeans. The young man is wearing jeans and a sweatshirt. The other men are wearing shirts and trousers. The old man is wearing a tie.
- 2 Ask students to look at picture b and find ten differences between this picture and picture a. Encourage students to use the questions in exercise 1 to help them.
- 3 **LISTENING** 61 Play the track for students to listen to two students doing exercise 2 and check their answers. Ask students to compare in pairs before you check their answers in open class. See p170 for the audioscript for this exercise.

Answers

- In a the old man's wearing brown boots. In b they're black.
 - In a he's reading a book. In b he's looking at a clock.
 - In a the time on the clock is half past two, in b it's half past three.
 - There's a teenage boy looking at a book. In b he's listening to an MP3 player as well, but in a he isn't.
 - In a he's wearing trainers, in b normal black shoes.
 - In a there's a CCTV camera behind the girl in the armchair. In b, there isn't a camera.
 - There's a girl in the armchair. In a she's got brown hair. In b it's black.
 - In a she's reading a book. In b she's reading a comic.
 - There's a small girl with a T-shirt. In a her T-shirt has got stars, in b there aren't stars.
 - There's a man. In a he's talking on his mobile phone. In b he's texting someone.
- 4 61 Play the track again for them to listen to the students again and tick the words and expressions from the Speaking bank they use.

Answers

I can see
There is/There are ...
In picture a there's a ... but in picture b there's a ...
on
behind
He's listening to music
I think

PRACTICE MAKES PERFECT

- 5 In pairs, students talk about the two pictures. Ask them to find ten differences between them. Remind them to use the expressions in the Speaking bank to help them.

Suggested answers

- 1 In a the bakery is called Brown's, in b White's.
- 2 In a the man outside the bakery is sitting and reading, in b he's standing.
- 3 In a this man is wearing grey shoes, in b he's wearing black shoes.
- 4 In a the boy on the left is eating, in b he's drinking.
- 5 In a the girl in the middle is texting, in b she's looking at a tablet.
- 6 In a a small boy outside the bakery is running, in b he's walking.
- 7 In a there isn't a dog, in b there is.
- 8 In a an old lady in the foreground is wearing a coat, in b she's wearing a jacket.
- 9 In a this lady has got black hair, in b she's got grey hair.
- 10 There's a man playing the guitar. In a his sweatshirt says STAR, in b it says START.

Model dialogue

- A: There's a high street with five shops. In picture a, there's a bakery called Brown's Bakery, but in picture b it says White's Bakery.
- B: Yes, and in a and b there's a woman walking down the street but in a she's wearing a long blue coat and in b she's wearing a short blue jacket.
- A: Oh, yes. And look, in a she's got black hair and in b she's got grey hair.
- B: Oh, and the boy here is eating an apple but in picture b he's drinking something. I think it's a coffee.
- A: And in a there's a man sitting on a bench reading a newspaper, but in b he's standing reading a newspaper. And in a he's wearing grey shoes and in b he's wearing black shoes.
- B: You're right. And I can see a man who is wearing a sweatshirt and playing the guitar. In a the sweatshirt's got the word STAR but in picture b it says START.
- A: And then there's a dog next to him in picture b but in picture a there is nothing.
- B: Yes, and a teenage girl is looking at her mobile phone in a and in b she is looking at a tablet.
- A: That's all, I think... No, wait. The small boy... In a he's running but he's only walking in b.

TEACHER DEVELOPMENT: STUDENT TRAINING**Describing pictures**

Many oral examinations have a collaborative speaking task where students are often asked to describe a photo or a picture for a minute. Students often need to use the present continuous tense to describe what is happening. Students can need a lot of practice to help them do this well. Remind them to move from the general to the more specific, e.g. start off with a general description of the picture or photo before going into more detail. Students also need to know the vocabulary for describing different parts of a photo or a picture, e.g. *at the top, at the bottom, in the left-hand corner, in the background, in the front, behind, next to, on the right, on the left, in the middle.*

EXTRA ACTIVITY

Present continuous pictictionary. Divide the class into two teams. Ask a volunteer from Team A to come up to the board and draw a present continuous sentence on the board for their team to guess. Give them 20 seconds to encourage students to draw an identifiable picture as quickly as possible for their team to guess to win a point. Repeat the activity with Team B. If teams don't guess in the time given, the other team can guess for a point. The team with the most points wins the game.

HOMEWORK

Assign students page 57 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p83**Writing a short note - 2****FAST TRACK**

You could set the writing task in exercise 4 as homework.

WARMER

In pairs, students take turns to make questions using the present simple and present continuous. Ask them to flip a coin to either answer the question themselves (tails) or for their partner to answer (heads).

A short note - 2

- 1 In pairs, students look at the instructions for a writing task. Draw their attention to the example and ask them to write some ideas for what to include in the note to their friend. Elicit ideas from different students around the class.

Suggested answers

We can meet at 3 pm outside the bookshop.

We can have a pizza in the food court.

After lunch, we can go to the cinema.

- 2 **READING** Ask students to look at two students' notes in response to the task in exercise 1. Ask them to read them and answer the questions. Ask different students around the class if they have similar ideas and what they think of each note.

- 3 Refer to the correction checklist in the Writing bank. Ask students to find an example of each mistake in one of the notes and correct it. Draw their attention to the example. Check their answers.

Answers

B

capital letters: ~~italian~~ Italian pizza place

spelling: ~~Shoping~~ Shopping Centre

word order: ~~an offer special~~ a special offer

agreement between the subject and verb: my mum ~~say~~ says

correct style (informal or formal): Hi Annette,

tenses: I ~~go~~ am going to Greenwood ...

PRACTICE MAKES PERFECT

- 4a Ask students to look at the instructions and write some ideas to include in their note. Tell them to plan what they are going to write and to follow the advice in the Writing bank on page 156.
- 4b Ask them to use their ideas in exercise 4a to write their note. When they have finished, ask them to check their work using the correction checklist in the Writing bank. Alternatively, ask students to work in pairs and swap texts with their partner for them to check. Photocopy the model text below for less confident students to give them ideas.

Model text

Good morning Sam!

We're going to the bakery now. Jade wants to buy some typical English cakes. You're still sleeping. Meet us for lunch. We can meet up at Heels, the shoe shop at 1.00, for example. I need some new shoes for the party tonight. Then we can go to the new American restaurant – Jade wants to eat a hamburger and chips. After lunch, we can maybe go to Browntree Shopping Centre. We can look at the clothes and things in the shops.

See you!

Jackie

HOMEWORK

Assign students page 58 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 6

>>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting for homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p85

Present continuous – affirmative and negative

- 1 Students use the prompts to write sentences in the present continuous.

Answers

- 1 I'm writing the answers.
- 2 She isn't shopping.
- 3 We aren't chatting online.
- 4 Helen is waiting for you.
- 5 Kay and Tim are sitting on the sofa.
- 6 You aren't listening to me.

Present continuous – questions and short answers

- 2 Students choose the correct alternative.

Answers

- 1 Are 2 not 3 doing 4 sitting 5 is 6 Are they 7 aren't

Present simple and present continuous

- 3 Students decide if the sentences are correct, and if they are not they write them correctly.

Answers

- 1 Listen! Sarah is playing the piano.
- 2 I always do my homework in my bedroom.
- 3 Quickly! The teacher is waiting for us.
- 4 correct
- 5 She usually goes to bed at 10 pm.
- 6 correct

Vocabulary revision p85

SHOPS

- 1 Students name the shops where they can buy the things (1–7).

Answers

- 1 bakery 2 newsagent's 3 chemist's 4 post office 5 sports shop 6 jeweller's 7 supermarket

SHOPPING

- 2 Students read the definitions and write the words.

Answers

- 1 customer 2 wallet 3 price 4 size 5 credit card 6 cash 7 change

CLOTHES

- 3 Students put the letters in the correct order to make words for clothes.

Answers

- 1 coat 2 shirt 3 skirt 4 jumper 5 jeans 6 jacket 7 trousers

HOMEWORK

Assign students page 59 in their Workbook or the relevant sections of the Online Workbook.

Reading p86



► TIP FOR READING EXAMS

Students read the tip for matching notices to prompt sentences and turn to Exam Success on page 152 for more ideas.

- 1 **READING** Students read the notices (A-G) and match them to the prompt sentences (1-5). Point out that there are seven notices and five prompt sentences. Check their answers.

Answers

1 G 2 B 3 C 4 A 5 D

- 2 In pairs, students say what the main message in the other notices is.

Answers

E All the food we serve is vegetarian.
F We wash and repair your clothes.

Use of English p86

► TIP FOR USE OF ENGLISH

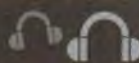
Students read the tip for doing multiple-choice cloze activities. Ask them to turn to Exam Success on page 152 for more ideas.

- 3 Ask students to read the text and choose the best word (A, B or C) for each space.

Answers

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

Listening p87



► TIP FOR LISTENING EXAMS

Students read the tip about what to do in multiple-choice listening activities. Ask them to turn to Exam Success on page 152 for more ideas.

- 4a Tell students to look at 1 to 5 and underline the important words. Draw their attention to the example.

Answers

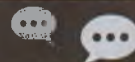
2 Eve a can't see, screen b can't write, keyboard
c hasn't got, letters, keyboard
3 Joe a can't, help Eve b helps Eve, write, laptop
c brother, help Eve
4 Tom 5 Tom

- 4b **LISTENING** 62 Play the track for students to listen to two teenagers talking about a problem. Ask them to choose the correct answers in exercise 4a. See p170 for the audioscript for this exercise.

Answers

1 b 2 b 3 b 4 a 5 a

Speaking p87



► TIP FOR SPEAKING EXAMS

Ask students to read the tip to compare their ideas and then turn to Exam Success on page 152.

- 5 Divide the class into A and B pairs. Ask Student A to prepare questions to ask Student B about an interesting new shop. Ask Student B to prepare questions to ask Student A about a new restaurant. Check their questions to make sure they are correct.

Answers

New shop

- What's the name of the shop?
- What does it sell?
- Where is it? How do you spell that?
- When is it open?
- Has it got any special offers?

New restaurant

- What's the name of the restaurant?
- What type of food does it serve?
- Where is it? How do you spell that?
- When is it open?
- Has it got any special offers?

- 6a Student A asks their partner their questions from exercise 5. Student B turns to page 154 to find information in order to answer their partner's questions.

Answers

Technoworld

It sells computers, laptops, tablets and webcams.

It is in the Kirkby Shopping Centre

It's open from Monday to Saturday from 9.30 am to 8 pm.

There is a special offer: 50% off all printers and scanners.

- 6b Student B asks their partner their questions from exercise 5. Student A turns to page 155 to find information to answer their partner's questions.

Answers

Blue Star Grill

They serve burgers, hot dogs and American-style food.

They are in Clarke Street.

They're open seven days a week from 11 am to 11 pm.

Their special offer is free lemonade between 3 pm and 5 pm.

HOMEWORK

Assign students pages 60-61 in their Workbook or the relevant sections of the Online Workbook.

- 1 Ask students to read the 'can do' statements and reflect on their own ability. Students mark from 1-4 how well they can do each thing in English.
- 2 Ask students to look at their marks and decide what they need to do to improve. Elicit ideas from students around the class.









KEY LEARNING OUTCOMES

CEF

Students will be able to:


- talk about the past using *to be* and the past simple affirmative
- name different sports and sports people and talk about taking part in sports competitions
- understand basic written and spoken texts about sports
- ask for and give an opinion on basic topics
- write a simple story

UNIT OVERVIEW

	Sports Sports competitions PRONUNCIATION Word stress
	The museum of football CRITICAL THINKING Good and bad effects of football today
	Past simple of <i>to be</i> <i>There was/There were</i>
	Sports people
	Social skills and citizenship: Working in a team
	Sports
	Past simple affirmative – regular verbs PRONUNCIATION -ed endings Past simple affirmative – irregular verbs
	Asking for and giving opinions
	A story
	Listening: Matching Writing: Checking your work

DIGITAL OVERVIEW

Presentation Kit

- ▶ **Flipped classroom video Unit 7:** Past simple affirmative – irregular verbs
- ▶ **Life skills video Unit 7:** Working in a team
- ▶  **Vocabulary tool:** Sports; Sports people
- ▶ **Interactive versions of Student's Book activities**
- ▶ **Integrated audio and answer key for all activities**
- ▶ **Workbook pages with answer key**

Teacher's Resource Centre

- ▶ **Flipped classroom video Unit 7:** Past simple affirmative – irregular verbs
- ▶ **Life skills video Unit 7:** Working in a team
- ▶ **Grammar communication activity Unit 7:** Past charades
- ▶ **Worksheets for this unit, including:**
 - Grammar Practice worksheet Unit 7
 - Flipped classroom video worksheet Unit 7: Past simple affirmative – irregular verbs
 - Literature worksheet Units 7 and 8
 - Culture worksheet Unit 7
 - Life skills video worksheet Unit 7
 - Everyday English worksheet Unit 7

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–7
- ▶ Printable test Unit 7
- ▶ Gateway to exams Units 7 and 8 (end of Unit 8)



Talking about different sports and sports competitions

FAST TRACK

You could ask students to do exercises 1 and 5 at home so that less confident students are prepared for these activities.

WARMER

Write *There's no 'I' in team.* on the board. Explain that this is a very common expression in English. Put your students into pairs and ask them to discuss what the expression means before you elicit their ideas in open class. (Teamwork takes priority over individual achievement.) Ask students to open their books at page 88. Refer students to the unit title *Teamwork* and the image and ask them what they think the unit is going to be about (*sports, working in teams*). Elicit where the stress falls in *teamwork*.

V Sports

- In pairs, students match the photos with some of the words. Check that they know the other sports. Ask them to use their dictionaries if necessary. Check their answers.

Answers

- ice hockey
- volleyball
- gymnastics
- baseball
- cycling
- rugby
- horse-riding
- judo

- PRONUNCIATION** 63 Ask students to look at A and B. Play the track for students to listen to the pronunciation and say how many syllables each word has and where the stress falls. See p170 for the audioscript for this exercise.

Answers

- two syllables, the stress is on the first syllable
- three syllables, the stress is on the first syllable

- 64 Play the track for students to listen to all the words in the box and decide which words are A (Oo) and which words are B (Ooo). Elicit which two words are not A or B. See p170 for the audioscript for this exercise.

Answers

- A** baseball, cycling, football, judo, rugby, skiing, swimming, tennis
B basketball, horse-riding, ice hockey, ice-skating, volleyball
- golf, gymnastics (oOo).
- 64 Play the track again for students to listen and repeat with the correct stress.

- Ask students to look at the guide for how we use *play*, *do* and *go* with sports.

- Ask students to look at the sports in exercise 1 and decide if they go with *play*, *go* or *do*. Check their answers.

Answers

- play:** baseball, basketball, football, golf, ice hockey, rugby, tennis, volleyball
- go:** cycling, ice-skating, horse-riding, skiing, swimming
- do:** gymnastics, judo

- SPEAKING** In pairs, students take turns to ask and answer the questions. Elicit answers from students in open class.

FAST FINISHERS

In pairs, students tell each other more information about the questions in exercise 4. Write the question words on the board to help prompt students to ask questions: *Why? Where? How?*

V Sports competitions

- In pairs, students read the sentences and find the words in the box in the sentences. Ask them to check they understand the meaning. Encourage them to use their dictionaries if necessary.

Answers

- team, players
- champion, medal
- final, match, competition
- race
- winner(s), final, race, cup, medal
- competition, teams, prize, cup, medal
- referee, match(es)

champion: someone who has won an important competition, especially in a sport

competition: an organised event in which people try to win prizes by being better than other people

cup: a large round metal container with two handles given as a prize to the winner of a competition

final: the last or deciding game in a competition

match: a game in which players or teams compete against each other, especially in a sport. The usual American word is game.

medal: a small flat piece of (often gold silver or bronze) metal that you are given for winning a competition

player: someone who plays a particular game or sport

prize: a reward that you get for being successful in a sport, competition or game, or for being better than others at something. Someone who has won a prize is called a prize winner.

race: competition that decides who is the fastest at doing something, especially running

referee: someone whose job is to make sure that players in a game obey the rules

team: a group of people who play a sport or a game against another group: can be followed by a singular or plural verb


winner: someone who wins a race, competition or prize

- 65 Play the track for students to listen and repeat the words. See p170 for the audioscript for this exercise.

EXTRA ACTIVITY

Students could underline the word stress in the words in the box in exercise 5 (see underlined syllables in the answers above).

7a SPEAKING In pairs, students talk about the photo of Rafael Nadal and the Spanish Davis Cup tennis team. Encourage them to use as many words as they can from exercise 5.

7b LISTENING  66 Play the track for students to listen to two people talking about the same photo. Ask them to tick the words in exercise 5 that they use. See p170 for the audioscript for this exercise.

Answers

winner, competition, player, champion, final, medal, cup, prize, team

EXTRA ACTIVITY

In pairs, students mime the sports on page 88 for their partner to guess. Encourage students to say full sentences in the present continuous, e.g. *You're riding a horse*, etc.

HOMEWORK

Assign students page 62 in their Workbook or the relevant sections of the Online Workbook.

Reading p89



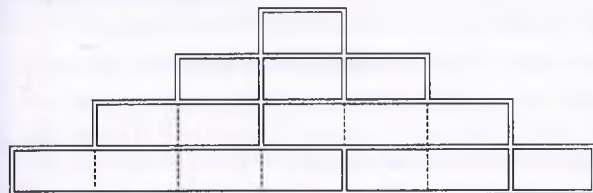
Understand a text about sport

>>> FAST TRACK

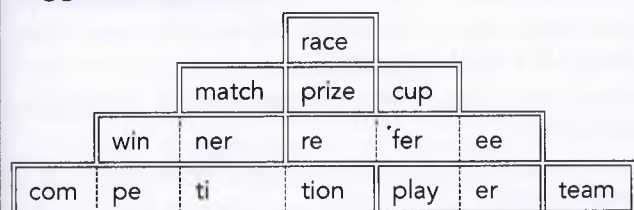
You could ask students to find out the history of their favourite sport in preparation for exercise 6.

WARMER

In pairs, students race to build a *Syllable pyramid* with sports vocabulary from exercise 5 in the previous lesson. Draw this syllable pyramid on the board and ask them to write one-syllable words in the one-piece blocks, two-syllable words in the two-piece blocks, three-syllable words in the three-piece blocks and one word in a four-piece syllable block. Check their answers.



Suggested answers



- 1 Refer students to the photos. In pairs, students say what they can see in the photos and what they think the connection is between each photo and football. Elicit ideas from around the class.
- 2 **READING** Ask students to read the texts and say exactly what each of the photos shows. Check their answers and ask them if their ideas in exercise 1 were correct.

Answers

- 1 a portrait of King Henry VIII
- 2 a photo of the Field Game at Eton
- 3 a picture of a World War I trench

The connection between the photos is: Henry VIII played football, Eton school wrote the first football rules, the British and German soldiers played football together during the First World War at Christmas.

TEACHER DEVELOPMENT: STUDENT TRAINING


Inference in reading

Drawing inference is a key strategy for reading. Good readers use their prior knowledge about a topic and the information from the text they have read so far to make predictions about what might happen next. One of the most important strategies in reading strategy is drawing inference – really understanding the meaning of things; what is important, why it is important, how one event influences another. Simply getting the facts in reading is not enough – we must encourage students to use clues to gain a deeper understanding of their reading. Students should make sure that their inferences are based on the text rather than their own feelings or experience. Always ask students to check to see if they can actually identify the parts of the text that led them to their conclusion to check their comprehension.

- 3 Ask students to read the text again and say if the sentences are True (T), False (F) or Not Mentioned (NM). Give students time to compare in pairs before you check their answers in open class. Elicit how they decided on their answers.

Answers

- 1 F 2 NM 3 F 4 F 5 T 6 T 7 NM 8 F

- 4  **CRITICAL THINKING** Individually, students think about football today and the good and bad effects it can have on people. In a less confident class, ask students to make notes before they compare their ideas with the rest of the class.

Example answers

I think football has a bad effect on people. Football players are paid too much money and are not good role models for young people. Sometimes there is a lot of bad behaviour and violence at football matches. There aren't any hooligans in other sports like rugby or basketball.

I think football has a good effect on people. It is very popular and lots of people want to play so it's good for them and their health. You also learn how to win or lose and play as a team. People also really like to watch it and they can enjoy going to matches with their friends and family so it's good for relationships.

EXTRA ACTIVITY

You could divide the class into two teams and hold a debate about the good and bad effects of football.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Debating in class

Debate improves critical thinking. It makes us consider two perspectives, not just our own and it encourages us to anticipate objections to our arguments, answer counter-arguments and to weigh the evidence on both sides.

Divide the class into two teams according to how much they agree or disagree with a statement, e.g. *Football has a bad effect on people*. Ask students to debate and say their points of view. Remind students of the rules of conduct:

1 Everybody is free to speak, even if I disagree.

2 I will respect my teammates.

3 I will be a generous winner and a gracious loser.

One member of the affirmative team speaks first, then one from the negative team. This continues until everyone has spoken. At the end of the activity, ask your students to rate how much they agree with it;

0 = completely disagree and 10 = totally agree.

- 5 Ask students to look at the underlined words in the text and guess their meaning. Encourage students to then check in their dictionaries.

Answers

gentlemen: an old-fashioned word for a man from a family in a high social class

invention: a machine, tool or system that someone has made, designed or thought of for the first time

armies: large organisations of soldiers who are trained to fight wars on land

soldiers: people who are members of an army

generals: the head soldiers who are responsible for organising the soldiers

- 6 **SPEAKING What about you?** Divide the class into pairs or small groups and ask them to discuss their favourite sport, say why they like it and if they know about their sport in history. In a less confident class, give students time to prepare their answers in written form before doing this as a speaking activity. Elicit some answers from different pairs or groups and discuss in open class.

EXTRA ACTIVITY

Ask students to investigate the history of their favourite sport.

HOMEWORK

Assign students page 63 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp90-91



Talking about the past using the past simple of the verb to be and there was/there were

FAST TRACK

You could ask students to do exercises 1 and 2a at home. You could then check their answers and do the other activities in class.

Test before you teach

Write these sentence prompts on the board:

1 I/at home/last night

2 We/at school/yesterday

3 My last English test/easy

Elicit what time the sentences are about, present or past (past) and what verb they need to complete the sentences (to be). Ask students to use the prompts to write sentences in the past, using the positive or negative form, and then write three similar sentences in their notebooks. Monitor to see if they have consolidated knowledge of the past simple of to be.

Past simple of to be

- 1 Ask students to look at the sentences and choose the correct alternatives in 1-4.

Answers

1 he, she, it

2 they

3 wasn't, weren't

4 before

TEACHER DEVELOPMENT: PRONUNCIATION

was/wasn't – Weak and strong forms

The same word can have very different pronunciations depending on what it does in the sentence. Generally, content words such as nouns and principal verbs are stressed, while structure words such as articles, auxiliary verbs, etc. are not.

Understanding weak and strong forms in English will really help students' English speaking and listening.

Put the two ways of pronouncing was and were on the board and drill them with the class (the strong form of were has the same sound in it as bird and learn).

was – weak /wəz/, /wəznt/, strong /wɒz/, /wɒznt/

were – weak /wə(r)/, /wə(r)nt/, strong /wɜ:(r)/, /wɜ:nt/

Explain to students that we normally use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form. Elicit examples of weak and strong forms from the examples in exercise 1, e.g.

weak /wəz/: Henry VIII was the king with six wives. Was Henry VIII a football player?

strong /wɒz/: Yes, he was. Football wasn't a sport for gentlemen.

weak /wə(r)/: They were very strong. The generals weren't happy.

- 2a** Ask students to look at the ticks and crosses and write complete sentences with *was*, *were*, *wasn't* or *weren't*. Check their answers.

Answers

- 1 I wasn't interested in dinosaurs at primary school.
- 2 Yesterday I was at school.
- 3 My friend wasn't with me yesterday afternoon.
- 4 Last weekend I was really happy.
- 5 My last English exam was difficult.
- 6 My parents weren't at home yesterday evening.
- 7 My friends and I were late for school this morning.

EXTRA ACTIVITY

Drill the weak pronunciation /wəz/ and /wə(r)/ in the answers for exercise 2a.

- 2b SPEAKING** In pairs, ask students to use the prompts to talk about themselves. Tell them to give true answers. Draw students' attention to the example dialogue.

- 3a** Students complete the sentences with *was* or *were*.

Answers

- 1 was 2 were 3 were 4 was 5 was 6 was
- 7 were

- 3b** In pairs, students decide which sentence in exercise 3a is false.

- 3c** 67 Play the track for students to listen for the false sentence and check their answer. See p170 for the audioscript for this exercise.

Answers

Sentence 3 is false. They weren't in London. They were in Athens, Greece.

- 4a** Ask students to complete the questions with *was* or *were*. Check their answers in open class.

Answers

- 1 Were, were 2 was 3 were 4 were 5 Was
- 6 was 7 was

- 4b SPEAKING** In pairs, students take it in turns to ask and answer the questions in exercise 4a. Remind them to give true answers. Walk round and monitor students, helping them if necessary. Elicit some of their answers in open class.

There was/There were

- 5** Ask students to look at the sentences and answer the questions.

Answers

- 1 a, c 2 b, d 3 a, b 4 c, d

- 6** Ask students to read the notes and complete the sentences with *there was*, *there wasn't*, *there were* or *there weren't*. Check their answers.

Answers

- 1 There was 2 there weren't 3 There were
- 4 There wasn't 5 There was 6 There were
- 7 there were 8 There wasn't

EXTRA ACTIVITY

Speaking marathon. In pairs, students speak in English with their partner for as long as possible. Ask them to stand up. Tell them they can start from *How are you?* and continue from there. Encourage them to try to have a normal English conversation and that it doesn't matter if they make mistakes. Tell them that if their conversation stops for too long (e.g. five seconds) or they start speaking in a language other than English they must sit down. The last pair standing wins the classroom speaking marathon.

Refer students to the Grammar reference on page 98 if necessary.

HOMEWORK

Assign students page 64 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p91



Talking about people who do sports

FAST TRACK

Ask students to do exercises 1 and 2 at home.

Sports people

- 1** In pairs, students match the photos with some of the words in the box. Elicit answers in open class.

Answers

- 1 climber 2 skater 3 horse rider
- 4 ice hockey player

- 2** Tell students that all except one of the words in exercise 1 come from verbs. Ask students to write the verbs and say which word does not come from a verb. Draw students' attention to the examples.

Answers

drive, play, ride, run, skate, ski, swim
gymnast does not come from a verb

- 3** Play a game. Ask a student to draw one of the words in exercise 1 on the board for the rest of the class to guess.

- 4a SPEAKING** In pairs, students look at the people in the photos and say what type of sports person they are or were. Elicit answers from students around the class.

Answers

- 1 Lewis Hamilton is a racing car driver.
- 2 Serena Williams is a tennis player.
- 3 Valentino Rossi is a motorbike rider.
- 4 Michael Phelps is a swimmer.

- 4b** Ask students to name other famous sports people. Draw students' attention to the example dialogue.

EXTRA ACTIVITY

Play Twenty questions. Students have to guess the name of a famous sports person by asking a student with a secret identity 20 Yes/No type questions. Ask a volunteer student to think of a famous sports person and sit at the front of the class. The other students take it in turns to ask Yes/No questions in order to guess the secret identity of the student. When a student correctly guesses the student's secret identity, he or she comes to sit at the front of the class. A yes response earns the questioner another chance to ask another question.

HOMEWORK

Assign students page 65 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp92-93

Working in a team

To think about when and why we work in teams, to learn how to work well in a team and to work together on a team task and think about the experience

>>> FAST TRACK

You could ask students to do exercise 1 for homework in preparation for the lesson.

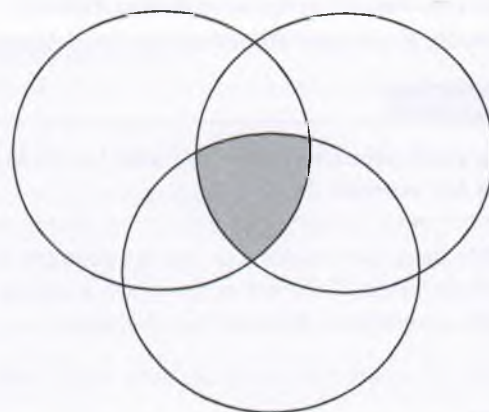
BACKGROUND INFORMATION

Teamwork

Teamwork involves working confidently within a group, contributing your own ideas, taking a share of responsibility, being assertive rather than passive, accepting criticism and giving constructive feedback to others. Many students may have been a part of a team when they've played sports, but many jobs in today's workplace now demand a proven ability to work effectively in a team to achieve goals. Though some students may well prefer working individually, and indeed work better that way, it is important that they recognise the benefits and necessity of working as part of a team and that to work effectively within a team is a skill that needs to be learnt like any other. Decision-making, problem-solving, accountability, dealing with conflict and finding ways to work with people from different backgrounds are all life skills that form an important part of teamwork.

WARMER

Draw a Venn diagram on the board. Ask students to work in groups of three. Ask them to write the name of each group member in each circle of the Venn diagram and find hobbies that they have either as individuals or in common. If two of the group have the hobby in common write it between those two names, if three, in the centre of the diagram. Set a time limit of five minutes.



Elicit answers in open class and ask students to look at Key concepts on page 92 and ask these questions: Were you a good team? Who was in the leader role? Did you all pay attention? Did everyone make a contribution? Did anyone interrupt the activity? Elicit from students what they think the lesson is going to be about.

- 1 Individually, students think about their answers to the questions and make notes if necessary.
- 2 Divide the class into groups of three and assign A, B and C roles to each student. Ask Student A to tell Student B their answers to the questions in exercise 1. Remind them to talk for as long as they can. Ask Student B to listen to their partner and ask Student C to turn to page 154 and follow the instructions for Unit 7. After they have finished the exercise, ask Student C to comment on whether Student B listened carefully, interrupted or looked interested. Student C ask Student B to repeat the main things Student A said to check if they were listening carefully and they ask Student A if they can repeat the main things they said. Ask for feedback on this activity in open class. Ask C whether B was a good listener.
- 3 **READING** Ask students to read Mike's advice about working in a team and answer the questions. Check their answers in open class.

Answers



- 1 A good team player listens carefully to what other team members say.
- 2 We are not good team players when we don't pay attention, we interrupt or we only hear what we want to hear.
- 3 and 4 Students' own answers

- 4 Ask students to read Mike, Katie and Shona's advice about working in a team and complete the sentences with one to three words in each space.

Answers

- 1 do the work 2 on time 3 negative 4 ideas
5 waste 6 respect, solutions

- 5 In pairs, students discuss if they think the advice in exercise 4 is good and say why or why not. Elicit answers from students around the class.

- 6  **LISTENING**  68 Tell students they are going to watch or listen to five speakers and decide what they bring (a–e) to a team. Ask students to compare their answers in pairs before you elicit answers from different students around the class. See p170 for the videoscript/audioscript for this exercise.

Answers

- 1 d 2 b 3 e 4 c 5 a

- 7 **SPEAKING** In pairs, students discuss what they think they bring to a team. Elicit students' ideas in open class.

+ EXTRA ACTIVITY

Who said what? Ask students to relate these key sentences to speakers 1–5 (Adam, Charlotte, Dylan, Megan and Reece) from 6. Play the video or audio track again for students to check their answers.

explain things very clearly
speaking in front of others
preparing slides
make animations
take the final decision
make people happy
organise the group
make projects look good
something positive to say
art and crafts and making things

Answers

Adam: preparing slides, make animations

Charlotte: organise the group, take the final decision

Dylan: explain things very clearly, speaking in front of others

Megan: art and crafts and making things, make projects look good

Reece: something positive to say, make people happy

LIFE TASK



Tell students they are going to take part in a team task and then mark their performance.

■ Step 1

Divide the class into small teams (four or five students). Tell students that their task is to think of a vocabulary game or activity (a mime game, a crossword, a word search, etc.) to practise the vocabulary in the unit. Inform them that they need to present the activity to the class and ask them to do it.

Set a time limit of ten minutes for students to prepare the activity. Ask teams to swap their activity with another group and do the activity they have received.

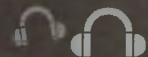
■ Step 2

When students have finished, ask them to work individually and follow Step 2 and give themselves a mark from 5 (yes, definitely) to 0 (not at all).

■ Step 3

Ask students to work in their team and discuss their answers from Step 2 to see if they agree with each other. Encourage them to give themselves a mark from 5 (we worked really well together) to 0 (we worked really badly together). Elicit the marks from the different teams.

Listening p94



Understanding a spoken text about sport

WARMER


In pairs, students race to complete the word stems. Write the stem of different sports words on the board and ask students to complete them. Ask them to write the sport and the person that plays the sport, e.g.

gym, ski, ten, ice-s, cyc, ath

Add the stem *ath* to pre-teach *athlete, athletics*. Set a time limit of two minutes and ask students to shout **Finished!** as soon as their list is complete. Go through answers in open class.

Suggested answers

gymnastics, gymnast
skiing, skier
tennis, tennis player
ice-skating, ice skater
cycling, cyclist
athletics, athlete

- 1 **LISTENING**  69 Play the track for students to listen to Poppy talking about what sports and sports activities she did last week. Ask students to listen for when she did the different sports and write a letter (a–g) next to each sport or activity (1–5). Remind them that they will hear the conversation twice. Play the track twice and then check their answers. See pp170–171 for the audioscript for this exercise.

Answers


1 g 2 a 3 e 4 c 5 b

✓ **EXAM SUCCESS** Students say why it is important not to panic if they don't hear an answer the first time they listen. Tell them to turn to page 152 (Listening: Matching) to check their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

Listening for gist

'Listening for gist' means listening for the central meaning of a text. The first time students listen, they should concentrate on the general idea of the text, not the little details – the gist of the text. When people listen in their first language, they use a variety of strategies to get both the main idea and the detail of what they listen to. However, students tend to panic when they first listen to a text in L2, forgetting their L1 listening skills and adopting a one-word-at-a-time strategy. Setting a first task where students listen for gist is a good way to train students to concentrate on identifying what the text is about, who is speaking, to whom, and why, before they follow this up in a more detailed way.

- 2  69 Ask students if they can remember the information about Poppy's sports and sports activities. Ask them to read the sentences and decide if they are True (T) or False (F). Play the track again if necessary.

Answers

1 T 2 F 3 F 4 T 5 F 6 F

EXTRA ACTIVITY

Ask students to correct sentences 2, 3, 5 and 6 (*Her basketball training is always three hours. / Poppy's volleyball team won 3-0. / Poppy watched a basketball match on TV on Saturday. / Poppy's basketball team lost 56-70.*).

- 3 **SPEAKING** **What about you?** In pairs, students discuss what sports they do in a typical school week and what new sport they would like to do.

HOMEWORK

Assign students page 65 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp94–95



Talking about the past using the past simple affirmative

FAST TRACK

Students could do exercises 1 and 3 at home for you to do exercise 2 as a class activity.

Test before you teach

Write these sentence prompts on the board:

1 I/play basketball at school/last week.

2 Last weekend/I/train for football.

3 They/watch the match/on Sunday.

Ask students to use the prompts to write sentences in the past simple and then write three similar sentences in the past simple in their notebooks. Monitor to see if they have consolidated knowledge of the past simple tense.

Answers

1 I played basketball at school last week.

2 Last weekend I trained for football.

3 They watched the match on Sunday.


Past simple affirmative – regular verbs

- 1 Ask students to look at the sentences and answer the questions. Check their answers.

Answers

1 a change b play c rest d start e love

2 Add -(e)d to the end of the verb.


- 2a **PRONUNCIATION**  70 Play the track for students to listen to the words in the three lists. Ask them to match each of the sounds to the correct list. Check their answers. See p171 for the audioscript for this exercise.

Answers

1 b /d/ changed, played, loved, stayed, listened

2 c /t/ liked, worked, watched, washed, stopped

3 a /ɪd/ rested, started, wanted, decided, needed

- 2b  70 Play the track again for students to listen and repeat the words.

- 2c Ask students to look at the correct list and say which two letters come before -ed in the words finishing with the /ɪd/ sound. Check their answer.

Answers

t and d

TEACHER DEVELOPMENT: PRONUNCIATION**The -ed ending**

Teaching the regular past simple verb forms offers an opportunity for students to learn the difference between voiced and voiceless sounds. Voiced consonants use the voice. Ask students to test this by putting their finger on their throat as they say the letters *b, g, l, m*, etc. If they feel a vibration, the consonant is voiced. Voiceless consonants, such as *f, p, k, s* and so on, do not use the voice. They are hard sounds and there is no vibration in your throat, just a short explosion of air as you pronounce. Knowing the difference between these sounds helps us to know how the -ed ending is pronounced on each verb.

We say /d/ if the verb ends with a voiced vowel sound or a consonant:

-b, -g, -l, -m, -n, -th, -v or -z.

We say /t/ if the verb ends with a voiceless sound: -f, -p, -k, -s, -sh, -ch, -x or -h.

However, tell students the important thing is to remember when to pronounce /ɪd/ (after verbs that end in -d or -t), since this is the sound that matters the most in oral speech.

++ EXTRA ACTIVITY

Write the past tense forms below on the board in a jumbled order and ask students to write them in the correct column in exercise 2a. Drill the pronunciation of each past tense form.

arrived, hated, talked, walked, planted, turned, cooked, demanded, missed, stopped, rained, celebrated, lived, relaxed, used

Answers

/t/: talked, walked, cooked, missed, stopped, relaxed

/d/: arrived, turned, rained, lived, used

/ɪd/: hated, planted, demanded, celebrated

- 3 Ask students to complete the sentences with the past form of the verbs in the box. Remind them that they are all regular verbs. Elicit answers from students round the class.

Answers

1 walked 2 watched 3 loved 4 played 5 stayed
6 wanted

**Test before you teach: Flipped classroom**

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Past simple affirmative – irregular verbs

- 4 Ask students to look at the sentences (a–j) and match the irregular past forms with the verbs (1–10).

Answers

a 6 b 10 c 5 d 2 e 1 f 3 g 7 h 8 i 4
j 9

TEACHER DEVELOPMENT: LANGUAGE**Past simple affirmative – irregular past forms**

Some verbs are irregular; their past forms do not end in -ed. It's important for students to learn them from a list like vocabulary. Refer them to the irregular verb list on page 158 and point out that they will find a similar list to this one for reference in most grammar textbooks and student's books they come across.

++ EXTRA ACTIVITY

Use a soft ball, say an infinitive and then throw the ball to a student. The student then has to say the past simple form of the verb before saying the infinitive of another verb and throwing the ball to a different student.

- 5 Refer students to the pictures showing what Oliver did last weekend. Ask them to write one sentence for each picture using some of the verbs in exercise 4. Draw students' attention to the example sentence. Walk round, helping students if necessary. Elicit answers from students around the class.

Answers

2 He bought a red football shirt.
3 He ate pizza.
4 He did his homework.
5 He got up at eight o'clock.
6 His team won 5–0.
7 He went home.
8 He saw a football match on TV.

- 6 Students complete the text with the past form of the verbs in the box. Remind students to use each verb once and that some are regular and some are irregular. Elicit answers from students around the class.

Answers

1 was 2 went 3 started 4 saw 5 trained
6 played 7 lost 8 won

- 7a Individually, students write down two things they did yesterday/last week/last year/when they were small. Draw students' attention to the example sentences. Walk around the class, helping students if necessary.

- 7b **SPEAKING** In pairs, students compare their answers. Draw students' attention to the model dialogue. Students are probably familiar with the phrase *Me too!* or *That's the same as me*. If students don't have things in common, they could say *Really? I didn't.* or *Did you? I didn't.*

- 7c** Encourage students to tell the class something interesting about their partner.

Refer students to the Grammar reference page 98 if necessary.

HOMEWORK

Assign students page 66 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p96

Asking for and giving opinions

>>> FAST TRACK

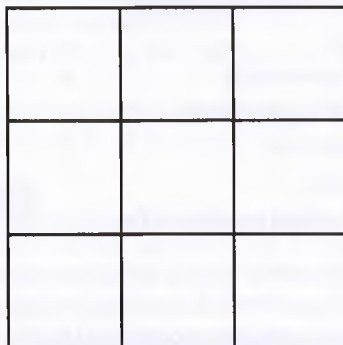
You could set exercise 1 for students to prepare at home and come to class to talk about.

WARMER

Play *Past tense bingo* with the regular and irregular verb forms students have seen so far. First, write the infinitives on the board and elicit the past tense forms.

change, play, love, stay, listen, like, work, watch, wash, stop, rest, start, want, decide, need, buy, do, eat, get, go, have, lose, see, take, win

Ask students to draw a 3 x 3 grid in their notebooks. They then choose nine past tense forms to write in the spaces. Call out infinitives for students to cross out the corresponding past tense forms on their grid. The first student to cross out all nine past tense forms shouts *Bingo!*



Asking for and giving opinions

- 1 SPEAKING** In pairs, students look at the photo and discuss what they can see. Elicit ideas in open class.

Answers

The footballer David Beckham playing football with a teenage boy.

- 2** Ask students to match the questions and answers. Encourage students to compare in pairs.

Answers

a 4 b 2 c 3 d 1

- 3 LISTENING** 71 Play the track for students to listen to the dialogue and check their answers. Ask students to put the conversation in order. See p171 for the audioscript for this exercise.

Answers

c 3, b 2, d 1, a 4

- 4** Ask students to look at the Speaking bank and complete the expressions. Remind them to look at the dialogue again if necessary. Ask students to compare in pairs before you check their answers.

Answers

like, think, feel, opinion, depends, mad

- 5 SPEAKING** Divide the class into A and B pairs. Student A ask the questions in exercise 2 in order and Student B give their opinion. Students then change roles.

PRACTICE MAKES PERFECT

- 6a** Individually, students think of three questions to find out people's opinions of something they are interested in – a sport or another free-time activity (music, computer games, films, etc.). They should begin their questions as shown.

- 6b SPEAKING** Students take it in turns to interview each other with their questions and answer the questions. Remind them to use the expressions in the Speaking bank to help them give their opinions. If you have space, you could organise an *Onion ring* activity (See Teacher development: Classroom tips Unit 3 page 65 Life skills).

Model dialogue

A: Excuse me. Can I ask you some questions?

B: Yes, OK.

A: Do you like music?

B: Yes, I do. I listen to music all the time and I love going to concerts.

A: What do you think about buying music? Do you think it is cheap or expensive?

B: Well, I think it's quite expensive. It doesn't cost much money to record an album nowadays. And usually if I buy an album, there are only one or two good songs on it. So I prefer to buy individual songs.

A: How do you feel about downloading music from the Internet?

B: I like downloading music from the internet but I only use legal websites. Downloading music illegally is like stealing money and the quality is often very bad.

HOMEWORK

Assign students page 67 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p97



Writing a simple story

>>> FAST TRACK

You could set the writing task in exercise 5 as homework.

WARMER

Play **Grammar auction**. Divide the class into small teams. Write some correct and incorrect past simple sentences on the board, e.g. *Yesterday I visit Paris. He were at the bank this morning. I were born in 1987.*, etc. Explain that the sentences are for sale and each team has a total of £1,000. Read out a sentence and ask each team to decide if it is correct. If they think it's correct, they can bid against the other teams to buy the sentence. Keep track of how much each team spends on the board. At the end of the auction, tell the students which sentences were correct. Tell them if they bought a correct sentence, they win back the money they paid for it. If they bought an incorrect sentence, they lose the money they paid for it. Ask the teams to add up their final totals. The team with the most money wins.

A story

- In pairs, students look at the title of the story and the pictures. Encourage them to put the pictures in order and say what they think happens in the story. Elicit the order of the pictures, suggestions and ideas about the story from different students around the class.
- READING** Ask students to read the story and check their ideas in exercise 1. Ask different students around the class if they had similar ideas and what they think of the story.

Answers

2, 4, 5, 1, 3

- Ask students to put the events in the story in order. Tell them to read the story again if necessary. Check their answers.

Answers

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

- Ask students to look at the words and expressions in the Writing bank and say which appear in the story. Check they understand all the words.

Answers

Words and expressions of time: One Sunday, Then, suddenly, In the end, After the match

Basic linkers: and, but, and so

PRACTICE MAKES PERFECT

5a In pairs, students think of ideas for a story where somebody buys a second-hand object. Ask them to make notes for each part of the story: the start/ introduction of the characters; middle/main events; end. Tell them to plan what they are going to write and to follow the advice in the Writing bank on page 157.

5b Ask students to work individually and use their notes to write the story. Remind students to include words from the Writing bank and to consider the information in the Exam success box.

✓ EXAM SUCCESS Students read the information and discuss what tense the verbs are in and if the verbs change suddenly from present to past. Tell them to turn to page 152 (Writing: Checking your work) to check their ideas.

Answers

No, the story is in the past simple and continues in the past simple.

Model text

A very special pair of trainers

Katie loved running but she wasn't very good at it. She was often in athletics competitions, but she always came last. One Saturday, she had a big competition and she was feeling nervous. The day before, she decided to buy a new pair of trainers. She went to the sports shop but all the trainers were very expensive. She went to a second-hand shop and there was an old pair of trainers in her size. She put them on and suddenly had a good feeling.

The next afternoon, she was fast and strong. She won the race easily. Then she won the next four competitions! In the end, she became the Under-15 champion. After the final race, an old woman came and spoke to her. 'I know those trainers,' he said. 'They were mine. I was the 100 metre world champion 50 years ago!'

+ EXTRA ACTIVITY

In pairs, students swap texts and check each other's work using the criteria in Exam success on page 152. Students could then write a final text together using sentences from both of their texts.

HOMEWORK

Assign students page 68 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 7

>>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting for homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p99

Past of to be

- 1 Students complete the dialogue with *was*, *were*, *wasn't* or *weren't*.

Answers

- 1 Were 2 weren't 3 were 4 was 5 was
6 wasn't 7 was

There was/There were

- 2 Students look at the answers to the exercise and decide if they are correct. If they are not correct, ask students to write them correctly.

Answers

- 1 There was a good film on TV last night.
2 There weren't ten people in the team last year.
3 correct
4 There was a problem at school last week.

Past simple – affirmative

- 3 Students change the sentences from present simple to past simple.

Answers

- 1 I got up at 7.30 am.
2 She did sport every day.
3 They went to our school.
4 We ran in the morning.
5 He walked to school.
6 They had training on Friday.
7 You bought magazines.
8 We saw her at the weekend.
9 I wanted orange juice.

Vocabulary revision p99

SPORTS

- 1 Students look at the objects and name the sports.

Answers

- 1 tennis 2 rugby 3 ice-skating 4 cycling
5 swimming 6 gymnastics 7 skiing

SPORTS COMPETITIONS

- 2 Students complete the sentences with the correct word:

Answers

- 1 referee 2 race 3 teams 4 final 5 champion
6 prize

SPORTS PEOPLE

- 3 Students write the correct word for the person who does each sport in exercise 1.

Answers

- 2 rugby player 3 ice-skater 4 cyclist 5 swimmer
6 gymnast 7 skier

HOMEWORK

Assign students page 69 in their Workbook or the relevant sections of the Online Workbook.











KEY LEARNING OUTCOMES

CEF

Students will be able to:


- ask questions and make negative sentences about the past
- talk about different jobs and the personal qualities needed for them
- understand simple written and spoken texts about jobs
- give longer, extended responses to personal questions
- write an informal email giving news

UNIT OVERVIEW

	Jobs Personal qualities
Vocabulary	
	Valley High goes job shadowing!
Reading	CRITICAL THINKING Giving your opinion on job shadowing
	Past simple – negative
Grammar in context	
	Adjectives to describe jobs
Vocabulary	
	The world of work: Getting work experience
Life skills	
	A billionaire businessman
Listening	
	Past simple – questions and short answers
Grammar in context	
	Personal questions – 2
Developing speaking	
	An informal email: giving news
Developing writing	
	Reading: Matching people and information Speaking: Knowing about evaluation
Exam success	

DIGITAL OVERVIEW

Presentation Kit

- ▶ Flipped classroom video Unit 8: Past simple – questions and short answers
- ▶ Life skills video Unit 8: Getting work experience
- ▶  Vocabulary tool: Jobs
- ▶ Interactive versions of Student's Book activities
- ▶ Integrated audio and answer key for all activities
- ▶ Workbook pages with answer key

Teacher's Resource Centre

- ▶ Flipped classroom video Unit 8: Past simple – questions and short answers
- ▶ Life skills video Unit 8: Getting work experience
- ▶ Grammar communication activity Unit 8: Create your story
- ▶ Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 8
 - Flipped classroom video worksheet Unit 8: Past simple – questions and short answers
 - Literature worksheet Units 7 and 8
 - Culture worksheet Unit 8
 - Life skills video worksheet Unit 8
 - Everyday English Unit 8

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–8
- ▶ Printable test Unit 8
- ▶ Gateway to exams Units 7 and 8 (end of Unit 8)

Vocabulary p100



Talking about different jobs and the personal qualities needed for them

FAST TRACK

You could ask students to do exercises 1 and 4 at home so that less confident students are prepared for these activities.

WARMER

Ask students to look at the unit title *Great job!* and the image. Elicit what they think the unit is going to be about. Write these questions on the board for students to discuss in pairs: *When do people usually start work in your country? When do people usually retire (stop work) in your country? What are some common jobs in your country? What do people in your family do? What is your dream job?*

v Jobs

- 1 In pairs, students match the photos with the words. Check that they understand all the jobs. Ask them to use their dictionaries if necessary.

Answers

- 1 waiter/waitress 2 hairdresser 3 bus driver 4 chef
5 engineer 6 businessman/woman
7 shop assistant 8 mechanic 9 nurse 10 builder

- 2 72 Play the track for students to listen, check and repeat the words. Some nationalities need extra practice in saying the consonant b. Tell them to press both lips together and with your vocal cords vibrating, open your lips suddenly. Highlight the difference between the short vowel sound /ɪ/ in *businessman/woman* /'bɪznəsmæn/ /'bɪznəs,wʊmən/ and *builder* /'bɪldə(r)/ and the short vowel sound /ʌ/ in *bus driver* /bʌs 'draɪvə(r)/. See p171 for the audioscript for this exercise.

+ EXTRA ACTIVITY

Ask students to decide on the stress pattern in the words *businessman*, *mechanic*, *hairdresser* and *assistant*. Write the two stress patterns in these three-syllable words on the board and ask students to match the words to the correct pronunciation.

Ooo – businessman, hairdresser
oOo – mechanic, assistant

- 3 **SPEAKING** In pairs, students take it in turns to ask and answer the questions. Draw students' attention to the example. Elicit answers from different students around the class.

TEACHER DEVELOPMENT: LANGUAGE

Articles

Remind students that the indefinite article *a/an* is used before jobs, e.g. *I'm a doctor. I'm an engineer.*

Personal qualities

- 4 Ask students to match the words in the box with the examples. Check their answers.

Answers

- 1 hard-working 2 clever 3 friendly 4 kind
5 cheerful 6 creative 7 responsible 8 calm

- 5 **LISTENING** 73 Play the track for students to listen to somebody asking about a job and decide what job it is. Ask them to note down which three personal qualities in exercise 4 are necessary for the job. See p171 for the audioscript for this exercise.

Answers

Job: shop assistant

Personal qualities: 1 friendly 2 calm 3 hard-working

- 6 **SPEAKING** In small groups, students talk about the different jobs in exercise 1 and what personal qualities they think are necessary for them. Draw students' attention to the model dialogue.

+ EXTRA ACTIVITY

In pairs, students rank the jobs in exercise 1 from least stressful to most stressful and from worst paid to best paid. Elicit answers from different pairs around the class.

HOMEWORK

Assign students page 70 in their Workbook or the relevant sections of the Online Workbook.

Reading p101



Understanding a simple text about jobs

FAST TRACK

You could ask students to prepare answers for exercise

WARMER

Play *Hot seat* to start the class. Divide the class into two teams: A and B. A volunteer from Team A sits with their back to the board. Select a job from the previous lesson and write the word on the board. Team A defines the job in 30 seconds for their team member to guess. Play then passes to Team B. Each time a team member guesses a job correctly within one minute, their team wins a point. The team with the most points at the end of the game wins.

- 1 In pairs, students look back at exercise 6 on page 10 and say, in their opinion, what the important personal qualities of a chef or a nurse are. Elicit ideas from around the class.
- 2 **READING** Ask students to read the text and say what personal qualities they mention for a chef and a nurse. Check their answers and ask them if their ideas in exercise 1 were similar.

Answers

chef: hard-working, creative, calm

nurse: hard-working, kind and cheerful, calm, physically and emotionally strong.

- 3 Ask students to read the text again and say if the information is about Jade (J), Mandy (M) or both (B). Give students time to compare in pairs before you check their answers in open class. Elicit how they decided on their answers.

Answers

1 M 2 J 3 J 4 B 5 J 6 M 7 J

✓ **EXAM SUCCESS** Students discuss if it is important to check for the answer in both texts and say why or why not. Tell them to turn to page 153 (Reading: Matching people and information) to check their ideas.

CULTURAL INFORMATION

Job shadowing is becoming increasingly popular among secondary school students in the UK, US and Canada. Students can enter a workplace and work with an employee in a particular industry, such as engineering or nursing, to learn more about various aspects of the industry, organisation and the skills required to do the job. The experience can last for up to a week or more and can help the individual get a better sense of what the job consists of and a chance to 'test out' possible career options before making a decision about what to study at university. Job shadowing is increasingly useful because students are expected to make choices about what they want to study from very young and it is very difficult for them to choose when they have no idea what they want to do. Also, job shadowing is a way to get a foot in the door in a workplace and potentially make early contacts with professionals.

- 4 **CRITICAL THINKING** Individually, students think about if it is a good idea to job shadow and think of reasons why or why not. In a less confident class, ask students to make notes before they compare their ideas with the rest of the class.

Example answers

I think it's a good idea to do a job shadow because you can try a job for a day to see if you're really interested.

I think it's a bad idea to do a job shadow because it depends on who you are shadowing. If they don't like their job or they don't explain it well, you can get the wrong idea about a job.

- 5 Ask students to look at the underlined words in the text and guess their meaning. Encourage students to then check in their dictionaries.

Answers

opportunity: a chance to do something, or a situation in which it is easy for you to do something

professional: relating to work that needs special skills and qualifications

busy: having a lot of customers

emotionally: in terms of your feelings

physically: to do with how you use your body

- 6 **SPEAKING What about you?** Divide the class into pairs or small groups and ask them to discuss if they would like to be a chef, doctor or nurse and say why or why not. Ask them to discuss who they would like to work with for a day if they could job shadow. In a less confident class, give students time to prepare their answers in written form before doing this as a speaking activity. Elicit some answers from different pairs/groups and discuss in open class.

HOMEWORK

Assign students page 71 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp102-103



Making negative sentences about the past

FAST TRACK

You could ask students to do exercises 1 and 2 at home. You could then check their answers and do the other activities in class.

Test before you teach

Divide the class into groups of three. Write the words below on the board. Set a three-minute time limit for students to individually write two true and one false sentence about themselves. Give an example: *I didn't play football yesterday. I didn't go to the cinema last weekend. I didn't see my grandma last month.*

I	didn't	shop	yesterday
		work	last weekend
		play	last month
		see	last year
		go	two years ago

Ask students to take it in turns to read their sentences to their group. The other students try to guess which is the false sentence. Monitor to see if they are familiar with past simple negative.

Past simple – negative

- 1 Ask students to look at the sentences and decide if the statements are True (T) or False (F). Check their answers.

Answers

1 F 2 T 3 T

TEACHER DEVELOPMENT: LANGUAGE

Past simple – negative

Negatives in the past simple are formed by adding *didn't* (informal) or *did not* before the simple form of the verb (*didn't* is more common in spoken English). The verb *be* is an exception to this; in the case of *be*, we just add *n't* (informal) or *not* (formal) after *was* or *were*. Point out that we use *didn't* for all subjects.

- 2 Ask students to make the sentences negative. Draw students' attention to the example sentence. Check their answers.

Answers

- 2 Beethoven didn't play the electric guitar.
- 3 Queen Elizabeth I didn't eat burgers.
- 4 Cleopatra didn't wear jeans.
- 5 The Ancient Romans didn't have cars.
- 6 Leonardo Da Vinci didn't use a computer.

- 3a Ask students to look at the picture of a factory in 1900. Ask them to find eight mistakes in the picture. You could elicit a mistake in open class as an example for this exercise. Check their answers.

Answers

- A girl has a tablet.
The boy is wearing headphones.
A boy is listening to an MP3 player.
A boy is talking on a mobile phone.
There's a picture of a plane on the wall.
On a wall there's a flat screen TV.
One of the bosses has a can of soft drink on the desk.
A boy is wearing a Messi football shirt.

- 3b Ask students to write eight sentences about each mistake using the past simple negative. Remind them to use each of the verbs in the box. Draw students' attention to the example and ask them to start each sentence with *In 1900*. Encourage students to compare in pairs before you check answers in open class.

Answers

- In 1900 they didn't drink soft drinks.
In 1900 they didn't have tablets.
In 1900 they didn't listen to music on MP3 players.
In 1900 they didn't use/have mobile phones.
In 1900 they didn't use/have/wear headphones.
In 1900 they didn't watch/have TV.
In 1900 they didn't wear football shirts.
Tell students who identified the jeans that jeans were invented in the 1800s.

- 4a Ask students to write true sentences using the past affirmative or negative form of the verbs given.

Answers

- 1 won/didn't win
- 2 had/didn't have
- 3 ate/didn't eat
- 4 bought/didn't buy
- 5 wore/didn't wear
- 6 got up/didn't get up
- 7 came/didn't come
- 8 saw/didn't see

- 4b **SPEAKING** In pairs, students take turns to read out their true sentences from exercise 4a to find out how many are the same. Walk round and monitor students, helping them if necessary. Elicit similarities from different pairs around the class.

- 5 Ask students to complete the text with the past simple of the verbs given. Check their answers.

Answers

- 1 didn't come
- 2 studied
- 3 didn't finish
- 4 went
- 5 didn't have
- 6 didn't give
- 7 worked
- 8 didn't stop

>>> FAST FINISHERS

Write some more information about Brad Pitt on the board. Ask students to write true and false past simple sentences. At the end of the activity, students read out their sentences for the class to say if they are true or false.

Academy Award nomination 1995 / no Oscar / married to Jennifer Aniston for five years / born 1963 Oklahoma, the US / 'Troy', 'Mr & Mrs Smith', 'Fury', 'The Curious Case of Benjamin Button' and 'Ocean's Eleven'

- 6a Ask students to write five true affirmative sentences about things they did yesterday. Draw students' attention to the example sentences.
- 6b Now ask students to write five true negative sentences for each sentence in exercise 6a. Draw students' attention to the example sentences. Walk around and monitor students, helping them if necessary.
- 6c **SPEAKING** In pairs, students take it in turns to read the negative sentences for their partner to try and guess the original sentences. Draw students' attention to the model dialogue. In a less confident class, ask a stronger pair to model this exercise first before students continue in pairs.

+ EXTRA ACTIVITY

Play Twenty questions. Students have to guess the name of a famous film star by asking the player 20 Yes/No type questions. Ask a volunteer student to think of a famous sports person and sit at the front of the class. The other students take it in turns to ask Yes/No questions in order to guess the secret identity of the student. When a student correctly guesses the student's identity, he or she comes to sit at the front of the class. A yes response earns the questioner another chance to ask another question.

Refer students to the Grammar reference on page 110 if necessary.

HOMEWORK

Assign students page 72 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p103



Using adjectives to describe jobs

>>> FAST TRACK

Ask students to do exercise 1 at home.

Adjectives to describe jobs

- 1 In pairs, students look at the words in the box and match each word with its opposite. Encourage them to use their dictionaries if necessary. Elicit answers in open class.

Answers

badly-paid – well-paid, full-time – part-time,
indoor – outdoor, skilled – unskilled

- 2 74 Play the track for students to listen and repeat. Drill the /u/ sound in *full* /fʊl/. See p171 for the audioscript for this exercise.

TEACHER DEVELOPMENT: PRONUNCIATION

The /u/ sound

Some nationalities have difficulty distinguishing between the long vowel sound /u:/ and /ʊ/. The /ʊ/ sound in *full* is much shorter and of a different quality. It corresponds to the vowel sound in words like *foot*, *put*, *pull*, *woman* and *would*.

You could put these words on the board and drill the two sounds /u/ and /ʊ/:

full /fʊl/ – fool /fu:l/

look /lʊk/ – Luke /lu:k/

pull /pʊl/ – pool /pu:l/

- 3 Ask students to use the words in exercise 1 to complete the sentences. Elicit answers from students around the class.

Answers

1 part-time 2 badly-paid 3 full-time
4 outdoor 5 skilled 6 outdoor

- 4 **SPEAKING** In pairs, ask students to look at the photos and describe each of the jobs using words from exercise 1. Draw students' attention to the example. Elicit ideas in open class.

Suggested answers

A badly-paid, unskilled, indoor, part-time or full-time
B skilled, indoor and outdoor, well-paid, full-time
C skilled, indoor and outdoor, well-paid, full-time

+ EXTRA ACTIVITY

In pairs, students take it in turns to describe a job from the unit for their partner to guess.

HOMEWORK

Assign students page 73 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp104–105

Getting work experience

To learn about work experience, to read advice about applying for work experience and to consider your own interests and personal qualities for a job

>>> FAST TRACK

You could ask students to do exercise 1a for homework in preparation for the lesson.

i BACKGROUND INFORMATION

Getting work experience

Around 95% of teenagers in the UK between the ages of 14–16 do work experience, where they take up two-week placements in an industry or at a company that interests them. The UK Department for Education's definition of work experience is: 'A placement on employer's premises in which a student carries out a particular task or duty, or range of tasks or duties, more or less as would an employee, but with an emphasis on the learning aspects of the experience.' Though placements are usually organised through schools, students often have to apply and interview for work experience in the same way that they would have to do for a job. Work experience gives young people the opportunity to understand more about the work environment, and how it differs from school, choose future careers or prepare for employment. In today's competitive, globalised workplace environment, work experience can also develop students' communication, time-management and decision-making skills, greatly improving their future employability.

WARMER

Write the question on the board:

I'm a teen looking for my first job. What can I do?

Ask students to brainstorm advice in pairs. Elicit ideas in open class and discuss. Ask students to turn to Key concepts on page 104 to see if they used any of the vocabulary in the discussion.

- 1a **READING** Individually, students read the text *Work experience in the UK* and answer the questions. Elicit answers in open class.

Answers

- 1 14
2 to discover the real world of work
3 anywhere
4 It can help you to see if you like a job, and if you are good at it.

- 1b In pairs, students discuss what their opinion is of work experience and if they would like to do it. Encourage them to give reasons why or why not. Elicit opinions in open class.

- 2 Ask students to look at the advice from a work experience website. Ask them to read the introductory paragraph and then match the titles to the sections.

Answers

1 B 2 A 3 D 4 E 5 C

- 3 Ask students to read the text again and say which section of each text (1–5) gives the advice in the exercise. Point out that one piece of advice does not appear in any section and elicit which one. Check their answers in open class.

Answers

1 2 2 5 3 3 4 doesn't appear in the text
5 1 6 4

- 4 Ask students to read the task and give each type of work a mark out of 5 (0 = not interested, 5 = extremely interested). Students can compare their answers before you elicit which type of work is most interesting for different students around the class.

5



LISTENING 75 Tell students they are going to watch or listen to four British teenagers talking about the work experience they are applying for. Ask students to match each speaker with one of the jobs. Ask students to compare in pairs before you elicit answers from different students around the class. See p171 for the videoscript/audioscript for this exercise.

Answers

1 a 2 d 3 c 4 b

- 6 75 Ask students to look at the interests and personal qualities and match each one to a speaker. Play the video or track again if necessary. Elicit students' ideas in open class.

Answers

Speaker 1 (Liam): 6, 7
Speaker 2 (Amber): 2, 3, 8
Speaker 3 (Max): 1, 5
Speaker 4 (Phoebe): 2, 4

+ EXTRA ACTIVITY

Write this text on the board or photocopy it for students. Students watch or listen to the track again and correct the mistakes. In pairs, students compare their answers before you elicit answers in open class.

Speaker 1:

I'm applying to a big company that makes planes. I spend my weekends working on cars, helping to build them.

Speaker 1:

I'm applying for work in a restaurant. I want to see if I like it.

I want to go to France and study French when I leave school.

Speaker 2:

I think it can help me learn more about MP3 players. I enjoy watching films. I also like reading books.

Speaker 2:

I want to do work experience in a supermarket. I play the piano and I write books.

Answers

Boy 1:

I'm applying to a big company that makes cars. I spend my weekends working on cars, helping to fix them.

Girl 1:

I'm applying for work in a hospital. I want to see if I like it.

I want to go to university and study medicine when I leave school.

Boy 2:

I think it can help me learn more about computers. I enjoy playing computer games. I also like knowing how computers work.

Girl 2:

I want to do work experience in a primary school. I play the guitar and I write music.

- 7 **SPEAKING** In pairs, students talk about which of the sentences in exercise 6 are true for them.

LIFE TASK



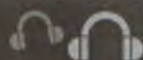
Ask students to follow the plan and work individually:

- **Step 1**
Students make a list of their personal qualities. Remind them to look at the words on page 100 for ideas.
- **Step 2**
Students make a list of their interests. They can be hobbies or things that they like at school.
- **Step 3**
Ask students to imagine that they can do two weeks of work experience. Ask them to choose a job from the list. Remind them to use the lists from Step 1 and 2 to help them decide.
- **Step 4**
Ask them to write a personal statement saying why they are applying for this job. Remind them to include the personal qualities and interests in their list that they think are relevant. Follow the other advice in the text on page 104. Set a time limit of ten minutes for students to prepare their statements.

EXTRA ACTIVITY

Ask students to swap their personal statements and say if they would give them the job and give reasons why or why not.

Listening p106



Understanding a spoken text about a businessman and different jobs

WARMER

Write the word *billion* on the board and drill the pronunciation /'bɪljən/. Ask students how many 0's there are in a billion (1,000,000,000). Ask students to spend one minute writing down all of the different words they associate with the word 'billionaire'. In pairs, students share their words and write down five questions they would ask a real billionaire. Elicit questions in open class. Ask students if they have heard of Sir Richard Branson. Elicit what they know about him and ask them to open their books at page 106.

- 1 In pairs, students look at the things and try to work out the connection with the billionaire Sir Richard Branson.
- 2 Refer students to the sentences about Sir Richard Branson and check their ideas in exercise 1. Ask them to put the events in the order they happened. Tell them they can guess if they don't know.

- 3 **LISTENING** 76 Play the track for students to listen and put the events in exercise 2 in the correct order. Check their answers. See p171–172 for the audioscript for this activity.

Answers

1 F 2 B 3 D 4 E 5 G 6 A 7 C

- 4 76 Ask students to choose the correct alternative. Play the track again if necessary. Have students compare in pairs before you check their answers in open class.

Answers

1 wasn't 2 Students 3 record company 4 thirty
5 1999 6 like 7 normal people 8 \$250,000

- 5 **SPEAKING** What about you? In pairs, students discuss these questions. Elicit if they know any other famous businessmen or businesswomen and how they became famous; if they would like to start their own business and say what type of business; if they would like to fly into space and say why or why not.

EXTRA ACTIVITY

Hold a brainstorming session on *What motivates us to work?* (See Teacher development: Classroom tips Unit 3 page 64 Brainstorming). Elicit key concepts and write them on the board, e.g. *conditions, friends, experience, opportunity*. Encourage students to explore each concept and think of related vocabulary for each concept, e.g. *salary, wages, contract, trial period, working hours, holidays, bonus*. Ask students to write a letter of application for a summer job at *Startup enterprise* a new company that flies famous people into space. Encourage them to refer to the language on the board. The language that emerges can be left up on the board as the students prepare for the task, in this case a meeting.

HOMEWORK

Assign students page 73 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp106–107



Asking and answering questions about the past

FAST TRACK

Students could do exercises 1 and 2a at home. Start the class on exercise 2b.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Past simple – questions and short answers

- 1 Ask students to look at the sentences and answer the questions (1–3). Check their answers.

Answers

- 1 b
2 We change *do* or *does* to *did*.
3 no

TEACHER DEVELOPMENT: LANGUAGE

Past simple questions

Question formation can cause problems for a lot of students. An easy way for them to remember is to learn the mnemonic QASI (pronounced like the English word *quasi* – meaning *almost*) **Q** – Question word, **A** – Auxiliary, **S** – Subject, **I** – Infinitive.

Remind students that if the question starts with *Did ...*, they can give a short answer, e.g. *Yes, he did.* / *No, he didn't.* It is not necessary to use the main verb in the answer. If the question begins with a *Wh-* word, it requires a more detailed answer.

- 2a Students complete the questions with the correct form of the verbs given.

Answers

- 1 did, create 2 did, do 3 did, become
4 did, invent 5 did, play 6 did, make

- 2b In pairs, students write down their answers to the questions.

- 2c **LISTENING** 77 Play the track for students to listen and find out how many correct answers they have got. Elicit the number of correct answers from different pairs around the class. See p172 for the audioscript for this exercise.

Answers

- 1 Microsoft 2 an actor 3 by creating *The Simpsons* 4 Nike trainers 5 basketball 6 jeans

- 3 Draw students' attention to the photo. Elicit what they think the text is going to be about and ask students to read the text to check their answer. Students then choose the correct alternative in the dialogue. Check their answers.

Answers

- 1 did 2 Why 3 happen 4 Did 5 did 6 Did
7 didn't

++ EXTRA ACTIVITY

Brainstorm informal and formal clothes people wear to work, e.g. informal clothes: *jeans, T-shirts, sweatshirts, short sleeves, running shoes, sandals*; formal clothes: *button-up/collared long-sleeved shirts, ties, formal black or brown shoes*.

- 4 Ask students to write questions for the underlined part of the answer. Elicit answers from students around the class.

Answers

- 2 What did Claude Monet paint?
3 What did Jennifer Lawrence win in 2013?
4 What did Apple make in 2015?
5 What did Gustave Eiffel design?
6 What did Mark Zuckerberg create?
7 What did Jimi Hendrix play?

- 5a Ask students to put the words in order to make questions.

Answers

- 1 What did you watch on TV last night?
2 Why did you study last night?
3 What did you do last weekend?
4 When did you finish primary school?
5 What did you eat last night?
6 How did you meet your best friend?
7 What time did you go to bed last night?

- 5b Ask students to match the answers to the questions in exercise 5a.

Answers

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

- 5c **SPEAKING** In pairs, students take it in turns to ask and answer the questions in exercise 5a. Remind them to give true answers. Draw students' attention to the model dialogue. Walk round, monitoring students and helping them if necessary. Note down good use of language and any errors to go over at the end of the activity.

- 6a Ask students to write complete questions. Draw students' attention to the example.

Answers

- 2 Did you pass your last English exam?
3 Did your parents go shopping last weekend?
4 Did you have a pet when you were seven?
5 Did you have a big breakfast this morning?
6 Did your teachers give you a lot of homework yesterday?
7 Did your class go on an excursion last year?

- 6b Now ask students to write true short answers.

++ EXTRA ACTIVITY

In pairs, students take it in turns to ask and answer the questions in exercise 6a. Drill the pronunciation *Did you ...?* /dɪdju/.

TEACHER DEVELOPMENT: PRONUNCIATION

Saying *did you ...?* /dɪdju/

Highlight the pronunciation of *did you*. Show how the two words run together /dɪdju/ and how the stress falls on the main verb, e.g. *Did you go*.

Refer students to the Grammar reference on page 110 if necessary.

HOMEWORK

Assign students page 74 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p108

Responding to personal questions with more detailed information

>>> FAST TRACK

Students could do exercise 1 at home.

WARMER

Play a memory game to recycle vocabulary from the unit. Divide the class into teams of three or four. Draw a grid with words in on the board:

	A	B	C	D	E
1	shop	time	badly-	hard-	driver
2	professional	paid	work	job	shadow
3	assistant	business	organisation	record	construction
4	working	bus	experience	full-	company

Explain to the class that each team chooses two squares in turn. In each square there's half of a two-word phrase, e.g. *badly-paid*, *bus driver*, *job shadow*, etc. (see below). Write the words on the board when they choose them. If the two words make a phrase, they get a point and take another turn. If the two squares don't match, rub them off the board and it's the next team's turn. The team with the most full words at the end is the winner.

Suggested answers

shop assistant, bus driver, hard-working, badly-paid, full-time, job shadow, work experience, record company, professional organisation, construction business

Personal questions - 2

- 1 Refer students to the questions and point out that they are typical questions in an oral exam. Ask students to think about their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

Asking and answering personal questions

Asking and answering personal questions is a typical first section of many oral exam interviews. The first few minutes of an oral exam can be very nerve-wracking. Students who prepare and rehearse this part of the exam tend to perform well. When students get off to a good start, it boosts their confidence and helps them relax. Recycle personal information activities in different ways to give students lots of practice in this area and help them internalise their answers.

- 2 **LISTENING** 78 Play the track for students to listen to a boy answering the questions in exercise 1. Ask them if they think that he answers them well and to say why or why not. See p172 for the audioscript for this exercise.

Answers

No. He doesn't expand on his answers.

- 3 **LISTENING** 79 Play the track for students to listen to a girl answering the same questions. Ask them if they think that she answers them well and to say why or why not. Elicit what they notice about her answer to the last question. See p172 for the audioscript for this exercise.

Answers

Yes, she gives full answers. She is honest that she isn't certain about her answer to the last question.

- ✓ **EXAM SUCCESS** Students answer the questions in Exam Success. Elicit their answers and what they think is an important thing to remember in a speaking exam. Tell them to turn to page 153 (Speaking: Knowing about evaluation) to compare their ideas.

TEACHER DEVELOPMENT: STUDENT TRAINING

Self-assessment

After speaking activities, you can ask students to evaluate their own performance or other students using a checklist. If students know marks are distributed and which skills are necessary, they can assess their weak points and work to improve on them. Students are often not aware of the importance of communicating with their partner in many oral exams.

- 4 **79** Ask students to read about ways we give ourselves thinking time in a conversation. These linkers keep the conversation going. Play the track for students to listen to the second student again and tick the words or expressions in the Speaking bank she uses. Ask students to compare in pairs before you check their answers.

Answers

Err ... ✓

Well ... ✓

That's a good question. ✓

The thing is ... ✓

I'm not (really/totally/completely) sure. ✓

Let me see ... ✓

You know ...

I think ... ✓

I imagine ...

- 5 **SPEAKING** In pairs, take it in turns to ask and answer the questions in exercise 1. Remind them to answer the 'Tell me about ...' question with an extended response. In a less confident class, students could prepare their answers in note form before they do the speaking activity.

PRACTICE MAKES PERFECT

6a Individually, students write down three personal questions and one 'Tell me about ...' question to ask their partner. Refer students to the prompts to give them ideas.

6b SPEAKING Students take it in turns to ask and answer the questions. Remind them to use the expressions in the Speaking bank to give them time to think.

Model dialogue

- A:** What are your favourite hobbies?
B: That's a good question. I do different things. I do yoga three times a week, but I also love cycling.
A: What did you do on your last holiday? Did you go anywhere special?
B: Let me see... I went to Canada to see my grandparents. They live in Quebec and I practised speaking French and English. We travelled and saw a lot of different places in Canada.
A: Tell me about your plans for the future.
B: I'm not really sure. I want to help people and become a nurse. I want to go to university and study medicine but I think it's quite difficult. It depends on my marks at school. But I definitely want to study before I get a full-time job.

EXTRA ACTIVITY

Just a minute is a good game to get students used to speaking under pressure like they will have to in the exam, but in a relaxed game atmosphere. Ask students to talk for a minute, giving answers to the questions in exercise 1. They are allowed to hesitate and use the fillers in the Speaking bank, but pauses can't be longer than a second. Use a countdown timer and ask students to do this activity in pairs or small groups.

HOMEWORK

Assign students page 75 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p109

Writing an informal email to give news

FAST TRACK

You could set exercises 1 and 2, or alternatively, the writing task in exercise 5 as homework.

WARMER

Write the word **TIME** on the board and ask students to think of related verbs, prepositions, adjectives/nouns and expressions. Introduce the noun *time off* and elicit what it means (*when you are not at work or at school*). Students can work in pairs and race to think of as many words as they can in a time limit of three minutes. The pair with the most correct words wins the game.

TIME	Related verbs	waste time
		spend time
	Nouns/Adjectives	time off
		timetable
		free-time
		part-time
	Expressions	full-time
		to be on time
		have a good time/
		hard time
		time flies
		time is money
		time after time

An informal email: giving news

1 READING Ask students to read the two emails and look at the photo. They decide which of the two girls, Natalie or Grace, is in the picture.

Answer

Natalie

2 Ask students to read the emails again and match the people mentioned in the emails to the sentence prompts 1–7. Elicit answers from different students around the class.

Answers

1 Grace's dad **2** Natalie's brother **3** Natalie **4** Grace
5 Chloe **6** Natalie **7** Natalie's brother

3 Ask students to look at the expressions in the Writing bank and decide who uses each one – Grace (G) or Natalie (N). Make sure students understand what each expression means. Check their answers.

Answers

How are you? N

I hope you're well. N

Good/Great to hear from you. G

I've got some great news! N

That's great news about ... G

Did I tell you that/about ...? G

How/What about you/your (week/weekend)? N

How was your (week/weekend)? N

Say hi to ... from me. G

Give (him/her) my (love/congratulations). G

That's all for now. G

- 4 Ask students to make notes with good news and good things that have happened to them, their family or friend(s) last week. Encourage students to invent information if necessary. Direct students' attention to the list of ideas.

PRACTICE MAKES PERFECT

- 5a Students use their notes in exercise 4 to write an email to a friend giving their news. Remind them to use Natalie's email (A) as a model and include expressions from the Writing bank. Tell them to follow the advice in the Writing bank on page 156.

- 5b In pairs, students exchange emails and write a reply to their partner. Remind them to use Grace's email (B) as a model and include expressions from the Writing bank.

Model text

Hi Harry,

How are you? I hope you are well.

I've got some great news. My sister Jane found a job last week! You know she left school and didn't find a job. She was very unhappy. Last week, a new hairdresser's opened near our house and they gave her an interview. She got the job! She starts next week.

Apart from that, last week was quite good. I had a physics exam on Tuesday and I think I did really well. On Wednesday, I had a football match and we won. We're third in the league now.

How about you? How was your week? Write back soon and let me know.

Best wishes,

Greg

Hi Greg,

Good to hear from you. That's great news about Jane! That job is very important for her – she was so unhappy. Say hi to her from me and give her my congratulations.

I was really busy last week too. Did I tell you it was my brother's birthday? We had a big party on Saturday night with all our family and friends.

Do you remember Sam from the Theatre Club? Jack and I met him at the cinema. He has a part in the play at the Town Hall. Anyway, we decided to meet up this weekend. Do you want to come?

That's all for now. Write back soon.

Best wishes,

Harry

EXTRA ACTIVITY

Elicit what students do when they take time off (travel, work experience, study, volunteering locally or abroad, explore a personal interest, etc.). Divide the board up and ask students to think of advantages and disadvantages of having time off before going to university. In pairs, students take one side of the debate and talk about what is good or bad about taking time off.

Example answers

Good things: See the world; get work experience and key skills; earn some money; develop useful contacts; make international friends; improve employability; challenge yourself; do something good for other people.

Bad things: You are a year behind everyone if they didn't take a year off themselves; it can cost a lot of money to organise and do; you may get injured or sick during your travels; the break is too interesting and you don't want to go back into formal education; you lose your study skills; universities don't like it if you don't use your time constructively; it can be difficult and uncomfortable.

HOMEWORK

Assign students page 76 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 8

>>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting for homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p111

Past simple – negative

- 1 Students look at the sentences and decide if they are correct. If not, ask students to correct them.

Answers

- 1 My mum didn't work in an office when she was young.
- 2 My dad didn't go to work yesterday.
- 3 correct
- 4 correct
- 5 She didn't like her old job but she likes her new one.
- 6 Today people don't usually work seven days a week.
- 7 My friend didn't know all the answers.

Past simple – question forms

- 2 Students write the questions in the past simple.

Answers

- 1 Where did you watch the film last night?
- 2 Who did they go out with last weekend?
- 3 Why did your friend study last Saturday?
- 4 What time did you get up this morning?
- 5 When did your first class start this morning?

Past simple – question forms and short answers

- 3 Students look at the information about what people did yesterday. Ask them to use the prompts to write Yes/No questions and short answers.

Answers

- 1 Q: Did Lee walk to school?
A: Yes, he did.
- 2 Q: Did Kate and Amy work?
A: No, they didn't.
- 3 Q: Did Max and Luke watch a film?
A: Yes, they did.
- 4 Q: Did Lily go shopping?
A: No, she didn't.

Vocabulary revision p111

JOBS

- 1 Students look at the objects and name the jobs.

Answers

- 1 chef 2 nurse 3 hairdresser 4 shop assistant
5 builder 6 mechanic 7 waiter

PERSONAL QUALITIES

- 2 Students write the adjectives.

Answers

- 1 kind 2 cheerful 3 clever 4 calm 5 creative
6 hard-working 7 friendly

ADJECTIVES TO DESCRIBE JOBS

- 3 Students match the correct halves of the words to make adjectives describing jobs. Remind them they can use the words in column B more than once.

Answers

- 1 full-time 2 indoor 3 outdoor 4 part-time
5 unskilled/unpaid 6 well-paid

HOMEWORK

Assign students page 77 in their Workbook or the relevant sections of the Online Workbook.

Reading p112



TIP FOR READING EXAMS

Students read the tip for activities where you match people and information. Ask them to look at Exam Success on page 153 for more ideas.

- In pairs, students discuss what the good and bad things about being a young sports star are. Elicit answers from students around the class.
- READING** Ask students to read the text to find out if they talk about any of the students ideas in exercise 1. Elicit ideas from students around the class.

Answers

Good: get to do what they are good at; win medals and competitions; meet famous athletes; compete in the Olympics

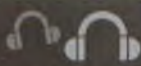
Bad: no time for friends or a social life; may have to move or live away from their family

- Ask students to read the text and say if the information is about Dina Asher-Smith (DA), Rebecca Tunney (RT) or both (B). Remind them to check for the answers in both texts. Check their answers.

Answers

1 B 2 DA 3 RT 4 RT 5 DA 6 B 7 DA 8 DA

Listening p112



TIP FOR LISTENING EXAMS

Students read the tip on how to improve their performance in a listening exam. Ask them to turn to Exam Success on page 152 for more ideas.

- LISTENING** 80 Tell students that it was Alex's first day at work yesterday. Explain that he worked as an actor in a studio and he filmed an advert. Play the track for students to listen and answer the questions. Elicit answers. See p172 for the audioscript for this exercise.

Answers

- two dogs
- a long black coat and boots
- Actors spend a long time just waiting and waiting.

- 80** Play the track again for students to listen for what Alex did at each time. Ask students to write a letter (a-h) next to the times (1-5). Play the track twice if necessary. Remind them there are eight letters but only five times. Check their answers.

Answers

1 b 2 g 3 c 4 a 5 e

- SPEAKING** What about you? Ask students to discuss the questions in pairs or small groups.

Writing p113



TIP FOR WRITING EXAMS

Elicit from students what tense(s) they should be using when they write a story. Ask students to read the tip to compare their ideas and then look at Exam Success on page 152 for more tips.

- SPEAKING** In pairs, students discuss what they can see in the pictures. Elicit ideas in open class.

8a Refer students to the start of the story.

8b Ask students to continue the story. Remind them to use the past tense and some of the words from the boxes.

8c When they have finished, ask students to check their story or swap texts and correct a partner's story. Ask them to count up how many words from exercise 8b they used.

Model text

Last week Ryan started his first job. The job was as a chef at a very important restaurant. On the first day there was a lot of work! The chef worked very fast and there were lots of orders. It was very hot in the kitchen. Ryan didn't see the name of a container and put salt over some ice cream. Next two people spoke to the waiter. They were unhappy about the dessert because it was salty. After that, the angry waiter took the ice cream back to the kitchen and complained to the boss. In the end, Ryan spoke to the boss. The boss said it was his first day, but it is always important to read the label.

Speaking p113



TIP FOR SPEAKING EXAMS

Students read the tip about what to do in a speaking exam and turn to Exam Success on page 153 for more ideas.

- Ask students to look at the questions and think about the answers. Remind them that they need to give an extended response to the questions 'Tell me about ...'.
- In pairs, students take it in turns to ask and answer the questions in exercise 9.

HOMEWORK

Assign students pages 78-79 in their Workbook or the relevant sections of the Online Workbook.

- Ask students to read the 'can do' statements and reflect on their own ability. Students mark from 1-4 how well they can do each thing in English.
- Ask students to look at their marks and decide what they need to do to improve. Elicit ideas from students around the class.

9 Mother nature

KEY LEARNING OUTCOMES

CEF

Students will be able to:


- compare animals, people and things using comparative and superlative adjectives
- talk about experiences in the past using the present perfect with *ever/never*
- talk about different animals and parts of the body
- talk about the geographical features of their country
- use expressions to agree or disagree with others
- write a simple blog post

UNIT OVERVIEW

	Animals and insects Parts of the body
Vocabulary	
	The animal Olympics CRITICAL THINKING Respecting animals
Reading	
	Comparative adjectives
Grammar in context	
	Geographical features
Vocabulary	
	The world around you: Reducing pollution
Life skills	
	A great explorer
Listening	
	Superlative adjectives Present perfect with <i>ever</i> and <i>never</i>
Grammar in context	
	Agreeing and disagreeing
Developing speaking	
	A blog post
Developing writing	
	Reading: Multiple-choice Listening: Completing sentences
Exam success	

DIGITAL OVERVIEW

Presentation Kit

- Flipped classroom video Unit 9: Comparative adjectives
- Life skills video Unit 9: Reducing pollution
-  Vocabulary tool: Animals and insects; Parts of the body; Geographical features
- Interactive versions of Student's Book activities
- Integrated audio and answer key for all activities
- Workbook pages with answer key

Teacher's Resource Centre

- Flipped classroom video Unit 9: Comparative adjectives
- Life skills video Unit 9: Reducing pollution
- Grammar communication activity Unit 9: Check the facts
- Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 9
 - Flipped classroom video worksheet Unit 9: Comparative adjectives
 - Literature worksheet Units 9 and 10
 - Culture worksheet Unit 9
 - Life skills video worksheet Unit 9
 - Everyday English worksheet Unit 9

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–9
- Printable tests Unit 9 and Review (Units 7–9)
- Gateway to exams Units 9 and 10 (end of Unit 10)

Vocabulary p114



Talking about different animals and insects and parts of the body

FAST TRACK

You could ask students to do exercises 2 and 4 at home so that less confident students are prepared for these activities.

WARMER

Ask students to look at the unit title *Mother nature* and describe the photos in the images. Point out to students that *Mother nature* is sometimes called *Mother Earth* and it is used to describe the force that controls the weather and all living things. Ask students to brainstorm what they think the unit is going to be about (the environment, animals and insects, pollution, etc.).

Animals and insects

- In pairs, ask students to think of the name of an animal or insect for each letter of the alphabet. Remind students that if they can't think of a word, they can omit the letter and continue. Elicit answers from pairs around the class and ask what they know about the different animals and insects.

Suggested answers

alligator, bear, cat, dolphin, elephant, fish, giraffe, hippo, iguana, jellyfish, kangaroo, lion, monkey, newt, owl, penguin, queen bee, rabbit, seal, tiger, unicorn, viper, whale, yak, zebra

- Ask students to match the words in the box to the photos. Check their answers.

Answers

- 1 cheetah 2 antelope 3 whale 4 penguin 5 frog
- 6 kangaroo 7 rhinoceros/rhino 8 beetle
- 3 81 Play the track for students to listen and repeat the words. See p172 for the audioscript for this exercise.

+ EXTRA ACTIVITY

Ask students to decide on the stress pattern in the words (underlined in the answers above).

Parts of the body

- Ask students to put the words in order to make parts of the face. Check their answers.

Answers

- 1 ear 2 eye 3 hair 4 mouth 5 nose 6 teeth
- 5 Refer students to the photo of an aye-aye, a type of lemur from Madagascar. In pairs, students talk about the aye-aye using the words in the box. Draw students' attention to the model dialogue. Remind them to use their dictionaries if necessary. Remind students that the plural is sometimes formed by changing the vowel

sound of the singular word: *foot/feet*, *tooth/teeth*. Drill the pronunciation of *stomach* /'stʌmək/.

- 6 LISTENING 82 Play the track for students to listen to the descriptions and decide which of the animals and insects in exercise 2 they describe. Check their answers and elicit the key words that helped them decide on their answers. See p172 for the audioscript for this exercise.

Answers

- 1 antelope (two horns) 2 kangaroo (strong legs, jump)
- 3 beetle (small, black, wings, horns)

- 7a Individually, students think of three animals or insects and prepare a description of them using the parts of the body in exercise 5. Walk around the class, monitoring students and helping them if necessary.

- 7b SPEAKING Divide the class into small groups. Ask students to take turns to describe their animals or insects for the other people in the group to identify. Remind students not to say the name of the animal. Round off this activity by asking students to read out their descriptions in open class for others to guess.

+ EXTRA ACTIVITY

Students can find out interesting facts for the five other animals in exercise 2 not mentioned in the listening (cheetah, whale, penguin, frog, rhino) and share them with the class, either orally or by preparing a poster/piece of writing.

HOMEWORK

Assign students page 80 in their Workbook or the relevant sections of the Online Workbook.

Reading p115



Understanding a simple text about animals

FAST TRACK

You could ask students to do exercises 1, 2 and 3 at home and spend more time on the communicative activities in class.

WARMER

Write four words related to animals, insects or parts of the body on the board – three that have something in common and one 'odd one out'. In pairs, ask students to say which word is the odd one out and to say why. Elicit answers from different pairs around the class. Students can then write a similar odd-one-out using vocabulary from the previous lesson to test their partner.

ear, mouth, nose, horn (horn – all the others you can find on a human face)

kangaroo, antelope, penguin, rhino (penguin – it's the only bird)

frog, whale, cheetah, beetle (beetle – it's the only insect)

- 1 In pairs, ask students to look at the photos and the title of the text and say what they think the text is going to be about. Elicit ideas from around the class.

TEACHER DEVELOPMENT: STUDENT TRAINING

Text titles

Remind students that text titles often give you a summary or description of the text. It is therefore useful to look at them before reading the text to try to work out what the text might be about. Titles may also include key words that appear in the text.

- 2 **READING** Set a time limit of two minutes for students to read the text to check their ideas in exercise 1. Ask students if they were right.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Setting time limits

Setting short time limits helps to focus on the general meaning of a text, without getting stuck on difficult vocabulary. Students can train themselves to scan a text and pick out the important words. Set a two-minute (or an even shorter!) time limit, say *Go* and then start timing. Say *Stop*. Ask students to write down all the words they can remember. Elicit the key words from the class and write them on the board and discuss the general idea of the text.

- ✓ **EXAM SUCCESS** Students discuss why it is useful to give yourself a time limit the first time you read a text. Tell them to turn to page 153 (Reading: Multiple choice) to compare their ideas and read other tips.

- 3 Ask students to read the text again and choose the correct answer, a, b or c. Give students time to compare in pairs before you check their answers in open class. Elicit how they decided on their answers.

Answers

1 b 2 c 3 b 4 a 5 a

- 4 **CRITICAL THINKING** Individually, students think if the text can help people respect animals more and reflect on why or why not. In a less confident class, ask students to make notes before they compare their ideas with the rest of the class.

Example answer

I think it helps people respect animals more because you understand how animals can be more amazing than humans. We think we are more intelligent and better in every way, but many animals and insects are better than humans in many ways.

- 5 Ask students to look at the underlined words in the text and guess their meaning. Encourage students to then check in their dictionaries.

Answers

compete: to try to be more successful than others

alive: living

speed: the rate at which someone or something moves

hunters: people who chase and kill wild animals

lift: move to a higher position

holes: spaces in the ground

dive: jump into water

length: a measurement of how long something is in size

floors: levels in buildings

- 6 **SPEAKING What about you?** Divide the class into pairs or small groups and ask them to discuss which piece of information was the most surprising and if they know any other surprising facts about animals or insects. Elicit some answers from different pairs/groups and discuss in open class.

HOMEWORK

Assign students page 81 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp116-117



Comparing animals using comparative adjectives

FAST TRACK

You could ask students to do exercises 1 and 2 at home. You could then check their answers and do the other activities in class.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Comparative adjectives

- 1a Ask students to look at the sentences and match the comparative adjectives (in blue) with a normal adjective (1-7). Check their answers.

Answers

a 2 b 6 c 7 d 1, 4 e 5 f 3

- 1b Elicit from students what word comes after comparative adjectives.

Answer

than

- 2a** Ask students to look at the table and put the adjectives and comparative adjectives from exercise 1a in the correct section (1–5).

Answers

Adjective	Comparative adjective	Rule
(1) hard, small, fast, strong	harder, smaller, faster, stronger	One-syllable adjectives – add -er.
(2) fat, thin, big	fatter, thinner, bigger	One-syllable adjectives ending in one vowel and one consonant, – double the consonant and add -er.
(3) easy, silly, heavy	easier, sillier, heavier	Two-syllable adjectives ending in -y – omit -y and add -ier.
(4) beautiful, interesting, powerful	more beautiful, more interesting, more powerful	Adjectives with two syllables or more – put <i>more</i> before the adjective.
(5) bad, far, good	worse, farther, further, better	Irregular

- 2b** Ask students to write the number of where the adjectives go in the table and write the comparative form of each adjective on the line. Draw students' attention to the example.

Answers

- 2** kinder (1) **3** friendlier (3) **4** more dangerous (4)
5 older (1) **6** fitter (2) **7** quicker (1)
8 shorter (1)

TEACHER DEVELOPMENT: LANGUAGE

Comparative adjectives

Explain to students that we usually use the comparative form when we are speaking about two different things and we want to show a difference between them. The comparative adjective is usually followed by *than*. Point out that, in spoken English, people aren't always strict about the rules in section 3. With some two-syllable adjectives, *more* + adjective is preferred to adjective + *-er*, e.g. *more clever* vs. *cleverer*, *more friendly* vs. *friendlier*, etc. This is usually because the *more* + adjective form is easier to pronounce. Students should, however, follow the rules in their written English.

- 3** Ask students to correct the mistakes in each sentence and write the sentence correctly. You could elicit a mistake in open class as an example for this exercise. Check their answers.

Answers

- 1** African elephants are stronger than humans.
2 Humans are more intelligent than other mammals.
3 Dogs are often friendlier than cats.
4 Cheetahs are thinner than rhinos.
5 I think beetles are worse than frogs.
6 Rhinos are bigger than antelopes.
7 I think animals are more amazing than humans.

>>> FAST FINISHERS

In pairs, students take it in turns to say an adjective from the table for their partner to say the comparative form.

- 4** Elicit the names of the most dangerous animals in the sea and ask students what they know about a fish called the piranha. Ask students to read the text and tell you a few facts about them. Then ask them to complete the text with the comparative form of the adjectives given. Check their answers.

Answers

- a** smaller **b** more dangerous **c** drier **d** worse
e hungrier **f** more aggressive **g** more careful
h better

- 5a** Divide the class into groups of three. Ask students to look at the photos and write as many sentences as possible comparing the different animals. Remind them to use the comparative form of the adjectives in the box or any other adjectives they like. Set a five-minute time limit.

Suggested answers

Dogs are smaller than whales.
 Dolphins are more intelligent than tarantulas.
 Whales are heavier than dolphins.
 Elephants are bigger than snakes.
 Dogs are friendlier than tarantulas.

- 5b** Ask students to count their sentences to see who has more. Ask the winning group to read out their sentences. You could ask them to come up and write them on the board to check spelling. Ask students from other groups if their answers are similar and elicit similar or different sentences.
- 6a** Ask students to make sentences comparing the two things, giving their own true opinion. Remind students that they can use any comparative adjectives, but they cannot use the same adjective twice.
- 6b SPEAKING** In pairs, students take turns to compare their sentences. Walk around and monitor students, helping them if necessary. Draw students' attention to the model dialogue.

EXTRA ACTIVITY

Play **Twenty questions**. Students have to guess the animal by asking a volunteer 20 Yes/No type questions. Ask a volunteer student to think of an animal and sit at the front of the class. The other students take it in turns to ask Yes/No questions in order to guess what it is. When a student correctly guesses the name of the animal, he or she comes to sit at the front of the class. A yes response earns the questioner another chance to ask another question.

Refer students to the Grammar reference on page 124 if necessary.

HOMEWORK

Assign students page 82 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p117

Describing geographical features


FAST TRACK

Ask students to do exercise 1 at home.

V Geographical features

- 1 In pairs, students match the photos with some of the words. Elicit answers in open class.

Suggested answers

- 1 island 2 waterfall 3 forest 4 desert 5 beach 6 lake
- 2  83 Play the track for students to listen and repeat. Drill the pronunciation of *desert* (dez-ert) – a dry arid region, and highlight the stress on the first syllable. Contrast this with *dessert* as (di-zurt), the sweet treat. See p172 for the audioscript for this exercise.
- 3 Divide the class into small groups. Ask them to do the Geography quiz to see if they know what all the geographical features are. Draw their attention to the example. Tell students to go to page 154 to check their answers.

Answers

- 2 a lake 3 a mountain 4 a forest 5 a waterfall 6 a river 7 an island 8 a desert 9 a beach
- 4a Individually, ask students to think of a different example of each geographical feature in their country or in any other.
- 4b **SPEAKING** In pairs, ask students to take it in turns to say their examples for their partner to guess the type of geographical feature. Draw students' attention to the model dialogue.

HOMEWORK

Assign students page 83 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp118–119



Reducing pollution

To learn about pollution caused by plastic, to think about how we can reduce pollution caused by plastic and to make an action plan to reduce pollution from plastic

FAST TRACK

You could ask students to do exercises 1, 2 and 3 for homework in preparation for the lesson.

BACKGROUND INFORMATION

The Great Pacific Garbage Patch

The Great Pacific Garbage Patch is an area of rubbish in the north Pacific Ocean. Its exact area is unknown, but scientists say that it could be as big as up to 15,000,000 km². The Patch is made up of plastics, chemicals and other rubbish that has been trapped by currents and is now floating in the water. The Patch has had a terrible impact on marine life. Some of the plastic has ended up inside birds, animals and their young, and many of these fish are then eaten by humans, meaning humans are eating chemicals. Research has shown that the rubbish affects at least 267 species worldwide. Efforts are now being made to clean up the Patch, but the process will be long and educating people about the effect the Patch is having is of great importance.

WARMER


Play **Snowman** with the word **ENVIRONMENT**. Draw 11 spaces on the board and ask students to choose letters from the alphabet to try and complete the word. If they guess correctly, fill in the blank with that letter(s) in the right place(s). If the word does not contain the suggested letter, draw one element of a snowman. The objective is to guess the word before the snowman is complete (about ten steps). You could give students a tip at the end of the game. Elicit the meaning and drill the pronunciation: /ɪn'vaɪrənmənt/. In pairs, ask students to brainstorm as many causes, problems and solutions connected with this topic. Ask students to turn to Key concepts on page 118 to check the meaning of other key words related to this lesson.

- 1 In pairs, students say what they can see in the photos. Elicit answers in open class.
- 2 In pairs students discuss if they think the statements are true or false. Encourage them to guess if they don't know the answers.
- 3 **READING** Ask students to read the text and check their answers in exercise 2. Ask students to say why if a statement is false.

Answers

- 1 T
 - 2 T
 - 3 F Scientists think that about 20% of the plastic in the oceans comes from ships or platforms in the sea.
 - 4 F Most plastic is not biodegradable. It stays in the sea for hundreds of years.
 - 5 T
 - 6 F It isn't just a problem in the Pacific.
- 4 Ask students to read the text again and say why the numbers and places appear. Check their answers in open class.

Answers

- 1 17 kilos of plastic were found in a whale's stomach near the south of Spain.
 - 2 Scientists collected 750,000 pieces of plastic in one square kilometre.
 - 3 The Great Pacific Garbage Patch is more or less the size of Texas.
 - 4 90% of the rubbish in oceans is plastic.
 - 5 Plastic stays in the sea for hundreds of years.
 - 6 20% of the plastic in the oceans comes from ships or platforms in the sea.
- 5 **SPEAKING** In pairs, students discuss the three questions. In a less confident class, ask students to note down their answers first. Elicit answers from different students around the class.
- 6  **LISTENING** 84 Tell students they are going to watch or listen to a podcast made by a student. Ask students to listen for how she answers the questions in exercise 5. Ask students to compare in pairs before you elicit answers from different students around the class. See pp172–173 for the videoscript/audioscript for this exercise.

Answers

- 1 She thinks it's a really big and important problem.
 - 2 Don't take plastic bags in supermarkets! Don't buy drinks in plastic bottles. Drink normal water if you can. Don't buy all of your food in plastic.
 - 3 If you need to use plastic and plastic bags, try to use biodegradable plastic.
- 7a  84 In pairs, students try to remember Charlotte's five ideas to stop using so much plastic. Ask them to make a list as in the example. Play the video or track again if necessary. Elicit answers in open class.

Answers

- 2 Don't buy drinks in plastic bottles.
 - 3 Drink normal water if you can.
 - 4 Don't buy all of your food in plastic.
 - 5 If you need to use plastic and plastic bags, try to use biodegradable plastic.
- 7b Ask students to add other ideas of their own to the list.

Suggested answers

Stop using plastic straws.
 Give up gum. Gum is made of a type of plastic.
 Buy boxes instead of bottles.
 Purchase food, like cereal, pasta and rice from bulk bins and fill a reusable bag or container. You save money and unnecessary packaging.
 Reuse containers.
 Pack your lunch in reusable containers and bags.

+ EXTRA ACTIVITY

Write the following sentences on the board and ask students to find ten mistakes and correct them. Play the video or audio track again if necessary.

Supermarkets in England gave more than eight billion plastic bags to shoppers last year.
Buy plastic bottles if possible.
It's much easier to recycle plastic than glass.
Normal water usually comes in glass bottles.
Experts think that the water in plastic bottles is bad for us when the bottle is cold.
Mineral water is less expensive than normal water.
When your water isn't so clean, buy it.
Paper isn't so good for the environment. You can't recycle it easily.

Answers

Supermarkets in England gave more than **seven** billion plastic bags to shoppers last year.
 Buy **glass** bottles if possible.
 It's much easier to recycle **glass** than **plastic**.
Mineral water usually comes in **plastic** bottles.
 Experts think that the water in plastic bottles is bad for us when the bottle is **warm**.
 Mineral water is **more** expensive than normal water.
 When your water isn't so clean, **use a water filter**.
 Paper isn't so **bad** for the environment. You **can** recycle it easily.

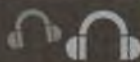
LIFE TASK



Divide the class into groups. Ask students to follow the plan:

- **Step 1**
Students decide on the top five things they can do to stop using so much plastic. Refer them to the ideas given in exercise 7a and their ideas in exercise 7b, as well as ideas on the Internet.
- **Step 2**
Students make a poster to explain and illustrate their top five ideas.
- **Step 3**
Students exhibit their posters in the classroom. Encourage students to walk round and look at each other's posters. They could vote on the best poster.
- **Step 4**
Encourage students to do the things on their poster. After a month, students evaluate the difference they are making to the environment.

Listening p120



Understanding a spoken text about a great explorer

WARMER

Write this table on the board. In pairs, ask students to make five correct sentences in the past simple about famous explorers. Set a time limit of four minutes. The first pair to finish shouts **Stop!** Check their answers. Ask students if they know the names of any other famous explorers.

Sir Edmund Hillary	fly	on the moon
John Alcock and Arthur Brown	climb	Everest
Marco Polo	walk	the South Pole
Neil Armstrong	reach	China
Roald Amundsen	explore	the first non-stop flight across the Atlantic Ocean

Answers

Sir Edmund Hillary climbed Everest.
John Alcock and Arthur Brown flew the first non-stop flight across the Atlantic Ocean.
Marco Polo explored China.
Neil Armstrong walked on the moon.
Roald Amundsen reached the South Pole.

- In pairs, students look at the photo and answer the questions. Discuss students' answers in open class.
- Ask students to look at the sentences about the man in the photo, Sir Ranulph Fiennes and say what words or types of words they think are missing.

Answers

1 age 2 year 3 year 4 place 5 place 6 verb
7 number 8 number 9 number 10 number
11 number 12 type of film

- LISTENING** 85 Play the track for students to listen and complete the sentences with one or two words, or a number. Have students compare in pairs before you check their answers in open class. See p173 for the audioscript for this exercise.

Answers

1 65 2 1979 3 1982 4 South Pole 5 North Pole
6 walked 7 7/seven 8 7/seven
9 7/seven 10 million 11 20 12 James Bond

✓ **EXAM SUCCESS** Students read about completing sentences in listening activities and say if it is a good idea to put four or five words in each space and say why or why not. Ask students if they think that spelling is important in this type of exercise. Tell them to turn to page 153 (Listening: Completing sentences) to compare their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

Spelling in listening exams

In many official examinations, spelling matters not just in the writing paper but in listening and reading, too. If a word is misspelled, students may not get a mark. Students need to test themselves on spelling: look at the words, cover them, write them and check them. Repetition is an important part of language learning. Teach students to look for spelling patterns, combinations of letters and common endings for nouns, verbs and adjectives. Good spellers are often good readers; you get used to 'seeing' the right spelling of a word without having to learn it if you read a lot in English.

- SPEAKING What about you?** In pairs, students discuss which of Sir Ranulph Fiennes's adventures they think was the most difficult and say why. Ask students to compare their answers in open class.

HOMEWORK

Assign students page 83 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp120-121



Talking about people and things using superlative adjectives and talking about experiences using the present perfect with **ever** and **never**

FAST TRACK

Students could do exercises 1 and 2 at home. Start the class on exercise 3.

Test before you teach

In pairs, ask students to make sentences ending in ... *in the world*. for these record-breaking animals and insects.
cheetah/fast
giraffe/tall

mosquito/deadly

golden poison dart frog/poisonous

Monitor to see if they are familiar with superlative adjectives. If they know how to form superlative adjectives, you could go quickly through exercises 1 and 2 in open class.

Superlative adjectives

1a Refer students to the sentences and the superlative adjectives in blue. Ask them to match each superlative adjective with a normal adjective (1–7). Check their answers.

Answers

a 6 **b** 7 **c** 2, 3 **d** 1 **e** 5 **f** 4

1b Elicit which word comes before the superlative adjectives.

Answers

the

1c Refer students to sentences a, b and f and ask them if we use the preposition *in* or *of* with the superlative.

Answers

in

TEACHER DEVELOPMENT: LANGUAGE

Superlative adjectives

Explain to students that we usually use the superlative form when speaking about three or more objects to show which object stands out in some way from the others, e.g. the person who is taller than the other people is the tallest person. We always use 'the' before a superlative and, unlike the comparative, we do not use 'than' after it.

2a Students look at the table and put the adjectives and superlative adjectives from exercise 1a in the correct section (1–5). Check their answers.

Answers

Adjective	Superlative adjective	Rule
(1) hard, fast, great, high	the hardest, the fastest, the greatest, the highest	One-syllable adjectives – add -est.
(2) fat, thin, big	the fattest, the thinnest, the biggest	One-syllable adjectives ending in one vowel and one consonant – double the consonant and add -est.
(3) happy, silly, easy	the happiest, the silliest, the easiest	Two-syllable adjectives ending in -y – omit -y and add -iest.

(4) beautiful, interesting, difficult	the most beautiful, the most interesting, the most difficult	Adjectives with two syllables or more – put the most before the adjective.
(5) far, bad, good	the farthest, the furthest, the worst, the best	Irregular.

2b Elicit from students where the adjectives go in the table and ask them to write the superlative form of each adjective. Draw students' attention to the example.

Answers

2 the shortest (1) **3** the most interesting (4)
4 the funniest (3) **5** the smallest (1) **6** the hottest (2)


3a Ask students to choose the correct alternative.

Answers

1 best **2** more **3** worst **4** most **5** easier **6** in
7 biggest

3b SPEAKING In pairs, students discuss what they think of the statements in exercise 3a. Draw students' attention to the model dialogue. Elicit opinions from different students around the class.

4a Ask students to complete the sentences with the superlative form of the adjectives given and decide on the place. When they have finished, ask them to turn to page 154 to check their answers.

4b  **86** Play the track for students to listen and check their answers. See p173 for the audioscript for this exercise.

Answers

1 The Sahara, largest, most famous
2 China, most populated
3 The Nile, longest
4 Angel Falls, highest
5 Lake Baikal, deepest
6 Galapagos, best
7 hottest, Death (Valley), driest

EXTRA ACTIVITY

Tell the students not to look at their books for exercise 4b and play the track. Ask them to count the number of words in each sentence. This technique helps students recognise the importance of word stress and raises awareness of weak forms. Ask them to practise saying them in time with the track.

Present perfect with ever and never

- 5 Ask students to look at the sentences and choose the correct alternative. Elicit that we use the present perfect with *ever* and *never* to talk about events that have happened at some point in our lives. *Ever* is used in questions and *never* is used with affirmative verbs.

Answers

- 1 don't say 2 have 3 any 4 no

TEACHER DEVELOPMENT: LANGUAGE

Contractions

Draw attention to the contracted form of *has*: 's, which is for the third person form. Point out that, although this is the same as the contraction for *is*, the context will always help them work out which verb is being contracted. Explain that we do not use the contracted form in short answers.

- 6 Ask students to match the verbs and the past participles. Draw attention to the irregular verbs (*see, be, run, swim*). Refer students to the irregular verb list on page 158.

Answers

- 1 seen 2 walked 3 been 4 run 5 climbed
6 jumped 7 swim

- 7a Ask students to put the verbs in the correct form of the present perfect.

Answers

- 1 Have, swum 2 Have, walked 3 Has, climbed
4 Have, seen 5 Has, run 6 Have, been

- 7b **SPEAKING** In pairs, students take it in turns to ask and answer the questions in exercise 7a. Refer students to the model dialogue for the correct short answers.

EXTRA ACTIVITY

Ask students to think of some things they have done in their life. Ask them to write four sentences in the present perfect about things they have done. Encourage them to think of things that only they have done in the class, e.g. *I've been to China.*, *I've swum in a lake.*, *I've run in a half-marathon.* Divide the class into small groups and ask the students to take turns to say a sentence in the present perfect. They win a point if they have done something that no one else in the class has done.

Refer students to the Grammar reference on page 124 if necessary.

HOMEWORK

Assign students page 84 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p122

Using expressions to agree or disagree with others

FAST TRACK

You could set exercise 1 for students to prepare at home and come to class to talk about.

WARMER

Play *Hot seat* to start the class. Divide the class into two teams: A and B. A volunteer from Team A sits with their back to the board. Write the name of an animal on the board. Team A defines the animal in 30 seconds for their team member to guess. Play then passes to Team B. Each time a team member guesses an animal correctly within one minute, their team wins a point. The team with the most points at the end of the game wins.

Agreeing and disagreeing

- 1 **SPEAKING** In pairs, students discuss their opinion of the animals in the photos. Draw students' attention to the model dialogue. Elicit some opinions from students around the class.

- 2a **SPEAKING** In pairs, students discuss which pets in exercise 1 are good or bad for Mrs Henderson, an older lady who lives alone. Elicit some ideas from students in open class.

- 2b **LISTENING** 87 Play the track for students to listen to two people, Evelyn and Miles, talking about the different animals in exercise 1. Ask them to note down which two pets they think are best for Mrs Henderson and which two pets are worst. Elicit answers and ask students if the two people had ideas that were similar to theirs. See p173 for the audioscript for this exercise.

Answers

The two best are the cat and the goldfish.
The worst are the snake and the turtle.

- 3 Refer students to the expressions in the Speaking bank. In pairs, ask them to use different expressions to give their true opinion of the things that Evelyn and Miles say in (1–8).

TEACHER DEVELOPMENT: STUDENT TRAINING

Agreeing and disagreeing

Developing students' ability to express and defend opinions and arguments is a key language skill often tested in oral examinations. Knowing how to disagree is important for many types of interaction, such as problem-solving and decision-making. However, disagreeing can be confrontational. We often use the phrase *I'm afraid* to head the phrase *I don't agree/disagree* because it sounds more polite and less direct. You can also agree but with reservation, especially when you doubt or feel you can't accept something completely (*That's true, but/I agree, but/It depends ...*).

- 4 **SPEAKING** Refer students to the different statements (1–5). In pairs, students take turns to say if they agree or disagree with them and give reasons. Walk around, monitoring and helping students with language if necessary.

PRACTICE MAKES PERFECT

- 5a Ask students to name the animals in the pictures (dog, cow, horse, gorilla, camel). Individually, ask students to think of reasons why each one is useful to humans and make notes.
- 5b **SPEAKING** Divide the class into small groups. Ask students to talk about the animals and put them in order from the most useful to the least useful. Remind them to use expressions in the Speaking bank to agree and disagree with other opinions.

Model dialogue

- A: What do you think about a dog? Is it useful for humans?
- B: I think a dog can be a good friend. And they also keep you fit because they need to go for walks.
- C: I agree. And they can protect you. But what about cows? Are they useful for humans?
- A: Yes, they are. We eat their meat and drink their milk. In many countries in the world they are really important for humans.
- B: That's true. But horses are also very useful. Humans can ride them and they can transport things. How do you feel about horses?
- C: I don't agree with you. They're difficult to look after, and they're not very useful.
- A: I agree. A cow is better than a horse because it's more useful.
- B: And what about a camel? A camel is better than a cow and a horse because you can use it for transport and it gives milk.
- C: That's true, but horses are more beautiful than camels. And you can't find camels in many countries.
- A: You're right. So what do we think is the most useful animal?
- C: I think the most useful animal is the cow, then camel, then dog, then horse and then gorilla.
- A: Yes, I agree.
- B: I think you're right, but I think a camel is more useful than a cow.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Buzz groups

Divide the class into 'buzz groups', of no more than six students. Tell them that their task is to arrive at a group agreement. Each group names a spokesperson to inform the rest of the groups about the results of the discussion of their group (this role is good for a less confident student). Acknowledge each group's input and try to arrive at a whole-class consensus.

HOMEWORK

Assign students page 85 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p123

Writing a simple blog post

>>> FAST TRACK

You could set exercises 1 and 2, or alternatively, the writing task in exercises 5 and 6 as homework.

WARMER

Play **Grammar auction**. Write ten sentences with mistakes students have made in the target language in this unit and five correct sentences on the board, e.g.

I am not agree with you.

He have never been to China.

She is the more intelligent student in the class.

He is taller that his cousin.

Divide your students into small groups and allocate each group £1,000. Ask them to write on a piece of paper which sentences are correct and to correct the sentences with mistakes in them. Ask them to bet a certain amount of their money on each sentence so that they 'spend' their £1,000 and write it next to each sentence. Explain that, for each sentence they get right (they have successfully corrected it or it was already correct), they will win double what they bet. If they are wrong, they lose what they bet. Ask the groups to swap their pieces of paper and go through the sentences with the class, eliciting corrections. Students total the money won and lost as the feedback proceeds. The group with the most money at the end is the winner (you may want to give them a small prize, like some sweets).

A blog post

- 1 **SPEAKING** In pairs, ask students what type of places they think are good for school excursions. Elicit ideas in open class.
- 2 **READING** Ask students to read Beth's blog and answer the questions. Tell them not to worry about the order of the paragraphs at this time. Elicit answers from different students around the class.

Answers

- 1 The Eden Project in the South of England, an indoor rainforest.
- 2 Yes. She thought it was incredible.
- 3 She went on the aerial walkway. She had a guide who told her all about the rainforest. She walked above the rainforest and took some photos.

3a Ask students to put the three paragraphs in order. Check their answers.

Answers

- 1 C 2 B 3 A

3b Ask students to match the paragraphs to the content summary (1–3). Check their answers.

Answers

- 1 B 2 C 3 A

4a Ask students to note down the different tenses they can find in the blog and an example sentence for each one. Draw students' attention to the example.

Suggested answers

Present simple: *The rainforest is an amazing place ...*

Present continuous: *At the moment we're studying tropical rainforests.*

Past simple: *Yesterday was a really great day!*

Present perfect: *I've seen some unusual places, ...*

4b Ask students to read the information in the Writing bank and check that they have an example sentence from the blog for each tense.

5 Ask students to think about a day they went somewhere interesting, for example on a school excursion. Ask them to make notes using the questions to help them. Walk around, helping students if necessary.

TEACHER DEVELOPMENT: STUDENT TRAINING

Writing a plan

Explain to students that writing a plan before they start writing can help them to formulate ideas and structure their text in a logical and appropriate way. A plan is a reminder of what will go into the final text and in what order. It shouldn't have too much detail – students should only note down key words and phrases. The plan can take the form of a list, a spider diagram, a flow chart or bullet points.

PRACTICE MAKES PERFECT

6 Ask students to use their notes in exercise 5 to write a blog post about their day out. Remind them to use Beth's blog as a model and think carefully about the tenses they use and why they are using them. Encourage them to use the information in the Writing bank to help them and to follow the advice in the Writing bank on page 157.

Model text

10th July

A visit to Woburn Safari Park

Yesterday was a fantastic day. We are studying animals at school at the moment. So yesterday our biology teacher took us to Woburn Safari Park to see some.

We had a special guide. He told us all about the safari park. He told us to be careful. We couldn't leave the bus and we had to keep the windows closed. It was very exciting but quite scary sometimes!

We saw lots of animals that I've never seen before. For example, we saw lions, giraffes, zebras, rhinos. We also saw lots of snakes! Then we went to the visitor centre and the guide taught us about the environment and how important it is to protect it. It was very interesting to learn about animals and their environment. Here are some photos!

EXTRA ACTIVITY

Students swap blog posts and write comments at the bottom of the page. Remind students that comments are a great way to bring others into the conversation about a page or blog post. They allow you to remark on content, add important information or ask questions.

HOMEWORK

Assign students page 86 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 9

>>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting for homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p125

Comparative adjectives

- 1 Students look at the information and the adjective given. Ask them to write a true sentence using the comparative form of the adjective.

Answers

- 1 Brad is older than Sam.
- 2 Brazil is bigger than Argentina.
- 3 Chocolate is less expensive than caviar.
- 4 Fruit is better for you than chips.
- 5 Andrea is shorter than Lily.
- 6 Robin is worse at maths than Luke.
- 7 Mosquitoes are more dangerous than sharks.

Superlative adjectives

- 2 Students use the information to write true sentences using the superlative form of the adjectives given.

Answers

- 1 The hippo is the heaviest.
- 2 The tarantula is the smallest.
- 3 The hippo is the most dangerous.
- 4 The hippo is the biggest.
- 5 The tarantula is the slowest.
- 6 The cheetah is the fastest.
- 7 The hippo is the tallest.

Present perfect with ever and never

- 3 Students complete the dialogue.

Answers

- 1 Have 2 haven't 3 never 4 ever 5 hasn't
- 6 run

Vocabulary revision p125

ANIMALS AND INSECTS

- 1 Students name the animals or insects.

Answers

- 1 beetle 2 frog 3 rhino(ceros) 4 penguin 5 whale
- 6 kangaroo

PARTS OF THE BODY

- 2 Students name the parts of the body.

Answers

- 1 leg 2 toe 3 wing 4 finger 5 tail 6 neck
- 7 horn

GEOGRAPHICAL FEATURES

- 3 Students put the letters in order to make geographical features.

Answers

- 1 waterfall 2 desert 3 beach 4 river 5 mountain
- 6 island 7 forest

HOMEWORK

Assign students page 87 in their Workbook or the relevant sections of the Online Workbook.

10 Holiday planner

KEY LEARNING OUTCOMES

CEF


Students will be able to:

- talk about the future using *be going to*
- talk about things that are necessary, not necessary or a good idea using *must, have to, should* and *shouldn't*
- understand spoken and written texts about weather, holidays and transport
- make and reply to invitations
- write a short article about a holiday


UNIT OVERVIEW

 **Vocabulary**


The weather
Things to take on holiday

 **Reading**

Are long school holidays bad for you?
CRITICAL THINKING Evaluating the good and bad things about long school holidays

 **Grammar in context**

be going to
Prepositions of time

 **Vocabulary**


Types of transport

 **Life skills**


Art and culture: Learning through literature

 **Listening**


Visiting London

 **Grammar in context**


must, have to
should, shouldn't

 **Developing speaking**

Invitations
PRONUNCIATION Intonation in invitations or Yes/No questions

 **Developing writing**


An article

 **Exam success**

Use of English: Open cloze
Writing: Exam conditions

DIGITAL OVERVIEW

Presentation Kit

- ▶ **Flipped classroom video Unit 10:** Prepositions of time
- ▶ **Life skills video Unit 10:** Learning through literature
- ▶  **Vocabulary tool:** The weather; Things to take on holiday; Types of transport
- ▶ **Interactive versions of Student's Book activities**
- ▶ **Integrated audio and answer key for all activities**
- ▶ **Workbook pages with answer key**

Teacher's Resource Centre

- ▶ **Flipped classroom video Unit 10:** Prepositions of time
- ▶ **Life skills video Unit 10:** Learning through literature
- ▶ **Grammar communication activity Unit 10:** Me too! / Me neither!
- ▶ **Worksheets for this unit, including:**
 - Grammar Practice worksheet Unit 10
 - Flipped classroom video worksheet Unit 10: Prepositions of time
 - Literature worksheet Units 9 and 10
 - Culture worksheet Unit 10
 - Life skills video worksheet Unit 10
 - Everyday English worksheet Unit 10

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–10
- ▶ Printable tests Unit 10 and End-of-year
- ▶ Gateway to exams Units 9 and 10 (end of Unit 10)

Vocabulary p126

Talking about the weather and things to take on holiday

FAST TRACK

You could ask students to do exercise 4 at home so that less confident students are prepared for this activity.

WARMER

Ask students to look at the unit title *Holiday planner* and the images and say what they think the unit is going to be about (travel, transport, weather, things to take on holiday, places around the world, etc.). Elicit what they think a holiday planner is (a list or an app to make plans in advance for your holiday) and what things they think might be on this checklist. You could draw symbols on the board for the following words to give students ideas: *transport, hotel, travel insurance, visa requirements, vaccinations, currency, packing, passport, tickets*.

The weather

- 1 In pairs, ask students to use the phrases to talk about the photos. Remind them to use their dictionaries if necessary. Elicit answers from pairs around the class.

Answers

- 1 It's cloudy. It's snowing. It's cold.
- 2 It's cold. It's windy.
- 3 It's stormy. It's raining.
- 4 It's hot. It's sunny.

+ EXTRA ACTIVITY

Elicit weather adjectives and nouns from the words in the box in exercise 1, e.g. *rain – rainy, cloud – cloudy, sun – sunny, storm – stormy, wind – windy*.

TEACHER DEVELOPMENT: LANGUAGE

Word formation

Most weather adjectives are formed by adding *y* to the noun, e.g. *wind – windy*.

However, if the noun is one syllable and ends with a consonant – vowel – consonant pattern, e.g. *sun, fog* the final consonant is doubled when we add *y* to make the adjective, e.g. *sun – sunny, fog – foggy*. Words ending in *w* do not follow this pattern, e.g. *snow – snowy*.

- 2 88 Play the track for students to listen and repeat the words. Drill the pronunciation of *cloudy* /'klaudi/ and *windy* /'wɪndi/. See p173 for the audioscript for this exercise.
- 3 **SPEAKING** In pairs or small groups, students use the prompts (1–5) to discuss what the weather is like where they live. Direct their attention to the example dialogue. Elicit answers from students in open class.

Things to take on holiday

- 4 Ask students to match the pictures with the words.
- 5 89 Play the track for students to listen, check and repeat. Drill the pronunciation of *suitcase* /'su:tkeɪs/. See p173 for the audioscript for this exercise.

Answers

- a suitcase b passport c swimsuit/swimming trunks
d umbrella e sunscreen f sunglasses
g gloves h guidebook

- 6 In pairs, ask students to say which objects in the suitcase we use in the different circumstances (1–5). Elicit answers in open class.

Answers

- 1 umbrella 2 gloves 3 sunscreen, sunglasses
4 swimsuit/swimming trunks, sunscreen, sunglasses
5 guidebook

- 7 **LISTENING** 90 Tell students they are going to listen to a boy and his mother preparing his suitcase. Play the track for students to listen and say which objects in exercise 4 the boy takes and where he is going. See p173 for the audioscript for this exercise.

Answers

The boy takes: his passport, swimming trunks, an umbrella and a guidebook.

He is going to Spain.

+ EXTRA ACTIVITY

Tell students you are thinking of a city and you are going to give them clues about that city. After each clue they can guess which city it is, e.g. *It is very hot in summer. / There is a beach in this city. / It is in Spain. / It's an Olympic city. / People speak Spanish and Catalan. / You can visit many famous monuments like the Sagrada Familia.* (Barcelona).

In pairs, students think of a city. Ask them to make notes about where it is, what you can do there and describe the weather, language and the people. Ask students to read their activities to their partner without saying the name of the city. Their partner tries to guess the name of the city.

HOMEWORK

Assign students page 88 in their Workbook or the relevant sections of the Online Workbook.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Homework

Vary the length of homework assignments from those that last 30 minutes or an hour to quick ten-minute activities. Set homework in every class and write the homework on the board at the beginning or in the middle of a class, when you have all the students' attention and there is time to ask questions. Set a clear hand-in date and keep good records of who is doing their homework. Go over homework and correct it as a class. Students can check their own work or swap with a partner to correct.

Reading p127



Understanding a simple text about holidays

FAST TRACK

You could ask students to research the good and bad points about long school holidays in preparation for the Critical thinking activity.

WARMER

Play **Snowman**. Put the following phrase on the board:

____ / ____ / ____ / ____ / ____ ?

(Answer: *What's the weather like today?*). Divide the class into two or three teams. Each team takes a turn to say a letter. If the letter appears in the sentence, write in the places it appears and give the team a point, e.g. Team A says e:

____ / ____ e / ____ e / ____ e / ____ ?

e.g. e = four points. If a team completes a word they are awarded two extra points. The winning team is the one with most points at the end of the game. Elicit the answer to the question: *What's the weather like today?*

- 1a In pairs, ask students to talk about the photos showing things that people sometimes do in the holidays (*going to a summer camp, sightseeing and playing on the beach*). Ask them to make a list of other things you can do. Elicit ideas from around the class and write a list on the board.
- 1b Set a time limit of two minutes for students to discuss which of the things in the list students do or would like to do in the holidays.
- 2 **READING** Ask students to read the text to see if it mentions any of the activities in their list. Elicit answers in open class.
- 3 Individually, students read the text again and answer the questions. Remind them to write one or two sentences for each answer. Walk round monitoring and helping students if necessary. Give students time to compare in pairs before you elicit answers in open class.

Answers

- 1 They say that students forget everything they learn and that they don't do anything useful.
- 2 It's too hot and sunny to be in a classroom.
- 3 He's going to go to the beach and stay there for a few weeks. He's also going to study English at a summer camp.
- 4 UK summer holidays are about six weeks.
- 5 It gives him a great chance to learn things that he doesn't learn at school.
- 6 Her country's exam results are usually the best in Europe.
- 7 She's going to go cycling and swimming every day. She's going to relax and get fit at the same time.

- 4 **CRITICAL THINKING** Individually, students think about how long the holidays are in their country and if this is a good or bad thing. Remind them to give reasons why or why not. In a less confident class, ask students to make notes before they compare their ideas with the rest of the class.

Example answer

I think long summer holidays are a bad thing. We have very short school holidays in the other terms. I think it's a better idea to have longer school holidays in winter and spring and shorter holidays in the summer.

- 5 Ask students to look at the underlined words in the text and guess their meaning. Encourage students to then check in their dictionaries.

Answers

drive: to travel in a car

sit around: spend time doing nothing

chance: an opportunity for you to do something, especially something that you want to do

get fit: to exercise to get into shape

- 6 **SPEAKING What about you?** Divide the class into pairs or small groups and ask them to discuss which of the holiday plans they prefer and say why. Elicit some answers from different pairs/groups and discuss in open class.

EXTRA ACTIVITY

Students write a list of activities they would like to do this summer and compare it in small groups. Encourage students to comment on each other's plans, make suggestions and say how useful or relaxing they think they are.

HOMEWORK

Assign students page 89 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp128-129



Talking about the future using *be going to* and using prepositions of time

FAST TRACK

You could ask students to do exercises 1 and 2a at home. You could do exercise 2b in class to check their answers.

Test before you teach

Write these sentences on the board:

- 1 I am watching television.
- 2 I am going to watch television tonight.

Ask if the sentences are referring to the present (sentence 1 is, sentence 2 isn't). Ask what tense the second sentence is referring to (the future). Ask students to write three sentences about what they are going to do tonight. Students then read their sentences to their partner. Monitor to see if they have consolidated knowledge of *be going to*.

be going to

- 1 Ask students to look at the sentences and answer the question. Check their answers.

Answer

We add *not* to make the negative form, e.g. *I'm not going to watch TV tonight.*

TEACHER DEVELOPMENT: LANGUAGE

be going to

We use *be going to* when the speaker is talking about an intention or a plan for the future. *Be going to* is generally found in informal spoken English. *Be going to* constructions often imply an intention and an expectation that the intention will be carried out, e.g. *I'm going to be a doctor when I grow up.*

- 2a Ask students to choose the correct alternative.
- 2b 91 Play the track for students to listen and check their answers. See p174 for the audioscript for this exercise.

Answers

a are b 'm c going d not e study

- 2c 91 Play the track again for students to listen and repeat.

TEACHER DEVELOPMENT: PRONUNCIATION

be going to

Write the stressed, unstressed and spoken forms of *be going to* on the board:

Stressed: *am/are going to* = /æm 'gəʊɪŋ tu:/, /ɑ:(r) 'gəʊɪŋ tu:/

Unstressed: *am/are going to* = /əm 'gəʊɪŋ tə/, /ə(r) 'gəʊɪŋ tə/

Drill the pronunciation. Point out to students that in informal English we often say *am/are gonna* = /əm 'gʌnə/ /ə(r) 'gʌnə/.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Drilling

Drilling plays an important role in the classroom and is mainly used for modelling target language. In choral drills, where a whole class repeats a word or sentence in unison, the goal is accuracy. The teacher says a word or sentence out loud and students try to repeat it verbatim with correct pronunciation, stress and intonation. You could write the utterance on the board with phonetic script, marking stressed syllables and rising or falling intonation, or tap out the rhythm of the stressed syllables while enunciating.

- 3a Ask students to write questions about their partner's next holidays using *be going to*. You could elicit the first question in open class as an example for this exercise. Check their answers.

Answers

- 1 Are you going to stay at home?
- 2 Are your parents going to be on holiday, too?
- 3 Are you going to study English?
- 4 Are you going to sleep a lot?
- 5 Are you going to learn something new?
- 6 Are you going to visit your grandparents?
- 7 Are you going to meet your friends?

- 3b SPEAKING In pairs, students take it in turns to ask and answer the questions. Walk round, monitoring and correct individual students if necessary. Note down errors and review them anonymously on the board at the end of the activity.

- 4 Ask students to look at Tyler's plans for next weekend and write sentences about him using the correct form (affirmative or negative) of *be going to*. Draw students' attention to the example. Check their answers.

Answers

- 2 He isn't going to visit Molly in hospital.
- 3 He isn't going to buy a present for Mum/for his Mum.
- 4 He's going to go out with Max and Leo.
- 5 He's going to play tennis with Tom.
- 6 He isn't going to go to the cinema with Toby.
- 7 He's going to send Uncle Al an email.

- 5a Ask students to look at the picture. Elicit what students think the people are going to do in open class. Draw students' attention to the example sentence.

Answers

- Tim is going to have a shower.
- Luis is going to listen to music.
- Liz and Sue are going to drink water.
- Liam is going to jump/dive in the water/sea.
- Ricky, Shane and Harry are going to play football.
- Tom and Rose are going to go to the restaurant/have lunch/have dinner.

5b SPEAKING Ask students to do a Memory test. In pairs, students take it in turns to close their books and answer their partner's questions about the picture. Draw students' attention to the model dialogue.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Prepositions of time

6 Ask students to match the sentences with the rules. Check their answers.

Answers

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

7a Ask students to complete the questions with the correct preposition.

Answers

1 at 2 in 3 in 4 in 5 on 6 in 7 at 8 on

7b SPEAKING In pairs, students take turns to ask and answer the questions. Walk round and monitor students, helping them if necessary.

Refer students to the Grammar reference on page 136 if necessary.

HOMEWORK

Assign students page 90 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p129



Talking about different types of transport

>>> FAST TRACK

Ask students to do exercise 1 at home.

v Types of transport

1 In pairs, students match the pictures with some of the words. Elicit answers in open class.

Answers

a tram b train c boat d underground e motorbike f plane g helicopter h bus

i CULTURAL INFORMATION

The London Underground is the oldest underground railway network in the world (It started running in 1863.) and the most extensive after the Shanghai Metro. Most people call it *The Tube* in London. Elicit what the underground is called in the US (*subway*) and in Europe (*metro*).

2 **92** Play the track for students to listen and repeat. See p174 for the audioscript for this exercise.

>>> FAST FINISHERS

Students divide the types of transport into these categories – *Road, Air and Sea* – and then think of more words for each category.

Suggested answers

Road: truck, lorry, racing car

Air: rocket, hot-air balloon

Sea: ship, yacht, barge, ferry, rowing boat

3 SPEAKING Divide the class into small groups. Ask them to match the types of transport in exercise 1 to the prompts (1–7). Elicit students' opinions in open class.

+ EXTRA ACTIVITY

In small groups, students take turns to say how often they travel by the different types of transport in exercise 1. Encourage students to ask other questions to find out more information. In a less confident class, elicit the adverbs of frequency and write them on the board, and remind students of the word order in questions (Question, Auxiliary, Subject, Verb).

HOMEWORK

Assign students page 91 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp130–131



Learning through literature

To read a poem about a different country and culture, to analyse the possible message(s) in a poem and to learn about the UK by reading literature

>>> FAST TRACK

You could ask students to read the poem for homework in preparation for the lesson.

i BACKGROUND INFORMATION

Benjamin Zephaniah – 'Variety is the Spice'

Benjamin Zephaniah is a reggae poet, who is strongly influenced by the music and poetry of Jamaica. Zephaniah says his poetry is inspired by reggae, 'Reggae is music that has a political or a social message. The beat and rhythm of my poetry emerge from it.'

Zephaniah believes in the Rastafarian way of life, a sect who followed Emperor Haile Selassie of Ethiopia and originated in Jamaica. Wearing dreadlocks is very closely associated with the movement. Zephaniah thinks most of us blindly accept everything in Western lifestyles. He wants people to think for themselves and realise how much we have in common.

Zephaniah, who has toured across Europe, Asia and Africa, features his experience of India in the poem 'Variety is the Spice', from the book *Wicked World*. He was amazed at the variety of different people and cultures in India.

WARMER

Write the English saying '*variety is the spice of life*' on the board. Elicit the meaning of *variety* (noun) – change and *spice* (noun) – a substance used to flavour food like pepper. Ask students to do this mini-quiz and choose a, b or c:

Someone who believes that '*variety is the spice of life*' is most likely to:

a eat a lot of hot, spicy foods

b enjoy change

c work in the same job for all of his/her life

Elicit what the saying expresses (*monotony is bad for us/change is good because it adds interest to our lives, just as spice adds interest to food*). Ask students to turn to Key concepts on page 130 to check the meaning of other key words related to this lesson.

- 1 In pairs, students look at the photos of India and make a list with what they know about India and Indian people. Invite some students to share what they know with the class.

1 CULTURAL INFORMATION

The people of India have many languages, religions and cultures. There are 18 official languages, but over 1,600 languages and dialects are spoken in India. The main languages are Hindi, English and Urdu. India has the second largest population in the world (1.2 billion people). Bollywood is one of the largest film producers in India and one of the largest centres of film production in the world.

The Sadhus referred to in the poem are holy men and women who leave behind all material things and live in caves, forests and temples all over India and Nepal.

- 2 **READING** Ask students to read the poem about India written by a British poet called Benjamin Zephaniah. Ask students if it mentions any of their ideas in exercise 1.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Teaching poetry in class

You could ask students to take turns reading the verses out loud before they read again. Ask them to notice the sounds the words make, if any of the words rhyme or are the same or similar. Encourage students to notice if a verse in the poem has a different rhythm from the rest of the poem.

The form of a poem is part of its meaning, e.g. repetition and rhyme amplify the meaning of a word or an idea and add emphasis, texture or dimension. An effective way to help students interpret poetry is to ask questions about form and technique. This provides a point of entry, which draws students into relating with the poem on a deeper level. Remind students that they should not think they have to understand on the first reading, or that the poem is a code to be cracked and if they don't crack it they miss the point.

- 3a Ask students to read the poem again and find the verse where the poet talks about the list (1–5) of different things in India. Check their answers in open class.

Answers

1 music: 1

2 types of transport: 1

3 how much money people have: 2

4 where people live: 3 and 4

5 hairstyles: 2

- 3b Ask students to write 'one' or 'more than one' for each of the things in exercise 3a and write the examples. Draw students' attention to the example. Ask students to compare in pairs before you elicit answers in open class.

Answers


2 more than one – bikes, cars

3 more than one – rich, poor, in-between

4 more than one – villages, high-rise flats, cold mountain tops


5 more than one – dreadlocks, short hair

- 4 In pairs, students discuss if they agree with the opinions and say why or why not. Elicit some phrases for agreeing and disagreeing and write them on the board for students to refer to during the activity. In a less confident class, ask students to note down their answers first. Elicit opinions from different students around the class.

- 5  **LISTENING** 93 Tell students they are going to watch or listen to four students talking about the poem on page 130. Ask students to listen for which speaker expresses each opinion in exercise 4. Ask students to compare in pairs before you elicit answers from different students around the class. See p174 for the videoscript/audioscript for this exercise.

Answers

Speaker 1: 2, Speaker 2: 4, Speaker 3: 1, Speaker 4: 3

- 6  93 **SPEAKING** In pairs, students discuss the questions. Play the video or track again if necessary. Elicit answers in open class.

Answers

1a that being different makes life interesting

1b Students' own answers

2a There is no Indian stereotype because it emphasises that you can't say all Indian people are the same.

2b Students' own answers

++ EXTRA ACTIVITY

Do a **Dictogloss** activity. Play the last section of the video or track and ask students to listen intensively and write down as many words as they can. Then, in pairs, students try to combine their versions to get the version as close to the original as possible. Play the section one more time. Ask students to come up and write the text on the board.

LIFE TASK



Divide the class into groups. Ask students to follow the plan:

- **Step 1**
Students read another poem by Benjamin Zephaniah called *The British*. Point out it is written as a recipe.
- **Step 2**
Encourage them to look up new words.
- **Step 3**
Students divide up the task of investigating who the people were who appear in the poem and what their connection to Britain is. When they have finished their investigation, students come together and talk about what they have discovered.
- **Step 4**
In their groups, students discuss what they have learned about Britain by reading the poem.
- **Step 5**
Elicit in open class if students think the poem has a message and if so, what it is.

Example answer

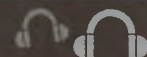
Britain has been multicultural for centuries and it's possible for different cultures to live together harmoniously.

EXTRA ACTIVITY

Ask students to add all the nationalities mentioned in the poem to their list from Unit 1. Ask them to categorise them according to the rules and conventions and find out where these nationalities come from on a world map.

- Nationalities ending in *-(i)an*, e.g. Afghan, Bajan, Bosnian, Dominican, Chilean, Indian, Ethiopian, Jamaican, Malaysian, Nigerian, Norman, Palestinian, Roman, Somalian, Sri Lankan, Trinidadian
 - Nationalities ending in *-ish*, e.g. Kurdish, Spanish, Turkish
 - Nationalities end in *-ese*, e.g. Guyanese, Japanese, Sudanese, Vietnamese, Chinese
- Add two new categories:
- Nationalities ending in *-i*: Bangladeshi, Iraqi, Pakistani
 - Others: Angle, Celt, Jute, Pict, Silure, Saxon, Viking

Listening p132



Understanding a spoken text about transport in London

WARMER

Write four words from the unit on the board – three that have something in common and an 'odd one out': *train, underground, bus, taxi* (taxi – the others are all forms of public transport)
ticket, sunscreen, umbrella, sunglasses (ticket – the others protect you from the weather)
underground, tram, motorbike, car (underground – the others are above ground).
Ask students to say which word they think is the odd one out and why. They then write similar lists using vocabulary from the unit to test their partner.

- 1 **SPEAKING** In pairs, students take turns to ask and answer the questions. Elicit answers in open class.
- 2 **LISTENING** 94 Play the track for students to listen to Miguel, a Spanish student, talking to his English teacher about visiting London. Ask them to note down which forms of transport he talks about. Have students compare in pairs before you check their answers in open class. See p174 for the audioscript for this exercise.

Answers

buses, the underground/the Tube, bike, walking

- 3 94 Play the track again for students to listen and choose the correct answers. Elicit the key words that helped them decide on their answers.

Answers

1 c 2 a 3 a 4 c 5 b

EXTRA ACTIVITY

You could write these follow-up comprehension questions on the board as an extra activity or for fast finishers.

How long did Miguel's English teacher live in London? (five years)

What does Miguel need to plan his trip? (a map of the Tube)

What is special for cyclists in London? (a special cycle network)

What transport does Miguel's teacher recommend in the centre of London? (walking)

HOMEWORK

Assign students page 91 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp132–133



Talking about things that are necessary, not necessary or a good idea using must, have to and should, shouldn't

FAST TRACK

Students could do exercises 1 and 2 at home. Start the class on exercise 3.

Test before you teach

Write these sentences on the board and ask students to complete them with *have to*, *don't have to*, *must* and *mustn't*:

I ____ go to bed earlier. I am always tired in the morning.

I ____ arrive at school at 9 o'clock.

I ____ eat chocolate. It's bad for me.

I ____ go to school on Saturday or Sunday.

Walk round and monitor to see if students are familiar with the form and use of *have to*, *don't have to*, *must* and *mustn't*. If they seem confident, go quickly through exercises 1 and 2 in open class.

Answers

I must go to bed earlier. I am always tired in the morning.

I have to arrive at school at 9 o'clock.

I mustn't eat chocolate. It's bad for me.

I don't have to go to school on Saturday or Sunday.

must, have to

- 1 Refer students to the sentences and ask them to choose the correct alternative. Check their answers.

Answers

1 are 2 aren't 3 can't, don't have

TEACHER DEVELOPMENT: LANGUAGE

must, have to

Must and *have to* (as well as *have got to*) are used to express obligation or the need to do something. They are used interchangeably in the present except that *must* suggests that it is the speaker who has decided something is necessary, e.g.

I must go to bed earlier. I am always tired in the morning.

When we use *have to* this usually means that somebody else has imposed the decision.

I have to arrive at school at 9 o'clock.

In British English, in informal speech, we often use *have got to* to mean the same as *have to*.

I've got to buy a ticket or I'll get a fine.

In the negative forms, however, there is a big difference. We use *mustn't* to express strong obligation not to do something.

I mustn't eat chocolate. It's bad for me.

We use *don't have to* (or *haven't got to* in British English) to state that there is no obligation or necessity.

We don't have to go to school on Saturday.

- 2 Ask students to choose the correct alternative. Check their answers.

Answers

1 have to 2 have to 3 have to 4 mustn't

5 must 6 don't have to 7 mustn't

- 3 Ask students to complete the sentences with the correct form, affirmative or negative, of *have to* or *must*. Ask students to make sure that all their sentences are true. Students can then compare their sentences in pairs to see if they are similar or different. Elicit some example sentences from students around the class.

Example answers

1 have to/must 2 has to/must 3 must/have to/don't have to 4 don't have to 5 have to/must 6 mustn't

7 have to/don't have to 8 have to/must

should, shouldn't

- 4 Ask students to look at the sentences and choose the correct alternative.

Answers

1 are 2 aren't

TEACHER DEVELOPMENT: LANGUAGE

should

Should is a modal auxiliary verb. We use *should* to give advice or make recommendations. The basic structure for *should* is subject + auxiliary verb (*should*) + main verb. The main verb can never be the *to*-infinitive. There is no contracted form of *should*, but we can contract *should not* (*shouldn't*). Highlight the silent letter 'l' in *should* and *shouldn't* and drill the pronunciation.

- 5 Ask students to look at the situations and complete the sentences with *should* or *shouldn't*.

Answers

1 shouldn't 2 should 3 shouldn't 4 should

5 shouldn't 6 shouldn't

- 6a Explain to students that an English-speaking student has arrived at their school. Individually, ask them to complete the sentences to give them useful information for life at their school, in their city and in their country.

- 6b **SPEAKING** In small groups, students compare their sentences. Ask them to decide if they agree that the information is useful and say why or why not. Elicit sentences from students around the class.

- 7 Ask students to complete the text, writing one word in each gap. Check their answers.

Answers

a on b to c in d was e must f is g to h on

✓ **EXAM SUCCESS** Students discuss how they know what word goes in each gap in this type of activity. Tell them to turn to page 153 (Use of English: Open cloze) to check their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

Completing the gaps in a cloze activity

Students need to understand the context and vocabulary in order to identify the correct words to fill the gaps in a cloze activity. This type of activity is often found in examination papers. Students quickly read the text through once for general meaning, without stopping to think about the gaps at this stage. Then they should look at the words before and the words after the gap and think about which part of speech (adjective, noun, adverb, etc.) could fill it. For example, before an article you will probably have a noun, after a verb an adverb, etc. This limits the choice of answers and increases their chances of guessing the right one. Encourage students to make guesses and never leave a space on an exam paper. If nothing is written in the gap the student will receive no marks. If something is written in the space there is a possibility that the answer will be right. Remind students that if the instructions say **one word** then it is important that they only put one word in the gaps.

EXTRA ACTIVITY

Students write five sentences to give each other advice before they go on holiday.

Refer students to the Grammar reference on page 136 if necessary.

HOMEWORK

Assign students page 92 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p134

Making and replying to invitations

FAST TRACK

You could set exercise 1 for students to prepare at home and come to class to talk about.

WARMER

Play **Hot seat** to start the class. Divide the class into two teams: A and B. A volunteer from Team A sits with their back to the board. Write an item of vocabulary on the board from the unit. Team A has 30 seconds to define it for their team member to guess. Play then passes to Team B. Each time a team member guesses the word correctly within the time limit, their team wins a point. The team with the most points at the end of the game wins.

Invitations

- 1 SPEAKING** In pairs, students look at the three different places and activities and say which they like and give a reason why. Elicit some opinions from students around the class.

- 2 LISTENING** 95 Play the track for students to listen to two dialogues where people make invitations and complete the table. Elicit answers from different students around the class. See p174 for the audioscript for this exercise.

Answers

	What is the invitation for?	Does the person accept the invitation (✓) or not (X)?
Dialogue 1	1 a concert – The Arctic Monkeys	2 ✓
Dialogue 2	3 a football match 5 go for a burger	4 X 6 ✓

- 3** 95 Play the track again for students to complete the expressions.

Answers

1 free 2 not sure 3 Would 4 great
5 Are, doing 6 so 7 Do 8 not, football
9 want 10 idea

- 4 Ask students to put the completed expressions in exercise 3 in the correct place in the Speaking bank. Check their answers.

Answers

a Are you free on Saturday?
b Are you doing anything on Saturday?
c Would you like to come?
d Do you fancy coming?
e Do you want to meet after the match?
f That'd be great.
g Yeah, good idea!
h Sorry, I'm not mad about football.

- 5a PRONUNCIATION** 96 Play the track for students to listen to the invitations again and say what they notice about the speaker's voice. See p174 for the audioscript for this exercise.

Answer

The intonation goes up on Yes/No questions.

- 5b** 96 Play the track again for students to listen and repeat.

TEACHER DEVELOPMENT: PRONUNCIATION

Intonation

Intonation is about how we say things, rather than what we say. Without intonation, it's impossible to understand the expressions and thoughts that go with words. When they speak, the pitch of somebody's words moves up and down within a 'pitch range' and English has a particularly wide pitch range. Pitch usually changes (goes up or down) on the most important, high-content word, often at the end of a sentence or phrase. Patterns of pitch are essential to a phrase's meaning and changing the intonation can completely change the meaning. Learners are often so busy concentrating on finding the right words that intonation suffers, but it is important that they gain some awareness of intonation to facilitate their speaking and listening. It is helpful for students to learn predictable intonation patterns when they are associated with some key grammar areas (such as falling intonation in *wh*-word questions, rising intonation in Yes/No questions). Examples of help you can give students include providing them with models, letting them compare two examples of the same phrase with different intonation, encouraging them to have a two-minute conversation as 'robots', i.e. with no intonation, and getting them to imitate your intonation, but without words, just humming.

PRACTICE MAKES PERFECT

6a SPEAKING In pairs, students use the diagram to prepare a dialogue. Walk round, monitoring students and helping them if necessary. For less confident students, photocopy the model dialogue and let them read it for ideas.

6b Students practise their dialogue in pairs and then change roles. Remind them to pay attention to intonation.

Model dialogue

- A: Hello!
 B: Oh, hi.
 A: Hey, are you free on Sunday?
 B: I'm not sure. Why?
 A: Well, it's the first night of the new James Bond film at the cinema. Would you like to come with me?
 B: Sorry, I'm not mad about James Bond films. Maybe you should invite Jane. I know she loves James Bond.
 A: Oh, OK. Do you want to meet after the cinema?
 Maybe we can go for a pizza or something?
 B: Yeah, good idea!
 A: Great. See you then.

EXTRA ACTIVITY

Disappearing dialogues. Make a class dialogue by eliciting the different parts of the dialogue from pairs around the class. Accept and change ideas as necessary. Rub off a small part of each sentence for students to say the whole text. Gradually rub off more and more in bits and each time get the students to say the whole text.

Don't worry if they put in their own language/words and don't 'get' the dialogue perfectly.

HOMEWORK

Assign students page 93 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p135

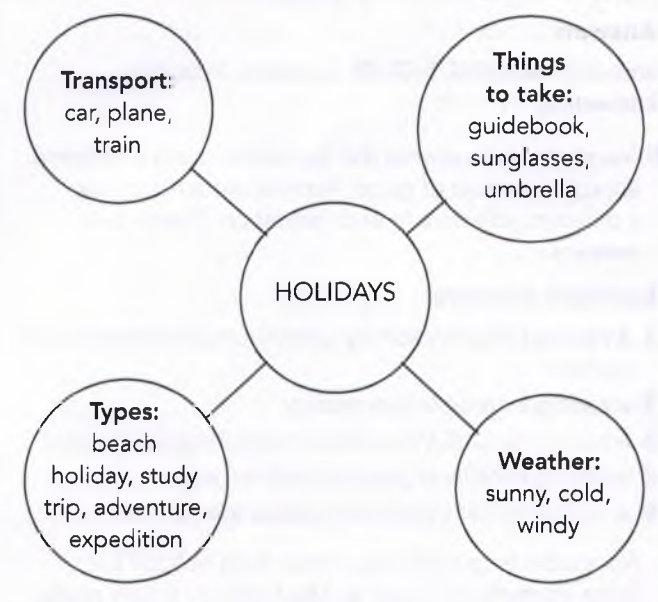
Writing a short article about a holiday

>>> FAST TRACK

You could set exercises 2 and 3, or alternatively, the writing task in exercise 6 as homework.

WARMER

Ask students to make a mind map of all the words from the unit connected with holidays.



An article

1 SPEAKING In pairs, look at the photo of a family on holiday and answer the questions. Elicit answers in open class.

Answers

- 1** on a safari in Africa
- 2** seeing wild animals like elephants, etc.
- 3** Students' own answers

2 READING Ask students to read the article and say what they think of Tanya's holiday. Elicit opinions from different students around the class.

- 3 Ask students to complete the first column in the table with Tanya's answers.

Answers

MY BEST HOLIDAY EVER	
	TANYA
1 When did you go?	two years ago
2 Where did you go?	Kenya
3 Who did you go with?	her mum, dad, sister, uncle and aunt and two cousins
4 How did you travel there?	She flew to Kenya then went to the hotel in a taxi.
5 What was the weather like?	warm and sunny
6 What did you do and see?	She went on a safari bus and saw cheetahs, hippos and zebras. She also saw a real Maasai village and visited Lake Nakuru.
7 Who would you recommend the holiday to?	everybody

- 4a Ask students to look at the information in the Writing bank and say how many of the adjectives appear in Tanya's text. Check their answers.

Answers

amazing, beautiful, brilliant, excellent, incredible, interesting,

- 4b Ask students to rewrite the sentences using a different adjective instead of *good*. Remind students to use a different adjective in each sentence. Check their answers.

Example answers

- 1 amazing/brilliant/exciting/great/incredible/interesting/perfect
- 2 amazing/incredible/interesting
- 3 amazing/beautiful/incredible/interesting/spectacular
- 4 amazing/excellent/great/incredible/perfect
- 5 amazing/brilliant/great/incredible/spectacular

- 5 Ask students to think about their best holiday ever. Invite students to invent an ideal holiday if they prefer. Ask them to complete the second column in the table in exercise 3 with their notes and ideas. Walk round, helping students if necessary.

PRACTICE MAKES PERFECT

- 6a Ask students to look at the task. You could refer them to the Writing bank on page 157 for more information about writing an article.
- 6b Students use their notes in exercise 5 to write their article. Remind them to use Tanya's text as a model and the adjectives in the Writing bank.

Model text

My best holiday ever!

My best holiday ever was last year. I went to France with my mum, dad and sister. It was an incredible experience! We flew to Geneva airport. The flight only took two and a half hours. Then we travelled to Alpe d'Huez in the mountains. It is the most amazing place. It is high in the mountains and with wonderful, fresh mountain air, and there is so much to do. The hotel was great. It was in an ideal location, and the food was delicious.

We went in August so the weather was sunny and warm. There are a lot of sports activities you can do at Alpe d'Huez – cycling and mountain-biking and walking in the mountains. Our hotel was next to the Palais du Sport, which has outdoor and indoor swimming pools. The best moment was when we went on an exciting canoeing expedition. I took hundreds of photos because the views were spectacular.

My holiday in France was brilliant! Everyone should go there. I'm going to go back there one day.

✓ **EXAM SUCCESS** Elicit what students should do if they are not sure that something is correct when they are writing in exam conditions. Tell them to turn to page 153 (Writing: Exam conditions) to compare their ideas and read about other tips.

EXTRA ACTIVITY

You could ask students to write the article in exam conditions. Set a time limit of 20 minutes and ask students to write a maximum of 180 words. Students could use the questions below as a writing checklist to use before they hand in their written work.

Alternatively, students could swap texts and use the checklist to mark each other's work.

Does the text answer the task?

Has it got a title?

Is the writing style appropriate for the task (not very formal or informal)?

Is there good paragraph organisation?

Have I used some good expressions?

Have I used linkers?

Have I used interesting adjectives?

Is it the right length?

Is the grammar correct?

Is the punctuation and spelling acceptable?

Is my handwriting and presentation good?

HOMEWORK

Assign students page 94 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 10

>>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting for homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p137

be going to

- 1 Students look at Lisa's plans and complete the questions and write answers using the correct form of *be going to*.

Answers

- 1a is, going to do 1b is going to visit her grandparents
2a Are, going to play 2b they aren't 3a are, going to do 3b are going to visit Matt in hospital.

Prepositions of time

- 2 Students choose the correct alternative.

Answers

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

should, must, have to

- 3 Students decide if the sentences are correct and/or logical. If not, students write them correctly.

Answers

- 1 correct
2 You mustn't copy in exams.
3 correct
4 You should wear sunglasses when it's sunny.
5 correct
6 You mustn't shout in hospitals.
7 Our teacher doesn't have to wear a uniform.

Vocabulary revision p137

THE WEATHER

- 1 Students look at the symbols and say what the weather is.

Answers

- 1 cloudy 2 rainy 3 stormy 4 snowy 5 hot
6 windy 7 cold

THINGS TO TAKE ON HOLIDAY

- 2 Students make words for things we take on holiday.

Answers

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

TYPES OF TRANSPORT

- 3 Students complete the words to make different types of transport.

Answers

- 1 boat 2 helicopter 3 underground 4 plane
5 motorbike 6 taxi 7 tram

HOMEWORK

Assign students page 95 in their Workbook or the relevant sections of the Online Workbook.

Reading p138



► TIP FOR READING EXAMS

Discuss the tip about setting a time limit for the first time you read a text. Ask them to look at Exam Success on page 153 for more ideas.

- 1 In pairs, students look at the pictures and the title of the text and discuss what they think the text is going to be about. Elicit ideas from students around the class.
- 2 **READING** Set a time limit of two minutes for students to read the text and check their predictions. Elicit from students if their predictions were correct or not.

Answers

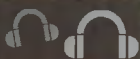
The text is about the film director James Cameron's trip to the bottom of the Mariana Trench.

- 3 Ask students to read the text again and choose the correct answer, a, b or c. Check their answers.

Answers

- 1 b 2 a 3 c 4 c
- 4 **SPEAKING** What about you? In pairs, students discuss if they would like to go on an adventure like this and say why or why not.

Listening p138



► TIP FOR LISTENING EXAMS

Students read the tip on how to complete sentences in a listening exam and turn to Exam Success on page 153 for more ideas.

- 5 Tell students they are going to hear two people talk about a man called Thomas Cook. Students look at the sentences before they listen and decide what types of words they think are missing. Elicit ideas in open class.

Suggested answers

- 1 year 2 type of transport 3 noun
- 4 place 5 travel object 6 year 7 number
- 6 **LISTENING** 97 Play the track for students to listen and complete the sentences with one or two words, or a number, in each space. Check their answers. See pp174–175 for the audioscript for this exercise.

Answers

- 1 1808 2 train 3 (the) hotel 4 the pyramids
- 5 guidebooks 6 1872/today's money 7 222
- 7 **SPEAKING** What about you? Ask students to discuss the questions in pairs or small groups.

Use of English p139

► TIP FOR USE OF ENGLISH

Elicit from students what they should remember to do in open cloze activities. Students read the tip and then look at Exam Success on page 153 for more ideas.

- 8 Ask students to read the text quickly and say which two animals from the Amazon rainforest appear in the text. Elicit answers in open class.

Answer

the jaguar and the anaconda

- 9 Ask students to read the text carefully and complete it by writing one word in each gap.

Answers

a Have b are c in d most e to f in g than h at

Writing p139



► TIP FOR WRITING EXAMS

Ask students to read the tip about writing only what you know is correct in exams. Tell them to look at Exam Success on page 153 for more ideas.

- 10 Ask students to create their own title for an article and make notes using the questions as prompts.
- 11 Individually, students write their article using a variety of adjectives. Encourage them to think carefully about the tenses they need. For less confident students, photocopy the model article and let them read it for ideas.

Model article

My best day ever!

My best day ever was last summer. I went to Mallorca for a family holiday. I went with my parents, my sister, my uncle and aunt and my three cousins. It was my birthday and we went to a restaurant with amazing views. We had some incredible Spanish food. The weather was beautiful. We went in August so the weather was warm and sunny.

In the afternoon, after a 'siesta' we went to a water park. It was really good fun. We stayed there until ten o'clock at night. When we got back to the hotel, there was an incredible magic show. We ordered some drinks and something to eat. We went to bed really late. My birthday was brilliant.

HOMEWORK

Assign students pages 96–97 in their Workbook or the relevant sections of the Online Workbook.

- 1 Ask students to read the 'can do' statements and reflect on their own ability. Students mark from 1–4 how well they can do each thing in English.
- 2 Ask students to look at their marks and decide what they need to do to improve. Elicit ideas from students around the class.

Starter unit

Vocabulary p6

1c and 2 01

1 window 2 door 3 board 4 board
rubber 5 poster 6 computer
7 desk 8 pencil 9 rubber 10 book
11 pen 12 chair 13 ruler 14 bag
15 dictionary

Speaking p6

1 02

A B C D E F G H I J K L M N O P Q R S T U
V W X Y Z

2a 03

1 Q 2 E 3 V 4 A 5 I 6 U 7 G
8 R

Speaking p7

2 04

Ana: What's this in English?
Teacher: It's a ruler.
Ana: Can you repeat that?
Teacher: Yes, it's a ruler.
Ana: How do you spell that?
Teacher: R-U-L-E-R.
Ana: Thank you!

Vocabulary p7

1b 05

1 The pencil is blue.
2 The dictionary is red.
3 The pen is black.
4 The bag is orange.
5 The rubber is purple.
6 The poster is pink.
7 The board rubber is brown.
8 The ruler is white.
9 The book is yellow.
10 The chair is grey.
11 The desk is green.

Vocabulary p8

1b 06

Cardinal numbers: one, two, three, four,
five, six, seven, eight, nine, ten

Ordinal numbers: first, second, third,
fourth, fifth, sixth, seventh, eighth, ninth,
tenth

2b 07

a eleventh b twelfth c thirteenth
d twentieth e twenty-first f twenty-fifth
g thirtieth h thirty-first

3b 08

Days: Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday, Sunday
Months: January, February, March, April,
May, June, July, August, September,
October, November, December

Unit 1

Vocabulary p10

2 09

1 Russia 2 Brazil 3 the US 4 Mexico
5 Australia 6 China 7 Spain
8 the UK 9 Egypt 10 Turkey

5a and 5b 10

1 American 2 Australian 3 Brazilian
4 British 5 Chinese 6 Egyptian
7 Mexican 8 Russian 9 Spanish
10 Turkish

7 11

1 Ni hao 2 Ola 3 Hola 4 Privet
5 Merhaba 6 Marhaban

Grammar in context p13

8 12

A: 'Are you from the US?
B: Yes, I am.
A: Are you from Chicago?
B: Yes, I am.
A: Are you at a big school?
B: No, I'm not.
A: Is your name Bell?
B: No, it isn't.
A: Is your name Lee?
B: Yes, it is!

Vocabulary p13

1b 13

My family by Ava Morgan
I've got one brother. His name is Liam. He's
good to me because I'm his little sister. My
mother is called Sandra and my father is
called Jack. My parents are the best!
Harry and Amie are my grandparents. I love
them. My grandmother is really special,
and her husband, my grandfather, is great.
Henry is my uncle. His wife, my aunt, is
called Anne.
Henry and Anne are really good to me
and Liam because I'm their only niece and
Liam is their only nephew. They have two
children. They're my cousins and they're
called Oliver and Sophie.

Gateway to life skills pp14-15

4 and 5 14

Reece: 'People in Australia' by Reece ...
Megan: ... and Megan.

Reece: Here is some information about
an important English-speaking
country, Australia.

Megan: The population of Australia is 23.4
million people.
Australia is a very big country.
There is just one person for every
2.9 square kilometres!

Reece: 19 million people are in the East
of Australia, and only 4.4 million in
the West.

Reece: 85% of all Australians are on the
coast, or up to 50 kilometres from
the coast.

Megan: 27% of people in Australia were
born outside Australia. That's
about 6 million people.

Reece: 448,610 people in Australia are
from Italy, Germany and Greece.

Megan: One in six people in Australia's
population is over 65.

Reece: And the average age of the
Australian population is 37.3.

Listening p16

2a and 2b 15

1

Girl: Hi Mark. Hey, what's that? A
photograph of you and your family?

Mark: Yeah, it's good, isn't it?

Girl: Yeah. Who's the girl?

Mark: Oh, that's my cousin, Sarah. She's
often around at our house.
She's really nice.

Girl: Hey! Wait a minute! Have you got a
dog?!

Mark: No, no, I haven't. I've got a cat, but
it's not in the photo. Sarah's got
a dog. Its name is Max ... Max is
always with me. My cat isn't very
happy about that!

2

Girl: It's Helen's birthday next week.
What do you think is a good
present for her?

Boy: Well, we all know that she loves
music.

Girl: Yeah. But what's her favourite band?

Boy: She's a big fan of the Arctic
Monkeys. And I think they've got a
new CD at the moment.

Girl: That's good! But has she got it?

Boy: Hmm, probably. She's got all their
other CDs. But I know that she
hasn't got an Arctic Monkeys DVD.

Girl: Hmm. DVDs are expensive ... But if
she hasn't got one, I think that's the
perfect present for her.

3

Joe: Can you pass me my bag, please?

Girl: Yes, sure ... Wow! What have you
got in there?!

Joe: Just my school things ... Erm, I've
got pens, pencils. My mobile phone
... No, wait, my mobile phone is
here in my pocket. Oh, I know, I've
got a big dictionary in there.

Girl: Is it your Spanish dictionary?! We
haven't got Spanish class today,
have we?

Joe: No, no, it's just my normal English
dictionary.

Developing speaking p18

1 and 3 16

Teacher: Hello. What's your name?
Boy: My first name is Carlos and my surnames are Garcia Torres.
Teacher: Torres? Can you spell that?
Boy: Yes. It's T-O-DOUBLE R-E-S.
Teacher: Where are you from?
Boy: I'm Mexican. I'm from Mexico City. But I live in London.
Teacher: How old are you?
Boy: I'm 14.
Teacher: What are your hobbies?
Boy: I'm really interested in sport.
Teacher: Have you got an email address?
Boy: Yes. It's carlos.football@mexmail.com
Teacher: OK. Thank you!

2a 17

1
Girl: My first name is Deniz and my surname is Adamir.
Man: Can you spell that?
Girl: Yes. It's A-D-A-M-I-R.
2
Boy: My name's Sam Garrett.
Woman: Garrett? How do you spell that?
Boy: It's G-A-Double R-E-Double T.
3
Man: And where are you from?
Girl: I'm from Beeston.
Man: Can you spell that for me?
Girl: Yes. It's B-DOUBLE E-S-T-O-N.

Unit 2

Vocabulary p22

1b 18

art English French geography history
ICT (Information and Communication
Technology) maths music PE (Physical
Education) science

3b 19

calculator folder laptop marker pens
mobile phone MP3 player
pencil case snack tablet trainers

4 20

1
Boy: Hi Jane. What have you got there?
Girl: Oh, this? Just an apple and some chocolate.
Boy: A snack? Why?
Girl: Well, we've got PE today, haven't we? I'm always hungry after PE. haven't you got a snack?
Boy: No, I haven't.
Girl: Don't worry. You can have some of my chocolate.
Boy: Oh, thanks.

2

Boy: Today's my favourite day!
Girl: Why?
Boy: Why?! Because we've got ICT. It's my favourite subject.
Girl: Hmm. I like ICT too ... So, have you got a laptop in your bag?
Boy: Not a laptop. In our school we've got tablets this year.
Girl: Really? We haven't got tablets in our school! Well, go on, then. Take it out of your bag. I want to see what type of tablet it is.

3

Girl: Look! Today I've got them here in my bag!
Boy: What?
Girl: My marker pens. Today we've got history and I use a marker pen for my history notes. It's really useful to underline the important information.
Boy: I know! I always have my pens with me and you always take them!
Girl: So, aren't you happy that I have my own today?!

4

Girl: Oh no!
Boy: What's the problem?
Girl: My calculator. It isn't in my bag.
Boy: We've got maths today. And you haven't got your calculator?! BIG problem!
Girl: Wait. I HAVE got my mobile phone. And mobile phones have got calculators. Can I use my mobile in class?
Boy: I don't know. Ask the teacher.

Vocabulary p25

1b 21

ear eye hair mouth nose teeth

Gateway to life skills pp26-27

4 and 5 22

Charlotte: Hi, I'm Charlotte!
Dylan: And I'm Dylan! Welcome to our vlog about organising your studies!
Charlotte: At the start of a new school year, it's very important to organise and manage your time. It's useful to know how much time you have for studying ...
Dylan: And also for resting ...
Charlotte: Come on, Dylan! This is not the time for resting.
Dylan: All right, all right Charlotte ...
Charlotte: Right, tip number one is: 'Know your school timetable'. Look, here's mine. On my timetable I've got all my subjects. And I've got all the days and times when I have classes in those subjects. It's so important to know your timetable. Oh! And just in case ... keep one copy

of your school timetable at school and one at home.

Dylan: Bad luck! Double maths on a Monday morning.

Charlotte: I like maths, actually!

Dylan: Really? That's weird! Now ... Tip number 2 is: 'Use a study planner'. A study planner is a mixture of your school timetable and a timetable for the rest of your day. I write down all the important things in my week. For example, I've got football practice on Monday and Wednesday, and a guitar lesson on Tuesday. So I put that on my study planner and it's easy to see the time that you have for homework.

Charlotte: I have a study planner, of course. But my parents also have a copy of it.

Dylan: Really? Why?

Charlotte: Well, sometimes when I have a rest period my parents aren't happy because I'm not in my room studying. But now it's easy for them to see how I organise my time. They see when I have homework, when I have study time, and when I have a rest period. With their copy of my study planner they know where I am. And because they have a copy of my study planner, I'm careful to follow the plan!

Dylan: Well, that's an interesting idea but I'm not sure it's for me! But I do agree with you Charlotte that it's important to plan rest periods. We all need time to relax! Thanks for watching.

Charlotte: Bye!

Listening p28

2b 23

Presenter: Today we're at a new type of school here in the UK. It's called a 'Studio School'. Harry is a student here. Harry, tell us about yourself and the school. First of all, how old are you?

Harry: I'm 15.

Presenter: Is this your first year here at a Studio School?

Harry: No, my second. Studio Schools are for students between 14 and 19.

Presenter: How many students has this Studio School got?

Harry: There are 300. All Studio Schools are small. The idea is for us to have a lot of personal attention. For example, we've all got a personal coach.

Presenter: Oh! What's a personal coach?

Harry: It's a teacher, but a teacher who's always there to help us

when we've got problems or questions.

Presenter: Oh, I see. Who is your personal coach?

Harry: Miss Feldman. She's really nice.

Presenter: Which subjects are typical here?

Harry: We've got the usual subjects like maths, English and science. But what's different is the way we study.

Presenter: Oh? How do you study?

Harry: For example, working in teams. And projects are very important. And we've all got laptops. Our classes are always very practical. But the great thing is that it's our decision how we want to work.

Presenter: Where are your classes?

Harry: We've got a lot of classes here at school. The school's got very modern, comfortable classrooms. But we've also got classes outside school, in local businesses – in companies, offices, hospitals ... It's really good. I'm only 15 but I've got experience of doing real work. We've got one day a week of real work in a real company!

Presenter: Wow! What time are lessons?

Harry: Usually from 9 to 5.

Presenter: And how much homework have you got?

Harry: It depends, but not much usually. But it's OK because it's usually interesting homework so I'm happy with it.

Presenter: Great! One last question. Why are they called Studio Schools?

Harry: Because of the studios of the past, in Italy. Artists and inventors like Leonardo Da Vinci had academic subjects but they also did work in studios when they were young. The idea here is the same, to study but also to work at the same time.

Developing speaking p30

1 and 2a 24

Girl 1: Hey. What's that? Is it your new school photo?

Girl 2: Yeah. This is my class.

Girl 1: Oh yeah! There you are, in the middle. So who's that? The girl with long, straight hair.

Girl 2: Is her hair light brown or fair?

Girl 1: Light brown.

Girl 2: Oh, that's Karen. She's quite tall, isn't she?

Girl 1: Yes, she is.

Girl 1: And which one is your friend Tom? Is he tall or short?

Girl 2: Errm. He isn't very tall actually. He's got short hair.

Girl 1: A lot of the boys have got short hair.

Girl 2: But Tom's hair is a bit curly and it's red. And he's got really brown eyes.

Girl 1: Oh, THAT's Tom, is it?

Girl 2: Yes, he's really nice. He's Daniela's friend too. Do you know Daniela?

Gateway to exams: Units 1–2

Listening p35

6a and 6b 25

1

Liam: What lesson have we got now?

Carla: Erm. Wait a second ... I think it's English.

Liam: That's impossible. We've got English at twenty past ten.

Carla: At twenty past ten? Wait. What day is it today?

Liam: Tuesday.

Carla: Tuesday? Not Wednesday? Oh, now I understand! And it's twenty-five to ten now, right?

Liam: Yes.

Carla: OK. That means we've got geography.

2

Boy 1: So, who is THAT boy there? He's new, isn't he?

Boy 2: Oh, that's Mason.

Boy 1: Is he from the UK?

Boy 2: No, he isn't. He's an Australian. He's from Sydney, I think. His dad is Australian, but his mum is American.

Boy 1: Let's say hello to him.

Boy 2: OK.

3

Girl: So, which one is your uncle?

Boy: He's the one with grey hair.

Girl: Short grey hair?

Boy: Erm, yes. I mean, his hair isn't very long.

Girl: OK, and he's got blue eyes.

Boy: Yes.

Girl: So he's the one with the curly hair, not the straight hair.

Boy: That's him.

Unit 3

Vocabulary p36

1c and 1d 26

get up have a shower have breakfast
go to school start school

have lunch finish school go home do homework have dinner go to bed

3b 27

chat online do sport draw go out
with friends listen to music paint play
computer games play the guitar play
the piano read surf the Internet
watch films watch TV

5 28

Speaker 1:

Well, I'm not at home at lunchtime. I have lunch at school. And my parents work in the afternoon. So we have dinner together. My parents and I have spaghetti, pizza, things like that.

Speaker 2:

My home is near the school. It only takes five minutes to go to school. So at lunchtime I go and have lunch at home. Lunch at school is really bad!

Speaker 3:

I love computer games. At the weekend I play a lot. But in the week at my school we have a lot of homework. So in the afternoon and evening I do my homework – maths, English, science. And when I finish I have no time for computer games!

Speaker 4:

I think computer games are OK. But I love sport, especially football and tennis. I do a lot of sport. After school I play tennis for two hours, until dinner!

Speaker 5:

My school finishes late, at half past five. Then I do homework, have dinner, and then I watch TV to relax. So it's late when I go to bed. Often it's half past ten. In the morning I get up late, too.

Grammar in context p38

2a and 2b 29

1 finishes 2 goes 3 reads 4 has
5 watches 6 does 7 studies
8 teaches 9 cries 10 washes

Vocabulary p39

1b 30

cinema library museum park
restaurant shopping centre
sports centre swimming pool

Gateway to life skills pp40–41

4 31

Hi everybody! This week's video is very special. My life is very different this week. Why? Because it's 'No TV Week'!

I know, I know! You think that life without TV is impossible! Believe me, after five days I now know that it IS possible, and in fact, life without TV is great!

Normally I watch TV every day, and every evening. I watch it when the programmes are good and when the programmes are bad. When I turn the TV on, I forget to turn it off. And time passes and I don't do anything.

So, what do I do now? Look! These are mine! When I watch TV, I don't do anything creative or productive. Without a TV, I make jewellery ... and that makes me feel good. Now I realise that when I watch TV I don't feel good or bad. I'm a zombie!

Oh, yeah, there's my guitar. Without a TV I have hours and hours of free time! I write songs, I sing and I play my guitar!

Developing speaking

1 and 3 16

Teacher: Hello. What's your name?

Boy: My first name is Carlos. My surnames are Garcia and Torres.

Teacher: Torres? Can you spell that?

Boy: Yes. It's T-O-D-O-U.

Teacher: Where are you from?

Boy: I'm Mexican. I'm from Mexico City. But I live in London.

Teacher: How old are you?

Boy: I'm 14.

Teacher: What are your hobbies?

Boy: I'm really interested in music.

Teacher: Have you got an email address?

Boy: Yes. It's carlos.foot.com.

Teacher: OK. Thank you!

2a 17

Girl: My first name is Debra. My surname is Adamir.

Man: Can you spell that?

Girl: Yes. It's A-D-A-M-I-R.

Boy: My name's Sam Garrett.

Woman: Garrett? How do you spell that?

Boy: It's G-A-Double R-E-T.

Man: And where are you from?

Girl: I'm from Beeston.

Man: Can you spell that for me?

Girl: Yes. It's B-DOUBLE E-E-STEEN.

Man: Can you spell that for me?

Girl: Yes. It's B-DOUBLE E-E-STEEN.

Man: Can you spell that for me?

Girl: Yes. It's B-DOUBLE E-E-STEEN.

Man: Can you spell that for me?

Girl: Yes. It's B-DOUBLE E-E-STEEN.

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Man: Can you spell that for me?

Girl: Yes. It's B-DOUBLE E-E-STEEN.

So, for me 'No TV Week' is now officially 'No TV Month', maybe even 'No TV Year'! Oh, and when you finish this video, don't switch on the TV! Do something creative ... like me! Bye!

Listening p42

2a and 2b 32

Lana: Hi, welcome back. It's time for Music of Tomorrow, where our expert Elliot Jones always tells us about interesting new artists or bands. Elliot, who do you want to tell us about this week?

Elliott: Hi Lana. This week we have someone really special. Do you know Kiran Leonard?

Lana: No, I don't.

Elliott: Well, he's still at school, but he already has three albums in the shops! His fourth album is out next month.

Lana: Wow! So, does he just sing or does he play an instrument too?

Elliott: One of the amazing things about Kiran is that he plays over 20 different instruments, including the guitar and piano.

Lana: Wow, you don't often find musicians who can play 20 different instruments.

Elliott: No, you don't. Especially not a teenager.

Lana: Does he write his own songs, too?

Elliott: Yes, he does. He usually writes the music first and then he writes the words. Sometimes his songs are just two minutes long, but one song is 25 minutes long!

Lana: Really, that's unusual. So what kind of music does he play?

Elliott: Hmm, it's a mixture of different styles. Maybe that's because he listens to rock, jazz and classical music. But his music is something different, something really new.

Lana: He's very young. Where does he get his ideas from?

Elliott: His mum and dad have got a big music collection and he often listens to their music. And his dad sometimes plays music too.

Lana: Where does he go to make his music? Does he go to a big studio in London?

Elliott: No, he doesn't. He's got a studio at home. He plays all the instruments so it takes a long time. But for Kiran music is just a hobby. He makes music because he loves it. In fact, Kiran wants to go to university when he finishes school.

Lana: OK. Let's listen to one of Kiran's songs.

Elliott: Great. This one is called *Dear Lincoln*.

Developing speaking p44

2 and 3b 33

Boy: Excuse me. Can you tell me how to get to the [beep], please?

Woman: When you go out of the bus station, turn left. Walk along Smith Road and then turn right at Greenhill Road. Go straight on. Walk past the museum. Then turn left at Brown Street. Go past the park and the [beep] is on your right, opposite the school.

Boy: Thanks!

Unit 4

Vocabulary p48

2a and 2b 34

bathroom bedroom dining room hall kitchen living room

3b 35

bath bed chair cupboard fridge radiator shelf shower sink sofa table toilet wardrobe

4 36

This is my flat. I've got a living room with a sofa and two chairs. In the dining room I've got a big table and four chairs. There's also a cupboard. The cupboard has got three doors. The bathroom has got a toilet, a sink, and a shower, but it hasn't got a bath. The bedroom has got two shelves. There's also a wardrobe in the bedroom. I haven't got a table or chairs in the kitchen, but I've got a big white fridge. I love my flat!

Grammar in context p50

2b 37

- 1 There's a fridge.
- 2 There aren't four chairs.
- 3 There are two pizzas.
- 4 There isn't a sofa.
- 5 There aren't two radiators.
- 6 There are three shelves.
- 7 There's a table.
- 8 There isn't a wardrobe.
- 9 There are two cupboards.
- 10 There isn't a bath.

Vocabulary p51

1c 38

apple banana biscuit bread burger butter cake cheese chicken chips coffee egg fish honey ice cream jam lemonade meat milk orange juice pizza salad salt strawberry sugar tea tomato water yoghurt

Gateway to

6 and 7

Interviewer: Hi, my name is Liam. What's your name?

Liam: My name is Liam.

Interviewer: How old are you?

Liam: I'm 14.

Interviewer: What are your hobbies?

Liam: I'm really interested in music.

Interviewer: Have you got an email address?

Liam: Yes. It's liam.foot.com.

Interviewer: Where do you live?

Listen!

3 and 4

Present

Chef:

Present

Chef:

Present

Chef:

Present

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Listening p42

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- Elliot:** One of the amazing things about Kiran is that he plays over 20 different instruments, including the guitar and piano.
- Lana:** Wow, you don't often find musicians who can play 20 different instruments.
- Elliot:** No, you don't. Especially not a teenager.
- Lana:** Does he write his own songs, too?
- Elliot:** Yes, he does. He usually writes the music first and then he writes the words. Sometimes his songs are just two minutes long, but one song is 25 minutes long!
- Lana:** Really, that's unusual. So what kind of music does he play?
- Elliot:** Hmm, it's a mixture of different styles. Maybe that's because he listens to rock, jazz and classical music. But his music is something different, something really new.
- Lana:** He's very young. Where does he get his ideas from?
- Elliot:** His mum and dad have got a big music collection and he often listens to their music. And his dad sometimes plays music too.
- Lana:** Where does he go to make his music? Does he go to a big studio in London?
- Elliot:** No, he doesn't. He's got a studio at home. He plays all the instruments so it takes a long time. But for Kiran music is just a hobby. He makes music because he loves it. In fact, Kiran wants to go to university when he finishes school.
- Lana:** OK. Let's listen to one of Kiran's songs.
- Elliot:** Great. This one is called *Dear Lincoln*.

Developing speaking p44

2 and 3b 33

- Boy:** Excuse me. Can you tell me how to get to the [beep], please?
- Woman:** When you go out of the bus station, turn left. Walk along Smith Road and then turn right at Greenhill Road. Go straight on. Walk past the museum. Then turn left at Brown Street. Go past the park and the [beep] is on your right, opposite the school.
- Boy:** Thanks!

Unit 4

Vocabulary p48

2a and 2b 34

bathroom bedroom dining room
hall kitchen living room

3b 35

bath bed chair cupboard fridge
radiator shelf shower sink sofa
table toilet wardrobe

4 36

This is my flat. I've got a living room with a sofa and two chairs. In the dining room I've got a big table and four chairs. There's also a cupboard. The cupboard has got three doors. The bathroom has got a toilet, a sink, and a shower, but it hasn't got a bath. The bedroom has got two shelves. There's also a wardrobe in the bedroom. I haven't got a table or chairs in the kitchen, but I've got a big white fridge. I love my flat!

Grammar in context p50

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Vocabulary p51

1c 38

apple banana biscuit bread burger
butter cake cheese chicken chips
coffee egg fish honey ice cream
jam lemonade meat milk
orange juice pizza salad salt
strawberry sugar tea tomato water
yoghurt

Gateway to life skills pp52-53

6 and 7 39

- Interviewer:** Hi. We're doing a programme about teenagers and food. What do you usually eat on a school day?
- Liam:** Well, I usually have cereal for breakfast. But sometimes I get up late and I don't have time.
- Interviewer:** So what do you have for breakfast on those days?
- Liam:** Mmm, one or two chocolate bars and a can of lemonade, for example. It's easy to eat that on the bus.
- Interviewer:** And for lunch?
- Liam:** A burger and chips. Or pizza and chips. I like fast food, and it's very easy. My parents haven't got time to make me a sandwich in the mornings so it's easy to buy a burger. And it's not very expensive at my school.
- Interviewer:** Yes, but do you realise that your diet is really unhealthy? The foods you eat contain lots of salt, sugars, fats ...
- Liam:** Yeah, I know. We study all that in school. But I'm young. It's OK when you're young. I've got time to eat healthy food, when I'm older: when I'm about 30 or something.
- Interviewer:** OK, thanks for your time. So, that's one young person's opinion on healthy eating. What about you? What do you usually eat on a school day?

Listening p54

3 and 4a 40

- Presenter:** Today on Student Chef, we have another simple but delicious recipe for you. Sam, tell us what you've got for us today.
- Chef:** Hi, Joanne. Today I've got an amazing recipe for strawberry cheesecake.
- Presenter:** Mmm! That's always a favourite of mine! OK, so let's get started.
- Chef:** Right, the first thing we need is some cream cheese. I've got low-fat cream cheese, just to keep the calories down.
- Presenter:** OK. How much do we need?
- Chef:** 500g. OK. And then we need some honey ... Here's the honey ... And we need some sugar. One spoonful of honey and two of sugar. And we mix the cream cheese, the honey and the sugar in a bowl using a spoon.
- Presenter:** Here. I've got a spoon. Let me do it if you like.

Chef: Thanks, because I want to make the base of the cheesecake. For this we need some biscuits and some butter.

Presenter: How many biscuits do we need?

Chef: We need about 300g of biscuits. We put the biscuits in a food processor with about 100g of butter.

Presenter: This is ready. What do we do now?

Chef: We need a cake tin. And we put the butter and biscuit mixture into the tin. And now we put the cream cheese mixture on top.

Presenter: Great! Have you got any strawberry jam to put on top?

Chef: I haven't got any strawberry jam. But, look, I've got real strawberries. I cut them in half like this and they go on top of the cheesecake.

Presenter: Beautiful! Is it ready to eat? I'm hungry.

Chef: No. First we put this in the fridge. In about an hour, when the base is hard, we can eat it. But look, here's one I made earlier ...

Grammar in context p55

8b 41

A: Can I ask you some questions about your school?

B: Yeah, sure.

A: Is there a canteen at your school?

B: Yes, there is.

A: Is there any information about healthy eating on posters?

B: Yes, there is.

A: Are there any fridges or cupboards where students can keep food or drinks?

B: No, there aren't.

A: Is there a place where you can buy food or drinks?

B: Yes, there is. There's a little shop.

A: Are there any healthy snacks there?

B: Yes, there are. You can buy fruit there, for example.

Developing speaking p56

2 and 3a 42

Andy: Hi, Joe. Come in!

Joe: Hi, Andy. Hey, nice T-shirt.

Andy: Oh, thanks! Shall I put your coat in the cupboard?

Joe: Cheers.

Andy: Right. Let's go into the living room. There's a computer, so we can work there ...

Andy's dad: Hi, Joe. I'm Andy's dad. Come in. Have a seat.

Joe: Thanks.

Andy's dad: Are you hungry, boys? Would you like a snack?

Joe: Erm. No thanks, I'm fine.

Andy: How about some orange juice, Joe? I'd like an orange juice, please Dad.

Joe: Err, yes, please, that'd be great.

Andy's dad: Sure. Two orange juices, coming up.

Joe: Can I help?

Andy's dad: No, I'm fine, thanks.

Andy: Right, let's start ... Oh no, the homework is in my bedroom.

Joe: Oh, OK. Shall I turn the computer on? You know, while you go and get it?

Andy: OK. Thanks.

3b 43

a Can I help?

b Have a seat.

c Would you like a snack?

d How about some orange juice?

e Shall I turn the computer on / put your coat in the cupboard?

Gateway to exams: Units 3-4

Listening p61

7 44

Woman: Hello, we're doing some investigation into different houses and homes ... I wonder ... Can you tell us something about where you live?

Mike: Oh, yes, OK. What would you like to know?

Woman: Well, for example, how many people live in your house?

Mike: There are six of us.

Woman: So how many bedrooms are there?

Mike: Six.

Woman: Oh!

Mike: Yes, but they're all very small. The bedrooms have just a lamp. You know, a lamp to read. And then we have a shelf, a shelf to put things on. And then a desk, where we sometimes use our laptops.

Woman: Oh, how many computers have you got in your home?

Mike: Hmm, that's a good question. 52 I think.

Woman: Wh-? Sorry, did you say 52?!

Mike: Uh-huh.

Woman: Wow! OK. Erm, what about bathrooms?

Mike: There are two bathrooms. Oh, we also have a gym. We all do a lot of sport here. I think we all do about two hours of sport a day.

Woman: Oh, well that's good. Do you have lots of healthy food in your kitchen?

Mike: Ah, well, we all love eating fresh fruit and vegetables but we don't get much here. Lemonade is very popular in our house though.

Woman: Mm, nice. So, what's your favourite room in the house?

Mike: Favourite? Oh, that's easy. It isn't my bedroom, or the living room or the kitchen. It's only small, but it's a special room with seven windows.

Woman: That's unusual.

Mike: When you look out of the windows, it's incredible.

Woman: Why? What do you see?

Mike: The planet Earth.

Woman: Erm, yes, but what part of planet Earth?

Mike: All of it!

Woman: Erm, excuse me, but where do you live exactly?

Mike: Oh, I'm an astronaut. I live on the International Space Station.

Unit 5

Vocabulary p62

2b 45

keyboard monitor mouse printer scanner screen screensaver speaker touchpad touch screen USB cable and port webcam

5 46

click on copy cut and paste download log on/log off print save send an email

7a 47

Boy: How often do you use a computer?

Girl: Hmm. Well, I use a computer every day, seven days a week! I use our laptop at home for homework. And at school we use a computer probably three or four days a week.

Boy: What do you use computers for?

Girl: I use computers for school work mainly. We have some subjects like ICT where we use only computers, not books. But I also use computers for watching videos and listening to music in my free time.

Boy: Do you download things onto your computer? If so, what?

Girl: I don't often download things onto our laptop. Maybe one or two songs, that's all.

Boy: Do you send emails? If so, how often?

Girl: I don't often send emails. Sometimes I send emails with schoolwork to my teachers. But I usually send text messages on my phone.

Boy: How often do you print or scan things? What do you print or scan?

Girl: I sometimes do my homework on the computer and then print it out at home. In some subjects like history and geography we print a lot of

documents because we haven't got a text book. And I only use a scanner when my friend forgets her text book and I make a copy of the page and send it to her.

Boy: When and why do you use a webcam?

Girl: My older sister isn't at home, she's away at university. I use a webcam when I speak to her. But I think that's the only time I use it.

Boy: Have you got a screensaver? What is it?

Girl: I change my screensaver all the time. At the moment it's a great photo of me with my best friend.

Grammar in context p64

2a 48

1 I can draw. 2 I can't draw.

2b and 2c 49

- 1 She can sing.
- 2 He can't play the guitar.
- 3 They can't swim.
- 4 We can speak Spanish.
- 5 She can understand French.
- 6 I can't ride a bike.

Vocabulary p65

2 50

- 1 password
- 2 website
- 3 search engine
- 4 virus
- 5 blog
- 6 social network

Gateway to life skills pp66-67

5 51

Hmmm. OK. Let's start. Oh, wait. The computer. It doesn't work. Oh, yeah, I had to click this button. Wait, wrong one. There we go. Yes. So, hmmm, let me tell you about Futuroscope. Futuroscope is a big technology theme park in France. Millions of people visit it every year. It's a great place to learn about technology of the future. And just to have a great day out. At Futuroscope you can go on a voyage in space, learn about life in a space station, watch laser shows, learn about time machines. There are virtual reality computer games and water attractions ... Oh where where where – there we are. Futuroscope is in Poitiers. That's about one and a half hours from Paris.

Listening p68

2 and 3 52

Presenter: Hello, and welcome to Tech News. We all love surfing the Net, but there are dangers on the Internet. Today we have computer expert Jackie Lacy here to tell us about online security, starting with passwords. Jackie, what

do we need to know about passwords?

Jackie: Generally people like using passwords that are easy to remember. What do you think are the top three passwords?

Presenter: Erm ... maybe the word 'password'?

Jackie: Exactly. That's one of them. Another?

Presenter: '123456'?

Jackie: Yes! And the third is '12345678'! Thousands of people use these passwords. Don't do it!!! With those passwords, it's very easy for someone to access all your information.

Presenter: So how do you create a good password?

Jackie: Firstly, make it long. Secondly, make it complicated. Use some capital letters, some small letters, numbers, punctuation ... If possible, don't use real words, in English or in any language. And never use personal information – your name, your birthday, your favourite band ...

Presenter: Why not?

Jackie: It's easy for somebody to find this out.

Presenter: OK. What else do we need to remember?

Jackie: Always keep your passwords secret! Some teenagers hate keeping secrets! More than 50% of 13 to 18 year olds give their password to another person!

Presenter: Incredible!

Jackie: Another thing to be careful of is writing your password in an email. Sometimes you get an email that looks official. It says you need to send your password so that they can check it. Never do that. It's called a phishing scam. When you send your password they can get all your information.

Presenter: Some great ideas to think about, Jackie! Thanks!

Developing speaking p70

2 53

William: Kay, you've got a private tutor, haven't you?

Kay: Yes.

William: What does she teach?

Kay: Computer coding and ICT.

William: Good, I need help with my ICT lessons and homework. When can she give lessons?

Kay: After half past five on weekdays, and also on Saturday mornings.

William: Can she give lessons at your home?

Kay: Yes, and she can also give lessons online.

William: How much do the lessons cost?

Kay: They cost £25 an hour.

William: What's the teacher's name?

Kay: Anne Sullivan.

William: How do you spell Sullivan?

Kay: S-U-double L-I-V-A-N.

William: Have you got her telephone number?

Kay: Let's see. Yes, it's 635212.

William: That's great. Thanks!

Unit 6

Vocabulary p74

2 54

bakery bank chemist's clothes shop
jeweller's newsagent's post office
shoe shop sports shop supermarket

3 55

1

Shop assistant: Hello! Can I help you?

Teenage boy: Yes, I want to buy an England shirt.

SA: An England football shirt?

Teenage boy: Yes.

SA: Sorry, we haven't got any. They're very popular at the moment.

2

Mum: We need to buy something for dinner. Let's go in here.

Teenage girl: OK. What do we need?

Mum: What about chicken?

Teenage girl: OK. Can we get some strawberries for dessert?

Mum: Good idea. And we need butter and jam for tomorrow's breakfast.

3

SA: Good morning. How can I help you this morning?

Young woman: Ermm. I'd like to put this into my account, please.

SA: Of course. How much is it?

Young woman: It's £50.

SA: Perfect. Do you know your account number?

4

Old man: Morning.

SA: Good morning, sir. What can I do for you?

Old man: I have three letters and a postcard. I want to send them first class.

SA: Three letters and a postcard first class. Of course, sir.

5

Teenage boy: I don't want to go into the supermarket. There are a lot of people in there. Let's go in here.

Friend: In here?! Why?

Teenage boy: My mum wants bread. She wants to make sandwiches for lunch.

Friend: Mmm. Actually the cakes look good here! I've got some money. Do you want one?

6

Teenage girl: Good morning. Maybe you can help me?

SA: Well, let's see. What's the problem?

Teenage girl: It's my watch. It isn't working. Do you repair watches here?

SA: Well, mostly we sell watches. But if it's something easy we can probably fix it.

6b 56

Girl: Excuse me. What size is this T-shirt?

Shop assistant: Let me see. It says M here.

Girl: Oh, yes. Can you tell me the price?

Shop assistant: Yes, it's £19.49.

Girl: Great. Can I pay by credit card?

Shop assistant: No, I'm sorry. We only accept cash.

Girl: OK. I think I've got some money in my purse. Yes. Here's £20.

Shop assistant: Thanks. Here is 51p change.

Grammar in context p76

3a and 3b 57

waiting buying playing coming
making writing putting swimming
running

Vocabulary p77

2 58

boots coat dress jacket jeans
jumper shirt skirt sweatshirt T-shirt
top trainers trousers

Gateway to life skills pp78-79

6 and 7 59

Interviewer: Hi. Today we're asking young people about their favourite adverts. This is Liam.

Liam: Hi.

Interviewer: Liam, what's your favourite advert?

Liam: I like the advert when the professional footballers play a football match against teenagers in a park.

Interviewer: Yes, I know the one.

Liam: The teenagers are all playing together. They are very competitive and want to win. Suddenly, some of the teenagers change into professional footballers like Wayne Rooney and Cristiano Ronaldo. They play an incredible match!

Interviewer: Why do you like this advert?

Liam: I like it because it shows all my favourite football players, like Neymar and Ronaldo.

And they're playing against normal teenagers like me. So I think that maybe I can play like them.

Interviewer: Right, OK. Does the advert work? Do you like their products?

Liam: Yes, it works for me. The advert is for a sports clothing company. I like the players ... they're cool, so I like the product too!

Interviewer: Are there any adverts that you don't like at the moment?

Liam: Yes, there's an advert for a holiday company.

Interviewer: Yes, I know the one.

Liam: I hate it! It shows a 'perfect family' on holiday. They are all very beautiful and very happy.

Interviewer: You hate it, but do you think it works for other people?

Liam: I don't think so. The idea is that when you go on holiday, you and your family can become the 'perfect family'. They often use this technique for products like cars, too. But it doesn't work for me.

Interviewer: Thanks!

The second person we have talking about their favourite advert is Amber. Hi Amber.

Amber: Hi.

Interviewer: Amber, what's your favourite advert?

Amber: There's a big chocolate company and they always make brilliant adverts. They use famous pop songs in their adverts. I love them!

Interviewer: Yeah, I love them too.

Amber: One of them shows a man. He's sitting in a very serious, boring office. Then the music starts and he starts dancing. It's very funny. In another, there's a clothes shop and it's night-time. Suddenly, the music starts playing and all the clothes get up and dance. It's awesome!

Interviewer: Why do you like this advert?

Amber: The chocolate adverts are always very funny but my favourite thing is the music. They use music that's happy and exciting, and it makes me feel happy and good, and I always want to dance when it's on.

Interviewer: Great! Does the advert work? Do you like their products?

Amber: Yes, I think it works. All of the adverts use music that's happy and exciting, so that you think that chocolate can also make you feel happy.

Interviewer: Chocolate always makes me happy! Are there any adverts that you don't like?

Amber: Yes, I hate the beauty adverts that use experts to talk about the products. For example, toothpaste adverts. They use scientists and dentists. The expert says that the toothpaste is great, and they give a 'scientific' reason why it's great.

Interviewer: You don't like it, but does the advert work for other people?

Amber: They often use this technique in adverts for health and beauty products. The idea is we believe experts because... well, they're experts. This technique works for some people, but not for me. How do we know if they're telling the truth? The company is paying them to say good things. They use scientific words that I can't understand. I don't believe them.

Interviewer: Thanks, Amber. What about you? What's your favourite advert?

Listening p80

1 and 2 60

Luke: Hi, Mum. Where are you? Are you doing the shopping?

Luke's mum: Yes, I am. You know I always do the shopping on Wednesday.

Luke: Ah, yeah. That's why I'm ringing. Can you go to the sports shop for me?

Luke's mum: Why?

Luke: I need some tennis balls.

Luke's mum: But you've got tennis balls. There are some in your blue sports bag.

Luke: Yeah, but they're old. They're no good. I've got a match on Saturday and I need new ones.

Luke's mum: OK. How many do you need?

Luke: Six please.

Luke's mum: OK. Which shop do you want me to go to? The one in Park Road or the one in Valley Road?

Luke: Hmm. Valley Road. They've usually got special offers there. No, wait, go to Park Road. It's expensive there, but they're good quality.

Luke's mum: How much are they there?

Luke: They're usually about £12 for three balls. ... Oh, Mum. Is Dad with you?

Luke's mum: No, he's getting something for dinner.

Luke: What's he getting?

Luke's mum: I don't know.

Luke: I hope he isn't getting pizza again! He always buys pizza! Just because he loves it!

Luke's mum: Haha! Anyway, what are you doing now?

Luke: I'm here at home. I'm just finishing my homework.

Luke's mum: OK. Listen. I need to go if I want to get to the sports shop. It's half past five. In fact, I think it's closing right now.

Luke: No, it doesn't usually close until six during the week, and half past six at the weekend.

Luke's mum: OK. I'm off. See you when I get back.

Luke: Bye, Mum.

Developing speaking p82

3 and 4 61

A: There's an old man sitting in one of the armchairs. In picture a he's wearing brown shoes, but in picture b they're black.

B: Yes, and in a he's reading a book, but in b he isn't. I think he's looking at a clock on the wall.

A: Oh, yes. And look, in a the time on the clock is half past two, in b it's half past three.

B: Uh-huh. Oh, and the boy here is listening to music, I think, because he's got an MP3 player, but in picture a he isn't. He hasn't got an MP3 player. Oh, and in a he's wearing trainers, but in b he's just wearing normal, black shoes.

A: You're right. Erm ... in picture a I can see a CCTV camera, there, behind the girl. But there isn't a camera in picture b.

B: And then there's a teenage girl sitting in a chair. In a her hair is brown, but in b it's black. And in a she's reading a book, but in b I think she's reading a comic.

A: And the small girl ... In a her T-shirt has got stars on it, but in b there aren't any stars.

B: That's all, I think. ... No, wait. The man. In a he's talking on his mobile phone but in b he's texting someone.

Gateway to exams: Units 5-6

Listening p87

4b 62

Joe: Hi Eve. Are you OK?

Eve: Hmm, no, not really.

Joe: What's the matter?

Eve: It's my laptop. It doesn't work.

Joe: Oh, your old laptop. It always gives you problems, doesn't it?

Eve: Oh no, not my old laptop. I hate that computer. That's why I've got a new one.

Joe: Oh, I see. That's great!

Eve: But my new one isn't working. That's what I don't understand.

Joe: Oh dear. What exactly is the problem? What comes on the screen?

Eve: The thing is, when I press one key, for example, when I press the letter A, a completely different letter appears, for example F, or a strange symbol appears.

Joe: Really?

Eve: Yes, so I can't write documents. I can't use the Internet. I can't do anything!

Joe: Wait. Press this key and then write something.

Eve: This one ... Oh, yes, it works! A is A and F is F! Great. Thanks, Joe.

Joe: That's OK. But be careful. I think you've got a virus.

Eve: A virus?

Joe: Yes. Look. This is wrong. And this.

Eve: Oh no! What can I do?

Joe: Listen. My brother's friend Tom is really good with computers and viruses and things. Call him. He can help you.

Eve: Have you got his number?

Joe: Yes. Oh, wait. What day is it today? Wednesday? And it's 3 o'clock. Tom's a student but he usually works in his dad's shop on Wednesday afternoon. But call him after six o'clock. He usually arrives home at about quarter to six.

Eve: OK. What's his number?

Joe: 534 double 612.

Eve: 534 double 612. Great. Do you think it's bad?

Joe: No, Tom can fix that easily. He loves helping people when they've got problems with their computers.

Unit 7

Vocabulary p88

2a 63

A baseball

B basketball

2b and 2c 64

baseball basketball cycling football
golf gymnastics horse-riding
ice-hockey ice-skating judo rugby
skiing swimming tennis volleyball

6 65

champion competition cup final
match medal player prize race
referee team winner

7b 66

Girl: So, what do you think?

Boy: I think that they're the winners of a tennis competition. I don't know all the players, but I know Rafael Nadal.

Girl: Yes, he's a really famous tennis champion.

Boy: Yes, I think this is a final because they've all got medals. And they've got a cup, too. I think it's a really important competition because a big cup like that is an important prize.

Girl: Yes, it's interesting because tennis isn't usually a team sport, but I think this is a team, because they are all happy because they are all winners.

Grammar in context p90

3c 67

1 In 2012, the winner of the 100 metres Olympic gold medal was Usain Bolt.

2 The first modern Olympic Games were in 1896.

3 They weren't in London. They were in Athens, Greece.

4 Golf was originally a Scottish sport.

5 The Formula 1 champion Ayrton Senna was Brazilian.

6 Rugby was originally a sport played at a British school called Rugby School.

7 The first football World Cup finals were in Uruguay.

Gateway to life skills pp92-93

6 68

Question: What do you bring to a team?

Speaker 1 (Adam):

Hi, I'm Adam.

Speaker 2 (Charlotte):

Hi, I'm Charlotte.

Speaker 3 (Dylan):

Nice to meet you.

Speaker 4 (Megan):

Good morning!

Speaker 5 (Reece):

Nice to meet you.

Speaker 1 (Adam):

I love computers and I enjoy preparing slides for presentations. I enjoy making animations. People say they're good. So that's what I think I can bring to a team.

Speaker 2 (Charlotte):

In a team or group you need somebody to organise the group. I think I'm good at that. It's important that everybody in the group participates but you need a leader to help take the final decision. I think I do that well.

Speaker 3 (Dylan):

All my friends say I talk a lot. Some people don't like speaking in front of others to give presentations, but I enjoy doing that. People say I explain things very clearly.

Speaker 4 (Megan):

I like art and crafts: painting, and drawing and making things. So when we need to do things like that, I can help a lot. And I think that in general I have lots of ideas about how to make projects and presentations look good.

Speaker 5 (Reece):

I listen to people and I always find something positive to say about their ideas. When people are having problems in their group, I always help. I think teams work well when there is a good atmosphere. And that's what I try to do: make people happy.

Listening p94

1 and 2 69

Interviewer:

Poppy, you're mad about sports, aren't you? Can you tell us what sports you did last week?

Poppy:

Sure. Let's think. On Monday we've usually got swimming at school but they changed it this week. I don't know why. So, we had swimming on Wednesday. But on Monday, after school, I played basketball. I had training.

Interviewer:

How many hours was that?

Poppy:

Three hours. Basketball training is always three hours.

Interviewer:

Phew! That's a long time to train. And what about Tuesday?

Poppy:

Well we had a match on Tuesday, a volleyball match. I was happy because we won... We won 3-0. Let's see. And then on Wednesday, if you remember, we went to the pool for swimming.

Interviewer:

And on Thursday? What was on Thursday?

Poppy:

Not much. Erm, no, nothing. We rested on Thursday. But on Friday I did judo at school. We always do judo once a week. It's actually one of my favourite sports! We only started doing it four weeks ago, but my friends and I loved it from the start!

Interviewer:

Interesting! And what about the weekend? Can you tell me what you did at the weekend?

Poppy:

Yes, of course. On Saturday, after I got up, my mum took me to the shops and bought me a new pair of trainers. After that I ate with my mum. Then we went home and I saw a basketball match on TV.

Interviewer:

And on Sunday?

Poppy:

On Sunday we had our match. We lost 56 to 70! Hmm, sometimes basketball really makes me mad! But that's only for five minutes! Then I put my trainers on and start playing again. Basically, you're right. I AM mad about sport!

Grammar in context p94**2a and 2b 70**

- 1 changed played loved stayed listened
- 2 liked worked watched washed stopped
- 3 rested started wanted decided needed

Developing speaking p96**3 71**

Man: Excuse me. Can I ask you some questions?

Girl: Yes, OK.

Man: Do you like football?

Girl: I'm not mad about it, but I like watching it sometimes. I usually watch important matches like finals or matches between really good teams.

Man: How do you feel about the salaries of top football players?

Girl: It's a lot of money. But I think when you're the top doctor or top artist you always make a lot of money. So I think it's normal.

Man: What do you think about football players? Do you think they're good role models for young people?

Girl: Well, it depends. Some are, but some aren't. Some are very young and they have a lot of money and they do stupid things. But, in my opinion, there are some who give a good example because they help others and do good things.

Unit 8**Vocabulary p100****2 72**

- 1 waiter/waitress
- 2 hairdresser
- 3 bus driver
- 4 chef
- 5 engineer
- 6 businessman/businesswoman
- 7 shop assistant
- 8 mechanic
- 9 nurse
- 10 builder

5 73

Boy: So can you tell me more about the job please? What type of person are you looking for?

Woman: Well, when you work in a place like this, you need to speak to people all day, especially to the customers. And you need to be nice to them and help them when they need anything.

Boy: Oh, that's good. Everybody always says I'm a very friendly person.

Woman: And then sometimes there are very difficult situations. You know, maybe a customer is difficult or maybe they're very angry. It's important for shop assistants to stay calm.

Boy: Don't worry. I never panic!

Woman: And of course this is a very big shop. It's often very busy. Sometimes we work for hours and hours without a rest or a break. We work very hard.

Boy: Oh, that's OK. I love hard work!

Woman: OK. Why don't you come in for an interview? Can you come tomorrow morning?

Boy: Tomorrow morning? I usually get up at 11 o'clock, or half past eleven. Can the interview be in the afternoon?

Vocabulary p103**2 74**

badly-paid full-time indoor outdoor
part-time skilled unskilled well-paid

Gateway to life skills pp104-105**5 and 6 75**

Question: What work experience do you want?

Speaker 1 (Liam):

It was easy for me to decide my work experience. I'm applying to a big company that makes cars. I want to get experience as a mechanic or maybe as an engineer.

Speaker 2 (Amber):

I'm applying for work in a hospital. I want to see if I like it.

Speaker 3 (Max):

So ... I want to do work experience in an ICT company. I think it can help me learn more about computers.

Speaker 4 (Phoebe):

I want to do work experience in a primary school.

Question: Why?

Speaker 1 (Liam):

I love cars. I spend my weekends working on cars, helping to fix them. I also like working in a team. I think mechanics and engineers usually work in teams.

Speaker 2 (Amber):

At school I like science and I want to go to university and study medicine when I leave school. I like helping others and listening to them. I think I'm good at that. And I think those qualities are important in a doctor.

Speaker 3 (Max):

I love computers. I enjoy playing computer games. I also like knowing how computers work. And I'm good at maths at school.

Speaker 4 (Phoebe):

I want to teach art and music to little children one day. I play the guitar and I write music. And I also like painting and drawing. I really enjoy doing creative things. I also like helping others.

Listening p106**3 and 4 76**

Presenter: Today on our programme we're looking at the successful British businessman, Sir Richard Branson. Here to tell us about him is Joanna Fisher. Joanna, Sir Richard was already a good businessman when he was young, wasn't he? Did he do well at school?

Joanna: No, he didn't. He had problems and he left school at 16. But, then he started a magazine. It was a big success. It was called *Student* because it was one of the first magazines by students for students.

Presenter: Did he continue with the magazine for a long time?

Joanna: No, he didn't. He started selling records. He opened a record shop in London. The shop was called Virgin. That's the name he still uses for his companies.

Presenter: What did he do next?

Joanna: He started his own record company and he built his own studio. Lots of famous bands made records there. He sold millions of records! That was in 1972.

Presenter: What type of business did he start after that?

Joanna: One of his main companies, Virgin Airlines. Virgin Airlines fly to many different places, but particularly to the US. He started the company in 1984 and it's still doing very well.

Presenter: Did he buy a train company too?

Joanna: Yes, he did, in 1997. And two years after that he also began a mobile phone company!

Presenter: What about Virgin Galactic? Why did he create that company?

Joanna: Well, Richard loves travel and adventure. Virgin Galactic plans to fly people into space! He started it in 2004. Hundreds of people have already got tickets to go into space, including famous people like Katy Perry and Lady Gaga!

Presenter: How much do the tickets cost?

Joanna: \$250,000!

Presenter: Wow! So from selling a student magazine to selling tickets to space. That's what I call a businessman!

Grammar in context p106

2c 77

- 1 Bill Gates created Microsoft.
- 2 Ronald Reagan was an actor.
- 3 Matt Groening became a millionaire by creating *The Simpsons*.
- 4 Bill Bowerman invented *Nike* trainers.
- 5 Michael Jordan played basketball.
- 6 Levi-Strauss made jeans.

Developing speaking p108

2 78

Woman: I'd like to ask some questions about you, your studies and your free time. Where do you study?

Boy: At secondary school.

Woman: What are your favourite subjects?

Boy: I like maths.

Woman: OK. And what do you do in your free time? Do you go to the cinema?

Boy: I play football.

Woman: What did you do last weekend?

Boy: I went out.

Woman: Tell me about your plans for the future.

Boy: I want to be a football player.

Woman: That sounds interesting.

3 and 4 79

Woman: I'd like to ask some questions about you, your studies and your free time. Where do you study?

Girl: I study at Green Lane secondary school. It's near the centre of the city.

Woman: What are your favourite subjects?

Girl: Err ... That's a good question. I like maths and physics, but I also like English.

Woman: OK, maths, physics and English. What do you do in your free time? Do you play any sports?

Girl: Well, I do different things. I do gymnastics three times a week, but I also love reading.

Woman: What did you do last weekend? Did you read a book?

Girl: Let me see ... I did my homework on Saturday morning and I went out in the afternoon. On Sunday my grandparents came to our house and I was with them.

Woman: Tell me about your plans for the future.

Girl: I'm not really sure. I want to go to university, but I don't know what I want to study. The thing is I'd like to be a doctor but I think it's quite difficult. It depends on my marks at school. But I definitely want to study before I start working full-time.

Woman: Thanks for answering all these questions.

Gateway to exams: Units 7-8

Listening p112

4 and 5 80

Jenny: So, how was it? Was it exciting?

Alex: Well, it wasn't like Hollywood!

Jenny: Why? What happened?

Alex: Well it was 10 o'clock when I got to the studio.

Jenny: Did you meet the director?

Alex: Yes, but that was after lunch. I think it was about three o'clock. Wait. No, it was half past two. It was before we filmed the advertisement obviously.

Jenny: There were dogs in the advertisement, weren't there?

Alex: Yes, so at about half past ten I went for a walk with the two dogs, you know, the two dogs in the advert. They wanted us to become friends, you know, to make it natural.

Jenny: Hmm. So when did you make the advert? When did you start acting?

Alex: Well at three they sent me to the hairdresser.

Jenny: Really?

Alex: Yes, they need you to look good when they film you. So I went and they did my hair. And at half past

three we got dressed because we needed to wear special clothes in the advert. I had this long black coat and boots. It was a bit unusual! And then at about half past four we *finally* made the advert. That part was quite fast.

Jenny: Did you enjoy it?

Alex: Yeah. But I learned that actors spend a long time just waiting and waiting ...

Jenny: And did you sign any autographs for your fans?

Alex: Ha, ha. Very funny. But one day!

Unit 9

Vocabulary p114

3 81

antelope beetle cheetah frog kangaroo penguin rhinoceros/rhino whale

6 82

- 1 They've got four legs. They've often got tails, but their tail can be quite short and difficult to see. Their horns are very special. They've got two horns and their horns can be very long and sometimes very unusual!
- 2 They've got quite big ears. They've got a long tail. They've got two arms, which are quite short. They've got two legs. Their legs are strong. They usually stand just on their legs and they use them to jump. They've got quite a big stomach.
- 3 They're small, and often black. They've got wings, usually four, but you can't always see them because they don't usually use them to fly. They've got six legs, but they haven't got feet. They've sometimes got horns.

Vocabulary p117

2 83

beach desert forest island lake mountain ocean river sea waterfall

Gateway to life skills pp118-119

6 and 7a 84

Last week at school we learnt about the Great Garbage Patch. I think it's a really big and important problem. We really need to do something about it.

Some of my friends said, 'What can we do to help? Nothing!'

I don't agree. The problem in general is plastic. We need to stop using so much plastic. How? Here are some ideas.

1. Don't take plastic bags in supermarkets! Supermarkets in England gave more than seven billion plastic bags to shoppers last year! People use them once and then throw them away. They get into rivers and lakes ... and the sea. And they can kill animals and fish. Take a bag made of strong material that you can use again and again.

2. Don't buy drinks in plastic bottles. Buy glass bottles if possible. It's much easier to recycle glass than to recycle plastic. So glass is better for the environment.
 3. Drink normal water, if you can. Mineral water usually comes in plastic bottles. Experts think that the water in plastic bottles is bad for us when the bottle is warm. And mineral water is more expensive than normal water, and there's often no reason to drink it. When your water isn't so clean, use a water filter.
 4. Don't buy all of your food in plastic. Buy bread in paper bags, for example. You can put apples and other food in paper bags, too. Paper isn't so bad for the environment. You can recycle it easily.
 5. If you need to use plastic and plastic bags, try to use biodegradable plastic. It's better for the environment!
- If we all stop using so much plastic day after day, week after week, we can make a big difference!

Listening p120

3 85

Presenter: In 1984 the Guinness Book of Records called Sir Ranulph Fiennes the greatest living explorer in the world. Tim, why do they call him that? What has he done?

Tim: Oh, he's done some amazing things. Where do you want me to start?

Presenter: Well, what about the highest mountain in the world? Has he ever climbed Everest?

Tim: Yes, he has. He's climbed it two or three times, I think. In fact, he climbed it in 2009 when he was 65 years old. He was the oldest British climber to get to the top. But perhaps his biggest, most difficult adventure was the Transglobe Expedition.

Presenter: What was that?

Tim: Between 1979 and 1982 he went from the UK to the South Pole. Then he went all the way to the North Pole and back to the UK. He used different land and sea transport, but he didn't fly. I mean, the man has actually *walked* right across Antarctica! That isn't the easiest thing in the world to do!

Presenter: Actually, I've heard that he once ran seven marathons in seven days!

Tim: That was in 2003, yes. But it wasn't only that. The seven marathons were on seven different continents! The worst one was in Asia, because of the weather. And he did it just three months after a heart operation. That's really amazing, isn't it?

Presenter: Incredible! But why does he do these things?

Tim: Well, that's one of the best things about these adventures. He usually does them to make money for charity. For example, when he climbed Everest he made a total of £6.5 million for a cancer charity.

Presenter: That's great. Has he ever written about his experiences?

Tim: Yes, he has. He's written about 20 books and he's made films and TV programmes. He's never worked as an actor, but he once said that he nearly became James Bond when he was younger!

Presenter: What an amazing character! I hear he's making plans for more adventures, even though he's already 70. Good luck to him!

Grammar in context p121

4b 86

- 1 The Sahara is the largest hot desert and probably the most famous desert in the world.
- 2 China is the most populated country in the world.
- 3 The Nile is the longest river in the world.
- 4 Angel Falls is the highest waterfall in the world.
- 5 Lake Baikal is the deepest freshwater lake in the world.
- 6 The Galapagos Islands are probably the best islands for unusual species. Charles Darwin went there to study them.
- 7 The hottest place in the world is Death Valley in the US. It's also one of the driest.

Developing speaking p122

2b 87

Evelyn: What do you think about a dog for Mrs Henderson?

Miles: I think a dog is a good idea because you can talk to it. You don't feel alone with a dog.

Evelyn: I agree, but you need to take dogs for walks and Mrs Henderson is quite old. She probably can't go out much.

Miles: Hmm. What about a parrot then? It's easier to look after a parrot than to look after a dog.

Evelyn: That's true. But parrots usually make a lot of noise. How do you feel about getting a snake?

Miles: I think it's a terrible idea! They're difficult to look after, and they're dangerous.

Evelyn: I agree. And a goldfish? They're easy to look after.

Miles: Yes, I think a goldfish is a good idea.

Evelyn: It's better than a turtle because turtles live for longer than humans!

Miles: Yes, I think you're right. Wait! What about a cat? A cat's better than a dog because you don't need to take it for walks. It can come and go when it likes.

Evelyn: Hmm. That's true, but dogs are friendlier than cats.

Miles: I disagree. Some cats are very friendly.

Evelyn: OK. So what do we think are the two worst?

Miles: I think the worst are the snake and the turtle.

Evelyn: Yes, I agree. And the two best are probably the cat and the goldfish.

Miles: I think you're right. But not BOTH of them! Cats and goldfish don't go well together!

Unit 10

Vocabulary p126

2 88

It's cloudy It's cold It's hot It's raining
It's snowing It's stormy It's sunny
It's warm It's windy

5 89

a suitcase b passport c swimsuit/
swimming trunks d umbrella
e sunscreen f sunglasses g gloves
h guidebook

7 90

Mum: So, let's check what you've got. Your passport is in the suitcase already, right?

Boy: Passport ... Yep. Here it is.

Mum: Oh, what about your swimming trunks. Are they in there?

Boy: Let's see ... Yes, they're here.

Mum: What about sunscreen? It can be really sunny there.

Boy: Well, yes, I really need sunscreen ... But we haven't got any here. I can buy some at the airport.

Mum: OK. What about an umbrella?

Boy: An umbrella? I'm going to Spain!

Mum: So?

Boy: So it's always hot and sunny in Spain!

Mum: No, it isn't! Your guidebook says that it rains a lot in some parts of Spain.

Boy: In the summer?? OK! Give me the umbrella.

Mum: Hey. Now that I think about it, where is your guidebook? It was on the table.

Boy: Don't panic. It's already in the suitcase.

Mum: Well, that's it, that's everything.

Grammar in context p128

2b and 2c 91

Julia: What are you going to do tonight?
Chris: I'm going to study.
Julia: Are you going to study maths?
Chris: No, I'm not. I'm going to study English.

Vocabulary p129

2 92

boat bus car helicopter motorbike
plane taxi train tram underground

Gateway to life skills pp130-131

5 and 6 93

Speaker 1: I think the title of this poem is perfect. It really expresses the idea of the poem. 'Variety is the spice of life'. That means variety is a great thing. Life is interesting because we're all different. People do different activities, they have different experiences and they like different things. And in the poem he says that Indian people are all different. There isn't just one type of Indian man or woman.

Speaker 2: I think the idea of this poem is that each person in the world is different. That's why he talks about all the differences between people – some are rich, some are poor, some have got long hair, some short hair. We all like different types of music, we wear different clothes. Each person is unique.

Speaker 3: I think the poem is saying that the differences between us aren't important. It isn't important that we like different music or different clothes. We're all humans. I think that's why he says 'many Indians are just like me'. We're all from different places but really we aren't very different in the basic things.

Speaker 4: I think the main message in this poem is that stereotypes aren't true. You can't just say 'all British people do this' or 'all Indian people do that'. I think the most important lines are the ones where he says 'There is no Indian stereotype'. He repeats this idea three times. I think it's an important message.

Listening p132

2 and 3 94

Teacher: You're going to study English in London this summer, aren't you, Miguel?
Miguel: Yes, have you ever been there?

Teacher: Yes! I lived there for five years.

Miguel: Ah. What's the best way to travel around London?

Teacher: Well, London has got a great transport system, it's one of the biggest and best in the world ... but it gets very busy, especially in the morning.

Miguel: Well, my classes are only in the afternoon. I don't have to go to classes in the morning.

Teacher: Oh, that's good. The buses are very good for short distances, you know, just two or three stops. But I think you should use the Tube for longer distances. It's faster and easier.

Miguel: The Tube? What's that?

Teacher: The underground. Everybody calls it the Tube in London. You should get a map of the Tube so that you can plan your trip before you start.

Miguel: How much does a ticket cost?

Teacher: That depends. You can get a special card. It's cheaper than buying a new ticket for every trip. But the price depends on the distance you travel. And it can also make a difference what time you travel.

Miguel: Is it more expensive in the morning?

Teacher: Yes. If possible, you shouldn't travel on the Tube before 9.30. Before half past nine it's called 'peak time'. It's more expensive when everyone is travelling to work. Just remember – you mustn't travel without a ticket! People with no ticket have to pay a big fine.

Miguel: A fine?

Teacher: Yes, a fine is the money you have to pay when you do something wrong, like travelling without a ticket.

Miguel: Oh, I see ... And what about cycling? Can I ride a bike in London?

Teacher: Yes, lots of people do. There's a special cycle network now. But you must be careful cycling in London. It's easy to get lost when you don't know the city very well. But when you're near the centre it's nice to walk from one place to another, if it isn't very far. There are millions of things to see. Beautiful parks, museums, shops ...

Miguel: Why don't you come with me? You can help me on the underground ...

Teacher: (Coughs)

Miguel: Oh – sorry ... the Tubel

Developing speaking p134

2 and 3 95

Dialogue 1

Kaylie: Hi Ellie.
Ellie: Oh, hi.
Kaylie: Hey, are you free on Saturday?
Ellie: I'm not sure. Why?
Kaylie: Well, my dad's got two free tickets to see a concert – it's the Arctic Monkeys. Would you like to come?
Ellie: Oh! Yeah, OK. That'd be great. Thanks!

Dialogue 2

Jason: Hi Charlie.
Charlie: Hi Jason. What's up?
Jason: Are you doing anything on Saturday?
Charlie: I don't think so. Why?
Jason: My cousin has given me tickets to see the match at Anfield to watch Liverpool. Do you fancy coming?
Charlie: Sorry, I'm not mad about football. Maybe you should invite Henry. I think he goes to matches sometimes.
Jason: Oh, OK. Do you want to meet after the match? Maybe we can go for a burger or something?
Charlie: Yeah, good idea!

5a and 5b 96

- 1 Would you like to come?
- 2 Do you fancy coming?
- 3 Do you want to meet after the match?

Gateway to exams: Units 9-10

Listening p138

6 97

Presenter: Today on *The Holiday Programme*, we're looking at the history of holidays. With us is expert Catherine Ross. Catherine, who was Thomas Cook and why was he important in the history of holidays?

Catherine: Thomas Cook was born in Britain in 1808. He made it possible for ordinary people to go on holiday. Before that, only rich people travelled.

Presenter: What was his first excursion?

Catherine: It was in 1841. He took a group of about 500 people just 18 kilometres by train. People enjoyed it. So then he organised an important excursion to Liverpool. The price included the train ticket, food and the hotel. People loved the idea. They could travel easily and they knew they had a place to stay.

Presenter: So what did he do next?

Catherine: In the 1860s and 1870s he organised trips to Switzerland, Italy, Egypt and the United States. His trips to Egypt were especially popular. Of course everybody wanted to visit the pyramids!

Presenter: Did he have a shop?

Catherine: Yes, he had one shop in London. He sold guidebooks and suitcases there, too.

Presenter: Hmm. Now 1872 was an important year for Cook, wasn't it?

Catherine: Yes. 1872 was the first year of Thomas Cook's 'round the world tour'. The price of a ticket was approximately £83,000 in today's money. That wasn't cheap! People travelled to the United States, then Japan, China and India. The trip took 222 days.

Presenter: Wow! Catherine, thanks.

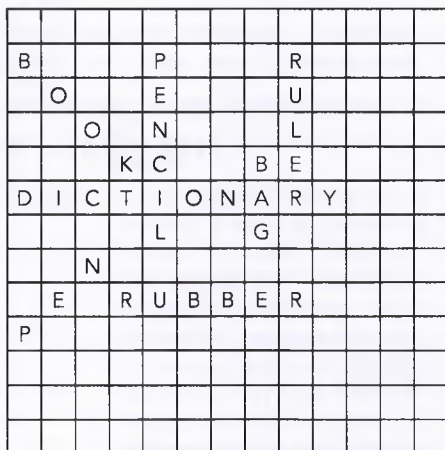
Starter unit

Vocabulary p4

1

2 desk 3 chair 4 door 5 window
6 poster 7 computer 8 board rubber

2



2 pen 3 pencil 4 ruler 5 book
6 rubber 7 dictionary

Speaking p4

1

2 I 3 P 4 G 5 H 6 O 7 L
8 R

Speaking p5

1

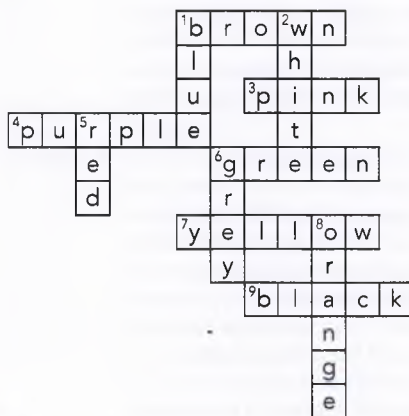
1 mean 2 this 3 repeat 4 How
5 understand

2

1 What's this in English? 2 How do you
spell that? 3 Can you repeat that?

Vocabulary p5

1



2

2 green, red 3 blue 4 grey
5 brown, green 6 black, white 7 pink
8 green, purple

Vocabulary p6

1

a C b O c C d C e O f C

2

b eighth c thirty-third d sixteenth
e twenty-first f forty-second

3

1 Monday 2 Tuesday 3 Wednesday
4 Thursday 5 Friday 6 Saturday
7 Sunday

4

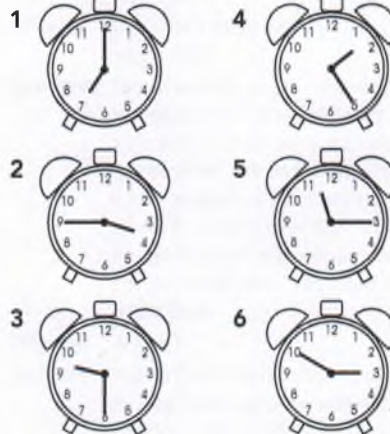
2 February 3 March 4 April
5 May 6 June 7 July 8 August
9 September 10 October
11 November 12 December

5

b the twenty-second of August
c the eighteenth of January
d the thirty-first of December
e the twelfth of October
f the nineteenth of February

Speaking p6

1



2

2 five o'clock 3 half past two
4 twenty to twelve 5 quarter to five
6 five past eight

Vocabulary and speaking revision p7

1

1 pencil 2 window(s) 3 chair
4 rubber 5 desk 6 ruler
7 whiteboard 8 dictionary

2

1 Can you repeat that? 2 I'm sorry, I
don't understand. 3 What does 'rubber'
mean? 4 What's this in English?
5 How do you spell that?

3

1 brown 2 white 3 yellow 4 purple
5 black 6 pink 7 green 8 grey

4

b Saturday c Tuesday d Friday
e Wednesday f Sunday g Thursday

5

2 the twenty-fourth of December 3 the
twelfth of October 4 the fifteenth of
August 5 the thirty-first of January
6 the twenty-second of July

6

2 quarter to five 3 quarter to
three 4 five past seven 5 twenty to six
6 twenty-five past twelve

Unit 1

Vocabulary p8

1

2 Russia 3 China 4 Egypt 5 Spain
6 the US 7 Mexico 8 Turkey
9 Australia 10 Brazil

2

-ish	-an	-ian	-ese
British	American	Russian	Chinese
Spanish	Mexican	Egyptian	
Turkish		Australian	
		Brazilian	

VOCABULARY EXTENSION p8

3

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

Reading p9

1

a football b books c dog

2

1 c 2 a 3 b

3

1 c 2 b 3 a 4 b

4

1 G 2 B 3 B 4 G

5

2 drama 3 band 4 game
5 'm into

Grammar in context p10

1

a am b is c are d am not e is not
f are not g is h Are

2

2 're 3 'm not 4 aren't 5 're
6 isn't

3

a aren't b are c is d is e are f is
g isn't h is

Name: Rihanna

4

- 2 Is Ed Sheeran American?
3 Are we friends?
4 Is Turkey in Europe?
5 Are your parents British?

5

a 3 b 2 c 5 d 1 e 4

6

- a am/'m b is/'s c Are
d am not/'m not e are f am
g is not/isn't h are not/aren't

GRAMMAR CHALLENGE p10

7

- 1 ~~isn't~~ aren't/are not 2 ~~They are~~ Are they 3 ~~arent~~ aren't/are not 4 ~~Yes, I'm~~ Yes, I am. 5 ~~not are~~ are not/aren't
6 ~~ts~~ He is/He's

Vocabulary and listening p11

1

- 1 grandfather 2 grandmother 3 uncle
4 aunt 5 father 6 mother 7 cousin
8 brother 9 sister

2

- 1 Phil 2 Christine 3 Craig 4 Craig
5 Daniel and Andrea 6 Phil and Sarah

3

- a cousin b brother c sister d uncle
e aunt f nephew g father h mother
i grandfather j wife k grandmother

4

- 1 a 2 b 3 b

VOCABULARY EXTENSION p11

5

- 2 Andrea 3 Phil 4 Katy and Alice
5 Craig and Jack

Grammar in context p12

1

- a have got b has got c hasn't got
d haven't got e Have f Has

2

- 2 I haven't got a bike. 3 Liz has got a mobile phone. 4 She hasn't got an English dictionary. 5 Emma and Tom have got a dog. 6 They haven't got a cat.

3

- 2 Has your brother got a bike? 3 Have your parents got a car? 4 Have you got cousins?

4

- 2 has 3 haven't 4 haven't

5

- a is b has got c hasn't got d are
e are f has got g has got h have got

6

- a My b His c Their d our e Its
f your

GRAMMAR CHALLENGE p12

7

- 2 has 3 is 4 has 5 has 6 is

Developing speaking p13

1

- 1 What's your name? 2 How do you spell that? 3 Where are you from?
4 How old are you? 5 What are your hobbies? 6 Have you got an email address?

2

- a 1 b 4 c 3 d 5 e 2

3

- 2 My surname is/'s Ferreira. 3 I'm from Brasilia, in Brazil. 4 I'm 13, and my birthday is in January. 5 I'm interested in music and sport. 6 My email address is ana.blue@brazilmail.com.

PRONUNCIATION p13

4

- 2 My name's Ana. 3 I'm from Brazil.
4 I'm 13. 5 Are you interested in sport?
6 Yes, I am. 7 Have you got an email address? 8 Yes, I have.

EXAM PRACTICE p13

5

Students' own answers

6

See p191 for the audioscript for the answers to this exercise (track 04).

7

Students' own answers

Developing writing p14

1

- 1 Russia 2 December 3 sports
4 American 5 Saturday 6 action

2

- 1 ~~moscow~~ Moscow 2 ~~december~~ December 3 ~~nika~~ Nika 4 ~~he's~~ (two years old) He's 5 ~~saturday~~ Saturday
6 ~~russian~~ Russian

3

- 2 is/'s 3 from 4 is/'s 5 has 6 in
7 fan 8 types

4

- 1 We live in New York in the US. 2 My favourite actor is British. 3 I go to the cinema every Sunday. 4 My birthday is in March. 5 My best friend is called Marc. 6 I am a fan of Spanish pop music.

5

Students' own answers

Revision: Unit 1

Grammar p15

1

- a 's b 'm c 's d isn't e aren't
f 're g 'm not h 's

2

- a Are b am c Is d is not/isn't/s not
e Are f are not/aren't g Are
h am not/'m not .i Is j is not/isn't/s not

3

- 1 has got 2 have got 3 has not got/
hasn't got 4 have not/haven't got
5 has not got/hasn't got 6 have got

4

- 1 ~~Your classroom has got~~ Has your classroom got 2 ~~have~~ has 3 ~~Have you~~ Have you got 4 ~~has~~ have 5 ~~Have got~~ your friends Have your friends got
6 ~~hasn't~~ haven't

5

- 1 Their 2 I 3 its 4 her 5 our
6 His

Vocabulary p15

1

Country	Nationality
Australia	Australian
Brazil	Brazilian
China	Chinese
Egypt	Egyptian
Mexico	Mexican
Russia	Russian
Spain	Spanish
the UK	British
the United States	American
Turkey	Turkish

2

- 1 Egypt 2 Mexican 3 Chinese 4 the UK/Britain/England 5 Turkey 6 Russian
7 the US 8 Australian

3

- 1 sister 2 father 3 aunt 4 husband
5 grandmother 6 nephew 7 cousin

Unit 2

Vocabulary p16

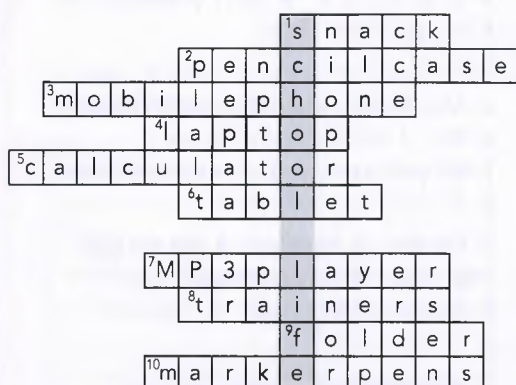
1

- 2 English 3 French 4 geography
5 history 6 ICT 7 music 8 PE
9 science 10 maths

2

2 science 3 PE 4 ICT 5 history
6 French 7 geography 8 art
9 history 10 music

3



word = school life

VOCABULARY EXTENSION p16

4

School subjects: biology, chemistry, literature, physics, social sciences

Everyday objects: glue, paper, pencil sharpener, scissors, stapler

Reading p17

1

1 b 2 a 3 c

2

1 have 2 are

3

1 T 2 T 3 F 4 F 5 F 6 T

4

1 G 2 B 3 G 4 G 5 B

5

1 work 2 online 3 special

4 classmate 5 look for

6

1 classmate 2 online 3 look for

4 special 5 work

Grammar in context p18

1

1 c 2 a 3 b

2

1 Karen's 2 cousins' 3 Will and Nick's

4 teacher's 5 parents' 6 schools'

3

2 It's Marc's mobile phone. 3 It's Jen's folder. 4 It's Jen's pencil case. 5 They're Jen's marker pens.

6 It's Ryan and Sue's MP3 player.

4

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

5

2 Ours 3 Mine 4 hers 5 Yours

6 Theirs

6

Singular	Plural
boy	boys
friend	friends
man	men
woman	women
child	children
person	people
family	families
country	countries

7

2 three men 3 three children 4 two women

GRAMMAR CHALLENGE p18

8

1 C 2 C 3 B 4 A 5 B 6 B

Vocabulary and listening p19

1

1 ear 2 eye 3 hair 4 mouth

5 nose 6 teeth

2

2 tall 3 small 4 curly 5 long

3

This is a photo of me and my friends. This is my friend Lucy. She isn't **short**, but she isn't very tall. She's got **long fair** hair and big **blue** eyes. This is Josh. He's tall and he's got **short, curly brown** hair. This is me, Chiara. I've got **straight dark** hair and my eyes are **green**.

4

c

5

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

VOCABULARY EXTENSION p19

6

1 B 2 C 3 A

Grammar in context p20

1

1 Where 2 How many 3 What

4 Who 5 How old

2

1 Why 2 Which 3 When 4 How

5 How much

3

a How old b Where c When

d How many e What

4

	Close	Distant
Singular	this	that
Plural	these	those

5

2 This is 3 This is 4 Those are

5 That is/That's 6 Those are

6

1 a, the 2 O 3 an 4 The

7

1 an 2 O 3 a, the 4 O 5 The

GRAMMAR CHALLENGE p20

8

1 How many How much 2 Hers Her 3 This pens These pens 4 persons people 5 The students Students

Developing speaking p21

1

1 Eric 2 Liz 3 Cole 4 Beth

5 Helen

2

a is/s b is/s c has got/s got

d has got/s got e isn't/is not

f is/s g is/s h is/s i has got/s got

j has got/s got k 've/have got l is/s

3

1 quite 2 very 3 very 4 quite

5 really

PRONUNCIATION p21

4

/t/	/i:/
bit	he's
his	niece
is	teeth
this	these
which	

EXAM PRACTICE p21

5

Students' own answers

6

See p192 for the audioscript for the answers to this exercise (track 08).

7

Students' own answers

Developing writing p22

1

b

2

a Dear b new e-pal c Here's d My favourite e Write back f Best wishes

3

1 F 2 T 3 T 4 T 5 F 6 F

4

1 've got 2 Luis 3 best 4 Write back soon.

5

1 b 2 c 3 a

6

Students' own answers

Revision: Units 1-2**Grammar p23**

1

1 my, yours 2 Their 3 Jane's 4 parents', ours 5 friend's 6 hers

2

1 children 2 dictionaries 3 women 4 days 5 countries 6 people

3

1 Have you got - c 2 How old - e 3 When - a 4 Which - f 5 Why - b 6 Are - d

4

a This b a c the d 0 e the f 0 g 0 h an i These j that

Vocabulary p23

1

1 maths 2 geography 3 art 4 English 5 science 6 history

2

1 trainers 2 folder 3 tablet 4 snack/sandwich 5 MP3 player 6 mobile phone

3

a tall b short c dark d straight e long f fair g big h small

4

1 ICT 2 cousin 3 Egyptian 4 marker pens 5 grandfather 6 calculator

Gateway to exams: Units 1-2**Reading p24**

1

1 Think Global School 2 Northgate Community College

2

1 F 2 T 3 T 4 F 5 T 6 F

Listening p25

3

1 a 2 c 3 b

Use of English p25

4

1 b 2 c 3 c 4 a 5 b

Writing p25

5

Students' own answers

Common mistakes p25

6

1 I have 13 years I'm 13 (years old) 2 the five the fifth 3 I'm from Turkey./I'm Turkish. 4 hobby music hobby is music. 5 the sports sports 6 This is Paul's dictionary. 7 have has, hair dark dark hair, eyes brown brown eyes. 8 you have got have you got

Unit 3**Vocabulary p26**

1

2 have a shower 3 have breakfast 4 go to school 5 start school 6 have lunch 7 go home 8 do homework 9 have dinner 10 go to bed

2

b have c breakfast d to school e start f have g home h do i dinner j to bed

3

2 watch 3 chat 4 listen 5 play 6 read 7 play 8 surf 9 draw/paint 10 do

4

b 9 c 8 d 4 e 10 f 6 g 5 h 2

VOCABULARY EXTENSION p26

5

1 comics, magazines 2 the drums, the violin 3 the radio, songs on an MP3 player 4 DVDs, videos 5 tennis, basketball

Reading p27

1

1 d 2 c 3 a 4 b

2

Ali - 3 Matt - 4

3

1 B 2 M 3 A 4 M 5 B 6 A

4

1 B 2 G 3 B 4 G 5 G 6 B

5

1 vet 2 trains 3 neighbours 4 late 5 look after 6 travel

6

1 vet 2 look after 3 travel 4 trains 5 late 6 neighbours

Grammar in context p28

1

a play b plays c play d don't e doesn't f don't

2

2 wants 3 finishes 4 goes 5 pays 6 does 7 studies 8 has 9 lives 10 cries

3

1 live 2 finishes 3 want 4 goes 5 studies 6 play 7 has 8 does

4

1 doesn't 2 don't 3 don't 4 doesn't 5 don't 6 doesn't

5

a play b doesn't do c watches d read e play f doesn't play g goes h studies i don't speak j play

6

2 She watches TV. 3 She doesn't read (books). 4 Adam and Tom don't play football. 5 They don't paint. 6 They surf the Internet.

GRAMMAR CHALLENGE p28

7

1 don't doesn't 2 ✓ 3 finish finishes 4 studies studies 5 ✓ 6 not doesn't

Vocabulary and listening p29

1

1 shopping centre 2 museum 3 restaurant 4 library 5 swimming pool 6 park 7 sports centre 8 cinema

2

1 restaurant 2 shopping centre 3 library 4 park 5 museum 6 swimming pool 7 sports centre 8 cinema

3

1 Josh 2 Zac

4

1 T 2 F 3 NM 4 T 5 F 6 NM 7 F

5

Students' own answers

VOCABULARY EXTENSION p29

6

2 a 3 f 4 c 5 g 6 b 7 e

Grammar in context p30

1

a Does b Do c does d doesn't e do f don't

2

1 Do 2 Does 3 Do 4 Do 5 Does 6 Does

3

b don't - 4 c do - 1 d doesn't - 6 e does - 5 f doesn't - 2

4

1 Do you get up, don't 2 Does your mum make, does 3 Does she take, doesn't 4 Does your school start, does 5 Do you have, do 6 Do you watch, don't

5

2 What time does your school finish? 3 What do you do after school? 4 How does your father go to work? 5 Where do you go at the weekend? 6 What time do you and your family have dinner?

6

always, usually, often, sometimes, **not often**, never

7

2 She sometimes reads. 3 She usually goes to the park. 4 She isn't often late for class. 5 She often does sport. 6 She is always happy.

GRAMMAR CHALLENGE p30

8

1 have 2 Have you got 3 Are you 4 do you eat 5 Do you have 6 Does your friend go

Developing speaking p31

1

1 Is there a shopping centre near here? 2 Excuse me, do you know where the museum is? 3 Can you tell me how to get to the library, please?

2

1 C 2 A 3 B

3

b at c past d on e opposite f along g past h left i right j on k straight l Turn m Walk n on o between

PRONUNCIATION p31

4

●●	●●●	●●●	●●●●
restaurant	cinema	museum	shopping centre
	library		
	sports centre		
	swimming pool		

EXAM PRACTICE p31

5

Students' own answers

6

See p193 for the audioscript for the answers to this exercise (track 13).

7

Students' own answers

Developing writing p32

1

1 Colin and Lee (in class 6A) 2 starting a film club

2

a so b but c because d but e and f because

3

Good idea?	✓
Friday activities	at home – listening to music and playing games
Favourite films	sci-fi and adventure films
Favourite actors	Jennifer Lawrence and Josh Hutcherson

4

2 I don't often go to the cinema because it's expensive. 3 I'm interested in films but I don't like violent films. 4 We haven't got a lot of free time so we don't watch films. 5 I'm a fan of adventure films and (I'm a fan of) sci-fi films. 6 I love films so I want to go to the film club.

5

a but b because c and d but e because f so

6

Students' own answers

Revision: Units 1-3

Grammar p33

1

1 live 2 studies 3 doesn't work 4 goes 5 don't have 6 watch

2

1 Do, don't 2 Does, does 3 Do, do 4 Does, does 5 Do, don't 6 Does, doesn't

3

1 What time do you get up at the weekend? 2 When is your birthday? 3 How does your teacher go to school? 4 How many brothers and sisters have you got? 5 Which TV programmes does your mum watch? 6 Why do you want to learn English?

4

1 ~~go sometimes~~ sometimes go 2 ~~play usually~~ usually play 3 ~~never am~~ am never 4 ~~always is~~ is always 5 ~~often don't~~ don't often

Vocabulary p33

1

a get up b have c breakfast d go e start f lunch g finish h home i do j have k bed

2

1 d 2 g 3 a 4 i 5 b 6 e 7 f 8 j 9 h 10 c

3

1 shopping centre 2 park 3 swimming pool 4 restaurant 5 museum 6 library 7 sports centre 8 cinema

4

a parents b Spanish c tall d dark e eyes f ICT g laptop h chat i library

Unit 4

Vocabulary p34

1

2 living room, d 3 bedroom, b 4 hall, f 5 dining room, c 6 kitchen, e

2

	W				T					R	
	T	A				A				A	C
	O		R				B			D	H
	I			D			C	L		I	A
	L	S			R		U		E	A	I
S	E		H			O	P			T	R
I	T			E			B			O	
N					L		O	E		R	
K						F	A	B	B	E	D
F	R	I	D	G	E		R		A		
							D			T	
		S	O	F	A						H

3

2 toilet 3 bed 4 wardrobe 5 table 6 chair 7 sofa 8 shelf 9 sink 10 cupboard 11 fridge 12 radiator

VOCABULARY EXTENSION p34

4

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

Reading p35

1

✓: 1, 2, 4, 5

2

1 In Brooklyn, in New York 2 Yes, she does.

3

1 d 2 b 3 a 4 e 5 c

4

1 G 2 B 3 B 4 G 5 B 6 G

5

1 tidy 2 share 3 excuse 4 location 5 lucky

6

- 1 share 2 excuse 3 location 4 lucky
5 tidy

Grammar in context p36

1

- a is b is c isn't d aren't e Are
f are

2

- 1 's 2 aren't 3 isn't 4 are 5 's

3

- 2 There's 3 There aren't 4 There's
5 There are 6 There isn't

4

- 1 Is there a school bag? 2 Are
there trainers? 3 Is there a big
wardrobe? 4 Are there two radiators?
5 Is there a window?

5

- 2 No, there aren't. 3 Yes, there
is. 4 No, there aren't. 5 Yes, there is.

6

- 1 T 2 F 3 F 4 F 5 T 6 F

7

- a next to b on c behind d in front of
e above f in g under h near

GRAMMAR CHALLENGE p36

8

- a There's b It's c The d It's
e There's f it's g a h parents

Vocabulary and listening p37

1

- 1 biscuit 2 pizza 3 chicken 4 eggs
5 meat 6 fish 7 yoghurt 8 milk
9 butter 10 cheese 11 apple
12 banana 13 salad 14 tomato
15 bread

2

- 1 burger and chips 2 cake 3 jam and
honey 4 salt 5 sugar 6 ice cream
7 coffee and tea 8 orange juice,
lemonade and water

3

- 2 a 3 b 4 c

4

- 2 e 3 f 4 g 5 a 6 d 7 b

5

- 2 a litre of milk half a litre of
milk 3 spoon whisk 4 200 grams of
flour 250 grams of flour 5 50 grams of
sugar 70 grams of sugar 6 put some
milk in a frying pan butter 7 six minutes
three minutes

VOCABULARY EXTENSION p37

6

- 1 delicious 2 sweet 3 hot 4 fresh
5 salty 6 cold

Grammar in context p38

1

apple	C	water	U
bread	U	burger	C
biscuit	C	sugar	U
butter	U	egg	C
honey	U	salt	U
strawberry	C	tomato	C
jam	U	milk	U
meat	U	banana	C

2

- 1 some 2 some 3 a 4 some
5 some 6 an

3

- 1 some 2 any 3 some 4 any
5 some 6 any

4

- 2 a 3 any 4 some 5 an 6 any

5

- 2 There's some water. 3 There aren't any
tomatoes. 4 There's an egg. 5 There
isn't any bread. 6 There are some
strawberries.

6

- 1 any, some 2 a, a, a 3 any, a
4 any, any

7

- a a b a c any d some e a f any
g any h some i some

GRAMMAR CHALLENGE p38

8

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

Developing speaking p39

1

b

2

- a Come in b Can I c Shall I d Let's
go e Would you like f How about

3

- 1 Shall 2 Can I 3 Would 4 That'd be
5 How about 6 thanks

PRONUNCIATION p39

4

/ʌ/	/æ/
above	apple
butter	bag
come	fat
cupboard	jam
front	salad
honey	thanks

EXAM PRACTICE p39

5

Students' own answers.

6

See p193 for the audioscript for the
answers to this exercise (track 17).

7

Students' own answers.

Developing writing p40

1

- 1 d 2 a 3 c 4 b

2

sofa, chairs, table, lamps, shelves, photos,
pictures, TV, cupboard, books or magazines

3

- 1 beautiful 2 famous 3 new
4 enormous 5 comfortable 6 old

4

1 There are two new lamps. 2 We are
always happy in this room. 3 We have
got a big window. 4 I don't usually watch
TV in my bedroom. 5 We haven't got a
beautiful view. 6 There is a comfortable
chair in the corner.

5

- 1 always do 2 is sometimes 3 often
plays 4 usually have 5 is never
6 aren't often

6

Students' own answers

Revision: Units 1-4

Grammar p41

1

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

2

- a Is there b there is c Are there
d there are e Is there f there isn't

3

- a above b under c next to d in
e on f next to g behind h in front of

4

- 1 any some 2 have usually usually
have 3 ✓ 4 don't doesn't 5 Your
Yours 6 any snack a snack/any
snacks 7 ✓ 8 The burgers Burgers

Vocabulary p41

1

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

2

- 1 table, chair(s) 2 wardrobe, bed
3 sofa 4 radiator 5 fridge, cupboard
6 shelf/shelves 7 bath 8 toilet

3

- 1 fish 2 chips 3 tomato 4 salad
5 snack 6 bath 7 ice cream

Gateway to exams: Units 3-4

Reading p42

1

- 1 signatures 2 people

2

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

Use of English p42

3

- 1 D 2 A 3 F 4 C

Listening p43

4

C

5

- 1 T 2 T 3 F 4 F 5 NM 6 F
7 NM 8 T

Writing p43

6

Students' own answers

Common mistakes p43

7

- 1 listen listen to 2 one a flat 3 play
plays/plays the 4 ~~There are~~ There's/
There is 5 next next to 6 ~~go sometimes~~
sometimes go, in the weekend at the
weekend 7 ~~haven't~~ doesn't have
8 ~~opens the library~~ does the library open

Unit 5

Vocabulary p44

1

Across: 4 monitor 6 USB port
8 USB cable 10 screen 11 webcam
13 screensaver

Down: 1 scanner 2 touchpad
3 mouse 5 touch screen 7 printer
9 speaker 12 keyboard

2

1 save 2 print 3 copy 4 log on/off
5 send an email 6 download 7 cut
and paste 8 click on

3

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

VOCABULARY EXTENSION p44

4

- 1 headphones 2 desktop computer
3 microphone 4 flash drive
5 mouse mat

Reading p45

1

Text A: Photo 2 Text B: Photo 1

2

	Text A	Text B
1 Name of the inventor	Shubham Banerjee	Trisha Prabhu
2 Home country of the inventor	Belgium	the US
3 Name of the invention	Braigo 2.0	Rethink
4 Aim of the invention	to print in Braille	to stop cyberbullying / people sending unfriendly messages

3

- 1 can't 2 isn't 3 quickly 4 before

4

- 1 F 2 O 3 O 4 F 5 O 6 F

5

- 1 busy 2 unkind 3 blind
4 cyberbullying 5 can't afford

6

- 1 blind 2 cyberbullying 3 can't afford
4 unkind 5 busy

Grammar in context p46

1

- 1 can 2 can't 3 can't 4 can 5 can
6 can't

2

- 2 can 3 can't 4 can 5 can 6 can't
7 can 8 can't

3

- 1 Can you sing? 2 Can your parents
ski? 3 Can your mother speak English?
4 Can you and your friends swim?
5 Can your father cook?

4

- 2 No, they can't. 3 No, she can't.
4 Yes, we can. 5 Yes, he can.

5

- 2 slowly 3 fast 4 calmly 5 easily
6 carefully 7 clearly 8 well 9 hard
10 quickly

6

- a hard b well c slowly d easily
e fast f carefully g badly

7

- 1 well 2 hard 3 carefully, slowly
4 clearly 5 badly 6 easily

GRAMMAR CHALLENGE p46

8

- 1 I always 2 favourite actor 3 from
4 well 5 speaks clearly 6 sing

Vocabulary and listening p47

1

- 1 virus 2 blog 3 password
4 website 5 search engine 6 social
network

2

- 1 password 2 blog 3 search engine
4 website 5 virus 6 social network

3

- ✓: 1, 2, 4

4

- 1 F 2 T 3 F 4 T 5 T 6 F 7 F

VOCABULARY EXTENSION p47

5

- 1 go 2 check 3 post 4 install
5 scan

Grammar in context p48

1

- 1 Use 2 Don't put 3 Be 4 Don't
write

2

- 1 Save 2 Don't have 3 Don't open
4 Install 5 Remember 6 Don't give

3

- 2 Don't be late. 3 Bring a pen and a
pencil. 4 Don't eat snacks. 5 Turn off
your mobile. 6 Don't use a dictionary.

4

- 1 b 2 d 3 a 4 c

5

- 1 playing 2 drawing 3 reading
4 surfing 5 going 6 chatting

6

- 2 He hates doing sport. 3 He likes
watching films. 4 Paige doesn't like
listening to rock music. 5 She likes doing
sport. 6 She loves watching films.

GRAMMAR CHALLENGE p48

7

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

Developing speaking p49

1

3

2

- 1 b 2 c 3 d 4 a

3

- 1 Saturday, 10th August 2 10 am to 6 pm
3 £12 4 Caird Hall 5 03821 459967

4

1 When is the fair? 2 What time does it start? 3 How much does it cost? 4 Can visitors play the games? 5 Where is the fair? 6 How do you spell that? 7 Have you got the telephone number?

PRONUNCIATION p49

5

2 down ↘ 3 up ↗ 4 down ↘
5 up ↗ 6 down ↘ 7 up ↗

6

1 down 2 up

EXAM PRACTICE p49

7 and 8

See p194 for the audioscript for the answers to this exercise (track 22).

9

Students' own answers

Developing writing p50

1

b

2

1 Have you got a mobile phone?
2 How often do you use it?
3 What do you use it for?
4 Do you use your mobile in class?
5 What apps have you got on your phone?
6 Is the name or design important for you?
7 What do you think of mobile phones in general?

3

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

4

1 What do you use it for? 2 How often do you read it? 3 Have you got a social network page? 4 How many friends or followers have you got? 5 What is your general opinion of social networks? 6 What do you like about it?

5

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

6

Students' own answers

Revision: Units 1-5

Grammar p51

1

a Can b can c Can d can't e can
f Can g can h can't i can

2

1 fast 2 carefully 3 badly 4 clearly
5 easily 6 hard 7 well

3

1 Don't take photos here. 2 Bring a dictionary tomorrow. 3 Don't eat in the classroom. 4 Do your homework. 5 Don't use mobiles in the exam.

4

1 love using 2 like learning 3 doesn't like studying 4 likes chatting 5 hates/can't stand writing

5

1 watching 2 can't 3 play 4 Has
5 doing 6 loves 7 keep 8 Is there

Vocabulary p51

1

1 keyboard 2 screensaver 3 download
4 touchpad 5 save, off 6 USB cable
7 cut and paste

2

1 password 2 blog 3 search engine
4 social network 5 virus 6 website

3

1 surf the Internet 2 folder 3 laptop
4 information and communication
technology 5 library 6 desk 7 shelf

Unit 6

Vocabulary p52

1

1 shoe shop 2 bank 3 sports shop
4 post office 5 bakery 6 chemist's
7 newsagent's 8 supermarket
9 clothes shop 10 jeweller's

2

2 price 3 size 4 sale 5 credit card
6 wallet 7 purse 8 cheque
9 change

3

2 cheque/cash, credit
card 3 size 4 price
5 sale 6 cash 7 change

4

2 d 3 e 4 b 5 f 6 a 7 g

VOCABULARY EXTENSION p52

5

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

Reading p53

1

1 shopping centre 2 outside, half an hour

2

	Where?	Activity
Kylie	in her room	surfing the Internet
Kylie's mother	in the living room	watching a film on TV
Kylie's father	-	playing tennis
Cole	at the shopping centre	buying a present and a cake
Sara	in her room	listening to music and chatting to Kylie
Sara's parents	-	visiting her grandparents
Chris	in his room	playing computer games

3

D

4

1 G 2 F 3 A 4 B 5 C

5

1 O 2 F 3 O 4 O 5 F 6 F

Grammar in context p54

1

a am b is c are d aren't e isn't
f aren't

2

1 reading, sending, watching 2 having,
taking, writing 3 chatting, shopping,
swimming

3

2 're having 3 is playing 4 're
shopping 5 is buying 6 're watching

4

2 I'm not sleeping. I'm listening to
music. 3 My sister isn't sitting in her
room. She's running in the park.
4 We aren't having pizza for dinner. We're
making a salad. 5 You aren't doing your
homework. You're chatting online.

GRAMMAR CHALLENGE p54

5

1 ✓ 2 a meat meat 3 plain playing
4 putting putting 5 ✓ 6 Amy's and
Mike's Amy and Mike's 7 waiting are
waiting 8 writing writing

Vocabulary and listening p55

1

S	T	R	O	U	S	E	R	S	
W				N		R			T
E	C	O	A	T	E		S		S
A		E	D	P		R	H		H
T	J		M	R	E		I		I
S		U		N	E		R		R
H	J		I			S	T		T
I	J	A	C	K	E	T	S	P	
R	R				B	O	O	T	S
T		S	K	I	R	T			

2

1 trousers 2 skirt 3 boots 4 top
5 jumper 6 boots

3

1 At the moment, Jody is
2 Jody wants to buy new jeans because ...
3 Jody's mother thinks ...
4 Jody sees a skirt that ...
5 Jody's brother ...
6 At the end of the conversation, ...

4

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

VOCABULARY EXTENSION p55

5

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

Grammar in context p56

1

2 Is Dylan wearing a coat? 3 Is Eva wearing a dress? 4 Is Toby listening to music? 5 Are Toby and Sophie chatting? 6 Are they wearing T-shirts?

2

2 No, he isn't. 3 Yes, she is. 4 Yes, he is. 5 No, they aren't. 6 Yes, they are.

3

1 Where are Dylan and Eva buying trainers? 2 What is Dylan wearing? 3 Where are Sophie and Toby sitting? 4 What is Sophie reading? 5 What are Toby and Mark doing?

1 e 2 c 3 a 4 d 5 b

4

1 usually go 2 Are you watching 3 do you do 4 give 5 'm reading 6 're having

5

a 'm sitting b 'm writing c 's doing
d does e goes f 's working
g plays h 's playing i are, doing

GRAMMAR CHALLENGE p56

6

1 a 2 b 3 a 4 a 5 b

Developing speaking p57

1

10

2

B

3

a a jacket and trousers b basketball
c shorts d listening to music e a girl
f some trainers/shoes g bakery
h reading a book i quarter

PRONUNCIATION p57

4

/n/	/ŋ/
behind	buying
front	English
hand	playing
phone	sing
trainers	think
window	

EXAM PRACTICE p57

5

Students' own answers

6

See p195 for the audioscript for the answers to this exercise (track 26).

7

Students' own answers

Developing writing p58

1

2 ~~James Bond~~ James Bond 3 ~~saet~~ sale
4 ~~We go always~~ We always go 5 ~~it start~~
it starts 6 ~~Dear Mr Ed~~ Hi Ed 7 ~~looks~~
for is looking for

2

1 to the shopping centre 2 a new mobile phone 3 at 1.30 4 at the West Street café 5 go to the cinema
6 at half past seven

3

1 ~~I going~~ I'm going 2 ~~want~~ wants 3 ✓
4 ~~a jacket new~~ a new jacket 5 ~~have~~ has/
is having 6 ✓ 7 ~~can we~~ we can

4

Hi Lucy,
I'm going shopping later. I need to buy some Spanish books. Do you want to come? Meet me in front of the newsagent's. Then maybe we can have lunch.

See you!

Chloe

5

Students' own answers

Revision: Unit 1-6

Grammar p59

1

a are you doing b 'm sitting c Are they watching d aren't e 're chatting f Are you having g 're having h is he doing i Is he studying j is k are you coming l 're coming

2

1 go 2 Is Dad making 3 be 4 has got 5 fast 6 Does Sam like 7 are you doing 8 get up

3

1 is singing 2 goes 3 has 4 is he doing 5 Are you sitting 6 don't open

Vocabulary p59

1

1 newsagent's 2 chemist's 3 credit card 4 purse 5 bakery 6 size 7 change 8 jeweller's 9 wallet 10 post office

2

1 shoes, trainers, boots 2 dress, skirt 3 coat, jacket 4 jeans, trousers 5 jumper, sweatshirt, shirt

3

1 A 2 C 3 B 4 B 5 A 6 C

Gateway to exams: Units 5-6

Reading p60

1

1 B 2 E 3 D 4 A 5 G

Use of English p60

2

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

Listening p61

3

1 grandmother a find, program, Internet b never downloads programs c doesn't know how, download programs

2 isn't using a mouse correctly b right search engine c keyboard

3 problem because a speaks quickly b doesn't explain, well c doesn't understand Marc

4 grandmother a computer course b always busy c use computers easily

5 Paul, computer lessons a morning b every day c finishes work

6 Paul

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

4

Students' own answers

Common mistakes p61

- 5
1 ~~play~~ playing 2 ~~cost~~ this T-shirt does this T-shirt cost 3 ~~I speak~~ I speak, not very good not very well 4 ~~Do you can~~ play Can/Do you play 5 ~~is man~~ is a man, He reads He's reading 6 ~~the computers~~ computers. 7 ~~hardly~~ hard 8 ~~What they are doing~~ are they doing

Unit 7

Vocabulary p62

- 1
1 rugby 2 ice hockey 3 swimming
4 judo 5 cycling 6 football
7 gymnastics 8 horse-riding 9 skiing
10 basketball 11 tennis 12 baseball
13 ice-skating 14 golf 15 volleyball

play	do	go
rugby	judo	swimming
ice hockey	gymnastics	cycling
football		horse-riding
basketball		skiing
tennis		ice-skating
baseball		
golf		
volleyball		

- 3
champion competition cup final
match medal(s) player prize race
referee team winner

- 4
1 b 2 a 3 c 4 b 5 a 6 a 7 b
8 c

VOCABULARY EXTENSION p62

- 5
1 d 2 b 3 a 4 c 5 e

Reading p63

- 1
1 c 2 b 3 a

- 2
1 France 2 the US 3 the UK

- 3
1 T 2 NM 3 F 4 T 5 NM 6 T
7 NM 8 F

- 4
1 F 2 F 3 O 4 O 5 F 6 O

- 5
1 palace 2 hit 3 originally 4 trophy
5 hole 6 basket

- 6
1 Palace 2 basket 3 trophy 4 hole
5 originally 6 hit

Grammar in context p64

- 1
a was b were c wasn't d Was
e Were
2
1 was 2 was 3 weren't, were
4 weren't, were 5 wasn't, was 6 was
3
a was b was c wasn't d was
e were f weren't g was h was
i wasn't j was

- 4
1 Were you good at sport at primary school? 2 What was your favourite sport? 3 Who was your teacher? 4 Were your friends interested in sport? 5 Were you in a team? 6 How often were your PE lessons?

- 5
a was - 3 b weren't - 4 c was - 1
d were - 6 e was - 2 f wasn't - 5

- 6
2 There were 3 There were 4 There wasn't 5 There weren't 6 There were
7 There was

GRAMMAR CHALLENGE p64

- 7
1 There 2 It 3 There 4 It 5 There
6 There

Vocabulary and listening p65

- 1
2 ist 3 er 4 ast 5 er 6 er
7 er 8 er 9 er 10 er

- 2
b 9 c 4 d 1 e 8 f 3 g 5

- 3
1 cyclist 2 runner 3 swimmer

- 4
1 d 2 b 3 e 4 f 5 c

- 5
1 T 2 F 3 F 4 F 5 T 6 F

VOCABULARY EXTENSION p65

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

Grammar in context p66

- 1
2 I 3 R 4 I 5 I 6 R

- 2
1 played 2 wanted 3 listened
4 changed 5 stayed 6 started, stopped

- 3
1 won 2 ate 3 saw 4 did 5 lost
6 got 7 had 8 went 9 took
10 bought

- 4
1 got 2 ate/had 3 went 4 saw
5 had/ate 6 bought/got
5
a got b had c took d won e lost
f went g did h saw

- 6
a was b started c saw d wanted
e finished f went g decided
h played i moved j won

GRAMMAR CHALLENGE p66

- 7
1 go went 2 ~~buyed~~ bought 3 finish finished 4 ~~Why you was you~~ Why were you 5 ~~was moved~~ moved 6 ~~had got~~ had/got
7 born was born 8 ~~was~~ were

Developing speaking p67

- 1
1 c 2 a 3 b

- 2
Speaker A: It's OK.
Speaker B: It's bad.

- 3
1 B 2 A 3 B 4 A 5 B 6 A

😊	😐	😞
It's brilliant! It's great!	I'm not mad about it. It depends. It's not bad.	I hate ... It's awful. I can't stand ...

PRONUNCIATION p67

- 5
1 I love skiing. 2 I'm not mad about it.
3 It depends. 4 It's brilliant! 5 It's awful. 6 In my opinion, 7 I don't think ... 8 I can't stand watching TV.

EXAM PRACTICE p67

- 6
Students' own answers

- 7
See p196 for the audioscript for the answers to this exercise (track 31).

- 8
Students' own answers

Developing writing p68

- 1
a 2 b 4 c 1 d 3
2
a and b Then c because d and
e One day f Suddenly g in the end
h After that

3

1 T 2 F 3 T 4 F 5 F 6 T

4

1 and 2 so/and 3 but 4 because
5 so 6 because 7 but 8 and

5

Students' own answers

Revision: Units 1-7**Grammar p69**

1

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

2

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

3

a got b had c went d bought
e played f ate g stayed h watched

4

1 see saw 2 'm-not wasn't 3 are were
4 've got had 5 does did 6 have had
7 is was 8 want wanted**Vocabulary p69**

1

A baseball football volleyball
basketball ice hockey
B judo gymnastics
C skiing ice-skating
horse-riding

2

A play B do C go

3

1 referee 2 champion 2 tennis player
4 race 5 swimmer 6 competition
7 gymnast 8 cyclist

4

1 rugby 2 player 3 team 4 paint
5 museum 6 snack**Unit 8****Vocabulary p70**

1

1 nurse 2 engineer 3 waitress
4 shop assistant 5 businesswoman
6 mechanic 7 hairdresser 8 waiter
9 bus driver 10 builder 11 chef
word = responsible

2

2 waitress/chef 3 bus driver 4 shop
assistant 5 businessman
6 businesswoman

3

2 friendly 3 cheerful 4 hard-working
5 calm 6 responsible 7 creative
8 kind**VOCABULARY EXTENSION p70**

4

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

Reading p71

1

1 b 2 d 3 c 4 a

2

	Job	Qualities necessary
Mae	mechanic	friendly calm hard-working
Adam	hairdresser	creative kind cheerful friendly hard-working

3

1 B 2 A 3 B 4 M 5 B 6 A
7 M 8 A

4

1 F 2 O 3 F 4 F 5 O 6 O

5

1 fashion 2 grades 3 clients
4 contacted 5 long hours

6

1 fashion 2 long hours 3 contacted
4 clients 5 grades**Grammar in context p72**

1

a didn't b without

2

2 We didn't play computer games last weekend. 3 My brother didn't listen to music this morning. 4 I didn't have dinner at six o'clock yesterday. 5 My friends and I didn't stay at home last weekend. 6 I didn't get up at seven o'clock this morning.

3

Affirmative	Negative
had	didn't have
ate	didn't eat
did	didn't do
bought	didn't buy
won	didn't win
went	didn't go
wore	didn't wear
wrote	didn't write

4

1 didn't have 2 didn't do 3 didn't go
4 didn't eat 5 didn't buy 6 didn't wear

5

2 On Tuesday, he went swimming. 3 On Wednesday, he didn't buy a new flash drive for his computer. 4 On Thursday, he didn't write an email to Tom. 5 On Friday, he didn't go to the cinema. 6 On Saturday, he went to the park.

6

a didn't have b didn't want
c wanted d went e did
f didn't think g had h worked**GRAMMAR CHALLENGE p72**

7

1 didn't 2 see 3 doesn't 4 don't
5 didn't have 6 buy**Vocabulary and listening p73**

1

2 badly-paid 3 indoor 4 full-time
5 skilled 6 well-paid 7 outdoor
8 unskilled

2

1 part-time 2 outdoor 3 skilled
4 A full-time 5 well-paid 6 unskilled

3

1 b 2 c 3 a

4

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

5

1 a lot of 2 wasn't 3 Los Angeles
4 badly-paid 5 drew pictures 6 26
7 comic strip 8 television**VOCABULARY EXTENSION p73**

6

Positive adjectives	Negative adjectives
enjoyable satisfying varied	repetitive stressful tiring

Grammar in context p74

1

a Did b did c didn't

2

2 Did your parents watch TV yesterday? 3 Did your school have a sports day last year? 4 Did you chat online yesterday? 5 Did you and your friends go to the cinema last weekend? 6 Did your dad cook dinner yesterday?

3

b didn't - 4 c didn't - 1 d didn't - 5
e did - 2 f did - 3

4

2 did J R R Tolkien write 3 did Pete Sampras play 4 did One Direction become 5 did J L Baird invent? 6 did Mark Zuckerberg create?

5

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

6

1 What did you do yesterday? 2 When did you start primary school? 3 What time did you go to bed last night? 4 How did your parents meet? 5 Where did you go last weekend? 6 How much homework did you do yesterday?

GRAMMAR CHALLENGE p74

7

1 played play 2 You went Did you go 3 Does Did 4 you got up did you get up 5 Yes, I like. Yes, I did. 6 you come did you come

Developing speaking p75

1

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

The answers are short.

2

✓: 2, 4, 5, 6

3

a Let me see b a good question c you know d Well e Err ... f The thing is g I imagine

PRONUNCIATION p75

4

conversation favourite Saturday

EXAM PRACTICE p75

5

Students' own answers

6

See p197 for the audioscript for the answers to this exercise (track 35).

7

Students' own answers

Developing writing p76

1

2 c 3 a 4 b 5 e

2

a are you b you're well c great news d was your e back soon f let me

3

1 F 2 F 3 T 4 F 5 F 6 T

4

b about c had d were e tell f to play g That's h to i back

5

Students' own answers

Revision: Units 1-8

Grammar p77

1

a didn't do b didn't give c didn't watch d didn't come e didn't eat f didn't have g didn't win h wasn't

2

a did you like b did c Did you do d didn't e didn't have f did you study g Did your teacher give h did

3

1 did you have/eat 2 did you go 3 did you watch 4 did your dad start 5 did you come 6 did you lose

4

a have b had c worked d like e a f were g decided h was i weren't j didn't k hard l is

Vocabulary p77

1

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

2

1 calm 2 kind 3 clever 4 friendly 5 responsible

3

1 badly-paid 2 unskilled 3 full-time 4 outdoor

4

a tall b dark c creative d blue e cheerful f part-time g straight h well-paid

Gateway to exams: Units 7-8

Reading p78

1

✓: 1, 2, 4

2

1 B 2 E 3 Y 4 E 5 E 6 Y 7 B 8 Y

Listening p79

3

1 c 2 d 3 a 4 e 5 f

Use of English p79

4

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

5

Students' own answers

Common mistakes p79

6

1 see saw 2 teacher a teacher, nurse a nurse 3 swimming swimming 4 You was Were you 5 go went 6 homework do

homework 7 What you have What did you have 8 It wasn't There wasn't

Unit 9

Vocabulary p80

1

1 penguin 2 whale 3 antelope 4 frog 5 zebra 6 cheetah 7 rhinoceros 8 beetle

2

S			H		T	A	I	L	
T			A		E			E	
O	F	I	N	G	E	R		G	H
M		E	D		T	W			O
A	N	A	Y		H	A	I	R	R
C	E			E	F			N	N
H	C	A	A		N	O	S	E	G
	K		R				O		
			M	O	U	T	H	T	

3

b tail c horn(s) d eye(s) e stomach f leg(s) g ear(s) h wing(s)

4

2 neck 3 mouth, teeth 4 arms 5 head 6 hands, feet 7 fingers, toes

VOCABULARY EXTENSION p80

5

1 feet 2 nose 3 teeth 4 hand 5 mouth 6 fingers

Reading p81

1

1 F 2 F 3 T

2

b

3

1 b 2 b 3 a 4 c 5 a

4

Suggested answers

✓: 1, 2, 4, 6

5

1 tiny 2 cool 3 break 4 huge 5 jaw

6

1 break 2 huge 3 jaw 4 tiny 5 cool

Grammar in context p82

1

1 b 2 a 3 e 4 c 5 d

2

1 longer 2 easier 3 more dangerous 4 fatter 5 worse 6 friendlier 7 more interesting 8 hotter 9 older 10 further/farther

3

- 1 smaller 2 faster 3 more beautiful
4 thinner 5 more intelligent
6 friendlier

It's a dog.

4

- a more dangerous b smaller c bigger
d heavier e stronger f longer
g fatter h more colourful

5

- 2 English is easier than Chinese. 3 Spain is hotter than England. 4 Books are more interesting than TV. 5 Los Angeles is further/farther from London than New York. 6 Exams are worse than homework.

GRAMMAR CHALLENGE p82

6

- 2 badder worse 3 fiter fitter 4 that than (dogs) 5 more-good better 6 easier easier

Vocabulary and listening p83

1

- 2 island 3 river 4 mountain 5 desert
6 ocean 7 Beach 8 lake 9 rainforest
10 sea

2

✓: 2, 4

3

- 1 16 2 Turkey 3 2000 4 four
5 South America 6 Australia 7 20,000
8 50

VOCABULARY EXTENSION p83

4

- 1 valley 2 cave 3 canal 4 stream
5 hill 6 cliff

Grammar in context p84

1

Adjective	Superlative adjective	Rule
long cold	the longest the coldest	+ -est
big hot	the biggest the hottest	double the final consonant + -est
easy friendly	the easiest the friendliest	-y → -y + -iest
difficult amazing	the most difficult the most amazing	the most + adjective
good bad far	the best the worst the furthest, the farthest	irregular

2

- 2 The most famous 3 The largest
4 The driest 5 The longest 6 The most expensive 7 The biggest 8 The worst
a 6 b 3 c 7 d 5 e 4 f 1 g 8
h 2

3

- 2 I think English is the easiest language to learn. 3 I think basketball is the best sport. 4 I think the environment is the biggest problem right now. 5 I think a snake is the worst pet. 6 I think my brother is the most intelligent person in my family.

4

- a has b haven't c Have d have
e hasn't

5

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

6

- b have c Have, swum d have
e haven't f Have, been g haven't
h Has, run i hasn't

GRAMMAR CHALLENGE p84

7

- 1 C 2 B 3 A 4 C 5 B

Developing speaking p85

1

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

2

the zoo

3

✓: 2, 4, 6, 7, 8, 9

4

Agreeing	Disagreeing
OK, you're right. I agree with that. Yes, I think you're right. That's true.	It depends. That's true, but ... I agree, but ... I don't agree with you. No, that isn't right. I disagree!

5

- agree kangaroo island river waterfall
bigger dangerous intelligent better
finger stomach
aren't

EXAM PRACTICE p85

6 and 7

See p198 for the audioscript for the answers to this exercise (track 40).

8

Students' own answers

Developing writing p86

1

- 1 c 2 a 3 c

2

- a was b buy c did d 're learning
e took f are g is h started i saw
j 're doing k 've seen

3

- 1 visited 2 'm studying 3 invite
4 went 5 's/has got 6 've been
7 're doing 8 've/have climbed

4

Students' own answers

Revision: Units 1-9

Grammar p87

1

- 2 Swimming is easier than ice-skating.
3 Geography is more interesting than history. 4 Films are better than sports programmes. 5 Penguins are nicer than beetles. 6 Your house is further/farther from school than my house.

2

- 1 the most beautiful 2 the hardest
3 the best 4 the biggest
5 the funniest 6 the worst

3

- 1 've, played 2 Have, seen 3 have
4 Has, been 5 hasn't 6 has, run

4

- a ever b go c than d went e most
f in g 've never been h furthest
i hotter j friendlier

Vocabulary p87

1

- 1 frog 2 cheetah 3 penguin
4 antelope 5 whale

2

- a kangaroo b legs c feet d head
e long f white g rhinoceros h horn
i teeth j mouth k beetle l wings
m eyes

3

- 1 desert 2 beach 3 island
4 mountain 5 forest 6 waterfall
7 sea 8 ocean 9 river 10 lake

Unit 10

Vocabulary p88

1

- 2 raining/rainy 3 windy 4 snowing/
snowy 5 cloudy 6 stormy 7 hot
8 warm 9 cold

2

- Across: 1 swimsuit 6 sunglasses
8 sunscreen 9 guidebook

Down: 2 umbrella 3 gloves 4 trunks
5 passport 7 suitcase

3
1 f 2 d 3 e 4 b 5 c 6 i 7 g
8 a 9 h

VOCABULARY EXTENSION p88

Things to take	Places to stay
camera	apartment
map	campsite
toothbrush	hotel
towel	youth hostel

Reading p89

- 1
1 c 2 b 3 a
2
1 b 2 a 3 a 4 c 5 c
3
1 A 2 F 3 F 4 A 5 F 6 F
4
1 skills 2 (be) looking forward to
3 circus 4 fun 5 rest
5
1 looking forward to 2 fun 3 rest
4 circus 5 skills

Grammar in context p90

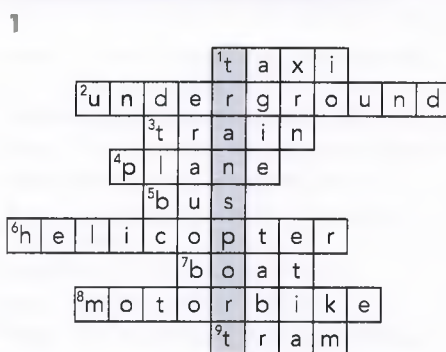
- 1
a 'm b 's c aren't d Are e Is f 'm
not g isn't
2
1 is, go 2 isn't, do 3 are, relax
4 aren't, study 5 'm, play 6 'm not,
watch
3
1 'm going to go 2 'm going to
practise 3 is going to help 4 isn't
going to go out 5 are going to
do 6 are going to create
4
1 What are you going to do? 2 Are you
going to study? 3 Where are you going
to go? 4 Are you going to go out with
friends? 5 Is your grandmother going to
stay with you? 6 Are your parents going
to be on holiday?

- 5
1 'm going to 2 'm not 3 're going
to 4 am 5 isn't 6 are
6
1 in 2 at 3 in 4 in 5 on 6 at

GRAMMAR CHALLENGE p90

- 7
1 going to is going to 2 in on
3 going study going to study 4 you are
are you 5 in at 6 on at

Vocabulary and listening p91



- 2
1 bike 2 tram 3 boat 4 motorbike
5 car
3
bikes, trams, bus(es), underground, boats/
water taxi
4
1 c 2 b 3 a 4 a 5 b

VOCABULARY EXTENSION p91

- 5
1 station 2 stop 3 airport 4 light
5 park 6 pavement

Grammar in context p92

- 1
1 must, have to 2 don't have to
3 mustn't
2
2 e 3 a 4 b 5 d
3
1 must 2 don't have to 3 have to
4 mustn't 5 have to 6 mustn't
4
2 doesn't have to 3 mustn't 4 doesn't
have to 5 has to 6 mustn't
5
1 T 2 F 3 T
6
a should b should c shouldn't
d should e should f shouldn't
g should h shouldn't

GRAMMAR CHALLENGE p92

- 7
1 0 2 to 3 to 4 0 5 to 6 0

Developing speaking p93

- 1
1 park 2 to the cinema
2
b I'm not sure. c Would you like to
go? d That'd be great e are you doing
f I don't think so g Do you fancy
coming? h I'm not mad about horse-
riding i Do you want to go j Sorry, I'm
busy on Sunday evening.

●●	●●●	●●●●
guidebook	holiday	safari
passport	horse-riding	umbrella
suitcase	motorbike	
sunscreen	swimming	
swimsuit	trunks	
	underground	

EXAM PRACTICE p93

- 4
Students' own answers
5
See pp198–199 for the audioscript for the
answers to this exercise (track 44).
6
Students' own answers

Developing writing p94

Adjective	It describes ...
great	the experience
exciting	the tunnel
beautiful	the view
excellent	the food
brilliant	Disneyland
interesting	Paris

- 3
1 ideal 2 amazing 3 spectacular
4 perfect 5 incredible
4
1 I had a brilliant holiday in Spain.
2 We stayed at a great hotel. 3 I saw
some interesting places. 4 We had some
excellent food. 5 I went to a beautiful
beach.
5
Students' own answers

Revision: Units 1–10

Grammar p95

- 1
a 'm going to b 're going to c are,
going to d are going to e is going to
f 'm going to g Are, going to
h 're going to i aren't going to
2
1 on 2 in 3 at 4 on 5 in 6 at
7 in 8 in
3
1 should 2 don't have to 3 mustn't
4 have to 5 shouldn't 6 don't have to
7 should 8 mustn't

4

a go b went c goes d has been
e go f is going (to go)

Vocabulary p95

1

1 sunny, sunglasses, sunscreen 2 raining,
umbrella 3 cold, snowing, gloves
4 hot, swimsuit, swimming trunks

2

1 underground 2 boat 3 train
4 motorbike 5 bus 6 helicopter
7 taxi 8 plane 9 tram

3

1 curly 2 T-shirt 3 folder
4 hard-working 5 referee 3 password
7 skiing

Gateway to exams: Units 9–10

Reading p96

1

1 F 2 T 3 T 4 F

2

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

Use of English p96

3

a the b than c are d going
e more f to g in h on

Listening p97

4a

Students' own answers

4b

a 1914 b 6,500 c 23 d (Pacific)
ocean e one week f 8 million

Writing p97

5

Students' own answers

Common mistakes p97

6

1 ~~that~~ than 2 ~~be~~ been 3 to
do 4 ~~more friendlier~~ friendlier 5 going
is going 6 ~~haven't to~~ don't have to
7 ~~most big~~ biggest, of in 8 ~~visit~~ to visit,
on in

Unit 1

Vocabulary and listening p11

4 01

1

David: Hey, Katy. Have you got any friends in other countries?

Katy: Yes, I have. I've got a friend in Mexico and one in Turkey. We write emails every week. Look, this is a photo of Miguel. He's from Mexico City. He's got a big family. He's got one brother and three sisters, and his mother and father, of course. They haven't got any dogs, but they've got three cats. Look, this is his favourite cat. Her name's Lola.

David: Wow! What a cute cat!

2

Lucas: What's your new school like, Jack?

Jack: Well, it isn't new, but it's nice. We've got a big classroom with a big window. There are desks and chairs and posters on the walls.

Lucas: Have you got any computers?

Jack: Yes, we have. We've got three computers for when we do project work, and one for the teacher to use with the whiteboard.

Lucas: You're lucky! Our classroom is small and we haven't got any computers at all!

3

Sue: Is this your bag, Tom?

Tom: No, I've got my bag here. Perhaps it's Emma's bag.

Sue: No, her bag is blue and it hasn't got pockets. This is black and it's got pockets ... look, there's a mobile in one of them.

Tom: Who's got a black bag with pockets?

Sue: I don't know.

Tom: Has it got a name inside it?

Sue: No, it hasn't. Oh, wait a minute. Yes, it has. It says 'Craig'.

Craig: Hey! That's my bag!

Developing speaking p13

2 02

Peter: Hi. Welcome to the class.

Ana: Thank you.

Peter: My name's Peter. What's your name?

Ana: My name's Ana. Ana Ferreira.

Peter: How do you spell that, Ana?

Ana: It's A-N-A ...

Peter: OK, ...

Ana: ... and my surname is F-E-DOUBLE R-E-I-R-A.

Peter: Sorry, can you repeat that?

Ana: F-E-DOUBLE R-E-I-R-A.

Peter: Where are you from?

Ana: I'm from Brazil, and I live in Brasília, the capital city.

Peter: Right. How old are you?

Ana: I'm 13, and my birthday is in January.

Peter: What are your hobbies, Ana?

Ana: I'm really into music. I love pop music.

Peter: Are you interested in sport?

Ana: Yes, I am. I like football.

Peter: OK. Have you got an email address?

Ana: Yes, I have. It's ana.blue@brazilmail.com. Blue is my cat's name.

Peter: OK. Thank you. Now, why don't you take a seat ...

PRONUNCIATION p13

4 03

1 What's your name?

2 My name's Ana.

3 I'm from Brazil.

4 I'm 13.

5 Are you interested in sport?

6 Yes, I am.

7 Have you got an email address?

8 Yes, I have.

Developing speaking p13

6 04

Teacher: What are your hobbies?

Boy: My hobbies are music and going to the cinema. I'm really into pop music and I'm interested in films. I like all types of films, but my favourite films are adventure films.

Teacher: Are you interested in sport?

Boy: Yes, I am. I like basketball and football. I play basketball on Wednesdays and Saturdays. And I'm a fan of Manchester United.

Teacher: Who is your favourite singer?

Boy: I like Ed Sheeran. He's a British singer. I think he's great.

Teacher: Have you got a big family?

Boy: No, I haven't. I've got a father and a mother. Their names are David and Luisa. And I've got one brother. His name is Ben. He's ten years old.

Teacher: Have you got a pet?

Boy: Yes, I have. I love animals. I've got a dog. His name is Blackie because he's black. I haven't got a cat.

Unit 2

Vocabulary and listening p19

4 and 5 05

Ed: Hi. My name's Ed.

Chiara: Hi, I'm Chiara.

Ed: Are you a student at Ashton High?

Chiara: No, I'm not. I study at an online school.

Ed: Really? That's interesting. How do you study?

Chiara: I study at home with my computer, and I see my teacher and my classmates online.

Ed: So ... are your classmates at home, too?

Chiara: Yes, we all live in different places ... and different countries! I've got classmates in Spain, Egypt, Turkey and other countries ... But we all meet for maybe one or two weekends a year. Wait, I've got a photo on my phone. Look, this is from our last weekend together.

Ed: Oh, right. Is that you?

Chiara: Yes, and this is my friend Lucy with the long fair hair, and this is my other friend Josh.

Ed: Cool! So how many students has your online school got?

Chiara: Well, it's quite big. It's got 420 students, I think.

Ed: And what time are your lessons?

Chiara: Well, for me, they're from nine to half past four. And then we've got homework, of course.

Ed: How much homework?

Chiara: Well, it depends. Usually about an hour a day.

Ed: And what subjects are typical at your school?

Chiara: Oh, the usual subjects - maths, history, science, but then there are other subjects too, like Chinese!

Ed: Chinese? Wow! So, which are your favourite subjects?

Chiara: I like ICT and geography. I really like my geography teacher.

Ed: Who is your geography teacher?

Chiara: His name is Mr Bevan. He's really nice!

Ed: And how old are the students in the school?

Chiara: They're between 7 and 18. I'm 13 and this is my sixth year.

Ed: It's very interesting, but why are you at an online school?

Chiara: Because we move around to different cities a lot ... it's because of my dad's work. And because I like it!

Developing speaking p21

1 06

Tim: Hi, Helen. What's this?

Helen: Oh, hi Tim. It's a photo of my friends from my drama class.

Tim: It's a great photo. Who's that in the middle?

Helen: That's Liz. She's 14. She's tall, isn't she? She's got curly brown hair.

Tim: And who are the boys?

Helen: That's Eric. He's got short black hair and brown eyes. He's 14.

Tim: He's tall, isn't he?

Helen: Yes, he is quite tall. But Cole is very tall. He's 15, but people think he's 17 or 18. He's got fair hair and brown eyes.

Tim: Hmm ... who's that with the long fair hair?

Helen: That's Beth. She's really nice and she's got long hair in this photo, but now it's short.

Tim: And who's the person with the wavy brown hair?

Helen: That's me, of course!

Tim: Oh, yes!

PRONUNCIATION p21

4 07

big
bit
green
he's
his
is
niece
teeth
these
this
which

Developing speaking p21

6 08

Teacher: Who are they?

Girl: They're students at school. They're 14 or 15 years old. They haven't got a school uniform. The teacher has got short dark hair.

Teacher: Where are they?

Girl: They're in a classroom at school. The classroom has got desks and posters on the wall, and it's got a whiteboard. The students have got books on their desks.

Teacher: Is your classroom similar or different?

Girl: It's similar. We've got desks and posters on the walls. My classroom is quite big. We've got computers in the room. That's different. This classroom hasn't got computers.

Teacher: What are your favourite subjects?

Girl: My favourite subjects are Spanish and art. I've got Spanish on Monday, Wednesday and Thursday and I've got art on Tuesday and Friday. I also like ICT.

Gateway to exams: Units 1-2

Gateway to exams p25

3 09

1

Sam: What time is it Jody?

Jody: It's five to two. Why?

Sam: Because we've got English now and I haven't got my English book.

Jody: But we haven't got English today. Today's Thursday.

Sam: What have we got today then?

Jody: We've got ICT at quarter past two. And then history at half past three. So you don't need your English book today!

2

Mum: Is that your new geography teacher over there, Mitch?

Mitch: You mean the woman with the long dark hair?

Mum: Yes, the tall woman.

Mitch: No, that's our maths teacher.

Mum: And the woman with short dark hair? Is that her?

Mitch: That's Mrs James. She's a geography teacher, but she isn't my geography teacher. Mine has got long hair and it's fair, but she isn't very tall.

3

Sofia: It's Karen's birthday next week, Ben. What's a good present for her?

Ben: Well, her favourite hobby is reading. What about a book?

Sofia: Karen's got lots of books. Maybe something different?

Ben: What about some pens for art? She's really into art at the moment.

Sofia: That's a great idea! What's your present for her this year?

Ben: A pencil case. I think pens and a pencil case are perfect presents for her.

Unit 3

Vocabulary and listening p29

4 and 5 10

Presenter: Hello, and welcome to the Culture Spot. In this part of the show, we talk about interesting young writers, artists, musicians, and the stars of the cinema. We usually talk about one person, but today, Kirsten, you want to tell us about two people, is that right?

Kirsten: Yes, that's right. Their names are Josh and Zac Tiessen. Do you know them?

Presenter: No, I don't.

Kirsten: Well, Josh and Zac are interesting because they're brothers and they're artists, too. You don't often find brothers who are artists.

Presenter: That's true. So, what do they do?

Kirsten: Well, Josh paints and draws. He's already quite famous. He has pictures at the National Gallery in Canada.

Presenter: Does he live in Canada?

Kirsten: Yes, he does. He lives with his family in Ontario.

Presenter: So, what kind of pictures does he paint?

Kirsten: He paints different things, but he often paints birds and animals. And he's still a teenager, but he travels and teaches art, too.

Presenter: That's amazing. So what about Zac. Does he paint?

Kirsten: No, he doesn't. He's a musician. That's the interesting thing. Josh paints and Zac writes songs and plays music. They're different, but they're both special.

Presenter: What instrument does he play?

Kirsten: He plays the guitar, and he sometimes uses his computer to create sounds.

Presenter: Oh really? What kind of music does he play?

Kirsten: It's a mixture of jazz, and rock ... it's a bit difficult to describe.

Presenter: I see. And what do the brothers do in their free time? Do they go to the cinema and do things that other teenagers do?

Kirsten: Well, they love basketball. They often play at the sports centre or in their garden at home.

Presenter: Great, thanks, Kirsten.

Developing speaking p31

2 and 3 11

1

Boy: Excuse me. Can you tell me how to get to the library please?

Girl: Yes. Go straight on. Then turn left at Manor Road. Go past the sports centre. It's on your left, opposite the park.

Boy: Thanks.

2

Girl: Excuse me. Is there a shopping centre near here?

Man: Yes. Walk along Green Street. Go past the school. Then turn left. It's on your right. It's on the corner of Green Street and Park Road.

Girl: Thanks!

3

Woman: Excuse me. Do you know where the museum is?

Boy: Yes. Go straight on. Turn right at Manor Road. Walk along Manor Road and it's on the left. It's between the cinema and the bank.

Woman: Thank you.

PRONUNCIATION p31

4 12

cinema
library
museum
restaurant
shopping centre
sports centre
swimming pool

Developing speaking p31

6 13

Teacher: Where are you from?

Girl: I'm from Barcelona, in Spain.

Teacher: Do you like your hometown?

Girl: Yes, I do. It's big and it's got nice shops. It's got a big park and it's got beautiful buildings.

Teacher: What do you do on a typical day?

Girl: I get up at half past seven. I have breakfast and I go to school. School starts at nine o'clock. I always have lunch at school. School finishes at four o'clock. Then I go home and I do my homework. On Monday and Wednesday I play basketball in the evening.

Teacher: Where do you go at the weekend?

Girl: On Saturday, I play basketball in the morning. In the afternoon, I usually go to the shopping centre with my friends. In the evening, we go to the cinema or to a restaurant. On Sunday, I sometimes go to my grandparents' house, but I usually stay at home. I listen to music, watch TV or chat to my friends online.

Unit 4

Vocabulary and listening p37

4 and 5 14

Boy: Hey, Mum. I'm *really* hungry. What's for dinner?

Mum: Well, we've got some chicken and some salad. I know you like chicken.

Boy: I do. It's my favourite. What about pancakes for dessert? I love pancakes.

Mum: OK, but you make them, all right?

Boy: But I don't know how!

Mum: Listen, it's easy. The first thing you need is some eggs.

Boy: OK ... how many eggs?

Mum: Three eggs. There are some in the fridge. Have you got them?

Boy: Yes, three eggs.

Mum: Now, break the eggs in a bowl. That's right. And now you need some milk.

Boy: How much milk do I need?

Mum: About half a litre. Now you put the milk in the bowl with the eggs, and mix them together.

Boy: Have you got a spoon?

Mum: No, use the whisk, OK?

Boy: OK. That's ready.

Mum: Now you need some flour, about 250 grams of flour ... and you need 70 grams of sugar.

Boy: OK, I've got that.

Mum: Now put the flour in the bowl with

the milk and eggs and mix them all together with the whisk. That's perfect.

Boy: Right, now what do I do?

Mum: Now you need some butter, only a few grams of butter. Put it in a frying pan and when it's hot, you take a spoon and put some of the pancake mixture in the pan. Then you cook the pancakes for about three minutes or until they're brown.

Boy: OK, but before I do that, have we got any honey to put on top?

Mum: Oh, I don't think so. We haven't got any honey, but there's some fruit. There are some bananas and some strawberries. They're great with pancakes.

Boy: All right, so now I put the butter ...

Developing speaking p39

1 and 2 15

Abbey: Hi, Laura. Come in!

Laura: Hi, thanks. Hey, what a lovely dress!

Abbey: Thanks, it's new. Can I take your coat?

Laura: Yes, thank you.

Abbey: Shall I take your bag, too?

Laura: No, it's OK, thanks. I've got my mobile in here.

Abbey: Let's go into the living room. Have a seat. Would you like anything to drink? We've got some orange juice in the fridge.

Laura: Yes, that'd be great.

Abbey: How about some cake?

Laura: No, thanks, I'm fine. I'm not hungry at the moment.

Abbey: Here you are. Right, I've got the film ready. Shall I start it now?

Laura: Yes, sure.

PRONUNCIATION p39

4 16

above
apple
bag
butter
come
cupboard
fat
front
honey
jam
salad
thanks

Developing speaking p39

6 17

Teacher: What's your favourite food?

Boy: My favourite food is pizza. I like pizza with tomatoes, cheese and mushrooms.

Teacher: Is your diet healthy?

Boy: I think it's quite healthy. I usually have cereal for breakfast. I have lunch at school and we often have meat and vegetables, and fruit for dessert. In the evening I have salad or meat again! I don't eat a lot of sugar or salt, and I don't eat cake or biscuits. I love pizza and burgers, but I don't eat them very often.

Teacher: What food don't you like?

Boy: I don't like fish. My mum often cooks fish, but I don't like it so I have meat.

Teacher: Who usually does the cooking in your family?

Boy: My mum and dad both like cooking. My mum usually cooks in the week and my dad cooks at the weekend. He cooks really well.

Gateway to exams: Units 3-4

Gateway to exams p43

4 and 5 18

Presenter: Students usually live in rooms or houses, but Tara Warrington's accommodation is very unusual, right Tara?

Tara: That's right, Nicole.

Presenter: Tara, where do you study?

Tara: I'm a student at Florida International University in the US. I study science.

Presenter: And is your accommodation big or small?

Tara: It's very small. It's only about 40 square metres, the size of a school bus.

Presenter: How many people live there, Tara?

Tara: There are six of us. We live and work there.

Presenter: Really? Six people? How many bedrooms are there?

Tara: Well, we haven't got individual rooms. There's really only one room, and it's got six beds in it and a kitchen. But we've got a separate toilet and shower.

Presenter: That's a very small space!

Tara: Yes, but we don't stay in there all day. We go out.

Presenter: I see. And do you cook in your kitchen?

Tara: No, never. We haven't got any fresh fruit and vegetables there, and there aren't any shops. We usually eat food from packets.

Presenter: Is there a table and chairs?

Tara: Yes, there is, but there are usually computers on the table.

Presenter: How many computers have you got?

Tara: I'm not sure, but I think five or six. And we've got the Internet.

Presenter: Hmm ... Do you like your home, Tara?

Tara: I love it! I don't stay there all the time – it's impossible – but when I look out of the windows, it's incredible.

Presenter: Why? What do you see?

Tara: I see fish. A lot of fish.

Presenter: So where do you live exactly, Tara?

Tara: I live and study at a marine station, 20 metres under the sea.

Unit 5

Vocabulary and listening p47

3 and 4 19

Mel: Hello everyone, and thanks for watching us today. I know some of you are interested in starting a blog, so Tina is here with me and we're going to talk about how to write one. Say hi, Tina.

Tina: Hi.

Mel: Tina, you've got a blog. What do you write about?

Tina: Well, I usually write about games, but people write about different things, like celebrities, politics, pets, their hobbies, or what they do every day. It depends.

Mel: Why do people write blogs? I know I hate writing for school.

Tina: Well, it's different when you write a blog. You write about things you're interested in. I like playing games and so I like writing about them.

Mel: OK, so how do you do it?

Tina: Right, well ... first you need to decide on the kind of blog you want to write about. Then you need to download a program from the Internet – you can use a search engine to find out about the different programs. And then you design your page.

Mel: It's easy then?

Tina: Yes, but a lot of people start a blog and they don't continue. So, don't buy a program, make sure you download a free program instead.

Mel: OK.

Tina: And then decide how often you want to write, for example, every day or every week. Remember, you've got homework, too!

Mel: Right. Anything else?

Tina: Yes, a lot of people can read your page, so it's important to be safe. Use a good password, and don't write any personal information on your page. Don't write your surname, or your address or telephone number, or the name of your school.

Mel: Yes, these things are private.

Tina: Exactly, and be careful with photos, too. Don't put photos on your page that you don't want your teacher to see!

Mel: And that's it?

Tina: That's it. Then start writing!

Mel: Well, we hope that's useful. See you all next week!

Developing speaking p49

2, 3 and 4 20

Woman: Hello. Dundee City Office. Can I help you?

Paul: Hello, yes, do you have information about the Games Expo?

Woman: Yes, what would you like to know?

Paul: Umm ... when is the fair?

Woman: It's on Saturday the 10th of August.

Paul: Saturday, the 10th of August. Great. And what time does it start?

Woman: It starts at 10 in the morning and finishes at 6.

Paul: Right. How much does it cost?

Woman: It's £12 to go in.

Paul: OK. Can visitors play the games?

Woman: Yes, they can. I think they want to know if people like the games.

Paul: Great. Where is the fair exactly?

Woman: It's at the Caird Hall, near the city centre.

Paul: I don't know where that is. How do you spell that?

Woman: C-A-I-R-D.

Paul: Can you repeat that, please?

Woman: Yes, it's C-A-I-R-D.

Paul: Have you got the telephone number of the hall?

Woman: Yes, one moment. ... It's 03821 459967.

Paul: 03821 459967.

Woman: Yes, that's right.

Paul: Perfect. Thank you!

PRONUNCIATION p49

5 21

- 1 What's the telephone number?
- 2 When does it open?
- 3 Can we eat there?
- 4 How do you spell that?
- 5 Have you got the address?
- 6 What can we do there?
- 7 Is it closed on Sunday?

Developing speaking p49

8 22

Teacher: David, here is some information about a computer game shop. Maria, you don't know anything about this shop, so ask David some questions about it. Use these words to help you. OK? So now, Maria, ask David your questions about the shop and David, you answer them.

Maria: What's the name of the shop?

David: It's called CG Zone Computer Games.

Maria: How much do games cost?

David: They all cost £25.

Maria: What's the address of the shop?

David: It's 16 Dover Street.

Maria: When is the shop open?

David: It's open from Monday to Saturday, from 9 o'clock in the morning until half past seven in the evening.

Maria: Does the shop sell magazines?

David: Yes, it does. It sells books and magazines.

Teacher: Thank you.

Unit 6

Vocabulary and listening p55

3 and 4 23

Jody: Hi, Mum.

Mum: Hi, Jody. Where are you?

Jody: I'm at the shopping centre.

Mum: Are you buying the things you need for school? A new pencil case and some marker pens?

Jody: Umm ... no, I'm not. I'm in Mojo's at the moment, you know, the clothes shop. They've got a sale. All the jeans are half price.

Mum: But you don't need any jeans, Jody. You've already got seven pairs!

Jody: I know, but there are some really nice ones here, and they're only £25.

Mum: You always wear jeans! What you really need is a new skirt.

Jody: Yes, but I like wearing jeans. I can buy them with my birthday money. I've got £40.

Mum: Have they got any skirts there?

Jody: Umm ... yes, just a moment.

Mum: Are you looking at the skirts?

Jody: Yes, I am. There's a nice blue skirt here.

Mum: How much is it?

Jody: It's £14. It's usually £28, but it's half price in the sale. Wait a minute, I'm sending you a photo ... Have you got it?

Mum: Oh, yes ... It is nice. I like the colour. You can wear it when we go to visit your grandparents next weekend.

Jody: So can I buy it then?

Mum: Yes, OK. Where's your brother, by the way?

Jody: He's at the sports shop.

Mum: Is he buying some new trainers?

Jody: Yes, I think so.

Mum: Good. He always wears those same old trainers. What are you doing now?

Jody: I'm buying the skirt.

Mum: Jody ... are you buying those jeans, too?

Jody: Err ... sorry Mum, I can't hear you very well. I think there's a problem with my phone. See you when I get back, OK? Bye!

Mum: Jody ...

Developing speaking p57

2 and 3 24

- Boy:** This is a street in a small town. There are some shops. There's a newsagent's, a sports shop and a library.
- Girl:** Yes, and there's a man in front of the newsagent's. I think he's buying a newspaper. He's wearing a jacket and trousers.
- Boy:** Yes, you're right. And opposite the newsagent's, there's a park. Some boys are playing basketball in the park. Maybe it's Saturday because they aren't at school. They're wearing shorts and I think they are having a good time.
- Girl:** Yes, maybe. There's a girl at the front of the park, too. She's listening to music.
- Boy:** Yes, and there's a woman near her. I think she's got a mobile phone in her hand.
- Girl:** Oh, yes. She's talking on her mobile phone. She's wearing a skirt and a top. And there's a girl with a dog next to her.
- Boy:** And we can see a boy in front of the window of the sports shop. He's looking at some shoes, or maybe some trainers.
- Girl:** Yes, trainers I think, because it's a sports shop. And there's another shop on the right of the sports shop, too. It's a bakery.
- Boy:** Right. And then behind the park, there's a library. A girl or a woman is sitting in front of the library. She's reading a book.
- Girl:** Yes, you're right. And we can see the time. It's quarter past three.

PRONUNCIATION p57

4 25

bank
behind
buying
English
front
hand
phone
playing
sing
think
trainers
window

Developing speaking p57

6 26

This is a street in a small town. There are some shops. There's a newsagent's, a sports shop and a library. And there's another shop on the right next to the sports shop. It's a bakery. Then behind the park, there's a library. There's a man in front of the newsagent's. He's wearing a T-shirt and jeans. I think he's buying a newspaper. Opposite the newsagent's, there's a park.

Some boys are playing football in the park. Maybe it's Saturday because they aren't at school. They're wearing tracksuits, and I think they are having a good time. There's a girl at the front of the park, too. She's playing the guitar. There's a woman near her. I think she's got a mobile phone in her hand. She's wearing trousers and a jumper. And there are two girls with a dog next to her. We can see a boy at the window of the sports shop. He's looking at some T-shirts. A boy is sitting in front of the library. He's talking on his mobile phone. We can see the time. It's half past three.

Gateway to exams: Units 5-6

Gateway to exams p61

3 27

- Grandma:** Marc, are you busy? Can you help me?
- Marc:** I'm just reading my book. What's wrong, Grandma?
- Grandma:** Well, I want to download this program and I can't do it.
- Marc:** It's easy, remember. You just ...
- Grandma:** That's the problem. I can't remember. Can you help me?
- Marc:** OK. Now, have you got the program on the screen?
- Grandma:** Yes, it's here.
- Marc:** OK, now move the mouse to the corner, and right click on download.
- Grandma:** But it doesn't work.
- Marc:** Yes it does ... Right click ... on the right side. You're clicking on the left. That's it.
- Grandma:** OK, now what?
- Marc:** Now open a new window.
- Grandma:** How do I do that?
- Marc:** Like this. Then you type here ... and paste here.
- Grandma:** You're doing it very quickly again. I can never understand when you explain things!
- Marc:** And then click here to start downloading.
- Grandma:** Oh ... great. Thanks.
- Marc:** You know, you really need to do a computer course, Grandma. Then you can learn how to do things easily!
- Grandma:** But I'm always busy. And computer courses are expensive.
- Marc:** Listen, I've got a friend. His brother Paul works with computers and he can come to your house.
- Grandma:** Can he come in the mornings?
- Marc:** Well, I think he works every day but he can come in the evening.
- Grandma:** Have you got his number?
- Marc:** Yes, one moment. It's 4385592.
- Grandma:** 438 ...

Marc: 5592. He's a great teacher. Call him, OK?

Grandma: OK. Thank you, Marc.

Unit 7

Vocabulary and listening p65

4 and 5 28

- Interviewer:** Alistair Bromley is mad about sports. He runs, cycles and swims. Why? Because he wants to do a triathlon. Alistair, why are you interested in doing the race?
- Alistair:** Well, I come from a family of sports people. My mum was a swimmer and my dad was a runner. I was in a swimming club when I was a kid. I cycled to school every day and I was in all the sports teams at school.
- Interviewer:** So it's important to train for a triathlon. What's a typical week for you? Tell me about last week, for example.
- Alistair:** Well, last week wasn't really a normal week, but on Monday I went cycling. I cycled about 40 kilometres.
- Interviewer:** That's the distance you cycle in the race, isn't it?
- Alistair:** Yes, that's right. On Tuesday, I wanted to go running but I needed to buy some things for my bike, so I decided to go into town. Then I went swimming, so that was OK.
- Interviewer:** Is it important to train every day then?
- Alistair:** Not every day. I usually rest one day a week. And I do other sports, too. So on Wednesday I usually play tennis with a friend but last week he had an important match, so I watched him play. He won, so that was great.
- Interviewer:** Then on Thursday?
- Alistair:** Let me see, oh yes, I went running. I ran 10 kilometres.
- Interviewer:** And on Friday?
- Alistair:** Well, on Friday my cousin came to stay and she wanted to go horse-riding, but the riding school was closed so we went ice-skating instead. So as you see, last week wasn't a normal week for me at all!

Developing speaking p67

2 and 3 29

A

- Interviewer:** Excuse me. Can I ask you some questions about sport?
- Girl:** Yes, of course.
- Interviewer:** Do you like doing sports?

Girl: Yes, I do. I love skiing. It's my favourite sport.

Interviewer: Do you think skiing is dangerous?

Girl: Well, it depends. Some people do stupid things when they're skiing and then it's dangerous, but in general I think it's safe.

Interviewer: How do you feel about young people doing dangerous sports?

Girl: I think it's fine. It's exciting to do dangerous sports. You need to be careful, and you need to have the right clothes and equipment, but then I think it's OK. Some young people stay at home and watch TV or play computer games all the time. I think that's a problem, but not dangerous sports.

B

Interviewer: Excuse me. Can I ask you some questions?

Boy: Sure.

Interviewer: Do you like doing sports?

Boy: Well, I do PE at school, but I'm not mad about it.

Interviewer: What do you think about dangerous sports? Do you think that it's wrong for young people to do dangerous sports?

Boy: Well, I think some sports, like climbing, rugby ... and ice hockey, can be very dangerous. I think it's OK for adults to do them, but I don't think it's OK for children. I think some children only do these sports because their parents want them to. In my opinion, you need to be 16 to do dangerous sports.

Developing speaking p67

5 30

- 1 I love skiing.
- 2 I'm not mad about it.
- 3 It depends.
- 4 It's brilliant!
- 5 It's awful.
- 6 In my opinion, ...
- 7 I don't think ...
- 8 I can't stand watching TV.

Developing speaking p67

7 31

Teacher: Do you like doing sports?

Girl: Yes, I do. I like playing tennis and I love horse-riding. I play tennis with my dad and I go horse-riding at the weekend. But I'm not mad about team sports, like basketball.

Teacher: Who is your favourite sportsperson?

Girl: I'm a fan of Rafael Nadal. I think he's a great tennis player. He was the champion at Wimbledon and he won a medal at the Olympic Games. In my opinion, he's a good role model for young people.

Teacher: What do you think about sports at school?

Girl: I like doing sports in summer, but I hate doing outdoor sports in winter. But I think it's important to do sports at school. We need to do sport to be fit and healthy.

Teacher: How do you feel about young people doing dangerous sports?

Girl: It depends. I think it's OK to do some dangerous sports, but I don't think it's a good idea to do very dangerous sports. In my opinion, all sports can be dangerous so it's important to be careful.

Unit 8

Vocabulary and listening p73

4 and 5 32

Interviewer: Some people start their ideal job immediately after school or university. But some people need time to find the right job for them. Take Matt Groening, the creator of *The Simpsons*, for example. He's famous now, but it wasn't always easy for him, right, Megan?

Megan: Yes, that's right. He had a lot of jobs when he was young. But he always loved drawing.

Interviewer: Well, let's start by talking about his school days. Did Matt do well at school?

Megan: No, he didn't. He didn't like school at all and he often drew pictures in class, even in his PE class. But he went to university and he was the editor of the student newspaper there.

Interviewer: What did he do next?

Megan: Well, after college, he went to live in Los Angeles. He did a lot of unskilled jobs at that time. He was a driver, he worked in a music shop and he worked in a restaurant. It was difficult for him because these jobs were all badly-paid.

Interviewer: Did he continue to draw?

Megan: Yes, he did. He wanted to tell his family and friends about his life in Los Angeles, but he didn't write letters. Instead he drew pictures. He made a comic about his life and sent it to people at home.

Interviewer: Did people like his pictures?

Megan: Yes, they did. They were very popular. But then, when he was 26, he started a job at a newspaper. Again, it was an unskilled job. He only answered the telephones. But the editor saw his pictures and asked him to do a comic strip for the paper.

Interviewer: So, when did he create *The Simpsons*?

Megan: Well, people loved the comic strip and asked him to create a cartoon for television. This cartoon was about a family called The Simpsons. And of course, now it's famous all over the world, but that's how it started.

Developing speaking p75

2 and 3 33

Teacher: I'd like to ask some questions Max, OK? Do you study English at school?

Max: Yes, I do. I have English three times a week, on Monday, Wednesday and Thursday.

Teacher: What other subjects do you study?

Max: Let me see ... I do maths, science, ICT, history, geography and PE. PE is my favourite subject. I love sports.

Teacher: What's your favourite sport?

Max: That's a good question. I think basketball because it's a fast game and I like fast games. And you know it's a very popular game in my country.

Teacher: And what do you do in the evenings? Do you play basketball?

Max: Well, I have basketball practice every Wednesday. I also play the guitar and I have a guitar lesson on Friday after school. Then I do my homework and I usually watch TV or play computer games.

Teacher: What about last weekend? What did you do last weekend?

Max: Err ... I played a match on Saturday and in the afternoon I went to the park with some friends. On Sunday I went to a friend's house and we played computer games. Then in the evening we went to the cinema.

Teacher: Tell me about your plans for the future.

Max: I'm not really sure. The thing is I'd like to start a company, but I think it's quite difficult. So it depends. I'd like to have a well-paid job so I imagine something in business.

Teacher: Thank you.

PRONUNCIATION p75

4  34

birthday
burger
conversation
favourite
first
girl
learn
nurse
Saturday
Thursday
university
work
world

Developing speaking p75

6  35**Teacher:** What did you do yesterday?

Boy: Let me see. I went to school and we had maths and English and geography in the morning. We didn't have school in the afternoon because yesterday was Wednesday. School finishes early on Wednesday. I went home and I did my homework. Then I listened to music and I played computer games.

Teacher: What job would you like to do in the future?

Boy: I'm not completely sure. My parents want me to go to university, but I'd like to be a chef because I like cooking. And I'd like to have a restaurant, but I think it's difficult to start a business.

Teacher: What job wouldn't you like to do? Why?

Boy: Well, I wouldn't like to be a waiter. I think waiters are very hard-working and they need to be friendly and calm. They are always busy and they don't have time to sit down. I think it's a difficult job and it isn't a well-paid job.

Teacher: Tell me about your favourite teacher.

Boy: Err ... I think my favourite teacher is my geography teacher. He's always cheerful and he's friendly. I think he's hard-working and he's creative because the lessons are always interesting. We learn a lot about other countries, and I like the lessons.

Gateway to exams: Units 7-8

Gateway to exams p79

3  36

Daniel: So how was your work experience, Carrie?

Carrie: It was great, thanks. I was at the Studio Theatre.

Daniel: What did you do?

Carrie: Well, Monday was my first day so I was nervous, but the people were really friendly. They took me to see the different parts of the theatre, the actors' rooms and ...

Daniel: Did you meet the actors?

Carrie: Yes, I did.

Daniel: Did you ask for their autographs?

Carrie: Yes, but I asked them later in the week. Then I worked in the office in the afternoon.

Daniel: What about Tuesday?

Carrie: Well, on Tuesday some kids came to the theatre for a drama class so I helped with that, then on Wednesday, I watched the show ...

Daniel: Wow! Was that exciting?

Carrie: No, wait a minute. I went to the library on Wednesday. I wanted to read about the history of the theatre. It was really interesting.

Daniel: So when *did* you watch the show?

Carrie: Let me see, on Thursday I watched the actors practise their dance, you know, with the lights and everything. It's a really good story. It's about two teenagers and they meet because they love dance.

Daniel: Is that when you wrote about it? I read your blog.

Carrie: Yes. Then on Friday, I watched the show. It was brilliant. I decided I really want to work in the theatre one day. What about you? What did you do?

Daniel: Well, on Monday, I decided that ...

Unit 9

Vocabulary and listening p83

2 and 3  37

Pippa: Hey Maddie, what are you reading?

Maddie: It's a book by a woman called Sarah Marquis.

Pippa: I've never heard of her. Who is she?

Maddie: She's an explorer and she's written this book about her adventures.

Pippa: An explorer? Really? Where has she been? Has she been to the South Pole?

Maddie: No, she hasn't, but ...

Pippa: Has she ever climbed Mount Everest?

Maddie: No, but ...

Pippa: OK, so what *has* she done?

Maddie: She's done some amazing things. Basically, she's walked thousands of kilometres all over the world. And she's done it alone.

Pippa: Really? So tell me about her.

Maddie: Well, it all started when she was 16. She got a job with a train company and she travelled around Europe. Then she learned to ride a horse and rode around Turkey. But then she said the easiest way to travel is on foot so she started walking.

Pippa: So where has she walked?

Maddie: Well, she's walked across the US. That was in 2000. She started in Canada and walked all the way to Mexico, and it took her four months. Then in 2002 she walked across Australia, and in 2006 she walked across South America.

Pippa: That's incredible!

Maddie: Yes, but the longest and most difficult trip was from Siberia to Australia. She started in 2010 and finished in 2013. It took three years and she walked 20,000 kilometres!


Pippa: Wow! That is amazing! But has she ever had any problems? I mean, it isn't easy, walking alone.

Maddie: Well, sometimes the people she met weren't very friendly, but that wasn't the biggest problem. The worst thing was when she was in the Gobi Desert, in China. It's one of the hottest places in the world, 50 degrees and she didn't take any food or water with her, so she ate plants and animals to survive.

Pippa: Ugh!! That's terrible! So ... can I read the book when you've finished?

Maddie: Of course. I really think it's the best book I've ever read.

Developing speaking p85

2 and 3  38

Elena: Where do you think is a good place to go with my eight-year-old cousin?

Luke: I think a museum is a good idea because you can learn about animals from the past. It's interesting to see dinosaurs and learn about them.

Elena: I agree, but a museum is a bit boring. He's only eight years old and he can't play in a museum. I think he probably wants to do something more exciting.

Luke: That's true. What about the park then? Kids usually like going to the park.

Elena: It depends. He can play in the park but he probably goes to the park with his friends at home. How do you feel about going to the shopping centre?

Luke: I think it's a terrible idea! It's worse than going to a museum.

Elena: I don't agree with you. OK, well what about going to the swimming pool?

Luke: I'm not sure. Swimming can be dangerous.

Elena: I disagree! Most kids can swim and they love playing in the water.

Luke: Hmm ... How do you feel about going to a restaurant? We can take him to the pizza restaurant on the High Street. The pizzas there are great!

Elena: Yes, but we can't spend the day in a restaurant. What about the zoo? He can see the lions and the elephants. There are lots of different things to see and everyone loves animals. I think it's the best idea.

Luke: Yes, I think you're right.

PRONUNCIATION p85

5 39

agree
better
bigger
dangerous
finger
intelligent
island
kangaroo
river
stomach
waterfall

Developing speaking p85

7 40

Teacher: Robyn, here is some information about a zoo. Danny, you don't know anything about this zoo, so ask Robyn some questions about it. Use these words to help you. OK? So now, Danny, ask Robyn your questions about the zoo and Robyn, you answer them.

Danny: Is the zoo open in the afternoons?

Robyn: Yes, it's open every day from ten o'clock to six o'clock.

Danny: Are there any penguins?

Robyn: Yes, there are. You can see elephants, lions and penguins.

Danny: How much does it cost for students?

Robyn: It costs £7 for students.

Danny: Can you buy souvenirs there?

Robyn: Yes, you can. There's a shop and you can buy books and souvenirs.

Danny: What's the telephone number?

Robyn: It's 05168 395002.

Teacher: Thank you.

Unit 10

Vocabulary and listening p91

3 and 4 41

Rose: Hey Leo, thanks for meeting me.

Leo: That's OK. So when are you going to go to Amsterdam?

Rose: In July. I'm going with my aunt and uncle and my cousin. So, you went last year, what can you tell me about the place? What's the best way to get around?

Leo: Well, you *must* know that Amsterdam is the city for cycling. Everyone has got a bike. You see all kinds of people cycling – businessmen, old people and young people. Did you know, there are more bikes in Amsterdam than people?

Rose: No, I didn't! But I can't take my bike with me. Can I hire a bike for a few days?

Leo: Sure, or you can use the public transport bikes. But I think hiring a bike is the best idea. But you should be careful.

Rose: Why's that?

Leo: Because it can be dangerous. The main problem is that there are trams in the streets and they don't stop for cyclists! You should use the cycle network if you can and you shouldn't cycle in the rush hour. It's quite busy then.

Rose: OK.

Leo: The other reason it's dangerous is because you don't have to wear a bicycle helmet in Amsterdam.

Rose: Really? You have to wear one here.

Leo: I know, and in most other places. But there, you see people talking on their mobile phones on their bikes, or taking their dog for a walk on their bikes. You shouldn't do that. It's really crazy!

Rose: No way!

Leo: Exactly, you must use hand signals to show cars where you're going and you mustn't cycle through a red traffic light. There are fines of up to 200 euros for that.

Rose: Hmm, I'm not sure about cycling. Are there other forms of transport? Are there buses, for example?

Leo: Yes, but the trams are better. There are a lot of trams and they aren't as expensive. I think you have to pay about 3 euros for a single ticket.

Rose: That's expensive!

Leo: Or you can buy a special card and use it on the bus, the tram and the underground. That's cheaper.

Rose: Is there an underground?

Leo: Yes, but there are only four lines. The other way to get around the city is by boat, you know, on the canals. You can get a water taxi!

Rose: A water taxi! I've never heard of that before!

Leo: I know, you've got everything in Amsterdam.

Developing speaking p93

1 and 2 42

1

Theo: Hi, Dan. Listen, are you free on Sunday?

Dan: I'm not sure. Why?

Theo: There's a free concert in the park. I think Ed Sheeran is going to be there. Would you like to go?

Dan: Oh, yeah. That'd be great! Thanks. What time does it start?

Theo: I think it starts at three. See you at around 2.30 outside the park?

Dan: Sure. See you then.

2

Jade: Hey Emma, are you doing anything on Sunday?

Emma: I don't think so. Why?

Jade: I'm going to go horse-riding in the morning. Do you fancy coming?

Emma: Sorry, I'm not mad about horse-riding. Maybe you should ask Sylvie. I know she goes horse-riding sometimes.

Jade: Oh, OK. Do you want to go to the cinema on Sunday evening then? There are some good films at the moment.

Emma: Sorry, I'm busy on Sunday evening. My grandparents are coming. What about going in the afternoon? Send me a text when you get back from horse-riding and we can decide where to meet.

Jade: Good idea!

PRONUNCIATION p93

3 43

guidebook
holiday
horse-riding
motorbike
passport
safari
suitcase
sunscreen
swimming trunks
swimsuit
umbrella
underground

Developing speaking p93

5 44

Teacher: What can you see in the photo?

Girl: This is a photo of people on holiday. We can see people on the beach, and some people are swimming in the sea. I think it's very hot because people have got umbrellas to protect them from the sun. There are some boats near the beach, too. There's a small mountain opposite the beach. Perhaps it's in a hot country, like Spain.

Teacher: Do you like holidays like this?
Girl: Yes, well, I like going to hot countries. I usually go on holiday with my family to a place like this. But sometimes it's a bit boring. I prefer doing activities on holiday. I like playing volleyball on the beach, and going shopping. I think this is a good place for families but not for young people.

Teacher: Is there a particular place that interests you?

Girl: I'd really like to go to New York. I've never been to the US and I'd really like to see all the famous places, the tall buildings and the parks. I think it's an interesting place to visit because we often see New York in films.

Teacher: Tell me about your last holiday.

Girl: My last holiday was in Spain. We went to Menorca. We went by plane and we stayed at a hotel near the beach. It was beautiful. We went by car around the island. It was hot and sunny. We went swimming in the sea and we went shopping, too. It was great!

Teacher: Thank you.

Presenter: That's incredible! So when did tickets become cheaper?

Lauren: Between about 1980 and 1985. That's when ordinary people started to go on holiday by plane.

Presenter: Now, of course people travel by plane all the time.

Lauren: Yes, that's right. But it's amazing. On the 1st of January 1914, one person travelled by plane, and a hundred years later, on the 1st of January 2014, 8 million people travelled by plane. That's a big difference.

Presenter: It certainly is. Well, thanks, Lauren.

Gateway to exams: Units 9–10

Gateway to exams p97

4b 45

Presenter: Today travel is easy. Planes are fast and tickets are cheap, but a hundred years ago, things were very different, isn't that right, Lauren?

Lauren: That's right. It's hard to imagine but the first time a person bought a ticket to travel by plane was on the 1st of January 1914. That was in Florida, in the US. The man's name was Abram C Pheil, and he was the *only* passenger on the plane. And the ticket cost \$400.

Presenter: How much is that in today's money, Lauren?

Lauren: It's about £6,500.

Presenter: That's very expensive!

Lauren: Yes, especially when it was a short flight, only 23 minutes.

Presenter: Did other people travel by plane after that?

Lauren: Yes, but it was very slow. The first long-distance journey, for example, was from San Francisco in the US, all the way across the Pacific Ocean to the Philippines. That was in 1935. Today you can travel that distance in 13 hours, but in 1935, that journey was *one* week.