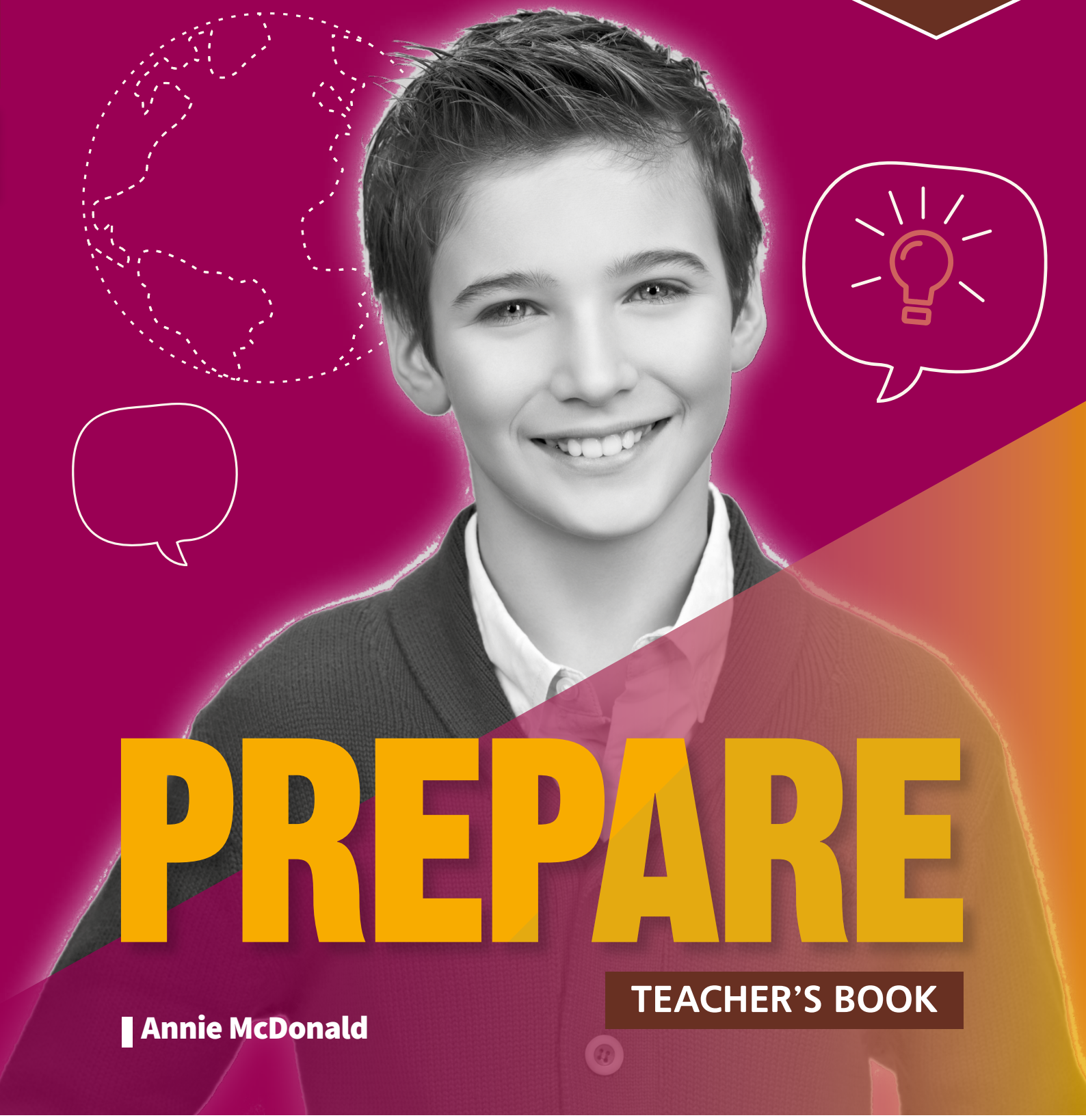
CAMBRIDGE

Grade 11



PREPARE

TEACHER'S BOOK

Annie McDonald

USAID FROM THE AMERICAN PEOPLE

CAMBRIDGE UNIVERSITY PRESS

Better Learning

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Grade 11

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UZBEKISTAN EDUCATION FOR EXCELLENCE PROGRAM

English language Grade 11

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Letter from the Ministry of Public Education

Hurmatli o‘qituvchi,

Sizning ingliz tilini chet tili sifatida o‘rgatishdagi muhim rolingiz va globallashgan dunyoda o‘sib-ulg‘ayayotgan O‘zbekiston bolalari va yoshlarining yutuqlariga qo‘shayotgan hissangiz har qachongidan ham yuqori tahsinga sazovor.

O‘zbekistonda o‘quvchilarga XXI asrda muvaffaqiyat qozonish uchun zarur bo‘lgan ko‘nikma va malakalarni egallashga imkon beradigan ingliz tilini o‘qitishning yangi bosqichi boshlandi. Shu maqsadda, O‘zbekiston Respublikasi Xalq ta’limi vazirligi AQSh Xalqaro taraqqiyot agentligining O‘zbekiston barkamollik uchun ta’lim dasturi bilan hamkorlikda Cambridge University Press tomonidan nashr etilgan bir qator darsliklarni qabul qildi va moslashtirdi. Ushbu kitoblar ingliz tili va tillarni o‘qitish metodikasi bo‘yicha o‘zbekistonlik va xalqaro ekspertlar tomonidan sinchkovlik bilan ko‘rib chiqildi va tanlandi. Bundan tashqari, kitoblarning ushbu nashrlari O‘zbekiston o‘qituvchilari va o‘quvchilari uchun maxsus tayyorlandi.

Umid qilamizki, ushbu darsliklar turkumi siz va sizning o‘quvchilaringizga yoqadi va foydali bo‘ladi!

O’zbekiston Respublikasi Xalq ta’limi vazirligi

www.uzedu.uz

Dear Teacher,

You have an important role teaching English as a foreign language; and more than ever, your contribution to the success of children and youth in Uzbekistan, who are growing up in a globalized world, is highly valued.

Uzbekistan is embarking on a new phase of English language instruction that will enable students to acquire the skills and competencies necessary for success in the 21st century. To this end, the Ministry of Public Education of the Republic of Uzbekistan has collaborated with the USAID-Uzbekistan Education for Excellence Program to adopt and adapt a series of textbooks published by Cambridge University Press. These books were carefully reviewed and selected by Uzbek and international experts in English and language-teaching methodology. Furthermore, the editions of these books have been specially prepared for the teachers and students of Uzbekistan.

We hope that you and your students will find the series enjoyable and useful!

Ministry of Public Education of the Republic of Uzbekistan

www.uzedu.uz

ADAPTING *PREPARE* TO YOUR CONTEXT

Dear Teachers

You have an important role teaching English as a foreign language; and more than ever your contribution to the success of children and youth in Uzbekistan growing up in a globalized world is highly valued. This addendum (introduction) to the Teacher's Book has been included to facilitate the adoption and effective use of the international series of books and supplemental materials in the classroom, independent of what resources you may have at your disposal.

Uzbekistan is embarking on a new phase of English language instruction that will enable students to acquire the skills and competencies necessary for success in the 21st century. To this end, the Ministry of Public Education of the Republic of Uzbekistan has collaborated with the USAID-Uzbekistan Education for Excellence Program to adopt and adapt a series of textbooks published by Cambridge University Press, representing the best in international publishing for English as a Foreign Language. These books were carefully reviewed and selected by Uzbek and international experts in English and language-teaching methodology. Furthermore, the editions of these books have been specially prepared for the teachers and students of Uzbekistan.

While every effort has been taken to ensure your and your students' success with these textbooks, it is important to be methodical and scientific before adopting them for all classrooms throughout the country. Thus, you and your students have the unique opportunity to participate in research to determine their efficacy, ease of use, and suitability. Your partnership, professionalism, and feedback in this piloting process will help to refine the use of textbooks towards supporting the academic and professional goals for Uzbek students.

To assist you, this customized addendum gives specific information and advice for using the textbook in *your* classroom. It is important that you read this addendum. It contains the timetable, including the exam schedule, as well as advice on how to use the resources of this outstanding textbook package effectively. It also contains much of the information you need day-to-day so that you can adapt this international textbook for your students and classroom. It is also critical that you read the publisher's introduction in this Teacher's Book as it gives a *tour of the unit*, which explains how the units are organized. The publisher's introduction also provides general information about the course components, including audio, video, tests and assessments, as well as additional details for the types of projects and special lessons found in the series.

TIMETABLE

The following timetable shows how the 102 lesson plans are organized over 34 weeks from the Student's Book *Prepare* Level 5 for grade 11. The year is divided into four quarters with two Unit Exams and one Cumulative Exam in each quarter for a total of 12 exams. Each unit covers the language skills of reading, writing, listening, and speaking, as well as grammar and vocabulary development, pronunciation, exam preparation, cross-cultural activities, and project-based learning (see pages 10-15).

Quarter	Date	Week	Lesson	Unit	Student's Book Page #	Student's Book Activities to complete in class	Student's Book Activities to complete for homework
1		1	1	1	8-9 10	Welcome to *Prepare* About You	Vocabulary
		1	2	1	11	Reading Talking Points	
		1	3	1	12	Grammar	Vocabulary
		2	4	1	13	Writing	Writing
		2	5	2	13-15	Writing About You (video) Vocabulary	Reading Talking Points
		2	6	2	16	Grammar	Vocabulary
		3	7	2	17	Listening Speaking	
		3	8	2	18-19	Culture (integrated skills) Project	Project
		3	9	1-2	Review U1-2	Review	Exam preparation
		4	10	Exam	Exam 1 U1-2	Exam Feedback	Review
		4	11	3	20-21	About You (video) Vocabulary	Reading Talking Points
		4	12	3	22	Grammar	Vocabulary
		5	13	3	23	Project presentations	Writing
		5	14	4	23-25	Writing About You (video) Vocabulary	Reading Talking Points
		5	15	4	26	Grammar	Vocabulary
		6	16	4	27	Listening Speaking	
		6	17	4	28-29	Life Skills Project	Project
		6	18	3-4	Review U3-4	Review	Exam preparation
		7	19	Exam	Exam 2 U3-4	Exam Feedback	Review
		7	20	5	32-33	About You (video) Vocabulary	Reading Talking Points
		7	21	5	34	Grammar	Vocabulary
		8	22	5	35	Project presentations	Writing
		8	23	5	Review U5	Review	Exam preparation
		8	24	Exam	Exam 3 U1-5	Exam Feedback	Review

Quarter	Date	Week	Lesson	Unit	Page #	Student's BooK Activities to complete in class	Student's Book Activities to complete for homework
		9	25	6	35-37	Writing About You (video) Vocabulary	Reading Talking Points
		9	26	6	38	Grammar	Vocabulary
2		9	27	6	39	Listening Speaking	
		10	28	6	40-41	Culture (integrated skills) Project	Project
		10	29	6	Review U6	Review	Exam preparation
		10	30	Exam	Exam 4 U6	Exam Feedback	Review
		11	31	7	42-43	About You (video) Vocabulary	Reading Talking Points
		11	32	7	44	Grammar	Vocabulary
		11	33	7	45	Project presentations	Writing
		12	34	8	45-47	Writing About You (video) Vocabulary	Reading Talking Points
		12	35	8	48	Grammar	Vocabulary
		12	36	8	49	Listening Speaking	
		13	37	8	50-51	Life Skills Project	Project
		13	38	7-8	Review U7-8	Review	Exam preparation
		13	39	Exam	Exam 5 U7-8	Exam Feedback	Review
		14	40	9	54-55	About You (video) Vocabulary	Reading Talking Points
		14	41	9	56	Grammar	Vocabulary
		14	42	9	57	Project presentations	Writing
		15	43	9	Review U9	Review	Exam preparation
		15	44	Exam	Exam 6 U6-9	Exam Feedback	Review
		15	45	10	57-59	Writing About You (video) Vocabulary	Reading Talking Points
		16	46	10	60	Grammar	Vocabulary
3		16	47	10	61	Listening Speaking	
		16	48	10	62-63	Culture (integrated skills) Project	Project
		17	49	11	64-65	About You (video) Vocabulary	Reading Talking Points
		17	50	11	66	Grammar	Vocabulary
		17	51	11	67	Project presentations	Writing
		18	52	10-11	Review U10-11	Review	Exam preparation

Quarter	Date	Week	Lesson	Unit	Page #	Student's BooK Activities to complete in class	Student's Book Activities to complete for homework
		18	53	Exam	Exam 7 U10-11	Exam Feedback	Review
		18	54	12	67-69	Writing About You (video) Vocabulary	Reading Talking Points
		19	55	12	70	Grammar	Vocabulary
		19	56	12	71	Listening Speaking	
		19	57	12	72-73	Life Skills Project	Project
		20	58	12	73	Project	Project
		20	59	13	76-77	About You (video) Vocabulary	Reading Talking Points
		20	60	13	78	Grammar	Vocabulary
		21	61	13	79	Project presentations	Writing
		21	62	12-13	Review U12-13	Review	Exam preparation
		21	63	Exam	Exam 8 U12-13	Exam Feedback	Review
		22	64	14	79-81	Writing About You (video) Vocabulary	Reading Talking Points
		22	65	14	82	Grammar	Vocabulary
		22	66	14	83	Listening Speaking	
		23	67	14	84-85	Culture (integrated skills) Project	Project
		23	68	15	86-87	About You (video) Vocabulary	Reading Talking Points
		23	69	15	88	Grammar	Vocabulary
		24	70	15	89	Student presentation of projects	Writing
		24	71	14-15	Review U14-15	Review	Exam preparation
		24	72		Exam 9 U10-15	Exam Feedback	Review
		25	73	16	89-91	Writing About You (video) Vocabulary	Reading Talking Points
		25	74	16	92	Grammar	Vocabulary
		25	75	16	93	Listening Speaking	
		26	76	16	94-95	Life Skills Project	Project

Quarter	Date	Week	Lesson	Unit	Page #	Student's BooK Activities to complete in class	Student's Book Activities to complete for homework
4		26	77	16	95	Project	Project
		26	78	17	98-99	About You (video) Vocabulary	Reading Talking Points
		27	79	17	100	Grammar	Vocabulary
		27	80	17	101	Project presentations	Writing
		27	81	17	101	Writing	
		28	82	16-17	Review U16-17	Review	Exam preparation
		28	83	Exam	Exam 10 U16-17	Exam Feedback	Review
		28	84	18	102-103	About You (video) Vocabulary	Reading Talking Points
		29	85	18	104	Grammar	Vocabulary
		29	86	18	105	Listening Speaking	
		29	87	18	106-107	Culture Project	Project
		30	88	18	Review U18	Review	Exam preparation
		30	89	Exam	Exam 11 U18	Exam Feedback	Review
		30	90	19	108-109	About You (video) Vocabulary	Reading Talking Points
		31	91	19	110	Grammar	Vocabulary
		31	92	19	111	Project presentations	Writing
		31	93	19	111	Writing	
		32	94	20	112-113	About You (video) Vocabulary	Reading Talking Points
		32	95	20	114	Grammar	Vocabulary
		32	96	20	115	Listening Speaking	
		33	97	20	116-117	Life Skills Project	Project
		33	98	20	117	Project	Project
		33	99	19-20	Review U19-20	Review	Exam preparation
		34	100	Exam	Exam 12 U16-20	Exam Feedback	Review
		34	101			Project presentations	
		34	102			Final feedback, Project presentations	

UNIT LESSONS

Lessons for *Prepare* Level 5 were organized for grade 11 in Uzbekistan so students will complete the Student's Book by the end of the school year. Some activities will take more time than others to complete. Review each lesson before class to determine how much time will be needed to complete each activity. The unit lessons from the Student's Book have been divided into "Student's Book activities to complete in class" and "Student's Book activities to complete for homework." The "Activities to complete for homework" can be reviewed in the following class.

CULTURAL CONSIDERATIONS

The *Prepare* series was written for an international audience. Wherever possible, it is important to personalize and localize the content. This will make the lessons more interesting and relevant to students. Doing this is more likely to motivate students which will facilitate their language learning. Highlighting the linkages between Uzbekistan and the content throughout the course is very important.

REVIEWS

Reviews of units come before each exam in the Timetable. The Timetable organizes Reviews and Unit Exams differently than the order in which they appear in the Student's Book. This scheduling was necessary to meet the 12 exams that are required in grades 9-11. In addition to reviewing the activities that have been assigned for in class and homework, you should also use the Workbook to review and prepare for Unit and Cumulative Exams. Additional review activities can be accessed and downloaded from the Cambridge e-source online platform. Note: There are also review activities throughout the Student's Book. However, these review activities do not align with the required number of tests in Uzbekistan (or the Timetable), so it is recommended that in addition to reviewing what has been completed in class, you should also use the Workbook to review and prepare for Unit and Cumulative Exams.

ASSESSMENTS

Activities for exam preparation can be taken from the Student's Book, Workbook, and Cambridge e-source activities.

There are opportunities to assess students' communicative language ability throughout the Student's Book and Workbook. The integrated skill-based activities, writing activities, and projects in the Culture and Life Skills pages are good examples. You should develop simple and clear rubrics so that students are provided guidelines of how they will be assessed, as well as are given individual and/or group feedback on communicative language assessments.

A sample of a Unit Exam answer key has been pre-assembled from the Cambridge online Test Generator and included in this addendum. The online Test Generator provides ready-made tests for each unit and can be accessed and downloaded from the Cambridge e-source online platform. All tests are available at two levels, standard and plus, to assess learners of mixed abilities. Two different versions of the same test can be generated, A and B, to ensure academic integrity. You should take the time to review the answers from the assessments with students and provide general feedback to the class where needed. You should also direct students to the Workbook activities to review any areas where further practice and reinforcement is needed.

Feedback on assessments should guide the teacher on what students are learning and areas where they will need feedback, instruction, and review from the Student's Book and Workbooks. You should also help students develop self-editing and peer-feedback skills and strategies. This will help students develop editing skills that they will apply throughout their academic, professional, and personal lives as well as save the teacher's time.

HOMEWORK

As previously mentioned, the activities from the Student's Book have been divided into "Student's Book activities to complete in class" and "Student's Book activities to complete for homework." This "flipped classroom" approach is designed to save time in class to work on activities that require more teacher support or are designed for pair and/or group collaboration. You should also direct and assign homework from the Workbook to review any areas where students need further practice and reinforcement..

SUPPLEMENTARY MATERIALS

AUDIO

Audio can be downloaded from the Cambridge e-source online platform *Prepare* Level 5 *Teacher's Resources*. You can find audio scripts in the Teacher's Book, which you can use if technology is not available or to clarify and review the content of the audio. You should keep in mind that there are no scripts of audio for exams.

VIDEO

Videos can be downloaded from the Cambridge e-source online platform *Prepare* Level 5 *Teacher's Resources*. You can download videos with or without captions, as well as access worksheets that accompany the videos.

PREPARE LEVEL 5: BRITISH ENGLISH AND AMERICAN ENGLISH SPELLING DIFFERENCES

British English spelling	American English spelling
apologise	apologize
behaviour	behavior
centre	center
colour	color
coloured	colored
colourful	colorful
cosy	cozy
customise	customize
favour	favor
flavour	flavor
generalisations	generalizations
harbour	harbor
honoured	honored
jewellery	jewelry
kilometres	kilometers
licence	license
maths	math
medallist	medalist
metres	meters
modernise	modernize
neighbours	neighbors
organise	organize
practise	practice
programme	program
realise	realize
recognise	recognize
specialise	specialize
symbolise	symbolize

GLOSSARY

CONTENT LANGUAGE INTEGRATED LEARNING (CLIL)

This approach to learning English combines subject matter content, such as math and science, with language learning. Combining content with language instruction is motivating, interesting, and authentic. Through CLIL, students are able to use the new language in a practical real-world context.

FEEDBACK

Feedback is helpful information given to students in response to their performance. Providing students with feedback is an important element of teaching that helps students learn from their mistakes and improve their performance.

COMMUNICATIVE LANGUAGE TEACHING (CLT)

This approach to learning English emphasizes communication and language as the tool for communicating. Textbooks with a communicative language approach have many activities that give opportunities for students to practice and develop their overall language ability, not just their ability to know grammar rules or vocabulary definitions. These textbooks do contain grammar and vocabulary activities, but there are also many opportunities for students to practice using this grammar and vocabulary to communicate with each other, for example, speaking activities and projects.

CUMULATIVE

Cumulative refers to Cumulative Exams. Cumulative means *including everything that was there before*. Therefore, a Cumulative Exam for the quarter includes material from all the units in that quarter.

FLIPPED CLASSROOM

This instructional strategy aims to increase student engagement and learning by having students complete some assignments that can be done independently at their home before class. This allows for review and reinforcement of these activities in class, as well as allows for class time to focus on activities that require greater teacher support and for learner-centered activities that are designed for pair and/or group collaboration.

PROJECT-BASED LEARNING (PBL)

A project is an extended task, which integrates language skills through a number of activities towards an agreed goal. Activities may include planning, the gathering of information through reading, listening, and interviewing, discussion of the information, problem solving, oral or written reporting, and display. Additional specifications for PBL use in the classroom include using authentic materials, creating a learner-centered classroom, sequencing tasks to scaffold the final project, collaborative learning, and students accepting responsibility in

SAMPLE EXAM FROM TEST GENERATOR

EXAM 1: UNITS 1 & 2 ANSWER KEY

1. Use the words below to complete the sentences about shopping.

exchange | send | promotions | receipt | spend | discount

1. There's a *discount* on T-shirts at the moment.
2. If you don't like something you've bought, the shop may let you *exchange* it for something else.
3. My mum told me not to *spend* too much when I went out with my friends.
4. I always keep the *receipt* when I buy something – I may need it if I want to take the item back to the shop.
5. I didn't like the colour of the shoes I'd bought online, so I decided to *send* them back.
6. Shops sometimes have *promotions* to encourage people to try a new product.

2. Choose the correct word or phrase to complete the sentences.

1. I didn't enjoy the party because I didn't know *anyone* / anywhere / anything there.
2. I can't find my phone *anywhere* / any good / any longer!
3. I can't study any good / any / *any more* – I'm really tired!
4. Dan doesn't live here anywhere / any longer / *any more*.

3. Read the definitions and write the correct adjectives. There is one space for each letter.

1. able to be trusted or believed
   r *reliable*
2. wanting what somebody else has
   j *jealous*
3. having a natural ability to do something
   t *talented*
4. helping other people and being kind to them
   t *thoughtful*

4. Write the opposite of the words, using the prefix un or dis-.

1. lucky: *unlucky*
2. appear: *disappear*
3. like: *dislike*
4. pleasant: *unpleasant*

5. Decide whether the nouns are countable or uncountable. Write C for countable and U for uncountable.

1. shopping *U*
2. phone *C*
3. place *C*
4. website *C*

6. Choose the correct word to complete the sentences.

1. There are____*no*____ red sweaters in my size.
   a) any b) no
2. Valerie has____*plenty*____of time to go shopping.
   a) lot b) plenty
3. Harry has a____*lot*____of friends.
   a) plenty b) lot
4. You can borrow____*some*____money from me if you like.
   a) some b) any

7. Choose the correct verb below and put it in the -ing form to complete the sentences.

help | read | look | play

1. My brother doesn't like *playing* the piano in front of other people.
2. Tom doesn't mind *helping* his little sister with her homework.
3. Charlie likes *reading* adventure books.
4. Rob enjoys *looking* at photos of insects on the internet.

8. Choose the correct preposition to complete the sentences.

1. Jon's very good *on / in / <u>at</u>* running.
2. They're interested *on / of / <u>in</u>* reading about actors' lives.
3. Suna's crazy *on / <u>about</u> / for* dancing.
4. I'm tired *<u>of</u> / in / for* hearing that song again and again!
5. I'm not crazy *<u>about</u> / for / on* playing chess.

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WELCOME TO PREPARE

STUDENT'S BOOK OVERVIEW

Each unit begins with **About you**, where students can talk about themselves and their lives.

Motivating, topic-based **texts** specifically chosen to engage and inform students.

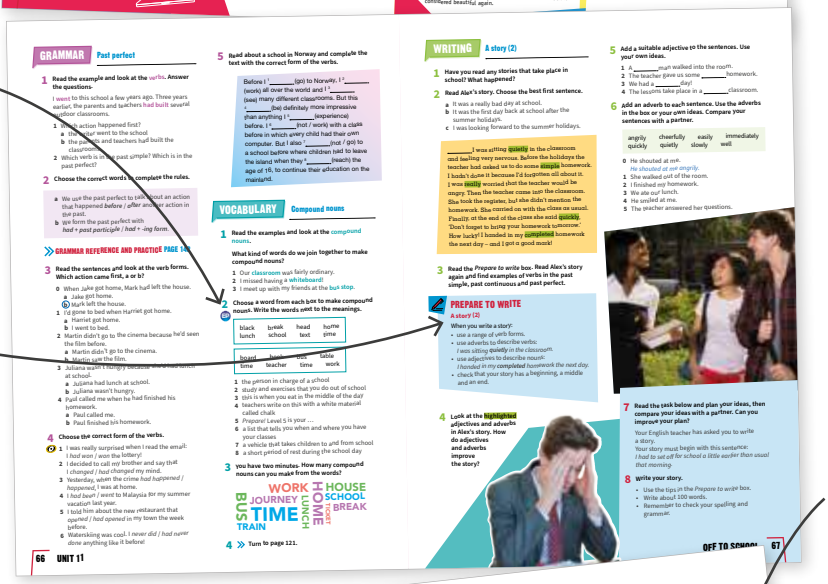


All reading texts are recorded, giving the option to listen and read or listen and check answers where appropriate.

Talking points provides opportunities to personalise language and encourage students to say what they think about the topic of the unit.

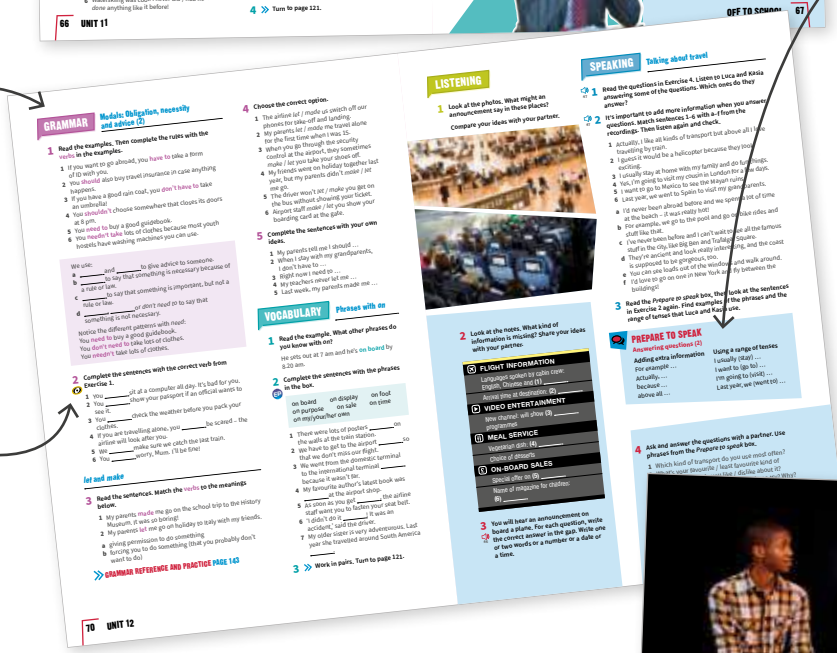
Vocabulary sets are informed by English Vocabulary Profile to ensure they are appropriate for the level.

Useful tips in **Prepare to write** help students learn to prepare, plan and check their writing.



Clear **grammar presentation** and practice is extended in the Grammar reference and practice section at the back of the book.

Common mistakes relevant to your students' level are identified in the grammar activities marked with the **Cambridge Learner Corpus icon**.



In **Prepare to speak**, students learn useful words and phrases for effective communication.

Video interviews show real teens giving their opinion on the topic of the unit. Each video comes with a worksheet containing comprehension and discussion questions.



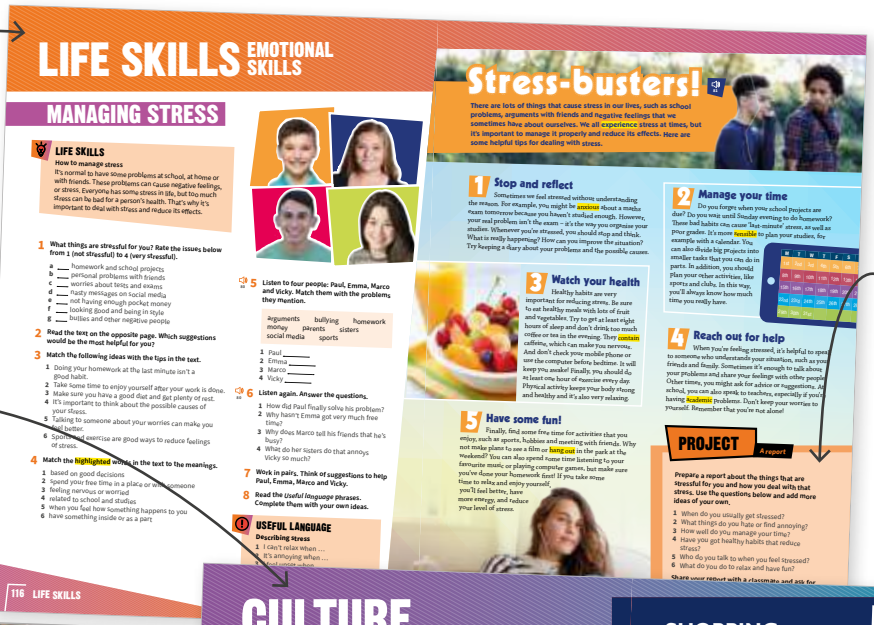
There is a **Life Skills** or **Culture** lesson after every two units. The **Life Skills** lessons help students develop important skills for their everyday lives.

Culture lessons highlight interesting aspects of culture in English-speaking countries.

In the **videos** found in each Culture lesson, students can watch interesting documentaries about the Culture topics. Each video comes with a worksheet for students to complete as they watch.

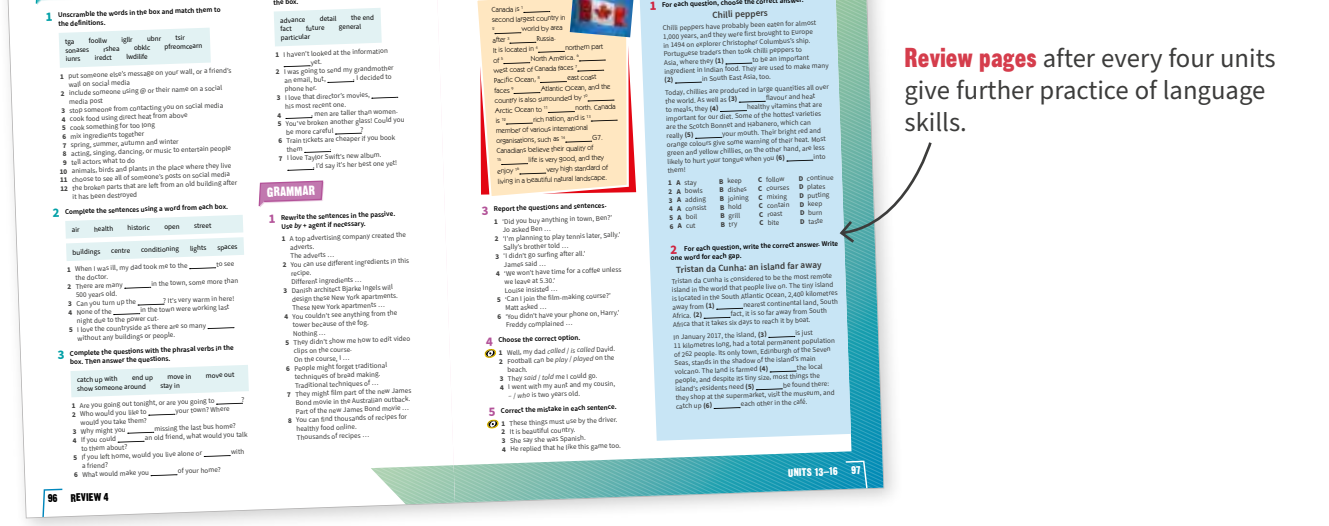
Projects in the Life Skills and Culture lessons encourage students to work together to create something fun and expand their learning.

Review pages after every four units give further practice of language skills.









UNIT	VOCABULARY	READING	GRAMMAR
1 GOING SHOPPING page 10	Shopping *any*, e.g. *anyone*, *anything*	Shopping: teen trends	Determiners
2 BEST FRIENDS FOREVER page 14	Personality adjectives Prefixes: *un-* and *dis-*	Friendship in the 21st century	*-ing* forms
Culture Shopping in London page 18			
3 FUN AND GAMES page 20	Sports phrases Suffixes: *-ist*, *-er*, *-or*	Meet Ntando Mahlangu, Paralympian	Present simple and continuous
4 EXTREME WEATHER page 24	Extreme weather Phrasal verbs	Australian bush fires	Past simple *used to*
Life Skills Collaboration: Working as a team page 28			
Review 1 Units 1–4 page 30			
5 YOU MADE IT! page 32	Verbs for making things Time adverbs	From hobby to job	Past simple and continuous
6 TAKE CARE OF YOURSELF page 36	Health verbs Words with *some*, *any*, *every* and *no*	Screen time at bedtime	Modals: Obligation, necessity and advice (1)
Culture Sports in Canada page 40			
7 SOUND CHECK page 42	Music Word families	Shawn Mendes	Present perfect and past simple
8 AMAZING ARCHITECTURE page 46	Describing buildings Strong adjectives and adverbs	Unusual homes around the world	Comparative and superlative adjectives
Life Skills Creativity and innovation: Creative writing page 50			
Review 2 Units 5–8 page 52			
9 THE FUTURE IS NOW page 54	Technology *enough*, *too*, *very*, *not … enough*	Electric car uses social media for fuel	Future forms Future continuous
10 ANIMALS IN DANGER page 58	Nature and wildlife Phrases with *at*	Save the Sumatran orangutan!	Conditional sentences Second conditional
Culture Animals as national symbols page 62			

LISTENING	SPEAKING	WRITING	VIDEO
		A short text	
A talk about a quiz	Talking about yourself		Best friends forever
			Shopping in London
		An online comment	Fun and games
An interview about being lost on a mountain	Talking about past experiences		
		A story (1)	You made it!
Seven short conversations	Discussing options (1)		
			Sports in Canada
		An email (1)	
Six short conversations	Describing a picture (1)		Amazing architecture
		An article (1)	
A video call about a homework project	Discussing a topic (1)		Animals in danger
			Only in Australia

UNIT	VOCABULARY	READING	GRAMMAR
11 OFF TO SCHOOL page 64	School Compound nouns	Classrooms around the world	Past perfect
12 GETTING AROUND page 68	Travel Phrases with *on*	Travelling without your parents	Modals: Obligation, necessity and advice (2) *let* and *make*
Life Skills Decision-making: Evaluating options page 72			
Review 3 Units 9–12 page 74			
13 #NOFILTER page 76	Social media Phrases with *in*	Don't airbrush me!	The passive Modal passives
14 LET'S COOK! page 80	Verbs for cooking Transitive and intransitive verbs	Signs, notices and messages	Defining relative clauses Non-defining relative clauses
Culture Social media page 84			
15 CITY OR COUNTRY? page 86	Artificial and natural world Phrasal verbs	Teentalk … down under	Articles: *a*/*an*, *the* and zero article
16 LIGHTS, CAMERA, ACTION! page 90	Film Reporting verbs	Meet Evan Hara: writer, director, filmmaker	Reported speech
Life Skills Communication: Giving presentations page 94			
Review 4 Units 13–16 page 96			
17 GETTING THE MESSAGE page 98	Verbs of communication Adverbs of degree: *fairly*, *pretty*, *quite*, *reasonably*	Message in a bottle Signs, notices and messages	Reported questions
18 WE LOVE CELEBS! page 102	Personal feelings and qualities Prepositions and conjunctions	Celebrating the caring celebs!	*have something done*
Culture Fan culture page 106			
19 THE WORLD OF WORK page 108	Work tasks *as* and *like*	Work experience	Different types of clause
20 MAKING PLANS page 112	Hopes and dreams Phrasal verbs	A meaningful summer	Verbs with two objects
Life Skills Emotional skills: Managing stress page 116			
Review 5 Units 17–20 page 118			
Extra activities page 120			
Vocabulary list page 126			
Grammar reference and practice page 132			
List of irregular verbs page 152			

Key to symbols:
Video

LISTENING	SPEAKING	WRITING	VIDEO
		A story (2)	Off to school
An announcement on a flight	Talking about travel		
		An online review	#NoFilter
Seven short conversations	Discussing options (2)		
			Social media detox
		An email (2)	
Six short conversations	Describing a picture (2)		Lights, camera, action!
		An article (2)	Getting the message
An interview about fame	Discussing a topic (2)		We love celebs!
			Collectors
		An email (3)	
A radio programme	Discussing options (3)		

1 GOING SHOPPING



ABOUT YOU

Where do you usually go shopping?
Which is your favourite shop?
Which is better: going to shops or shopping online?

VOCABULARY Shopping

1 **Look at the photos. What different things can you buy in these places?**

Compare your answers with your partner.



01 **2** **Listen to five teenagers talking about these different places to shop. Match each speaker to one of the photos.**

Daisy ☐ Sean ☐ Alec ☐ Rose ☐ Iris ☐



01 **3** **Complete the sentences with the words in the box. Then listen again and check.**

EP

charge charges discount exchange
online shopping promotions purchases
receipt refunds send … back serve
service shop spend

1 Daisy says that markets are probably her favourite place to _____. She says you don't have to _____ much money there. But if you're a tourist, sometimes they can _____ you high prices.
2 Sean thinks that _____ is the best thing ever. He says if you spend a certain amount, you don't have to pay the delivery _____. If the item isn't right, you can usually _____ it _____.
3 Alec's favourite department store was offering a 10% _____ on some games. He also says they are really good about _____.
4 Rose uses store cards when she _____ items. Her favourite shop often has _____. Some of her schoolmates work in shops and they _____ her, which she thinks is nice. She often gets good _____.
5 Iris likes little shops. She says if you buy something and it's not right, it's easy to _____ it. You just have to show them the _____.



4 **Discuss the questions.**

1 Where do you generally shop?
2 Do you keep receipts? Why are they important?
3 Is good service important? Why?
4 When was the last time you got a discount? How much was it?
5 How do you get discounts?
6 Have you ever sent an item back, or returned it to the shop yourself? Say what happened.



1 GOING SHOPPING

Unit Overview

TOPIC	Teenagers' shopping habits and things they buy
VOCABULARY	Shopping
READING	Shopping: teen trends
GRAMMAR	Determiners
VOCABULARY	Phrases with *any*
WRITING	A short text

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 132; TB page 242
WORKBOOK: pages 4–7
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 1; Vocabulary worksheet Unit 1
TEST GENERATOR: Diagnostic test; Unit test 1

WARMER

Write these places to shop on the board: *market*, *department store*, *shopping mall*, *small local shop*, *supermarket, online shopping.* Put students into pairs to discuss where they prefer to shop and when they last went to these places. Exchange information as a class.

ABOUT YOU

Ask students to write key words in answer to the questions. Put them into pairs to exchange information and monitor and encourage them to extend their answers with reasons and examples. Nominate individuals to tell the class about their partner and ask if others do or think the same.

VOCABULARY Shopping

1 Ask students to look at the photos. Set a short time limit for them to write a list of items they can buy at each place before putting them into pairs. Check answers and give pronunciation practice where necessary, e.g. *clothes* /kləʊðz/, *shoes* /ʃuːz/, *vegetables* /ˈvedʒ.tə.blz/ and *fruit* /fruːt/.

Possible answers

A plants, shoes, fruit and vegetables, jewellery, wool
B clothes, shoes, kitchen goods, books, jewellery, stationery
C fruit, vegetables, meat, cheeses, sweets, pastries, bread
D clothes, books, DVDs, music, computers, video games
E designer clothes, DVDs, books, furniture

01 **2** Read the instructions aloud. Tell students that the following are the first part of some words they will hear in the recording and see if they can predict the word: *fav(ourite), mon(ey), clo(thes), dep(artment), we(ather)*. Write students' predictions on the board but do not feedback at this stage. Play the audio, pausing after each speaker to give students time to reflect on what they heard and understood. Invite two or three students to give answers and ask if the class agrees before feeding back. Students could check their predictions with the audioscript on page 00.

Answers

A Daisy B Rose C Iris D Sean E Alec

01 **3** Check students understand the vocabulary in the box and ask which can be both a noun and a verb, i.e. *charge, discount, exchange, purchase, refund, shop*. Model the pronunciation of the following words so students will find it easier to recognise them when they hear them: *charge, charges*, *discount, promotions, purchases, receipt* and *refunds*. Put students into mixed ability pairs and do the first item as a class (see Answers). Monitor as pairs continue and encourage stronger students to explain why they think a word or phrase is correct. Play the audio for students to check their answers, pausing after each one. Nominate pairs to give answers and see if the class agrees before confirming or correcting.

Answers

1 shop, spend, charge
2 online shopping, charges, send (it) back
3 discount, refunds
4 purchases, promotions, serve, service
5 exchange, receipt

» AUDIOSCRIPT TB PAGE 261

4 Put students into pairs or groups to discuss the questions. Monitor and help them communicate their ideas. Encourage students to give full answers and to reuse the words from the unit so far. Invite two or three students to tell the class about their shopping experiences. Alternatively, you could do the exercise in open pairs. Nominate a student to choose a question and to name another student to answer it. The second student asks a question and nominates another. Continue until several students have had a turn. Give extra pronunciation practice as necessary.

Answers

Students' own answers

READING

BACKGROUND INFORMATION

The number of people who shop online is increasing. The top three countries which spend the most money shopping online are the United States, the United Kingdom and Sweden. In Britain, people usually go to the shops to have a look at things they want to buy, and then compare prices online. Clothes shoppers often return to a shop to buy, whereas those who are buying cell phones, tablets and computers will buy from online sites. Internet shopping is thought to have begun in 1994 and both Amazon and eBay started their online shopping service one year later, in 1995. Currently, Amazon is growing in popularity with boys, but falling for girls. Meanwhile, eBay is falling in popularity for both boys and girls.

1 Read the question and the first line of the article and elicit some suggestions from the class. Write key words on the board. Set a short time limit of about three minutes for students to read the article quickly to check their ideas. Tell them to ignore the gaps and to guess the meaning of new vocabulary at this stage.

Answers

Students' own answers

02 The Reading text is recorded for students to listen, read and check their answers.

Tips Ask students to read the text first to understand the general idea. Read all eight sentences carefully before starting the activity. Advise them to read the information before and after each gap before deciding which option is the best fit and tell them to read the whole text again to check it makes sense.

2 Tell students to read the instructions for this activity carefully and ask true/false questions to check they have understood (for example: *There are five sentence spaces in the text – true; There are the same number of sentences as spaces – false*). Ask students to read sentences A–H carefully and do the first item together as a class. Elicit or point out the connections between words in sentence B and the ideas either side of the gap. For example, '*there*' refers to '*coffee shop*' in the sentence before the gap, and '*do some online shopping*' is topically connected to '*finding the latest fashions on Pinterest or Instagram.*' after the gap. Put students into pairs to continue, and monitor and encourage them to analyse the information in the text and match it up with information in the sentences. Invite volunteers to give answers and see if the class agrees before confirming. Encourage students to explain their choices.

Answers

1 B 2 D 3 C 4 H 5 F

3 Ask students to read the meanings 1–6 and check vocabulary if necessary. Point out that two of the highlighted phrases are found in the sentences that have been removed from the article. Do the first item as a class, asking for a volunteer to suggest an answer. Re-read the section of the text before and after the gap, and substitute the highlighted word or phrase for a meaning from 1–6. Students should check that it makes sense generally, and not look for a perfect grammatical fit with the surrounding sentence. Point out that this is a technique that students can use to help them check their answers. Monitor and help as students continue individually before inviting individuals to give answers and see if the class agrees before feeding back. Ask for volunteers to give reasons for their choice.

MIXED ABILITY

For weaker students, monitor and point to information in the main text that could help them intuit the meaning of some of the highlighted words or phrases. For example:

good value for money – *get them when 'they're on sale a few weeks later'*; checkout – *'when you're paying'*; can afford – *'wait until there's a special offer, when you can get two games for the price of one'*; special offer – also *'you can get two games for the price of one'.*

Answers

1 can afford 2 checkout 3 second-hand 4 special offer
5 good value for money 6 keen on

FAST FINISHERS

Ask fast finishers to find the words *cool* and *stuff* in the text and write their own meanings. They compare with other fast finishers and decide which definition is best before checking in a dictionary. Nominate students to tell the class what each word means.

TALKING POINTS

Before students discuss the questions, put them into pairs to write some notes of useful vocabulary. As students discuss in pairs, monitor and encourage them to add examples of situations or reasons to expand on their answers. Give positive feedback where possible. Bring the class together to share ideas.

COOLER

Write the words and phrases from Vocabulary, Exercise 3, on page 10 on the board. Give students one minute to study the words and phrases, then erase them. Tell students to write down the words they remember. Find out who remembered the most, and ask them to come and write them on the board. Ask the class if there are any missing words, and add them to the board. Check spellings and pronunciation as a class.

READING

1 **Read the title and first line of the article. What do you think Olivia and her friends do in town? Read the article quickly to check.**

SHOPPING: TEEN TRENDS

02

It's Saturday morning and Olivia, 16, is going into town with some friends like they usually do.

Their day begins in a coffee shop. 'We have frappuccino coffees and chat,' Olivia says. [1] _____ 'We like finding the latest fashions on Pinterest or Instagram.' Like adults, many teens want good value for money. 'If there's something new I want, but it's too expensive, like these cool trainers I saw the other day, I won't get them till they're on sale a few weeks later. [2] _____ And you can sometimes get discounts at the checkout when you're paying,' says Olivia. Although girls are more likely to spend money on jewellery or make-up, both sexes are into looking good and buy high-quality hair and body products. [3] _____ This means downloading apps is a favourite activity.

Teens shop on the internet because 'online companies don't always charge you as much money and it's easy,' says Olivia. [4] _____ 'For example, sometimes we go to a gaming store and try out several new games. A lot of games cost more than we can afford, so we wait until there's a special offer, when you can get two games for the price of one and that kind of thing. [5] _____ There's no brand new stuff on them but you can save a lot of money.'

After that, Olivia and her friends go for lunch. 'I love any healthy food, especially organic stuff,' says Olivia. 'We go anywhere that serves it – plenty of places do, but it can be expensive. After that, I don't usually have any money left!' laughs Olivia.

2 **Read the article again. Five sentences have been removed from the text. For each space choose the correct sentence. There are three extra sentences which you do not need to use.**

A Some people I know send everything back.
B While they're there, they also do some online shopping.
C They're also keen on keeping their mobile technology up to date.
D You can usually get anything new that way if you're prepared to wait!
E You can get refunds online but it takes longer.
F There are plenty of second-hand websites, too, where stuff's even cheaper.
G I'm not really interested in buying things like that.
H But they still enjoy looking around the shops.

3 **Match the highlighted words and phrases in the article to the meanings.**

1 have enough money to buy something
2 where you pay for your goods
3 not new; already used in the past by someone else
4 a price that is lower than usual
5 the amount you paid for something was right
6 very interested in or enthusiastic about something

TALKING POINTS

Do you think people spend too much time looking at things they'd like to buy online?

Do you think it is important to buy good-quality products which are more expensive, rather than buying cheaper items? Why? / Why not?



GRAMMAR Determiners

1 **Read the examples and look at the nouns after the words. Which are countable and which are uncountable?**

1 Olivia, 16, is going into town with some friends.
2 After that, I don't usually have any money left!
3 There's no brand new stuff on them.
4 They don't charge you as much money.
5 Like adults, many teens want good value for money.
6 There are plenty of second-hand websites, too.
7 Sometimes we go to a gaming store and try out several new games.
8 A lot of games cost more than we can afford.

2 **Complete the table with the words in the box. Use the examples in Exercise 1 to help you.**

~~some~~ ~~any~~ a lot of many much plenty of no several

	Countable	Uncountable
Positive	*some*	
Negative		*any*
Questions		

GRAMMAR REFERENCE AND PRACTICE PAGE 132

03 **3** **Listen to the short conversations. Add more determiners to the table.**

4 **Choose the correct word to complete the sentences.**

1 Last weekend I got *a* / *some* / *any* great discounts on clothes.
2 My brother buys *much* / *a lot of* / *many* clothes online.
3 I got a discount on *a* / *some* / *no* headphones online.
4 I bought *a* / *some* / *much* jeans yesterday.
5 Have you got *any* / *much* / *several* BeBop trainers?
6 We don't eat *some* / *any* / *no* special food.

5 **Complete the conversation with the words in the box.**

any many much no plenty several some ~~some~~

A: What are you doing?
B: I'm looking for [0] *some* information about [1] _____ trainers. I looked on a few websites but there weren't [2] _____ in my size – not even one pair!
A: I'm surprised. There are [3] _____ of websites where you can buy trainers. Have you tried this site?
B: Not yet! I can't see [4] _____ places that sell the trainers I want!
A: Look here. It looks like there are [5] _____ models listed here in fluorescent green. How [6] _____ money were they in the shop?
B: About £50, I think.
A: Oh dear, there are [7] _____ trainers in your size!

6 **Complete the questions with the correct words. Then ask and answer the questions with a partner.**

1 How _____ pairs of trainers do you have?
2 Do you have _____ sunglasses?
3 How _____ time do you spend shopping online?
4 Do you know _____ websites where you can get discounts?

VOCABULARY *any*

1 **Read the examples. Complete the rules with the words in the box.**

1 They aren't doing **anything**.
2 We go **anywhere** that serves healthy food.
3 Has **anyone** seen my new trainers?

negative positive question

a With a _____ verb, *any* has a positive meaning.
b With a _____ verb, *any* means the same as *no*.
c Use *any* in a _____.

2 **What other words or phrases do you know with *any*?**

3 EP **Complete the sentences with the words and phrases in the box.**

~~any~~ any better any good any longer any more anyone anything anywhere

0 I don't mind what colour the trainers are – *any* colour will do.
1 Maria doesn't work in this shop _____.
2 Is there _____ in this shop that would be a good present for your mum?
3 This book isn't _____ – it's so boring. I won't finish it.
4 Has _____ got David's number? I need to call him today.
5 Tony isn't feeling _____ today – the boss wants me to work this afternoon.
6 Is there _____ near here where I can buy some speakers?
7 I can't eat _____. I'm full. That was delicious!

4 **Work in pairs. Turn to page 120.**

GRAMMAR Determiners

WARMER

Dictate the following words: *teens, friends, make-up, food, games, hair, websites, discounts, money, shops*. Draw two columns entitled 'countable (C)' and 'uncountable (U)' and ask students, in pairs or small groups, to classify the words. Ask for suggestions and write the words in the appropriate column. (C = *teens, friends, games, websites, discounts, shops*; U = *make-up, food, hair, money*).

1 Read the instructions and do the first item with the class. Monitor and help as necessary, encouraging stronger students to say when a noun is countable or uncountable. Invite students to write words and phrases in the appropriate columns on the board to check answers.

Answers

1 countable 2 uncountable 3 uncountable 4 uncountable
5 countable 6 countable 7 countable 8 countable

2 Copy the chart onto the board and put students into pairs to complete it. Check answers by asking students to write the answers on the board. Nominate individuals to make different sentences about their town e.g. *There are some new shops opening in town.*

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 242

03 3 Play the conversations and pause after each one for students to suggest different determiners. See if the class agrees and play the conversation again if necessary. Add the determiners to the chart on the board.

Answers 2 and 3 (Words in *italics* are from the conversations in Exercise 3)

	Countable	Uncountable
Positive	*some,* a lot of, *many,* several, *plenty of*	*plenty of*, *a lot of, some*
Negative	*many, no*	much, no
Questions	*any*, *some, a lot of, plenty of,* many	*any*, *much*,

» AUDIOSCRIPT TB PAGE 261

4 Direct students to find the noun (*discounts*) in item 1. Nominate a student to give the answer (*some*) and see if the class agrees before confirming. Monitor and encourage stronger students to complete the exercise without looking at the chart. Check answers as a class, and point out that we don't use a double negative in English, for example 'We don't eat no special food', item 6, is wrong.

Answers

1 some 2 a lot of 3 some 4 some 5 any 6 any

5 Ask students to read the conversation quickly, ignoring the gaps, and say whether or not the shopper found trainers in the right size on the website (*No*). Remind them to look at the information before and after the gap before they continue individually. When you check answers, make sure that students understand the difference in meaning between *several* (some, but not a lot) and *plenty* (more than enough, a large amount).

MIXED ABILITY

Ask stronger students to cover the box and complete the spaces. Help weaker students to decide if the noun is countable or uncountable and to use the information on the board to help decide which determiner to use.

Answers

1 some 2 any 3 plenty 4 any 5 many, several, some
6 much 7 no

6 Do the exercise as a class, directing students to the chart in Exercise 2 for support. Check students understand why there are two possible answers for item 4. Nominate two strong students to take turns asking and answering in open class pairs to demonstrate the activity, and give positive feedback for accuracy and/or informative answers.

Answers

1 many 2 any 3 much 4 any / many

» GRAMMAR WORKSHEET UNIT 1

VOCABULARY any

1 Write the word *any* on the board and ask students to think of words with *any*. Ask which word is used to talk about a place *(anywhere)*; an item *(anything)*; a person *(anyone)*. Go through the exercise with the class. Read sentences 1–3 and the words in the box.

Answers

a positive b negative c question

2 Read the question and ask students for suggestions, without looking at their books. Write answers on the board.

Possible answers

any more, any longer, any better, any good

3 Go through these phrases from the box and elicit or explain meaning. Use simple sentences to help students understand: any better = *Today's school dinner isn't any better* (the structure 'isn't any' + an adjective strengthens the negative, so that it means something like *not at all.* This applies to the following phrases in the box: *any good* and *any longer*). Monitor as students continue individually and nominate individuals to give answers.

Answers

1 any longer / any more 2 anything 3 any good 4 anyone
5 any better 6 anywhere 7 any more

4 Direct students to page 120. Ask students to read the first question and nominate stronger students to ask and answer as open pairs for the class. Give feedback after each turn, encouraging students to continue with informative and interesting answers. Put them into same ability pairs to continue.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 1

WRITING A short text

1 Direct students to read the information about the competition. Invite two or three students to answer the question and write key words on the board.

Answers

Students have to write about: the last cool thing that they purchased; where they bought it; whether their friends like it or not.

2 Read the question and elicit or remind students of the meaning of *cool* (*good*, *stylish* or *fashionable*). Tell students to read the texts quickly to answer the question. Ask for a show of hands to see which item the class think is the coolest, and encourage individuals to explain why. Help them communicate their ideas.

FAST FINISHERS

Ask fast finishers to write two sentences about where they would buy the items. Invite them to tell the class after you have checked answers to Exercise 2.

Answers

Students' own answers

3 Go through the instructions and direct students to the *Prepare to write* box and read the information aloud. Monitor and help as students continue individually. Fast finishers compare answers. Ask students to compare in pairs before checking as a class.

Answers

Maksim, Russia
Last week, I bought some really cool sunglasses from a shop in my town called Eyewear. It's a great shop that only sells sunglasses. There are a lot of styles to choose from but I chose these ones because I just loved them! There was a promotion that day and I got a 10% discount. I forgot the receipt, so I went back to get it and the assistant gave me a free case to keep them in. Great customer service!
Emily, Ireland
Mum was going to get these cute trainers for me at the end of the month, but I couldn't wait any longer, so I bought them myself. I got them from the local sports shop near my house. Several of my friends already had pink ones, but I wanted to be different. So I got some orange and blue ones! Plenty of people have asked me where I got them, but I'm not telling anyone my secret store!
JD, UK
Last week, I was (past simple) at the shopping centre and I went (past simple) into Soundz, which is (present simple) my favourite shop. They have (present simple) an online store, but I prefer (present simple) to go to the shop so I can try (present simple) the things on sale. You can find (present simple) a lot of cool stuff there like headphones, speakers and MP3 players. I saw (past simple) these great Bluetooth headphones. I put (past simple) them on and listened (past simple) to several songs from my phone. They were (past simple) expensive, but I got (past simple) a 10% discount because of a promotion. My friend is saving up (present continuous) for a pair now!

4 Put students into pairs to do Exercise 4. Monitor and help as necessary. Check answers.

Answers

JD, UK
Last week, I was at the shopping centre and I went into Soundz, which is my favourite shop. They have an online store, but I prefer to go to the shop so I can try the things on sale. You can find a lot of cool stuff there like headphones, speakers and MP3 players. I saw these great Bluetooth headphones. I put them on and listened to several songs from my phone. They were expensive, but I got a 10% discount because of a promotion. My friend is saving up for a pair now!
Extra information:
They have an online store, but I prefer to go to the shop so I can try the things on sale.
You can find a lot of cool stuff there like headphones, speakers and MP3 players.
I put them on and listened to several songs from my phone. They were expensive, but I got a 10% discount because of a promotion.

5 Read through the instructions and monitor and help as students make notes of key words and phrases. Put them into pairs to ask and answer the questions and to give their partner more ideas if they can think of any.

Answers

Students' own answers

6 Go through the instructions and monitor and help if necessary as students write their texts. Fast finishers swap texts to check they've followed all the instructions and make further suggestions using the following phrases e.g. *You could … Why don't you …? What about …?*

Answers

Students' own answers

COOLER

Books closed. Put students into pairs or small groups. Give them three minutes to write down as many words, phrases and/or expressions as they can on the theme of shopping. Ask pairs/groups to take turns reading their lists aloud and see which group has the longest list.

WRITING A short text

1 **Read the introduction to the magazine competition. What do you have to write about?**



COMPETITION!

Tell us about the last cool thing you bought. Where did you buy it? Do your friends like it? Email us at itsallaboutyou@weareteens.co.uk. We'll include the best stories in our magazine next month!

Maksim, Russia

Last week, I bought some really cool sunglasses from a shop in my town called Eyewear. It's a great shop that only sells sunglasses. There are a lot of styles to choose from but I chose these ones because I just loved them! There was a promotion that day and I got a 10% discount. I forgot the receipt, so I went back to get it and the assistant gave me a free case to keep them in. Great customer service!



Emily, Ireland

Mum was going to get these cute trainers for me at the end of the month, but I couldn't wait any longer, so I bought them myself. I got them from the local sports shop near my house. Several of my friends already had pink ones, but I wanted to be different. So I got some orange and blue ones! Plenty of people have asked me where I got them, but I'm not telling anyone my secret store!

JD, UK

Last week, I was at the shopping centre and I went into Soundz, which is my favourite shop. They have an online store, but I prefer to go to the shop so I can try the things on sale. You can find a lot of cool stuff there like headphones, speakers and MP3 players. I saw these great Bluetooth headphones. I put them on and listened to several songs from my phone. They were expensive, but I got a 10% discount because of a promotion. My friend is saving up for a pair now!



2 **Read the three texts. Which thing do you think is the coolest?**

3 **Read the *Prepare to write* box. Read the texts and underline the following in each one:**

Maksim's message:	shopping vocabulary
Emily's message:	all the determiners from page 12
JD's message:	two different tenses

4 **Read JD's text again. Underline the sentences that answer the competition questions. What extra information does she add?**

5 **Read about the competition again. You are going to write a short text about something you bought recently. Plan your ideas and make some notes. Here are some ideas to help you.**

- What is the last thing you bought?
- Where did you buy it?
- Why did you choose it?
- What do your friends think?
- Extra information?

6 **Write your own short text.**

- Use the tips in the *Prepare to write* box.
- Write about 80 words.
- Remember to check your spelling and grammar.

PREPARE TO WRITE

A short text

When you write an answer to something:

- answer all the questions.
- add some extra information.
- use a range of different tenses and structures.

2 BEST FRIENDS FOREVER

VOCABULARY Personality adjectives

1 Read the quiz. Choose the five sentences that are most true for you.



2 Read the descriptions. Do you agree with what the quiz says about you?

1 MOSTLY ORANGE Brilliant best friend

You're a reliable best friend. And you're also kind, honest and caring, and your friends know how sensible you are! You're a thoughtful and sweet person, and it's no surprise that you love having people around you.

2 MOSTLY YELLOW The cheerful chum

You've got loads of friends and you're easygoing! You love having fun and you'd never be cruel to anyone. You are never jealous of other people, and everyone likes that! People love having you at parties! Go, sociable you!

3 MOSTLY GREEN The perfect pal

You prefer to have a few close friends rather than lots of friends. You're confident, talented and loyal to your friends. You love hanging out with your friends but you also like to spend time alone.

ABOUT YOU

01 **Watch the video and then answer the questions.**

How important are friends to you?

What makes a good friend, in your opinion?

3 Match the words in Exercises 1 and 2 to the meanings.

EP

1 making you feel angry
2 someone you can trust and/or believe
3 behaving in a careful way that shows good judgement
4 enjoying being with people
5 worried and nervous
6 relaxed and calm
7 behaving in a way that is funny and not serious
8 having a natural ability to do something
9 always supporting and liking someone
10 thinking about how you can help other people
11 wanting something that someone else has
12 being easily upset by things other people say or do to you

04 **4** Listen to Sophie and Ben talking about the quiz. Which of the adjectives from Exercises 1 and 2 would you use to describe them?

5 Discuss the questions. Use the adjectives in Exercises 1 and 2.

1 How would you describe yourself? What is your best personal quality?
2 What qualities does your best friend have?

2 BEST FRIENDS FOREVER

Unit Overview

TOPIC	Friends and friendship
VOCABULARY	Personality adjectives
READING	Friendship in the 21st century
GRAMMAR	*-ing* forms
VOCABULARY	Prefixes: *un-* and *dis-*
LISTENING	A talk about a quiz
SPEAKING	Talking about yourself

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 133; TB page 242
WORKBOOK: pages 8–11
VIDEO AND VIDEO WORKSHEET: Best friends forever
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 2; Vocabulary worksheet Unit 2
TEST GENERATOR: Unit test 2

WARMER

Write these questions on the board: *What kind of friend are you? Why?* Ask students to discuss them with a partner. Nominate pairs to report back to the class and write any useful vocabulary for the lesson on the board, e.g. adjectives such as *kind* and *fun.* Encourage them to give reasons and examples of things they do to justify their description, e.g. *He was very kind to me when I was ill. He brought me chocolate and other presents.* Check meaning and pronunciation of new vocabulary as necessary.

ABOUT YOU

01 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box and tell students to make a note of useful words and phrases that will help them answer the questions. Ask students to exchange ideas in pairs, then ask for volunteers to give answers and make a note of key words on the board.

VOCABULARY Personality adjectives

1 Read the instructions and check students understand the concept *most true*. Direct them to look at the first sentence and ask 'Does this sentence describe you? Do you always, usually, sometimes or never like to do this?' Tell students to try to guess the meaning of the words in blue, but not to worry if they don't know all the words at this stage. Monitor and help as necessary as students continue the activity.

Answers

Students' own answers

2 Tell students to guess the meaning of the words in blue where they can, and monitor and help as they continue with the activity. Ask students to put their hands up if they agree with the analysis of their character and nominate individuals to tell the class what type of friend they are. Encourage them to give reasons.

Answers

Students' own answers

3 Read the instructions. Ask students to read meanings 1–12 and check any unknown vocabulary. Do the first item as a class (*annoying*). Put students into same ability pairs and monitor and help as they continue before checking answers.

MIXED ABILITY

Ask stronger students to work individually and weaker students to work in pairs. Monitor and encourage weaker students to use the notes on the board to help them.

Answers

1 annoying 2 reliable 3 sensible 4 sociable 5 anxious
6 easygoing 7 silly 8 talented 9 loyal 10 thoughtful
11 jealous 12 sensitive

04 **4** Read the instructions and play the recording once. Allow students to compare their answers before checking as a class. If they found the listening challenging, break it down by playing it again, pausing occasionally for students to compare ideas. Check answers as a class and play the audio again if necessary.

Answers

Sophie: sociable, reliable and honest
Ben: reliable and thoughtful

» AUDIOSCRIPT TB PAGE 262

5 Put students into pairs or small groups to discuss the questions. Monitor and help as necessary and give positive feedback when students give examples. Invite two or three students to tell the class about themselves. Alternatively, ask students to describe someone in the class in a positive way without using their name. The others should guess who is being described.

Answers

Students' own answers

READING

BACKGROUND INFORMATION

There are many different ways that people can now keep in touch via social media. Facebook is one of the most widely-used social networking sites, and it was the first one to have over 1 billion user accounts. People also use Facebook to sell online, and market and promote businesses. WhatsApp is an instant messaging platform; it was bought by Facebook in 2014 for $19 billion, and now has approximately over 1 billion active users every month. With about 400 million users every month, Instagram is used to share photos and videos and it allows you to post them to Facebook and Twitter. Those who are interested in music can keep in touch with others by using Myspace, which has about 20 million active users.

1 Ask students to write a list of differences between their online and real friends. Ask for volunteers to suggest one difference each and encourage them to give reasons and explanations as they share their ideas. Write key words and phrases on the board.

Possible answers

You see your real friends at school. You only see photos of your online friends, you don't see them in real life.

2 Set a short time limit of about three minutes for students to read the text and see if any of the class ideas were mentioned, ignoring any new vocabulary at this point. Tell students to compare their answers with a partner before giving suggestions. Ask students if they remember other differences and add key words to the board.

Answers

Students' own answers

05 The Reading text is recorded for students to listen, read and check their answers.

3 Ask students read questions 1–5 and check vocabulary as necessary. Put them into mixed ability pairs to answer. Monitor and help before asking for volunteers to give answers. Help with pronunciation as necessary.

FAST FINISHERS

Tell fast finishers to make notes to describe an online friend and a face-to-face friend as an example of their answer to question 5. They can share their information with the class after you have checked answers to Exercise 4.

Answers

1 By sending you a text, a message or just liking your post.
2 You check their posts, and you try to remember all the photos and then you ask your friend about them when you see them.
3 Your body produces oxytocin, which makes you feel good. You feel trust and love.
4 You copy their gestures, and they smile if you smile.
5 Both are good, in different ways.

4 Do the first item as a class. Show or remind students to check their answers by substituting the highlighted words and phrases in the text with the appropriate meaning from 1–5. Tell them that to check their answers they should re-read the new sentence to see if it makes sense. Put students into mixed ability pairs to continue with the activity. Nominate students to give answers and see if the class agrees before feeding back.

Answers

1 pal 2 gestures 3 unfriend 4 hugging 5 finding out

TALKING POINTS

Put students into pairs to discuss the questions. Monitor and encourage them to justify their opinions. Give positive class feedback and examples of interesting comments. For homework, students could ask four other people for their opinions on the questions in *Talking points*. In the following class, students could discuss their findings in small groups.

COOLER

Tell students to put the highlighted words in the article in order of difficulty, with the most difficult first. Encourage reflection by asking individuals to give reasons for their grading. Ask them to write one sentence each for the two words they find most difficult.

READING

1 **Make a list of the differences between your online friends and your real friends.**

2 **Read the article quickly. Were any of your ideas mentioned?**

FRIENDSHIP IN THE 21st century

05



ENTERTAINMENT | STYLE | HEALTH & FITNESS | TECH | RELATIONSHIPS

Scientist Dr Russell Carley is interested in finding out about friendship in the 21st century. He started by trying to answer the question: Can online friends be as good as face-to-face friends?

Surprisingly, he found that the answer is a big YES! A friend is someone who gives you honest advice and support, and, of course, an online friend can do that. Online friends can also be close friends. Our real friends can't be with us 24 hours a day, but the online community never sleeps! When you feel anxious in the middle of the night, there's always someone who can give you support through a text, a message or just a 'like'. Having online friends is good for your memory, too. There's a lot of information to check every day. When you see an interesting holiday picture, you make a note in your mind to ask your pal about it next time they're online, or when you're together in person.



Also, you can find friends who have the same interests as you more easily. If you're interested in Japanese comics, there will be plenty of people who love that too. For most of us, the online community provides support, it builds our confidence, and we feel loved.

So, if online friends are so good, do we need real friends? Interestingly, Dr Carley's research suggests that we do. As he points out, with your real friends, you are in the same physical space; you create memories together as you experience and enjoy doing things with each other. You have to be more responsible with your real friends, as you can't just 'unfriend' them if you disagree with them!

Dr Carley explains the science. 'When you are with your friends, you get hugs and high fives. Hugging is good for us because our body produces a chemical called oxytocin that makes us feel good and we also feel trust and love. Chatting to your best pals, you copy their words and gestures. When they smile, you smile too! So, in conclusion, both real friends and online friends are great – they just help us in different ways.'

NEXT WEEK: Are you good at staying in touch with your friends?

3 **Read the article again. Answer the questions.**

1. How can an online friend support you at night?
2. How do online friends help your memory?
3. What happens when you hug a friend?
4. What happens when you talk to people face-to-face?
5. According to the article, which are best for you: online or face-to-face friends? Why?

4 **Match the highlighted words in the article to the meanings.**

1. friend
2. movements of your hands, arm or head to show a feeling
3. remove someone from your social media account
4. when you put your arms around someone because you like them
5. getting more information about something

TALKING POINTS

Do you think you will have the same online friends in five years' time? Why? / Why not?

Do you think you will have the same real friends in five years' time? Why? / Why not?

What are the disadvantages of having online friends?

GRAMMAR *-ing* forms

1 **Match the examples to the rules.**

1 He enjoys **finding out** about friendship in the 21st century.
2 **Hugging** is good for us.
3 Are you good at **keeping** in touch with your friends?

a After some verbs such as *enjoy* and *hate*, we use the *-ing* form.
b Some adjectives are followed by a preposition and then by the *-ing* form.
c We can use the *-ing* form as the subject of a sentence.

GRAMMAR REFERENCE AND PRACTICE PAGE 133

2 **Complete the sentences with the *-ing* form of the verbs in the box.**

go	learn	prepare
read	visit	work

1 I don't mind _____ to the cinema with my parents and their friends.
2 _____ English is easy, especially when I'm with my friends.
3 The girls enjoyed _____ a presentation together for their English class.
4 David can't stand _____ in groups in class, as he always disagrees with the other people.
5 Pablo is interested in _____ more articles about friendship in the 21st century.
6 _____ museums is part of our history class.

3 **Match the sentence halves.**

1 Jo is afraid
2 Mike is good
3 Jackie is keen
4 Nina is crazy
5 Phil is interested

a about playing online games with her friends.
b of disappointing her friends.
c on going to football matches with friends.
d in making music in the school band.
e at listening to other people's problems.

4 **Correct the mistakes in the sentences.**

1 I really like see my friends after school.
2 Mike loves go shopping with his parents.
3 Susan really enjoyed to visit the museum.
4 Play a musical instrument is fun.
5 Our teacher is good at teach us English.
6 Are those boys afraid to watching horror films?
7 My parents are interested in visit Slovakia.

5 **Complete the sentences so they are true for you. Compare your sentences with your classmates. Find someone who has similar ideas.**

I'm good at scoring goals!

1 I'm good at …
2 I'm afraid of …
3 I really like …
4 … football is …
5 I'm keen on …
6 I'm crazy about …
7 I'm tired of …
8 I'm interested in …
9 I really enjoy …
10 … is boring for me

VOCABULARY Prefixes: *un-* and *dis-*

1 **Read the examples. How do *un-* and *dis-* change the meaning of the words? Which prefix do we often add to verbs?**

1 Talking about friends is really **interesting**! We'll probably **agree** about a lot of things.
2 Talking about friends is really **uninteresting**! We'll probably **disagree** about a lot of things.

2 **Write the correct negative form of the words. Use *un-* or *dis-*.**

1 pleasant
2 like
3 kind
4 appear
5 lucky
6 reliable
7 happy

3 **Complete the text with the words in the box. Add a negative prefix to the words if necessary.**

EP

agree	appeared	interesting
kind	lucky	pleasant

Online friendships

Many people have an opinion about online friendships, especially parents. It can be really boring and [1] _____ to talk about it. They always say the same thing! Last year, Mum had an [2] _____ surprise – an old classmate contacted her and started posting old photos of her online. My sister and I thought it was funny, but Mum didn't! Fortunately, Mum just closed her page and the classmate [3] _____. Another friend told me about someone who was writing [4] _____ things about her on her wall. That's not nice! I'm very [5] _____ because nothing like that has happened to me. But I [6] _____ when people say you have to be careful about the online world.

GRAMMAR *-ing* forms

WARMER

Write the following words on the board and put students in pairs to make a sentence: *touch / keeping / some / good / are / people / really / at / in /* (*Some people are really good at keeping in touch.*). Check students understand the meaning of *keeping in touch* by giving an example of one friend who phones or texts another regularly and another who doesn't. Underline the *–ing.*

1 Go through the activity with the class. If your students find the language point challenging, write further example sentences on the board, for example, *You love doing sports. Going to the cinema is fun. Most people are keen on using social media.* Ask students to match the sentences on the board with the rules a–c. Underline the verb forms.

Answers

1 a 2c 3b

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 242

2 Direct students to the words in the box and ask for volunteers to give the spelling of the *-ing* form and model pronunciation if necessary. Tell students to read the sentences first to get a general idea of meaning before they choose the word from the box. Ask students to complete the exercise individually and compare in pairs before nominating individuals to read a completed sentence.

MIXED ABILITY

Put students into mixed ability pairs to do Exercise 2. Monitor and ask stronger students to say which of the words in the box should be used in which sentence before they complete the sentences with the *–ing* form.

Answers

1 going 2 Learning 3 preparing 4 working 5 reading
6 Visiting

3 Do the first item as a class, pointing out that the preposition *of* is used after the word *afraid.* Set a short time limit and put students into pairs to match the sentence halves. To check answers, say the adjective at the end of the phrases 2–5 and nominate stronger students to give the preposition. Ask students to review their answers before feeding back.

Answers

1 b 2 e 3 c 4 a 5 d

4 Tell students that there are mistakes in the verb forms or prepositions in sentences 1–7 and do the first item together as a class, pointing out that the correct versions of each sentence should contain an *-ing* form. Remind students to look back at Exercises 1 and 2, along with the Grammar Reference section on page 148 for help before they continue individually. Monitor and encourage stronger students to answer from memory and help weaker students as necessary. Nominate volunteers to read full sentences as you check answers.

Answers

1 seeing 2 going 3 visiting 4 Playing 5 teaching
6 afraid of 7 visiting

5 Read the instructions and example. Monitor for accuracy as students complete the sentences that are true for them, and direct them to the Grammar Reference on page 148 if they need more support. As students mingle to find others with similar ideas, make a note of common mistakes with prepositions to correct later. Ask for individuals to report their findings to the class before focusing on correction.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 2

VOCABULARY Prefixes: *un-* and *dis-*

1 Read the example sentences aloud and answer the questions as a class.

Answers

The prefixes give the adjectives the opposite meaning; *dis-* is usually added to verbs, *un-* is used with adjectives.

2 Go through each of the words and ask students to say if they are adjectives or verbs before monitoring and helping as students do the exercise individually. Tell them to compare their answers with a partner before checking as a class. As you check answers, point out or elicit by modelling that the prefix *un-* is unstressed, whereas *dis-* is stressed. Write the words *disappear* and *dislike* on the board, and underline or mark *dis-* to illustrate that it carries syllable stress. Give pronunciation practice as necessary when checking answers.

Answers

1 unpleasant 2 dislike 3 unkind 4 disappear 5 unlucky
6 unreliable 7 unhappy

3 Ask students to read the text, ignoring the gaps, and say if it talks about positive or negative aspects of online friendships (negative). Read the instructions, stressing that it might not always be necessary to add a negative prefix. Do the first item together as a class. Monitor and help as students continue individually before nominating individuals to give answers.

Answers

1 uninteresting 2 unpleasant 3 disappeared
4 unkind / unpleasant 5 lucky 6 agree

» VOCABULARY WORKSHEET UNIT 2

LISTENING

1 Check students' understanding of *quiz* (when you ask someone questions, sometimes as a competition between individuals or teams). Nominate individuals to answer the question.

Tips Tell students to read the sentences before they listen, and to predict the content. Remind them not to change the words they hear.

2 Read the questions and put students into mixed ability pairs to decide the type of word needed to complete the gaps (e.g. a number, a date, a time). Monitor and help as necessary before checking answers as a class. In feedback, ask students to say how they decided on their answers. Do not over-correct for accuracy, but help them get their ideas across.

Answers

The notes are about how to write a quiz on people's interests.

Possible answers

1 a noun – a name
2 a noun
3 a noun – could be 'colour', 'subject', 'situation'
4 an adjective – something different to 'shy'
5 a date
6 the start of an email address, probably a name

06 3 Read the instructions and play the recording, pausing after each sentence to give students time to write. Ask for volunteers to give answers and see if the class agrees before feeding back. To offer more support, you could play the recording again, pausing after each answer.

Answers

1 Understanding others 2 facts 3 situation 4 sociable
5 (the) 17 / 17th / seventeenth / of 6 vickers / Vickers

» AUDIOSCRIPT TB PAGE 262

SPEAKING Talking about yourself

07 1 Read the instructions to the class and check they understand the different parts of the exercise. Pause after Ahmed has finished talking to the examiner to give students time to complete their notes. Continue with Sandrine's interview. Ask students to compare answers and give them the opportunity to listen a second time before checking answers.

Answers

Ahmed: Questions 1, 3, 5, 6, 7, 10.
Sandrine: Questions 1, 3, 5, 6, 8, 11.
NB: Sandrine is asked Q6 but she answers Q7 when she gives additional information.
They add more information.

07 2 Read the instructions and model the phrases in the *Prepare to speak* box to help students identify them when they listen. Point out the purpose of the groups of phrases – talking about likes and dislikes, habits and giving opinions. Play the recording, pausing between speakers to give students time to reflect on what they heard. As you check answers, ask students to repeat the phrases together as a class and encourage them to run the words together so they sound more fluent.

Answers

Talking about likes and dislikes
I like it because … Sandrine
I don't like it because … Ahmed
I prefer … Ahmed
Talking about habits
I usually … Sandrine
I sometimes … Sandrine
Giving your opinion
I think it's … Ahmed and Sandrine

» AUDIOSCRIPT TB PAGE 263

Tips Students should avoid giving one-word answers where they can. When they are asked about daily routines or likes, dislikes and preferences, they should give reasons and examples.

3 Before you put students into pairs to ask and answer, explain that you will be monitoring to check they use phrases from the *Prepare to speak* box and answer the yes/no questions 4 and 6 with extra information. Monitor and give individual feedback as students do the exercise in pairs. Invite students to write pieces of information they learn about their partner on the board and then, at the end, ask the whole group to guess who each one is about. Students give their own answers.

FAST FINISHERS

Ask fast finishers to write two short jumbled sentences using phrases from the *Prepare to speak* box on a slip of paper. Pass these to another student for them to re-order the words to make complete sentences.

COOLER

Students conduct a class survey using the questions in Speaking Part 1, Exercise 3. Tell them to choose a question from 2–6 and to write it on a slip of paper. They should ask as many people as they can in five minutes, trying to ask the question from memory. They can report back any interesting findings to the class.

LISTENING

1 Have you ever written a quiz? Who was it for? What did you ask?

2 Read the notes. What are they about? What kind of information is missing in each space?

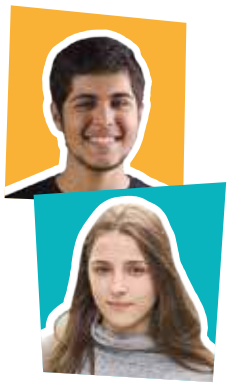
Notes for WRITING A QUIZ

The name of the quiz is '**(1)** _____'.
The quiz should not just include questions about **(2)** _____ such as people's interests.
Write ten questions using a different **(3)** _____ each time.
Write options for people to select, which show whether a person is **(4)** _____ or shy, for example.
Give the finished quiz to the teacher by **(5)** _____ July.
Email the teacher at **(6)** _____ @ourschool.uk with any questions.

06 **3** Listen and complete the notes in Exercise 2. For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

SPEAKING Talking about yourself

07 **1** Listen to an interview with Ahmed and Sandrine. Tick (✓) the questions that they answer. Do they just answer *yes* or *no*, or do they add more information?



		A	S
1	What's your name?		
2	How old are you?		
3	What's your surname?		
4	Who do you sit next to in English?		
5	Where do you live?		
6	Do you study English?		
7	Do you like studying English?		
8	Do you listen to music?		
9	What's your favourite kind of music?		
10	Do you get up early or late?		
11	How often do you go to the cinema?		

07 **2** Read the *Prepare to speak* box, then listen again. Which phrases do Ahmed and Sandrine use?

PREPARE TO SPEAK
Talking about yourself

Likes and dislikes
I like it because …
I don't like it because …
I prefer …

Talking about habits
I usually …
I sometimes …

Giving your opinion
I think it's …

3 Ask and answer the questions with a partner. Use phrases from the *Prepare to speak* box to add more information.

1 What's your surname?
2 Where are you from?
3 What's your house like?
4 Do you play sports? Why? / Why not?
5 What time do you go to bed?
6 Do you enjoy reading books? Why? / Why not?

CULTURE

SHOPPING IN LONDON

1 **Read the texts on the opposite page. Which place would you most like to visit? Where should people go in London if they …**

1 would like to go shopping for toys?
2 are looking for second-hand clothes?
3 plan to shop and then see a film?

2 **Are the sentences true or false? Correct the false sentences.**

1 Most Oxford Street shops are unusual and quite expensive.
2 Camden would be a nice place to go shopping on a sunny day.
3 Camden is good for people who like to dress differently.
4 There is often a lot of traffic on Carnaby Street.
5 Carnaby Street first became popular for modern fashion.
6 There are football fields in the Westfield shopping centre.

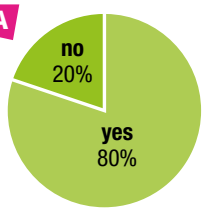
3 **Match the highlighted words in the text to the meanings.**

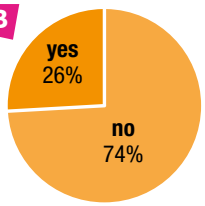
1 new, modern and in fashion
2 for people who are walking
3 very bad, terrible
4 extremely large
5 tables to sell things, often outdoors

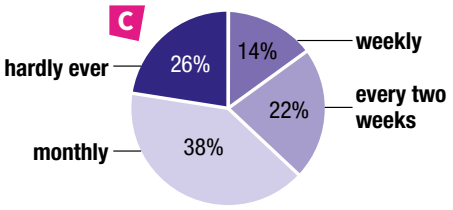
08 **4** **Listen to a report on teenagers' shopping habits in the UK. Number the questions in the order you hear them.**

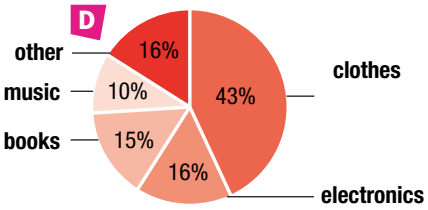
..... Have you bought anything online in the last three months?
..... Where do you usually get the money from when you go shopping?
..... How often do you go shopping?
..... Do you count shopping as one of your hobbies?
..... Do you shop more in-store or online?
..... What do you buy when you go shopping?

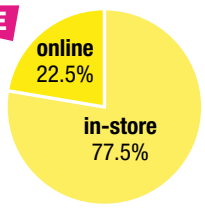
08 **5** **Listen again and match the pie charts to five of the questions (1–6) in Exercise 4.**

A


B


C


D


E


6 **Read the *Useful language* phrases. Complete them with the words in the box.**

amazing example next
questions shopping surprised

USEFUL LANGUAGE

Doing a survey and presenting the results

1 I'm doing a survey about …
2 Can I ask you a few …?
3 The first / … / last question is …
4 Can you give me an …?
5 An … 80% said yes!
6 This really … me.

CULTURE

Learning Objectives

- The students learn about shopping in London.
- In the project stage, they create a survey to interview their friends about shopping habits, make a pie chart and present their findings to the class.

Vocabulary

awful huge pedestrian stalls trendy

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: Shopping in London

BACKGROUND INFORMATION

As well as being famous for its shops, London has many street and indoor markets selling an amazing array of goods. One of the largest indoor markets is Alfie's Antique Market, which sells vintage clothes from the 1930s and 1940s. The stall holders, who have been there for years, enjoy talking to visitors and it's possible to find things on sale priced from £3 to £20,000. Another, very different, indoor market is Covent Garden Market, which was a world-famous 1970s fruit and vegetable market housed in a 19th century piazza building. It's a tourists' favourite now, where you can buy handmade jewellery, hand-painted T-shirts and crafts, including handmade soap. There's even a magician's stall.

WARMER

Books closed. Put students into pairs and dictate the questions in Exercise 1 and ask students to answer them about their home town. Ask students to take turns to share their partner's answers with the class.

1 Set a three-minute time limit and ask students to read the texts quickly to decide which place they would like to visit. Ask for volunteers to give answers and to say why. Read the second part of the question and situations 1–3 and ask students to underline key words to direct their reading. Ask them to read the texts again, and to suggest answers to the questions. Take a class vote on the best answer for each question.

Answers

Students' own answers

2 Ask students to read sentences 1–6 and to underline key words to help them locate the information in the text. Tell students to ignore any unknown vocabulary at this stage. Remind them that they should then read the relevant part of the text carefully to decide if the statement is true or false. Nominate individuals to give answers and to give reasons. See if the class agrees before feeding back.

Answers

1 false (typical, prices are quite good)
2 true (open-air markets and stalls)
3 true (punk, goth or retro fashion)
4 false (it's pedestrianised, so only people on foot can go along it)
5 true (became famous for its trendy shops selling new, modern fashion)
6 false (the shops have an area equal to 30 football pitches)

MIXED ABILITY

As you monitor, offer support where needed by telling students that three of the sentences in Exercise 2 are true.

09 The Reading text is recorded for students to listen, read and check their answers.

3 Put students into pairs and ask them to look carefully at the highlighted words in the text and to match each one with a meaning 1–5. Monitor and help as necessary before nominating students to give answers. Help with pronunciation as necessary and ask stronger students to explain their answers (see Answers).

Answers

1 trendy ('trendy' associated with being 'new' and 'modern')
2 pedestrian ('pedestrian' means a person walking rather than travelling by car, and there are no cars on Carnaby Street)
3 awful ('awful' suggests 'bad', for example, cold and wet and this is why people would shop indoors)
4 huge (a place which sells everything will be very big)
5 stalls (the text describes outdoor markets, which usually have stalls or tables)

FAST FINISHERS

Ask fast finishers to find other words and phrases they don't know, and to use the context to guess meaning. Go over these after you have checked answers to Exercise 3.

CONTINUED ON PAGE 34

08 **4** Tell students they will listen to somebody giving a presentation on their shopping habits. Ask them, in their pairs, to work together and identify and underline key words in questions 1–6 to direct their listening. Ask for volunteers to give suggestions (for example, a *bought, online, three months;* b *where, get money;* c *how often, shopping;* d *shopping, hobbies;* e *more in-store, online;* f *what, buy, shopping*). Play the audio for students to sequence the questions and nominate individuals to give answers.

Answers

1 How often do you go shopping?
2 What do you buy when you go shopping?
3 Do you count shopping as one of your hobbies?
4 Do you shop more in-store or online?
5 Have you bought anything online in the last three months?
6 Where do you usually get the money from when you go shopping?

08 **5** Ask students to say what type of information we might expect to hear as a reply to a *wh-* question (*when* – days or time words, *what* – items or things, *where* – a place, *how* – the manner or method of doing something), and a *yes/no question* (a percentage). Tell students to look at the pie charts and, in pairs, to match them to five of the questions in Exercise 4. Then play the recording again and ask students to check their ideas.

Answers

A 3 B 5 C 1 D 2 E 4

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6 Tell students that, for the *Project*, they will be doing a survey on their friends' shopping habits and then they will present their results. Direct students to the *Useful language* box and tell them that the language will be useful for their survey. Put them into mixed ability pairs and ask them to complete the phrases in the *Useful language* box. Check answers before asking students to identify which phrases are useful for doing the survey (*1, 2, 3, 4*), and which are useful for presenting the results (*5, 6*). Give pronunciation practice if necessary, making sure students sound polite when asking the questions.

Answers

1 shopping 2 questions 3 next 4 example 5 amazing
6 surprised

PROJECT ***An interview about shopping habits***

Organise the students into small groups or pairs and tell them they are going to create a survey by writing a short questionnaire to find out about their friends' shopping habits. Read through the instructions and topics before asking students to write about 6–8 questions and tell them that they can use the questions in the exercise or write their own. Remind them to look at the *Useful language* box and monitor and check for accuracy and help with ideas if necessary.

Next, the students should interview at least 10 other teenagers – these can be students in their class or their friends. Remind them to make a note of the answers as they will use these to make pie charts.

If appropriate, show the students how to create pie charts using a computer. Finally, ask them to produce a report on their results and show it to the rest of the class. Encourage the class to look at all the reports and write some sentences about the similarities and differences between the results.

PROJECT EXTENSION

Ask students to look at the answers to the questions given in the *Project* notes. Divide the class into seven groups and allocate one question to each group. Tell students to collate the information from other students and to make a new pie chart to reflect the results of answers from everyone interviewed. Ask students to elect a spokesperson to report the results to the class. Encourage students to comment on similarities and differences between their group results and those of the whole class.

02 **CULTURE VIDEO: Shopping in London**

When students have completed the lesson, they can watch the video and complete the worksheet.

COOLER

Students write their own answers to the survey questions and compare them to their group results.

SHOPPING IN LONDON!

What do you say?

We asked our London Life readers about their favourite places to go shopping in London. Here are some of their answers!

I love shopping with friends in Carnaby Street, near Oxford Circus. It's a pedestrian area, so there aren't any cars. Carnaby Street became famous for its trendy shops selling new, modern fashion in the 1960s, but now you can find all types of clothes and accessories there. If you get hungry, there are also lots of cafés and restaurants. While you're in the area, you can also visit Hamleys on Regent Street. It's the largest and oldest toy shop in the world. The first Hamleys shop opened more than 250 years ago!

Paula





My all-time favourite place for shopping in London is Oxford Street. It's got more than 300 shops, including the most typical high street brands. There are also some huge department stores, too. They sell everything from clothes and shoes to electronics and books, and the prices are quite good. The only problem with Oxford Street is that it's always really busy. About 500,000 people go there every day!

Melissa

When the weather is awful, I prefer to shop indoors where it's warm and dry. My favourite place to go is Westfield, in White City. It's the largest shopping centre in London, with 150,000 m^2 of shops. That's about the size of 30 football pitches! There are also four food halls with more than 80 different places to eat, including fast food and international restaurants. After you finish shopping you can also see a film at the 14-screen cinema. Don't forget to buy popcorn!

Jon





If you're into alternative fashion, then Camden is one of the best places to go in London. It's a historic neighbourhood near Regent's Park and not far from King's Cross Station. Camden is famous for its open-air markets, which have many shops and stalls. There are lots of second-hand clothes for sale and some shops also specialise in punk, goth or retro fashion.

Kyle

PROJECT

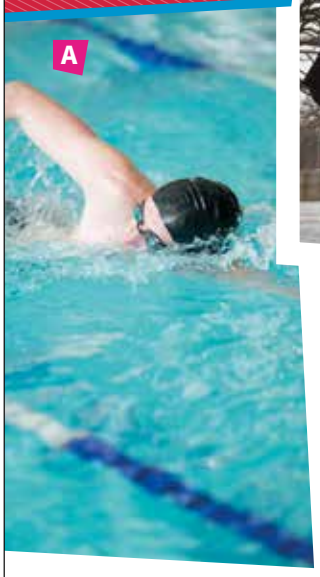
An interview about shopping habits

Create a survey to interview your friends about their shopping habits. Write questions about the topics below and your own ideas.

- who people go shopping with
- how often people go shopping
- where people get their money
- if people prefer to shop online or in-store
- things that people usually buy
- how much people spend a week
- when people usually go shopping

Interview at least 10 friends and take notes. Make pie charts and present your results to the class.

3 FUN AND GAMES













ABOUT YOU

03 **Watch the video and then answer the questions.**

Do you prefer team sports or individual sports? Why?

Which new sport or activity would you like to try?

How important is it to do sport regularly?

Why do you think people like to take part in sports competitions?

VOCABULARY Sports phrases

1 **Look at the photos. Discuss the questions.**

1 Which are individual sports? Which are team sports?
2 Which of these sports can you do at your school?

10 **2** **Listen to three people talking about sport. Which sports do they talk about?**

10 **3** **Listen again. Choose the correct words to complete the phrases.**

EP

1 enter / join a competition or tournament
2 win / score a prize, medal, game or match
3 score / win a goal or point
4 give / lose a game or match
5 win / beat the other team
6 have / join a go at something
7 join / enter a club
8 give / join (someone) the chance
9 miss / enter an opportunity to do something

4 **Complete the email with some of the phrases from Exercise 3.**

Hi Helen,

I've just got more information about the tournament at the local tennis club next week. I think I'm going to [1] _____ the _____ because I like tennis, and it looks like fun. The tournament isn't only for people who are good at tennis. They want to [2] _____ people the _____ to play, even if they aren't very good at it. Why don't you [3] _____ a _____ at playing a few matches? It's all friendly and just for fun, so it doesn't matter if you [4] _____ all your _____. But if you do very well, you might [5] _____ a _____!

I think they're looking for members for their club, too. I hope you can make it – we don't want to [6] _____ the _____ to take part.

Text me if you want to know more.

Emma

5 **Discuss the questions.**

1 Have you ever won a medal? How did you feel?
2 Have you ever scored a goal or a point in a game? How did you feel?
3 Which clubs have you joined or would you like to join? Why?

3 FUN AND GAMES

Unit Overview

TOPIC	Sports and activities
VOCABULARY	Sports phrases
READING	Meet Ntando Mahlangu, Paralympian
GRAMMAR	Present simple and continuous
VOCABULARY	Suffixes: *-ist, -er, -or*
WRITING	An online comment

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 134; TB page 265
WORKBOOK: pages 12–15
VIDEO AND VIDEO WORKSHEET: Fun and games
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 3; Vocabulary worksheet Unit 3
TEST GENERATOR: Unit test 3

WARMER

Draw two columns on the board, headed *Team sports* and *Individual sports*. Put students into small groups and set a three-minute time limit for them to make a list of as many examples of each type of sport as they can. The winning team is the one with the longest lists.

ABOUT YOU

03 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box and tell students to make a note of useful words and phrases that will help them answer the questions. Ask students to exchange ideas in pairs. Nominate individuals to tell the class about their partner and see if others do or think the same.

VOCABULARY Sports phrases

1 Put students into pairs and direct them to the photos. Draw two columns on the board, headed *where (a)* and *equipment (b)*. Say the following words for students to indicate which column they belong to: 'track, bat, pitch, racket, stick, rink, pool, puck'. Alternatively, you could write the vocabulary on the board, ask students to match the words they know to the photos and then to check in their dictionaries.

Answers

1 **Individual sports:** A swimming, C judo, E tennis (singles), F some athletics, such as sprinting, high jump, hurdles, etc.
Team sports: B ice hockey, D football
2 Students' own answers

10 **2** Tell students that they will hear three people talking about different sports. Play the recording once and ask students to compare their answers with a partner. If they need more support, play it again, pausing after each section to check answers. Elicit any words or phrases students remember which helped them answer the questions.

Answers

1 swimming 2 football/soccer 3 ice hockey

10 **3** Do item 1 together as a class. Before students listen to the recording again, ask them to guess the answers. Play the recording again for students to listen and check. Point out to students that some of the verbs have similar meanings and might be used with different nouns in their language.

Answers

1 enter 2 win 3 score 4 lose 5 beat 6 have 7 join 8 give 9 miss

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4 Tell students to read the email quickly and say why Emma wrote it (*to tell Helen about the tennis club and encourage her to join*). Ask for three reasons why Helen should join the club (*it's fun to do, you don't have to be good at tennis*). Monitor and help students check for possible verb/noun collocations in Exercise 3 as they continue individually. Nominate individuals to give answers and see if the class agrees before feeding back.

MIXED ABILITY

Give weaker students the collocations (verb/noun pairs) to use in the answers in a jumbled order on a slip of paper.

Answers

1 join / club 2 give / the chance 3 have / go 4 lose / matches 5 win / prize 6 miss / opportunity

FAST FINISHERS

Ask fast finishers to write two sentences to reply to Emma, each one including a gap for a verb/noun pair in Exercise 3. Students can read their sentences to the class after checking answers to Exercise 4.

5 Put students into pairs or small groups to discuss the questions. Monitor for accurate vocabulary use and give positive feedback when students correctly use verb/noun pairs from Exercise 3. Invite two or three students to report their discussions for each question to the class. Encourage others to express agreement or disagreement in open class discussion.

READING

BACKGROUND INFORMATION

The Paralympic Games is a major international sporting event for athletes with a range of disabilities. The first official Paralympic Games was held in Rome in 1960, but the first Winter Paralympic Games was held in Sweden in 1976. Since the 1988 Summer Games in Seoul in South Korea, the Winter and Summer Paralympic Games have been held after the respective Olympic Games. It is one of the largest international sporting events today and is a fantastic event which shows how people with different disabilities can achieve athletic success.

1 Read the question and ask students for suggestions. Write key words on the board. Set a short time limit of about three minutes to read the article quickly to check their ideas. Tell them to ignore new vocabulary at this point. Nominate students to give answers. Before moving on to Exercise 2, pre-teach the following words: *amputee, medallist, blades, disability*. Write them on the board and ask students to say what they think they mean and help them express their ideas: amputee = *a person who has lost an arm or a leg*; blades = *the metal parts on ice-skates*; medallist = *somebody who has been given a medal*; disability = *a physical or mental condition that limits what a person can do*; prosthetics = *artificial parts of the body, like an arm or a foot*. Ask students to read the text again carefully, and to underline the words on the board.

Possible answers

He's an athlete / a Paralympian.

2 Do item one together as a class. Ask students to read the question and options A–D. Check students understand the vocabulary in the options. Ask students to underline key words in the options (suggestions: A *upset, can't do*; B *not let challenges worry*; C *grateful for opportunities*; D *prefer, big competitions*) and to read the first two paragraphs carefully to find the correct option (B). Ask for volunteers to say why the other options are wrong (points not mentioned). Monitor and help as necessary as students continue individually and ask fast finishers to decide why other options are wrong. Check answers as a class, and direct students to the relevant part of the text where they can locate the answer. Nominate fast finishers to say why options are wrong.

Answers

1 B
2 A (Para 3 – 'Ntando doesn't like to say much about his talent')
3 D (Para 3 – 'He would love to get there … but is realistic.')
4 B (Para 4 – 'then everyone watching him … can respect each other …')
5 C

11 The Reading text is recorded for students to listen, read and check their answers.

3 Ask students to read the given meanings 1–5 and check vocabulary as necessary. Do the first item as a class, asking for a volunteer to suggest an answer. Re-read the section of the text before and after the gap, and substitute the highlighted word or phrase for a meaning from 1–5 to check it makes sense. Remind students that this is a technique they can use to help them check their answers. Monitor and help as students continue individually before inviting individuals to give answers and see if the class agrees before feeding back.

Answers

1 competitors 2 takes part 3 has broken a world record
4 active 5 compete

TALKING POINTS

Put students into pairs to write some notes of useful vocabulary to use before discussing the questions. As students discuss in pairs, monitor and encourage them to add examples of situations or reasons to expand on their answers. Give positive feedback where possible. Bring the class together to share ideas. Do not over-correct for accuracy and help students get their ideas across where necessary.

COOLER

Books closed. Say verbs from Exercise 3 on page 20 for students to write the corresponding noun. Check answers and see who has the highest score.

READING

1 **Look at the photo of Ntando Mahlangu. What does he do? Read the article quickly and check your ideas.**

11

MEET Ntando Mahlangu, PARALYMPIAN



In 2016, aged 14, Ntando Mahlangu, an amputee runner, did what many people his age would love to do: he became a silver medallist at the Paralympics in Rio. Ntando is from South Africa, where, in 2012, he received his first blades – the equipment he wears which helps him run – from Jumping Kids. This organisation gives young people like Ntando the chance to do something they were unable to do before.

In an interview Ntando says his disability has never been a problem for him: 'I was always active.' But before he got his running blades, Ntando couldn't walk for long distances. He played football with his friends, but he was shorter than them 'and sometimes there were disadvantages,' he says. Just four years after getting his blades, however, Ntando was one of the youngest competitors at the Rio Paralympics and he now often takes part in competitions for para-athletes.

Ntando has been very successful. He's won several medals and has broken a world record in his sport. Although he's making excellent progress at the moment, Ntando doesn't like to say much about his talent. 'If I achieve my goals, I always say that I am honoured to do that,' he says. Ntando knows that some sportspeople would love to reach their goals but aren't able to. Ntando could do even better in future Paralympics in Tokyo and Paris. He would love to get there and win more medals but is realistic. He understands that there is always the possibility of injuring himself beforehand, like there is for any athlete. Some athletes say they're definitely running at the next Paralympics, but this is something Ntando doesn't say: he knows he can't be sure of that.

For Ntando, it's people who are more important than medals. He wants to show people that he respects others. If he can respect the person he's running next to, he says, then everyone watching him on TV at home can respect each other, too. Ntando believes anyone can make a change in society and that it isn't necessary to be the president of a country. At the time of writing, Ntando is planning to compete at another important para-athletics competition.

Good luck, Ntando!

2 **Read the article again and the questions below. For each question, choose the correct answer.**

1 What do we find out about Ntando in the first two paragraphs?
- **A** He feels upset that he can't do some activities.
- **B** He does not let challenges worry him.
- **C** He feels grateful for opportunities he is given.
- **D** He would prefer to enter big competitions than small ones.

2 What does Ntando say about his success?
- **A** He prefers not to talk about it.
- **B** He likes to share it with other athletes.
- **C** He never expects to win a competition.
- **D** He wants to encourage other people to do well, too.

3 What is Ntando's attitude towards competing at future Paralympics?
- **A** He hopes that he will not hurt himself there.
- **B** He is unsure whether he wants to compete there.
- **C** He wants to beat his last achievement there.
- **D** He accepts that he may not get there.

4 In the final paragraph, Ntando says he hopes
- **A** to have an important role in his country one day.
- **B** other people will follow his good behaviour.
- **C** to run in as many competitions as he can.
- **D** his fans will support his plans for the future.

5 What would another athlete say about Ntando?
- **A** He's good at all kinds of sports.
- **B** He is disappointed when he doesn't win.
- **C** He's a talented guy and nice, too.
- **D** He'll improve even more with new blades.

3 **Match the highlighted words in the article to the meanings.**

1 people who are in a competition
2 participates in an activity with other people
3 has done something better than anyone has done before
4 doing a lot of things or moving around a lot
5 be in a race or competition

TALKING POINTS

Why is it useful to have a positive attitude in life?

Do you think it's important to be competitive? Why?

What do you think makes someone want to be the best at something, such as a sport?

GRAMMAR Present simple and continuous

1 **Match the examples to the rules.**

1 This organisation **gives** young people like Ntando the chance to do something …
2 Some athletes say they**'re** definitely **running** at the next Paralympics.
3 He now often **takes** part in competitions for para-athletes.
4 He**'s making** excellent progress at the moment.
5 He **wants** to show people that he respects others.

We use the present simple:
a to talk about something that we do regularly.
b to talk about a fact, system or process.
c with state verbs (*want*, *like*, *love*, etc.) which describe what we like, think and feel.

We use the present continuous:
d to talk about things that are happening now.
e to talk about future plans and arrangements that we are sure about.

GRAMMAR REFERENCE AND PRACTICE PAGE 134

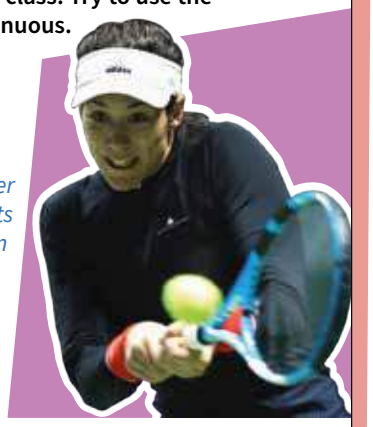
2 **Choose the correct verb forms.**

1 Most athletes *begin* / *are beginning* their day with exercise.
2 Wow! This is an exciting final. Everyone *is playing* / *plays* so well.
3 I *meet* / *'m meeting* Maria later today.
4 I usually *am getting up* / *get up* at about 7 o'clock.
5 The new fitness coach speaks French and *is coming* / *comes* from Canada.
6 Our class *is visiting* / *visits* a castle tomorrow.
7 *Do you think* / *Are you thinking* you really know all your friends on your social media sites?
8 My brother *likes* / *is liking* the same music as you.

3 **Read the sentences. Which have a mistake? Correct the mistakes.**

1 Tonight we go to the cinema.
2 I'm writing to invite you to a picnic in the park on Saturday.
3 Those flowers are smelling really lovely.
4 That's the reason why I speak to you today.
5 I'm really pleased you are visiting my country.
6 Su-Jay is wears his new trainers today.
7 This evening, I'm going to a beach party with my friends.
8 My dad's company is producing material for NASA.

4 **Think about a famous sportsperson. Find out about him or her and make some notes. Present your sportsperson to the class. Try to use the present simple and continuous.**



Garbiñe Muguruza is from Venezuela but now lives in Switzerland. She is a famous tennis player and plays for Spain because her father is Spanish. She posts regularly on her Instagram account and you can also follow her on Facebook. Next month, she's taking part in an important international tennis competition.

VOCABULARY Suffixes: *-ist, -er, -or*

1 **Read the sentences and complete the words.**

1 Ntando runs. He is a runn____.
2 He competes in the Paralympics. He's a competit____.

2 **Choose the correct suffix to make the words into nouns for people. Sometimes the spelling of the word changes when the suffix is added.**

canoe	climb	football	sail
spectate	surf	swim	win

-er	-ist	-or

3 **Complete the words with the correct suffix.**

1 My sister is a soccer play____.
2 My dad was the oldest competit____ in the swimming race.
3 Every Sunday a group of cycl____ ride past our house.
4 We didn't win the game. We were the los____.
5 Thousands of football support____ travelled to London last week for the cup final.

4 **Choose the correct word to complete the sentence.**

1 Shh! I'm watching the *final* / *finalist* of the rugby world cup. It's so exciting!
2 Even if I didn't win the competition, I was proud that I was a *final* / *finalist*.
3 He won the silver *medal* / *medallist*, but wanted the gold.
4 At the London Olympics, Gemma Gibbons became a silver *medal* / *medallist* in judo.

GRAMMAR Present simple and continuous

WARMER

Books closed. Write the following words on the board: *meeting Juan I meet every I'm Saturday on* and ask students to make two sentences. Tell them they can use some words more than once. (Answer: *I meet Juan every Saturday. I'm meeting Juan on Saturday.*) Ask students to name the verb tenses and explain the difference in meaning between the sentences.

1 Write this sentence on the board: *Although he's making excellent progress at the moment, Ntando doesn't like to say much about his talent.* Underline the verb forms (*is making, doesn't like*) and label and review the verb form if necessary (*is making* – present continuous, *doesn't like* – present simple). Ask students to read the examples 1–5 and point out or elicit that the verb form is in bold. Put students into mixed ability pairs to do the exercise and monitor and help as necessary. Check answers as a class.

Answers

1 b 2 e 3 a 4 d 5 c

2 You could do the exercise as a competition. Put students into small teams and set a short time limit for them to choose the correct option. Check answers and award two points for each correct answer. Remind students that state verbs, e.g. *think* and *like*, are not usually used in the continuous form.

Answers

1 begin 2 is playing 3 'm meeting 4 get up 5 comes 6 is visiting 7 Do you think 8 likes

FAST FINISHERS

Ask fast finishers to match the verb forms in Exercise 2 with the rules in Exercise 1. When checking answers, nominate individuals to give the correct rule for each answer.

3 Put students into mixed ability pairs and remind them to look at the rules in Exercise 1. Nominate one student to give the answer to item 1, and then ask this student to nominate another to give the answer to the next item. Continue until all items are completed.

Answers

1 are going 2 *no mistake* 3 smell 4 I'm speaking 5 *no mistake* 6 is wearing 7 *no mistake* 8 produces (to describe a general fact); is producing (a temporary activity happening now)

4 Ask students to underline the following key words they could use to help them give the presentation. *Garbiñe Muguruza / Venezuela / lives / Switzerland / famous tennis player / Spain / father / Spanish / posts on Instagram / follow / Facebook. / next month / taking part in / international / tennis competition.* Tell students to make a note of key words about a famous sportsperson. Ask for volunteers to present to the class. The class can listen and count the uses of the present simple and continuous verbs forms.

Model answer

Mo Salah / Egyptian footballer / lives / UK / plays Liverpool / Egyptian national team / is married to Magi / one daughter / currently appearing in / anti-drugs campaign / took part in / the 2018 world cup

MIXED ABILITY

Pair students of the same ability to brainstorm information about a famous sportsperson. You could give weaker students the model answer to guide their note-making and give them time to practice presenting to each other before presenting to the class.

» GRAMMAR WORKSHEET UNIT 3

VOCABULARY Suffixes: *-ist, -er, -or*

1 Books closed. Write the suffixes *-ist, -er, -or* in three columns on the board and set a two-minute time limit for students in pairs or small groups to write words for the appropriate columns. Give an example for each column: *medallist, footballer* and *visitor.* Elicit suggestions and write the words in the appropriate columns.

Do Exercise 1 as a class and point out the doubling of the final consonant 'n' in *runner*. Explain or elicit that in words of one syllable, ending in a consonant and preceded by one vowel, the consonant is doubled before a suffix beginning with a vowel. This also applies to words of more than one syllable whose final syllable is stressed, e.g. *begin* / *beginner*.

Answers

1 runner 2 competitor

2 Direct students to the suffixes in the box and explain that the suffix *-er* is used more frequently than the others to make nouns for people. Say each word in the box for students to call out the correct suffix. Add the words to the appropriate columns on the board. Highlight any spelling changes.

Answers

canoeist climber footballer sailor spectator surfer swimmer winner

3 Tell students to complete the words with the correct suffix individually. They compare in pairs before you check answers as a class. Nominate individuals to spell the word and ask the class to say if the answer and spelling is correct or not before accepting the answer.

Answers

1 player 2 competitor 3 cyclists 4 losers 5 supporters

4 Ask students to look at item 1 and say what the difference between *final* and *finalist* is (They are both nouns: *final* refers to the event, and *finalist* the person). Do the first item together before students continue individually.

Answers

1 final 2 finalist 3 medal 4 medallist

» VOCABULARY WORKSHEET UNIT 3

WRITING An online comment

1 Read the instructions aloud and elicit or remind students of the meaning of *blades.* Ask students to read the introduction and to look at the photos. Ask a volunteer to give an answer.

Answers

It's an organisation that raises money to provide special equipment (prosthetics) to children with leg amputations.

2 Read the instructions and ask students to read items 1–6. Check students understand the meaning of the word *link* (join or connect) before asking them to read the comments and make notes to answer the questions. Put students into mixed ability pairs and monitor and help as necessary as students continue individually. Ask them to underline key words and phrases in the text which answer the questions. As you check answers, ask students to say which words and phrases in Zoe and Nat's online comments helped them answer the questions.

Answers

1 a non-uniform day, when students pay £1 to be allowed to wear their own clothes
2 All the students could wear something green.
3 She uses *and* and *In addition.*
4 a sponsored run
5 Three: there are lots of runners in his school; people like doing things for charity; it's a good way of telling the community about Runners Inc.
6 He uses *Also* and *as well*.

3 Go through the instructions and read the *Prepare to write* box aloud. Ask students to find phrases to make suggestions in Zoe and Nat's comments and write them on the board. Ask students to give examples of other phrases for making suggestions and add these to the board. Tell students to read the comments again and give examples of positive words and phrases to recommend something *(it's a great way to; I'd really recommend … it's a really good way of …*)

Answers

Zoe:	Why don't we …, We could …
Nat:	Why not …, We can …, What about …
Other phrases:	How about …, Shall we …, Let's …

4 Ask students to read the information about the task. Put students into mixed ability pairs and ask them to write some ideas for each of the points. Monitor and check and help with ideas if necessary. Ask students to choose some expressions and link words and to add them to their notes. Invite individuals to share their ideas with the class before asking students to revisit their notes and add further ideas.

Answers

Students' own answers

5 Tell students to write their comment and to check their spelling and grammar before swapping with a partner and checking each other's writing. Encourage students to give supportive comments on each other's writing, checking each other's work using the *Prepare to write* box. Bring the class together and ask for volunteers to tell the class about their suggestions.

Answers

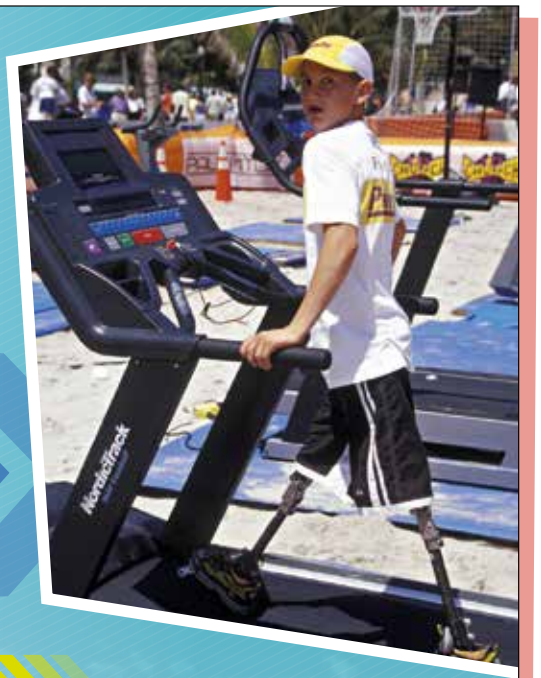
Students' own answers

COOLER

Write the following names of people who have appeared in the unit on the board or on sets of cards so you have enough for each group: *Helen*, *Emma, Ntando, Garbiñe, Nat*, *Zoe*. Put students into small groups and ask them to place the cards face down. They take turns to turn a card over or choose the next name and say what they can remember about the person. Monitor and make a mental note where extra help might be needed for the use of the present simple and continuous, suffixes with people nouns and verb/noun pairs. Students can check their ideas by looking back at the unit.

WRITING An online comment

1 **Ntando received his first blades from an organisation called Jumping Kids. There are many organisations that do similar work. Read a post on a school website about Runners Inc. What is it? Don't read the comments yet.**



RUNNERS INC.

Runners Inc. gives children with leg amputations the chance to lead full and active lives by giving them special equipment to help them walk and run. At our school we're trying to raise £1,000 by the end of the year to donate to the organisation. What do you think we could do to raise the money? Post your ideas.

COMMENTS

ZOE

Why don't we organise a non-uniform day? We each donate £1 so that we don't have to wear our school uniform for one day. It's a great way to raise money for Runners Inc. and we get to wear our own cool clothes as well! In addition, we could all wear something green, because that's the organisation's colour. I'd really recommend that.



NAT

Why not encourage people to do an activity like a sponsored run? We can ask our family and neighbours to give us £1 for each time we run around the school sports field. There are lots of runners in my school and most people like doing something for charity. Also, it's a really good way of telling the community about Runners Inc. What about posting it on social media? That would be helpful as well, in my opinion.



2 **Read Zoe's and Nat's online comments. Then answer the questions.**

1 What does Zoe suggest?
2 What extra suggestion does she make?
3 How does she link her suggestions?
4 Which activity does Nat mention?
5 How many reasons does he give for his idea?
6 How does he link his reasons?

3 **Read the *Prepare to write* box. What phrases do Zoe and Nat use to make suggestions? What other phrases could you use to suggest something?**

PREPARE TO WRITE

Suggestions and comments

When you post your ideas online:

- explain your ideas and reasons clearly and link them, using phrases like *in addition*, *also*, *as well*.
- use different phrases for making suggestions.
- use positive words and phrases to recommend something.

4 **Read the task below and plan your ideas.**

We're planning a new sports club in this town.

We want ideas for sports for teenagers to do.

- Suggest one sport the club should offer for teenagers.
- Explain why you think teenagers would enjoy this sport.
- Say why this sport would be good for the club.

Send us your ideas today!

5 **Write your comment.**

- Use the tips in the *Prepare to write* box.
- Write about 70 words.
- Remember to check your spelling and grammar.

4 EXTREME WEATHER

ABOUT YOU

What kinds of weather do you like/dislike?
How do you or your family check the weather forecast?
What is the weather usually like at this time of year where you live?



VOCABULARY Extreme weather

1 **Look at the photos. What is happening in each one? Which do you think is the scariest? Why?**

2 12 **Listen to four people talking about extreme weather. Match each person to a photo.**

3 12 EP **Listen again. Complete the sentences with a word from one of the boxes.**

earthquake	flood	lightning
snowstorm	tornado	

blew	fell down	flowed
poured	rose	shook

Speaker 1
1 The speaker talked about a _____.
2 There was no power in the city possibly because the wind _____ so hard.

Speaker 2
3 There was a _____ storm.
4 The speaker saw a fire _____.

Speaker 3
5 There was a _____ where the speaker lives.
6 There was so much rain that the river _____ by two metres.
7 It _____ for hours.
8 Dirty water _____ along the street.

Speaker 4
9 The speaker experienced a big _____ a few years ago.
10 The ground _____ violently.
11 Many buildings _____.

4 **Match some of the words in Exercise 3 to the meanings.**

1 rained a lot
2 when wind moved and made currents of air
3 bright light that you see in the sky during a storm
4 when it snows very heavily
5 a large amount of water covering an area in a way that is a problem
6 an extremely dangerous wind that moves in a circle
7 moved quickly from side to side
8 (water) increased in level

5 **What are the infinitives of *blew*, *fell down*, *rose* and *shook*?**

6 **Discuss the questions.**

1 What should you do in case of a flood, fire and earthquake?
2 What was the last extreme weather event in your country?
3 Have you ever been in an extreme weather event? What happened?

4 EXTREME WEATHER

Unit Overview

TOPIC	Weather and survival in extreme conditions
VOCABULARY	Extreme weather
READING	Australian bush fires
GRAMMAR	Past simple; *used to*
VOCABULARY	Phrasal verbs
LISTENING	An interview about being lost on a mountain
SPEAKING	Talking about past experiences

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 135; TB page 242
WORKBOOK: pages 16–19
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 4; Vocabulary worksheet Unit 4
TEST GENERATOR: Unit test 4

WARMER

Write these words on the board: *hot*, *wet*, *dry*, *cold*. Ask students to name a country that experiences each type of weather (e.g. Thailand, Belgium, Morocco, Sweden) and to describe the weather in their country. Ask students what the term *extreme weather* means and if they have ever been in a snowstorm, tornado or thunderstorm.

ABOUT YOU

Check students understand the term *weather forecast* before putting them into pairs to discuss the questions. Monitor, encouraging students to give informative answers, and give positive feedback for interesting answers where possible.

VOCABULARY Extreme weather

1 Ask for different volunteers to say what is happening in the photos and write key words and phrases on the board. Ask students to vote for the scariest situation and ask volunteers to give reasons.

Possible answers

A a forest fire / trees are burning B a flood in a town
C (heavy) snow D an earthquake or tornado / buildings have collapsed

BACKGROUND INFORMATION

Worsening weather events tend to be linked with global warming. An increase in temperature and humidity cause heatwaves, which increases evaporation and dries the soil in the summer. This makes it more difficult for people to grow food. When there is more moisture in the atmosphere there are more hurricanes, which damage homes and threaten lives. Also, global warming causes colder winters and a rise in sea levels. Melting ice in the Arctic and Antarctic is threatening wildlife; for example polar bears and penguins are losing their natural habitat, and this is putting them in danger of extinction.

12 **2** Tell students they will hear four people describing extreme weather situations. Play the recording once. Ask students to compare their answers with a partner before checking as a class. If they need more support, play the recording again, pausing after each speaker to check answers.

Answers

Speaker 1 C Speaker 2 A Speaker 3 B Speaker 4 D

12 **3** Direct students to the boxes and ask which one contains nouns and which one contains verbs. (Nouns – first box, verbs – second box). Model pronunciation to help students recognise the words when they listen. You could ask students to close their eyes, say the first syllable of words from the boxes for students to guess and call out the complete word. Do not explain meanings of the words in the boxes at this stage. Ask students to read sentences 1–11 and check vocabulary as necessary. Play the audio and pause after each speaker and check answers.

Answers

1 snowstorm 2 blew 3 lightning 4 tornado 5 flood 6 rose
7 poured 8 flowed 9 earthquake 10 shook 11 fell down

» AUDIOSCRIPT TB PAGE 264

4 Ask students to read meanings 1–8 and check vocabulary as necessary. Put them into mixed ability pairs to do the matching exercise and monitor and help as necessary.

Answers

1 poured 2 blew 3 lightning 4 snowstorm 5 flood
6 tornado 7 shook 8 rose

5 Do the exercise as a class. Ask for volunteers to give the infinitives and to spell the words. Write the infinitives on the board and nominate stronger students to make past tense sentences.

Answers

blew – blow fell down – fall down rose – rise shook – shake

6 Put students into pairs or small groups to discuss the questions. Monitor and help students express their ideas and give positive feedback where possible. Invite students to report any interesting information you heard back to the class.

READING

1 Write the following words on the board: *(a) ecology, (b) climate, (c) nutrients*. Make the following statements and ask students to say which word you are defining, a, b, or c: 'the study of nature' (*a*); 'something that helps things live and grow' (*c*), 'the weather in a particular place' (*b*). Direct students to read the first text and put students into pairs to answer the questions.

Answers

1 They occur every year. They are caused on purpose, by accident or through natural causes.
2 They are important to the country's ecology by keeping forests healthy.

2 Ask students to read the second article, ignoring the spaces, and set a short time limit for them to choose the best title. Check answers, encouraging students to explain their answer.

Answers

C

13 The Reading text is recorded for students to listen, read and check their answers.

Tips Tell students that before they answer the questions, they should read the whole text to get an idea of the topic and general meaning. They should then look at each question, choosing the correct word for each space. Tell them to read the whole text again with their answers to check that it makes sense.

3 Direct students to the example space (0) in the second article and options A–D. Do the example item as a class. Explain that once students have decided on the correct answer, they should check that the remaining options do not fit in the space. Continue as a class, helping students explain the meanings of the words.

Answers

In the phrase *even higher … than there used to be* the missing word is *number*. The sentence refers to the fact that Australian firefighters put out many fires, but we are not told the exact number of fires. It makes sense in this context. Also, *number* collocates with *higher*. The other options are wrong – *sum* and *total* are used to refer to an amount when several smaller numbers are added together. *Figure* is used to refer to the symbol for a number or an amount expressed in numbers.
1 C 2 B 3 D

4 Tell students to complete the exercise individually, then to compare their answers with a partner, checking the remaining options do not fit. Advise them to read the whole text at the end to check it makes sense. Nominate individuals to give answers, and others to say if they agree or not.

Answers

1 B 2 C 3 A 4 D 5 A 6 C

MIXED ABILITY

You could reduce the number of options for each item from four to three to help weaker students. Monitor and tell them which one of the options is definitely wrong, for example: 1 A, 2 B, 3 C, 4 C, 5 B, 6 A.

FAST FINISHERS

Ask fast finishers to makes notes to explain why options are incorrect. They can check in their dictionaries.

5 Advise students to underline key words in the questions to help them find the answers in the text. Tell them to answer the questions individually. Check answers.

Answers

1 Because they were near a large area of pine trees.
2 Because the firefighters couldn't get to them.
3 Fast-moving winds and storms which accompanied the fire.

6 Ask students to read the meanings 1–5 and check vocabulary as necessary. Do the first item as a class, asking for a volunteer to suggest an answer. Re-read the section of the text before and after the gap, and substitute the highlighted word or phrase for a meaning from 1–5 to check it makes sense. Remind students that this is a technique they can use to help them check their answers. Monitor and help as students continue individually before inviting individuals to give answers and see if the class agrees before feeding back.

Answers

1 edge 2 accompanied 3 powerful 4 rare 5 destroyed

TALKING POINTS

Put students into pairs to discuss the questions. You could write the following words on the board to give support: *easy topic, strangers, damage, people, animals, rain clouds*. Monitor and help with vocabulary as necessary. Encourage students to give reasons for their answers. Feed back as a class.

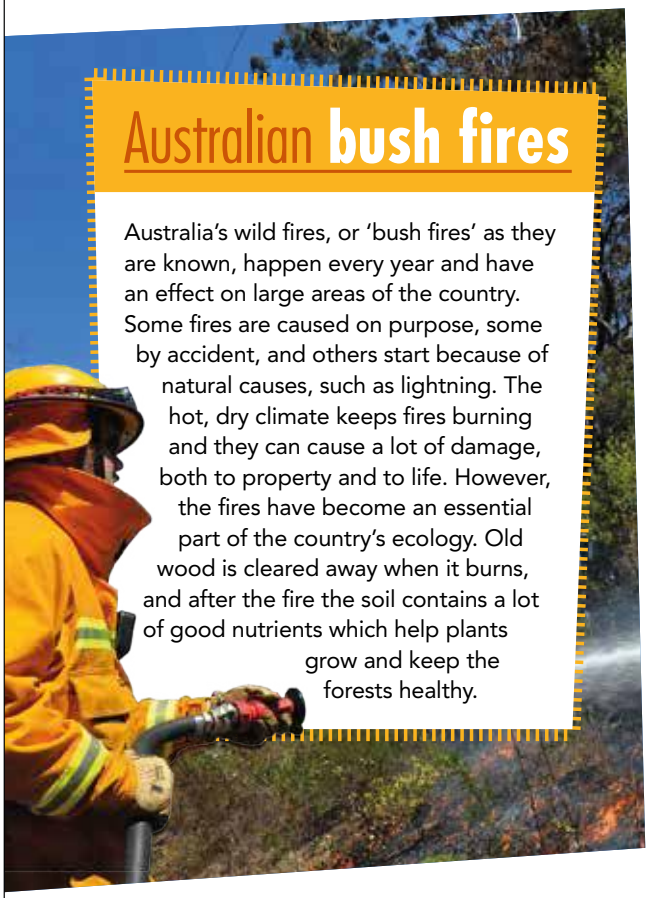
COOLER

Tell students to identify the words in Exercise 4 that are new for them and then to write the words in alphabetical order. Ask them to make a note of the meaning and write an example sentence for each one. They could check their work in a dictionary for homework.

READING

1 **Read the fact file about bush fires in Australia. Answer the questions.**

1 When and why do bush fires happen?
2 How are the fires important to Australia?



Australian bush fires

Australia's wild fires, or 'bush fires' as they are known, happen every year and have an effect on large areas of the country. Some fires are caused on purpose, some by accident, and others start because of natural causes, such as lightning. The hot, dry climate keeps fires burning and they can cause a lot of damage, both to property and to life. However, the fires have become an essential part of the country's ecology. Old wood is cleared away when it burns, and after the fire the soil contains a lot of good nutrients which help plants grow and keep the forests healthy.

2 **Read the article below quickly and decide on the best title (A–C). Don't worry about the spaces yet.**

A Firefighters in Australia take a break
B Canberra's hot weather is likely to continue
C Weather conditions create something unusual

3 **Look at the example space (0) at the bottom of the page and these possible answers. The correct answer is A. Why?**

0 **A** number **B** sum **C** figure **D** total

Complete sentences 1–3 with words B–D.

1 The average rainfall for April is 70 mm but this year the _____ is much lower.
2 A huge _____ of money was needed to repair the damage caused by the storm.
3 The _____ number of bush fires in Australia last year was 50,000.

4 **Read the article again and for each question, choose the correct answer.**

1	**A** handled	**B** created	**C** succeeded	**D** designed
2	**A** piece	**B** land	**C** area	**D** part
3	**A** reach	**B** get	**C** arrive	**D** travel
4	**A** improved	**B** raised	**C** lifted	**D** increased
5	**A** call	**B** tell	**C** describe	**D** believe
6	**A** action	**B** issue	**C** event	**D** challenge

5 **Read the article again and answer the questions.**

1 Why were so many houses destroyed?
2 Why couldn't the firefighters put out the fires?
3 What caused the fire tornado?

6 **Match the highlighted words in the article to the meanings.**

1 the part of something which is furthest from the centre
2 happened at the same time as something
3 strong
4 very unusual or uncommon
5 damaged totally

TALKING POINTS

When do people talk about the weather?
What problems do extreme weather conditions cause for people? Why?
Will people ever be able to control the weather? Why? / Why not?

13

In the past, summer fires were common in Australia. Now, because of climate change, there's an even higher [0] _____ than there used to be. And they're larger, too. Recently, one fire grew so powerful that it [1] _____ a tornado nearly 500 metres wide. It destroyed many homes in the capital city, Canberra. These unlucky houses were situated less than 100 metres from a large [2] _____ of pine trees on the edge of the city.

Several individual fires started burning and, because it was difficult for firefighters to [3] _____ them, they continued to burn. When the wind speed suddenly [4] _____ a few days later, the fires joined together. Scientists now [5] _____ this Australia's first 'fire tornado'. This was an extremely rare [6] _____ in Australia's history and was produced by storms which accompanied the fire.

GRAMMAR Past simple

1 **Match the examples to the rules.**

1 In the past, fires during the summer months **were** common in Australia.
2 It **destroyed** many homes in the capital city, Canberra.
3 Last summer, one fire **grew** so powerful that it **created** a tornado nearly 500 metres wide.

We use the past simple to talk about:
a a single completed past action or event.
b something that happened at a particular time in the past.
c things that happened regularly in the past.

2 **Look at the past simple verbs in Exercise 1. What are their infinitive forms?**

3 **Complete the text with the correct form of the verbs in brackets.**

SURVIVAL ACADEMY

The 24-Hour Family Course

Mum [0] *booked* Dad and me on this course as a surprise! I [1] _____ (not feel) nervous before we [2] _____ (get) there because I love surprises. It was great fun and we both [3] _____ (learn) so much. There were five other people about my age, and each [4] _____ (come) with one parent – mostly super-keen dads! The course [5] _____ (not begin) until midday on the Saturday and [6] _____ (include) one night outside under the stars. They [7] _____ (give) us our own backpack in which we [8] _____ (carry) all the things we [9] _____ (need). We [10] _____ (hike) through some difficult countryside and we even [11] _____ (cross) a river at one point. They [12] _____ (teach) us how to build and light a fire. We [13] _____ (dig) for food, [14] _____ (build) our own basic sleeping accommodation, and they [15] _____ (tell) us how to protect ourselves in extreme weather. [16] '_____ (you sleep) well?' Dad asked me the next morning. I did, as I was exhausted! The next morning was all about 'self-rescue' – they [17] _____ (put) us in different groups and we [18] _____ (find) our way back to the main building. It was the best present ever!

used to

4 **Match the examples to the rules.**

1 My family **used to live** just outside Canberra.
2 As kids, we **used to spend** every August with our grandparents.
3 Before electricity, how **did** people **use to keep** warm during the long, cold winters?
4 Generally speaking, forest fires **didn't use to be** as common as they are now.
5 Nick **didn't use to come** snowboarding with us, but now he loves it.

We use *used to* to talk about:
a something that happened or didn't happen regularly in the past.
b a permanent situation in the past that is no longer the case.

GRAMMAR REFERENCE AND PRACTICE PAGE 135

5 **Correct the mistake in each sentence.**

1 When we were kids, we use to play together.
2 When you were younger, were you watching cartoons on TV?
3 In my country, it is used to rain more often than it does now.
4 The film is about a shop where people used to going in the 1980s.

6 **Work in pairs. Turn to page 120.**

VOCABULARY Phrasal verbs

1 **Complete the sentences with the correct form of the phrasal verbs in the box.**

blow away	burn down	clear up
come out	fall down	put out

1 The shop we used to go to for sweets _____ in a fire last month and they aren't going to rebuild it.
2 When we were camping, we didn't use to _____ our camp fire at night, but it was quite safe.
3 I left my essay on the wall outside for a minute and all the pages _____ in the wind!
4 It was pouring earlier today, but then the sun _____ again.
5 After a week of rain, the weather _____.
6 During the earthquake, many buildings on the high street _____.

2 **Write sentences using each of the phrasal verbs from Exercise 1. Read your sentences to a partner.**

GRAMMAR Past simple

WARMER

Books closed. Ask students about the weather, e.g. 'What was the weather like last Monday? Did it rain?' Nominate a strong student to ask another about the weather sometime last week or last month. The second student answers, asks another question, and nominates a different student to answer. The class listens to judge if the answers are factually correct. Continue until several students have had a turn.

1 Read sentences 1–3 and check students' understanding. Direct them to statements a–c and do the matching activity as a class. Give further example sentences for each of the rules ('The streets were flooded after the rain; It rained a lot last Wednesday; It snowed a lot in 1976').

Answers

1 c 2 a 3 b

2 Refer students to the highlighted forms of the verbs in 1–3 and ask for the infinitive forms. As you check answers, monitor for correct pronunciation, particularly for the extra *-ed* in *created*. If necessary, students could look back to Exercise 4 on page 25 and say which past tense forms of the verbs have an extra *-ed* syllable pronounced (*succeeded, lifted, created*) and why (*the infinitive form ended in a /t/ or /d/*). Write *succeeded* and *lifted* on the board, underlining the extra syllable.

Answers

were – be destroyed – destroy grew – grow
created – create

3 Ask students to read the text, ignoring the spaces, and answer the question 'How did the writer feel about the 24-Hour Family Course?' (Very pleased – *It was the best present ever!*) Go through the example, and do item 1 together as a class. Remind students that with the past simple negative they should use *didn't.* Tell students to complete the exercise individually and check answers. Monitor for the pronunciation of *-ed* in *hiked* and *crossed* and add *included* and *needed* to the board. Ask if anyone has been on a similar course and what it was like.

Answers

1 didn't feel 2 got 3 learned 4 came 5 didn't begin
6 included 7 gave 8 carried 9 needed 10 hiked 11 crossed
12 taught 13 dug 14 built 15 told 16 Did you sleep
17 put 18 found

MIXED ABILITY

Pair weaker students and ask them to find the given verbs they already know and to write the past tense forms. Monitor and help students with the remaining forms.

used to

4 Put students into mixed ability pairs to do the matching exercise. Check answers. Focus on pronunciation of *used to* /juːstə/. Tell students that the two words are linked together when spoken. Model the pronunciation by saying true or false sentences about yourself ending with 'but I don't now'. Students say if the information is true or false.

Answers

1 b 2 a 3 b 4 a 5 a

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 242

5 Go through the first item together as a class before asking students to continue in mixed ability pairs. Monitor and help where necessary. Nominate individuals to give answers and see if the class agrees before feeding back. As you feed back on each item, give students extra information to help them understand the problem (see Answers).

Answers

1 we **used to** play (the letter 'd' has been omitted, it is not clearly heard when *used to* is pronounced so it's easy to forget.)
2 **did you watch** cartoons (the question form is made with the auxiliary *did.* The past continuous *were watching* is wrong as it would be used to refer to an activity in progress at a certain time in the past.)
3 **it used to** rain (the verb *to be* is not used with *used to.* Be careful not to confuse this with *be used to* which means you are familiar with something.)
4 where people **used to go** (*used to* is followed by the infinitive form of the verb.)

FAST FINISHERS

Ask fast finishers to write three sentences about themselves, including one sentence which is false. They read their sentences to each other (or the class) for others to guess the false information.

6 Direct students to page 120. Put students into same ability pairs to do the exercise. Students give their own answers.

» GRAMMAR WORKSHEET UNIT 4

VOCABULARY Phrasal verbs

1 Ask students to read sentences 1–6 and to underline key words before and after the gap, to help them understand the sentence and choose a verb with an appropriate meaning. Do the first item together as a class, checking for the correct past tense form of the phrasal verb. Monitor as students continue individually and ask for volunteers to suggest answers.

Answers

1 burned down 2 put out 3 blew away 4 came out
5 cleared up 6 fell down

2 Monitor for accuracy and help as students complete the exercise individually. Put them into pairs to read their sentences to each other before inviting two or three students to read their sentences to the class. Students give their own answers.

» VOCABULARY WORKSHEET UNIT 4

LISTENING

1 Put students into pairs to discuss the question. Monitor and give positive feedback for interesting ideas and report these to the class. Students give their own answers.

14 2 Ask students to read the six questions and underline key words. Tell them to compare in pairs and check vocabulary as necessary. Play the recording for students to answer the questions, but do not check at this stage. Then, ask students to compare their answers and play the recording again for them to check answers before whole-class feedback. Ask for volunteers to say why the other options are wrong (see Possible answers).

Answers

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

Possible answers

1 A No – the skis weren't moved; C No – Jake lost one ski in deep snow and put the second one down.
2 B No – Jake could see stars so there were no clouds; C No – Jake remembered the techniques from the shows.
3 A No – Jake says the snow cave 'went up a hill'; B No – Jake couldn't take his gloves off.
4 A No – Jake heard helicopters; C No – Jake's parents 'stayed inside waiting for news'.
5 B No – Jake saw the lights when he was out of the woods; C No – Jake got down on his hands and knees to find the tracks in the snow.
6 A No – Jake's mother couldn't use her cellphone; B No – his mother tried to let him know that people were coming for him.

» AUDIOSCRIPT TB PAGES 264–265

3 Students discuss the question in pairs, then give their own answers.

SPEAKING Talking about past experiences

15 1 Point out that *outdoor,* adjective, refers to an event happening outside not inside, and *outdoors,* noun and adverb, is used to refer to the countryside, far away from towns. Read the instructions and questions with the class. Play the recording. Check answers. Read questions 1–3 and ask volunteers to respond.

Answers

She uses *used to* and the past simple.

15 2 Tell students to complete the text with verbs in the correct tense. Allow them to compare their answers with a partner before checking as a class by playing the recording again. Review the use of *used to* if necessary. Give weaker students more support by providing them with the infinitive form of the verb.

Answers

1 loved playing 2 used to build 3 used to stay
4 (often) swam 5 used to pick

15 3 Direct students to the *Prepare to speak* box and model the phrases for each of the three functions. This will help students recognise them when they hear them. Play the recording again for them to do the exercise and check answers.

Answers

…, actually. Do you mean … ? Well, … Let me think. … Um … … that kind of thing.

» AUDIOSCRIPT TB PAGE 265

Tip Remind students to use expressions from the *Prepare to speak* box as it will help make them sound more fluent and give them time to compose their answers.

4 Give students two minutes to write key words and phrases they could use to answer the questions. Choose a strong pair of students to do the activity in front of the class, taking turns asking the questions in Exercise 1. Remind them to use the phrases in the *Prepare to speak* box before putting the class into pairs to ask and answer. In feedback, ask students to tell the class any interesting things they learned about their partner.

Possible answers

My favourite outdoor activity when I was a child was roller-skating in the summer and playing in the snow in the winter. Let me see, I used to play games outside every day until it got dark at night.
Do you mean when it was hot? When the weather was good I used to go to the local park and play tennis and that kind of thing with my friends.

COOLER

Ask students to look back over the unit and find all of the verbs which have irregular past tenses. Write these on the board. Ask students to choose five verbs and write down their infinitive forms. Read out the past form of the verbs one by one in any order. If students have written down the infinitive form, they cross it off. When they have crossed off all five words, they shout 'Bingo!'

LISTENING

1 **What do you think you should do if you get lost in snow?**

2 14 **You will hear an interview with a teenage boy called Jake, who got lost on a snowy mountain in Oregon, USA. Read the six questions. Then listen and try to answer the questions, choosing A, B or C.**

1 What happened to Jake's skis?
- **A** He carried them down the mountain.
- **B** He left them where they came off.
- **C** He hid them both in the deep snow.

2 Jake stopped walking down the mountain because
- **A** it was too dark for him to reach the bottom.
- **B** there was still a lot of snow falling.
- **C** he couldn't remember what to do from the TV shows.

3 What was good about Jake's snow cave?
- **A** It was built on flat ground.
- **B** It allowed him to remove his gloves.
- **C** It kept him completely out of the wind.

4 Who was out looking for Jake that evening?
- **A** a single helicopter
- **B** groups of people on foot
- **C** both of his parents

5 What part of Bear Grylls' advice did Jake follow in the woods?
- **A** search for tracks in the snow
- **B** look for lights to aim at
- **C** walk on your hands and knees

6 While Jake was missing, his mother
- **A** tried to contact him on her cellphone.
- **B** thought that not enough people were looking for him.
- **C** stayed positive by thinking about him.

14 **Compare your answers with a partner. Then listen again and check.**

3 **What would you do in Jake's situation?**

SPEAKING Talking about past experiences

15 **1** **Read the questions. Then listen to Mariann's answers. What verb forms does she use to talk about her past experiences?**

1 What was your favourite outdoor activity as a child?
2 How much time did you spend outdoors when you were younger?
3 Tell us about the things you did during good weather.

15 **2** **Complete the text with the missing verbs. Then listen again and check.**

Mariann [0]*used to live* in the mountains. She [1] ..... in the snow, and every winter, she [2] ..... a snowman with her friends. In the summer, she [3] ..... with her grandparents, who had a farm. When the weather was good, she [4] ..... in the river and [5] ..... flowers in the fields.

15 **3** **Read the *Prepare to speak* box. Then listen to Mariann's answers again. Which phrases does she use?**

PREPARE TO SPEAK
Answering questions (1)

Asking, when you are not sure you have understood
Do you mean … ?

Gaining time to think about your answer
Let me think. …
Let me see. …
Well, …
Um …

Adding more information
… that kind of thing.
… , actually.

4 **Ask and answer the questions in Exercise 1. Say as much as you can about your own past experiences. Use phrases from the *Prepare to speak* box.**



LIFE SKILLS COLLABORATION

WORKING AS A TEAM

LIFE SKILLS

Working as a team

Projects and other activities can be easier if we work with other people as a team. We can do tasks more quickly if we share the work and help each other. Different group members can combine their talents and work on tasks they enjoy, while teaching other people how to improve.

1 **Ask and answer the questions with a partner.**

1 How often do you work in teams in your classes?
2 Do you do any team activities in your free time?
3 Do you like working in teams? Why? / Why not?

2 **Read the text on the opposite page quickly. Why does Jenny enjoy team projects? What role does she like?**

3 **Match the sentences with the introduction or tips 1–5 in the text.**

1 Some people may want to choose tasks they are good at doing.
2 Everyone has to be responsible and complete their own tasks.
3 If you don't understand the instructions, check with the teacher.
4 Think carefully about the best order for doing the different tasks.
5 When team members don't work well together, projects are more difficult.
6 It's more successful if team members each have a special part to play in the team.

4 **Match the highlighted words in the text to the meanings.**

1 look carefully for something
2 making you feel nervous or worried
3 divide a thing into smaller parts
4 use something in a careless way
5 any time or always



5 **Look at photos A–C. What project topics could they represent?**

16 **6** **Listen to a conversation. Which topic from the photos does David like for the team project?**

16 **7** **Listen again and complete the sentences.**

1 Anna thinks they should do a project about …
2 David's mum thinks he should stay …
3 David's mum suggests that he asks his teacher …
4 David's first idea for the group project was …
5 Last year, David took a course about …

8 **Read the *Useful language* phrases. Complete them with the words in the box.**

about could know
sure think topic

USEFUL LANGUAGE

Discussing ideas

1 I _____ we should make a list.
2 I don't _____. Let me think.
3 What _____ collecting money?
4 I'm not _____. I can't decide.
5 How about a different _____?
6 That _____ be a good idea.



LIFE SKILLS

Learning Objectives

- The students learn about working as a team.
- In the project stage, they create a team presentation and present this to the class.

Vocabulary

search split up stressful waste whenever

BACKGROUND INFORMATION

Nowadays, it is usual for people to work as a team in almost every industry, for example, in information technology, food services and business services. Employees are expected to be able to work well with others, and this is made clear in many job descriptions, where the phrase 'team player' can be found. The top teamwork skills include being able to communicate, managing conflict, listening well, being reliable and showing respect for people and their ideas.

WARMER

Write *life skills* on the board and put students into pairs or small groups to discuss what the phrase might mean. Ask for suggestions and examples and write key words and phrases on the board. Tell students that *working as a team* is an example of a life skill.

LIFE SKILLS

Working as a team

Tell students to read the information and check vocabulary as necessary, for example, *share* and *combine*. Invite students to say if they agree or disagree with anything in the text and to give reasons.

1 Put students into pairs to discuss the questions. Monitor and help individuals get their ideas across and give positive feedback where possible. Bring the class together and ask for volunteers to share ideas on each of the questions. Do not over-correct for accuracy and add more key words and phrases on the board.

Answers

Students' own answers

2 Read the question and check students understand the meaning of the word *role* (*the part that someone plays in something*). Ask students how they are going to read the article (*read quickly until they locate relevant information and then read carefully*). Nominate individuals to give answers and ask individuals if they agree with Jenny.

Answers

She enjoys team projects because she likes sharing ideas with other people (and she gets bored when she works alone). She likes finding information.

3 Do the first item together as a class to demonstrate the activity. Ask students to underline key words or phrases to help focus their reading (for item 1, key words could be *choose, good at doing*) and these words or close synonyms occur in tip 3. Monitor and help as students continue individually before checking answers.

Answers

1 Tip 3: *Team members can choose tasks they do well or enjoy.*
2 Tip 5: *Do your fair share, so other team members don't have to do your work for you.*
3 Tip 1: *If you're doing a class project, you need to check the teacher's instructions carefully and ask questions whenever something isn't clear.*
4 Tip 4: *List all the tasks and think about when each one must be finished.*
5 Introduction: *In fact, they can be stressful if people don't know how to work well together. Here are some tips to make team work easier.*
6 Tip 2: *Teams work better when people have roles.*

MIXED ABILITY

For Exercise 3, offer more help where students appear to be challenged by rephrasing parts of items 1–6 using the words in the text where appropriate as you monitor. For example, 1 *good at doing = do well*; 2 *own tasks = own work*; 3 *don't understand = isn't clear*; 4 *best order = list all the tasks*; 5 *projects are more difficult = they can be stressful*; 6 *a special part to play = have roles*.

17 The Reading text is recorded for students to listen, read and check their answers.

4 Tell students to complete the exercise individually, and to compare their answers with a partner. Advise them to read each sentence and substitute the highlighted word with the correct meaning (1–5) and check it makes sense. Nominate individuals to give answers, and others to say if they agree or not.

Answers

1 search 2 stressful 3 split up 4 waste 5 whenever

FAST FINISHERS

Ask fast finishers to make a note of other vocabulary they are unsure of and to use the information in the text to guess meanings. Ask students to report to the class after checking answers to Exercise 4.

CONTINUED ON PAGE 54

5 Direct students to the photos A–C and ask them to describe what they can see and which projects they could relate to. Write the answers on the board and check students understand any new vocabulary.

Possible answers

A first aid B nutrition C fitness

16 6 Play the audio and ask for volunteers to say which topic David likes for the team project.

Answers

first aid

16 7 Ask students to read the sentence stems 1–5 and to underline key words and phrases to focus their listening (for example, 1 *project about*, 2 *David, stay*, 3 *ask, teacher*, 4 *first idea, group project*, 5 *took a course*. Play the audio before asking students to compare their answers in pairs. Give students the option of another listening before checking answers.

Answers

1 exercise and staying fit 2 positive
3 to give them more information 4 extreme sports 5 first aid

» AUDIOSCRIPT TB PAGE 265

8 Direct students to the *Useful language* box and do the exercise as a class. Encourage students to say the entire sentence rather than the isolated word.

Answers

1 think 2 know 3 about 4 sure 5 topic 6 could

PROJECT ***A team presentation***

Focus students' attention on the four project ideas and ask them to suggest useful vocabulary. Write these vocabulary items on the board. Put students into small groups and ask them to choose a topic for their project, either from the list given in the book or an idea of their own that the group agrees on.

Go through the checklist of points 1–6 and check understanding where required before asking students to prepare their presentation. Monitor and help with discussions if necessary, and remind students to use some of the phrases from the *Useful language* box where appropriate.

Ask the class to make a note of the answers as other students give their presentations. These could be useful for the project extension task.

PROJECT EXTENSION

Ask students to reflect on the process of preparing for their project, and to say what they thought was good or what they would do differently on another occasion. Tell students to review the product of their work and how they think it could be improved. Also, ask students to refer to the notes they took during other students' presentations and to decide if their classmates' ideas could be incorporated into a future presentation. Students could choose another topic, apply their reflections and give another presentation in a later class.

COOLER

Ask students to look at the paragraph headings in *Team work tips*, to put them in order of importance and compare their ideas (there is no right or wrong answer). They write five key words or phrases associated with each point.

17

TEAM WORK tips



If you're like me, you do a lot of team projects at school. For example, last term, I did a school presentation about recycling with some classmates and it was much easier and faster than doing everything alone. I enjoy team projects because I'm a sociable person. I like sharing ideas with other people and I get bored when I work alone. Of course, team activities aren't always easy. In fact, they can be stressful if people don't know how to work well together. Here are some tips to make team work easier.

By Jenny Larkins

1 Know the goals:

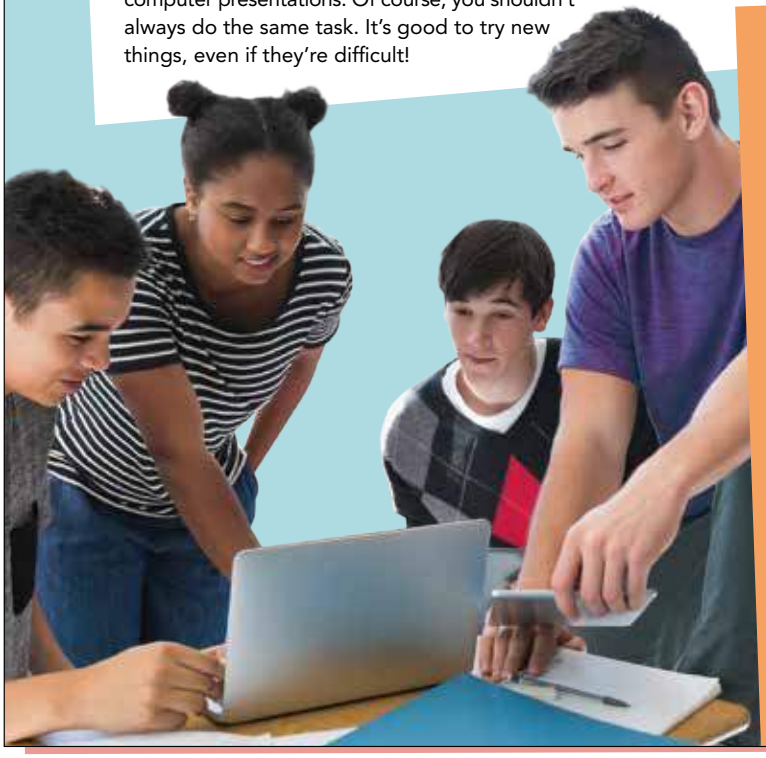
Make sure everyone understands the goal of the project. If you're doing a class project, you need to check the teacher's instructions carefully and ask questions whenever something isn't clear. There's a popular saying: 'If you don't know where you're going, you probably won't get there.'

2 Assign roles:

Teams work better when people have roles. For example, there should be a leader who helps everyone make decisions. There might also be a note-taker who writes down the team's ideas during meetings, and a time-keeper to make sure people don't waste time chatting. That was my role for the recycling project! Other roles might be fact-checker or group representative for speaking to the class.

3 Divide the work:

For large projects, we can divide the work into smaller tasks for particular people. Team members can choose tasks they do well or enjoy. I always volunteer to find information because I like to read and search for facts on the internet. Other people might be good at writing or making computer presentations. Of course, you shouldn't always do the same task. It's good to try new things, even if they're difficult!



4 Make a plan:

After you split up the work, write down a plan on paper. You can use a chart or a calendar to help you. List all the tasks and think about when each one must be finished. For example, I had to find the facts for my recycling project before my teammates could start the presentation. For that reason, it's important for everyone to follow the plan. And if you can't finish your part on time, tell the others as soon as possible.

5 Be respectful:

When you're working in a team, respect is essential. Listen when others are speaking and don't interrupt. Do your fair share, so other team members don't have to do your work for you. Finally, try to stay positive and enjoy yourself. Everything is easier when you're having fun!

PROJECT

A team presentation

Work in a team of four to prepare a class presentation. Choose one of the ideas below or discuss other ideas with your teammates. Then use the checklist to help you work as a team.

- Keeping a local park clean
- Staying safe when you do sports
- Collecting money for disaster victims
- Healthy eating

1 What role will each person play in the team?
2 How are you going to divide the topic and tasks?
3 What task does each person want to do? Why?
4 How long will each of the tasks take to complete?
5 Which tasks need to be done first? And after that?
6 How can you show respect for other team members?

Present your work to the class.

REVIEW 1 UNITS 1–4

VOCABULARY

1 **Match the sentence halves.**

1 The shop exchanged the item
2 We scored a goal in the last minute and
3 The young tennis player was confident
4 It poured with rain all night and I'm not surprised that
5 Mike is a talented canoeist
6 I didn't receive the letter in time, so

a and she won a medal.
b there were a lot of floods.
c I missed the opportunity to go on the trip.
d we beat the other team.
e because I had a receipt.
f and he's just entered an international competition.

2 **Complete each conversation with the correct form of one of the pairs of words in the box.**

burn down / cruel forecast / sensible
give /snowstorm join / serve
miss / promotion

1 **A:** Did you see the _____ on TV last night?
B: Yes, it would be _____ to take an umbrella. It's going to rain.

2 **A:** Did you know the girl who _____ you in the shop?
B: Yes, she _____ the tennis club last week.

3 **A:** That's the house that _____ last week.
B: I know. I think someone did it deliberately. That's really _____!

4 **A:** That shop has _____ for students on Thursdays.
B: Well, we'd better go there. We don't want to _____ the opportunity of a bargain!

5 **A:** There was a heavy _____ on Sunday, wasn't there? We couldn't go anywhere!
B: Yes, but it _____ me the chance to do my homework.

3 **Complete the sentences with the words in the box.**

lightning refund send back sociable

1 There was a really bad storm, with thunder and _____.
2 I took the item back to the store and got a _____.
3 We had to _____ the game because it didn't work on our computer.
4 Tess loves being with other people – she's very _____.

4 **Unscramble the words and complete the sentences.**

sineeivts eols a mtcah
eliltnetnig lrliebae iosdcutn
srie uclkynu lsdkeii

1 If Mel says she'll do something, she will. She's very _____.
2 Angela always knows the answer – she's really _____.
3 Our team is the best – we didn't _____ last year!
4 You can't say anything to Michelle. She's very _____ and is easily upset.
5 This is an expensive bag, but the shop gave me a really big _____ on it.
6 It rained for days and we watched the water _____ and get closer to our house.
7 Some people think it's _____ to walk under ladders.
8 I _____ shopping and I hate shopping centres!

GRAMMAR

1 **Choose the correct word to complete the sentences.**

1 Lucy didn't buy *any* / *much* shoes on Saturday.
2 Sophia wants to buy *some* / *any* new pens for school.
3 There are *plenty* / *many* of places that sell accessories for phones.
4 I haven't got *much* / *many* time – I have to go in 10 minutes.
5 How *much* / *many* exercises do we have to do?
6 *Any* / *No* teens under the age of 18 can watch that film – it's for over-18s only.

2 **Complete the sentences with the *-ing* form of the verbs in the box.**

do drive eat join
spend study

1 Jason considered _____ a football club.
2 My mum couldn't stand _____ sports when she was at school.
3 Jasmine and her mum enjoyed _____ time together.
4 My brother doesn't mind _____ me to your house.
5 She imagined herself _____ an ice cream.
6 _____ for exams can be really hard.

REVIEW 1 UNITS 1–4

Overview

VOCABULARY	Shopping; *any*; Personality adjectives; Prefixes: *un-* and *dis-*; Sports phrases; Suffixes: *-ist*, *-er*, *-or*; Extreme weather; Phrasal verbs
GRAMMAR	Determiners; *-ing* forms; Present simple and continuous; Past simple; *used to*

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 1–4; Vocabulary worksheets Units 1–4; Review Game Units 1–4; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Pictionary: Tell students they are going to play a game about sports vocabulary. Divide the class into two teams and draw a column for each team on the board. Nominate a student from Team A to tell you a sport and to draw a picture of something connected to the sport. Team B nominate a spokesperson and are allowed two minutes to guess the word. Award a point if they get the correct word. Team B chooses the word and Team A guess. Repeat until one team gets five points.

VOCABULARY

1 Write sentence stem 1 (*The shop exchanged the item*) and sentence ending e (*because I had a receipt*) on the board. Ask students to give you a word in e which is topically related to a word in the sentence stem (*exchange – receipt*). Advise students to look for topic or vocabulary connections to help them match the sentence halves. Ask students to find the words *and, because* and *so*, and review the functions of the words (*because* introduces a reason or a cause, *so* introduces a consequence and *and* can be used to suggest that one action follows another and that one idea is the result of another).

Answers

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

2 Go through item 1 as a class, pointing out that there are two connected words or phrases to be used in answer to each question. Explain that the words or phrases in each pair might not be used in the same order in which they appear in the word box.

Answers

1 forecast, sensible 2 served, joined 3 burned down, cruel
4 promotions, miss 5 snowstorm, gave

3 Ask students to look at each of the sentences and to decide whether the word they need to supply in each case is a verb, noun or adjective.

Answers

1 lightning 2 refund 3 send back 4 sociable

4 Ask students to try and unscramble the words and check answers before they complete the sentences.

MIXED ABILITY

Monitor and help students who find the activity challenging by giving them the first letter of each word. Offer more support as necessary.

Answers

1 reliable 2 intelligent 3 lose a match 4 sensitive
5 discount 6 rise 7 unlucky 8 dislike

GRAMMAR

1 Write the singular forms of the nouns *shoe*, *pen*, *place*, *time*, *exercise* and *teen* on the board. Ask students to say which words are countable nouns and to give the plural forms. Elicit the use of the determiners *some, any, many* and *much* with countable and uncountable nouns and direct students to Unit 1 page 12 if necessary.

Answers

1 any 2 some 3 plenty 4 much 5 many 6 No

2 Ask students to spell the *-ing* form of the verbs in the box as well as the verbs *spell, sit* and *get*. Review spelling rules relating to the final letter 'e', 'y' and the doubling of consonants in verbs which end with one vowel and one consonant.

Answers

1 joining 2 doing 3 spending 4 driving 5 eating 6 Studying

3 Review the rules of use for the present simple and present continuous. Ask students which form we use to talk about something we do regularly (*present simple*). Direct students to Unit 3 page 22 to revise before they do the exercise if you think they need more support.

Answers

1 enjoys 2 is getting 3 know 4 costs 5 is reading
6 are meeting

4 Ask students to read the text and say what Olivia did to help people (*helped to raise money*). Go through the verbs in the box and ask them to say which ones are regular and which are irregular (regular: *affect, burn, die, help, post, work;* irregular: *be, lose, take*). You could nominate stronger students to give irregular forms if you feel some students need more support.

Answers

1 was 2 affected 3 burned 4 lost 5 died 6 were 7 worked
8 took 9 posted 10 helped

5 Remind students to read the entire sentence before they decide which option is correct.

FAST FINISHERS

Ask fast finishers to think about why the other option is wrong and ask for explanations as you check answers.

Answers

1 a lot of (the noun, *money,* is uncountable and is not used with *much* in affirmative sentences)
2 of (*in* is the incorrect preposition to follow *tired*)
3 are meeting (using the present simple, *meet*, would suggest that the action is done regularly
4 used (the verb *to use* doesn't refer to the past).

6 Tell students that the mistakes in this exercise focus on grammar topics covered in the first four units. Encourage them to look back to review the topics if necessary.

Answers

1 Last night, I bought a shirt and **some** trousers online. (Accept *a pair of* as a possible answer to this item, though it is not within the scope of the grammar being tested here.)
2 My best friend is very good **at** sailing.
3 I really like buy**ing** clothes online.
4 When we were younger, we **used** to visit my grandparents every weekend.

READING

1 Ask students to read the text, ignoring the gaps, and to say what online shopping sites offer today (*fantastic discounts*). Remind students to look very carefully at the options for each space and to think about the type of words which normally come before or after each one.

Answers

1 B 2 D 3 C 4 B 5 A 6 C

Tips Advise students to read the text, ignoring the gaps, to get a general idea of the meaning. Tell them to focus on each gap and decide which type of word is missing (for example, *a verb, article, preposition, linking word, part of a phrase, adverb,* etc.) before deciding on the word that fits best. Tell them to read the sentences with the gaps again to check they make sense. Point out that students should only write one word and write an answer for each question as they will not lose marks for a wrong answer.

2 Point out that the missing words belong to different parts of speech, and that students should focus on the type of word needed for each gap, according to the context; for example, an auxiliary verb that is part of a tense or an adjective that is followed by a preposition.

Answers

1 are 2 at 3 a 4 of 5 or 6 to

COOLER

Tell students to draw two columns, one entitled *English* and the other *My Language*. Ask them to look through Unit 1 and find words they want to remember and to write these in column 1. They write a translation in column 2.

3 **Complete the sentences with the correct form of the verbs. Use the present simple or present continuous.**

1 Mara _____ (enjoy) going for a run every morning.
2 Look! The weather _____ (get) worse.
3 I _____ (know) the answer to the question.
4 It's a really expensive bike. It _____ (cost) over $400.
5 She _____ (read) a book on her phone at the moment.
6 Marcia and Maisy _____ (meet) their friends at the shopping centre tonight.

4 **Complete the article with the past simple form of the verbs in the box.**

affect	be (x2)	burn	die	help
lose	post	take	work	

EVERY YEAR IN AUSTRALIA there are a lot of bushfires. In 2013, there [1] _____ a particularly bad one that [2] _____ an area called the Blue Mountains, very close to Sydney. My friend Olivia lives there and her house was very close to the fire. She said that the fire [3] _____ for a long time and lots of people [4] _____ their houses. Sadly, some animals [5] _____ too. But the fire services [6] _____ amazing and they [7] _____ long, hard hours to try to stop the fires. Olivia [8] _____ lots of photos during the fires and she [9] _____ them on her social media pages. She also [10] _____ to raise money to give to the people who lost their homes in the fire.

5 **Choose the correct option.**

1 I used to spend *much* / *a lot of* money on clothes.
2 Many people are tired *in* / *of* spending so much time looking at screens.
3 Remember that we *meet* / *are meeting* at the shopping centre at 8 pm tonight.
4 Could you give us the same discount we *use* / *used* to get?

6 **Correct the mistake in each sentence.**

1 Last night, I bought a shirt and a trousers online.
2 My best friend is very good in sailing.
3 I really like buy clothes online.
4 When we were younger, we use to visit my grandparents every weekend.

READING

1 **For each question, choose the correct answer.**

Online shopping

Online shopping first **(1)** _____ available in the mid 1990s after the World Wide Web was created. Many people first began shopping on the internet to **(2)** _____ less expensive items like books, and they found the service extremely convenient. It **(3)** _____ people the chance to shop without leaving the comfort of their home.
Goods arrived quickly and people could **(4)** _____ items back if there was a problem. They received **(5)** _____ of their money quickly, and website security also improved. Soon, everyone was **(6)** _____ a go at shopping on the internet and the number of online shops quickly increased. Today, online shopping is more popular than ever and sites offer fantastic discounts which aren't always found in high street shops.

1	**A** started	**B** became	**C** turned	**D** grew
2	**A** charge	**B** spend	**C** take	**D** purchase
3	**A** provided	**B** served	**C** gave	**D** presented
4	**A** change	**B** send	**C** return	**D** put
5	**A** refunds	**B** prices	**C** receipts	**D** promotions
6	**A** making	**B** going	**C** having	**D** doing

2 **For each question, write the correct answer. Write one word for each gap.**

Is competition a good thing in sport?

There can only be one answer to this question: yes! Of course, it feels great when you **(1)** _____ scoring goals or your team wins the match. But you don't have to be good **(2)** _____ sport to benefit from it. Competing against others teaches you **(3)** _____ lot of things about yourself and other people. It makes you try harder and become more sociable. It teaches you to win and lose well and no longer be afraid **(4)** _____ trying new things – nothing is ever as scary as it seems. When you work hard to achieve your aims, you feel more confident, whether you are successful **(5)** _____ not. Any negative feelings you used **(6)** _____ have about your ability to achieve whatever you want will disappear. Instead you'll start feeling proud of everything you've become.

5 YOU MADE IT!

ABOUT YOU

04 **Watch the video and then answer the questions.**

Do you like making things? Why? / Why not?
Do you think it's important to learn manual skills?
What was the last handmade item you bought?

VOCABULARY Verbs for making things

1 **Look at the photos and describe what you can see. What is the object now and what was it before?**

18 **2** **Listen to three teens, Mark, Leah and Will. Match each speaker to one of the photos.**

18 **3** **Match the sentence halves. Then listen again and check.**

EP **Mark**

1 My brother Jake was **fixing** the bike
2 When we **create** something new
3 We all know it's important

a to **recycle**.
b a couple of years ago.
c from something old, it's really satisfying.

Leah

4 One of the trainers had a hole in it,
5 We had to **customise** them,
6 First, we **designed** them on the computer and thought about
7 I drew a cool pattern with coloured pens,

d how we wanted them to look.
e and I decided to **sew** some bits of material on, too.
f you know, make them our own.
g so I had to **mend** it first.

Will

8 We decided
9 Then, we thought it would be a great idea

h to **decorate** it.
i to **rebuild** it.

4 **Match the words in Exercise 3 to the meanings.**

1 make something look more attractive by putting things on it or around it
2 make something
3 repair clothes that are broken or torn
4 use something again and not throw it away
5 draw or plan something before making it
6 change something to make it the way someone wants
7 join things together with a needle and thread
8 build something again
9 repair something that isn't working correctly









5 **Ask and answer the questions with a partner.**

1 What was the last thing you created?
2 Who generally fixes things in your home?
3 Have you ever decorated or customised any of your possessions?
4 Do you think it is important to recycle things? Why? / Why not?

5 YOU MADE IT!

Unit Overview

TOPIC	Making and creating things
VOCABULARY	Verbs for making things
READING	From hobby to job
GRAMMAR	Past simple and continuous
VOCABULARY	Time adverbs
WRITING	A story (1)

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 136; TB page 242
WORKBOOK: pages 20–23
VIDEO AND VIDEO WORKSHEET: You made it!
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 5; Vocabulary worksheet Unit 5
TEST GENERATOR: Unit test 5

WARMER

Put students into mixed ability teams and give each team two or three of the following verbs: *create*, *customise*, *design*, *decorate*, *fix*, *invent*, *mend*, *rebuild*, *recycle*, *stick*, *sew*. Ask them to use their dictionaries to write a definition for each word. Ask a volunteer from each team to teach their words to the class.

Possible answers

create (make something exist), *customise* (change something to make it suitable for a particular purpose), *design* (draw or plan something before making it), *decorate* (make something more attractive by putting things on it), *fix* (repair), *invent* (design something that has never existed before), *mend* (repair), *rebuild* (build something again), *recycle* (put used paper, glass, etc. through a process so that it can be used again), *stick* (join things together, usually using glue), *sew* (join things together with a needle and thread).
Direct students to the title of the unit and tell them that as well as its literal meaning, it is an idiom meaning to succeed at something or to arrive at your destination.

ABOUT YOU

04 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box and put students into pairs to exchange information. Monitor and encourage students to use some of the vocabulary from the Warmer and extend their answers with reasons and examples. Nominate individuals to tell the class about their partner and see if others do or think the same.

VOCABULARY Verbs for making things

1 Put students into pairs to take turns to describe the photos. Monitor and encourage them to help each other describe things if they don't know a word. Bring the class together and invite two or three students to describe a picture. Write any useful vocabulary on the board and check understanding by asking for a description, miming or giving a translation of the words.

Possible answers

A before = tyres; now = plant pots
B before = a wooden pallet; now = a go-kart
C before = pipes, springs, clock/timer/compass; now = a musical instrument
D before = plain trainers; now = customised trainers

18 **2** Tell students to listen to the three teens and match each one with a photo. Play the recording. Elicit answers and see if the class agrees before confirming.

Answers

Mark: photo C Leah: photo D Will: photo B

18 **3** Read sentence halves 1–3 and a–c aloud to familiarise students with the pronunciation. Ask students to match the sentence halves and play the first part of the recording to check answers. For Leah and Will's turns, ask students to 'say' the sentence halves in their head so they can prepare themselves for listening. Play the recording, pausing after Leah's turn for students to reflect on what they heard and check answers. Play Will's turn and check answers.

Answers

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

» AUDIOSCRIPT TB PAGE 266

4 Ask students to read items 1–9 and check vocabulary. Put them into same ability pairs to do the matching activity, and monitor and help as necessary. Nominate students to give answers and see if the class agrees before feeding back. Write the words on the board and put students into pairs or small teams. Tell students to close their books. Read a meaning from Exercise 4 and ask students to write down the word.

MIXED ABILITY

Tell students who might find the activity challenging to choose five words only to match to the meanings.

Answers

1 decorate 2 create 3 mend 4 recycle 5 design
6 customise 7 sew 8 rebuild 9 fix

5 Put students into pairs to read the questions and to number them in order of interest. Tell them to start their discussion with the most interesting question and remind them to expand their answers with examples and reasons. Put students into different pairs and ask them to tell their new partner about anything interesting they learned about their previous partner.

READING

BACKGROUND INFORMATION

Nowadays, many people turn their hobbies into a job, providing products or services usually working from home. One area is photography. People with a good eye and cameras can take photographs of weddings and other special occasions. Another area is making handbags and T-shirts. With the increase of online shops, it's easier for people to sell their goods. People who are interested in exercise and fitness can train and get a certificate to become a personal trainer. Social media platforms such as LinkedIn, Facebook, Pinterest, Instagram, Google+ and Twitter have made it easier for people to market and sell their products or services and make professional connections.

1 Read the instructions, direct students to look at the photo and title and set a short time limit of about three minutes for students to read and say what they think the text is about. Ask for three volunteers to make suggestions and see which is the most popular if there are differences of opinion. Tell students to read the first paragraph and find a word which means 'cool, casual clothes' (*streetwear*). Ask students to give examples of words for items of streetwear (for example, *jeans, hoodies, shorts*).

Answers

Students' own answers

Tips Advise students to read the information before and after each gap before deciding which option is the best fit. Tell them to read the whole text again to check it makes sense.

2 Ask students to read sentences A–H carefully and do the first item together as a class. Elicit or point out the connections between words in sentence C and the ideas either side of the gap (*loved trainers; spent the money they earned … on really good ones; built up a collection*). Put students into mixed ability pairs to continue. Monitor and encourage them to analyse the information in the text and match it up with information in the sentences. Invite volunteers to give answers and see if the class agrees before confirming.

FAST FINISHERS

Ask fast finishers to make notes to explain their choices. Nominate them to explain their choices and help them express their ideas.

Answers

1 C 2 F 3 A 4 H 5 D

19 The Reading text is recorded for students to listen, read and check their answers.

3 Ask students to read the meanings 1–5 and check vocabulary if necessary. Do the first item as a class, asking for a volunteer to suggest an answer. Re-read the relevant section of the text and substitute the highlighted word or phrase for a meaning from 1–5 to check it makes sense. Remind students to do this to help them check their answers. Monitor and help as they continue individually before inviting individuals to give answers and see if the class agrees before feeding back. Ask for volunteers to give reasons for their choice.

Answers

1 launch 2 reviewed 3 brand 4 built up 5 manufacturers

TALKING POINTS

Before discussing the questions, put students into pairs to write some notes on useful vocabulary. As students discuss in pairs, monitor and encourage them to add examples of situations or reasons to expand on their answers. Give positive feedback where possible. Bring the class together to share ideas. Write key words and phrases to describe advantages and disadvantages of having a job which is a hobby on the board, and take a vote on whether or not the class thinks it's a good idea or not.

COOLER

Write the words and phrases from Vocabulary, Exercise 3, on page 32 on the board. Give students one minute to study the words and phrases, then erase them. Ask students to write down the words they remember. Find out who remembered the most, and ask them to come and write them on the board. Ask for suggestions of other missing words and add them to the board. Check spellings and pronunciation as a class.

READING

1 **Look at the title of the article and the photos. What do you think the article is about? Read the text quickly and check your ideas. Ignore the spaces.**



19

From hobby TO JOB

Twins Chet and Betts DeHart have achieved what many young people only dream of – they've made it in the fashion world. When they were just 15, they created the streetwear brand Lucid FC, which now sells worldwide.

As kids, the boys loved trainers. [1] _____ Slowly, they built up a collection. Betts, the twin with the business brain, knew all about the trainers he wore, how many were sold and where they were being produced. [2] _____ He set up a YouTube channel, Sole Brothers, where he reviewed trainers in the twins' collection.

While they were still at school, the twins decided to make their own trainers. They sold their collection to raise money for their brand, communicated with manufacturers overseas and finally released a shoe. Unfortunately, it didn't sell well. [3] _____ The result of these conversations led to the production of a shoe decorated with a logo, which looked good and became popular.

After a couple of years, the boys decided to rename their brand Lucid FC and launch their first collection, which included items of clothing. While they were studying the fashion business at college, they looked for manufacturers who could make their products. [4] _____ The next challenge was to find stores to sell their products. The twins were shopping at the fashionable VFiles clothing shop when they were offered jobs and their manager later decided to stock the brand.

Celebrities were soon wearing it, too. One of their first customers, Rihanna, was wearing a Lucid FC jacket and cap at a basketball match in 2015 when someone took a photo of her. [5] _____ Today, the business continues to grow and the brothers have great plans for the future.

2 **Five sentences have been removed from the text. For each question, choose the correct answer. There are three extra sentences which you do not need to use.**

A The boys refused to give up, however, and continued to talk to possible producers.
B It was immediately successful.
C They spent the money they earned in their part-time jobs on really good ones.
D Thanks to its publication, people noticed the brand.
E It wasn't the most attractive design that the twins produced.
F Meanwhile, Chet was the creative twin.
G He was pleased with the progress they were making.
H This wasn't easy, but they eventually found two.

3 **Match the highlighted words in the article to the meanings.**

1 make a product or products available for the first time
2 gave his opinions about something
3 a type of product made by a particular company
4 increased, developed
5 companies which produce products in large numbers

TALKING POINTS

Which of *your* hobbies could become a job in the future?
What are the advantages and disadvantages of having a job which is also your hobby?

GRAMMAR Past simple and continuous

1 **Match the examples to the rules.**

1 One of their first customers, Rihanna, **was wearing** a Lucid FC jacket and cap at a basketball match in 2015 when someone **took** a photo of her.
2 While the boys **were studying** the fashion business at college, they looked for manufacturers …
3 Celebrities **were** soon **wearing** it, too.
4 Together, at the age of 15, they **created** the streetwear brand Lucid FC.

a We use the past simple to talk about completed actions and things that happened in the past.
b We use the past continuous to talk about actions and situations in progress at a certain time in the past.
c We can also use the past continuous to describe the background to a story.
d We can use the past continuous for an action in progress that is interrupted by a short action in the past simple.

GRAMMAR REFERENCE AND PRACTICE PAGE 136

2 **Choose the correct verb form.**

1 When I *walked* / *was walking* near the river, I saw some beautiful flowers.
2 Freddie *spent* / *was spending* three months in Nepal last year.
3 My mum *fixed* / *was fixing* my computer for me last night. Now it works!
4 I'm sorry I didn't call you sooner but I *was studying* / *studied* all afternoon.
5 I *read* / *was reading* my text messages, when my doorbell rang.
6 They filmed us while we *are* / *were playing* in the garden.

3 **Complete the description with the correct form of the verbs in brackets.**

I [0] *found* (find) some interesting shells when I [1] _____ (walk) along the beach. I [2] _____ (pick) them up and [3] _____ (put) them in my pocket. Then I noticed that my dog [4] _____ (run) to me with a piece of wood in his mouth. When he got to me, he [5] _____ (drop) it and, of course, wanted me to throw it again.
But while I [6] _____ (look) at it, I realised that it was a leg from an old chair. By the time I was ready to go home, I [7] _____ (have) quite a collection of things from the beach! While I [8] _____ (clean) them later, I [9] _____ (have) the idea of creating a piece of art with them. I [10] _____ (take) a photo of the finished piece and uploaded it to the internet.

VOCABULARY Time adverbs

1 **Read the example. How many actions are there? Underline the adverbs that tell us when each action happened.**

She completed the fashion course, then she worked for a small company. Later, she started her own business.

2 **Choose the correct adverbs.**



I wanted to make a birthday card for a friend. [1]*First* / *Suddenly*, I went shopping and bought the card and other materials, and [2]*finally* / *then* I looked at some magazines and decided what I was going to do. [3]*Next* / *First*, I drew a picture of a cat because my friend loves them. I was doing this when [4]*finally* / *suddenly* there was a knock at the door. It was my friend! I had to hide everything quickly! I finished making her card [5]*later* / *next*, after she went home. [6]*Next* / *Finally*, I gave her the card on her birthday and she loved it!





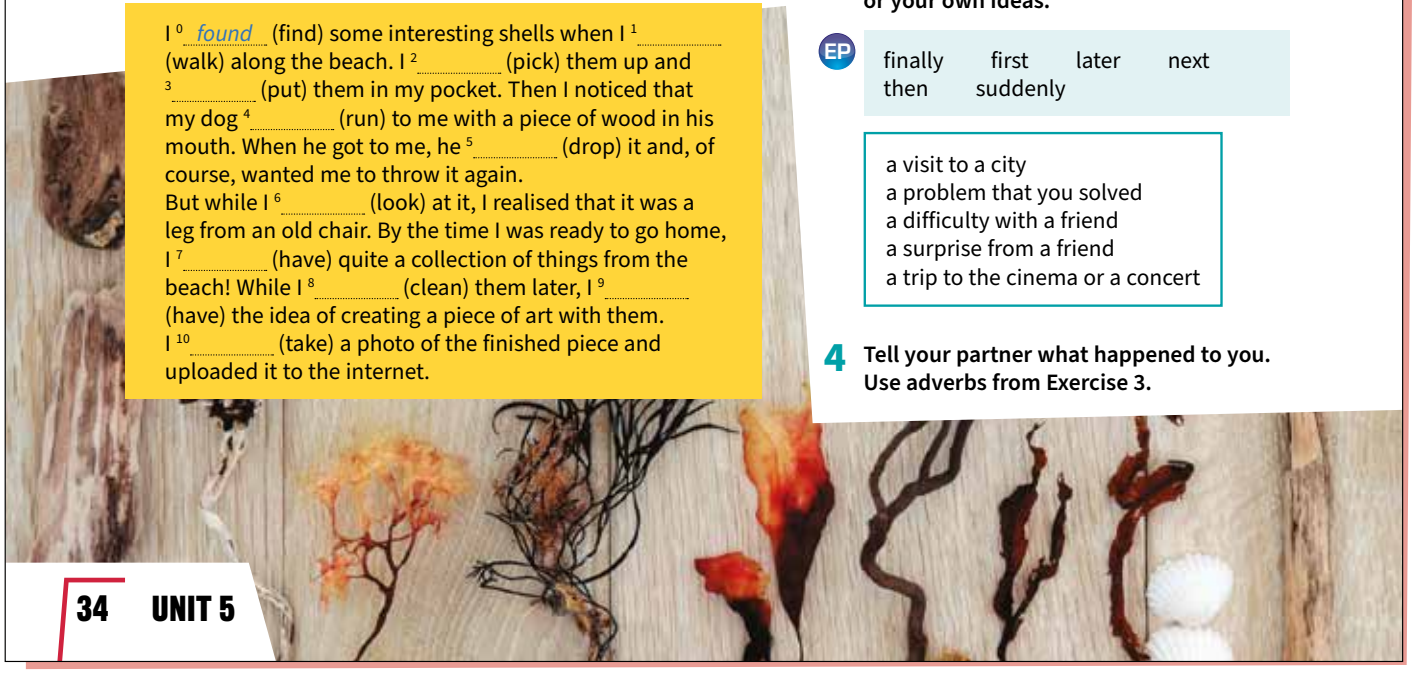
3 **You are going to tell a partner about something interesting or exciting that happened to you. Prepare your ideas. Use the adverbs in the box and the ideas below, or your own ideas.**

EP

finally first later next then suddenly

a visit to a city
a problem that you solved
a difficulty with a friend
a surprise from a friend
a trip to the cinema or a concert

4 **Tell your partner what happened to you. Use adverbs from Exercise 3.**



GRAMMAR Past simple and continuous

WARMER

Books closed. Write the following words about the twins Chet and Betts from page 33 on the board: *fashion / while / found / the / manufacturers / studying / twins / were / new / they.* Put students into pairs or small groups and see who can re-order them to make a sentence about the reading text. Write the complete sentence on the board: *While the twins were studying fashion, they found new manufacturers.* Underline the verb forms and see if students can name them (*past continuous, past simple*).

1 Read the sentences 1–4 and check vocabulary as necessary. Give students a few minutes to do the matching exercise and check answers as a class. Give further example sentences for each of the rules (a I bought a new pair of trainers last week.; b We were having lunch at 3 o'clock yesterday.; c They weren't travelling by train because they preferred to take the bus.; d My phone rang while I was talking to Maria.). Put students into pairs to write an example for each of the four situations a–d and monitor and help as necessary. Ask for volunteers to give examples.

Answers

1 d 2 b 3 c 4 a

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 242

2 Go through the instructions and do the first item together as a class. Ask students which action was happening before a short action happened or interrupted it (*walking near the river, saw some flowers*) and which of the rules in Exercise 1 it matches (*d*). Advise students to read the complete sentences before choosing the appropriate form of the verb. Monitor and help by directing students to the rules as they continue individually. Ask students to check in pairs and ask for volunteers to give answers.

Answers

1 was walking 2 spent 3 fixed 4 was studying
5 was reading 6 were playing

3 Ask students to read the description, ignoring the gaps, and say what the writer did with the things he collected on the beach (*created a piece of art, took a photo, uploaded it to the internet*). Complete the first sentence as a class and ask students to continue individually. Monitor and help as necessary and nominate individuals to give answers.

FAST FINISHERS

Ask fast finishers to match answers to the rules in Exercise 1.

Answers

1 was walking 2 picked 3 put 4 was running 5 dropped
6 was looking 7 had 8 was cleaning 9 had 10 took

» GRAMMAR WORKSHEET UNIT 5

VOCABULARY Time adverbs

1 Read the example sentences and ask students which form the verbs are in (*past simple*). Tell them or elicit the order of the actions in time (*chronological, as they appear in the sentences*). Do the activity together as a class and ask for volunteers give examples of the adverbs. Check students understand the meaning of the adverbs (then = *after that*; later = *at a time in the future*).

Answers

There are three actions. Adverbs: then, later

2 Ask students to read the text and say if the writer's friend liked her birthday card (*Yes*, 'she loved it'). Write the following time adverbs on the board: *suddenly, finally, first, next.* Check students understand the meaning of each one by asking the following questions: 'Which word means unexpected?' (*suddenly*); '…the last point or action?' (*finally*); '…before the others?' (*first*); '…the one after?' (*next*). Monitor and help as students continue individually and nominate individuals to give answers.

Answers

1 First 2 then 3 Next 4 suddenly 5 later 6 Finally

MIXED ABILITY

Put students into same ability pairs and tell them they will take turns to tell the story in Exercise 2 again to their partner. Begin by eliciting the events and write them on the board in the correct sequence (*went shopping, bought card and materials, looked at magazines, decided what to do, drew a picture, friend knocked on door, hid everything, friend went home, finished card, gave card*). Stronger students tell the story without looking at the notes on the board. Partners listen and make a note of the time adverbs used.

3 Read the instructions and monitor and help with ideas as necessary as students prepare their ideas in mixed ability pairs.

Answers

Students' own answers

4 Put students into same ability pairs and monitor and give positive feedback where possible. Ask for volunteers to tell the class their partner's story.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 5

WRITING A story (1)

1 Write the following elements of interesting stories on the board: *memorable character, an interesting place (setting), a clever story (plot)*. Ask students to tell the class about an interesting story they have read.

Answers

Students' own answers

2 Set a short time limit of about two minutes for students to read the story and answer the question. Ask students to close their books, say what they remember from the story and write key verbs on the board. Tell students to re-read the story to see if they can find any more. You could ask them to match the past or past continuous tenses to the rules in Grammar, Exercise 1, on page 34. Check vocabulary as necessary.

Answers

four people

3 Go through the instructions and direct students to the *Prepare to write* box. Check vocabulary as necessary before students do the activity. Ask for volunteers to give answers.

Answers

Sentence 1 comes from the end of the story. It is a surprising event.
Sentence 2 comes from the middle of the story. It is one of the main events.
Sentence 3 comes from the beginning of the story. It's a description of a background event.

4 Put students into same ability pairs and ask them to find examples of the verb forms and adverbs.

Answers

1 wanted, decided, saw, tried on, picked out, chose, saw, started, was
2 were planning, were walking, were leaving, were … wearing
3 Last week, First, Next, Suddenly

Tips Tell students to use all the information given. Advise students to re-read their work and check their spelling, grammar and punctuation.

5 Tell students that they are going to plan a story before they write. Go through the instructions and monitor and help as students work through the task and write their notes. Direct them back to the words from Vocabulary, page 34, Exercise 3.

Answers

Students' own answers

6 Put students into same ability pairs to read each other's plans and check they have included time adverbs. Monitor and help where necessary, encouraging students to look again at the *Prepare to write* box and exchange ideas to improve each other's plans.

Answers

Students' own answers

7 Tell students to write their stories and then see if they can find three verbs in the past simple, three verbs in the past continuous and three time adverbs. Remind them to check their spelling. You could read the model answer below aloud and ask students to raise their hands when they hear the past simple, past continuous and time adverbs.

Model answer

I decided to make a gift for my friend, Ella. It was her fifteenth birthday the following week.
What present could I give Ella? I didn't have much money to spend and I wanted it to be something special. While I was thinking, I suddenly had a brilliant idea. I could create a book about her life so far.
I had an empty photograph album and filled it with different photos of Ella and our school friends. Then I decorated the cover with pictures of her favourite animals and music stars.
As Ella was opening the present, I said, 'I hope you like it'.
And yes, she did!

COOLER

Ask students to mingle and tell their stories to others. Students say which story is the most interesting and take a vote on which gift they would most like to receive.

WRITING A story (1)

1 **Do you enjoy reading stories? What makes a story interesting?**

2 **Read Evie's story quickly. How many people had the same sunglasses?**

'The same sunglasses' by Evie

My brother and I were planning a holiday to Spain and we wanted some good sunglasses. Last week we decided to go to the shopping mall. We were walking past our favourite shop, when I saw they had a sale! First, we tried on lots of pairs of designer label sunglasses. Next, we each picked out a pair. We both chose the same pair of really cool sunglasses. When we were leaving the shop, we saw our best friends, Poppy and Harvey. Suddenly, we started laughing at each other because we were all wearing the same pink and blue sunglasses! It was very funny!



3 **Read the *Prepare to write* box. Then read sentences 1–3 below.**

Do they come from the beginning, middle or end of Evie's story? Read the story again to check.

1 We were all wearing the same sunglasses.
2 We each picked out a pair.
3 We were planning a holiday to Spain.

PREPARE TO WRITE

A story (1)

- At the beginning of a story, you can introduce the characters, say what they were doing, and describe the place or the weather.
- In the middle, you describe all the events that happened.
- At the end, you describe the final event. Often the final event solves a problem, or is surprising in some way. Say how the characters felt at the end.

4 **Read Evie's story again. Find:**

1 three verbs in the past simple
2 three verbs in the past continuous
3 three adverbs which say when things happened

5 **Read the task. Then plan your ideas and make some notes. Use the ideas below to help you.**

Your English teacher has asked you to write a story.
Your story must begin with this sentence: *I decided to make a gift for my friend.*

- Who are the characters?
- What are the main events?
- What happens in the end?
- Why did you want to make the gift?

6 **Compare your ideas with a partner. Can you improve your plan?**

7 **Write your story.**

- Use the tips in the *Prepare to write* box.
- Write about 100 words.
- Remember to check your spelling and grammar.



6 TAKE CARE OF YOURSELF



ABOUT YOU

Have you ever had to help someone who was hurt?
What did you do?
When did you last have a day off school because you were ill?

VOCABULARY Health verbs

1 Look at the photos. What's wrong with the people?

2 Read the quiz. Check the meaning of the words.

EP

1 If you **burn** your hand on a hot pan, you should …
A put some ice on your hand.
B put some butter on your hand.
C put your hand under cool water.

2 If you **cut** your hand with a knife, you should …
A hold your hand in the air.
B put pressure on the area and then clean it with cold water.
C call a doctor.

3 If your nose starts to **bleed**, you should …
A put your head back.
B hold the top of your nose firmly between your thumb and a finger.
C put your head forward and **blow your nose**.

4 If you look at a screen for a long time, you must …
A **blink** regularly.
B turn off the lights in your room.
C wear glasses.

5 You are at the cinema, and your friend starts **coughing**. You should …
A hit them on the back.
B offer them a sweet or a drink.
C give them a bar of chocolate.

6 If you **injure** your foot while you are playing football, you should …
A change your shoes.
B continue kicking the ball.
C stop playing and rest for a few days until you **recover**.

7 Your dad says his back **aches** after exercising. He should …
A always take an aspirin before going to bed.
B relax in a hot bath.
C go to the hospital.

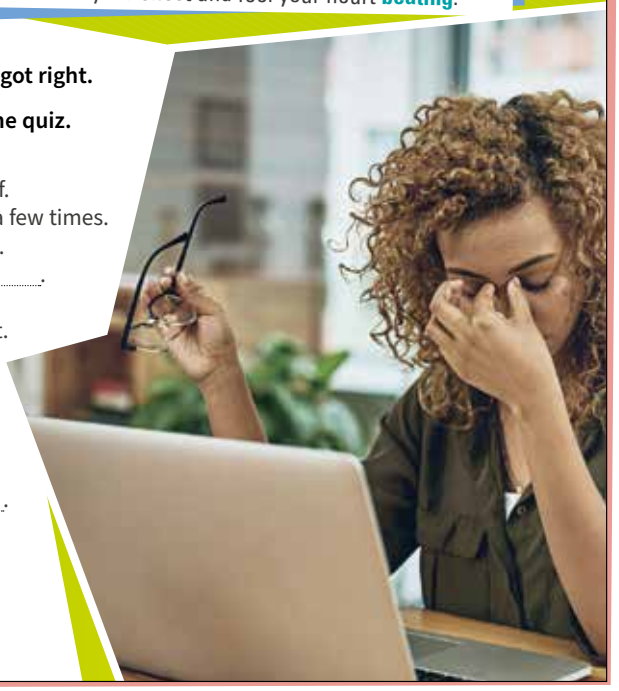
8 You're in class and you feel that you're going to **yawn**. You should …
A tell the teacher that you feel a bit bored.
B **breathe** in through your nose and out through your mouth.
C put your hand on your chest and feel your heart **beating**.

3 Do the quiz with your partner.

20 **4** Listen to a podcast and see how many answers in the quiz you got right.

5 Complete the sentences with the correct form of words from the quiz.

1 After an hour of running, my leg muscles really _____.
2 Be careful with that sharp knife or you might _____ yourself.
3 When I had something in my eye, my dad told me to _____ a few times.
4 My friend _____ her hand while she was ironing her clothes.
5 There was silence, the music started and then somebody _____. Very annoying!
6 When I was playing basketball, I fell over and _____ my foot.
7 Sometimes you _____ when you're tired or bored.
8 When we run or do exercise, we _____ more quickly.
9 Last year I had the flu and it took me ages to _____. I was off school for two weeks!
10 I was really excited and I could feel my heart _____.
11 The ball hit me hard in the face and my nose began to _____.
12 My mum had a really bad cold last month. She was sneezing and _____ all day.



6 TAKE CARE OF YOURSELF

Unit Overview

TOPIC	Health and wellbeing
VOCABULARY	Health verbs
READING	Screen time at bedtime
GRAMMAR	Modals: Obligation, necessity and advice (1)
VOCABULARY	Words with *some, any, every* and *no*
LISTENING	Short conversations
SPEAKING	Discussing options (1)

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 137; TB page 242
WORKBOOK: pages 24–27
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 6; Vocabulary worksheet Unit 6
TEST GENERATOR: Unit test 6

WARMER

Ask students to make sentences about when they or a younger sibling last hurt themselves, what they were doing and what happened. Monitor and help with vocabulary and check they are using the past simple and past continuous. Ask for volunteers to tell the class and help students get their ideas across.

ABOUT YOU

Ask students to write key words in answer to the questions. Put them into pairs to exchange information and monitor and encourage them to extend their answers with detail. Nominate individuals to tell the class about their partner.

VOCABULARY Health verbs

1 Direct students to the photos and ask for volunteers to suggest what's wrong with the people. Help with pronunciation as necessary.

Answers

In the photos, a boy has injured his leg and a woman has tired / sore eyes after looking at her computer screen for too long.

2 Ask students to look at the quiz and say what they think it's about (*how much they know about keeping yourself and others healthy*). Take a vote on the most popular suggestions. Put students into mixed ability pairs and do the first word together as a class. Ask students to read the question and the three possible answers. Ask them which words and phrases give them clues about the word in bold, *burn* (for example, *hot pan, ice, cool water*). Monitor and help as necessary as students continue in pairs. Check answers as a class and help students express their ideas. You could use gesture and mime to help where necessary.

Possible answers

burn = hurt by heat or fire
cut = break the surface of the skin
bleed = to lose blood
blow your nose = use a tissue to clear your nose
blink = close and open eyes quickly
coughing = pushing air out of your throat or lungs
injure = physically hurt
recover = go back to the normal state
aches = gives continuous pain, not strong
yawn = take a lot air into the lungs when tired or bored
breathe = to move air into and out of the lungs
beating = the regular sound the heart makes

3 Ask students to do the quiz together and monitor and advise them to choose the closest alternative if necessary.

20 **4** Model the words in blue before students listen so they are aware of the pronunciation and can recognise them more quickly. Play the recording and pause after each question to check answers. Also, ask students what else they remember from the text and play the recording a second time if you think they need more practice.

Answers

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

» AUDIOSCRIPT TB PAGE 266

5 Ask students to read the sentences, ignoring the gaps, and check they understand the vocabulary. Tell students to say what type of word is missing in all the sentences (*verbs*) and remind them to think about form and spelling. Do the first item together as a class before putting students into same ability pairs. Monitor and support students by giving them the infinitive form of the verb for any items they find difficult. Nominate individuals to give answers and others to say if they agree before feeding back. Help with pronunciation as necessary.

Answers

1 ache/ached 2 cut 3 blink 4 burned
5 coughed / blew their nose 6 injured 7 yawn 8 breathe
9 recover 10 beating/beat 11 bleed
12 blowing her nose / coughing

READING

BACKGROUND INFORMATION

According to the BBC, children aged between five and sixteen spend an average of six and a half hours a day looking at a screen, with some teenage boys spending an average of eight hours. Although research figures vary, there is general consensus that young people are spending far too much time on screen-based activities. It is also agreed that engaging in screen-based activities before bedtime has a large and negative effect on children's sleep, including young people having insufficient and poor quality sleep.

1 Nominate students to answer the questions and calculate the average number of hours for each question. If there is a difference, invite students to suggest reasons why. Do not over-correct for accuracy, but help students get their ideas across.

Answers

Students' own answers

2 Go through the instructions and ask for suggestions. Set a short time limit of about four minutes for students to read the text quickly. Ask students to explain their answers and say why they ruled out others.

Answers

How to get to sleep
How much sleep you need
Looking at your mobile phone
Reading a book at bedtime

3 Read the instructions and do the first item as a class. Ask students to say which words or phrases in paragraph A are topically connected to the title (suggestions: *devices, blue light, sleep hormone, melatonin, sleep patterns, circadian rhythms*). Help students understand the general meanings where necessary. Put students into mixed ability pairs to complete the activity and monitor and help where necessary.

Answers

A 5 B 2 C 4 D 1

21 The Reading text is recorded for students to listen, read and check their answers.

4 Ask students to read the meanings 1–5 and check vocabulary if necessary. Do the first item as a class, asking for a volunteer to suggest an answer. Re-read the section of the text and substitute the highlighted word or phrase for a meaning from 1–5 to check it makes sense. Remind students to do this to help them check their answers. Monitor and help as they continue individually before inviting individuals to give answers and see if the class agrees before feeding back. Ask for volunteers to give reasons for their choice.

Answers

1 feature 2 mood 3 concentrate 4 devices 5 wondering

MIXED ABILITY

For weaker students, monitor and point to information in the main text that could help them intuit the meaning of some of the highlighted words or phrases. For example:

devices = *like phones or tablets*; concentrate = *brain, harder to learn*; mood = *sad or anxious*; wondering – *why …, how …*; feature = *night-time setting*.

TALKING POINTS

Put students into same ability pairs to write a note of useful vocabulary to use before discussing the questions. As students discuss in pairs, monitor and encourage them to add examples of situations or reasons to expand on their answers. Give positive feedback where possible. Bring the class together to share ideas.

FAST FINISHERS

Ask fast finishers to give each other advice to improve the quality of their sleep. Listen out for their use of modal verbs and make a note of problems for the next class. Do not over-correct for accuracy as students share these with the class.

COOLER

Write the highlighted words and phrases from Vocabulary, Exercise 2, on page 36 on the board. Give students one minute to study the words and phrases, then erase them. Tell students to write down the words they remember. Find out who remembered the most, and ask them to come and write them on the board. Ask the class to look again at page 36 to see if there are any missing words, and add them to the board. Check spellings and pronunciation as a class.

READING



21

1 **How many hours sleep do you get most nights? How many hours do you think you should get?**

2 **Read the title of the article. Which of the topics do you think it will discuss? Read the article quickly to check your ideas.**

- ☐ How to get to sleep
- ☐ How much sleep you need
- ☐ The true meaning of dreams
- ☐ Looking at your mobile phone
- ☐ Reading a book at bedtime

SCREEN TIME at BEDTIME

Do you find yourself yawning all day at school? You probably need more sleep – according to doctors, teenagers have to get at least nine hours' sleep a night. However, it's not just how much sleep you get that's important. What you do before you go to bed also has a huge effect on how you feel the next day. If you spend time chatting to someone on social media, or reading a book on your e-reader, you are not alone. However, you ought to reduce your screen time at night. Although scientists are only just beginning to understand the full effects, the main message is that using devices like phones or tablets before bedtime is not good for your health.

A All devices' screens give out a large amount of blue light. That isn't a problem unless you want to go to sleep. This blue light affects the body's production of the sleep hormone, melatonin, which can change your sleep patterns, or circadian rhythms. So it isn't just getting to sleep that becomes hard, but the quality of your sleep also suffers. The result is that you can wake up several times during the night, and have difficulty getting up in the morning.

B Sleep is food for the brain, so not sleeping well can be a serious problem for anyone, but is especially bad for teenagers, because their brains are still developing. When you don't sleep well, it can be difficult to concentrate at school, which makes it harder to learn and get good grades. It can also affect your mood, making you feel sad or anxious.

C So, it's clear you shouldn't use your phone or tablet before you go to sleep. Why not leave your phone in another room? You mustn't worry about your friends. Nothing on social media is so important that it can't wait a few hours! You should rediscover paper books and enjoy feeling tired and sleepy before bedtime rather than wondering why your best friend hasn't liked your photo! How will you wake up? You don't have to use the alarm on your phone. Go and buy yourself an old-fashioned alarm clock!

D The negative effects that screen time is having on sleep has been in the news a lot recently, so manufacturers of smartphones and tablets have added a feature to their devices that can help reduce these. Most new phones have a night-time setting that changes the colour of the screen so that it gives out less blue light. So, if you really can't avoid going onto social media at bedtime, you ought to think about turning on this setting on your phone.

3 **Match the titles to paragraphs A–D. There is one extra title that you don't need.**

1 What are technology companies doing about this?
2 The dangers of not getting a good night's sleep
3 What you should eat before you go to bed
4 How to reduce your screen time
5 The science of sleep and technology use

4 **Match the highlighted words in the article to the meanings.**

1 an important part or characteristic of something
2 the way you feel
3 think about the thing you are doing and nothing else
4 pieces of electronic equipment, like phones or tablets
5 trying to understand the reason for something

TALKING POINTS

What was the last thing you did before you went to sleep last night?
Do you have a routine before going to sleep?
Do you think you should change your bedtime routine? In what ways?

GRAMMAR Modals: Obligation, necessity and advice (1)

1 **Read the examples. Then complete the rules with the verbs in the examples.**

1 Teenagers **have to** get at least nine hours' sleep a night.
2 You **don't have to** use the alarm on your phone.
3 You **mustn't** worry about your friends.
4 You **ought to** reduce your screen time at night.
5 You **should** rediscover books.
6 It's clear you **shouldn't** use your phone or tablet before you go to sleep.

We can use modal verbs to express obligation, necessity and advice. We use:

a *should* and _____ to say that something is a good idea.
b _____ to say that something is a bad idea.
c _____ to say that something is necessary.
d _____ to say that something is not necessary.
e _____ to say it is very important not to do something.

GRAMMAR REFERENCE AND PRACTICE PAGE 137

22 **2** **Listen. Choose the correct modal verbs.**

1 You *have to* / *shouldn't* protect your head in hot weather.
2 You *mustn't* / *should* park here.
3 You *don't have to* / *ought to* visit the sports shop.
4 You *don't have to* / *mustn't* run in the hospital.
5 You *ought to* / *don't have to* feed the dog.
6 You *have to* / *shouldn't* panic in this situation.

3 **Choose the correct verbs.**

1 You *don't have to* / *must* buy food for me. I can do it myself!
2 In my opinion, all young people *have to* / *should* stay at school until they are 18.
3 I have a doctor's appointment before school tomorrow so I *must* / *have to* get up early.
4 I'm happy you like reading but you *don't have to* / *mustn't* sit down all day long. It's not good for you.
5 I must *to ask* / *ask* you one question.
6 You don't *must* / *have to* make lunch for me.
7 To keep fit, you *don't have to* / *shouldn't* take the bus every day.
8 Unfortunately, I will be late tomorrow because I *should* / *have to* visit the dentist.

VOCABULARY Words with *some, any, every* and *no*

1 **Choose the correct word to complete the examples.**

Check your answer in the article on page 37.

If you spend time chatting to *someone* / *no one* on social media, or reading a book on your e-reader, you are not alone.
Nothing / *Anything* on social media is so important that it can't wait a few hours!

2 **Use words from each box to make new words.**

EP

any	every	no	some
one	thing	where	

People	Things	Places
anyone		

3 **Choose the correct words.**

1 I think *someone* / *anyone* is trying to call you.
2 I spent the morning shopping, but I didn't buy *something* / *anything*.
3 I'd love to live *somewhere* / *everywhere* warm.
4 *No one* / *Everyone* is waiting to hear news about Jo. We're all ready.
5 I'm really hungry, but there's *nothing* / *anything* to eat!

4 **Complete the email with words from Exercise 2.**

To: auntiemay@teentroubles.com

Dear Auntie May,

I want to tell you about [1] _____ in my class. He used to be really fun and easygoing, but I think that there is [2] _____ wrong with him. [3] _____ in my class thinks the same. We had to do a project together and he was annoyed all the time. He didn't seem to have [4] _____ to say and [5] _____ we could say made him feel any better. We don't know what to do. What should we do? Please help us!

Juan

GRAMMAR Modals: Obligation, necessity and advice (1)

WARMER

Books closed. Draw four columns on the board and write the following phrases as headings: *this is a good idea; this is a bad idea; this is necessary; this isn't necessary.* Put students into pairs or small groups to make suggestions for getting a good night's sleep. Ask for suggestions and to choose a column for it. Monitor for the use of *have to, don't have to, should* and *ought to* and make a mental note of where students might need extra guidance.

1 Ask students to read sentences 1–6, check vocabulary as necessary and go through the exercise with the class. Check answers and ask students to say which of the four columns they would put the advice in (a good idea – *4, 5*; a bad idea – *6*; necessary – *1, 3*; not necessary – *2*). Ask students to make similar sentences to talk about how to avoid the health problems in Vocabulary, Exercise 2, page 36. If necessary, remind students that *have to* is different to the other modal verbs in that the auxiliary *do* is required for questions and negatives.

Answers

a ought to b shouldn't c have to d don't have to e mustn't

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 242

22 **2** Ask students to read sentences 1–6 and check vocabulary if necessary. Play the recording for students to complete the sentences. Tell them to compare in pairs and play the recording again if necessary.

Answers

1 have to 2 mustn't 3 ought to 4 mustn't 5 don't have to 6 shouldn't

» AUDIOSCRIPT TB PAGE 267

3 Do the first item together as a class before putting students into same ability pairs to complete the activity. Monitor and encourage weaker students to refer to the information on the board if necessary. Check answers and give extra pronunciation practice as necessary.

Answers

1 don't have to 2 should 3 have to 4 mustn't 5 ask 6 have to 7 shouldn't 8 have to

FAST FINISHERS

Ask fast finishers to write sentences talking about personal obligation, necessity and advice on a slip of paper. They write their names on the back of the paper before you collect them in. Read some of the sentences to the class for students to guess who wrote it.

» GRAMMAR WORKSHEET UNIT 6

VOCABULARY Words with *some, any, every* and *no*

1 Ask students to read and complete the examples. Ask for answers before directing students to the introduction and paragraph C on page 37 to check. If necessary, ask students to look back to Unit 1 Grammar Reference on page 147 to review the meaning and use of *some, any* and *no.*

Answers

someone; Nothing

2 Do the exercise together as a class, and check students understand that *every* means the same as *all*, for example *Everyone hates to hear bad news* means *Every person hates to hear bad news* and is used with the verb in the third-person singular. However, we say *all people hate*, as *all* is used with the verb in the third-person plural. Copy the table onto the board and ask for volunteers to make new words to complete it. Remind students that *everybody* is an alternative to *everyone.*

Answers

People	Things	Places
anyone	anything	anywhere
everyone	everything	everywhere
no one	nothing	nowhere
someone	something	somewhere

3 Ask students to do the exercise individually before comparing in pairs. Monitor and help before nominating individuals to suggest answers. See if the class agrees before feeding back. Ask stronger students to explain their answers (see Answers).

Answers

1 someone (*anyone* refers to an unlimited number of people)
2 anything (*something* refers to something specific)
3 somewhere (*everywhere* refers to an unlimited place)
4 Everyone (*No one* refers to not anybody)
5 nothing (*anything* refers to an unlimited amount)

4 Ask students to read the email, ignoring the gaps, and to say why Juan is writing (*his class are worried about a student*). Monitor and help as necessary as students continue individually.

MIXED ABILITY

Write the words needed to complete the sentences in a jumbled order on the board to narrow down options to offer more support to weaker students.

Answers

1 someone 2 something 3 Everyone 4 anything 5 nothing

» VOCABULARY WORKSHEET UNIT 6

LISTENING

1 Direct students to the first picture and question. Brainstorm key words students might hear in the recording and write them on the board. Model them clearly to help students recognise them more quickly if they occur in the text. Ask students to continue in mixed ability pairs and nominate different pairs to say what they can see. Encourage others to add information.

Possible answers

1 A bench, changing room; B floor, walking machine, gym; C reception desk, monitor
2 A stomach; B ear; C coughing
3 A salad; B fish; C pasta
4 A sleeping; B cooking/preparing food; C doing exercise
5 A hands under tap; B hand in towel; C hand in the air
6 A walking and listening to music; B riding a bike; C playing volleyball
7 A football magazine; B computer game; C some fruit

Tips Tell students to look at the pictures and think about the situation. Advise them to read each question carefully, to think about the words they expect to hear and how these words might sound before they listen.

23 2 Play the recording for students to do the activity, pausing after each section to give students time to compare their answers. Check answers as a class.

Answers

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

» AUDIOSCRIPT TB PAGE 267

SPEAKING Discussing options (1)

Tips Tell students to read the situation carefully, then to look at the pictures and think of reasons why some of the suggestions might not be suitable. Advise them to look at the different pictures and to think about key words they could use to talk about each one. Remind them to make sure they give each other time to speak.

1 Direct students to the instructions, situation and the pictures. Ask them to look at the first two pictures and to brainstorm key words and phrases they might find useful for their discussion and write them on the board. Put students into same ability pairs to think of more words for each of the pictures. Ask for suggestions and add them to the board (for example *play chess, dance, sing, music*). Help with pronunciation as necessary.

Answers

Students' own answers

2 Model the phrases for expressing opinions in the *Prepare to speak* box and ask for volunteers to complete the sentences in 'Giving your opinion' with their own ideas. Check for grammatical accuracy and write an example for each one on the board. Ask for volunteers or nominate two strong students to have an open class discussion about what would be best to do for the boy's sister's first day at home after a stay in hospital. Give positive feedback where students have used the phrases and given reasons or examples to support their opinions. Ask students to do the activity in pairs and monitor and help as necessary, making sure they encourage their partner to speak if they are quiet. For extra practice, ask students to suggest other activities and repeat the conversation.

Answers

Students' own answers

COOLER

Ask students to revise the unit and make a list of important new vocabulary. They should write the words in alphabetical order before swapping with another student and asking each other how to spell the words.

LISTENING

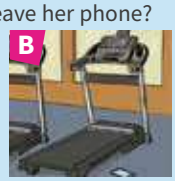
1 **You are going to listen to some short extracts. Read the questions and look at the pictures. What can you see in each one?**

2 **Listen and for each question, choose the correct answer. Then listen again and check.**

23

1 Where did Lola leave her phone?







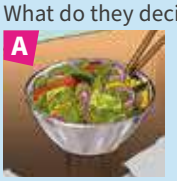
2 What's wrong with the boy at the moment?







3 What do they decide to eat for lunch?







4 What does the woman say many teenagers should do more of?

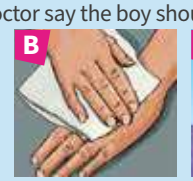






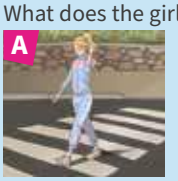
5 What does the doctor say the boy should do now?



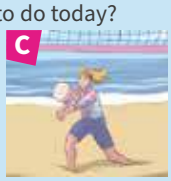




6 What does the girl hope to be able to do today?







7 What will the friends take John in hospital?







SPEAKING Discussing options (1)

1 **Read the instructions for the task below. Think about each idea and make notes. Compare your notes with a partner.**

A boy's sister is coming home from hospital. Here are some things they could do for her first day at home. Talk together about the **different** things they could do, and decide which one would be the **best**.

2 **Discuss your ideas with your partner. Talk about all the ideas and agree on which is best. Use phrases from the *Prepare to speak* box.**

Things to do for sister's first day at home








PREPARE TO SPEAK

Expressing opinions

Giving your opinion
I think / don't think …
In my opinion …
In my view …

Asking someone's opinion
What do you think?
Do you agree?

CULTURE

SPORTS IN CANADA

ABOUT YOU

What are the most popular sports in your country?
Can you name any typical sports from other countries?
What are the advantages of playing team sports?

1 **Match the words in the box to the equipment (A–F) in the photos opposite.**

bat helmet hoop pads puck stick

2 **Read the article. For each sport, how many professional teams are there in Canada?**

3 **Answer the questions with information from the texts.**

1 Where do many Canadians go skating for the first time?
2 What did Frederick Stanley do for Canadian ice hockey?
3 How are Canadian and American football different?
4 In what sport do athletes compete for the Grey Cup?
5 Why could softball be easier for children than baseball?
6 Which baseball team won the World Series in 1992?
7 Why can we say that basketball is a Canadian sport?

LACROSSE



4 **Match the highlighted words in the text to the meanings.**

1 free time
2 something that keeps you safe
3 started or created
4 at the present time
5 cold, solid and hard, like ice
6 not professional players



24 **5** **Listen to a presentation about lacrosse, another Canadian national sport. Number the topics in the order you hear them.**

a ..... the number of players
b ..... the people who invented it
c ..... the international federation
d ..... the stick that players use
e ..... how long the matches are
f ..... the national association
g ..... equipment for protection
h ..... the size of the lacrosse ball

24 **6** **Listen again. Are the sentences true or false?**

1 A French explorer invented lacrosse in 1637.
2 The national association was created in 1867.
3 Players pass the lacrosse ball with their hands.
4 There are two teams with ten players each.
5 Matches are two hours long with four periods.
6 The international federation has more than 50 member countries.

7 **Read the *Useful language* phrases. Complete them with the words in the box.**

equipment hands matches
players scoring team

USEFUL LANGUAGE

Talking about sports

1 Each … has got (ten) players.
2 The … have to (run) a lot.
3 They win by … more points.
4 Players can/can't use their …
5 They must use special ….
6 The … are (one hour) long.

CULTURE

Learning Objectives

- The students learn about sports in Canada.
- In the project stage, they create a presentation about a national sport and deliver this to the class.

Vocabulary

amateurs established frozen leisure nowadays protection

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: Sports in Canada

BACKGROUND INFORMATION

The red maple tree was considered important from the times of the aboriginal people who inhabited the territory, and was first recognised as a symbol of Canada in 1700. The leaf was adopted as the official national symbol when Canada's national flag was created on 15th February 1965. Before that time, the flag was red, with the Union Jack at the top left. The maple leaf was described as the King of the Canadian forest, as well as the symbol of the people. The leaf itself has 11 points, and represents no particular species of maple.

WARMER

Brainstorm some sports onto the board and encourage the students to complete this table:

Sport	Equipment	How do you play it?
football	*ball, two goals*	*Players kick the ball and score goals*

Ask students, in pairs, to ask and answer questions about their favourite sports. Write these questions on the board to help them: *What's your favourite sport? How do you play it? How often do you play it? Do you play in a team?*

ABOUT YOU

Ask students to write key words in answer to the questions. Put them into pairs to exchange information and monitor and encourage them to extend their answers with reasons and examples. Nominate individuals to tell the class about their partner and ask if others do or think the same.

1 Direct students to the photos of the equipment A–F and ask if anyone has ever played or seen a game of lacrosse. Say each of the words for students to call out the corresponding photo letter.

Answers

A stick B puck C helmet D pads E hoop F bat

2 Ask students to look at the article and say which team sports are played in Canada (*ice hockey, Canadian football, basketball* and *baseball*). Direct students to the article and set a short time limit of about three minutes for students to find out how many professional teams there are in Canada for each sport. Ask for volunteers to give answers.

Answers

ice hockey – 7 Canadian football – 8 basketball – 1 baseball – 1

3 Ask students to read the sentences and underline key words to help them locate the information in the text. Tell students to ignore any unknown vocabulary at this stage. Remind them that they should then read the relevant part of the text carefully to find the information they need to answer the questions. Nominate individuals to give answers and to give reasons. See if the class agrees before feeding back.

Answers

1 at public ice rinks and frozen lakes
2 created the Stanley Cup competition
3 Canadian teams have 12 players instead of 11, and the playing field is larger.
4 Canadian football
5 The ball is bigger and softer and so it's easier to hit with a bat.
6 Toronto Blue Jays
7 A Canadian invented it.

MIXED ABILITY

As you monitor, offer support where needed by pointing to the relevant parts of the text to help students locate the answers.

25 The Reading text is recorded for students to listen, read and check their answers.

4 Tell students to complete the exercise individually, and to compare their answers with a partner. Advise students to read each sentence in the texts that contains a highlighted word and to check that these match the meaning of the synonyms or paraphrases (1–6). Nominate individuals to give answers, and others to say if they agree or not.

Answers

1 leisure 2 protection 3 established 4 nowadays 5 frozen 6 amateurs

FAST FINISHERS

Ask fast finishers to make a note of other vocabulary they are unsure of and to use the information in the text to guess meanings. Ask students to report to the class after checking answers to Exercise 4.

CONTINUED ON PAGE 78

24 **5** Ask students, in their pairs, to identify and underline key words in questions a–h to orientate their listening. Ask for volunteers to suggest a sequence and write the corresponding letters on the board. Play the audio for students to sequence the topics and nominate individuals to give answers.

Answers

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

24 **6** Tell students, in their pairs, to identify and underline key words in questions 1–6 and to think about how these words sound before they listen. Ask for volunteers to tell the class their key words and monitor and give pronunciation practice if necessary so the students are more prepared to recognise the words when they hear them. Play the audio for students to write t (true) or f (false) next to the statements. When you check answers, see if students can correct the false sentences.

Answers

1 false (wrote about) 2 true 3 false (with a special stick)
4 true 5 false (one hour) 6 true

» **AUDIOSCRIPT TB PAGE 268**

7 Tell students that, for the *Project*, they will be giving a presentation about a national sport, and the vocabulary in the box will be useful. Put them into mixed ability pairs and ask them to complete the phrases in the *Useful language* box. Ask for volunteers to read the completed sentences and help with pronunciation as you check answers.

Answers

1 team 2 players 3 scoring 4 hands 5 equipment
6 matches

PROJECT ***A presentation***

Go through the instructions with the class. Direct students to look again at the topics of the sentences in Exercise 5 and to suggest the type of information they could include in their answers to the *Project* questions 1–6. Write useful key words and phrases on the board. Monitor and help students make notes as necessary, and encourage them to use the phrases from the *Useful language* box. Put students into pairs and give them the opportunity to practise making their presentations with each other using their notes before they give their presentations to the class. Suggest that students make notes of interesting ideas that could be used in the project extension activity.

PROJECT EXTENSION

Organise the students into groups or pairs and tell them they are going to produce a text about a national sport similar to the *Team Sports in Canada* article. Ask them to look at this text again and ask: 'How is it organised? Are there headings?' (There is an introduction and four headings relating to different sports.)

Tell the students to choose a national sport and find out about it. They should make notes in a table and could include any interesting information they learned from other students' presentations. Then ask them to write about the sport, including an introduction and headings relevant to their article, and decorate their notes with any photos they have been able to find. Display their work around the classroom.

05 **CULTURE VIDEO: Sports in Canada**

When students have completed the lesson, they can watch the video and complete the worksheet.

COOLER

In pairs, the students answer the *Project* questions 1–6 about lacrosse and compare it with the sport they talked about in their presentations. Encourage them to talk about the similarities and the differences and ask them which of the sports they'd rather play, and why.



TEAM SPORTS IN CANADA

Many Canadians enjoy team sports. Some are amateurs who play in their free time, while others are professional athletes. Team sports also attract lots of spectators, especially when there is a national or international championship.

ICE HOCKEY

is Canada's official winter sport and the most popular sport on TV. In this cold, northern country, many people learn to skate as children, at public ice rinks or on frozen lakes. Many boys and girls sign up for junior hockey and continue playing as adults. Canada has seven professional teams that play in the National Hockey League. The NHL also includes 24 teams from the USA. Every year, these teams compete for the Stanley Cup, which is the oldest hockey award in North America. It's named after Lord Frederick Stanley, who established the competition in 1893.

CANADIAN FOOTBALL

is another popular spectator sport in Canada. It's quite similar to American football because the players wear helmets, shoulder pads and other types of protection. However, Canadian teams have twelve players (instead of only eleven) and the playing field is larger. Many Canadian high schools and universities have football teams that compete in regional and national championships. There is also a Canadian Football League with eight professional teams. The most important CFL competition is the Grey Cup, which millions of fans watch on TV every year.





BASKETBALL

isn't the most popular team sport in Canada, which is surprising because a Canadian teacher invented the game in 1891. James Naismith was working at a school in the USA when he had an idea for a new team sport. Nowadays, Canadian students often play basketball in PE class and it's also a typical after-school activity. At the moment, there is only one professional basketball team in Canada – the Toronto Raptors – which competes in the NBA. There are also Canadian players on other NBA teams.

BASEBALL

is an iconic sport in the USA and many Canadians also enjoy playing and watching the game. Many young people play baseball in their leisure time and softball is also popular. Softball is similar to baseball, but the ball is softer and bigger, so it's easier to hit with a bat. At the professional level, Canada has one major league baseball team – the Toronto Blue Jays. They compete against teams in the USA and have won the World Series championship twice, in 1992 and in 1993. There used to be another Canadian team in Montreal, called the Expos, but they moved to Washington D.C. after the 2004 season.



PROJECT

A presentation

Prepare a presentation about a national sport. Use the topics in Exercise 5 and the questions below to help you.

1 Where is the sport popular? Who plays it?
2 How is the sport played?
3 What special equipment do players use?
4 Is the sport similar to any other sports?
5 What is the history of the sport?
6 What are the biggest competitions?

Make your presentation to the class.

05 NOW WATCH THE CULTURE VIDEO

7 SOUND CHECK

ABOUT YOU

How important is music to you?
What's your favourite kind of music?
When and where do you listen to music?

VOCABULARY Music

1 **Look at the photos. Where do you think the people are? What are they doing?**

2 **Listen and match the recordings to the photos.**











3 **Complete the sentences with the words in the box. Listen again and check.**

celebrity clip concert hall DJ festival gig guitarist live lyrics music channel musicians music video production sound technician studio

1 I'm _____ Mike playing your favourite music.
2 And this morning, Gina is in the _____ with us.
3 I guess you could say I've been a _____ at home for about three years now.
4 But tonight is my first _____ in Europe.
5 The bass _____ is amazing, don't you think? He plays so well.
6 These _____ make no sense. They're awful.
7 And it's all recorded anyhow – not even _____!
8 They shouldn't call this event a live music _____!
9 We are live from the Sydney Opera House – a _____ that is familiar to our regular listeners.
10 And this is VVTV – the only _____ that plays *your* music.
11 Go to our website to watch a _____ of the band's recent show in Boston.
12 Let's take a look at boyband EE's latest _____.
13 Like me, you probably think the _____ record their music and that's it.
14 I've just come back from the London Sound Studio where I spoke to _____ Bob Jackson.
15 He has introduced me to a whole new world: the world of sound _____.

4 **Ask and answer the questions.**

1 Have you ever been to a music festival? Would you like to go to one? Why? / Why not?
2 Do you watch music videos? How do you watch them?
3 Who are the most famous celebrities in your country?
4 Which musicians do you admire? Why?
5 Describe your favourite music video.

7 SOUND CHECK

Unit Overview

TOPIC	Music and musicians
VOCABULARY	Music
READING	Shawn Mendes
GRAMMAR	Present perfect and past simple
VOCABULARY	Word families
WRITING	An email (1)

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 138;
TB pages 242-243
WORKBOOK: pages 28–31
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 7;
Vocabulary worksheet Unit 7
TEST GENERATOR: Unit test 7; Term test 1

WARMER

Write the title of the unit on the board and see if students know what it means (*to check instruments and equipment before a music performance*). Ask students what their favourite kinds of music are (e.g. *rock, pop, jazz, rap*) and write the top five on the board. Set a time limit of three minutes and put students into pairs to list as many performers for each category as they can. Ask the pair with the longest list for each type of music to read it to the class.

ABOUT YOU

Tell students to make notes to answer the questions before putting them into pairs to discuss their ideas. Model the activity by giving your own responses and encourage students to extend their answers with reasons and examples. Invite students to tell the class what another student thinks and feels about music and when and where they listen to it.

VOCABULARY Music

1 Ask students to look at the photos and answer the questions. Write any interesting or useful music vocabulary and key words and phrases on the board, including the places where the music events are taking place: *TV/radio studio, concert hall, festival, recording studio.*

Possible answers

A The band is recording a music video.
B The people are musicians and are at Sydney Opera House concert hall.
C The person is in a music recording studio at a mixing desk. He may be a sound engineer or a producer.
D The crowd is at a music festival. They may be listening to a gig or waiting for a band / singer to start.
E The people are in a radio studio. There is an interview taking place.

26 **2** Tell students they will hear five short conversations and play the recording for students to match the speakers with the photos. If you feel students need more support, pause the recording after each of the texts and elicit answers. You could ask students to recall what they can remember about each conversation before asking them to listen again and follow with the audioscript.

Answers

1 E 2 D 3 B 4 A 5 C

26 **3** Books closed. Read the words and phrases from the box and check students understand meanings. Monitor and help with pronunciation as this will make it easier for students to recognise the words when they hear them. Ask students to open their books and read items 1–15, ignoring the gaps, and check vocabulary as necessary. Monitor and help if necessary as students complete the sentences individually. Ask students to compare answers with a partner before checking as a class.

Nominate individuals to give answers and model words for pronunciation where necessary. Point out the difference in pronunciation in the word *live* /laɪv/ (*seen or heard as it happens*) and *live* /lɪv/ (*have your home somewhere*).

MIXED ABILITY

Ask stronger students to complete the sentences without looking at the box first. They can then check and make any necessary changes.

Answers

1 DJ 2 studio 3 celebrity 4 gig 5 guitarist 6 lyrics 7 live
8 festival 9 concert hall 10 music channel 11 clip
12 music video 13 musicians 14 sound technician
15 production

» AUDIOSCRIPT TB PAGE 268

4 Put students into pairs to read the questions. Remind them to expand their answers with examples and reasons as they discuss the questions. Monitor and give positive feedback for detailed and/or interesting information. Bring the class together and report any interesting comments. Students give their own answers.

FAST FINISHERS

Ask fast finishers to choose two questions from Exercise 4. They should write a paragraph about their partner using as much vocabulary from Exercise 3 as possible. They can read it to the class after Exercise 4.

READING

BACKGROUND INFORMATION

Technology developments and social media have had a huge effect on the music industry. More and more music is available for free or very cheaply and thousands of songs are uploaded every day onto the internet using music streaming apps such as Amazon Music, Apple Music or Spotify. However, while many people pay to use these services, some stream music illegally and deprive musicians of revenue. Musicians are much more independent now; they have more control over the distribution of their music and are able to cultivate their own audiences. Music fans have much more variety and choice than ever before.

1 Read the question and elicit some suggestions from the class. Encourage students to use opinion phrases from Unit 6 and write key words on the board.

Answers

Students' own answers

2 Ask students to make suggestions about the significance of the numbers. Help them express their ideas and add more key words to the board.

Answers

Students' own answers

3 Before students read the article, pre-teach *follower*, *social media* and *posts*. Write the words on the board and give the following definitions: 'a piece of writing published online, like a blog' (*posts*); 'someone who chooses to see a person's posts or messages' (*follower*); 'websites and applications for people to share information' (*social media*). Set a short time limit of about three minutes for students to read the article quickly to check their ideas for Exercise 2. Tell them to guess the meaning of new vocabulary at this stage. Brainstorm answers as a class.

Answers

A the year he became famous
B the number of minutes it took for his debut EP to reach number 1 on iTunes
C 10.8 million – the number of followers on Twitter in 2014
D The number of 'likes' he had on Vine after he posted his version of the Justin Bieber song *As Long as You Love Me*

4 Do the first item together as a class. Ask students to read the question and options A–C and check vocabulary as necessary. Ask students to underline key words in the options (suggestions: A – *lessons*; B – *watched videos*; C – *friend taught*) and to read the first paragraph carefully to identify the correct option (*B*). Ask for volunteers to say why the other options are wrong (suggestion: *points not mentioned*). Monitor and help as necessary as students continue individually and ask fast finishers to decide why other options are wrong. Check answers as a class, and direct students to the relevant part of the text where they can locate the answer.

Answers

1 B 2 C 3 A 4 B 5 C

27 The Reading text is recorded for students to listen, read and check their answers.

5 Ask students to read the meanings 1–5 and check vocabulary as necessary. Do the first item as a class, asking for a volunteer to suggest an answer. Ask students how they can check their answers (by re-reading the section of the text before and after the gap, and substituting the highlighted word or phrase for a meaning (1–5) to check the sentence makes general sense). Monitor and help as students continue individually before inviting individuals to give answers and see if the class agrees before feeding back.

Answers

1 achieved 2 performs 3 checked 4 interacted
5 signed up with

TALKING POINTS

Put students into pairs to write some notes on useful vocabulary to use before discussing the questions. As students discuss in pairs, monitor and encourage them to add examples of situations or reasons to expand on their answers. Give positive feedback where possible. Bring the class together to share ideas.

COOLER

Write the words and phrases from Vocabulary, Exercise 3, on page 42 on the board. Give students one minute to study the words and phrases, then erase them. Tell students to write down the words they remember. Find out who remembered the most, and ask them to come and write them on the board. Ask the class if there are any missing words, and add them to the board. Check spellings and pronunciation as a class.

READING

Shawn Mendes



1 Look at the photo. How do you think he became famous?

2 These numbers are all about the life of the person in the photo. What do you think they represent?

A 2014 **B** 37 **C** 10.8 **D** 10,000

3 Read the article and check your ideas.

Our series of your favourite young celebrities continues. This week Rachel Mead writes about Canadian singer-songwriter Shawn Mendes.

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This is a true story of success. Shawn Mendes was like any other teenager who went to school and did sports activities like ice hockey and football. He also really loved music and he wanted to be able to play the guitar. So he taught himself from watching YouTube videos and practised every day. At the same time, he worked really hard on his singing. He's not only a great singer, he performs really well, too!

In 2014 he shot to fame, thanks to social media. The story began with the launch of the video sharing service Vine. Mendes added a short clip of himself singing a version of the Justin Bieber song *As Long as You Love Me*. When he checked his account the next day, he saw that he had 10,000 likes.

He soon moved to the bigger channel, YouTube, where he uploaded more and more clips, and his follower count grew. He interacted with his fans by asking them to tell him what to sing.

2014 was a big year for Mendes. He had 2.4 million followers on Vine, 10.8 million followers on Twitter and almost a million subscribers on YouTube. He signed up with a record company and his four-track debut EP reached number one on iTunes in 37 minutes! A year later, he was included in a list of the 25 most influential teenagers, and in 2016 he was in the Forbes' annual list of '30 under 30' – the 30 most important celebrities under 30 years old.

Mendes is young, but he's already achieved so much. He's opened for one of Taylor Swift's world tours, he's modelled for an agency and he's had an acting part in a TV show, *The 100*. He's received awards for his music and in 2015 he won the MTV Europe Music award.

I've just become a Mendes fan. But some of my friends have followed him from the beginning and still love him now. The special relationship with his fans has just grown and grown. On his website there is a section just for us, the fans – *Shawn Access*, and that's where you can get a ticket for the small gigs he holds. I'd love to attend a live show – it must be amazing!

Next week:

If you would like to tell us about your favourite celebrity, just drop us an email to ed@prepareteen.co.uk

4 Read the article again and answer the questions.

1 How did Shawn learn the guitar?
- **A** He had lessons.
- **B** He watched some YouTube videos.
- **C** A friend taught him.

2 What did he first put on the video sharing site Vine?
- **A** his own song
- **B** guitar music
- **C** a well-known song

3 How did he increase his popularity on YouTube?
- **A** by uploading more clips of his songs
- **B** by telling fans to sing his songs
- **C** by setting up his own channel

4 Which area has he not worked in, according to the article?
- **A** fashion **B** sports **C** television

5 What can some fans enjoy?
- **A** He gives out extra tickets to his fans.
- **B** He spends the time posting about his fans.
- **C** He gives special concerts for a few fans.

5 Match the highlighted words in the text to the meanings.

1 succeeded in doing something good, usually by working hard
2 entertains people by acting, dancing, singing, playing music
3 looked at
4 talked and did things with other people
5 officially joined

TALKING POINTS

Have you ever uploaded a video to YouTube? Why? / Why not?

Why do people upload videos to YouTube?

In the future, do you think all stars will become famous through the power of social media?

GRAMMAR Present perfect and past simple

1 **Match two examples to each rule.**

1 I've just become a Mendes fan.
2 The next day he checked his account.
3 Mendes is young, but he's already achieved so much.
4 He practised every day.

a We use the present perfect to talk about something in the past that has a link to the present.
b We use the past simple to talk about completed actions in the past. It only refers to the past.

2 **Complete the sentences with the past simple or present perfect of the verbs.**

1 Mike _____ (buy) his ticket for the music festival two months ago.
2 He _____ (pay) a lot of money for it.
3 He _____ (not / see) his favourite band live before and so he's excited.
4 Mike's mum wants to help, so she _____ (offer) to take him to the stadium.
5 Mike doesn't need a lift from his mum because he _____ (organise) a lift with a friend.
6 Mike _____ (call) his friend last night to make the final arrangements for their trip.

3 **We often use the adverbs *just*, *already* and *yet* with the present perfect. Read the examples and complete the rules with *just*, *already* or *yet*.**

1 Zara has just sent me a text.
2 We've already learned how to record a singer.
3 I haven't had time yet.
4 Have you started your school project yet?

With the present perfect, we use:
a _____ when something has happened at some time before now.
b _____ when something happened a short time ago.
c _____ in questions and negative sentences when something has (possibly) not happened.

GRAMMAR REFERENCE AND PRACTICE PAGE 138

4 **Read the examples in Exercise 3 again. Which adverb is used at the end of a sentence? Where are the other adverbs used?**

5 **Correct the mistake in each sentence.**

1 I just seen your advertisement.
2 Yesterday I have bought a new album.
3 A new student, Maria Vaz have joined our class.
4 Did you already decide to buy the festival ticket?
5 I haven't seen the clip yesterday.
6 I didn't see the band play there yet.

6 **Complete the sentences with the present perfect form of the verbs. Put the adverbs in the correct place.**

1 I _____ an advertisement for *The X Factor* – I think I'll apply! (see / just)
2 Some of the singers _____ in front of a large audience. (sing / already)
3 They _____ who the judges are _____. (not announce / yet)
4 It's two hours to show time and the performers _____ their costumes on. (put / already)
5 Jake _____ in public _____. (not perform / yet)
6 Our town _____ its annual music festival. It was last week. (hold / just)

7 **Ask and answer these questions with a partner.**

1 Have you listened to an artist on social media recently? Who was it?
2 When did you last listen to music by your favourite artist? Did you listen to a track or the whole album?
3 How many artists have you seen live?

VOCABULARY Word families

1 **Look at the words in the examples. What kind of word are they?**

1 I'd like David to help me to check it first.
2 He's really helpful.
3 If you need any help, give me a call.

2 **Complete the table.**

Noun	Verb	Adjective
music / musician	–	**1**
performance / performer	**2**	–
3	advertise	–
entertainment / entertainer	**4**	**5**
6	achieve	–
7	record	–

3 **Talk about a musician you like for 30 seconds. Try to use at least one form of each of the words in Exercise 2.**

GRAMMAR Present perfect and past simple

WARMER

Books closed. Nominate individuals to answer these questions: 'Have you been to (local place)? When did you go?'. Continue until two or three have given their answers and write both questions on the board.

1 Read the rules aloud and do the exercise as a class. Focus on sentences 2 and 3 and ask about the time each one is referring to (sentence 2 = *a moment in the past*, sentence 3 = *before now*).

Answers

1 and 3 a
2 and 4 b

2 Put students into mixed ability pairs to do the exercise. Monitor and focus on accuracy, especially negative structures and subject/verb agreement, helping as necessary. Nominate individuals to give answers and ask the class to say if they are correct before confirming. Nominate stronger students to say why the present perfect has been used in sentences 3–5 (rule a in Exercise 1).

Answers

1 bought 2 paid 3 hasn't seen 4 has offered
5 has organised 6 called

3 Focus on the words in bold and tell students that each one gives extra information about the way in which a past action is connected to the present. Do the matching activity as a class, emphasising the difference in meaning in options a–c.

Answers

a already b just c yet

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGES 242–243

4 Books closed. Write sentences 1–4 from Exercise 3 on the board without the adverbs. Say an adverb and a sentence number and ask a student to say the sentence with the adverb. Ask the class to listen and say if the adverb was in the correct position. If so, add it to the sentence.

Answers

Yet is usually used at the end of a sentence. *Already* and *just* commonly come at the beginning of a sentence, after the auxiliary verb and before the main verb.

5 Tell students to read the sentences and check any new vocabulary. Ask students to do the exercise individually and monitor and check for accuracy. Allow them to compare their answers with a partner before checking as a class. See if the class agrees before confirming.

Answers

1 I **have just seen** 2 Yesterday **I bought** 3 **has joined**
4 **Have** you already **decided** 5 I **didn't see** 6 I **haven't seen**

MIXED ABILITY

Put students into same ability pairs to write sentences about past events using *just, already* and *yet*. Weaker students write affirmative sentences and stronger ones write negative or question forms. Ask for volunteers to read a sentence for the class to say if it is correct. If it isn't correct, the class suggest changes.

6 Do the first item together as a class before students continue in mixed ability pairs. You may need to explain *apply* (request something officially), *judges* (people who choose the winner of a competition) and *annual* (every year). Monitor and help as necessary before checking answers.

Answers

1 've just seen 2 have already sung
3 haven't announced … yet 4 have already put
5 hasn't performed in public … yet 6 has just held

7 Put students into same ability pairs to discuss the questions. Monitor and give positive feedback where possible. Students give their own answers.

» GRAMMAR WORKSHEET UNIT 7

VOCABULARY Word families

1 Tell students to look at the example sentences and the words in bold. Ask 'What have they got in common?' (they all contain the word *help*). Draw three columns on the board, headed *Noun*, *Verb* and *Adjective* and do the exercise as a class. Write the words in the appropriate columns.

Answers

1 verb 2 adjective 3 noun

2 Put students into mixed ability pairs to complete the table. Invite students to give answers and monitor and check for pronunciation. Point out the difference in syllable stress in *REcord* (noun) and *reCORD* (verb).

Answers

1 musical 2 perform 3 advertisement 4 entertain
5 entertaining 6 achievement 7 record / recording

3 Give students about three minutes to write some key words to talk about a musician. Put students into pairs or small groups to give their mini presentations.

Possible answers

My favourite artist is the musician Lorde. She has performed all over the world. She doesn't play any instruments but she sings beautifully. She achieved world fame at a very young age. She has just recorded a new album called *Melodrama*. I like her music but it doesn't entertain my parents!

FAST FINISHERS

Ask fast finishers to write anagrams of the vocabulary in Exercise 2. Tell them to swap papers with another fast finisher to guess the word.

» VOCABULARY WORKSHEET UNIT 7

WRITING An email (1)

1 Ask students to read Sophia's email and say if she enjoyed playing music on the stage (*yes, she did*). Ask students which three questions Jacob asked (*Where did it take place? What was it like? How did you feel?*) and if Sophie answered all of them.

Answers

Yes, she does.

2 Ask students if Sophia's letter is formal or informal (*informal, it's written to a friend*). Read the question aloud. Direct students to the *Prepare to write* box to identify which of the phrases Sophia uses.

Answers

Dear; Write soon; great

3 Read the instructions and ask for an example of a short form (e.g. *I've* in the eighth sentence) to check understanding. Set a short time limit for them to find the short forms.

Answers

can't; I've; I'll

4 Do the first item as a class before monitoring and helping as students work individually and rewrite the sentences. Nominate individuals to give answers and ask the others to monitor for the pronunciation of short forms. Give pronunciation practice if necessary.

Answers

1 He's never been to a music festival.
2 We're going to give Amy a lift at 8 pm.
3 Do you know who's going to perform next?
4 I'd really like to see a live classical music concert.
5 They haven't bought their tickets yet.
6 Dan and Gemma couldn't find a place to park near the concert.

5 Do the first item together as a class before asking students to continue individually. Monitor and help as necessary. Say each of the words in turn for students to call out the more informal equivalents from the text and write the answers on the board. Ask students to close their books and see if they can remember the more formal equivalents before asking them to make true/false statements about themselves using informal phrases. The class identify the false statements.

Answers

1 loads 2 scary 3 great 4 mates 5 had such a cool time

Tips Tell students to look at the tenses used in the email from Alex, and to use this to help them with their replies. Advise students to think about the conversation that would occur face-to-face using the information in the notes. Remind students to check their language is informal and to revise their grammar and spelling.

6 Give students a time limit (for example, 15 minutes) to write their email and tell them to revise their work when they have finished. Pair students who finish at the same time to read each other's emails. They can comment on which things from the *Prepare to write* box their partner has included.

Model answer

Hi Alex,
It sounds like you had a really great weekend with your mates at the festival in the countryside.
I went to a really cool music festival in Spain last year.
The weather was fantastic. Loads of people stayed at the campsite but we stayed in a small village near the festival site.
There were two fields with different music playing in each one. There were loads of famous musicians and it was great to be able to choose the type of music you wanted to listen to.
Like you, I've never performed on a stage and I don't want to!
Love Annie

COOLER

Books closed. Put students into pairs or small groups and give them about three minutes to write down as many words, phrases and/or expressions as they can on the theme of music. Ask pairs/groups to take turns reading their lists aloud and see which group has the longest list.

WRITING An email (1)

1 **Read part of an email that Sophia has received from her friend Jacob. Then read Sophia's reply. Does Sophia answer all Jacob's questions?**

Last night, I went to an awesome concert in our town with my brother. It was amazing!

Tell me about a concert you enjoyed. Where did it take place? What was it like? How did you feel?

Dear Jacob,

It was our school concert last week! And our band played!

It took place in the school hall and there were loads of great performances from different year groups.

I performed at the concert with my mates. When I first walked on stage, it was dark and scary – you can't imagine how nervous I felt! Then the lights came on and we played our music. It was awesome! We had such a cool time and I've never seen so many people clap – for us! We recorded it, so I'll send you a recording.

Write soon,
Sophia

2 **Read the *Prepare to write* box. What phrases does Sophia use to begin and end her email?**

PREPARE TO WRITE
An email

In informal letters and emails:

- use an informal phrase to begin your letter: *Dear …, Hi …, Hello …*
- use an informal phrase to end your letter: *Write soon, Love, See you soon*
- use short forms: *I've, won't, we'll*
- use informal language: *amazing, great*

3 **Find three short forms in Sophia's email.**

4 **Rewrite the sentences using short forms.**

1 He has never been to a music festival.
2 We are going to give Amy a lift at 8 pm.
3 Do you know who is going to perform next?
4 I would really like to see a live classical music concert.
5 They have not bought their tickets yet.
6 Dan and Gemma could not find a place to park near the concert.



5 **Match the highlighted informal words in Sophia's email to the meanings.**

1 lots
2 frightening
3 very good
4 friends
5 enjoyed

6 **Read this email from your English-speaking friend, Alex, and the notes you have made. Write your email to Alex, using ALL the notes. Use the tips in the *Prepare to write* box. Write about 100 words. Remember to check your spelling and grammar.**

To:
From: Alex
Reply Forward

Hi,

I went to a music festival in the countryside at the weekend. We camped in a field for two days and went to lots of concerts. It was fun!

Have you ever been to a music festival?

What did you enjoy most about it?

I've never performed on a stage, have you? I'm too scared!

Write soon!
Alex

Great!

Yes – say where you went

Explain to Alex

No, but …

8 AMAZING ARCHITECTURE

ABOUT YOU

06 **Watch the video and then answer the questions.**

What is your favourite building?

Do you prefer old or modern buildings?

How important is it to have local facilities near your home?

VOCABULARY Describing buildings

1 **Match the sentences to the houses in photos 1–3 on the opposite page.**

EP

a The solar panels and glass walls on this house make it look **brand new**. Its **original** shape is **spectacular** to look at. It's more contemporary than the other houses.

b This house is **unusual** because it's very narrow. Inside this home is very stylish thanks to its bright, **fresh** design.

c This house is a **classic** example of a **historic** tower. Its design is very **traditional** but it could be quite **cosy** inside. It's not as **modern** as the other houses.

2 **Complete the chart with the adjectives from Exercise 1.**

Age	Opinion
brand new	*unusual*

3 **Look at the photos again. Discuss the advantages and disadvantages of living in each building.**

28 **4** **Listen to two people talking about the buildings in Exercise 1. Do they mention any of your ideas?**

5 **Discuss the questions.**

1 How much space do you need to live in? Why?
2 What sort of house would you like to live in?
3 Describe the most unusual building you have ever visited or read about.

READING

1 **The five students below are learning about unusual homes around the world. Each student wants to find out more about one unusual home, which they will write about for an architecture project. Read the information about each student and underline the things they are interested in. The first one has been done for you.**

1 Marcelo loves all kinds of sport and wants to find out about a modern home that has been designed for a famous sportsperson. He loves buildings by the ocean, too.

2 Gloria is very interested in old buildings. She would like to write about one which is in the countryside, and has fantastic views of the landscape.

3 Harry wants to find out about a well-known architect who designed a building which the architect then lived in. He also has an interest in furniture.

4 Sofie is keen to learn about a building that is the smallest of its kind. She likes city buildings and wants to find one that is located in an interesting neighbourhood.

5 Kurt wants to learn about a modern home that is better for the environment than other buildings and has won competitions because of its original architecture.

2 **Read the descriptions of eight unusual homes (A–H) quickly. Which two are shown in the pictures on the opposite page? Decide which home would be the most suitable for each student (1–5) to write about.**

TALKING POINTS

In what ways are some modern buildings better for the environment?

What makes a good family home, in your opinion?

Would you prefer to live in a city or the countryside? Why?



8 AMAZING ARCHITECTURE

Unit Overview

TOPIC	Buildings and homes
VOCABULARY	Describing buildings
READING	Unusual homes around the world
GRAMMAR	Comparative and superlative adjectives
VOCABULARY	Strong adjectives and adverbs
LISTENING	Six short conversations
SPEAKING	Describing a picture (1)

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 139; TB page 243
WORKBOOK: pages 32–35
VIDEO AND VIDEO WORKSHEET: Amazing architecture
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 8; Vocabulary worksheet Unit 8
TEST GENERATOR: Unit test 8

WARMER

Set a time limit for students to write size, shape, age, colour and materials adjectives to describe different homes or apartments, e.g. *small*, *modern*. Then ask them to write one sentence to describe a place using two or three adjectives from their list. Students read their sentences aloud to the group, who take a vote on which one sounds the most interesting.

ABOUT YOU

06 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box and tell students to make a note of useful words and phrases to answer the questions. Check students understand the word *facilities* and give them the following examples: 'parks, sports clubs, leisure centres, cinema, libraries, shops', if necessary. Put students into pairs to compare notes before asking for volunteers to give answers.

VOCABULARY Describing buildings

1 Do the activity together as a class. Ask students to match the descriptions to the photos of the houses before checking vocabulary as necessary.

Answers

1 a 2 c 3 b

2 Direct students to the chart and the examples. Ask for one more word for each column. Allow them to compare their answers in pairs before checking as a class and writing the adjectives in the corresponding columns on the board. Help with pronunciation as necessary; for example check students don't insert an unnecessary vowel sound before *spectacular* /spekˈtæk.jʊ.lə/, and that syllable stress is correctly placed on *traditional* /trəˈdɪʃ.ən.əl/.

Answers

Age: recent, brand new, historic, modern, traditional, original
Opinion: unusual, fresh, spectacular, classic, cosy

3 Tell students you will say one advantage and disadvantage of living in one of the houses and they should guess which house you are talking about. Direct students to the photo of the other houses and invite two or three students to comment on what it would be like to live there. Help students express their ideas and write any new adjectives on the board. Put students into pairs to do the activity and give positive feedback where possible.

MIXED ABILITY

Monitor and encourage stronger students to complete Exercise 3 without looking at the chart or the board. Direct weaker students to the chart and help as necessary.

28 **4** Tell students they will listen to two people talking about the buildings and that they will use some of the vocabulary in the chart. Choose six adjectives to model for the class, and ask them to indicate which syllable is stressed. This will prepare them to recognise some of the vocabulary in the audio. Tell students to write very brief notes or to underline words in the chart as they listen. Play the recording, pausing after each speaker if necessary. Ask for volunteers to give a summary of what each speaker said.

» AUDIOSCRIPT TB PAGES 268–269

5 Put students into same ability pairs or small groups to discuss the questions. Invite pairs to discuss the questions in front of the class.

CONTINUED ON PAGE 90

READING

Tips Tell students to read the descriptions of the people carefully before reading the eight texts. Advise students that there are three texts that they will not need to use and tell them to re-read the description and chosen text again to make sure that all of the things given in the description are included.

1 Read the instructions and the example with the class, encouraging students to guess the meaning of new vocabulary if necessary. Put students into mixed ability pairs to read texts 2–5 and monitor and help as necessary. Compare answers as a class.

Answers

2 Gloria is very interested in old buildings. She would like to write about one which is in the countryside, and has fantastic views of the landscape.
3 Harry wants to find out about a well-known architect who designed a building which the architect then lived in. He also has an interest in furniture.
4 Sofie is keen to learn about a building that is the smallest of its kind. She likes city buildings and wants to find one that is located in an interesting neighbourhood.
5 Kurt wants to learn about a modern home that is better for the environment than other buildings and has won competitions because of its original architecture.

2 Ask students to read the descriptions on page 47 quickly and to say which are shown in the pictures. Then ask students to read the first house (description A) very carefully and say who they think it would be suitable for (*Sofie*). Advise students to read the remaining descriptions very carefully and to underline any matches they find as they read. Remind them that they should check that *all* the requirements of each person have been met. As you check answers, nominate individuals to give the information in the text which helped them make the match.

Answers

The homes shown on the page are 1 House NA, 2 Freston Tower and 3 Keret House.
1 E 2 D 3 G 4 A 5 B

29 The Reading text is recorded for students to listen, read and check their answers.

TALKING POINTS

Students discuss the questions in pairs. Monitor and encourage them to justify their opinions, and report examples of interesting comments to the class.

FAST FINISHERS

Ask fast finishers to write a brief description of another person who is interested in one of the homes C, F or H. They exchange descriptions with another fast finisher and say which house they could write about.

COOLER

Ask students to write a list of age and opinion words they could use to describe their house or another house they know.

29

UNUSUAL HOMES AROUND THE WORLD

A Keret House

Keret House could be the world's narrowest home and is just 122 cm at its widest point! A Polish architect living in the country's capital walked past the space between a house and an apartment block one day and decided to build something there. The area around it is full of things to do and see.

B Crossway

Located in the most beautiful part of England, this home was designed by architect Richard Hawkes to live in. Less than 20 years old, it is a 'passive' house: it uses little energy, the sun produces all its electricity, and it has a 'living' roof which reduces pollution. These unusual features have earned the house prizes.

C House NA

The architects who built this house wanted to feel like they were living in the trees. This led to a modern house made of glass in a quiet part of Tokyo, Japan. The floors are at different levels, like branches, making it easier for the people who live there to move around – and it's good exercise for them, too!

D Freston Tower

This historic tower in southern England has lasted for several centuries. There are six floors with a single small room on each one. The sitting room is right at the top of the building, and from here, you can see the beautiful river, where people go sailing, and the fields beyond.

E Pas House

This unusual house near the beach in California, USA, is divided into three separate spaces, each ideal for skateboarding: the floor, walls and ceiling join together into one enormous tube. The idea came from a former world champion, who wanted somewhere exciting to live.

F Old Light

Located off the coast of England, the Old Light is situated in one of the least busy areas of the country. The building was once a lighthouse, which warned ships at sea of nearby rocks. The house is now divided into two guest flats. The lighthouse is not as tall as some, but is in a beautiful position near the sea – perfect for swimming!

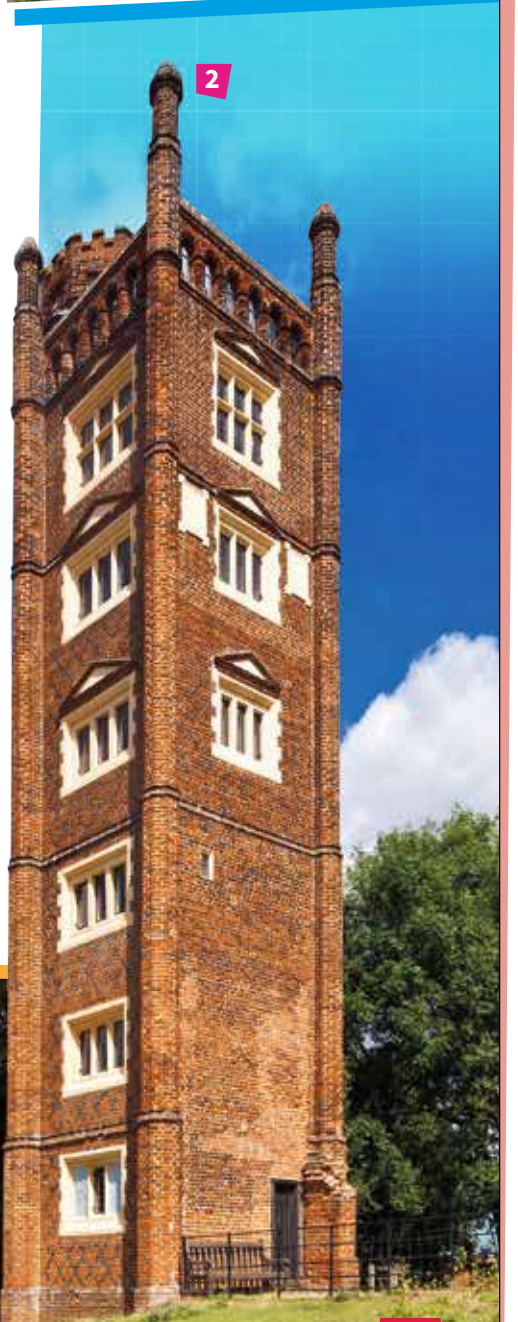
G Gropius House

Other architects may be more famous, but the buildings Walter Gropius created are among the most important of the last century. He designed Gropius House in the USA as his family home which can now be visited. Inside there is a collection of chairs and other items which belonged to the family.

H The Heliodrome

This recently built original house is situated in peaceful countryside in France. It was built so that its rooms, furniture and paintings are in the shade during summer. Even better than this is that in winter, the sun *does* enter through the windows, making the house warm without heating – and therefore cheaper to live in!


1


2


3



GRAMMAR Comparative and superlative adjectives

1 **Read the examples and write *C* for comparative or *S* for superlative.**

1 This is certainly not the world's **biggest** house! *S*
2 The floors are at different levels, like branches, making it **easier** for the people who live there to move around.
3 Kurt wants to learn about a modern home that is **better** for the environment than others.
4 It's only 122 cm at its **widest** point.
5 Located in **the most beautiful** part of England …
6 The Old Light is situated in one of **the least busy** areas of the country.
7 Other architects may be **more famous**.
8 … making the house warm without heating – and therefore **cheaper** to live in!
9 Most houses without views are **less expensive** than those with views.
10 Keret House is **as narrow as** a car.
11 We've just read about a house that is **narrower** than any other.

» GRAMMAR REFERENCE AND PRACTICE PAGE 139

2 **Read Exercise 1 again and answer these questions.**

1 Which adjective is irregular?
2 What do we add to regular adjectives with one syllable?
3 What happens to adjectives like *big*?
4 What happens if a one-syllable or two-syllable adjective ends in *-y*?
5 How do we form positive and negative comparatives and superlatives for most adjectives with more than one syllable?
6 What do we use when we want to say that two things are the same?

3 **Complete the sentences with the correct form of the adjective in brackets.**

1 I picked this house because it's _____ than the houses in the city centre. (quiet)
2 My parents would be _____ in the countryside than in the busy town. (happy)
3 I think my town will be _____ in 20 years' time. (big)
4 In Spain, one of _____ festivals is in January. It's Día de los Reyes Magos. (popular)
5 Henry is _____ person in our class. (intelligent)
6 My cousins live _____ from my grandparents than me. (far)
7 I think this is _____ advice I can give you. (good)
8 This mirror is _____ than that one. I think I'll take both! (cheap)

4 **Rewrite the sentences so that they have the same meaning. Use the words in brackets.**

1 My house is bigger than Maggie's. (not as)
2 The design wasn't as traditional as I thought. (less)
3 Homes with sea views are more expensive than all others. (most)
4 Both films were entertaining but I preferred the first. (more)
5 Our new house is closer to shops than our old house. (far)
6 My old bike wasn't as good as my new one. (better)

5 **Answer the questions about your town or city. Talk to your partner. Do you have the same ideas?**

1 Which is the biggest building?
2 Which is the oldest building?
3 Which is the most unusual building?
4 Which is the most beautiful building? Why?
5 Which is the least attractive building? Why?

VOCABULARY Strong adjectives and adverbs

1 **Look at the photos and the captions. Which adjective has a stronger meaning?**



2 **Put the adjectives in the correct column to make pairs.**

EP

~~ancient~~ brand new bad big cold enormous exhausted freezing good new ~~old~~ spectacular terrible tired

Normal adjectives	Strong adjectives
old	*ancient*

3 **Read the examples and complete the rules.**

The house was **absolutely** spectacular.
It had **incredibly** big windows.
The family was **very** happy with their new house.
It was **extremely** difficult to find the house.

With normal adjectives we use the adverbs _____, _____, *incredibly*, *really*.
With strong adjectives we use the adverbs _____, *really*.

4 » **Work in pairs. Turn to page 120.**

GRAMMAR Comparative and superlative adjectives

WARMER

Write the following adjectives on the board: *tall*, *cold*, *nice*, *entertaining*. Put students into small teams and ask them to write sentences comparing two or three things using the adjectives, for example, *January is the coldest month.* Ask for examples from each of the teams and see if others think the sentences are grammatically correct. Write one example for each adjective on the board.

1 Read the instructions and do the first two items as a class. Ask 'Which word is used to compare one thing with all the others?' (*biggest* – a superlative) and 'Which word is used to compare one thing with another?' (*easier* – a comparative). Monitor and help as necessary as students continue the exercise individually. Check answers and see if the class agrees before confirming.

Answers

1 S 2 C 3 C 4 S 5 S 6 S 7 C 8 C 9 C 10 C 11 C

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 243

2 Ask students to read sentences 1–6 and give examples for each one to help understanding if necessary. Monitor and help as students complete the exercise individually. Put students into mixed ability pairs to compare their answers before checking answers with the class.

Answers

1 good 2 *-er* / *-est* 3 Double the last letter and add *-er* / *-est*.
4 ends in consonant + *y* so drop the *-y* and add *-ier*
5 Use *more*/*most* or *less*/*least*. 6 *as … as*

3 Remind students to decide how many things are being talked about so they can use the correct form of the adjective. Tell students to read item 1 and say if a comparative or superlative adjective form is needed and why (*comparative – one house compared to some, but not all, other houses*). Ask for a volunteer to say the complete sentence. Put students into pairs to continue and monitor and help with pronunciation as necessary. Nominate individuals to give answers.

Answers

1 quieter 2 happier 3 bigger 4 the most popular
5 the most / least intelligent 6 further 7 the best 8 cheaper

4 Tell students to read items 1–6 and check vocabulary as necessary. Go through the first item as a class to demonstrate the activity and write the answer on the board. Point out the change in the position of the noun phrases *my house* and *Maggie's* in the original sentence, and that the elided *house* needs to be added. Put students into pairs to continue and monitor and help as necessary. Nominate stronger students to give answers and check the students agree before feeding back.

MIXED ABILITY

Help weaker students by giving them the first three words for sentences 2–6.

Answers

1 Maggie's house isn't as big as / is not as big as my house.
2 The design was less traditional than I thought.
3 Homes with sea views are the most expensive.
4 The first film was more entertaining than the second.
5 Our old house was further from shops than our new house.
6 My new bike is better than my old one.

FAST FINISHERS

Ask stronger students to underline examples of comparative and superlative adjectives in *Unusual homes around the world* on page 47 to present to the class after you have checked the answers to Exercise 4.

5 Give students about three minutes to make a note of their answers to the questions before putting them into pairs to ask and answer. Bring the class together and nominate one student to ask a question, and to nominate another to answer. Continue for each of the questions. Students give their own answers.

» GRAMMAR WORKSHEET UNIT 8

VOCABULARY Strong adjectives and adverbs

1 Do the activity as a class, reminding students that the position of adjectives is fixed, and always placed before the noun.

Answers

enormous

2 Copy the table on the board and add *big* and *enormous* from Exercise 1. Continue the activity as a class, helping with meaning and pronunciation as necessary.

Answers

Normal adjectives: old, bad, big, cold, good, new, tired
Strong adjectives: ancient, brand new, enormous, exhausted, freezing, spectacular, terrible

3 Ask students to read the examples and to notice the adverbs of degree (*absolutely, incredibly, very, extremely*). Point out that adverbs of degree are placed before the adjective and ask students to decide if the following adjectives are 'normal' or 'strong' (normal = *big, happy*; strong = *spectacular, difficult*).

Answers

Normal adjectives: very, extremely
Strong adjectives: absolutely

4 Put students into same ability pairs and monitor and help as they do the activity. Encourage stronger pairs to complete the sentences without looking back at Exercise 3.

Answers

1 really/very/extremely/incredibly 2 really/absolutely
3 really/absolutely 4 absolutely/really
5 really/very/extremely/incredibly 6 really/absolutely
7 really/absolutely 8 really/very/extremely/incredibly

» VOCABULARY WORKSHEET UNIT 8

LISTENING

Tips Tell students to look carefully at the options as they listen. Advise students to underline key words in the options before listening.

30 **1** Go through the question with the class and play the recording for students to choose the correct option. Play the recording a second time, giving students the option of following the audioscript as they listen.

Answers

C

» AUDIOSCRIPT TB PAGE 269

31 **2** Ask students to read the questions and to underline similar key words in each of the options. Play the conversations and ask students to compare in pairs before playing a second time. Check answers as a class. Point out that students may not have heard the same words in the recording as in the question.

Answers

2 A 3 B 4 C 5 B 6 A

» AUDIOSCRIPT TB PAGES 269–270

SPEAKING Describing a picture (1)

1 Direct students to the photo on page 121 and elicit useful words and phrases. Write them on the board, e.g. *fun*, *unusual*, *strange*.

Answers

Students' own answers

32 **2** Tell students they will listen to somebody describing the house and play the recording. Ask 'Did you hear any of the words or phrases on the board?'.

Answers

Students' own answers

32 **3** Ask students to look at the adjectives in the box and model pronunciation to help students recognise them when they listen. Check answers.

Answers

unusual, strange, normal, soft, comfortable, perfect

4 Direct students to the example adjectives in the table. Tell them that the table shows the order of adjectives, and that it is very rare to read or hear a noun phrase containing more than two or three adjectives. Monitor and help as necessary as students complete the activity. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

1 gorgeous brand new leather
2 beautiful little glass
3 big square
4 comfortable large red

32 **5** Tell students that sometimes it's difficult to find the words to describe something and speakers use phrases to indicate that they are giving approximate descriptions. Ask students to look at the *Prepare to speak* box and say the phrases. Ask for students to describe items in the classroom using the phrases. Play the recording for students to complete the sentences. Ask for volunteers to say the whole sentence as you check answers.

Answers

1 looks like 2 things like that 3 some kind of 4 a bit like
5 seems 6 more like

» AUDIOSCRIPT TB PAGE 270

Tips Remind students to say as much as they can to answer general questions about what they can see, for example, *Who …? What…? Where…?* Advise students not to talk about things which they cannot see in the picture.

6 Direct students to page 121. Put them into pairs to describe the picture. Suggest they answer imaginary *Wh-* questions and to look at the *Prepare to speak* box for help if necessary. Monitor and give positive feedback where possible. Bring the class together and ask for volunteers to describe a picture for the class.

Answers

Students' own answers

COOLER

Ask students to write some adjective phrases to describe items in their bags, pockets or in their rooms at home. Tell them to use the table in Exercise 4 to help.

LISTENING

1 **Read question 1 and look at the underlined words. Can you think of words with a similar meaning? Listen to the first part of the recording, which is about people who are moving to a new place. Choose A, B or C.**

30

1 You will hear a boy talking to his friend about her move. How does the girl feel about moving to a city?
- **A** sad that she won't see her friends any more
- **B** excited about living in a more interesting place
- **C** glad it isn't too far from where she's living now

2 **Now listen to the rest of the conversations about people who are moving to a new place. For each question, choose the correct answer.**

31

2 You will hear a boy talking to his friend about his new school. What does he like about it?
- **A** how good the facilities are
- **B** how much space there is
- **C** how modern it is

3 You will hear a boy and a girl talking about making friends. What does the girl say about making friends in her new village?
- **A** She doesn't think she will be very good at it.
- **B** She expects people will be friendly towards her.
- **C** She has met some interesting people her age.

4 You will hear two friends talking about the boy's new family home. What does he like most about it?
- **A** It is in a peaceful location.
- **B** It looks similar to his old home.
- **C** He will have his own bedroom.

5 You will hear a girl telling her friend about the town she is going to live in. How does she feel about the move?
- **A** excited to have the chance to attend a sports event
- **B** keen to do a new activity in the town
- **C** pleased to continue with an old hobby

6 You will hear two friends talking about moving to the countryside. They agree that
- **A** it will be a good place to practise their hobby.
- **B** it will be hard to find interesting things to do.
- **C** it will be nice to live a less busy life.

SPEAKING Describing a picture (1)

1 **Look at the photo of skateboarders inside Pas House on page 121. How would you describe it?**

32 **2** **Listen to Julia. Does she mention any of your ideas from Exercise 1?**

32 **3** **Which adjectives in the box does Julia use? Listen again and check.**

awesome big comfortable
large lovely normal perfect
soft strange unusual

4 **Read the 'order of adjectives' table below. Then put the adjectives in the correct order in the phrases below.**

1 a _____ sofa (leather / brand new / gorgeous)
2 some _____ bowls (little / beautiful / glass)
3 a _____ table (square / big)
4 some _____ chairs (red / comfortable / large)

32 **5** **Read the *Prepare to speak* box. Which phrases does Julia use? Listen again and complete the sentences below.**

1 I can see a room in what _____ a house.
2 It's got designer lights and _____.
3 A guy is sitting on _____ seat.
4 Not pillows exactly, but _____ pillows?
5 It _____ to be made out of skateboards.
6 This place looks _____ a skate park than a house.

PREPARE TO SPEAK

When you don't know the right word

It looks (a bit) like …
It looks more like …
It seems to be …
that kind of thing
something like that
some kind of

6 » **Work in pairs. Turn to page 121.**

Order of adjectives

QUALITY	SIZE	SHAPE	AGE	COLOUR	NATIONALITY	MATERIAL
awesome	*large*	*square*	*old*	*black*	*Polish*	*leather*

LIFE SKILLS CREATIVITY AND INNOVATION

CREATIVE WRITING

LIFE SKILLS

Creative writing

Many young people enjoy writing in their free time. It can be fun and it also helps people develop their creativity and imagination. For these reasons, students should also do creative writing tasks at school. With practice, they become easier, even for people who don't write as a hobby.

1 **Ask and answer the questions with a partner.**

1 What do you enjoy reading in your free time?
2 What was the last book or story that you read?
3 Do you ever write or imagine your own stories?

2 **Read the article on the opposite page about how to plan a story. Do you use a similar process for writing stories? Complete the sentences in the article with the words in the box.**

main middle person time true

3 **Complete the sentences about the article with two or three words.**

1 There are ways _____ the creative writing process.
2 The villain is someone who _____ for other characters.
3 Sometimes the narrator knows what a character _____.
4 The setting includes facts about the _____ of the story.
5 Most writers revise and _____ many times before they are happy.

4 **Match the highlighted words in the text to the meanings.**

1 unusual or unknown
2 well-known and easy to recognise
3 work to find an answer
4 the feeling of a situation
5 working in the best way
6 think or believe that something will happen

33 **5** **Listen to Sam and Kate. How does Sam describe the genre of his story for English class?**

33 **6** **Listen again and answer the questions.**

1 Why hasn't Sam finished writing his story yet?
2 What location is Sam thinking about for his story?
3 Who are Sam's four main characters going to be?
4 What happens when they go down to the basement?
5 Why can't the characters call the police for help?
6 What type of ending is Sam planning for his story?

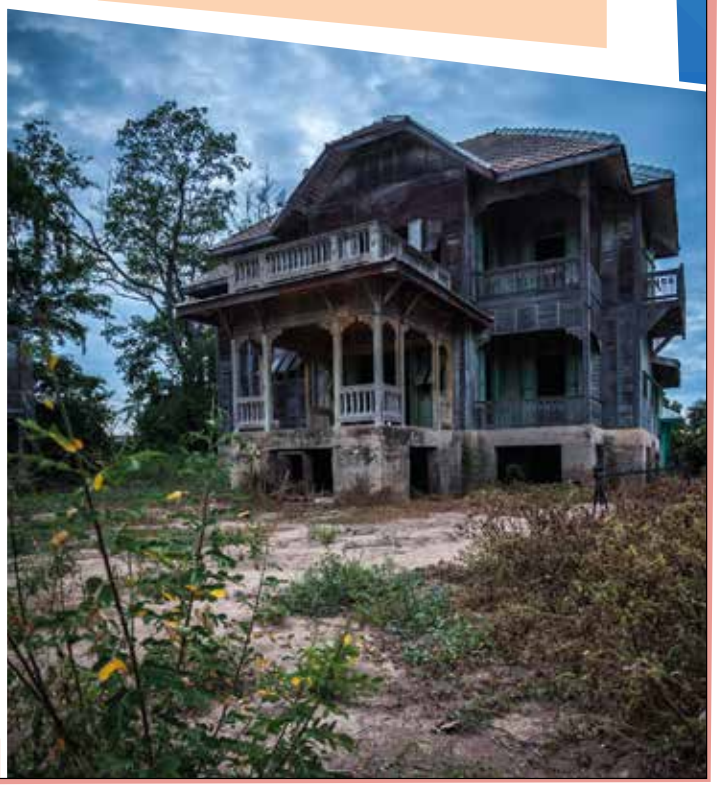
7 **Complete the list of narrative connectors in the *Useful language* with connectors from the box which have a similar meaning.**

All of a sudden A while later First of all
In the end Luckily Next

USEFUL LANGUAGE

Narrative connectors

1 At first / …
2 Then / …
3 After a while / …
4 Suddenly / …
5 Fortunately / …
6 Finally / …



LIFE SKILLS

Learning Objectives

- The students learn about creative writing.
- In the project stage, they plan a short story and present it to the class.

Vocabulary

efficient expect familiar mood solve strange

BACKGROUND INFORMATION

Creativity is a skill that everyone can develop, by being open-minded, thinking differently and considering new perspectives. One approach that can be taken is to challenge our own assumptions by thinking about a different way of approaching a situation. Doing this can throw up a new set of possibilities. Another approach is to make connections between ideas. This can be generated by using a mind map, putting a key word or phrase in the middle of a page and writing ideas around the key idea or topic.

WARMER

Write *creativity and innovation* on the board and put students into pairs or small groups to discuss what the phrase might mean in the context of films and novels. Ask for suggestions and write key words and phrases on the board.

LIFE SKILLS

Creative writing

Tell students to read the information and check vocabulary as necessary. Invite students to say if they agree or disagree with any of the points in the text and to give their reasons. Encourage open-class discussion and help students make connections between their contributions.

1 Put students into pairs to discuss the questions. Monitor and help individuals get their ideas across and give positive feedback where possible. Bring the class together and ask for volunteers to share ideas on each of the questions and to give examples and details.

Answers

Students' own answers

2 Go through the instructions and direct students to *Writing a story* on page 51. Do the first item together as a class and monitor, encouraging students to ignore any new vocabulary as they complete the activity individually. Ask for volunteers to give answers and see if the class agrees before feeding back.

Answers

1 true 2 main 3 person 4 time 5 middle

3 Ask students to read items 1–5, ignoring the gaps, and check they understand key vocabulary (for example, *villain, narrator* and *setting*). Ask for examples of each one to check comprehension. Remind students to make sure their suggested answers are grammatically correct by thinking carefully about the words on either side of the gap.

Answers

1 to plan 2 causes / makes problems 3 is thinking
4 place and time 5 change their work

MIXED ABILITY

For Exercise 3, write the answers on the board in a random order. Stronger students complete the activity without looking at the board.

34 The Reading text is recorded for students to listen, read and check their answers.

4 Tell students to complete the exercise individually, and to compare their answers with a partner. Advise students to read each sentence and substitute the highlighted word with the correct meaning 1–6, and check it makes sense. Nominate individuals to give answers, and others to say if they agree or not.

Answers

1 strange 2 familiar 3 solve 4 mood 5 efficient 6 expect

FAST FINISHERS

Ask fast finishers to make a note of any other vocabulary they are unsure of and to use the information in the text to guess meanings. Ask students to report to the class after checking answers to Exercise 4.

CONTINUED ON PAGE 98

33 **5** Read the instructions, check students understand the meaning of *genre* (*a style or type of text*) and ask for examples (*fiction, science fiction, romance, crime, fantasy, mystery, suspense, non-fiction*). Play the audio and check answers. Ask students to say what else they remember from the conversation.

Answers

It's a mystery and also a suspense story.

33 **6** Ask students to read questions 1–6 and check they understand *basement.* Ask students to underline key words and phrases to focus their listening. Play the audio and then ask students to compare their answers in pairs. Give them the option of another listening before checking answers.

Answers

1 The homework was only to plan the story.
2 an old house in the country, maybe in Scotland
3 two boys and two girls, friends or cousins
4 The door closes and they can't get out again.
5 The story takes place in the past, when people didn't carry phones.
6 He hasn't written the ending yet.

» AUDIOSCRIPT TB PAGE 270

7 Tell students that using narrative connectors is important as they help the reader follow the sequence of events in a story. Direct students to the *Useful language* box and monitor and help as students do the matching activity individually. Nominate individuals to give answers.

Answers

1 First of all 2 Next 3 A while later 4 All of a sudden
5 Luckily 6 In the end

PROJECT ***A story***

Read the instructions and check students understand the terms for the different genres. Draw two columns on the board entitled *mystery* and *romantic*. Go through questions 1–6 and ask students for suggestions for the two genres and write key words in the appropriate columns on the board.

Put students into pairs and monitor and help as they write a first draft. Help with suggestions for revisions if necessary before students read their stories to the class. Tell the class to make notes on answers to questions 1–6 as they listen to the other projects. They could use these to help improve their stories in the project extension task.

PROJECT EXTENSION

In pairs, students write answers for questions 1–6 for a different genre on a slip of paper. Collect the slips of paper and redistribute them. Pairs write a first draft and present their story to the class. The class shares their ideas about changes that could be made.

COOLER

Ask students to answer questions 1–6 for their favourite film on a slip of paper. They could swap pieces of paper for another student to guess the name of the film.

WRITING A STORY



34

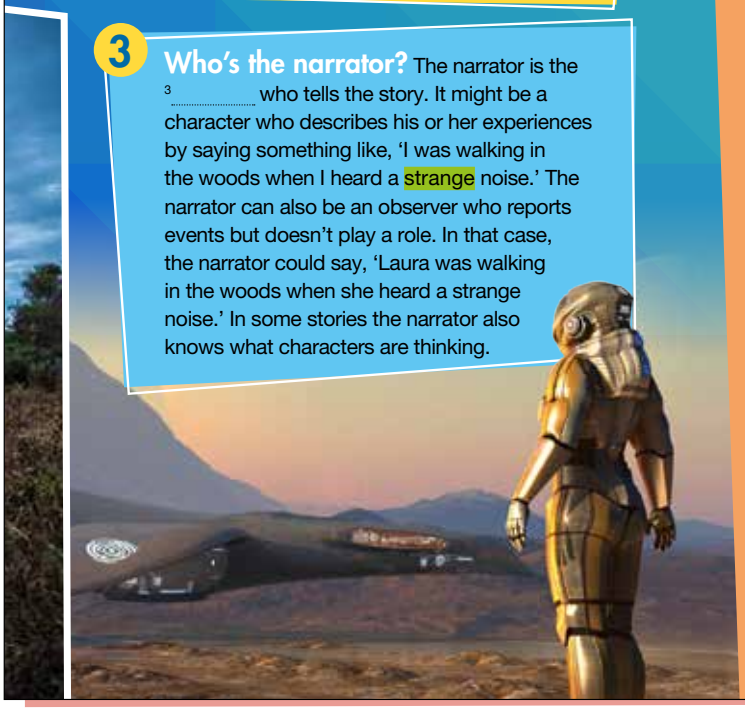
How to plan a story

Have you ever written a story for school or for fun? Did you find it hard to get started? Creative writing can be hard, but there are ways to plan the process so it's more efficient.

1 Choose a genre. The genre is the type of story you want to write. There are fictional stories that writers imagine and [1] _____ stories about events that really happened. Fiction includes specific genres, such as mystery, fantasy, science fiction, romance and suspense. Try a genre that you enjoy reading so it will be familiar to you.

2 Think about characters. Most stories have one or two [2] _____ characters. They are the most important people, but they aren't always good characters, or heroes. They can also be villains who make problems for other people. Some genres also have typical characters that readers expect to find in the story. For instance, in mysteries there are generally criminals and detectives, while science fiction has robots, spaceships or aliens from other worlds.

3 Who's the narrator? The narrator is the [3] _____ who tells the story. It might be a character who describes his or her experiences by saying something like, 'I was walking in the woods when I heard a strange noise.' The narrator can also be an observer who reports events but doesn't play a role. In that case, the narrator could say, 'Laura was walking in the woods when she heard a strange noise.' In some stories the narrator also knows what characters are thinking.



4 Choose a setting. Most stories take place in a particular place and [4] _____, or setting. It can be very simple, such as 'a rainy day in the countryside' if the events are more important than the setting. In other cases, the setting can be very specific, with facts about the location, historical period and weather. The narrator can also describe how the setting feels, with words like *cold*, *dark* and *sad*. This helps to create a mood for the story.

5 What's the plot? The plot is the sequence of events in a story, from beginning to end. In the [5] _____, there is often a problem that the characters have to solve. This problem grows and develops until the most important moment of the story, called the climax. In a mystery, this is when the detective solves the crime. After the climax, the story comes to an end, which can be happy … or maybe not. That depends on the writer, of course!

Once you've finished planning, you're ready to start writing your story. But remember, most writers revise and change their work many times before they are happy with the result. Good luck, and happy writing!

PROJECT *A story*

Plan a short story. Then work with a partner to compare ideas. Use the story ideas and the questions below to help you. Share your plan with a partner. Give each other ideas to make the stories better.

- A mystery story in a strange town
- A romantic story in an exciting city
- A science fiction story in outer space
- A fantasy story in a magical forest
- A suspense story in an old castle

1 Who are the main characters of the story?
2 What is the general setting of the story?
3 What happens at the beginning?
4 What problems do the characters have?
5 What is the most important moment?
6 What type of ending will the story have?

Write a first draft of your story. Then revise the draft, making corrections and any changes that are necessary. Read your story to the class.

REVIEW 2 UNITS 5–8

VOCABULARY

1 **Complete the sentences with the words in the box.**

create customise design
rebuild recycle repair sew

1 Jake offered to _____ my bike because it wasn't working properly.
2 The button on my coat fell off. I'll have to _____ it back on again.
3 I think it's really important to _____ rubbish, to help the environment.
4 For a school project, I have to _____ an original cover for a mobile phone.
5 I love to _____ new things from stuff I don't use any more.
6 When their house burned down, they had to _____ their whole life.
7 Lots of people like to _____ their things so that they are a little bit different.

2 **Match the sentence halves.**

1 I usually cough a lot
2 When you look at the computer all day,
3 My legs ached so much
4 When we feel very tired,
5 It took me a long time to recover
6 Be careful! That pan is hot

a after all the running we did yesterday.
b we yawn.
c when I have a cold.
d it's important to blink.
e and you could burn yourself.
f from the illness.

3 **Match the words in the box to the meanings.**

celebrity clip festival live
lyrics musician soundtrack studio

1 someone who is famous, especially in the entertainment business
2 a series of special events and performances that takes place over several days
3 someone who plays a musical instrument, often as their job
4 a room where TV or radio programmes are made
5 the words of a song
6 this describes a TV or radio programme that is seen or heard as it happens
7 a short video or audio recording
8 the music that accompanies a film

4 **Complete the adjectives in the conversation.**

Anna: Do you know the [1] h_____c town of Samport?
Fred: I think so. It's a [2] t_____l English town, isn't it?
Anna: Yes. Most of the buildings are in an old, [3] c_____c design but there are some quite [4] m_____n buildings too.
Fred: There's a [5] b_____d n_____w art gallery there, isn't there? I think it opened last month.
Anna: That's right. There's a [6] s_____r exhibition on at the moment that includes lots of different art forms. Everyone says it's amazing!
Fred: Oh, yes, I read about it. It includes things like ballet and paintings. It sounds really [7] o_____l and different. I'd like to see it!

GRAMMAR

1 **Complete the sentences with the correct form of the verbs. Use the past simple or past continuous.**

1 The weather was awful at the festival – it _____ (rain), and I _____ (not have) my umbrella.
2 Justine _____ (watch) TV when she _____ (receive) a text message.
3 At the park last week, Magdalena _____ (text) while I _____ (read) my book.
4 Yesterday Alex _____ (miss) the bus and _____ (forget) his homework.
5 Hannah's mum _____ (decorate) her birthday cake in secret, but Hannah _____ (see) it in the cupboard.
6 Jack _____ (listen) to music when his mum _____ (call) him for dinner.

2 **Complete the sentences with the modal verbs in the box.**

don't have to have to
mustn't ought should

1 I think you _____ study tonight – you have a test tomorrow.
2 When you are in class, you _____ use your mobile phone – it's against the rules.
3 You _____ do the shopping – I'll do it later.
4 That doesn't look good – you _____ to go to the hospital and see a doctor.
5 I _____ be at home for dinner tonight – my aunt is coming.

REVIEW 2 UNITS 5–8

Overview

VOCABULARY	Verbs for making things; Time adverbs; Health verbs; Words with *some, any, every* and *no;* Music; Word families; Describing buildings; Strong adjectives and adverbs
GRAMMAR	Past simple and continuous; Modals: Obligation, necessity and advice (1); Present perfect and past simple; Comparative and superlative adjectives

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 5–8; Vocabulary worksheets Units 5–8; Review Game Units 5–8; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Write the following words on the board: *burn, stylish, festival, design, original, recycle, studio, bleed, rebuild, cut, clip* and *classic*. Ask students to classify the words according to the following topics: *verbs for making things, health, music* and *architecture*.

VOCABULARY

1 Ask students to look at the words in the box and the sentences 1–7 and to decide which one of the following topics connects them: *architecture, health, making things, music* (*making things*). Do the first item together, advising students to read the entire sentence before choosing the correct word.

Answers

1 repair 2 sew 3 recycle 4 design 5 create 6 rebuild 7 customise

2 Direct students to item 1. Ask them to find the appropriate sentence half and nominate a strong student to say which words are topically connected (*cough, cold*). Follow up by asking students to say why the correct half is most appropriate (*use of adverb in the first half, matched by* when + *present simple in the second*).

FAST FINISHERS

Tell fast finishers to think about why the correct half is most appropriate and ask for explanations as you check answers (see Answers).

Answers

1 c (*cough* and *cold* are topically connected words)
2 d (*look* and *blink* are topically connected words)
3 a (*legs* and *running* are topically connected words)
4 b (*tired* and *yawn* are topically connected words)
5 f (*recover* and *illness* are topically connected words)
6 e (*Be careful!* is a warning, *pan is hot* and *burn* are topically connected)

3 Ask students to underline key words and phrases in definition 1 which will help them identify the appropriate word in the box (*famous, entertainment business*). Tell students to continue with the exercise in the same way.

Answers

1 celebrity 2 festival 3 musician 4 studio 5 lyrics 6 live 7 clip 8 soundtrack

4 Brainstorm adjectives connected to architecture, and ask students to spell the words as you write them on the board. Check meaning. Point out that students are provided with the first and last letter of the word.

Answers

1 historic 2 traditional 3 classic 4 modern 5 brand new 6 spectacular 7 original

GRAMMAR

1 Write these two sentences on the board: *I walked to work yesterday / I was walking to work yesterday when …* . Ask students to say what the difference between the verb forms is and when they are used. Direct students back to Unit 5 page 34 to review the rules if necessary.

Answers

1 rained, didn't have 2 was watching, received
3 was texting, was reading 4 missed, forgot
5 decorated, saw 6 was listening, called

2 Write or say the following phrases: *a good idea, a bad idea, necessary, not necessary, important not to do something*. Ask students to give you a modal verb from the box which matches each one (a good idea = *should/ ought*; necessary = *have to*; not necessary = *don't have to*; important not to do something = *mustn't*). Ask students to say what is different about *ought* (it is followed by *to*).

Answers

1 should 2 mustn't 3 don't have to 4 ought 5 have to

3 Ask students to look at items 1–5 and identify the language area of focus (*past simple and present perfect*). Do the first item together as a class and direct students to Unit 7 page 44 to revise if necessary.

Answers

1 visited 2 has eaten 3 've just bought 4 hasn't given 5 added

4 Tell students to think about the noun they are describing and to make sure they choose an appropriate adjective. Also, remind them that some forms will also need words like *more, less, than, as* and *the*. Review comparative and superlative forms by asking students to give examples using the words from the box (for example, enjoyable = *more enjoyable than / the most enjoyable*; fresh = *fresher / the freshest*, good = *better / the best*). Do the first item together.

MIXED ABILITY

Ask stronger students to use the words in another sentence.

Answers

1 the narrowest 2 more reliable 3 fresher 4 better 5 the thickest 6 as tired as / more tired than 7 less stylish 8 the least enjoyable

5 Advise students to look at the two options in each sentence and to think about the grammar rules associated with the use of each one (1 *past simple and continuous,* 2 *modals verbs,* 3 *superlatives,* 4 *present perfect*). Remind students to read the entire sentence before deciding which option is correct. Do the first item together and ask students to say why the other option is wrong (*the present perfect continuous is used for an action in progress which is interrupted by a short action*).

Answers

1 was walking 2 mustn't 3 loveliest 4 yet

6 Ask students to identify the grammar focus of each sentence (1 *present perfect,* 2 *articles,* 3 *past simple,* 4 *superlatives*). Tell students to read the sentences very carefully to find the mistake, and ask them to explain why the sentence is wrong when checking answers (see Answers).

Answers

1 I have just **bought** a new phone. (the past participle of the verb *to buy* is required here).
2 The fresh air of the countryside is **the** most important thing for me. (the definite article is used to make the superlative form)
3 I **went** to Spain on holiday last year. (the simple past is used with a definite past time)
4 I love my town and the **best** thing is the new shopping centre. (*best* is the superlative form of *good*)

READING

1 Ask students to read the text, ignoring the gaps, and to say what the writer thinks of the importance of diaries and blogs (*they are important records and will be interesting for people to read in the future*). Remind students to think about the difference in meaning and use of each of the options for each gap and to think about the type of words which normally come before or after each one.

Answers

1 B 2 D 3 A 4C 5 C 6 B

2 Tell students that the missing words belong to different parts of speech and that they should think about what type of word is needed for each gap; for example, if a verb, whether it expresses a negative idea, or whether the word is part of a specific structure, such as a comparative.

Answers

1 have 2 not 3 have/need 4 nothing 5 than 6 as

COOLER

Ask students to review their answers to the Grammar section. Tell them to give themselves a mark out of 5 for how well they think know the grammar from Units 5–8. Ask them to decide on one area they will review again.

3 **Choose the correct form of the verbs.**

1 Sophia *visited* / *has visited* England last year.
2 Mark *ate* / *has eaten* sushi before. It isn't his first time!
3 I *just bought* / *'ve just bought* a ticket for a concert next month. I'm so excited!
4 Mr Johnson *didn't give* / *hasn't given* us our biology homework back yet.
5 My cousin *has added* / *added* me to his Instagram account yesterday.

4 **Complete the sentences with the correct comparative or superlative form of the adjectives in the box.**

enjoyable	fresh	good	narrow
reliable	stylish	thick	tired

1 It's a really small shop, and it's in _____ street I've ever seen!
2 Jessica is _____ than Emma. You can always trust her to arrive on time.
3 The water at the top of the stream is _____ than the water at the bottom. It's safer to drink.
4 I'm _____ at sports than Jo.
5 It's so cold that I am wearing _____ jumper I have!
6 You can't be _____ I am: I had to get up at 3 am!
7 The inside of the house is _____ than the outside. It's disappointing. We would have to decorate it before we moved in.
8 That was _____ gig I've ever been to. Never again!

5 **Choose the correct option.**

1 When I *walked* / *was walking* by the river, I saw a little dog jump into it.
2 I *musn't* / *ought to* forget to bring my school bag.
3 She was the *most lovely* / *loveliest* person I've ever known.
4 We have not received the materials for this project *yet* / *already*.

6 **Correct the mistake in each sentence.**

1 I have just buy a new phone.
2 The fresh air of the countryside is most important thing for me.
3 I have gone to Spain on holiday last year.
4 I love my town and the better thing is the new shopping centre.

READING

1 **For each question, choose the correct answer.**

Blogs: today's diaries

Throughout history, people have written about **(1)** _____ events in their lives. In the past, people kept diaries, and these documents are **(2)** _____ helpful to experts, who are able to understand important events in history.

These days, people keep a record of their lives by **(3)** _____ a blog instead. There are differences between blogs and **(4)** _____ diaries, however. Diaries require only a pen and paper while blogs require a computer, access to the internet and something entertaining to write about. This could be something you've **(5)** _____ done or something you did a while ago. Diaries of the past were often **(6)** _____ with drawings, while blogs often include photos, videos and links. Whatever their differences, though, both diaries and blogs are important records of life which will be interesting for the people to read in the future.

1	**A** brand new	**B** recent	**C** modern	**D** fresh
2	**A** absolutely	**B** exactly	**C** totally	**D** extremely
3	**A** creating	**B** customising	**C** mending	**D** inventing
4	**A** classical	**B** original	**C** traditional	**D** historical
5	**A** yet	**B** still	**C** just	**D** only
6	**A** fixed	**B** decorated	**C** painted	**D** made

2 **For each question, write the correct answer. Write one word for each gap.**

Why you should eat more chocolate

You're enjoying a nice bar of chocolate and you hear a voice in your head: 'Chocolate's bad for you!' Too late, you think. You **(1)**_____ almost finished it – all that fat and sugar! It's true that some chocolate contains a lot of the bad stuff. However, research shows that although you ought **(2)**_____ to eat too much chocolate, you don't **(3)**_____ to stop eating it altogether.

Chocolate makes us feel good and there's **(4)**_____ wrong with that. But some kinds are definitely better for us **(5)**_____ others. A small amount of dark chocolate is good for your heart and brain – it's even good for your skin! Unfortunately, milk chocolate isn't as good for you **(6)**_____ dark chocolate because it contains less cocoa: the ingredient which provides all the benefits.

9 THE FUTURE IS NOW







ABOUT YOU

Which electronic devices do you use every day?
What do you use them for?
Which is the most important to you?

VOCABULARY Technology

1 Look at the photos. What can you see?

2 What do you know about driverless or 'self-driving' cars? Do the quiz and find out!

QUIZTIME

This week's quiz is about driverless cars. Can you answer these questions in less than one minute? Ready, steady, go!

1 When did engineers begin to think about self-driving cars?
- A in the 1920s
- B in the 1930s
- C in the 1980s

2 What does *autonomous* mean?
- A The car will choose your music.
- B You only need to tell the car when to turn.
- C The car drives itself.

3 The licence you'll need for a driverless car
- A will be the same as for any other car.
- B won't exist – you won't need one.
- C will be a special licence.

4 These cars will run on
- A electricity – just like your phone.
- B petrol.
- C a fuel made from vegetables.

5 Which feature does not appear in some driverless cars?
- A a computer
- B a display
- C an internet connection

35 **3** Listen to a clip from a podcast. Check your answers.

35 **4** **Complete the sentences with the words in the box. Then listen to the podcast again and check.**

EP

charge connection display
experiments fuel invention
plug in power pump satellite

1 You can get a self-driving car. What exactly is this _____?
2 Does it mean no more stops at the petrol _____ on a long journey?
3 You will of course have to stop for some kind of _____, and for these cars it's electricity.
4 Like an electric car, you _____ it _____ to _____ the battery so that it gets the _____ it needs to continue.
5 Just like the map app on your phone, it will get directions from GPS _____ signals and that will show up on the _____ in the car.
6 But many autonomous cars will not have a _____ to the internet because of safety concerns.
7 At the moment, companies are carrying out a lot of safety tests and _____ on these cars.

5 **Discuss the questions.**

1 Do you think everyone will have driverless cars in the future?
2 How do *you* feel about driverless cars?
3 Do inventions interest you? Why? / Why not?

9 THE FUTURE IS NOW

Unit Overview

TOPIC	Technology of the future
VOCABULARY	Technology
READING	Electric car uses social media for fuel
GRAMMAR	Future forms; Future continuous
VOCABULARY	*enough, too, very, not … enough*
WRITING	An article (1)

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 140; TB page 243
WORKBOOK: pages 36–39
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 9; Vocabulary worksheet Unit 9
TEST GENERATOR: Unit test 9

WARMER

Write the following items on the board: *mobile phone*, *smartphone*, *tablet*, *TV*, *laptop*. Ask students to put the items in order of preference and explain their rankings to a partner, for example, *I prefer a tablet to a laptop because it is easier to carry.* Take a class vote to see which item is the most popular. Ask students to say what they think the title of the unit means (*it refers to something that was imagined in the past but is happening now*).

ABOUT YOU

Ask students to write key words in answer to the questions. Put them into pairs to exchange information and monitor and encourage them to extend their answers with reasons and examples. Nominate individuals to tell the class about their partner and make a note of the most important electronic devices mentioned by students. Ask for a show of hands to see which is the most popular.

VOCABULARY Technology

1 Put students into pairs and direct them to the photos. Set a short time limit for them to compare their suggestions and monitor and help as necessary. Ask for suggested answers and give pronunciation practice where necessary.

Possible answers

A petrol or diesel car at the petrol station. You can also see petrol pumps.
An electric car which is charging at the charging station
A prototype of a self-driving / driverless car

2 Read the instructions and introduction to the quiz, and ask students to answer the questions. Tell them to guess the meaning of any new vocabulary. Students give their own answers.

35 **3** Ask students to compare their answers in pairs before playing the recording for them to check answers. Go through each of the questions and check students understand the following: *itself* (Q2), *feature* (Q5), *internet connection* (Q5). Nominate stronger students to explain meanings: *itself* – used to emphasize the subject, – the car; *feature* – a typical quality or important part of something; *internet connection* – linked with someone or something else on the internet.

Play the recording again if you feel students need a second listening to understand the answers to the questions.

Answers

1 A 2 C 3 B 4 A 5 C

35 **4** Ask students to read sentences 1–7 and check vocabulary as necessary. Monitor and help as students continue individually. Nominate individuals to give answers and see if the class agrees before feeding back. Give extra pronunciation practice as necessary.

MIXED ABILITY

As you monitor, suggest to weaker students that they begin by answering easier questions first. Ask fast finishers to choose three words from the box and to write a sentence using each one. Elicit these sentences as you check answers to Exercise 4.

Answers

1 invention 2 pump 3 fuel 4 plug (it) in; charge; power
5 satellite; display 6 connection 7 experiments

» AUDIOSCRIPT TB PAGES 270–271

5 Put students into same ability pairs and monitor and help with ideas if necessary. Give positive feedback for detailed and/or interesting information and make a note of students' use of future forms. Bring the class together and report any interesting comments where possible before nominating students to answer a question.

Answers

Students' own answers

READING

BACKGROUND INFORMATION

Minddrive started in 2010 in Kansas City as an after-school programme which involved the use of new educational methods and ideas. The first project was for students to convert an old and battered racing car into an electric car. Minddrive uses a project-based learning approach, with students and teachers working together on tasks to improve problem-solving, critical thinking and collaboration. The programme developed with support of companies and individuals and now offers evening classes and summer programmes. It aims to support children and help them become contributing members of their community.

1 Read the title of the article and put students into pairs or small groups to discuss the question. Monitor and help students get their ideas across before bringing the class together and nominating individuals to make suggestions. Write key words on the board and check students understand meaning.

Answers

Students' own answers

2 Set a short time limit of about three minutes for students to read the article quickly to check their ideas. Tell them to guess the meaning of new vocabulary at this stage. Ask for volunteers to share their ideas with the class and encourage students to say if they agree or disagree with each other and to give reasons.

Answers

Students' own answers

Tip Advise students to always check why the other three options are definitely wrong before deciding on their final answer.

3 Tell students to read questions 1–5 and to underline key words to guide their reading. Check vocabulary as necessary and advise students that they should review the text as a whole to answer question 5.

Do the first item as a class, asking for a volunteer to suggest an answer. Ask others to say why options A, B and D are wrong (*there is no mention in the first paragraph of the topics in the questions: the importance of social media, making better progress and repairing old vehicles*).

Put students into pairs to continue the activity and monitor and help as necessary. Check answers, asking students to give reasons for their choice.

FAST FINISHERS

Fast finishers should re-read the options and make notes to explain why unused options for questions 2–5 are wrong (see Answers). They can give this information as you check answers as a class.

Answers

1 C 2 A 3 B 4 D 5 B

Question 2: There is no mention of talented students; learning about petrol-driven cars is not the purpose of the project (although students will inevitably learn about it); and there is no mention of a formal qualification.
Question 3: Students will develop useful skills, though not necessarily individual skills; they do not necessarily want to use more advanced technology; there is no suggestion that the teaching of traditional subjects is avoided (classes take place out of school hours).
Question 4: The paragraph contains no explicit mention of achieving goals, asking others for advice or displaying a willingness to accept the help of others.
Question 5: Option B reflects the students' belief in and enjoyment of the project. It also refers to the fact that some students could get something more from different lessons in school.

36 The Reading text is recorded for students to listen, read and check their answers. Tell students to read again and listen. They say 'stop' when they hear the answer to the questions.

TALKING POINTS

Put students into pairs to make a note of useful vocabulary before discussing the questions. Monitor and encourage them to add examples of situations or reasons to expand on their answers. Give positive feedback where possible. Bring the class together to share ideas.

COOLER

Ask students to choose three technology nouns from pages 54 and 55 and write a definition for another team of students to guess the words. Give points for correct answers.

READING

1 Look at the title of the article. How do you think a car could use social media for fuel?

2 Read the article quickly to check your ideas.

36

ELECTRIC CAR USES SOCIAL MEDIA FOR FUEL

High school students in Kansas City in the United States are going to experience a very special journey next week, thanks to an organisation called Minddrive. The charity, set up by director Steve Rees, helps kids to get ahead in their education by involving them in creative car design outside of school. The idea is that they will be encouraged to think about their future goals and how they would like to give something back to society.

With this in mind, one carefully chosen group of teenagers has worked on a 1967 Volkswagen, replacing the original petrol engine with a lithium-ion battery and adding twenty-first century electronic technology. This is a completely new subject area for them. Rees says, 'We want them to say, when it's all over, "I can't believe we actually did something like this!" It gives them the sense of being able to go back to school and do anything.'

Twenty-one students will be driving their car across the USA to its capital city, Washington DC, where they're meeting politicians and talking to journalists about the need for a different kind of education – one that is 'hands-on', like their car-building experience, which would give them useful life skills. To make sure their idea gets noticed, they've programmed the car's computer to control the amount of electricity used for fuel. The car will only move forward if it gets enough interest on social media. In other words, it'll be using Twitter power for fuel!

The project provides an important lesson for the students: if you want people to care about what you're doing, you have to make sure they know about it. To reach their destination, they'll need a total of 71,040 'social watts', gaining five watts for every new Twitter follower. The car's computer will recognise the hashtag #MINDDRIVE, and posts on Facebook and other social networking sites. Rees thinks collecting this 'social fuel' won't be a problem. He's going to watch their progress carefully, and he is actually expecting huge public support along the route.



3 Read the article more carefully and for each question, choose the correct answer.

1 What is the writer explaining in the text?
- **A** how important social media is for teenagers
- **B** how to make better progress at school
- **C** how an after-school project was carried out
- **D** how valuable it can be to repair old vehicles

2 Paragraph 2 mentions that the purpose of the Minddrive project is
- **A** to encourage particular students to feel more confident.
- **B** to persuade talented students to attend Minddrive courses.
- **C** to teach some students about petrol-driven cars.
- **D** to give students a qualification in engineering.

3 According to paragraph 3, the kind of education that the students want would
- **A** pay attention to students' individual skills.
- **B** provide them with experience of real situations.
- **C** include the use of more advanced technology.
- **D** avoid teaching traditional subjects.

4 According to paragraph 4, the 'lesson' that students will learn from the project is
- **A** recognising the value of achieving goals.
- **B** asking others for advice when necessary.
- **C** being willing to accept other people's help.
- **D** achieving something by getting enough public support.

5 What would someone taking part in this Minddrive project say?
- **A** I haven't really enjoyed the experience, as it's exactly how we're taught in school. The drive to Washington will be fun, though.
- **B** The project's amazing! We're going to tell people in Washington that the lessons we get in school aren't right for everyone.
- **C** I'm studying electronic technology and social media at school, so I'm learning more about both at the moment.
- **D** It's been cool turning the Volkswagen into an electric car. Steve Rees is going to employ me full time now I've left school.

TALKING POINTS

What do you think the students involved in the Minddrive project enjoyed about it?

Would you like to take part in a project like Minddrive? Why? / Why not?

GRAMMAR Future forms

1 **Read the examples. Then complete the rules with *will, be going to* or *the present continuous*.**

1 In Washington DC, they**'re meeting** politicians.
2 Listen to my podcast and I**'ll tell** you how driverless cars work.
3 Rees thinks collecting this 'social fuel' **won't be** a problem.
4 He**'s going to watch** their progress carefully.

We use:
a _____ for a general prediction about the future.
b _____ for a definite future arrangement.
c _____ for an offer or promise relating to the future.
d _____ for a personal plan or intention for the future.

Future continuous

2 **Look at the examples of the future continuous. Choose the correct words to complete the rules.**

1 Twenty-one students **will be driving** their car across the USA.
2 It**'ll be using** Twitter power for fuel.

a We form the future continuous with *will* + *be* + ***-ing* / *past participle***
b We use the future continuous to talk about something that is ***certain* / *unlikely*** to happen at a particular time in the future.

» GRAMMAR REFERENCE AND PRACTICE PAGE 140

3 **Complete the sentences with the future continuous form of the verbs in the box. There are two extra verbs that you don't need.**

break	drive	hold	make
not see	study	take	wait

1 I _____ for you outside the station tonight.
2 From next week, the class _____ American history.
3 We _____ a party on New Year's Eve, as usual.
4 My brother _____ his university exams in a month's time.
5 Julia _____ her friends on Friday.
6 Within ten years, everyone in this city _____ electric cars.

4 **Choose the correct verb form.**

1 Tomorrow I *will go* / *am going* to buy a new DVD with my money.
2 I think that I *go* / *am going* to visit my cousins.
3 I*'ll be working* / *'ll work* on Saturday, unfortunately.
4 It's great to hear that you *will* / *are going to* visit my country.
5 I'm sure you *like* / *will like* it.
6 Don't worry, we*'ll collect* / *'re collecting* your suitcase from the hotel.

5 **Complete the sentences with your own ideas.**

1 For my next birthday, …
2 At seven o'clock this evening, …
3 When I'm old enough, …

VOCABULARY *enough, too, very, not … enough*

1 **Read the examples. Then write *(not) enough, too* or *very* next to meanings a–d.**

1 It will be a **very** special journey.
2 The car will only move forward if it gets **enough** interest on social media.
3 Some computer systems are **too** complicated.
4 Driverless cars aren**'t** safe **enough** to be on the roads at the moment.

a as much as necessary _____
b more than is wanted or necessary _____
c used to make an adjective or adverb stronger _____
d less than necessary _____

2 **Choose the correct option in sentences 1 and 2. Then choose the correct option to complete rules a and b.**

1 There is *enough petrol* / *petrol enough* in the car.
2 This car isn't *big enough* / *enough big* for a family of 6!

a *Enough* comes *before* / *after* nouns.
b *Enough* comes *before* / *after* adjectives.

3 **Complete the sentences with *enough*, *too* or *very*. Use each word twice.**

1 This invention makes dirty water clean _____ to drink.
2 My parents wanted to buy an electric car, but it was _____ expensive.
3 You have to be _____ careful when driving in heavy rain.
4 Have we got _____ time to get something to eat before the film starts?
5 Some people think that driverless cars are _____ dangerous to be on the roads.
6 Computer programming is a _____ useful skill to have nowadays.

4 » **Work in pairs. Turn to page 120.**

GRAMMAR Future forms

WARMER

Books closed. Write the following words on the board: *I*, *'ll*, *after*, *phone*, *'m*, *tonight*, *phoning*, *him*, *going*, *to*, *later*, *lunch*. Put students into small groups and set a short time limit for them to make three sentences. Tell them they can use the words more than once, and do not have to use all the words. Invite two or three students to write their sentences on the board and the class to decide if they are grammatically correct. (Possible answers: 1 *I'll phone him tonight;* 2 *I'm phoning him later;* 3 *I'm going to phone him after lunch*).

Ask 'In which sentence is the speaker making an offer or a promise?' (*1*), 'In which sentence is the speaker talking about a definite future arrangement?' (*2*) and 'In which sentence is the speaker talking about a plan or intention?' (*3*).

1 Do the exercise as a class. Read each sentence in turn and tell students to suggest the corresponding rule from a–d. Give further examples if necessary if they find some of the rules challenging, for example, *She's leaving next week*; *We'll do the washing up; We won't be able to travel to Mars very soon; I'm going to watch a film tonight*.

Answers

a = will b = the present continuous c = will d = be going to
1 b 2 c 3 a 4 d

Future continuous

2 Do the exercise as a class. To help students understand the concept, ask individuals what they will be doing at different times during the day, or at specific times in the next couple of days.

Answers

a *-ing* b certain

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 243

3 Ask students to do the exercise individually. Advise them to decide on the correct verb for each sentence before changing its form. Monitor and give students the verbs to use in each of the sentences if they are struggling. Nominate individuals to give answers.

MIXED ABILITY

Tell weaker students which verbs aren't needed for Exercise 4 before they start (*break* and *make*).

Answers

1 'll / will be waiting 2 will be studying 3 'll / will be holding
4 will be taking 5 won't be seeing 6 will be driving

4 Monitor and help as students do the activity individually, directing weaker students to check their answers to each of the items with the appropriate rules in Exercise 1.

Answers

1 am going 2 am going 3 'll be working 4 are going to
5 will like 6 'll collect

5 Read the first sentence stem and invite several students to say what they will be doing for their next birthday. Monitor for accuracy as students complete sentences 2 and 3 and invite two or three to tell the class about their plans. Alternatively, you could say the sentence stems and then nominate individuals to answer.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 9

VOCABULARY *enough, too, very, not … enough*

1 Ask students to read sentences 1–4 and check vocabulary as necessary. Go through meanings a–d and ask students to match the examples and meanings. Ask comprehension questions about the situations to check students understand the concepts when you check answers.

Answers

a enough b too c very d not enough
1 c 2 a 3 b 4 d

2 Remind students that word order is fixed in English and monitor and help as necessary as students work individually. Check answers.

Answers

1 enough petrol 2 big enough a before b after

3 Read the instructions and advise students to refer back to the examples and meanings in Exercise 1. Monitor and help as necessary, asking questions using the meanings a–d in the specific contexts 1–6. Nominate individuals to give answers and check the class agrees before feeding back.

Answers

1 enough 2 too 3 very 4 enough 5 too 6 very

4 Direct students to page 120. Ask students to read sentences 1–5 and decide which of the ideas reflect their situations. Put students into pairs or small groups to compare their responses and monitor and feed back on interesting ideas. Nominate students to share their ideas with the class.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 9

WRITING An article (1)

1 Tell students they will write an article about mobile phones of the future. Ask them to look at the photo of the smartphone and say what it can do. Write key words or phrases on the board (for example, *connect to the internet*, *send messages*, *take photos*, etc.).

Answers

Students' own answers

2 Read the instructions and monitor and help as necessary as students work individually to answer the question. Nominate a student to give the answer and see if the class agrees before feeding back.

Answers

The question about whether they will become more popular.

FAST FINISHERS

Ask fast finishers to match the information in the article with the questions in the advert. They tell the class after you have checked the answer to Exercise 2.

3 Read the instructions and put students into pairs to write a sentence to answer the final point. Monitor for accuracy and ask for volunteers to read their sentences. Encourage students to say if they agree or disagree with each other and to give reasons. Develop their ideas into a discussion on mobile phone use.

Possible answer

Mobile phones are already really popular so they won't become more popular in the future.

4 Direct students to the *Prepare to write* box to reflect on aspects of their writing which need attention.

Answers

Students' own answers

5 Put students into mixed ability pairs and monitor and help as they continue the activity. Nominate individuals to give answers and check all students understand the mistakes in the sentences. Ask students to select a mistake category from the *Prepare to write* box as you check answers.

Answers

1 battery is (grammar) 2 fast enough (word order)
3 it (pronouns) 4 wider (vocabulary) 5 Canadian (spelling)
6 is (agreement – subject/verb)

6 Monitor and help as necessary as students complete the activity individually. Put students into pairs to compare their answers before checking as a class.

Answers

I like my phone but I want a new one **because** I have an old one but **it** is broken. **It** is **very** important for me. For me, the most important **thing** in a phone is the size of the screen and the **amount** / **size** of memory. I enjoy **taking** photos.

Tips Tell students to read the instructions carefully. Advise students to read their writing to check they have covered all the points and to check for mistakes.

7 Put students into pairs to brainstorm ideas for the article and monitor and give positive feedback where possible. Ask students to review their notes to check they have covered all the points.

Answers

Students' own answers

8 Go through the instructions and monitor and help as necessary as students write their articles. Encourage them to refer to dictionaries to find more technology words if necessary.

Model answer

A good mobile phone game is easy to use, fun and very enjoyable. An interesting mobile game will hold our attention and, with more practice, we can get better at it. People enjoy playing games on their phones because they can play anywhere and at any time: waiting for the bus, walking along the street, and so on.
It's difficult to say what kind of games will be available ten years from now, but I don't think they will be very different from now. They will have better graphics, be faster and might be powered by solar energy.

COOLER

Books closed. Put students into pairs or small groups. Give them three minutes to write down as many words, phrases and/or expressions as they can on the theme of technology from memory. Ask pairs/groups to take turns reading their lists aloud and see which group has the longest list.

WRITING An article (1)

1 **Look at the photo of a smartphone. What can it do?**



2 **Read the task and the sample answer. Which point in the task is not covered in the answer?**

Articles wanted!
Phones of the future
What do you think is the best thing about mobile phones?
What do you think mobile phones will be able to do in the future?
Do you think mobile phones will become even more popular?
Tell us what you think!

Write about 100 words.

The best thing about mobile phones is that you can do so many different things with them. For example, you can text or chat to friends, post updates on social media, play games, take photos and download music to listen to on them.

In the future, the range of apps will continue to increase and the graphics will get better and better. Phones will also be faster to use and the batteries will last longer.

3 **Add a sentence to the article to answer the final point in the task.**

4 **Read the *Prepare to write* box. What kinds of mistake do you usually make in your writing?**

PREPARE TO WRITE

Checking your writing

Check your writing carefully for:

- spelling
- punctuation
- word order
- agreement – does the verb match its subject?
- pronouns – have you used the right ones?
- grammar – is the verb form correct?
- vocabulary – does the word fit?

5 **Correct the underlined mistakes in the sentences. Then match the mistakes to the types of mistake in the *Prepare to write* box.**

1 The batterys' too old.
2 The internet connection isn't enough fast.
3 I dropped my phone and he stopped working.
4 I'd like a smartphone with a fatter screen.
5 What are the most popular Canadien phones?
6 One of the best phones are made by an American company.

6 **Find and correct seven mistakes in the student's piece of writing.**

I like my phone but I want a new one becous I have an old one but he is broken. Is so important for me. For me, the most important things in a phone is the size of the screen and the number of memory. I enjoy to take photos.

7 **Read the task below and plan your ideas. Make sure you cover all the points in the task.**

You see this notice on an English-language website.

Articles wanted!

Great games for mobile phones

What makes a good mobile phone game?
Why do people enjoy playing games on their phones?
What kinds of games will be available for phones ten years from now?

Write an article answering these questions and we'll post the best ones on our website!

8 **Write your article in about 100 words.**

- Use the tips in the *Prepare to write* box.
- Remember to add some extra information and use a range of tenses.

10 ANIMALS IN DANGER

ABOUT YOU

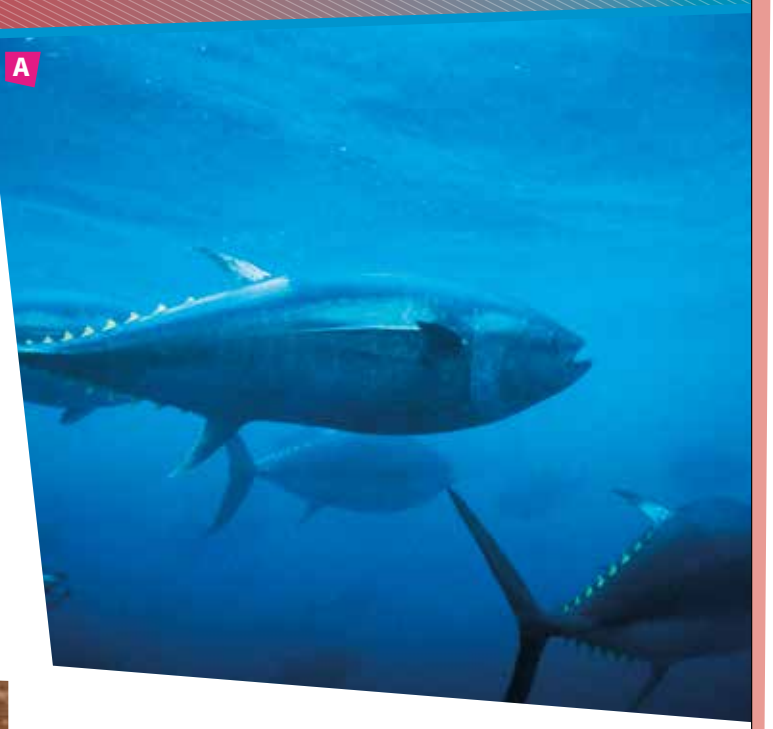
07 **Watch the video and then answer the questions.**

How important are animals to you?
Do you have any favourite animals?
Which animals in your country are in danger? Why?

VOCABULARY Nature and wildlife

1 **Look at the photos. Why do you think each animal is in danger? Which do you think is most in danger? Give your reasons.**

A



B



C



D



37 **2** **Listen to three teenagers talking about three of the animals. What problems does each person mention?**

37 **3** **Complete the sentences with the words in the box. Then listen again and check.**

EP

creatures crops endangered
environment habitat humans
hunting jungle landscape
population rainforest

1 This problem is as serious as saving the _____.
2 The _____ of honey bees today is far lower than it used to be.
3 Bees and other insects help our _____ to grow in the fields.
4 Some people say that the bluefin tuna is one of the tastiest living _____ in the sea.
5 Well, this large fish is also _____, probably more so.
6 The balance of the ocean _____ will be damaged forever.
7 This is all due to the actions of _____.
8 Besides _____, tigers are facing another challenge.
9 The _____ where they live is changing, as more and more trees are cut down.
10 The areas of _____ are getting smaller.
11 Their _____ is decreasing all the time.

4 **Work in groups. Decide which animal in the photos is the most important to humans. Can you all agree?**

5 **Discuss the questions.**

1 How important is it to protect animals in the wild?
2 What could you do to help?
3 Is enough being done to save the rainforest in your opinion?

10 ANIMALS IN DANGER

Unit Overview

TOPIC	Endangered species
VOCABULARY	Nature and wildlife
READING	Save the Sumatran orangutan!
GRAMMAR	Conditional sentences; Second conditional
VOCABULARY	Phrases with *at*
LISTENING	A video call
SPEAKING	Discussing a topic (1)

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 141; TB page 243
WORKBOOK: pages 40–43
VIDEO AND VIDEO WORKSHEET: Animals in danger
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 10; Vocabulary worksheet Unit 10
TEST GENERATOR: Unit test 10

WARMER

Books closed. Write or dictate the following words on the board: *creatures, environment* and *jungle.* Model pronunciation, e.g. *creatures* /ˈkriːtʃəz/, *environment* /ɪnˈvaɪrən.mənt/ and *jungle* /ˈdʒʌŋgl/, and give pronunciation practice if necessary before asking students to guess the topic of the unit.

ABOUT YOU

07 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, put students into mixed ability pairs to discuss the questions in the box. Bring the class together and ask students to report on their discussions.

VOCABULARY Nature and wildlife

1 Put students into same ability pairs to look at the pictures. Monitor and help them express their opinions as they discuss the question. Bring the class together and invite two or three students to give and justify their answer. Make a note of any useful theme-related vocabulary on the board, e.g. *extinct*.

Possible answers

bluefin tuna: too much fishing; tigers: forests are being destroyed; bees: a fall in the number of flowers; snake: habitat is being destroyed
The tiger is thought to be most at risk.

37 **2** Read the question and play the recording. Pause after each speaker to give students time to write notes. Ask students to compare their answers with a partner before listening again to check. Ask for volunteers to give answers, encouraging them to add any other information they remember. Do not over-correct for accurate use of conditional forms at this point.

Answers

Daniel: The population of honeybees is lower than it used to be, and because they help our crops to grow, this means there won't be as many plants and flowers, and food will be more expensive.
Ruth: The bluefin tuna is endangered because of overfishing. If we don't stop this, the balance of the ocean environment will be damaged forever.
Tommy: 95% of tigers have disappeared, and the area of the jungle where they live is getting smaller.

37 **3** Put students into mixed ability pairs and ask them to underline key words or phrases in sentences 1–11 which they think will help them complete the sentences (see Answers). Monitor and encourage stronger students to give reasons for their ideas. Play the recording for students to check their answers before feeding back as a class.

Answers

1 rainforest (clue: collocates with *save*)
2 population (clue: *lower*, reference to size)
3 crops (clue: collocates with *grow*)
4 creatures (clue: *in the sea*)
5 endangered (clue: this is an adjective)
6 environment (clue: the *ocean* is a type of environment)
7 humans (clue: an *action* is something done by a person)
8 hunting (clue: hunting is *another challenge* for tigers)
9 landscape (clue: *trees* are part of the jungle)
10 jungle (clue: *smaller*, a jungle is a mass)
11 habitat (clue: a noun referring to something which can get smaller)

» AUDIOSCRIPT TB PAGE 271

4 Put students into pairs or small groups to discuss the question. Monitor and help students express their ideas. Bring the class together and invite two or three students to report the conclusions of their discussions. Take a class vote on which animal students think is most important to humans.

5 Put students into small groups and elicit examples of animals living in the wild (e.g. *polar bears in the Arctic*), before they discuss the questions. Ask each group to nominate a spokesperson to report a summary to the class, and write key words on the board. Check vocabulary as necessary.

READING

BACKGROUND INFORMATION

The orangutan is considered to be a status symbol, so many Indonesians try to capture them and keep them in their homes. Some people even hunt them for food. Even though the animals have had legal protection since 1931, the law is not effectively enforced. Females give birth every eight or nine years, and this means their populations are greatly affected by any loss and they may soon become extinct.

In addition to hunting, the orangutan's habitat is disappearing as a result of fires and agricultural development. Despite great concerns about falling numbers, there is a plan to build a major road through northern Sumatra which will mean their natural habitat will possibly disappear even more quickly.

1 Tell students to look at the photo and say what they think Sumatra is like (*hot; tropical; lots of jungle, animals and insects*). Ask students to look at questions 1–3 and guess the answers. Tell them to read the fact file and check their ideas. Compare answers and help with vocabulary as necessary.

FAST FINISHERS

Ask fast finishers to suggest one reason why the survival of the orangutan is in doubt. They give their suggestions after you have checked their answers to Exercise 1, and the class vote for the best suggestion.

Answers

1 High in the trees. Males live alone and females live with their young.
2 Yes, they do.
3 Seven of the nine species could survive.

Tips Tell students to read the complete text first for gist. Advise them to look carefully at the options and to think about meaning and the types of language normally found before and after the word. Then tell them to look at the other options and decide why they are wrong. Ask students to re-read the whole text when they have finished and check their selected answer makes sense.

2 Ask students to read the text, ignoring the gaps, and to say where the wildlife experts in Indonesia take orangutans in trouble (*a rescue centre*). Do item 1 together as a class, advising students to look either side of the gap and take a vote on which word they think best describes something negative which has happened to a forest (*damaged*). Ask for volunteers to say why the other options are wrong (see Answers).

Monitor and help as necessary as students continue individually. Encourage stronger students to give reasons for their decisions when you check answers.

MIXED ABILITY

Make a note of one wrong option for each item and write this on slips of paper. Give weaker students a slip of paper and tell them to ignore these words as they do the exercise.

Answers

1 C The other words would not be appropriate to use for a *forest.*
2 A The other words do not convey the idea of being restricted to an area or section (of the island).
3 B The other words do not contain the idea of falling numbers.
4 D The word *keep* is used as part of the phrase 'keep pets'.
5 A 'discover' has the meaning of 'find', the other words don't convey that idea.
6 B The other words do not convey the idea of moving something from one place to another.

3 Tell students to read the meanings 1–5 and monitor and help as they match them to the highlighted words and phrases in the texts. Tell students to compare ideas in pairs before asking for volunteers to give answers. See if the class agrees before feeding back.

Answers

1 habitat 2 survive 3 long term 4 tropical 5 the wild

38 The Reading text is recorded for students to listen, read and check their answers.

TALKING POINTS

Before discussing the questions, put students into same ability pairs to write a note of useful vocabulary. As students discuss in pairs, monitor and encourage individuals to add examples of situations or reasons to expand on their answers. Give positive feedback where possible. Bring the class together to share ideas.

COOLER

Write the highlighted words and phrases from the texts on page 59 on the board. Give students one minute to study the words and phrases, then erase them. Tell students to write down the words they remember and to look back at the texts to check spellings.

READING

1 **The photo shows the Sumatran orangutan. Read the *fact file* and answer the questions.**

1 Where do Sumatran orangutans live and who with?
2 Do orangutans feed at the same time as each other?
3 Are the orangutans likely to become extinct in the future?

2 **Read the text about the Sumatran orangutan. For each question, choose the correct answer.**

1	**A** injured	**B** cut	**C** damaged	**D** hurt
2	**A** limited	**B** closed	**C** stopped	**D** controlled
3	**A** leaving	**B** decreasing	**C** removing	**D** losing
4	**A** stay	**B** hold	**C** save	**D** keep
5	**A** discover	**B** realise	**C** look	**D** recognise
6	**A** change	**B** transfer	**C** travel	**D** pass

3 **Match the highlighted words and phrases in the texts to the meanings.**

1 the natural environment in which an animal usually lives
2 continue to live
3 for a long time
4 from or in the hottest parts of the world
5 a natural environment where there are no humans





SAVE THE
SUMATRAN ORANGUTAN!

At one time, orangutans lived in tropical rainforests across the whole island of Sumatra. Unfortunately, because humans have [1] _____ much of this forest, the orangutan population is now [2] _____ to the north of the island. Besides the fact that their habitat is disappearing, their numbers are quickly [3] _____ too. Unless we do more to help them, the 7,000 which are left will disappear completely.

People are not allowed to [4] _____ orangutans as pets in Indonesia, and if wildlife experts ever [5] _____ them in people's homes, they take them to a rescue centre. When the animals are healthy enough, the experts [6] _____ them to a safe area in a national park, and eventually put them back into the wild.

If we protect orangutans now, they will have a future. If we do nothing, they may not.

38

TALKING POINTS

What effect does our lifestyle have on animals in the wild?
Does it matter if certain animals disappear forever? Why? / Why not?

GRAMMAR Conditional sentences

1 **Look at the examples. Which tenses are used in each pair? Match each example to rule a or b.**

1 If wildlife experts ever **discover** them in people's homes, they **take** them to a rescue centre.
2 **When** the animals **are** healthy enough, the experts **transfer** them to a safe area in a national park.
3 **If** we **protect** orangutans now, they **will have** a future.
4 They **won't have** a future **if** we **do** nothing.

a We use the zero conditional for events or situations that actually happen. We use:
If / When + present simple + present simple.
b We use the first conditional to imagine what is likely to happen. We use:
If + present simple + *will / won't*.

2 **Match the sentence halves. Which sentences use the first conditional?**

1 If there is better protection for tigers,
2 When people clear an area of jungle,
3 If the area of Arctic ice gets smaller,
4 If an animal has a bad injury,
5 When there is more tourism in an area,

a they often use the land for farming.
b it has many benefits for local people.
c their numbers will probably increase.
d there won't be many polar bears left.
e it isn't able to hunt for food.

3 **Complete the second example in each pair of sentences so that it means the same as the first. What do the examples tell you about the meaning of *unless*?**

1 **Unless** we do more to help orangutans, they will disappear completely.
If we _____ more to help orangutans, they will disappear completely.
2 **Unless** we protect the rainforests, many species will lose their habitat.
If we _____ the rainforests, many species will lose their habitat.

4 **Complete the sentences with *if* or *unless*.**

1 Polar bears won't find enough to eat _____ we do more to protect their environment.
2 _____ we don't protect these animals now, they will die out.
3 Many birds will suffer _____ sea levels continue to rise.
4 _____ we control whale fishing, there'll be no whales left soon.
5 Elephant numbers will continue to fall _____ governments do more to protect them.

Second conditional

5 **Read the examples and the rule. Which example uses the second conditional?**

1 If bees **disappear** completely, we **will** all **suffer**.
2 If bees **disappeared** completely, we **would** all **suffer**.

We use the second conditional to talk about something that is unlikely to happen or is imaginary. We use:
If + past simple + *would*.

» GRAMMAR REFERENCE AND PRACTICE PAGE 141

6 **Choose the correct verb form to complete the sentences.**

1 If *you'll go / you go* on holiday with your parents, it'll be fun!
2 If I were you, I *will / would* go with my friends.
3 If *you would go / you went* to the beach with your parents, you'd be bored.
4 If *you'll agree / you agree*, we can visit you on Monday.
5 If I had to move, I *will / would* move to the USA.
6 If *I have / I'll have* enough money, I'll go shopping with you.
7 I think that if *we meet / we'll meet* at 8 pm there's enough time before the film starts.

7 **Complete the sentences so they are true for you.**

1 If I had the chance to see any animal in the wild, …
2 When I read about animals in danger, I …
3 If I saw an injured animal on the road, I …

VOCABULARY Phrases with *at*

1 **Read the examples and match the phrases to the meanings.**

1 **At least** 95% of wild tigers have disappeared.
2 Things are happening **at long last** to protect tigers.
3 **At first**, I thought she wasn't friendly, but actually she's just shy.
4 I loved this trip because we saw nature **at its best**.
5 Many wild animals are **at risk** of extinction.
6 The animals appeared **at once**.
7 **At present**, she's working as a wildlife reporter overseas.

a finally
b not less than
c now
d in danger
e as good as it can be
f in the beginning
g immediately

GRAMMAR Conditional sentences

WARMER

Books closed. Draw three columns on the board, headed *If/When, Action* and *Result*. Write some situations in the *Action* column, e.g. *miss the bus*, *leave my phone on*, *don't have breakfast*, *have an argument with my best friend, leave my coursebook at home, don't know a word in English*.

Elicit a model sentence for the first one, e.g. *If I miss the bus, I get home late.*

Underline the verbs (*miss*, *get*) and explain that we use the present tense when we are talking about factual results and results which are general truths. Nominate a student and ask 'What will happen if I miss the bus?' Elicit two or three different responses, to show that there are different imagined outcomes.

Put students into small groups to write zero and first conditional sentences for the class to identify as general truths/facts or imagined/predicted outcomes.

1 Read the instructions with the class. Ask students to read both sets of sentences and say which ones resemble the examples on the board and why (*the sentences in pair 1 use the present tense and are about situations that actually happen*). Monitor and help as students do the matching activity in pairs. Bring the class together and check answers. Add both sets of sentences to the board, underlining verb tenses and *if* / *when* / *will* / *won't*.

Answers

1 and 2: a
3 and 4: b

2 Ask students to read the sentence halves and check vocabulary as necessary, e.g. *protection* (*something done to keep something or someone safe from something dangerous*). Do one or two items as a class before putting students into mixed ability pairs to continue the exercise. Monitor and encourage stronger students to help their partner understand the correct answer. Ask for volunteers to give answers, and see if the class agrees before confirming. Tell students to underline the verb forms in each item and say which sentences use the first conditional.

Answers

1 c (1st conditional) 2 a 3 d (1st conditional) 4 e 5 b

3 Go through the instructions and do the activity as a class. Explain or elicit that *Unless* in the first pair of sentences 1 and 2 replaces the negative, so *unless* means the same as *if not.* Give one or two further sentence pairs to check students understand, for example, *If flowers aren't protected, bees will be in danger. / Unless flowers are protected, bees will be in danger; If fishing isn't controlled, the bluefin tuna will be in danger. / Unless fishing is controlled, the bluefin tuna will be in danger.*

Answers

1 don't do 2 don't protect

4 Monitor and help as necessary as students complete the sentences individually. Ask students to compare in pairs and nominate individuals to read the entire sentence when checking.

Answers

1 unless 2 If 3 if 4 Unless 5 unless

Second conditional

5 Do the exercise as a class. Direct students to sentences 1 and 2. Ask 'Are the sentences about the future?' (*Yes*). 'Which sentence suggests that bees probably won't disappear?' (*2*). Add sentence 2 to the board and underline the verbs. Point out that second conditional sentences also make a connection between a possible situation or action and its result. However, in the second conditional, the situation or action is completely imaginary.

Answers

Example 2

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 243

6 Do the first item as a class and ask students to continue individually. Monitor and check for accuracy before asking for volunteers to read an entire sentence when giving answers.

Answers

1 you go 2 would 3 you went 4 you agree 5 would 6 I have 7 we meet

7 Model the activity by making some true sentences about yourself. Put students into pairs or small groups and ask them to select the two most interesting situations to discuss. Monitor for accuracy and ask students to report any interesting or amusing answers back to the class.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 10

VOCABULARY Phrases with *at*

1 Ask students to read sentences 1–7 and check vocabulary as necessary. Put students into mixed ability pairs and monitor and help as they complete the activity. Ask students to substitute the phrase with *at* for the word or phrase in a–g to review their answers before checking with the class.

Answers

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

CONTINUED ON PAGE 118

2 Do the first item as a class and monitor and help as students continue individually. Ask students to read the complete sentence when they give answers and see if the class agrees before confirming.

Answers

1 at its best 2 at once 3 at present 4 At first 5 At least
6 at risk 7 At long last

FAST FINISHERS

Ask fast finishers to write two more similar sentences with gaps for *at* phrases. Monitor and check for accuracy and ask students to read their sentences for the class to complete after you have checked answers to Exercise 2.

3 Ask students to turn to page 120 for this activity. Direct students to the phrases in the box and to the topics below. Explain the activity and give two examples for yourself, and ask students to guess which one is true and which one is false (for example, *I go shopping at least once a week. At present, my sister lives in London, etc.*). Students write their sentences individually, then work with a partner to read their sentences. Ask students to tell the whole class something they learned about their partner.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 10

LISTENING

39 1 Direct students to the photos and ask them to guess what Lola and Pete have to do for their homework. Ask for suggestions and write key words on the board and model pronunciation to scaffold student's listening. Play the recording for students to check their ideas and ask for further suggestions to add to the board. Play the recording a second time for students to check and discard any wrong suggestions.

Possible answers

Prepare a project on endangered species.

39 2 Ask students to read questions 1–5 and to underline key words in the questions to guide their listening. Put students in pairs to compare their ideas and explain why they have underlined certain words. Play the recording for students to write notes to answer the questions. Ask them to compare in pairs and give them the option of a further listening. Check answers and help students get their ideas across.

Answers

1 Humans are destroying its habitat.
2 Lola wants to focus on animals that have something in common.
3 Marine animals live in water for most of their life. Pete thinks people need to know about these animals too.
4 Start by explaining what 'endangered' means.
5 turtle, whale and seal

» AUDIOSCRIPT TB PAGE 271

SPEAKING Discussing a topic (1)

1 Read the instructions and monitor and help as students do the exercise in mixed ability groups. Bring the class together and invite volunteers to give an example of a good piece of advice. Ask students why points 2 and 7 aren't examples of good advice (*in both cases they do not give the other person the opportunity to speak*). Ask a spokesperson from each group to give an additional piece of advice and the class to vote on which piece of advice they think is the best. Encourage students to give reasons.

Possible answers

1, 3, 4, 5, 6

39 2 Ask students to read the *Prepare to speak* box. Play the recording, pausing after each of the phrases for students to match the phrases 1–7 to the functions a–e. Check answers after each phrase and give students pronunciation practice to help them say the phrases fluently in preparation for the speaking activity.

MIXED ABILITY

Ask students to re-read the functions and choose three to focus on. Tell them to find the phrases in the box for those functions at the start of the activity first and then to continue with the remaining functions.

Answers

1 e 2 a 3 d 4 b 5 a 6 d 7 c

» AUDIOSCRIPT TB PAGE 271

3 Go through the questions with the class before putting them into same ability pairs to have their discussions. Monitor and remind students to use the expressions in the *Prepare to speak* box if necessary. Students give their own answers.

COOLER

Give students one minute to look at the *Prepare to speak* box in Exercise 2. Books closed. They write useful phrases from memory and then open their books to check.

2 EP **Complete the sentences with the phrases in the box.**

at first at its best at least
at long last at once
at present at risk

1 The amazing filming of wildlife in the Pantanal Wetlands is documentary-making _____.
2 When the horse suddenly stopped, I knew _____ that something was wrong.
3 It's very dry here _____, but rain is forecast for next week.
4 _____ I didn't recognise her because she looked so different.
5 _____ 70% of the Earth's surface is covered with water.
6 Zoos often breed animals that are _____ in the wild.
7 _____, the wild giant panda population is starting to grow.

3 » **Work in pairs. Turn to page 120.**

LISTENING

39 **1** **You will hear a video call between two teenagers, Lola and Pete. What do they have to do for their homework?**

39 **2** **Listen again and answer the questions.**

1 Why is the first animal they talk about endangered?
2 Why doesn't Lola think they should include tigers in their presentation?
3 What are marine animals? Why does Pete think they should talk about them?
4 What do they decide to do at the beginning of their presentation?
5 What three animals do they decide to include in their presentation?



SPEAKING Discussing a topic (1)

1 **Read the advice for taking part in discussions. Choose the five pieces of advice which are true. Can you add more advice?**

1 Don't be afraid to ask what something means.
2 Say as much as possible, even if the other person wants to speak.
3 Try to develop your ideas.
4 Make sure you give the other person enough opportunities to join in.
5 Apologise if you interrupt someone, and allow them time to speak.
6 Make links to what you or the other person has said.
7 Talk loudly if another person is trying to speak.

39 **2** **Read the *Prepare to speak* box. Listen to the conversation again to hear some of the phrases in the box. Match the phrases in the box to the functions below. Some phrases match the same function.**

PREPARE TO SPEAK
Taking part in a discussion

1 I missed that. Can you repeat that, please?
2 Sorry, I don't understand.
3 Going back to …
4 Sorry, what were you going to say?
5 Do you mean … ?
6 Like I said before, …
7 On a completely different subject …

a asking for further explanation if you don't understand something
b encouraging someone to continue after you have interrupted them
c changing the topic
d referring back to an earlier topic
e asking someone to say something again if you didn't hear it

3 **Work in pairs. Discuss the questions, using phrases from the *Prepare to speak* box.**

Do you learn about endangered species at school? Which?
Have you ever seen an endangered animal species? Which?
Would you like to work with animals? Why? / Why not?
Have you ever visited a wildlife park? What did you see?
How could you help to protect local wildlife species?

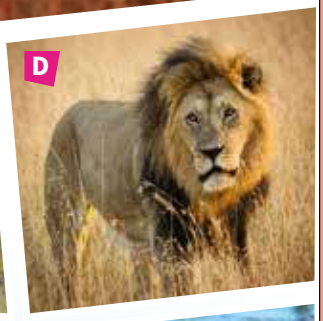
CULTURE

ANIMALS AS NATIONAL SYMBOLS















1 **Match the photos to the names of the animals. Which two aren't real?**

beaver bison dragon
eagle emu horse
kangaroo kiwi lion
tuatara unicorn

2 **Read the article. Find the names of the animals from Exercise 1. In which countries are they important?**

40

Animals and countries

Some animals are well-known symbols that make people think of certain countries. They may be national animals that appear on flags, coins or stamps because they have a special meaning. They might also be animals that only live in that country or imaginary animals from traditional folk tales.

When people think of the United States, there's one animal that comes to mind – the bald eagle. It's the national bird and has been a symbol of the USA for more than 200 years. It represents the qualities of independence and freedom. Another symbol of the USA is the bison, which became the national mammal in 2016. The bison is the largest land animal in North America and it symbolises strength and power.



Canada has got two national animals – the beaver and the Canadian horse. Both animals were important to the first Europeans who came to Canada. They hunted beavers and used their fur to make warm coats and hats. Beavers are also hard-working animals, which makes them a positive symbol. In a similar way, Canadian horses were very useful to early farmers because of their strength and good nature.



The United Kingdom hasn't got a national animal, but its different countries have got traditional animal symbols. England is represented by the lion – a strong, brave animal that is often a symbol for kings. Scotland's animal symbol is the unicorn – a mythical white horse with a long, magical horn on its head. Similarly, Wales is represented by a red dragon with wings. This symbol appears on the Welsh national flag.

One of Australia's national animals is the red kangaroo, which isn't surprising. After all, kangaroos are unique to Australia. They don't appear anywhere else in the world. The same is true for the emu, which is Australia's enormous national bird. It can be up to two metres tall and weigh up to 60 kilograms. Many places and companies in Australia are named after kangaroos and emus because they're so typically Australian.

The kiwi is a small, brown flightless bird that only lives in New Zealand. It's such a famous national symbol that the word 'kiwi' has become a nickname for New Zealanders. Another unique animal from New Zealand is the tuatara. It's a reptile that looks like a lizard that only lives on 32 small islands. The tuatara's closest relatives died about sixty million years ago, so many people call them 'little dinosaurs' or 'living fossils'.



CULTURE

Learning Objectives

- The students learn about animals as national symbols.
- In the project stage, they prepare a presentation about one country's national animal and deliver this to the class.

Vocabulary

brave coins flightless fur mythical strength

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: Only in Australia

BACKGROUND INFORMATION

National symbols tend to represent the culture and tradition of countries. They are generally adopted because they have a strong historical or cultural association with the country, or because they are found in large numbers there. However, they may also be chosen because they possess qualities that the country wants to be known for, such as a powerful or majestic presence. Some countries have two or more national animals or have animals which been changed in some way (for example, the two-headed eagle – Montenegro and Serbia). Two countries have the mythical dragon as a symbol (Wales and Bhutan). Currently, there are 34 flags with animals as part of the design.

WARMER

Challenge the students, in small groups, to name an animal for every letter of the alphabet. The names need to be in English and spelt correctly. Set a time limit and award points for every correct answer.

Here's an example of some well-known animals: *ant, bear, camel, deer, elephant, fish, giraffe, horse, iguana, jaguar, kangaroo, lion, monkey, newt, octopus, penguin, quail, rabbit, seal, tiger, Ulysses butterfly, vulture, wallaby, x-ray tetra* (a type of Amazon fish), *yak, zebra.*

1 Direct students to the photos A–K. Say the name of each of the animals for students to call out the corresponding photo number.

Answers

A kangaroo B emu C bison D lion E horse F tuatara
G beaver H eagle I kiwi J unicorn K dragon
Not real: unicorn and dragon

MIXED ABILITY

Books closed. Put students into mixed ability pairs and ask them to guess which country the animals are associated with. Review the answers after students have done Exercise 2.

Possible answers

A kangaroo – Australia B emu – Australia C bison – USA
D lion – Africa/UK E horse – Canada F tuatara – New Zealand
G beaver – Canada H eagle – USA I kiwi – New Zealand
J unicorn – UK K dragon – Wales / China

2 Go through the instructions and ask students how they are going to read the text (*scan it to locate the names of the animals, and then read more carefully to find the names of the particular countries associated with the animals*). Tell students there are two or more animals which are important for each country in the text, and monitor and encourage them to scan each paragraph to the end. When checking answers, ask students to say where in the text they found the information.

Answers

USA – bald eagle and bison; Canada – beaver and horse; UK – lion, unicorn and dragon; Australia – kangaroo and emu; New Zealand – kiwi and tuatara

CONTINUED ON PAGE 122

3 Ask students to read the sentences and underline key words to help them locate the information in the text. Tell students to ignore any unknown vocabulary at this stage. Remind them that they should then read the relevant part of the text carefully to decide if the statement is true or false. Nominate individuals to give answers and to give reasons and see if the class agrees before feeding back. Encourage students to correct the false sentences.

Answers

1 false (bald eagle is a symbol of independence; bison is a symbol of strength)
2 true
3 false (good nature)
4 true
5 false (unique to Australia)
6 false (only on 32 islands)

40 The Reading text is recorded for students to listen, read and check their answers.

4 Ask students to look at the highlighted words in the text and say what type of words they are (*nouns and adjectives*). Tell students to complete the exercise individually, and to compare their answers with a partner. Advise students to read each sentence and substitute the highlighted word for the meaning to check it makes sense. Nominate individuals to give answers, and others to say if they agree or not.

Answers

1 mythical 2 fur 3 coins 4 flightless 5 strength 6 brave

FAST FINISHERS

Ask the students to write down their favourite animal and three qualities they like about this animal. Next, tell them that they have just done a psychology test and the three qualities are how they would like other people to see them. For example, a horse – fast, strong, beautiful – suggests that the student would like others to see him/her as fast, strong and beautiful.

41 **5** Tell students they will listen to a person called Sonia giving a presentation about one country's iconic animal, and that her presentation is similar to the project they will do. Ask them, in pairs, to identify and underline key words in the topics 1–7 to direct their listening. Ask for volunteers to give suggestions and write useful key words and phrases on the board. Play the audio for students to identify the topics the speaker talks about and nominate individuals to give answers.

Answers

She talks about topics 1, 3, 6 and 7.

41 **6** Tell students, in their pairs, to identify and underline key words in questions 1–6. Ask for volunteers to tell the class their key words (including the *wh-* question). Monitor and give pronunciation practice if necessary so the students are more prepared to recognise the words when they hear them. Play the audio and ask for volunteers to give answers.

Answers

1 1782
2 It can fly away into the air from the tops of mountains.
3 in the 18th century
4 There are golden eagles rather than bald eagles.
5 He said they were birds of bad character, who steal their food from other birds.
6 She thinks it's a magnificent bird and a great symbol.

» AUDIOSCRIPT TB PAGE 272

7 Tell students that, for the *Project*, they will be giving a presentation to the class and that the words in the box will be useful when preparing it. Say the words in the box and check students understand meaning and give pronunciation practice if necessary before asking them to complete the sentences in the *Useful language* box. Check answers.

Answers

1 national 2 symbol 3 unusual 4 appears 5 represents 6 independence

PROJECT *A presentation about a national animal*

Go through the instructions with the class and ask students to look again at the text and, individually, to make notes to answer questions 1–5. Ask for a volunteer to share ideas with the class and write key words and phrases on the board.

Monitor and encourage students to make a note of key phrases in the *Useful language* box. Put students into pairs to practise their presentations using their notes, and to give each other feedback, before giving their presentation to the class.

PROJECT EXTENSION

Ask students to find out some additional and/or unusual facts about one of their classmates' chosen iconic animals and tell them to write a summary. Next lesson, you could display the summaries or ask for volunteers to share any unusual information they found.

08 **CULTURE VIDEO: Only in Australia**

When students have completed the lesson, they can watch the video and complete the worksheet.

COOLER

Ask students to imagine their country wanted to change the animal which is currently seen as their national symbol, and to write their name and the name of the animal on a slip of paper. Collect in the slips of paper and redistribute them. Ask students to make notes about the qualities the animal has which would match the image of their country. Students return the slips of paper to the person who made the original suggestion.

3 **Are the sentences true or false? Correct the false sentences.**

1 The bison is a typical symbol of independence.
2 Beavers and Canadian horses were useful in the past.
3 Canadian horses were strong but difficult to manage.
4 The national animals of Scotland and Wales aren't real.
5 Emus are found in Australia and some other countries.
6 Tuataras live in most of the areas of New Zealand.

4 **Match the highlighted words in the text to the meanings.**

1 imaginary or not real
2 an animal's coat of hair
3 small pieces of metal that we use as money
4 not able to fly
5 the quality of being strong
6 not afraid of anything

41 **5** **Listen to Sonia giving a presentation to her class. Tick (✓) the topics that she talks about.**

1 when the eagle became a national symbol
2 where the bald eagle lives in winter
3 how Sonia feels about the bald eagle
4 why bald eagles became endangered
5 some other animals that people suggested
6 how a famous man felt about the bald eagle
7 how the bald eagle usually gets its food



41 **6** **Listen again. Answer the questions.**

1 When did the bald eagle become a national symbol?
2 Why does Sonia think the eagle is a symbol of freedom?
3 When was the bald eagle more common: now or in the eighteenth century?
4 What mistake can you find on some old ten-dollar coins?
5 Why didn't Benjamin Franklin want the bald eagle as a national symbol?
6 How does Sonia feel about the bald eagle and what it symbolises?

7 **Read the *Useful language* phrases. Complete them with the words in the box.**

appears independence national
represents symbol unusual

USEFUL LANGUAGE

Describing animals as national symbols

1 It's the country's ____ animal.
2 It has been a ____ of our country for 200 years.
3 It's quite an ____ animal.
4 It ____ on coins and stamps.
5 It ____ the quality of freedom.
6 It's a symbol of ____.

PROJECT

A presentation about a national animal

Prepare a presentation about a country's iconic animals. Use the following questions to help you.

1 Are the animals official national symbols?
2 What specific types of animal are they?
3 What is special about those animals?
4 Are they important to the country's history?
5 Do the animals symbolise any qualities?

Give your presentation to the class.

11 OFF TO SCHOOL







ABOUT YOU

09 **Watch the video and then answer the questions.**

How many hours a week do you spend at school?
How long does it take you to get to school each day?
What do you think is important to have in a classroom?

VOCABULARY School

1 **Look at the photos of difficult journeys to school. Which journey do you think is the most difficult? Why?**

42 **2** **Listen to a photographer talking about the photos. In what order does she talk about them?**

42 **3** **Complete the sentences with the words in the boxes. Listen again and check.**

EP

primary qualifications secondary Year

1 The children are very young and go to the _____ school in the village.
2 I'm not sure where they will go to school when they are _____ school age.
3 I think he was in _____ 1, so age six.
4 I wonder what _____ these children will end up getting.

attend boarding school degree do well

5 The children _____ a school which is on the other side of the mountain.
6 Fortunately, the children can live at the _____.
7 The children and their parents want them to _____.
8 They want them to go on to university and get a _____.

broke up done badly education undergraduates

9 We had been _____ together at the University of Cambridge.
10 The children had two more weeks before they _____ for the holidays.
11 One young teen I spoke to afterwards thought he had _____ in his exams.
12 It seems that _____ is a priority for this community.

4 **Group the words in the boxes in Exercise 3 into verbs and nouns. What are the infinitives of the verbs?**

5 **Read the sentences about school. Do you agree?**

1 All children should attend school up to the age of 18.
2 Only excellent students should go to university and get a degree.
3 Schools should break up for holidays every four weeks.
4 Children who do badly should never have to repeat a year.
5 Children should start primary school when they are aged 4, and secondary school when they are aged 12.
6 It's really important to do well at school.
7 Education should be free and available to everyone in the world.
8 Experience in life is more important than qualifications.
9 All children should start learning another language in Year 1.
10 Undergraduates shouldn't have to pay to attend university.

11 OFF TO SCHOOL

Unit Overview

TOPIC	Different experiences of school
VOCABULARY	School
READING	Classrooms around the world
GRAMMAR	Past perfect
VOCABULARY	Compound nouns
WRITING	A story (2)

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 142; TB page 243
WORKBOOK: pages 44–47
VIDEO AND VIDEO WORKSHEET: Off to school
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 11; Vocabulary worksheet Unit 11
TEST GENERATOR: Unit test 11

WARMER

Draw two columns on the board, headed *Nouns* and *Verbs*. Put students into mixed ability groups and set a three-minute time limit for them to write as many nouns and verbs connected with the topic of 'school' as they can. Ask each group to read their lists aloud, and write their words on the board. Award one point for each relevant word that no other group has thought of. Award an extra point if a student from each group can make a grammatically-correct sentence using one of the nouns and verbs from the board.

ABOUT YOU

09 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box and students make notes to answer the questions. Nominate individuals to give answers, and see who spends the most number of hours at school and the most time travelling. Tell students to count the number of hours they spend doing homework, and invite comments on the total time they spend on school-related activities, for example, school clubs or sports practice / competitions in a week.

VOCABULARY School

1 Read the instructions and direct students to look at the photos. Monitor and help with ideas as they do the exercise in mixed ability groups and encourage stronger students to give reasons and add any examples from their own experiences. Discuss ideas as a class and write any useful topic-related vocabulary on the board, e.g. *dangerous* (could harm you), *challenging* (difficult in a way that tests your determination), *tiring* (makes you feel tired). Students give their own answers.

42 **2** Tell students they will listen to the photographer talking about journeys to school. Play the recording for them to identify which situation (A–C) the photographer is talking about. Pause after each one, and invite suggestions and examples of any topic-related vocabulary students remember. Help with pronunciation as necessary.

Answers

1 B 2 A 3 C

42 **3** Tell students to read sentences 1–12 about the photos and check vocabulary as necessary. Put students into mixed ability pairs to complete the sentences using the words and phrases in the box. Monitor and help with pronunciation and meaning before playing the recording for students to check their answers. Ask for volunteers to give answers and give further pronunciation practice if necessary.

Answers

1 primary 2 secondary 3 Year 4 qualifications 5 attend
6 boarding school 7 do well 8 degree 9 undergraduates
10 broke up 11 done badly 12 education

» AUDIOSCRIPT TB PAGE 272

4 Complete the word for items 1–4 as a class before monitoring and helping as necessary as students continue in pairs. Ask students for answers and add them to the *Nouns* and *Verbs* columns on the board.

FAST FINISHERS

Ask fast finishers to mark the stress on the following words: *qualifications, boarding, education* and *undergraduates*. They check their answers in a dictionary, and feed in this information as you check answers to Exercise 4.

Answers

Verbs:	attend, do well, broke up, done badly
Infinitives:	attend, do well, break up, do badly
Nouns:	qualifications, year, boarding school, degree, education, undergraduates

5 Ask students to read sentences 1–10 and check vocabulary as necessary. Give them time to tick the statements they agree with. Put students into pairs to discuss their opinions and monitor and encourage them to provide reasons. Give positive feedback where possible. Focus on each of the statements in turn and ask for volunteers to say whether or not they agree with them. Invite others to say if they agree with the first student's opinion and to give reasons.

Answers

Students' own answers

READING

BACKGROUND INFORMATION

Malala Yousafzai, Nobel Prize winner and author, wrote that 'One child, one teacher, one book, one pen can change the world' and is quoted regularly during discussions about the importance of education for everybody around the world. Malala Yousafazi was shot while she was travelling on a school bus because she spoke up about the importance of girls' education. Many students have to overcome challenging circumstances to get to a class in some parts of the world, dealing with war, political unrest and poverty. In many other cultures, it's simply a matter of getting a bus or a lift from a parent. There are differences between education systems in which there are many small schools with not enough room for the number of students (without electricity, board, paper and pens), and private institutions with every facility you can possibly imagine. Education is seen in some countries as a way out of poverty.

1 Put students into same ability pairs to discuss the questions. Monitor and help with ideas. You could give the following topics: *desks*, *size*, *design, decorations*, *type of board*, *colour* and *technology*. Bring the class together and invite two or three students to report back to the class.

Answers

Students' own answers

2 Tell students not to worry about any new vocabulary, but to concentrate on understanding the main ideas in the texts. Set a short time limit for them to read the texts and discuss the questions, encouraging students to explain their opinion.

Answers

Students' own answers

3 Read the instructions and ask 'How are you going to read? Are you going to read all the texts carefully to find the answer for each question? Or are you going to read quickly to find similar words and phrases before reading carefully to check?' (*quickly to identify the text and then slowly to check*). Monitor and help as students do the exercise individually. Nominate individuals to give answers and see if the class agrees before confirming. Ask students to read the entire sentence from the text which contains the answer.

MIXED ABILITY

Help weaker students by indicating the key words in the questions that will help them locate the information in the texts.

Answers

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

43 The Reading text is recorded for students to listen, read and check their answers.

4 Read the instructions and ask students to read the meanings 1–5. Go through each one and ask what type of words or phrases are needed (*1 verb, 2 noun, 3 adjective, 4 verb, 5 verb*) before telling them to use the information before and after the highlighted word or phrase in the texts to help them find the answer. Ask students to do the exercise individually before comparing their answers with a partner. Nominate individuals to give answers, and see if the class agrees before confirming. Give extra pronunciation practice where necessary.

Answers

1 surrounded by 2 effort 3 ordinary 4 celebrate 5 apply for

TALKING POINTS

Put students into pairs to make a note of useful vocabulary for their answers. Monitor and encourage them to give reasons to expand on their answers. Give positive feedback where possible before bringing the class together to share ideas.

COOLER

Ask students to choose five words from the Vocabulary and Reading sections, and to write definitions for them, using their dictionary to help. Books closed. Put students into pairs to read their definitions and guess the word. Alternatively, you could set this up as a team game. Put students into groups of four. They take turns to read their definitions and the others write the words on a slip of paper. Students swap papers and check answers. They award one point for a correct answer. Students continue until each one has had a turn reading their definitions and then add up their points.

READING

1 What things do you like about your classroom? What things do you dislike?

2 Read the three texts quickly. Which classroom (A, B or C) is the most traditional? Which is the most unusual?

43

CLASSROOMS AROUND THE WORLD

Last month on TeacherWeb, we asked you to tell us about the most interesting classrooms you've ever taught in. We received hundreds of replies from teachers around the world. Here is a selection of our favourite stories.

A

Jack When I was looking for somewhere to teach English as a foreign language, I decided to apply for a school that was far away. However, this place was definitely further than I had imagined, and I never thought that a school classroom could be in a cave! It was a really unusual place to have a school. The families of a Chinese village had built the school, known as Middle Cave Elementary School, in the cave about 50 years before. They had transported the materials for the school furniture up the mountain. It took days, and then they made the tables and chairs by hand. Children come from many different places around the area and walk up a stone path to reach the school every day. I arrived at the school in early April to teach English conversation, and I helped the music teacher. There were always two teachers, which I enjoyed. Having these lessons in a cave was incredible because of the sound produced inside caves. The classroom made music by itself!





B

Katie I wasn't sure what to do in the summer after I left school and before I went university. Then I found out by accident about a teaching programme in Samoa for three months. I had never worked with children before, so I was a bit nervous. But when I walked into the classroom, the children were so welcoming! Our classroom was fairly ordinary, with desks and a blackboard. There were hardly any computers, but the walls were covered with colourful pictures and writing, mostly in English. I had an amazing time at the school, helping the class teacher, and teaching some classes myself. The teacher had the most beautiful wooden chair that her grandfather had made for her by hand to celebrate her first job. It was a very different school to the one that I had attended back home. I thought that the children all worked really hard and they mostly did well in their exams.

C

Georgie I had a very special experience when I went to this school in Cuba a few years ago. Three years earlier, the parents and teachers had built several outdoor classrooms for the summer terms. They had spent a lot of time talking about the design of the classrooms, and eventually they decided to have lots of different 'classroom areas'. There was a classroom in the vegetable garden, there was another one surrounded by trees and there was even a classroom in a rose garden, although there were a couple of sunflowers that someone had planted by mistake! The parents had put a lot of effort into making their children's learning a good experience. I think the children enjoyed it because they didn't feel as if they were in a classroom. However, I was teaching maths and I found I missed having a whiteboard!



3 Read the texts again. Which classroom …

1 had the children's work on the walls?
2 was built by local people about half a century ago?
3 was inside a garden?
4 did the students like?
5 had very few computers?
6 was good for music?
7 was challenging for the teacher?
8 had a gift made by the teacher's relative in it?

4 Match the highlighted words and phrases in the text to the meanings.

1 with things all around a place
2 energy that you use to do something
3 not special
4 do something enjoyable because it is a special day
5 request something officially

TALKING POINTS

Which of the three classrooms would you most like to have?
What would your ideal classroom be like?

GRAMMAR Past perfect

1 **Read the example and look at the verbs. Answer the questions.**

I went to this school a few years ago. Three years earlier, the parents and teachers had built several outdoor classrooms.

1 Which action happened first?
   a the writer went to the school
   b the parents and teachers had built the classrooms
2 Which verb is in the past simple? Which is in the past perfect?

2 **Choose the correct words to complete the rules.**

a We use the past perfect to talk about an action that happened ***before*** / ***after*** another action in the past.
b We form the past perfect with ***had + past participle*** / ***had + -ing form***.

» GRAMMAR REFERENCE AND PRACTICE PAGE 142

3 **Read the sentences and look at the verb forms. Which action came first, a or b?**

0 When Jake got home, Mark had left the house.
   a Jake got home.
   b Mark left the house.
1 I'd gone to bed when Harriet got home.
   a Harriet got home.
   b I went to bed.
2 Martin didn't go to the cinema because he'd seen the film before.
   a Martin didn't go to the cinema.
   b Martin saw the film.
3 Juliana wasn't hungry because she'd had lunch at school.
   a Juliana had lunch at school.
   b Juliana wasn't hungry.
4 Paul called me when he had finished his homework.
   a Paul called me.
   b Paul finished his homework.

4 **Choose the correct form of the verbs.**

1 I was really surprised when I read the email: I *had won* / *won* the lottery!
2 I decided to call my brother and say that I *changed* / *had changed* my mind.
3 Yesterday, when the crime *had happened* / *happened*, I was at home.
4 I *had been* / *went* to Malaysia for my summer vacation last year.
5 I told him about the new restaurant that *opened* / *had opened* in my town the week before.
6 Waterskiing was cool. I *never did* / *had never done* anything like it before!

5 **Read about a school in Norway and complete the text with the correct form of the verbs.**

Before I [1] _____ (go) to Norway, I [2] _____ (work) all over the world and I [3] _____ (see) many different classrooms. But this [4] _____ (be) definitely more impressive than anything I [5] _____ (experience) before. I [6] _____ (not / work) with a class before in which every child had their own computer. But I also [7] _____ (not / go) to a school before where children had to leave the island when they [8] _____ (reach) the age of 16, to continue their education on the mainland.

VOCABULARY Compound nouns

1 **Read the examples and look at the compound nouns.**

What kind of words do we join together to make compound nouns?

1 Our classroom was fairly ordinary.
2 I missed having a whiteboard!
3 I meet up with my friends at the bus stop.

2 EP **Choose a word from each box to make compound nouns. Write the words next to the meanings.**

black	break	head	home
lunch	school	text	time

board	book	bus	table
time	teacher	time	work

1 the person in charge of a school
2 study and exercises that you do out of school
3 this is when you eat in the middle of the day
4 teachers write on this with a white material called chalk
5 *Prepare!* Level 5 is your …
6 a list that tells you when and where you have your classes
7 a vehicle that takes children to and from school
8 a short period of rest during the school day

3 **You have two minutes. How many compound nouns can you make from the words?**



4 » Turn to page 121.

GRAMMAR Past perfect

WARMER

Books closed. Draw a timeline on the board. Write *When* as the first word in the sentence, and *7.30 am* on the left and *8 am* on the right. Under *7.30 am*, write *my brother went to school* and under *8 am* write *I got up.* Tell students to make a sentence using the information and elicit suggestions. Write the following sentence on the board, stopping after each word to elicit the next one: *When I got up, my brother had gone to school.* Underline the verb forms (*got up*, *had gone*) and ask the following questions: 'Which event happened first?' (*My brother went to school*), 'Which happened second?' (*I got up*), 'Which verb is in the past simple?' (*got up*), 'Which verb is in the past perfect?' (*had gone*). Tell students that we use the past perfect to talk about an earlier action which took place before another past time.

1 Put students into mixed ability pairs. Ask them to read the sentence and answer the questions. Check answers.

Answers

1 b
2 *went* = past simple; *had built* = past perfect

2 Complete the rules as a class.

Answers

a before b *had* + past participle

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 243

3 Read the instructions and go through the example with the class. If you feel students need more support, draw a timeline showing which action happened first. Monitor and help as they continue in mixed ability pairs, encouraging stronger students to explain the sequence of activities if necessary. Nominate individuals to give answers and check they are using the contracted form of the verb where appropriate. See if the class agrees before confirming.

Answers

1 b 2 b 3 a 4 b

4 Do the first item as a class before students continue individually and monitor and help as necessary. Ask students to read the entire sentence when you check answers.

Answers

1 had won 2 had changed 3 happened 4 went
5 had opened 6 had never done

5 Tell students to read the text and say what the writer found interesting about the school in Norway (*every child has their own computer; children have to leave the island at 16 to study on the mainland*). Ask students to complete the text with the correct form of the verbs and remind them to think about the position of the negative where appropriate. Monitor and help, checking students are using the past participle and contracted forms of the auxiliary verb *had*. Check answers.

MIXED ABILITY

Give weaker students the past participles of the verbs before they begin. Stronger students can complete the exercise without this support.

Answers

1 went 2 had / 'd worked 3 had / 'd seen 4 was
5 had / 'd experienced 6 hadn't worked
7 hadn't been / hadn't gone 8 reached

» GRAMMAR WORKSHEET UNIT 11

VOCABULARY Compound nouns

1 Books closed. Write the words *classroom, whiteboard* and *bus stop* on the board. Ask students for suggestions of school-related words made up of two parts, e.g. *blackboard*, *homework*, *notebook*, *playground*, *textbook*, *workbook*. Give them the first half of the word if they need any help. Do the exercise as a class and underline and label the parts of *classroom, whiteboard* and *bus stop* on the board. Point out that sometimes compounds are written as two separate words, e.g. *bus stop*.

Answers

1 noun + noun 2 adjective + noun 3 noun + noun

2 Read the instructions and do the first item as a class. Ask 'Which word can you use with 'head' to make a compound noun?' (*teacher*). Ask students to find the definition of *headteacher* in 1–8 (*1*). Monitor and help as students continue individually. Advise students to make any compounds they already know before guessing others using the remaining words. Encourage them to work from the definitions if they can't think of, or are unsure of, their answer.

Answers

1 headteacher 2 homework 3 lunchtime 4 blackboard
5 textbook 6 timetable 7 school bus 8 break time

3 Put students into mixed ability groups and tell them to elect a scribe and set a short time limit for them to identify compound nouns using the words given. Ask students to come to the board to write the words. Award one point for a correct answer and deduct points for wrong answers.

Possible answers

home time, housework, lunch break, train ticket, train time, train journey, school work, schoolhouse, journey time, bus ticket

4 Ask students to turn to page 121 for this activity. Do the activity as a whole class or in small groups. This can also be turned into a game with two teams and points awarded for guessing the compound nouns correctly.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 11

WRITING A story (2)

1 Books closed. Ask students if they have read or seen any of the Harry Potter books or films. Elicit what they know about Hogwarts School, the setting of many of the books (e.g. *it teaches magic to students aged 11–18, it's in Scotland and looks like a big castle*). Put students into mixed ability groups to discuss the questions. Monitor and encourage them to use the past perfect in their descriptions of the plots. Ask a spokesperson from each group to tell the class about a school story they know.

Answers

Students' own answers

2 Tell students to read Alex's story and to choose the best first sentence from a–c before comparing their answers with a partner. Take a class vote on the best answer, encouraging students to give reasons for their answer. Check vocabulary in the text if necessary.

Answers

b

3 Tell students to read the *Prepare to write* box. Draw three columns on the board headed *Past simple*, *Past continuous* and *Past perfect.* Nominate students to write the verbs in the story in the appropriate column on the board.

Answers

past simple: was, came, took, didn't mention, carried on, said, handed in, got
past continuous: was sitting, (was) feeling
past perfect: had asked, hadn't done, 'd forgotten

4 Put students into mixed ability pairs to discuss the question, and then share their ideas with the class.

Possible answers

They add interest and drama to a story.

5 Do the first item as a class and monitor and help as students continue in mixed ability pairs. Encourage stronger students to check the indefinite article (*a*, *an)* doesn't need changing. Give positive feedback for interesting ideas. Nominate individuals to give answers.

Answers

Students' own answers

6 Ask students to look at the box and to say what they notice about the position of the adverb in the example sentence (*it's at the end*). Then ask them which adverb is the odd one out (*well*, the others end in *-ly*). Elicit what the adjective related to *well* is (*good*). Direct students back to the text in Exercise 2 to look at the position of the adverbs. Point out that adverbs of manner (for example, *quietly*, *quickly*) often go straight after the verb in a longer sentence. Tell students to make as many sentences as they can for sentences 1–5 and monitor and help as they continue individually. Check answers and elicit ideas about the circumstances (or contexts) of each situation.

Possible answers

1 She walked out of the room slowly.
2 I finished my homework quietly.
3 We ate our lunch quickly.
4 He smiled at me cheerfully.
5 The teacher answered her questions well.

Tips Tell students to read all the instructions carefully. Advise them to read their writing to check they have covered all the points and to check for mistakes.

7 Read the instructions. Ask students to plan their ideas before comparing with a partner, and then to help each other by suggesting additional information. Remind them to use different tenses, and adjectives and adverbs to add extra detail.

Answers

Students' own answers

8 Monitor and offer support to students who need more help as they write their stories. Students can swap their stories with each other and check they have followed the advice in the *Prepare to write* box. You could display stories around the classroom, or publish them on the class blog.

Model answer

I had to set off for school a little earlier than usual that morning. Mum usually drives me but she had taken the car to the local garage so I decided to take the bus.
I had just arrived at the bus stop when I realised I'd left my new laptop at home. Oh no! It had all my presentation notes on it for my biology lesson. I immediately went back home to get it, but I knew I'd missed the bus.
I began running really quickly and then it started to rain hard. I arrived out of breath and soaking wet, but in time to give my presentation!

COOLER

Tell students to review the unit to find ten nouns connected with school or education and to write the words in alphabetical order. Ask them to compare with a partner and to select a total of eight words to remember.

WRITING A story (2)

1 **Have you read any stories that take place in school? What happened?**

2 **Read Alex's story. Choose the best first sentence.**

a It was a really bad day at school.
b It was the first day back at school after the summer holidays.
c I was looking forward to the summer holidays.

_____ I was sitting quietly in the classroom and feeling very nervous. Before the holidays the teacher had asked us to do some simple homework. I hadn't done it because I'd forgotten all about it. I was really worried that the teacher would be angry. Then the teacher came into the classroom. She took the register, but she didn't mention the homework. She carried on with the class as usual. Finally, at the end of the class she said quickly, 'Don't forget to bring your homework tomorrow.' How lucky! I handed in my completed homework the next day – and I got a good mark!

3 **Read the *Prepare to write* box. Read Alex's story again and find examples of verbs in the past simple, past continuous and past perfect.**

PREPARE TO WRITE
A story (2)

When you write a story:

- use a range of verb forms.
- use adverbs to describe verbs:
  *I was sitting **quietly** in the classroom.*
- use adjectives to describe nouns:
  *I handed in my **completed** homework the next day.*
- check that your story has a beginning, a middle and an end.

4 **Look at the highlighted adjectives and adverbs in Alex's story. How do adjectives and adverbs improve the story?**



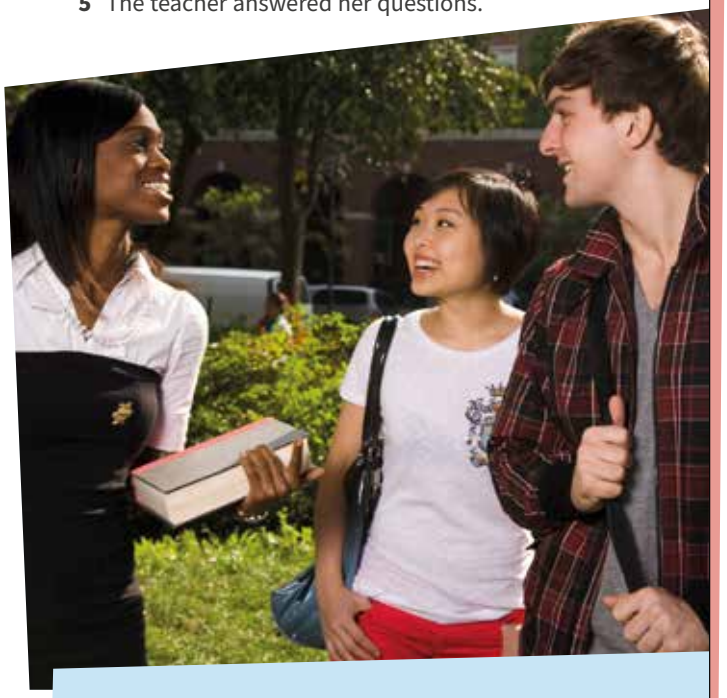
5 **Add a suitable adjective to the sentences. Use your own ideas.**

1 A _____ man walked into the room.
2 The teacher gave us some _____ homework.
3 We had a _____ day!
4 The lessons take place in a _____ classroom.

6 **Add an adverb to each sentence. Use the adverbs in the box or your own ideas. Compare your sentences with a partner.**

angrily cheerfully easily immediately
quickly quietly slowly well

0 He shouted at me.
He shouted at me angrily.
1 She walked out of the room.
2 I finished my homework.
3 We ate our lunch.
4 He smiled at me.
5 The teacher answered her questions.



7 **Read the task below and plan your ideas, then compare your ideas with a partner. Can you improve your plan?**

Your English teacher has asked you to write a story.
Your story must begin with this sentence:
I had to set off for school a little earlier than usual that morning.

8 **Write your story.**

- Use the tips in the *Prepare to write* box.
- Write about 100 words.
- Remember to check your spelling and grammar.

12 GETTING AROUND



ABOUT YOU

Which is the most exciting form of transport you have been on? Why was it exciting?
Which forms of transport have you travelled on alone?

VOCABULARY Travel

1 **Look at the photos. What forms of transport do they show? What are the different reasons for using them? What other forms of transport can you think of?**

44 **2** **Listen to four people talking. Match them to the photos.**

44 **3** **Listen again. Complete the sentences with the correct form of the words in the box.**

EP

abroad	be held up	check in	go away		
land	reach	sail	set off	tour	unpack

Speaker 1

1 They'd never been _____ before, so they flew to Venice.
2 They _____ and found their ship waiting in the harbour.
3 They _____ down the Adriatic Sea.
4 They _____ Dubrovnik, in Croatia, on the Monday morning.

Speaker 2

5 He _____ from home at 7 am every morning,
6 He _____ about an hour later and gets a taxi to his office.

Speaker 3

7 We _____ in the summer. Mum plans amazing road trips for us.
8 If we're in a city, we usually go on a _____ with a guide.
9 But as we're travelling so much, we don't really ever _____.

Speaker 4

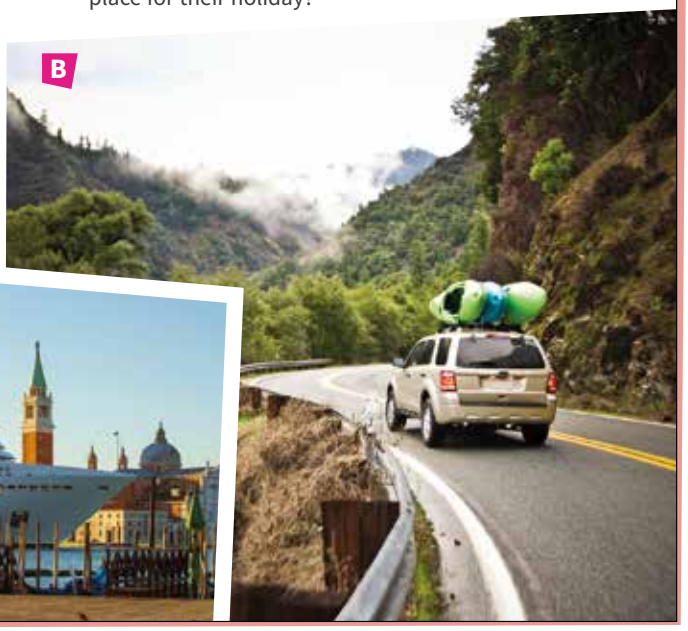
10 If the train _____, the rail company gives him a refund.

4 **Complete the sentences with the correct form of the words from Exercise 3.**

1 Josie's plane _____ at 7.28. We should leave now to meet her at the airport.
2 You can _____ across the water from one island to another.
3 Some students go _____ for a year to a different country.
4 We're _____ at 5.30 tomorrow morning, so make sure you set your alarm!
5 We want to _____ for a few weeks this summer.
6 Nowadays, you can _____ online using the airline's website or app.
7 It was late at night by the time we _____ the hotel.
8 Mum _____ in traffic – she'll be here in about 30 minutes.
9 I can't come over now – I have to _____ after my holiday and put everything away.
10 When we go to new cities, we always go on a _____.

5 **Discuss the questions.**

1 Which forms of transport do you really enjoy using? Why?
2 Have you ever been abroad? Where and how did you go?
3 Why do some people always go away to the same place for their holiday?





12 GETTING AROUND

Unit Overview

TOPIC	Travel and forms of transport
VOCABULARY	Travel
READING	Travelling without your parents
GRAMMAR	Modals: Obligation, necessity and advice (2); *let* and *make*
VOCABULARY	Phrases with *on*
LISTENING	An announcement on a flight
SPEAKING	Talking about travel

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 143;
TB pages 243-244
WORKBOOK: pages 48–51
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 12;
Vocabulary worksheet Unit 12
TEST GENERATOR: Unit test 12

WARMER

Books closed. Write the word *travel* on the board. Put students into mixed ability teams to brainstorm as many ways of travelling as they know. A spokesperson reads the information to the class and the team with the most examples wins. Write key words on the board.

ABOUT YOU

Put students into pairs to discuss the questions. Monitor and give positive feedback for interesting stories, encouraging students to show interest in what their partners say. Bring the class together and invite two or three students to share their stories with the class. Write any useful travel-related vocabulary on the board.

VOCABULARY Travel

1 Put students into mixed ability pairs to discuss the questions. Check they understand the difference between a *cruise ship* and a *ferry* (a *cruise ship* is a large ship like a hotel, which people travel on for pleasure; a *ferry* is a boat that regularly carries passengers across an area of water). Discuss ideas as a class.

Answers

Photo A: a high-speed train. *Reasons for using it*: to commute, to get to airports, to get from A to B quickly
Photo B: a car. *Reasons for using it*: convenient way of getting where you want to go, short commutes or longer road trips
Photo C: a cruise ship. *Reasons for using it*: to go on cruises (holidays)
Photo D: an aeroplane. *Reasons for using it*: to go on holiday, or to travel for business. For short trips or long haul flights.

44 **2** Tell students they will listen to four different speakers. Play the recording for them to match each speaker to a photo. Check answers and invite individuals to say what the speaker said that helped them make the match.

Answers

1 C 2 D 3 B 4 A

44 **3** Put students into mixed ability pairs and ask them to read sentences 1–10. Check vocabulary as necessary. Then direct students to the words and phrases in the box and pronounce each one clearly so students recognise them more easily when they hear them in the recording. Tell students not to worry about the meanings for the moment and play the audio for them to complete the sentences. Ask students to re-read each sentence again before you check answers. Go over any vocabulary as necessary.

Answers

1 abroad 2 checked in 3 sailed 4 reached 5 sets off
6 lands 7 go away 8 tour 9 unpack 10 is held up

» AUDIOSCRIPT TB PAGE 273

4 Ask students to complete the sentences individually and monitor and help as necessary. When checking answers, ask weaker students to match the words and phrases and stronger students to give the correct form.

Answers

1 lands 2 sail 3 abroad 4 setting off 5 go away 6 check in
7 reached 8 's/is held up 9 unpack 10 tour

5 Put students into small same ability groups to answer the questions. Monitor and help as necessary with pronunciation and join in with discussions. Ask each group to nominate a spokesperson to report a summary of the group's discussion to the class.

Answers

Students' own answers

READING

BACKGROUND INFORMATION

In Britain, a person who is over the age of 16 is considered an adult and can fly without their parents. Generally, children aged 11–15 can travel alone as long as an adult signs a special form at the check-in desk. However, different airlines have different rules. Budget airlines, such as easyJet and Ryanair do not allow children under the age of 16 to fly alone. Both British Airways and the tour operator Thomas Cook allow children aged 14 or over to travel unaccompanied.

1 Put students into mixed ability pairs to brainstorm answers to the question. Ask the class for suggestions and write key words on the board. Set a four-minute time limit for students to read the web page to see if their ideas were mentioned.

Possible answers

Make sure you have your passport or national ID; check out the country's embassy website about the rules for under 18s travelling on their own; buy travel insurance; make sure you get to the airport on time; book a youth hostel; don't choose somewhere that closes its doors at 8 pm; pack as lightly as possible

FAST FINISHERS

Ask fast finishers to think of reasons why people have a lot to do before they go on holiday. They could give their suggestions after you have checked their answers to Exercise 1, and the class could vote for the best idea.

2 Ask students to read the headings before matching them to the paragraphs and write the following key words on the board: *home, stay, documents, flying* and *pack*. Ask students to read paragraph 1 carefully and to underline parts of the text connected to one of the words on the board (for example: documents – *ID, passport, letter, travel insurance*).

Monitor and help as necessary as students continue individually. Encourage stronger students to give reasons for their answers when you check answers.

Answers

1 What documents to take 2 Flying 3 Where to stay
4 What to pack 5 Contacting home

3 Tell students to read questions 1–6 and check vocabulary as necessary. Ask them to make notes or underline sections of the text which answer the questions. Monitor and help as necessary and tell students to compare ideas in pairs before asking for volunteers to give answers. See if the class agrees before feeding back.

MIXED ABILITY

Put students into mixed ability pairs to guess the answers to questions 1–6 before asking them to read and check their answers.

Answers

1 a form of ID (passport or national identity card)
2 Some countries don't let people under 18 travel on their own without a letter of authorisation from their parents.
3 Two hours – three for the United States
4 some close early, and if your flight arrives late, you may not be able to get in
5 Only pack the essentials, as you have to carry your luggage, but do remember to take a raincoat.
6 to let your friends and family know you are safe and are enjoying yourself

45 The Reading text is recorded for students to listen, read and check their answers.

4 Ask students to read the meanings 1–6 and check vocabulary as necessary. Do the first item as a class, asking for a volunteer to suggest an answer. Ask students how they can check their answers (by re-reading the section of the text before and after the gap, and substituting the highlighted word or phrase for a meaning from 1–6 to check the sentence makes general sense). Monitor and help as students continue individually before inviting individuals to give answers and see if the class agrees before feeding back.

Answers

1 youth hostel 2 research 3 ID 4 airline 5 besties 6 stuff

TALKING POINTS

Before discussing the questions, put students into same ability pairs to write a note of useful vocabulary. As students discuss in pairs, monitor and encourage them to give examples of situations or reasons to expand on their answers. Give positive feedback where possible. Bring the class together to share ideas.

COOLER

Write the highlighted words and phrases from the blog post on page 69 on the board. Give students one minute to study the words and phrases, then erase them. Tell students to write down the words they remember and to look back at the blog post to check.

READING

1 **What things do you have to do before you go on holiday? Make a list. Read the web page and compare your ideas.**

2 **Match these headings to the paragraphs.**

Contacting home | Flying | What documents to take
Where to stay | What to pack



Travelling WITHOUT your parents

Do you go on school trips abroad? Are you planning a summer holiday with your besties and without your parents? If your parents let you go away without them, you should do some of the research and planning yourself. Alice Maddison gives you some top tips.

1 If you want to go abroad, you have to take a form of ID with you. This could be a passport, or a national ID card, and it has to have your photo on it. You should also check out the rules for under 18s travelling on their own on the website of the embassy of the country you are going to. For example, for some countries, you need to have a letter from your parents giving permission for you to travel alone. If you don't have that, you might find that you are not allowed into the country! You should also buy travel insurance in case anything happens, for example, if you lose your luggage or if you have a medical emergency.

2 The rules here depend on the different airlines. For most airlines, if you're over 15 years old, you can travel alone. Remember that it's easy to book a flight, but it's also easy to miss it! You should make sure you get to the airport on time. For most flights you should get to the airport at least two hours before your flight. Although, if you are travelling to the United States, it's three hours. The airline staff will make you show them your ID again – it's normal, so don't worry about that!

3 For accommodation, you should book a youth hostel because it's cheaper and also you'll be able to sleep in the same room as your friends. You shouldn't choose somewhere that closes its doors at 8 pm. Many cheaper flights arrive after dinner and you don't want to be left out on the street.

4 The only person who is going to carry your stuff is you, so you should think carefully about what you need to take with you. You needn't take lots of clothes because most youth hostels have washing machines you can use. You need to check the weather so that you know what clothes to take. If you have a good rain coat, you don't have to take an umbrella!

5 While you're enjoying your holiday with your friends, it's easy to forget about everything else. Use social media to post pictures and videos of all the fun you are having. This will also let your friends and family know that you are safe and having a good time. And, of course, don't forget to call or text your parents every day so that they don't worry!

3 **Read the blog post and answer these questions according to the text.**

1 What do you always need to take when you travel to another country?
2 Why might you need a letter from your parents?
3 How long before your flight should you arrive at the airport?
4 What important point does Alice make about the times that accommodation closes?
5 What advice does Alice give about packing?
6 Why do you need to post things on social media?

4 **Match the highlighted words in the article to the meanings.**

1 a cheap, simple hotel, especially for young people
2 studying something to find out more information about it
3 an official document that shows or proves who you are
4 a company that takes people and things to places in planes
5 an informal word for best friends
6 an informal word for objects or things

TALKING POINTS

Have you ever travelled alone? If so, did you enjoy it? If not, why not?
At what age do you think children should be allowed to travel alone? Why?
What are the advantages of travelling alone, rather than with your family?

GRAMMAR Modals: Obligation, necessity and advice (2)

1 **Read the examples. Then complete the rules with the verbs in the examples.**

1 If you want to go abroad, you **have to** take a form of ID with you.
2 You **should** also buy travel insurance in case anything happens.
3 If you have a good rain coat, you **don't have to** take an umbrella!
4 You **shouldn't** choose somewhere that closes its doors at 8 pm.
5 You **need to** buy a good guidebook.
6 You **needn't take** lots of clothes because most youth hostels have washing machines you can use.

We use:
a _____ and _____ to give advice to someone.
b _____ to say that something is necessary because of a rule or law.
c _____ to say that something is important, but not a rule or law.
d _____, _____ or *don't need to* to say that something is not necessary.

Notice the different patterns with *need*:
You **need to** buy a good guidebook.
You **don't need to** take lots of clothes.
You **needn't** take lots of clothes.

2 **Complete the sentences with the correct verb from Exercise 1.**

1 You _____ sit at a computer all day. It's bad for you.
2 You _____ show your passport if an official wants to see it.
3 You _____ check the weather before you pack your clothes.
4 If you are travelling alone, you _____ be scared – the airline will look after you.
5 We _____ make sure we catch the last train.
6 You _____ worry, Mum. I'll be fine!

let and *make*

3 **Read the sentences. Match the verbs to the meanings below.**

1 My parents **made** me go on the school trip to the History Museum. It was so boring!
2 My parents **let** me go on holiday to Italy with my friends.

a giving permission to do something
b forcing you to do something (that you probably don't want to do)

» GRAMMAR REFERENCE AND PRACTICE PAGE 143

4 **Choose the correct option.**

1 The airline *let* / *made* us switch off our phones for take-off and landing.
2 My parents *let* / *made* me travel alone for the first time when I was 15.
3 When you go through the security control at the airport, they sometimes *make* / *let* you take your shoes off.
4 My friends went on holiday together last year, but my parents didn't *make* / *let* me go.
5 The driver won't *let* / *make* you get on the bus without showing your ticket.
6 Airport staff *make* / *let* you show your boarding card at the gate.

5 **Complete the sentences with your own ideas.**

1 My parents tell me I should …
2 When I stay with my grandparents, I don't have to …
3 Right now I need to …
4 My teachers never let me …
5 Last week, my parents made me …

VOCABULARY Phrases with *on*

1 **Read the example. What other phrases do you know with *on*?**

He sets out at 7 am and he's **on board** by 8.20 am.

2 **Complete the sentences with the phrases in the box.**

on board	on display	on foot
on purpose	on sale	on time
on my/your/her own		

1 There were lots of posters _____ on the walls at the train station.
2 We have to get to the airport _____ so that we don't miss our flight.
3 We went from the domestic terminal to the international terminal _____ because it wasn't far.
4 My favourite author's latest book was _____ at the airport shop.
5 As soon as you get _____, the airline staff want you to fasten your seat belt.
6 'I didn't do it _____! It was an accident,' said the driver.
7 My older sister is very adventurous. Last year she travelled around South America _____.

3 » **Work in pairs. Turn to page 121.**

GRAMMAR Modals: Obligation, necessity and advice (2)

WARMER

Books closed. Write these three words on the board: *Obligation, Necessity* and *Advice*. Put students into mixed ability pairs and set a three-minute time limit for them to write suggestions for a friend who is going on a trip abroad without their parents. Ask for suggestions, help students get their ideas across and write key words on the board.

Possible suggestions: Advice: *take a bag for documents, take a travel pack with entertainment for the plane;* Necessity: *find out about the airport, don't worry about who you're sitting next to, check the weather, don't worry about your bag;* Obligation: *have a letter from your parents, have vaccinations; remember your flight ticket / e-ticket.*

1 Tell students to read the examples and complete the rules using the verbs in bold. Do the first item as a class. Monitor and help as students continue in mixed ability pairs. Check answers before asking students to make sentences using the verbs and key words on the board.

Answers

a should, shouldn't b have to c need to
d don't have to, needn't

2 Ask students to read sentences 1–6 and check vocabulary as necessary. Tell students there might be more than one possible answer in some cases. Monitor and help as students continue individually, referring them back to the rules in Exercise 1 as necessary. When you check answers, elicit or explain that *have to* and *need to* are both used to express necessity, with *have to* being used to talk about obligation, when a person has no choice. *Need to* is usually used to express the necessity of something in order to achieve a goal.

Answers

1 shouldn't 2 have to 3 should
4 don't need to / needn't / don't have to 5 need to
6 needn't / don't need to / don't have to

let and *make*

3 Go through the exercise with the whole class. Ask students to say in which of the situations *a* or *b* the writer had a choice (*a*) and ask for volunteers to give further examples of things they've been required to (*made to*) or given permission to do (*let*) in the past week.

Answers

1 b 2 a

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGES 243–244

4 Ask students to read items 1– 6 and check vocabulary as necessary. Put students into mixed ability pairs to do the exercise and monitor and help as necessary. Ask for volunteers to give answers and see if the class agrees before feeding back.

Answers

1 made 2 let 3 make 4 let 5 let 6 make

5 Ask students to complete the sentences in writing, and check and help with accuracy. Put them into pairs or small groups to tell each other about the situations. Nominate individuals to feed back their ideas to the class.

MIXED ABILITY

Ask students to put sentence stems 1–5 in order of interest and to complete those sentences first.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 12

VOCABULARY Phrases with *on*

1 Books closed. Elicit what *on board* means (*to be on, for example, a boat, train or plane*). Do the exercise as a class and write students' ideas on the board.

Answers

Students' own answers

2 Ask students to look at the phrases in the box and see how many they gave in answer to Exercise 1. Check meaning as necessary before monitoring and helping as students do the exercise individually. Nominate a student to select one of the sentences and to choose another student to complete the sentence. The second student chooses another sentence and another student to give the answer. Ask the class to say if they agree before confirming each answer.

Answers

1 on display 2 on time 3 on foot 4 on sale 5 on board
6 on purpose 7 on her own

FAST FINISHERS

Ask fast finishers to write two sentences with gaps for *on* + phrases. Monitor and check for accuracy and ask students to read their sentences for the class to complete after you have checked answers to Exercise 2.

3 Direct students to page 121. Model the activity by choosing one or two of the situations and tell the class about your experiences. Put students into same ability pairs and ask them to choose the three most interesting topics to discuss. Give them time to write some useful key words and phrases, before discussing the topics. Monitor and comment on interesting situations. Invite student pairs to have their conversations in front of the class.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 12

LISTENING

1 Direct students to the photos and ask where the photos were taken, to elicit *in an airport* and *on board a plane*. Then ask for suggestions of the kinds of announcements they might hear in those situations.

Possible answers

Photo 1: Flight announcements, safety announcements, announcements about what is on sale in duty free
Photo 2: Announcements about safety on board the flight, about delays in taking off, about when to turn off electronic devices, and about whether lights will be dimmed on take off

Tips Remind students they might need to write one or two words. Tell them they should not change the words they hear in any way.

2 Ask students to read the notes and decide what type of information is missing. Do the first item together (*noun – a language*) before putting students into mixed ability pairs to continue. Check answers.

Answers

1 a language (noun)
2 a time
3 type of programme (adjective or noun)
4 an example of a vegetarian dish (noun)
5 something that you could buy on board a plane e.g. perfume or make-up (noun)
6 name of children's magazine

46 3 Read the instructions and play the recording for students to complete the notes. Give students the option to compare with a partner and listen to the recording a second time before going over the answers.

Answers

1 Spanish 2 10.40 p.m. / twenty to eleven 3 comedy
4 tomato pasta 5 sunglasses 6 *Explore*

» AUDIOSCRIPT TB PAGE 275

SPEAKING Talking about travel

47 1 Read the instructions and direct students to the questions in Exercise 4. Check vocabulary as necessary. Ask students to underline key words to focus their listening and play the recording. Play the recording to check answers, and see if students can remember any other information they heard in the audio.

Answers

2, 3, 5, 6, 7, 8

47 2 Put students into mixed ability pairs to match the first pieces of information (1–6) with relevant additional information (a–f). Ask for a volunteer to suggest an answer and to explain why (e.g. *5–d; 'they' refers to the ancient ruins and Mexico has a fantastic coast*). Monitor and help as students complete the activity. Ask for students to explain the connection between the initial and additional information as you check answers.

Answers

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

» AUDIOSCRIPT TB PAGE 274

3 Read the instructions and direct students to the *Prepare to speak* box. Do the first item as a class before putting students into same ability pairs to complete the exercise. Check answers and play the audio again if students would like to hear the phrases again in context.

Answers

Phrases: For example, we go to the pool; Actually, I like all kinds of transport; …because they look exciting; but above all; I usually stay at home; I want to go to Mexico; I'm going to visit my cousin; Last year, we went to Spain
Past simple: we went to Spain; we spent a lot of time at the beach
Past perfect: I'd never been abroad before
Present simple: I want to go to Mexico; I like; I love; I usually stay; we go; I can't wait; You can see
Going to (future): I'm going to visit my cousin
Present perfect: I've never been before
Conditional: … it would be a helicopter; I'd love to go on one in New York

4 Read the instructions and give students time to make notes to answer the questions. Put students into pairs to take turns to ask the questions and give their replies. Ask students to tick the phrases in the *Prepare to speak* box as they use them and monitor and give positive feedback.

COOLER

Write the following words on the board: *should*, *shouldn't*, *need to*, *needn't*, *have to*, *don't have to*. Ask students to make a sentence about themselves using one of the modals and to write it on a slip of paper. Collect in the sentences and redistribute them for students to read out to the class. The class guesses who wrote each sentence.

LISTENING

1 **Look at the photos. What might an announcement say in these places?**

Compare your ideas with your partner.



2 **Look at the notes. What kind of information is missing? Share your ideas with your partner.**

FLIGHT INFORMATION
Languages spoken by cabin crew: English, Chinese and **(1)** _____
Arrival time at destination: **(2)** _____
VIDEO ENTERTAINMENT
New channel: will show **(3)** _____ programmes
MEAL SERVICE
Vegetarian dish: **(4)** _____
Choice of desserts
ON-BOARD SALES
Special offer on **(5)** _____
Name of magazine for children: **(6)** _____

3 46 **You will hear an announcement on board a plane. For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.**

SPEAKING Talking about travel

1 47 **Read the questions in Exercise 4. Listen to Luca and Kasia answering some of the questions. Which ones do they answer?**

2 47 **It's important to add more information when you answer questions. Match sentences 1–6 with a–f from the recordings. Then listen again and check.**

1 Actually, I like all kinds of transport but above all I love travelling by train.
2 I guess it would be a helicopter because they look exciting.
3 I usually stay at home with my family and do fun things.
4 Yes, I'm going to visit my cousin in London for a few days.
5 I want to go to Mexico to see the Mayan ruins.
6 Last year, we went to Spain to visit my grandparents.

a I'd never been abroad before and we spent a lot of time at the beach – it was really hot!
b For example, we go to the pool and go on bike rides and stuff like that.
c I've never been before and I can't wait to see all the famous stuff in the city, like Big Ben and Trafalgar Square.
d They're ancient and look really interesting, and the coast is supposed to be gorgeous, too.
e You can see loads out of the windows and walk around.
f I'd love to go on one in New York and fly between the buildings!

3 **Read the *Prepare to speak* box, then look at the sentences in Exercise 2 again. Find examples of the phrases and the range of tenses that Luca and Kasia use.**

PREPARE TO SPEAK
Answering questions (2)

Adding extra information	Using a range of tenses
For example …	I usually (stay) …
Actually, …	I want to (go to) …
because …	I'm going to (visit) …
above all …	Last year, we (went to) …

4 **Ask and answer the questions with a partner. Use phrases from the *Prepare to speak* box.**

1 Which kind of transport do you use most often?
2 What's your favourite / least favourite kind of transport? What do you like / dislike about it?
3 What kind of transport would you like to try? Why?
4 What's been your most interesting journey? Why?
5 Where do you go on holiday?
6 Are you going on holiday this year? Where are you going?
7 Which country would you most like to visit? Why?
8 What's been your best holiday? What did you do?

LIFE SKILLS DECISION-MAKING

EVALUATING OPTIONS

LIFE SKILLS

Evaluating options

We make decisions every day of our lives. In some cases, we decide about little things, like what to do at the weekend. In other cases, we must make decisions about more important things like school studies, job choices and personal relationships. For those big decisions, it's good to evaluate our options carefully in order to make the best choice possible.

1 **Ask and answer the questions with a partner.**

1 Do you find it hard to make decisions? Why? / Why not?
2 Who do you ask for advice about important decisions?
3 Do you sometimes change your mind after you decide?

2 **Read the forum posts. Who mentions the following topics?**

1 Using exercise to relax
2 Reading articles online
3 Chatting with close friends or relatives
4 Taking language classes

TEEN-WORLD Forum

Profile
Log out

TOPIC: Life decisions
QUESTION: How do you make decisions? What advice can you give other people?



JENNA 2:46 pm

When I'm having trouble with a decision, I usually write things down because it helps me organise my thoughts. Sometimes I make a table with two columns, for advantages and disadvantages. I did that when I was trying to choose between Spanish and German classes after school. In the end, I chose Spanish, because it's similar to French, which I already speak. And more people speak Spanish, so it might be more useful. When I'm having a hard time making a choice, I also talk to myself out loud. I know that sounds a bit strange, but it actually helps!



BRYAN 5:53 pm

Sometimes I think too much when I have to make a decision. I think and think again, and when I've finally made a choice, I start to worry that I might be wrong! When that happens to me, I often go for a walk or I do some exercise to relax and take my mind off the problem. After a while, I can think calmly, without feeling so worried and stressed. The time of day is also important for me. I have a hard time making decisions in the morning or in the late evening when I'm tired.



MICHAEL 11:24 am

I hate making decisions quickly because I prefer to think carefully about all the options. For example, I had to choose a topic for a history presentation about Ancient Rome, and I spent four days reading lots of articles online. After all that, I decided that Roman architecture would be a good topic because there was a lot of information, and I found some great photos that I could use. That's how I often make decisions. I take time to think and explore different ideas, and then after a while the best choice usually becomes obvious.



EMILY 3:19 pm

When I need to make a decision, I always talk to people that I trust. Sometimes it's enough to chat about the problem and hear what other people have to say. Other times, I ask for practical advice and suggestions. I usually ask my friends or close relatives, but there's also a guidance counsellor at our school. She's really patient and she always has time to listen. I had an appointment last week to talk about my options for university and she's given me some things to read before our next meeting. Choosing a career isn't easy!

48

LIFE SKILLS

Learning Objectives

- The students learn about evaluating options.
- In the project stage, they evaluate options for a summer camp and tell the class about these.

Vocabulary

actually ancient calmly obvious relatives trouble

BACKGROUND INFORMATION

People have to make decisions all the time; some are about ordinary, everyday matters and others have a significant impact on our lives. Someone who finds decision-making difficult may prefer to let others do it for them, or else they may search for a long time for information to help them make a good choice. One reason why it can be hard to make a decision is because we may not always know what the consequences will be. An example of this is whether or not to look for a job in another city or country. The most effective way of dealing with a big decision is to write down all the positive and negative aspects – also known as the pros and cons.
A second issue is that we don't always trust our own judgement. A good piece of advice is to get used to solving smaller problems, as this improves our confidence.

WARMER

Write *evaluating options* on the board and put students into pairs or small groups to discuss what the phrase might mean and why it's an important thing to do. Write the following key words on the board: *think, choices, list, decision* and *advice*. Ask students to explain the meaning of *evaluating options*, using as many of the key words as they can.

LIFE SKILLS

Evaluating options

Tell students to read the information and check vocabulary as necessary. Invite students to say if they agree or disagree with any points in the text and to give reasons. Encourage open-class discussion and help students make connections between their contributions.

1 Put students into pairs to discuss the questions. Monitor and help individuals get their ideas across and give positive feedback where possible. Bring the class together and ask for volunteers to share ideas on each of the questions. Add more key words and phrases on the board and ask students to give examples of specific instances when they have made different decisions.

MIXED ABILITY

If you think weaker students will struggle to answer the questions, give the class two minutes to write down some ideas before they discuss the questions with their partner.

Answers

Students' own answers

2 Read the topics 1–4 and tell students to underline key words and phrases they think will help direct their reading. Ask students how they are going to read the forum posts to find the answers (*quickly, looking for relevant key words in each one*). Set a short time limit of about five minutes for students to find topics 1–4 in the posts. Ask for volunteers to give answers and to say which words or phrases in the texts helped them decide their answers.

Answers

1 Bryan (go for a walk, do some exercise to relax)
2 Michael (reading lots of articles online, found some great photos, explore different ideas)
3 Emily (talk to people that I trust, ask friends or close relatives)
4 Jenna (choose between Spanish or German classes)

CONTINUED ON PAGE 142

3 Ask students to read questions 1–7 and monitor and help as necessary while they find the answers individually. Encourage students to guess the meaning of new vocabulary from context. Ask them to compare answers in pairs before feeding back.

Answers

1 by writing them down
2 She talks to herself out loud.
3 for his project about Rome
4 He likes to find information and explore ideas.
5 He worries about being wrong.
6 the guidance counsellor at her school
7 Students' own answers

FAST FINISHERS

Ask fast finishers to make a note of vocabulary they are unsure of and to use the information in the text to guess meanings. Ask students to report to the class after checking answers to Exercise 3.

48 The Reading text is recorded for students to listen, read and check their answers.

49 **4** Ask students to read the two questions and to underline key words to focus their listening before playing the audio. Nominate a strong student to suggest answers and see if the class agrees before feeding back.

Answers

Patrick makes decisions more quickly. Molly needs more time, because she hates making decisions without enough information.

49 **5** Tell students to read sentences 1–6 and to underline key words and phrases to focus their listening. Ask for suggestions and check pronunciation as necessary to help them recognise the word if or when they hear it. Play the audio before asking students to compare their answers in pairs. Give students the option of another listening before checking answers.

Answers

1 false 2 true 3 true 4 false 5 true 6 false

» **AUDIOSCRIPT TB PAGE 274**

6 Direct students to the *Useful language* box. Ask students to read the comments about discussing options and ask them to replace the words in brackets with their own opinions. Go through each one in turn, asking for individuals to share their ideas with the class. Write key words and phrases on the board.

Answers

Students' own answers

PROJECT ***Evaluating options for summer camp***

Read the instructions and ask students, in pairs, which type of summer camp they will write about. Monitor and help as necessary as students discuss questions 1–5, encouraging them to use expressions from the *Useful language* box.

Ask students to tell the class about their preferred summer programme, to explain their reasons and to say how they evaluated their options. Ask other students to make a note of any useful ideas they heard. They can report back to the class at the end of each presentation.

PROJECT EXTENSION

Ask students to reflect on their answers to questions 1–5 in light of comments made by their classmates. They make changes to their answers and report back to the class.

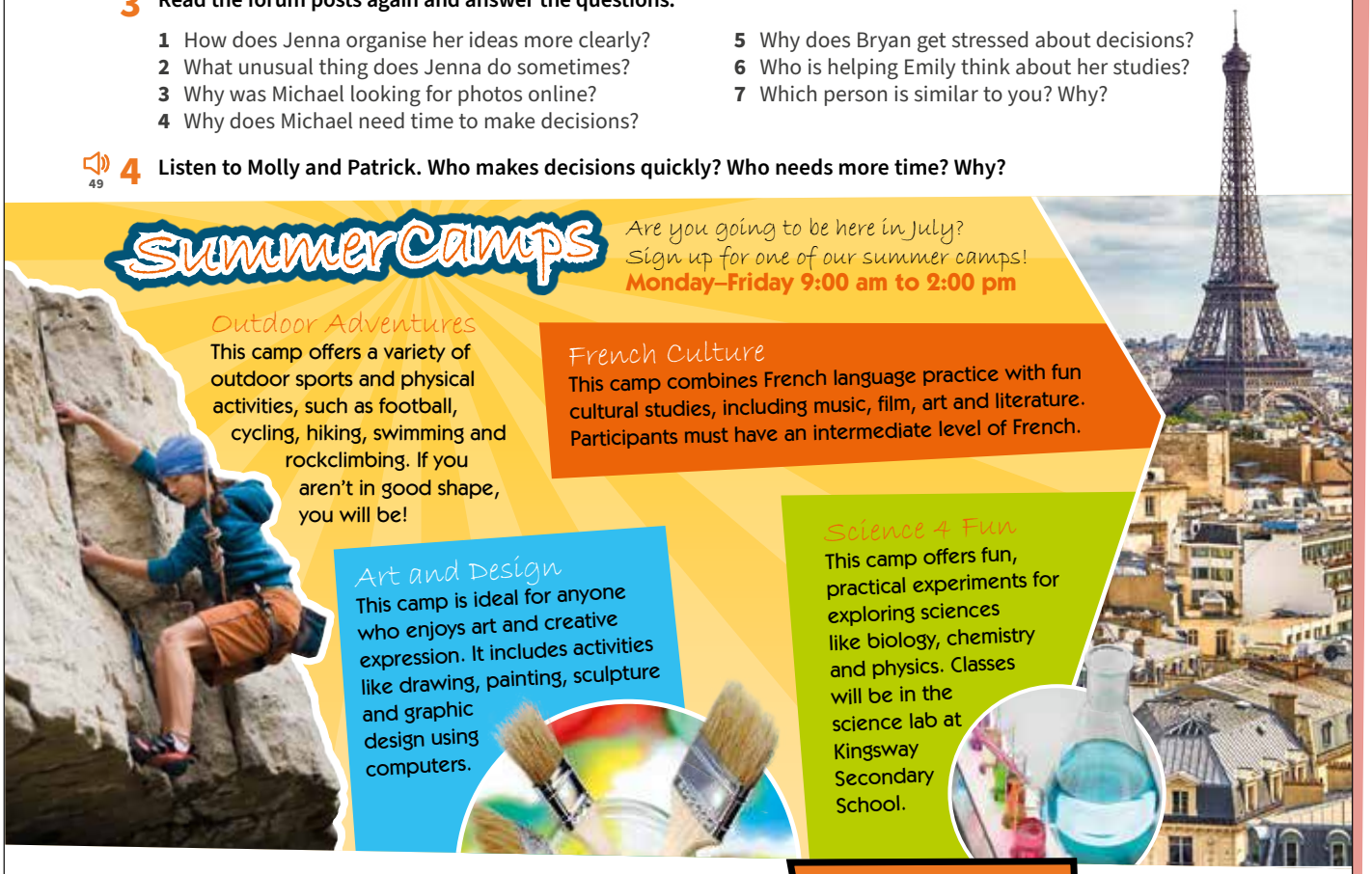
COOLER

Ask students to look again at the *Teen-world Forum* text and make a list of any words that are new to them. They can then write a definition for the words using a dictionary.

3 **Read the forum posts again and answer the questions.**

1 How does Jenna organise her ideas more clearly?
2 What unusual thing does Jenna do sometimes?
3 Why was Michael looking for photos online?
4 Why does Michael need time to make decisions?
5 Why does Bryan get stressed about decisions?
6 Who is helping Emily think about her studies?
7 Which person is similar to you? Why?

49 **4** **Listen to Molly and Patrick. Who makes decisions quickly? Who needs more time? Why?**



49 **5** **Listen again. Are the sentences true or false?**

1 Molly wants to be outdoors because she loves camping.
2 Patrick doesn't mind being indoors for summer camp.
3 Molly wants to know who is going to teach the art camp.
4 Patrick suggests they sign up for the French camp together.
5 Patrick suggests they ask for more information about the summer camps.
6 Molly wants to talk to her friends before she makes a decision.

6 **Read the *Useful language* phrases. Change the words in brackets. Use your own ideas.**

USEFUL LANGUAGE

Discussing options

1 I prefer to be (outdoors) in summer.
2 I think I'd rather (go hiking) in July.
3 The (French) camp sounds boring to me.
4 The (science) camp might be interesting.
5 I'm not sure about the (adventure) camp.
6 I'd probably choose the (art) camp.

PROJECT

Evaluating options for summer camp

Imagine you are going to choose one of the summer camps above. How would you evaluate the options? Use the questions below to help you. Discuss the options with a partner and try to make a decision.

1 Do you usually think a lot about your choices?
2 Would you make a list or table of the options?
3 What additional information would you need?
4 How long might you need to make a decision?
5 Who would you ask for advice before deciding?

Tell the class which summer programme you would prefer, explaining your reasons and how you evaluated the options.

REVIEW 3 UNITS 9–12

VOCABULARY

1 **Complete the sentences with the words in the box.**

display	fuel	invention
plug in	power	pump

1 Do you _____ your phone to charge it overnight?
2 Some people think that the wheel is the greatest _____ ever.
3 After the flood, we used a _____ to get the water out of our house.
4 My calculator doesn't need batteries – it gets its _____ from sunlight.
5 I can't see the _____ on my phone when the sun is shining.
6 Cars that have a bigger _____ tank can travel further without stopping.

2 **Rewrite the second sentence with *enough*, *too* or *not … enough*, adding any other words necessary.**

1 The river was too cold to swim in.
The river _____ to swim in.
2 There wasn't enough information about the trip.
There was _____ little information about the trip.
3 Brian hasn't got enough qualifications to go deep-sea diving.
Brian has got _____ few qualifications to go deep-sea diving.
4 This online game isn't simple enough to learn in an afternoon.
This online game is _____ to learn in an afternoon.

3 **Complete the sentences with compound nouns formed from one word in each box.**

black	break	head	text	time

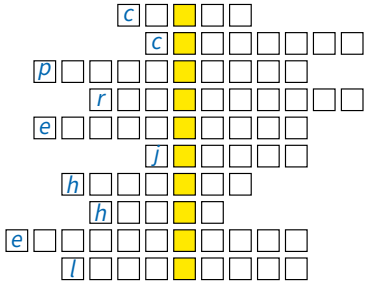
board	books	table	teacher	time

1 Our teacher wrote the answers on the _____.
2 If students are late for school more than once, they are sent to the _____.
3 In my school, we write in our notebooks and not in our _____.
4 On the first day of the school year, they give me my new _____.
5 My best friend and I are in different classes, but we always meet up at _____.

4 **Match the two parts of the phrases.**

1	do	**a**	primary school
2	attend	**b**	for the school holidays
3	set off	**c**	badly in an exam
4	be held up	**d**	abroad
5	break up	**e**	in traffic
6	go	**f**	on a journey

5 **Read the definitions and write the words in the puzzle. What is the missing word going down?**



1 plants such as vegetables that are grown in large amounts by farmers
2 something that is living but is not a plant
3 the number of people or animals living in a particular area
4 a forest with tall trees where it rains a lot
5 when a type of animal gets fewer and fewer in number we say it is …
6 a tropical forest with large trees growing close together
7 the natural environment in which an animal or plant usually lives
8 a man, woman or child
9 the air, land, and water where people, animals, and plants live
10 the appearance of an area of land, especially in the countryside

GRAMMAR

1 **Complete the sentences with the correct form of the verbs. Use the past simple and past perfect.**

1 The strong wind the day before _____ (blow) all the leaves off the trees and they _____ (look) very ugly.
2 Although I _____ (hear) the news earlier, I still _____ (not believe) it.
3 A man was standing at the school gates for ages, but when I _____ (look) again, he _____ (disappear).
4 My younger sister _____ (never visit) the mall before, so I _____ (take) her there last Saturday.
5 I _____ (decide) not to go on the evening river cruise, as I _____ (not feel) well all day.

REVIEW 3 UNITS 9–12

Overview

VOCABULARY	Technology; *enough*, *too*, *very*, *not … enough*; Nature and wildlife; Phrases with *at*; School; Compound nouns; Travel; Phrases with *on*
GRAMMAR	Future forms; Future continuous; Conditional sentences; Second conditional; Past perfect; Modals: Obligation, necessity and advice (2); *let* and *make*

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 9–12; Vocabulary worksheets Units 9–12; Review Game Units 9–12; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Write the following words on the board: *display, qualification, forest* and *trip*. Ask students to say which topic they relate to (*technology, school, nature and wildlife* and *travel*).

VOCABULARY

1 Ask students to look at the words in the box and say what type they are: nouns, verbs, adjectives, adverbs or phrasal verbs. Then nominate a stronger student to identify the topic which connects them (*technology*). Do the first item together, reminding them to read the whole of the sentence carefully, as information at the end may provide greater context.

Answers

1 plug in 2 invention 3 pump 4 power 5 display 6 fuel

2 Read through the instructions and check students understand the difference in meaning between the terms *enough, too* or *not enough* (enough = *as much as necessary;* too = *more than is wanted or necessary;* not enough = *less than necessary*). Ask students to look at Unit 9 page 56 to review if necessary.

Answers

1 wasn't warm enough 2 too 3 too 4 too hard/difficult

3 Begin by advising students to make the compound nouns from the words in each box before doing the first item together as a class.

Answers

1 blackboard 2 headteacher 3 textbooks 4 timetable
5 break time

4 Ask students what links words and phrases 1–6 (*they are all verbs or phrasal verbs*). Advise students to do the activity quickly, as we can often make associations automatically. Point out that it isn't necessary to add any further words, as some students may try to connect *go* with *primary school*.

FAST FINISHERS

Ask fast finishers to think of synonyms for each of the verbs/phrasal verbs (1 *perform,* 2 *go to,* 3 *start,* 4 *be delayed,* 5 *finish school,* 6 *travel*).

Answers

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

5 Go through the instructions with the class and do the first item together. Tell students that the word begins with the letter *c* and has five letters. Reveal each letter, one at a time, until the class guess the missing word.

Answers

1 crops 2 creature 3 population 4 rainforest 5 endangered
6 jungle 7 habitat 8 human 9 environment 10 landscape
Missing word: orangutans

GRAMMAR

1 Write the following sentence on the board: *When Jake arrived home, Mark had left the house.* Ask students to say which action happened first (*Mark left the house*). Direct students back to Unit 11 page 66 to review the rules if necessary.

Answers

1 had blown, looked 2 had heard, didn't believe
3 looked, had disappeared 4 had never visited, took
5 decided, hadn't felt

CONTINUED ON PAGE 146

2 Write the sentence stem *This time next week I …* on the board and ask students how it could be completed (with the future continuous). Direct students to Unit 9 page 56 if you feel they need to review future forms further.

Answers

1 'll/will be enjoying 2 will be studying 3 will be happening
4 will be waiting 5 will be travelling

3 Read the rubric with the students and point out that all the sentences involve advice. Ask students to say what the difference in meaning and use is between *don't have to, should* and *shouldn't.* Direct them to Unit 12 page 70 to check their ideas.

MIXED ABILITY

Tell stronger students to make sentences using the three structures and ask for examples as you check answers.

Answers

1 You should get plenty of sleep.
2 You don't have to book a tour in advance.
3 You shouldn't spend so much money on sweets.
4 You don't have to bring anything to eat.
5 You shouldn't walk home on your own at night.

4 Write the following sentences on the board: *If bees disappear completely, we will all suffer. / If bees disappeared completely, we would all suffer*. (The first sentence expresses a stronger possibility that bees will disappear, while the second is more hypothetical). Ask students to explain the difference in meaning and direct them to Unit 10 page 60 if you feel they need to study further before doing the exercise. Read the rubric again, and point out that the exercise practises more than one type of conditional.

Answers

1 caught 2 has 3 gets 4 knew 5 suggest

5 Ask students to look at sentences 1–4 and identify the grammar focus of each one (1 *past perfect,* 2 *verb pattern with make,* 3 *modals of necessity,* 4 when + *past simple*). Advise students to read the sentences very carefully to find the mistake and ask them to say why each sentence is wrong as you check answers.

Answers

1 **had** made
2 My parents made me **tidy**
3 You **needn't** bring / You **don't have to** bring
4 when the crime **happened**

READING

1 Ask students to read the text, ignoring the gaps, and to give some advantages of the Eco-friendly Water-powered Clock. Remind students to think about the difference in meaning and use of each of the options for each gap and to think about the type of words which normally come before or after each one.

Answers

1 C 2 A 3 D 4 B 5 C 6 D

2 Ask students to look at the text and say what type of words they think are required to complete the gaps and elicit that they are verbs and prepositions.

Answers

1 on 2 at 3 about 4 are 5 to 6 will

COOLER

Ask students to review their answers to the Vocabulary sections. Tell them to give themselves a mark out of 5 for how well they think know the meanings of the words from Units 9–12. Ask them to decide on one topic they will review again.

2 **Complete the sentences with the future continuous form of the verbs in the box.**

enjoy	happen	study
travel	wait	

1 This time next week we _____ the sun in the south of Spain.
2 Next week, our class _____ the fruit fly in biology.
3 Lots of free events _____ when the music festival is on.
4 My dad _____ for us outside the stadium.
5 Looking at the timetable for our trip, we _____ mostly at night.

3 **Rewrite the sentences to give advice. Use *don't have to*, *should* or *shouldn't*.**

1 Make sure you get plenty of sleep. You …
2 It isn't necessary to book a tour in advance. You …
3 If I were you, I wouldn't spend so much money on sweets. You …
4 It isn't necessary to bring anything to eat. You …
5 It isn't sensible to walk home on your own at night. You …

4 **Complete the conditional sentences with the correct form of the verbs.**

1 If we _____ (catch) the early bus, we'd get to school by 8.00.
2 If Sam _____ (have) enough time, he'll bring that video game round later.
3 If Tom doesn't see anyone at the weekend, he always _____ (get) really bored.
4 I'd make a cake if I _____ (know) everyone was coming later.
5 We'll meet at the zoo tomorrow, unless you _____ (suggest) somewhere else.

5 **Correct the mistake in each sentence.**

1 I came home and saw my sister made a cake, so I had a slice.
2 My parents made me to tidy my room last weekend.
3 You haven't to bring any drinks, but you must bring some snacks.
4 Yesterday evening, when the crime had happened, I was at home having dinner with friends.

READING

1 **For each question, choose the correct answer.**

Water clocks

Ancient engineers developed many complicated clocks using flowing water to show time passing. Some of these involved building clock towers which were at **(1)** _____ nine metres high. Similar clocks were in use right up until the last century in some parts of the world.

Twenty-first century scientists have **(2)** _____ how to create smaller, yet still environmentally friendly methods for keeping time. This has led to the **(3)** _____ of the Eco-friendly Water-powered Clock, which uses tap water to create power for a simple battery. This means it doesn't need to be **(4)** _____ in, and the water in the clock doesn't need to be replaced for six months, either. The clock has a digital **(5)** _____ and because it is cheap to produce, this **(6)** _____ it easier to sell at a reasonable price, too.

1	**A** minimum	**B** less	**C** least	**D** minus
2	**A** researched	**B** looked	**C** requested	**D** controlled
3	**A** experiment	**B** technology	**C** connection	**D** invention
4	**A** moved	**B** plugged	**C** put	**D** joined
5	**A** presentation	**B** picture	**C** display	**D** show
6	**A** lets	**B** allows	**C** helps	**D** makes

2 **For each question, write the correct answer. Write one word for each gap.**

A very unusual school

Imagine if you went to a school with no books. Well, that's exactly what happens at the West Philadelphia School of the Future, where students do all their work on computers. They learn Maths on an app and the teachers use smart boards. This is all done **(1)** _____ purpose, in order to improve students' technology skills.

The school wasn't very successful **(2)** _____ first: some of the students didn't know enough **(3)** _____ technology to use some of the devices. Now, the school is much better. Its students **(4)** _____ doing well and getting high scores for their work. Many parents want their children to go there because employers need **(5)** _____ find people with the skills which the School of the Future provides them with. It's expected that students from this school **(6)** _____ get jobs easily when they graduate.

13 #NOFILTER

ABOUT YOU

10 **Watch the video and then answer the questions.**

Where and when do you take selfies?
Describe your favourite selfie.
Which photo apps do you use?
Have you ever used #NoFilter with one of your photos? What does the hashtag mean?





VOCABULARY Social media

1 **Look at these 'before and after' pictures, where digital changes were made to the original photos. What changes do you notice in each one?**

50 **2** **Listen to a teenager. Which 'after' picture does she describe, A2 or B2?**

50 **3** **Listen again and complete the text with the words in the box.**

EP

block	commented	follow	liked
posted	shared	tagged	take down

So here I am on the red carpet with Hollywood actress Pippa Cox! Straight away, I [1] _____ it on social media and [2] _____ Pippa, of course! Loads of my friends [3] _____ it and they then started to [4] _____ her. I think someone must have [5] _____ it and then there were people who [6] _____ on it, asking me to [7] _____ it _____ because it wasn't real. Well, of course not … duh! I [8] _____ people like that. I mean, it was just a bit of fun!





4 **Match the words you added in Exercise 3 to the meanings.**

1 put something on a website or social media page
2 stop someone from seeing your social media page
3 wrote something, for example, your opinion
4 remove something so that it can't be seen any more
5 choose to see everything that someone posts on social media
6 included someone using @ or their name
7 showed that you had read, and that you approved of a message
8 put someone else's message on your social media page, or a friend's social media page

5 **Discuss the questions.**

1 How often do you post on social media? Why? / Why not?
2 When might you block someone?
3 What is the most number of 'likes' you have ever received for a post? What was the post?
4 How do you feel when you get lots of likes for your posts?

13 #NOFILTER

Unit Overview

TOPIC	Technology and photo manipulation
VOCABULARY	Social media
READING	Don't airbrush me!
GRAMMAR	The passive; Modal passives
VOCABULARY	Phrases with *in*
WRITING	An online review

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 144; TB page 244
WORKBOOK: pages 52–55
VIDEO AND VIDEO WORKSHEET: #NoFilter
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 13; Vocabulary worksheet Unit 13
TEST GENERATOR: Unit test 13

WARMER

Write the title of the unit (*#NoFilter*) on the board. Put students into pairs or small groups. Ask them to think of a famous person often seen in magazines or TV advertisements and to say what they think the differences are between the person in real life and their photo in the advert (e.g. *hairstyle, clothes*). Monitor and help students communicate their ideas. Invite two or three students to report back to the class and take a vote on the most interesting observation.

ABOUT YOU

10 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box and ask students to discuss them in pairs. Nominate individuals to give answers and write useful language on the board.

VOCABULARY Social media

1 Direct students to the 'before and after' pictures and put them into pairs to discuss the question. Monitor and help them communicate their ideas. Invite two or three students to explain their answers to the class, write any useful vocabulary on the board (eg *facial, position, situation*) and help with pronunciation as necessary.

Answers

Girl: in a different position, standing on a red carpet. Skin tone changed to reflect the outdoor / indoor locations.
Boy: facial blemishes removed, skin tone made darker

50 **2** Read the question and play the recording. Nominate a strong student to give the answer and see if the class agrees before confirming. Ask students what the speaker said that helped them decide which picture the teenager was talking about. Do not feedback at this stage.

Answers

A2

50 **3** Put students into mixed ability pairs. Ask them to look at the words in the box and say if they are nouns or verbs and tell them to read the text to check (*verbs*). Focus on the first sentence in the text and ask what it means (*it suggests the photo is of somebody at the Oscars – the red carpet is put down for important people, for example, actors or politicians to walk on when they arrive at an official event*). Play the recording, pausing occasionally to give students time to compare ideas and note their answers. Play the recording a second time for students to check again before feeding back.

Answers

1 posted 2 tagged 3 liked 4 follow 5 shared 6 commented 7 take (it) down 8 block

» AUDIOSCRIPT TB PAGE 274

4 Ask students to read meanings 1–8 and check vocabulary as necessary. Advise students to use the bare infinitive form of the verbs in the word box in Exercise 3 before instructing them to do the activity individually.

FAST FINISHERS

Ask fast finishers to make a note of the last time they did any of the actions and invite comments as you check answers to Exercise 4.

Answers

1 post 2 block 3 comment (on) 4 take (something) down 5 follow 6 tag 7 like 8 share

5 Read the questions and put students into pairs or small groups to discuss. Monitor and listen for interesting stories and ideas. Nominate individuals to tell the class about their partner or member of the group.

Answers

Students' own answers

READING

BACKGROUND INFORMATION

Photo manipulation began in the 19th century, soon after the creation of the first photograph in 1825. There were many techniques for manipulating photos, for example, retouching with ink or paint, and the practice has caused much controversy.

One famous example was an altered image of the pyramids. In 1982, National Geographic made the Pyramids appear closer than they really were, and this raised issues about the credibility of the magazine. In another case, US politician John Kerry and actor and activist Jane Fonda were made to look as if they were together at an anti-war rally.

With technological developments, it is possible to digitally manipulate a photo which has been taken by a digital camera and input into a computer. The photo manipulation industry has been particularly active in glamour photography and the appearance of a person can be changed to suggest, for example, that cosmetics can improve appearance or that dietary aids can result in impressive weight loss.

Nowadays, many celebrities and companies are against photo manipulation. They feel it leads to unrealistic perceptions of body image and can adversely influence impressionable children and teenagers seeking to attain similar physical features.

However, in the era of smartphones and tablets, everyone has access to photo editing apps that they can use to manipulate their photos.

1 Write the following words and phrases on the board: *digital editing, retouch, manipulate, photoshop, reality* and *false*. Check meaning and give pronunciation practice before putting students into pairs or small groups to discuss the questions. Monitor and help students express their ideas before bringing the class together to exchange opinions, encouraging them to add extra information where possible.

Possible answers

No, and that people have to look perfect to be acceptable.

Tips Advise students to read the entire text before looking at the questions and options. Tell them that once they find a possible option which answers the question, they should read that part of the text very carefully to check. Suggest to students that they re-read the options again to check.

2 Tell students to look at question 1 and options A–D and ask them to underline key words or phrases in the options which differentiate them from each other (*A – not … good results, B – celebrities, C – almost all … airbrushed, D – equipment*). Go through the options with the class before directing students to read the first paragraph carefully to find the answer. Nominate a student to give the answer and say in which part of the text they can find the information (see Answers).

Monitor and help as necessary while students continue individually. Ask for volunteers to give answers and to quote from the text to support their suggestion.

MIXED ABILITY

Ask stronger students to find the following words and phrases in the text and to guess meaning from context: *body image* (what you think of your appearance), *campaigning* (organising activities to achieve something), *scale* (size or amount), and *spreading messages* (communicating). Feed this in when checking answers to Exercise 2.

Answers

1 C (it's difficult to find … airbrushing.)
2 B (Research has shown … body image.)
3 D (… unfortunately … beautiful.)
4 B (… perhaps one day … again.)
5 A (They've … look.)

51 The Reading text is recorded for students to listen, read and check their answers

TALKING POINTS

Monitor and help students make a note of useful vocabulary to answer the questions. Put them into pairs or small groups to discuss the questions, encouraging them to use phrases for adding extra information on page 71, Unit 12.

COOLER

Ask students to choose five words from the Vocabulary and Reading sections, and to write definitions for them, using their dictionary to help if necessary. Books closed. Put students into same ability pairs to read their definitions for their partner to guess the word.

READING

1 **Look at the photo. Do you think the woman looks like this in real life? What message does this give to readers?**



Don't airbrush me!

51

AIRBRUSHING is when photos are changed by using computer software to make people look even better in them. In the beginning, it was used to 'tidy up' small problems in photos: a hair standing up on someone's head was removed, or a spot on their skin was hidden. These days, digital technology and editing are more advanced, and it's difficult to find a photo of a model or celebrity in a magazine which hasn't been 'improved' by airbrushing.

'You see these women with legs like sticks and perfect skin and you know they aren't real,' says 15-year-old Shelly. 'But when you're reading an article about a celebrity you admire, you forget that, and just want to look like them.' Corey, also 15, says, 'People think it's just girls that are upset by this stuff but it's boys, too. We're supposed to have big muscles, like sportspeople, but that's impossible to achieve if it isn't your natural body shape.' Research has shown that seeing pictures of 'perfect' models in magazines leads readers to feel less confident about the way they look. This also leads to negative body image.

Mobile phone apps aren't helping the situation. They allow us to change photos of ourselves until we feel happy enough with the way we look to post them online. And although stricter rules are now in place for adverts, unfortunately, there is still a long way to go in changing the media industry's attitudes towards what is thought beautiful.

Fortunately, there are plenty of people campaigning to change things. Former actress Meghan Markle and singer Paloma Faith have both spoken out about not liking magazines to airbrush their photos. Politicians have fought for even stricter rules on how airbrushing can be used. On a smaller scale, the Girl Guides (a UK Scouts organisation for young women) have already approached the government to get labels put on airbrushed photos (with no positive result so far). They've also introduced the 'Free being me' badge, which members can achieve by showing they can recognise airbrushed pictures and by spreading messages in their local community about how positive it is to have a natural look. These are small steps, but if people keep taking them, perhaps one day we'll find that the natural look is considered beautiful again.

2 **For each question, choose the correct answer.**

1 In the first paragraph, the writer says that
- **A** airbrushing did not provide good results at first.
- **B** celebrities prefer their photos to be airbrushed.
- **C** almost all pictures in magazines are airbrushed.
- **D** it is easier to access airbrushing equipment than it used to be.

2 What is the purpose of the second paragraph?
- **A** to provide examples of how airbrushing is done
- **B** to explain the effect that airbrushed photos have on people
- **C** to warn young people against believing what they see in photos
- **D** to advise readers to choose what magazines they read carefully

3 In the third paragraph, the writer shows that she is feeling
- **A** surprised that some adverts were never shown.
- **B** pleased that some mobile phone apps help people feel better.
- **C** unhappy that the media is ignoring airbrushing rules.
- **D** disappointed that things are not changing more quickly.

4 In the final paragraph, the writer says that
- **A** famous people are more likely to change people's opinions.
- **B** there is hope people will have different ideas in future.
- **C** new laws will stop airbrushing being allowed in photos.
- **D** not enough people are trying to give out positive messages.

5 What might a Girl Guide write in her diary?
- **A** The work we're doing is already helping me to accept my body the way it is.
- **B** The 'Free being me' badge is great – we're learning how to look better through exercise and food.
- **C** We've just had an interesting session about making airbrushed photos look more natural.
- **D** It isn't necessary to label airbrushed photos because it's our responsibility to understand what's been done to them.

TALKING POINTS

Should there be limits on how photos are changed in advertising? Why? / Why not?
Why do companies use models, celebrities or sportspeople to advertise their products?

GRAMMAR The passive

1 **Underline the passive forms in the example. Which are present simple passive and which are past simple passive?**

Airbrushing is when photos are changed by using computer software to make people look even better in them. In the beginning, it was used to 'tidy up' small problems in photos.

2 **Complete the rules with the correct words.**

be	by	past	present	subject

a We form the passive with the verb _____ + past participle.
b For the _____ simple passive, we use *is* or *are* + past participle.
c For the _____ simple passive, we use *was* or *were* + past participle.
d We use the passive when:
- we want the object of a sentence to become the _____
- we don't know or it isn't important who does the action

e To say who does the action in a passive sentence (the agent), we use _____ + agent.

Modal passives

3 **Read the examples and complete the rules.**

1 It's amazing what **can be done** on a computer.
2 The images didn't show the true results that **could be achieved**.
3 The Advertising Standards Authority decided the adverts **couldn't be shown** any longer.

Modal verbs are often used in passive structures.
We use: modal verb + _____ + _____.

» GRAMMAR REFERENCE AND PRACTICE PAGE 144

4 **Complete the sentences with the correct modal passive forms.**

1 A lot of time _____ (can / spend) on preparing adverts.
2 Mobile phones _____ (must not / use) during performances at the theatre.
3 A visa _____ (may / require) for certain countries.
4 When _____ the photos _____ (must / send) to the company?
5 People arriving late for the concert _____ (may not / allow) to enter.
6 You _____ (might / give) a free ticket for the exhibition.

5 **Choose the correct option.**

1 A filter *must* / *can* be chosen to make the picture look better.
2 This game can be *play* / *played* online.
3 Then the vegetables must *mix* / *be mixed* together with the eggs and cream.
4 The assistant told me that all the equipment could be *hire* / *hired*.
5 The ceremony will *open* / *be opened by* our headteacher.

VOCABULARY Phrases with *in*

1 **Read the examples and match the phrases to the meanings a–g.**

1 They couldn't consider the digital effects **in detail**.
2 **In fact**, most people say they prefer photos without airbrushing.
3 **In general**, photos in adverts are airbrushed.
4 **In future**, can you ask me before posting photos of me?
5 If you're going to be late, please let me know **in advance**.
6 Are you looking for anything **in particular**?
7 I was going to make a comment on the post but, **in the end**, I decided not to.

a usually, or in most situations
b giving more information, which is often surprising
c finally, after a lot of thought or discussion
d before a particular time or before doing something
e considering all the information about something or every part of something
f special
g beginning from now

2 **Complete the text with phrases from Exercise 1.**

When I saw the advert, I couldn't believe my eyes – my favourite band was going to play in our town! There was a problem, though, because it was on a school night. [1] _____, my parents don't let me stay out late during the week, but I had to persuade them this was special. So I told them about the concert two months [2] _____ and after a huge amount of 'discussion', [3] _____ they agreed I could go! Dad was great and offered to drive me there with a friend and pick us up afterwards. [4] _____, he even wanted to get a ticket for himself, but Mum persuaded him not to be so embarrassing! Anyway, it was a great concert and we liked all the songs – the new ones [5] _____. I'll never forget it.

3 » **Work in pairs. Turn to page 121.**

GRAMMAR The passive

WARMER

Books closed. Write the sentence *The model's image was changed.* on the board. Ask 'What's the subject of the sentence?' (*the model's image*) 'Who changed the image?' (*We don't know*) 'Is it important who changed it?' (*No*). Underline the verb form (*was changed*) and elicit its name (*the passive*). Ask students to find other examples of the passive in the article on page 77, e.g. *Airbrushing is when photos are changed …*

1 Ask students to do the activity individually and monitor and help as necessary, referring them to the example on the board. Check answers.

Answers

Airbrushing is when photos <u>are changed</u> by using computer software to make people look even better in them. In the beginning, it <u>was used</u> to 'tidy up' small problems in photos.
Present simple passive = are changed
Past simple passive = was used

2 Do the exercise as a class, asking for answers and giving feedback rule by rule. For each answer, refer back to the examples in Exercise 1. Check students understand the term *agent* (who or what performs the action) in rule *e*. Write the following phrase from the text on page 77, *are more advanced*, and remind students that some adjectives have a past participle form, but that they should be careful not to confuse these with passives.

Answers

a be b present c past d subject e by

Modal passives

3 Do the exercise as a class. Point out that the words in bold in the example sentences are modal passives, and ask students to identify the modals (*can*, *could*, *couldn't*). Elicit examples of other modal verbs (*must*, *may* and *might*). Remind students that modal verbs are followed by an infinitive (without *to*), and complete the rule together.

Answers

be, past participle

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

4 Monitor and help as students do the exercise individually and ask them to compare answers with a partner before checking as a class. To check answers, nominate one student to choose a sentence, and to name another to give the answer. The class decides if the answer is correct, before the second student nominates another to read a sentence for someone else to answer. Continue until all the sentences have been completed.

Answers

1 can be spent 2 must not be used 3 may be required
4 must … be sent 5 may not be allowed 6 might be given

MIXED ABILITY

For Exercise 4, give weaker students the past participles of irregular verbs where appropriate before they begin. Stronger students complete the exercise without this support.

5 Ask students to read sentences 1–5 and check vocabulary before asking them to continue the exercise individually. Monitor and help as necessary, referring students back to the rules in Exercises 2 and 3 before asking for volunteers to read entire sentences to check answers.

Answers

1 can 2 played 3 be mixed 4 hired 5 be opened by

» GRAMMAR WORKSHEET UNIT 13

VOCABULARY Phrases with *in*

1 Books closed. Write the phrases *in detail* and *in fact* on the board and tell students that one means *all the information about something* and the other is a phrase used to introduce or link a comment that relates to a previous statement. Tell students to read sentences 1 and 2 and say which one has an independent meaning (*in detail*) and which connects ideas in a text (*in fact*).

Put students into mixed ability pairs to do the exercise and monitor and help as necessary. Ask for volunteers to give answers.

Answers

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

2 Tell students to read the text and ignore the gaps. Ask 'Where did the writer want to go?' (*a concert*), 'What did the writer's dad want to do?' (*go to the concert as well*). Monitor and help as students complete the text individually, helping them understand the information before and after the gap to aid in the selection of the correct phrase. Nominate individuals to suggest answers and see if the class agrees before feeding back.

Answers

1 In general 2 in advance 3 in the end 4 In fact
5 in particular

3 Direct students to page 121. Ask them to make brief notes in answer to the questions. Put them into mixed ability pairs or groups to exchange and discuss their answers to the questions. Monitor and help students get their ideas across and give positive feedback where possible. Bring the class together and report any interesting information you heard.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 13

WRITING An online review

1 Put students into small groups to discuss the questions. Feed back as a class and make a note of interesting vocabulary on the board. Take a vote on the most popular product.

Answers

Students' own answers

BACKGROUND INFORMATION

Panono

Panono is a ball-shaped camera that takes high-quality panoramic images. It has 36 cameras, which all take a photo at the same time. The photos are digitally stitched together to form a single piece of media, which can be shared and viewed on multiple platforms. The camera can be held in the hand, used on a tripod or selfie-stick, or thrown into the air. The cameras are expensive, so if you throw it in the air, you need to be sure to catch it.

Polaroid camera

The Polaroid camera is an instant film camera; in other words it is a type of camera which uses self-developing film and prints a photo very soon after a picture has been taken. If you didn't like the photo, you could simply take it again. It was very useful for ID cards and passport photos, and police and fire officers used them because the photos couldn't be altered. Nowadays, the original Polaroid cameras have largely been replaced by digital versions.

GoPro

A GoPro camera enables people to transform content into an edited video which can be sent directly to a mobile phone. It's tough and waterproof to a depth of 10m, and has a touchscreen, making it easy to take shots on adventure holidays, either above or under water. It can be handheld or worn to leave hands free and some models respond to simple voice commands.

2 Ask students to read the review and answer the questions individually. Check answers and explain any new vocabulary, ignoring adjectives and adverbs which will be dealt with in the next exercise, e.g. *fit* (be the right size or shape), *fun* (entertaining, as opposed to something which is *funny* and makes you laugh). Ask students if the review is positive or negative (*positive*).

Answers

A; yes, product is recommended

3 Read through the information in the *Prepare to write* box and ask students for an example of each point from the review in Exercise 2 (informal style = short forms *It's, can't*), adjectives (*awesome* – positive), adverb (*annoyingly* – negative), phrases to join ideas (*Plus*), final recommendation (*Overall, it's …*). Monitor and help as students complete the table. You could put them into groups of three, with each student completing a different column. As you check answers, point out that reviews tend to emphasise positive characteristics and ask students to find two negative adjectives in the text (*slow, complicated*).

Answers

Positive adjectives: awesome, amazing, impressive
Adverbs: really, annoyingly
Linking phrases: Another advantage is that, For a start, Plus, The only disadvantage is that, Overall

4 Tell students to look at the words and phrases in the box. Ask which ones can be used to join ideas (*besides this problem*; *one disadvantage*) and which are negative adjectives (*limited*, *disappointing*, *expensive*). Monitor and help as students complete the exercise. Invite two or three students to give answers and see if the class agrees before confirming.

Answers

1 too expensive 2 One disadvantage 3 limited
4 Besides this problem 5 really disappointing

5 Read each of the sentences aloud for students to say, as a class, if each one is a recommendation or advises against a product.

Answers

1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗

6 Monitor and help with ideas as students work in pairs to choose a different product and plan their review. Tell them to make a note of adjectives and adverbs, and phrases to join their ideas.

Answers

Students' own answers

7 After writing their review, tell students to read their work again and check that all the criteria from the *Prepare to write* box has been included.

Model answer

This camera is brilliant. It looks amazing, and it's small and very easy to use. Another good aspect is the quality of the videos and photos, which are stunning, even if you use it when you are skydiving. Once you get used to the controls, you can use it when you're running, mountain biking and swimming. It's perfect for travel photography and catching everyday street life. It's also good fun to use the voice control. The only disadvantage is that it has a short battery life. Overall, it's a nicely made camera which works exceptionally well and I highly recommend it.

FAST FINISHERS

Put fast finishers in pairs and tell them to swap their reviews and check their partner's work for grammatical mistakes.

COOLER

Put students into small groups and ask them to think of a product and write a review sentence for it (without naming the product). They read their sentences aloud for others to guess the product.

WRITING An online review

1 **What do you think these things can do? Which one would you like to try?**



2 **Read the online review. Which product (A–C) is it describing? Does the review recommend the product?**

THIS PRODUCT IS AWESOME!

It's a ball that you throw up in the air and it takes amazing photos. People will be really impressed with your photos. Another advantage is that it's small enough to fit in your pocket. You can achieve a huge amount with this tiny piece of electronic equipment! For a start, it can take amazing photos that your phone can't, and the outdoor photos it takes are very impressive, in particular. Plus it's really fun! The only disadvantage is that you need a special app to edit and post your photos online. Annoyingly, the app goes really slow on my phone and it can be quite complicated to use. Overall, it's definitely worth saving up for!

REVIEWED BY **GUSTAVO2006**

REVIEWER RATING ★★★★☆

3 **Read the *Prepare to write* box. Then complete the table with the highlighted words and phrases from the review.**

PREPARE TO WRITE

An online review

In an online review:

- write in an informal style.
- use adjectives and adverbs to show how positive or negative you feel about the product.
- use phrases to join your ideas.
- end the review by saying whether or not you recommend the product.

Words and phrases for positive reviews

Positive adjectives	Adverbs	Linking phrases
awesome	really	another advantage is that

4 **Complete the sentences with the words and phrases for negative reviews.**

Besides this problem — limited
One disadvantage — really disappointing
too expensive

1 It's _____ for most people to buy.
2 _____ is its size – it can't be put in a pocket.
3 The choice of games is _____ to very simple ones.
4 _____, there are bugs in the software.
5 In fact, this product is _____ overall!

5 **Tick (✓) the sentences that make a recommendation and put a cross (✗) beside ones that advise against a product.**

1 If you can only buy one game this year, choose this!
2 This camera is just not worth the money.
3 Definitely something to put on your wish list!
4 You can't afford to miss this opportunity.
5 Don't even consider it!

6 **You are going to write an online review. Choose a product you know and plan your review. Go online to find out more facts about the product if necessary.**

7 **Write your review.**

- Use the tips in the *Prepare to write* box.
- Write about 100 words.
- Remember to check your spelling and grammar.

14 LET'S COOK!



ABOUT YOU

Do you ever cook for yourself, or does someone else always do it for you? Describe your favourite meal. How is it made?





VOCABULARY Verbs for cooking

1 Look at the dishes. What ingredients do you recognise in each one? Do you know how to cook any of them?

52 **2** Listen to three young chefs, Adam, Melissa and Ravi, talking about the dishes in Exercise 1. Match each chef to a dish.

52 **3** Read the descriptions of how to make the dishes and match them to the three chefs. Then listen again and check.

EP

1 **Barbecue** the chicken pieces, or **roast** them in a hot oven for 40 minutes. Then **bite** into them. They're spicy and delicious! You can **freeze** this dish.

2 **Fry** the onion and garlic – but don't let them **burn**! … **Grill** the aubergines first. **Stir** the stew occasionally with a wooden spoon.

3 Cook this really slowly on the stove – don't **boil** it. **Taste** it regularly and add salt and pepper. **Bake** some bread and **steam** some rice to serve with this dish.

4 Match the verbs from Exercise 3 to the pictures below.



52 **5** Work in groups of three. Each group takes one dish. Listen to the chefs again and each write down as many ingredients as possible for your group's dish.

6 Tell the class as much as you can remember about your chef's dish.

7 What dishes can you cook? Write a recipe for something tasty!

14 LET'S COOK!

Unit Overview

TOPIC	Cooking and eating
VOCABULARY	Verbs for cooking
READING	Signs, notices and messages
GRAMMAR	Defining relative clauses; Non-defining relative clauses
VOCABULARY	Transitive and intransitive verbs
LISTENING	Seven short conversations
SPEAKING	Discussing options (2)

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 145; TB page 244
WORKBOOK: pages 56–59
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 14; Vocabulary worksheet Unit 14
TEST GENERATOR: Unit test 14; Term test 2

WARMER

In small teams, give students one minute to write food or drink words beginning with each letter of the alphabet, e.g. *apple, bread, cake*. Ask the fastest team to read their list.

ABOUT YOU

Nominate a few students to tell the class who cooks the most in their house. Ask for volunteers to talk about their favourite meal and to say how it is made.

VOCABULARY Verbs for cooking

1 Put students into pairs. Direct them to the photos and ask them which ingredients they recognise. Ask for a show of hands to indicate whether or not students know how to cook any of the dishes, and whether they have tried them.

Answers

Photo A: chicken, lemons, cucumbers, red cabbage, bread; Photo B: vegetables, including aubergines and tomatoes, parsley; Photo C: prawns, spring onions, rice, bread

52 **2** Read the instructions and play the recording. Allow students to compare their answers with a partner before checking as a class. See if the class agrees before confirming each one.

Answers

Adam – B Melissa – C Ravi – A

52 **3** Ask students to read the descriptions adapted from the recipes. Monitor and encourage students to use the pictures to help with new vocabulary where possible. Play the recording again for students to check their answers.

Answers

1 Ravi 2 Adam 3 Melissa

4 Write the following pairs of cooking verbs on the board: *roast* and *bake*, *boil* and *steam*. Ask students to say what the similarities and differences between the processes are (*roast* and *bake* both take place in an oven, but *roasting* usually uses oil to cook meat while *baking* involves cooking bread, cakes and tarts without extra fat; vegetables can be *boiled* or *steamed* – *boiling* involves immersing the vegetables in the boiling water, whereas *steaming* involves placing the vegetables over boiling water). Students do the activity individually before comparing in pairs.

FAST FINISHERS

Ask fast finishers to write definitions for *spicy* (containing strong flavours from spice), *stew* (a dish made of vegetables and meat cooked together slowly in liquid) and *stove* (something that you cook on). Elicit their definitions after checking answers to Exercise 4.

Answers

1 bite 2 barbecue 3 taste 4 burn 5 fry (or stir) 6 boil 7 stir 8 grill 9 roast 10 freeze 11 steam 12 bake

52 **5** Put students into groups of three and tell each group to follow one of the dishes. Tell them to make a note of as many ingredients as possible for the dish as they listen. Ask students to compare with others in their group and give the class the option of listening again.

Answers

1 Adam: chillies, Moroccan spices (cumin), onion, garlic, vegetables (green beans, aubergine), tinned tomatoes, rice, fresh herbs
2 Melissa: bananas, cabbage, prawns, seafood, tomatoes, chilli, salt and pepper, bread, rice
3 Ravi: chicken, lime juice, salt, mixed spices (cayenne pepper and paprika), guacamole (avocado), salad

» AUDIOSCRIPT TB PAGE 275

6 Ask students to elect a spokesperson to report what they can remember about their chef's dish. Encourage students to add any extra information they can remember.

7 Monitor and help with vocabulary as necessary as students write a recipe for something they cook. Encourage them to refer to the verbs in Exercise 4 and the ingredients in Exercise 5. Ask for volunteers to share their recipes with the class and take a vote on the one which sounds the tastiest.

READING

1 Direct students to text 1 and ask them to identify the text type and any features that helped them decide (*an email, the 'from/to' labels, toolbar, scroll bar*).

Answers

1 email 2 handwritten note 3 text message 4 sign
5 text message

2 Read the instructions and ask who the writer and reader could be in text 1 (*colleagues, or a boss and employee*). Ask students further questions about the text and establish that the topic is work, and the text is in a neutral style – not formal or informal.

Set a short time limit of about two minutes and tell students to read texts 2–5 quickly to get a sense of the relationship between the writer and the reader. Advise them to guess the meaning of new vocabulary. Ask for volunteers to suggest answers and see if the class agrees before feeding back.

Answers

1 colleagues, or boss and employee
2 mother and son 3 friends
4 manager of restaurant or head chef to kitchen staff
5 friends

Tips Advise students to look at features of the text, for example, 'To:/From:', the way the writer addresses the reader, and subject lines, to help them identify the text type. Tell students to look at the language (is it formal, informal or neutral?) to help them identify the writer and the person the text has been written for.

3 Go through the first question as a class and ask for volunteers to say which part of the text points to option B as being correct (the final request 'Could you …?'). Ask for volunteers to say why the other options aren't appropriate (A – there is no reference to an earlier time than normal, C – the new chef was interviewed last month). Advise students to look at what the text says, and what is assumed, and monitor and help as they continue individually.

Answers

1 B 2 A 3 C 4 B 5 A

MIXED ABILITY

As you monitor students doing Exercise 3, help those who might be struggling by indicating one of the wrong options.

53 The Reading text is recorded for students to listen, read and check their answers.

4 Ask students to read the meanings 1–5 and check vocabulary as necessary. Do the first item as a class, asking for a volunteer to suggest an answer. Remind students that they can check their answers by re-reading the section of the text before and after the gap, and substituting the highlighted word or phrase for a meaning from 1–5 to check the sentence makes general sense. Monitor and help as students continue individually before inviting individuals to give answers and see if the class agrees before feeding back.

Answers

1 attend 2 suppose 3 clear 4 employee 5 decision

BACKGROUND INFORMATION

Working in a kitchen is known as being one of the most stressful jobs there is, carrying a high level of pressure and intensity. Chefs tend to work long hours, between 48–60 hours a week and they are often perfectionists who want to cook the best meal possible. Kitchens are noisy, extremely hot and dangerous places and it is usual for chefs not to know exactly what the next order is going to be. Because the cost of ingredients is always rising, chefs are expected to work for low wages and often end up doing a lot of unpaid overtime.

However, on the other hand, chefs love looking after their customers and seeing the pleasure their work gives people. Many chefs find the stress of a kitchen environment exciting, and actually enjoy it.

TALKING POINTS

Direct students to the photo of the busy restaurant and ask them to imagine what it would be like to work there. Ask for suggestions as to why it might be stressful and make a note of key words and phrases on the board. Put students into same ability pairs to write a note of useful vocabulary to discuss the remaining questions. Monitor and encourage students to give specific example situations to expand on their answers. Give positive feedback where possible before bringing the class together to share ideas.

COOLER

Ask students to write as many cooking verbs as they can remember, and to match each one to a food item. They can look back to page 80 in their books to see how many of the verbs they remembered.

READING

1 **Look at the texts below. What kind of texts are they (e.g. note, email, label)?**

2 **Read the texts quickly. Who could the writer and the reader be in each case?**

1

From: Emilio
To: Donna
Reply Forward
53

The new chef is starting work tomorrow. He's the one who we interviewed last month – Jack Smith. Could you show him round the kitchen when he arrives, please?

2

Mum
Are you roasting that chicken in the fridge for dinner? Text me – I can pick up some vegetables from my friend's farm on the way home. I'll tell you about school while you cook.
Dan

3

Jim, whose sister is in my class, is having a barbecue at the weekend. He said I can bring someone. Do you want to go? Let me know by Thursday because he's got to buy the food.

4

Please keep this area clear for orders which are ready to serve only.

5

Guess what? Pico's Café, where we used to go after football practice, is closing! I suppose they didn't have enough customers. Shall we go one last time for a grilled sandwich? Joe

3 **Look at the texts again. For each question, choose the correct answer.**

1 Emilio is emailing Donna to ask her to
- **A** come to work earlier tomorrow.
- **B** help a new employee.
- **C** interview a chef.

2
- **A** Dan's mum needs to make a decision.
- **B** Dan's mum is going shopping later.
- **C** Dan and his mum will cook together.

3
- **A** Jim only wants his classmates to attend his barbecue.
- **B** Jim has invited his friends to a barbecue on Thursday.
- **C** Jim needs to know who is coming to his barbecue before the end of Thursday.

4 The sign is telling restaurant staff to
- **A** make meals only in this area.
- **B** only put meals for customers here.
- **C** clean dishes only in this area.

5
- **A** Joe wants to go to the restaurant again before it closes.
- **B** Joe is sorry that the restaurant is no longer open.
- **C** Joe is confused about why the restaurant is closing.

4 **Match the highlighted words in the texts and questions to the meanings.**

1 go to an event
2 think that something is likely to be true
3 not covered or blocked by anything
4 someone who is paid to work for a person or company
5 a choice that you make

TALKING POINTS

Why might working in a restaurant be stressful?
What are the benefits of cooking your own food?
Why do people like going out somewhere to eat?



GRAMMAR Defining relative clauses

1 **Read the examples and look at the underlined relative clauses. Complete the rules with the words in the box.**

1 He's the man who we interviewed last month.
2 Shall I roast the chicken that I bought this evening?
3 My friend only eats food which is vegetarian.
4 That's the restaurant where the famous chef works.
5 She's the chef that became famous on a TV cooking competition.

who	where	which	that (x2)

We use a defining relative clause to give essential information about the thing, place or person we are talking about. This information cannot be omitted.

We use the pronoun:
a _____ or _____ to define a person.
b _____ or _____ to define an object, or thing.
c _____ to define a place.

Non-defining relative clauses

2 **Read the examples. Then complete the rules with *who, which* and *whose*.**

1 Ella, who is in my tennis club, has won a national cookery competition.
2 Pico's Café, which is near the football ground, is closing down.
3 Jim, whose sister is in my class, is having a barbecue at the weekend.

We use a non-defining relative clause to give more information about the person or thing we are talking about.

We put commas around the clause because it contains extra information, which could be deleted.

We use the pronoun:
a _____ to introduce more information about things.
b _____ to introduce more information about people.
c _____ to introduce something that belongs to a person, thing or place.

GRAMMAR REFERENCE AND PRACTICE PAGE 145

3 **Read the examples. Which has a defining relative clause? Which has a non-defining relative clause? Match the examples to the meanings.**

1 The recipes, which teenagers have created, will be posted on our website.
2 The recipes which teenagers have created will be posted on our website.

a There are recipes from people of all ages, but only the ones from teenagers will be posted.
b The recipes are all by teenagers and they will all be posted.

4 **Correct the mistake in each sentence.**

1 The film was about a man lost his way in the desert.
2 It's a quiet place that you can study.
3 I must look after my brother, which is a baby.
4 We met a girl which my friend Jill knows.

5 **Rewrite the information in single sentences. Use non-defining relative clauses.**

0 Thai food can be quite hot. (it contains chillies and other spices) *Thai food, which contains chillies and other spices, can be quite hot.*
1 The waiter is very friendly. (he comes from Barcelona)
2 My mum's soup is delicious. (it is made from beans, garlic and tomatoes)
3 Kim will order my birthday cake. (her uncle is a baker)
4 This dessert is very rich. (it has 300g of chocolate in it)

VOCABULARY Transitive and intransitive verbs

1 **Look at these sentences. Underline the objects. Two sentences don't have one.**

1 **Boil** the carrots for five minutes.
2 The soup **boiled** for an hour.
3 Can I **taste** your food?
4 This ice cream **tastes** great!

2 **Read these definitions and complete the rule.**

Some verbs can be both transitive and intransitive. For example *boil* and *taste*.
In Exercise 1, the verbs in sentences ____ and ____ are transitive.

3 **Put the words in the correct order. Then decide which sentences include a transitive verb.**

1 the / for /minutes / We / roasted / vegetables / 10.
2 roasted / vegetables / The / hour / an / for.
3 an / fried / I /egg / for / breakfast.
4 The / pan / frying / is / egg / in / the.

4 **Turn to page 121.**

GRAMMAR Defining relative clauses

WARMER

Books closed. Write the following words on the board and tell students to put the words in order to make a sentence: *who / man / interviewed / he's / we / last / the / week* (*He's the man who we interviewed last week*).

Point out that the relative pronoun introduces a piece of information about the man that distinguishes him from any other person. Ask students to identify the personal pronouns which refer to the subject and object of the sentence (*we, he*). Ask or tell the students whether *who* refers to the subject or object (*object*).

1 Tell students to read the examples and complete the rules using the relative pronouns in the box. Do the first item as a class and monitor and help students identify the person, object, thing or place in sentences 2–5. Ask students to identify the subject or object of the relative clauses as you check answers and give another example referring to people, objects and places they know.

Answers

a who, that b which, that c where

Non-defining relative clauses

2 Ask students to read sentences 1–3 and to underline the word or phrase the relative pronoun refers to (*1 Ella; 2 Pico's Café; 3 Jim*). Point out that the relative pronoun introduces an additional piece of information about people, things or places. Read each of the sentences in full, saying the non-defining clause in a quieter voice. Ask students to identify the extra information in each one (*1 who is in my tennis class; 2 which is near the football ground; 3 whose sister is in my class*). Put students into mixed ability pairs and ask them to read the sentences again and to complete the rules. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

a which b who c whose

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

3 Do the exercise as a class. Read the instructions and example sentences, lowering the pitch of your voice when reading the non-defining clause in sentence 1 to signify that it contains extra information. Read meanings *a* and *b* and elicit answers.

Answers

1 b (non-defining) 2 a (defining)

4 Go through the first item with the class and monitor and help as students work in pairs to correct the mistakes. Ask students to read the entire sentence when checking answers.

Answers

1 The film was about a man **who** / **that** lost his way in the desert.
2 It's a quiet place **where** you can study.
3 I must look after my brother, **who** is a baby.
4 We met a girl **who** / **that** my friend Jill knows.

5 Read the instructions and go through the example with the class. Monitor and help as students continue individually, checking they are using correct punctuation. Invite students to give answers and see if the class agrees before confirming.

FAST FINISHERS

Ask students to write two pieces of information about a person, place or thing on a piece of paper. They swap with another student and write a single sentence using a non-defining relative clause.

Answers

1 The waiter, who comes from Barcelona, is very friendly.
2 My mum's soup, which is made from beans, garlic and tomatoes, is delicious.
3 Kim, whose uncle is a baker, will order my birthday cake.
4 This dessert, which has 300g of chocolate in it, is very rich.

» GRAMMAR WORKSHEET UNIT 14

VOCABULARY Transitive and intransitive verbs

1 Write the following sentence on the board: *I made a pie last night.* and label the subject (*I*), verb (*made*) and direct object (*a pie*). Point out that *last night* is an adverb. Monitor and help as necessary as students continue the activity. Explain that there are two sentences which do not contain a direct object.

Answers

1 the carrots
2 *no object*
3 food
4 *no object*

2 Read the definitions and ask for volunteers to give answers. Ask students for more examples of food verbs which can be used transitively (for example, *roast*, *fry*, *bake*).

Answers

1 and 3

3 Monitor and help as necessary as students work individually to complete the exercise. Nominate stronger students to read the entire sentence to check answers.

Answers

1 We roasted the vegetables for 10 minutes. (transitive)
2 The vegetables roasted for an hour.
3 I fried an egg for breakfast. (transitive)
4 The egg is frying in the pan.

4 Direct students to page 121, and tell them that they have one minute to write sentences using the verbs in a column of their own choice. Tell them you will award one point for each correct sentence and two points for a transitive and intransitive sentence containing the same verb. Ask students to read their sentences to the class, who decide if they are correct or not before awarding marks.

» VOCABULARY WORKSHEET UNIT 14

LISTENING

1 Direct students' attention to each of the pictures in turn and ask them to say what they can see. Check pronunciation and write key words and phrases on the board.

Possible answers

1 café, park, tables, chairs, outside; self-service café, food; restaurant, river views
2 chillies, garlic; milk, glass, butter; lemon, salt
3 crisps; orange juice carton; packet of biscuits
4 pizza; tomato soup; spaghetti with sauce
5 jam sponge cake; chocolate cake; orange sponge cake
6 café view of shopping centre car park; café view of the countryside, field, trees; café view of farmhouse, chickens, trees
7 peanuts, shells; cheese sandwich; bananas

Tips Advise students to look at the pictures and think about the words they expect to hear and how they will sound. Tell them to look at the pictures as they listen.

54 2 Ask students to read the questions and underline the key words to focus their listening (for example: *1 where, 2 which ingredients, 3 which product, 4 what, for dinner, 5 which cake, 6 where, new café, 7 what, give players*). Play the audio, tell them to compare answers and give them the option of a second listening before checking answers.

Answers

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

AUDIOSCRIPT TB PAGES 275–276

SPEAKING Discussing options (2)

1 Put students into pairs to discuss the alternatives. Monitor and join in, encouraging students to give reasons for their choice. Bring the class together and ask for volunteers to explain their choices and to give reasons.

Answers

Students' own answers

55 2 Direct students to the pictures and ask them to say what they can see. Help with pronunciation and write key vocabulary on the board. (Suggestions: *sausages, salad, lettuce, tomatoes, burgers, red onion, potatoes, chips, pizza, basil, mozzarella, onions, sushi, rice, chop sticks,*). Play the recording for students to answer the question.

Answers

sushi

55 3 Ask students to read the *Prepare to speak* box. Give them a few minutes to study the phrases while you draw three columns on the board headed *Making suggestions*, *Considering options* and *Making a decision*. Ask students to close their book and set a short time limit for pairs or small groups to write as many of the phrases as they can from memory. Read the phrases for students to check before playing the recording for them to tick the phrases they hear. Check answers.

Answers

How about …?
What if we …?
If we … it would be …
… might be a better choice?
It's time to decide!
So, why not … then?
Are you OK with that?
That sounds good to me.

AUDIOSCRIPT TB PAGE 276

Tips Remind students that they should listen carefully to what their partner says so they can consider each other's options before they agree or disagree. Advise them that they can disagree with their partner, but should give reasons to support their viewpoint. Tell students they should listen and respond to what their partner says, e.g. *That's a good idea*.

4 Direct students to page 122 and put them into same ability pairs. Go through the instructions and the information about the task and the tips together. Give students time to look at the pictures and make a note of useful vocabulary. Ask for suggestions and write key words and phrases on the board. Monitor and give positive feedback where possible and report any interesting ideas to the class. Ask for pairs of volunteers to repeat the activity for the class, and students to identify phrases from the *Prepare to speak* box on page 83. Students give their own answers.

MIXED ABILITY

Pair students needing extra practice with a different student to repeat the activity. Ask stronger students to repeat the activity but to talk about a different dish they could learn to cook. Monitor and ask for volunteers to repeat their conversations for the rest of the class.

COOLER

Students write a list of ingredients for their favourite meal, and write the corresponding cooking verbs for each one.

LISTENING

1 **Look at the pictures in 1–7 below. What can you see in each one?**

2 **For each question, choose the correct answer.**

54 **1** Where do the friends decide to eat?







2 Which ingredients would the girl prefer to use in her cooking?







3 Which product do the students select for their art project?







4 What will they have for dinner?







5 Which cake does the man decide to bake?







6 Where is the new café?







7 What will they give players after the football match?







SPEAKING Discussing options (2)

1 **Imagine you want to choose what food to cook for some friends. Which of these things would be the most important to consider? Why?**

- cost of ingredients
- time needed to prepare the food
- OK for everyone, e.g. vegetarians?
- easy to eat inside/outside

55 **2** **Look at the pictures and listen to Laura and Ben making arrangements for a party outdoors. Which food do they decide would be best?**








55 **3** **Read the *Prepare to speak* box. Then listen again. Which phrases do Ben and Laura use?**

PREPARE TO SPEAK

Suggestions and decisions

Making suggestions
Let's try your first idea.
How about …?
So, why not … then?

Considering options
If we … , it would be … .
… might be a better choice?
What if we …?

Making a decision
It's time to decide!
Are you OK with that?
We'll go for that one, then.
That sounds good to me.

4 » **Turn to page 122.**

CULTURE

SOCIAL MEDIA

ABOUT YOU

Answer the questions in *My life online* and compare with a partner.

MY LIFE ONLINE

1. How many social media sites or apps do you use?
2. How many times a day do you check your profiles?
3. How many posts do you write on a typical day?
4. How many times a week do you post selfies?
5. How many followers would you like to have?

1 **Read the article on the opposite page. Which of these sentences is the best summary?**

1. The internet is causing a lot of problems for teenagers.
2. Social media has negative as well as positive effects.
3. Online popularity is very important for young people.

2 **Complete the sentences with ideas from the article.**

1. Parents and other adults don't use _____
2. The teenagers in the CNN study wrote _____
3. More than 60% of the teens wanted to know _____
4. Some people take lots of selfies because _____
5. Students get poor grades if _____
6. In the past, young people _____

3 **Match the highlighted words in the text to the meanings.**

1. not very nice or friendly to people
2. do something to help another person
3. think and worry about someone that is important to you
4. when lots of people know and like you
5. very surprising, often in a negative way

56 **4** **Listen to four people talking about their social media habits. Complete the sentences with the person's name.**



1. _____ uses social media to keep up with what friends are doing.
2. _____ is more interested in spending time with friends offline.
3. _____ likes making videos to share opinions with other people.
4. _____ is too busy to spend a lot on time on social media.

56 **5** **Listen again. Answer the questions.**

1. What do Greg's friends think about his online habits?
2. When does social media become a problem for Greg?
3. How does Zoe's friend Vanessa make her laugh?
4. Does Zoe use social media for serious activities?
5. For the most part, what does Marta do online?
6. How does Marta deal with negative people?
7. Why don't nasty messages bother Tyler?
8. How does Tyler keep in touch with friends?

6 **Read the *Useful language* phrases. Complete them with the words in the box.**

general meeting tend
think update usually

USEFUL LANGUAGE

Making generalisations

1. I _____ to go online quite a lot.
2. I don't _____ use Facebook.
3. In _____, I don't post videos.
4. I generally _____ my profiles every week.
5. For the most part, I like _____ in person.
6. Overall, I _____ social media is a good thing.

CULTURE

Learning Objectives

- The students learn about social media.
- In the project stage, they prepare a presentation about their online and social media habits and deliver this to the class.

Vocabulary

care popularity rude shocking support

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: Social media detox

BACKGROUND INFORMATION

Nomophobia is an abbreviation for 'no-mobile-phone phobia'. It was created to describe the anxiety experienced by mobile phone users, either when they lose their phones, have no power, credit or network coverage. A 2010 study found that 55% of 2,163 people experienced anxiety when they felt 'disconnected', as they were concerned that they were unable to keep in touch with their family or friends.

WARMER

Tell students to imagine they had to spend a week without social media. Put them into mixed ability pairs to write a list of the advantages and disadvantages of being in this situation. Bring the class together and write key words and phrases in two columns on the board.

ABOUT YOU

Direct students to the *My life online* questionnaire. Ask them to answer the questions with a partner and then to report back on their partner to the class.

1 Read sentences 1–3, which are possible summaries of the article *Living online* on page 85. Ask them to underline key words and phrases and then to read the article and decide which is the best summary. Ask for a volunteer to suggest an answer and to explain their choice. See if the class agrees before feeding back.

Answers

Sentence 2

2 Ask students to read the sentences and underline key words to help them locate the information in the text. Tell students to ignore any unknown vocabulary at this stage. Remind them that they should then read the relevant part of the text carefully to help them complete the sentences. Monitor and check for accuracy before nominating individuals to give answers and to explain their reasons. Check whether the class agrees before feeding back.

MIXED ABILITY

Monitor and advise students who might find the activity challenging to choose the order of the sentences to complete, starting with the easiest first.

Answers

1 social media as much as teenagers
2 about 150,000 posts in six months
3 if they had new likes, followers or comments
4 they want to look perfect
5 they spend too much time on social media
6 could never share information about their lives this way.

57 The Reading text is recorded for students to listen, read and check their answers.

3 Ask students to read the meanings 1–5, check vocabulary as necessary, and ask students to identify the parts of speech of the highlighted words. Remind them that they should substitute the highlighted word for the phrase and then re-read the relevant part of the text carefully to decide whether the meaning of the new item matches the original. Nominate individuals to give answers and to give reasons. See if the class agrees before feeding back.

Answers

1 rude 2 support 3 care 4 popularity 5 shocking

FAST FINISHERS

Tell fast finishers to identify other new vocabulary and to guess meanings from context. Go over the vocabulary and students' ideas on meaning after you have checked the answers to Exercise 3.

56 **4** Read the instructions and ask students to read items 1–4. Check vocabulary as necessary. Play the audio and ask students to compare their answers before feeding back. Ask students to say which words and phrases help them decide which speaker made which point. Make a note of useful key words and phrases on the board.

Answers

1 Zoe (*to see what my friends are doing, there's always something to chat about*)
2 Marta (*don't usually spend much time, not really an online person*)
3 Tyler (*like making videos, see what other people think*)
4 Greg (*have sports practice, a lot of homework, When I spend too much time online, my grades go down*)

CONTINUED ON PAGE 166

56 **5** Tell students, in their pairs, to identify and underline key words in questions 1–8 to help focus their listening. Ask for volunteers to tell the class their key words (including the first word of the question). Check students understand the following words and phrases in the questions: 4 *serious activities*, 5 *for the most part*, 6 *deal with,* 7 *nasty, bother*, 8 *keep in touch*.

Monitor and give pronunciation practice if necessary so the students are more prepared to recognise the words when they hear them. Play the audio and ask for volunteers to give answers.

Answers

1 They think he needs to be more active online.
2 When he uses it too much and gets bad grades.
3 She sends videos about cats.
4 No, she uses it for fun and entertainment.
5 She uploads artistic photos.
6 She blocks them.
7 He thinks they're sometimes funny.
8 He uses instant messaging apps.

» AUDIOSCRIPT TB PAGE 276

6 Tell students that, for the *Project*, they will be making generalisations about their online personality and that some of the words and phrases will be useful for this activity. Say the words in the box and check students understand meaning before asking them to complete sentences 1–6 in the *Useful language* box. Check answers and give pronunciation practice if necessary.

Answers

1 tend 2 usually 3 general 4 update 5 meeting 6 think

PROJECT ***A presentation about social media habits***

Go through the instructions with the class. Direct students, individually, to look again at the text and to make notes in answer to questions 1–6 that are true for themselves. Ask for volunteers to share ideas with the class, then write any useful key words and phrases on the board.

Monitor and help students revise their notes as necessary, and encourage them to make a note of key phrases in the *Useful language* box. Put students into pairs to practise their presentations using their notes, and to give each other feedback.

PROJECT EXTENSION

Tell the students they are now going to collate information about themselves and four of their classmates. Ask them to interview others and to make a note of their answers to questions 1–6. Remind them to use the words and phrases *generally*, *for the most part* and *overall* in sentences summarising the answers to the questionnaire. Encourage the students to produce a slideshow presentation with pictures or a poster. They then give their presentation to the class or to students in another English class.

11 **CULTURE VIDEO: Social media detox**

When students have completed the lesson, they can watch the video and complete the worksheet.

COOLER

Ask students to make guesses about your online personality (true or false) and to make notes to the answers to questions 1–6. They compare ideas. Monitor and give feedback on students' guesses.

LIVING ONLINE

TEENS AND SOCIAL MEDIA

Teenagers today have grown up using the internet and they use social media much more than their parents and other adults. However, young people may not be using this technology in a way that's effective or healthy. In a recent study, the CNN news agency followed a group of 200 North American teenagers for a period of six months to see how they were using social media. The results were quite shocking, especially for parents who thought they knew what their children were doing online.

57

During the experiment, scientists recorded 150,000 posts and messages, which means approximately 125 messages a month for each person, although some teens wrote more messages than others. However, the most suprising fact was how often some teens were checking their social media profiles. Some people looked at them up to 100 times a day, even at school or when they were hanging out with other friends. But why were they checking their profile so often? When the scientists asked, they discovered that:

21% of teens wanted to know if people had written about them. They looked forward to positive posts, but they also worried about negative ones and how they should respond to rude comments.

36% wanted to know what other people were doing and they worried about not being part of an online group. This 'fear of missing out' (FOMO) can be quite stressful for many teens.

61% were checking their profiles for new 'likes', followers and comments on their posts. All of these things are extremely important in the world of social media.

In fact, a lot of what teens do on social media is related to self-image and popularity. Some people always want to look perfect, so they take hundreds of selfies and then post only the very best one. Other people upload photos of all the great places they visit, the fun things they do, and all of the amazing people they meet and know. This competition can be terrible, especially for people who aren't very cool or popular. It can also have a negative effect on schoolwork. The CNN study found that people who spent the most time on social media often had lower grades.

On the positive side, social media seems to create stronger connections between young people and their friends. Some people might write nasty posts, but many teens use social media in a good way, to support their friends and show how much they care. They send messages to each other, tell jokes and celebrate special occasions. Young people could never share information about their lives in this way in the past. The world might be changing, but fortunately young people are changing along with it.



PROJECT

A presentation about social media habits

Prepare a presentation about your online and social media habits. Use the following topics to help you.

1. the amount of time you spend online
2. the social media sites and apps you use
3. the types of things that you post online
4. how often you update your profiles
5. the way you communicate with friends
6. the general opinion you have of social media

Give your presentation to the class.

11 NOW WATCH THE CULTURE VIDEO

15 CITY OR COUNTRY?

ABOUT YOU

Do you live in a city, a town or the countryside? Would you like to live somewhere different? Where? Why?

VOCABULARY Artificial and natural world

EP **1** **What type of person are you? Do the quiz and find out!**

city or country

1 What is your perfect Saturday in summer?

a waking up early to the sound of the **wildlife**, ready for an active day walking up the hill and down into the **valley**!
b spending the morning with your friends at the shopping centre – there's **air conditioning**!
c going to visit some **historic buildings** and learning something new
d inviting your friends round to play video games and then ordering a pizza

2 Which would you like to do in your holidays?

a look at historic monuments and **ruins** – all your history lessons come alive!
b visit relatives who live in a small village. It's so quiet, and you can read your book!
c go on a camping trip away from all the **pollution** and **street lights**
d admire **modern architecture** (probably a shopping centre!) and bright city lights

3 Which is important to you in the place where you live?

a peace and quiet, and **open spaces**
b interesting things to see and do
c people and shopping!
d **facilities** such as sports centres, cinemas and **health centres**

4 Which is your favourite season?

a I love all the **seasons** – I like seeing the differences in nature.
b I love winter – winter clothes are so stylish!
c I don't really like summer – too many **bugs**.
d If the air conditioning or the central heating is working, it's all the same to me.

2 » Turn to page 122 **and add up your scores. Do you agree with the description of you?**

3 **Look at the words in the quiz. Decide if they are from the man-made world or the natural world.**

artificial world	natural world
air conditioning	*wildlife*

58 **4** **Listen to three teenagers talking about where they live. Match each speaker to a picture (A, B or C). What do they like about the place where they live?**



5 **Choose the correct option.**

1 Although it is an old town, there is quite a lot of *modern architecture* / *historic buildings*.
2 The levels of *pollution* / *air conditioning* in our city have increased a lot because more people have cars.
3 I love the countryside because of the *valley* / *wildlife* like small birds and animals.
4 With all the *ruins* / *street lights* on at night, it's hard to see the stars.
5 With the temperature going up to 40°C today, I'm glad we have *air conditioning* / *pollution*.
6 Our city has excellent *seasons* / *facilities* where you can find most things you want.

6 **Discuss the questions.**

1 What facilities would you like to have closer to your home? Why?
2 How important is it to look after historic buildings? Why?
3 Why do some people move to the countryside?

15 CITY OR COUNTRY?

Unit Overview

TOPIC	Places to live
VOCABULARY	Artificial and natural world
READING	Teentalk … down under
GRAMMAR	Articles: *a/an*, *the* and zero article
VOCABULARY	Phrasal verbs
WRITING	An email (2)

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 146; TB page 244
WORKBOOK: pages 60–63
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 15; Vocabulary worksheet Unit 15
TEST GENERATOR: Unit test 15

WARMER

Draw two columns on the board headed *Country* and *City.* Put students into small groups and give them two minutes to brainstorm vocabulary associated with the two areas. Ask for suggestions and award one point for each word or phrase.

ABOUT YOU

Tell students to imagine they could live anywhere (city, town or countryside) and take a vote on the preferred option. Put students into pairs to discuss the questions, giving reasons and examples, before asking for volunteers to report their discussions to the class.

VOCABULARY Artificial and natural world

1 Read the question and tell students to do the quiz to find out what type of person they are. Ask them to use the words in the questions and optional responses to guess the meaning of any new vocabulary in bold and monitor and help as necessary.

Answers

Students' own answers

2 Ask students to read the interpretation of their score on page 122. Invite two or three students to tell the class about the type of person they are, according to the quiz, and to say whether or not they agree. Encourage them to give reasons or examples of things they do and help them express their ideas if necessary.

Answers

Students' own answers

3 Read through the instructions and the examples in the table. Give one or two further examples before putting students into mixed ability pairs to continue. Check answers as a class and help with pronunciation as necessary.

Answers

artificial world	natural world
air conditioning	wildlife
historic buildings	valley
ruins	open spaces
pollution	seasons
street lights	bugs
modern architecture	
facilities	
health centres	

58 **4** Direct students to the photos and ask what they can see in each one (*A historic street in a city, B lake in the mountains, C pollution in a city*). Play the audio for students to match the speaker to a picture A, B or C, and give students the option of a second listening before asking what the speakers like about the place where they live. Help students express their ideas.

Answers

Speaker 1 A (historic buildings, modern architecture, location near the coast, close to everything)
Speaker 2 C (the transport system and modern apartments)
Speaker 3 B (the scenery, open spaces, changing seasons, no pollution or noise)

» AUDIOSCRIPT TB PAGE 277

5 Do the first item together and ask students why *historic buildings* is wrong (the phrases *quite a lot of* is followed by an uncountable noun). Ask students to continue individually and monitor and help as necessary before checking answers.

FAST FINISHERS

Ask fast finishers to say why options are wrong. They can give their explanations as you check answers to Exercise 5.

Answers

1 modern architecture 2 pollution 3 wildlife 4 street lights
5 air conditioning 6 facilities

6 Put students into pairs or small groups. Tell them to plan their answers and to make a note of useful words and phrases. Monitor and help with ideas as necessary before putting students into different groups to discuss the topics again. Monitor and join in where possible and share interesting ideas with the class. Students give their own answers.

READING

BACKGROUND INFORMATION

The name 'Australia' comes from the Latin word 'australis', meaning 'southern'. It is the world's 6th largest country by area and, because of its size, it is sometimes known as the 'island continent'. It is the only continent covered with a single country and it is the driest of any continent on earth other than Antarctica.

A desert area, known as the 'outback', covers much of the land, and even though Australia is so large, 90% of the population lives on the coast. Sydney is Australia's largest city, but NOT its capital – Canberra is the country's capital city. The Great Barrier Reef has its own mail box.

Australia is home to a variety of unique animals, including the koala, kangaroo, emu, kookaburra and platypus. Emus are large, flightless birds that can run as fast as 45km/h (28mph) and koalas sleep for about 20 hours per day. Kangaroos are considered a national icon and Australia has a larger population of camels than Egypt. There are about three times as many sheep as humans living in Australia.

Australia's indigenous people, Aborigines, are estimated to have lived there for roughly 50,000 years, yet they now make up only 1.5% of the total population.

1 Read the question and put students into pairs or small groups to discuss the questions. Advise students to look back to page 86 for useful vocabulary and point out that they can make positive and negative comments (for example, *It has many open spaces. There are too many bugs*).

Answers

Students' own answers

2 Ask students to look at the map and read the title of the article. Elicit the meaning of *down under* (informal expression used for Australia and New Zealand, mainly by British people, with reference to its location in the southern hemisphere). Read the instructions and set a short time limit for students to find out where each person lives and whether or not they like living there. Check answers.

Answers

Harry lives in Sydney, Australia. He loves living there because there a lots of things to do, and he loves being in a city that is so close to the ocean.
Maddie lives on a cattle station. She loves living there because she likes the open spaces, the animals and the outdoor activities.

3 Ask students to read questions 1–8 and check vocabulary as necessary before reading the instructions and doing the first item as a class. Monitor and help as students continue individually, then nominate individuals to give answers.

MIXED ABILITY

When checking answers, nominate stronger students to give reasons for their answers.

Answers

1 M 2 H 3 M 4 M 5 H 6 M 7 B 8 H

59 The Reading text is recorded for students to listen, read and check their answers.

4 Ask students to read the meanings 1–5 and check vocabulary as necessary. Do the first item as a class, asking for a volunteer to suggest an answer. Remind students that they can check their answers by re-reading the section of the text before and after the gap, and substituting the highlighted word or phrase for a meaning from 1–5 to check the sentence makes general sense. Monitor and help as students continue individually before inviting individuals to give answers and see if the class agrees before feeding back.

Answers

1 quad biking 2 a creek 3 Aussies 4 the outback
5 down under

TALKING POINTS

Put students into same ability pairs to discuss the questions. Monitor and help students communicate their ideas. Nominate individuals to choose one of the questions and share their opinions with the class. You could also ask them to discuss whether or not older people might prefer to live in the city or country and to say why.

COOLER

Ask students to choose five words from the Vocabulary and Reading sections, and to write definitions for them, using their dictionary to help if necessary. Books closed. Put students into same ability pairs to read their definitions for their partner to guess the word.

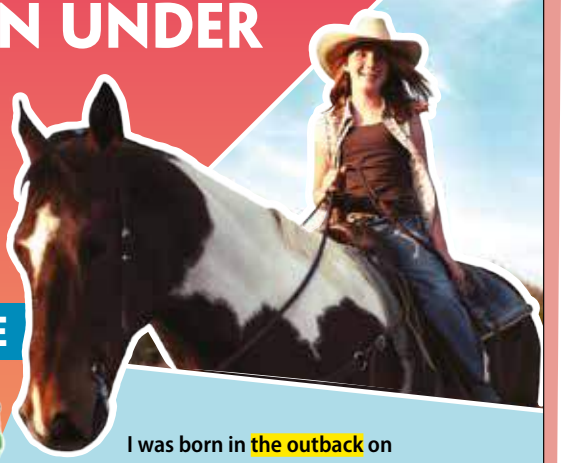
READING

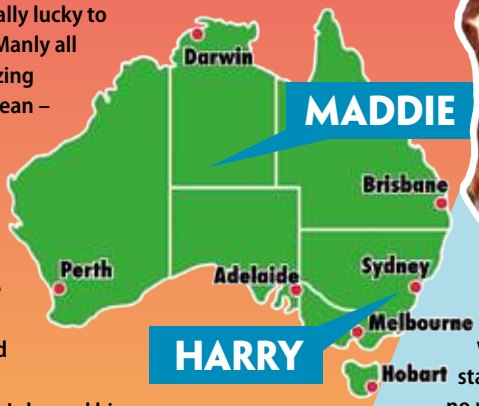
1 What do you think life in Australia is like? How do you think it's different from life where you live?

2 You are going to read about two Australian teens. Read the texts quickly. Where do they live? Do they like living there? Why? / Why not?

TEENTALK … DOWN UNDER

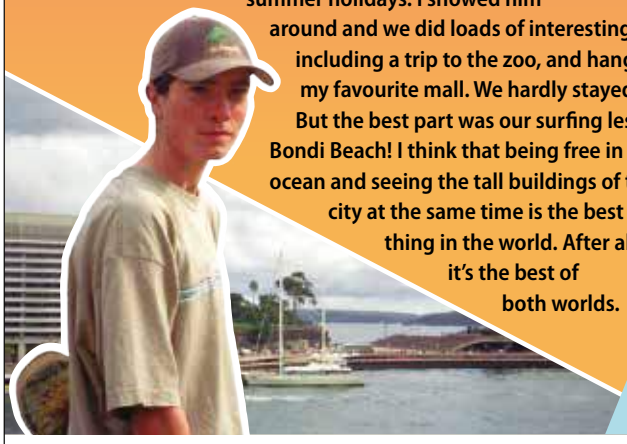
What is living in Australia really like? Can life in the outback be fun? We caught up with two Aussies who have very different experiences of life down under. 59





MADDIE

I live in a part of Sydney called Manly. It's incredibly beautiful and I'm really lucky to live here. In fact, tourists visit Manly all year round because of its amazing beaches. It's situated by the ocean – well, I guess most of Sydney is! In summer, there are almost more visitors than people who live here, and I don't like that. I catch a ferry and then a bus to my school, which is near the city centre. One of my friends lives in the Blue Mountains and he visited me during the last summer holidays. I showed him around and we did loads of interesting things, including a trip to the zoo, and hanging out in my favourite mall. We hardly stayed in at all! But the best part was our surfing lessons on Bondi Beach! I think that being free in the ocean and seeing the tall buildings of the city at the same time is the best thing in the world. After all, it's the best of both worlds.



HARRY

I was born in the outback on a cattle station – that's a big farm with a lot of cows! It's about 7,000 km^2, so there are plenty of open spaces to be in! It's great when it gets dark, you can look up at a million stars – there are no street lights, no pollution, no noise except all the amazing sounds from the wildlife. I do loads of exciting things with my brothers – fishing, hiking, horse riding, quad biking and all that kind of thing. And when it gets really hot, we jump in a creek! I don't think that there is as much stress as in the city, although we have to be careful we don't step on a snake by accident! For me, country living is certainly healthier living. Something else that is different – I didn't actually go to a school until I was 12. The nearest school was a six-hour drive away, so I attended the School of the Air. That meant I had classes at home and did school work over the internet. Most terms there was a camp where we all joined in loads of different activities. It was great fun and I met all my friends. Now I go to a boarding school in a city and I definitely miss the open spaces and my animals.

3 Read the texts again and answer the questions. Write *M* (Maddie), *H* (Harry) or *B* (both). Who …

1 mentions doing fun activities with a family member?
2 mentions visiting interesting places?
3 likes to cool down in water?
4 mentions that they used the internet a lot for school?
5 uses public transport daily?
6 is living away from home at the moment?
7 suggests that there are many things to do nearby?
8 loves seeing nature and modern things together?

4 Match the highlighted words in the text to the meanings.

1 riding a vehicle similar to a motorcycle with four wheels
2 a stream or narrow river
3 an informal word for Australian people
4 the areas of Australia that are far away from towns and cities
5 in or to Australia or New Zealand

TALKING POINTS

Would you prefer to live where Harry lives or where Maddie lives?
Why do most young people prefer to live in cities?
What things make a place enjoyable to live in?

GRAMMAR Articles: *a/an, the* and zero article

1 **Match the examples to the rules.**

1 What is living in Australia really like?
2 I didn't actually go to a school until I was 12. The nearest school was a six-hour drive away.
3 It is the best thing in the world.
4 One of my friends lives in the Blue Mountains.
5 You can hear all the sounds from the wildlife.
6 Mum's a writer.
7 In fact, tourists visit my suburb all year round.

We use *a* / *an*
a when we mention something for the first time.
b to describe a person's job or what they do.

We use *the*
c when we mention something for the second time.
d when we talk about particular people or things.
e when there is only one of something.
f in the names of groups of mountains, oceans, and states, and countries that are plural.

We use the *zero article*
g to talk about plural or uncountable nouns when we are talking in general.
h with the names of towns, countries and continents, and individual lakes and mountains.

GRAMMAR REFERENCE AND PRACTICE PAGE 146

2 **Choose the correct option.**

1 Yesterday I went to – / *the* cinema with my friend, Bianca.
2 My parents' first house was near – / *the* city park.
3 My best friend and I have *a* / *the* same hobbies.
4 If you have – / *a* problem, please call me.
5 My grandparents have always lived in *a* / *the* countryside.
6 My aunt is – / *a* doctor.
7 Let's have – / *a* party tomorrow!

3 **Complete the sentences with *a* / *an*, *the* or zero article.**

1 _____ population of Australia is 24 million.
2 _____ Mount Kosciuszko is the highest mountain in Australia.
3 _____ Lake Eyre is often empty unless there is a lot of rain.
4 _____ capital of _____ Australia is _____ Canberra.
5 _____ Australia is _____ island and _____ continent.
6 _____ Great Barrier Reef is made up of over 2,900 individual reefs and 900 islands.

4 **For each question, write the correct answer. Write one word for each gap.**

TASMANIA, AUSTRALIA

Tasmania is an island situated 240 km south of Australia. It is the country's largest island and is surrounded by **(1)** _____ Indian and Pacific Oceans. The island attracts a lot of visitors because of its mountains, rainforests and beaches. **(2)** _____ wildlife is interesting, too, because some of the animals which live in Tasmania are not found anywhere else in **(3)** _____ world.

The capital of Tasmania is Hobart. Hobart is quite a small city with **(4)** _____ population of around 225,000 people. It is the second oldest city in the country and has **(5)** _____ old centre, with narrow lanes and historic buildings. **(6)** _____ climate isn't especially hot but Tasmania has lots of open spaces and beautiful scenery, and there is plenty for people to do.

VOCABULARY Phrasal verbs

1 **Read the examples. Underline the phrasal verbs.**

I showed him around.
Some people think we stay in all the time.

2 **Complete the sentences with the correct form of the phrasal verbs in the box.**

EP

catch up with end up move in
move out show someone around stay in

1 My sister _____ last year to go to college.
2 If it's raining, we usually _____ and watch a movie.
3 When my friends came to visit, I took them to London and _____ them _____.
4 My cousin went on a train journey across Europe and _____ in Turkey.
5 I can't talk now – let's _____ each other later.
6 Our new neighbours _____ about three weeks ago – they're still unpacking.

3 **Work in pairs. Turn to page 123.**

GRAMMAR Articles: *a/an*, *the* and zero article

WARMER

Books closed. Write these sentences with numbered gaps on the board: *There's 1_____ new mall in town. She works in 2_____ office near here. I saw her in 3_____ high street. Have you been to 4_____ bank?*

Ask students what types of word are missing (*articles*) and which words are needed to complete the sentences (1 *a* – mentioning the mall for the first time, 'new' begins with a consonant; 2 *an* – mentioning the office for the first time, 'office' begins with a vowel; 3 *the* – only one; 4 *the* – one particular bank, the speakers know which one is being referred to) and encourage them to explain the reason for their answer.

1 Put students into mixed ability pairs. Tell them to look at the words in bold in sentences 1–7 and say what part of speech they are (*articles and nouns*). Ask students to cover the rules and discuss why *a/an*, *the* or zero article have been used in each case, and to do the matching exercise. Read each of the sentences aloud for students to give the letter of the rule.

Answers

1 h (this rule also applies to the names of beaches, e.g. Bondi Beach) 2 a, c 3 e 4 f 5 d 6 b 7 g

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

2 Ask students to do the exercise individually and allow them to compare their answers with a partner before checking as a class.

Answers

1 the 2 the 3 the 4 a 5 the 6 a 7 a

3 Ask students to read sentences 1–6 and say what type of words are needed for the gaps (*proper nouns and geographical names, i.e. countries, mountains and places*). Monitor and help as they complete the sentences in pairs. Invite students to read the sentences aloud and see if the class agrees before confirming.

Answers

1 The 2 – 3 – 4 The, –, – 5 –, an, a 6 The

Tips Advise students to read the entire text before writing anything. Tell students to look at each gap, and the words before and after, and decide what part of speech is needed (an article, preposition, pronoun etc.) and to read the entire text again to check their answers.

4 Read through the instructions with the class and monitor and help as students continue in pairs. Check answers by nominating one student to read out the first sentence; this student then nominates another to read the second sentence. Continue until all sentences have been read and answers checked.

MIXED ABILITY

Offer weaker students support by writing the words needed to complete the gaps on the board in a random order.

Answers

1 the 2 The / Its 3 the 4 a 5 an 6 The / Its

» GRAMMAR WORKSHEET UNIT 15

VOCABULARY Phrasal verbs

1 Ask students to read the sentences and identify the phrasal verb in each one (*show … around*; *stay in*). Write the phrasal verbs on the board and label the verbs and prepositions, then ask students if any of the verbs has an object (*show … around)*. Direct students to the personal pronoun (*him*) in the first sentence, and explain that when the object of a phrasal verb is a personal pronoun, it is always placed after the verb and before the preposition. Write the phrase *show our friends around* on the board and ask students about the position of the noun phrase *our friends* and point out that a noun or noun phrase can go before or after the preposition, i.e. *show around our friends*.

Answers

showed … around; stay in

2 Ask students what they notice about *catch up with* (it has two particles) and point out that some phrasal verbs are three-part verbs (rather than two, for example, *get on with*, *look forward to*). Do the first item as a class. Ask 'Which words in sentence 1 help you choose a phrasal verb with the appropriate meaning?' (*to go to college*). Tell students to complete the sentences individually. Monitor and help, pointing to words in the sentence or general meaning which could help students identify the correct phrasal verb. Check answers.

Answers

1 moved out 2 stay in 3 showed … around 4 ended up
5 catch up with 6 moved in

3 Put students into same ability pairs and direct them to page 123. Ask them to number the topics 1–6 in order of interest, and to start by discussing the one they find most interesting. Monitor and help, giving positive feedback where possible, as students take turns to report their experiences. Bring the class together and nominate students to report what their partner said.

» VOCABULARY WORKSHEET UNIT 15

WRITING An email (2)

1 Put students into pairs to discuss the question before asking for answers. Take a class vote on favourite places to meet and ask for reasons as to why these are popular meeting places.

Answers

Students' own answers

2 Read the task instructions aloud and ask students to read Jon's email before reading Inês's reply. Check vocabulary as necessary, ignoring the highlighted linking words at this stage. Direct students to each of Jon's requests in turn, asking them to find and give the corresponding information in the reply.

Answers

No. This point is not addressed: I'm hoping to come and visit you soon. Let me know when is a good time for you. [Great! Say when]
She also adds information about her maths class which she hasn't been asked for.

3 Tell students to read the *Prepare to write* box and to find and match the linking words to their meanings. Nominate individuals to give answers and see if the class agrees before confirming. Ask students to look at the text and say what they notice about *however, actually* and *finally* (*they all appear at the beginning of the sentence and are followed by a comma*).

Answers

1 Actually 2 However 3 Finally 4 despite

4 Monitor and help as students complete the sentences. Ask them to give answers by reading the complete sentence aloud and to say what the relationship is between the information in parts of the text (for example, *if a person has a lot of homework they probably wouldn't have time to go out*).

Answers

1 despite 2 However 3 Actually 4 Finally

5 Draw four columns on the board, one for each item 1–4. Put students into teams and ask them to read and find the adjectives Inês uses to describe the various places and write them in the appropriate columns on the board. Set a short time limit for students to add as many other adjectives as they can for each of the places. Award one point for each adjective, and award an extra point if no other team has thought of it.

Answers

1 lively, small (others: crowded, busy, exciting)
2 amazing (others: tasty, terrible)
3 famous (others: historic, impressive)
4 cool, interesting (others: lively, busy, modern)

Tips Advise students to read the email carefully before writing anything and tell them to make sure they use all the notes. Advise students to review spelling, punctuation and grammar when they have finished.

6 Ask students to plan their reply individually and monitor and help with ideas. Put students into pairs to tell each other what they plan to say, and to add to each other's ideas if they can.

Answers

Students' own answers

7 Monitor and help as students write their email. Tell them to swap emails with a partner and check they have followed all the instructions in the task and the *Prepare to write* box.

Model answer

Hi Jon
Thanks for your email and I'm happy to help with your interesting school project.
I live in a quiet little town near the sea. In the summer young people usually meet on the beach, which is pretty. They like having a barbecue and catching up with each other. It's freezing here in the winter so people usually stay in and they play games or watch films.
For teenagers coming to my town I suggest doing cool activities like surfing or paddle-boarding.
It's great that you're coming to visit me because I want to show you round the town. Any time in April's good for me. Can you come then?
Mishi

COOLER

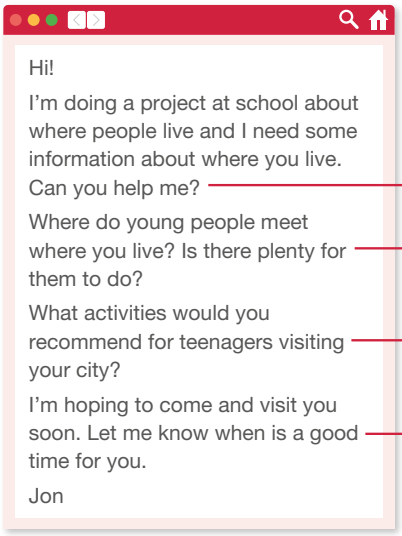
Students think about an ideal place they'd like to live and review the unit for useful vocabulary to describe it.

WRITING An email (2)

1 **Where do you and your friends usually meet up? Compare your answers with your partner.**

2 **Read the task and Inês's email. Does she use all the notes in the task?**

Read this email from your English-speaking friend, Jon, and the notes you have made. Write your email to Jon, using all the notes.



Hi Jon,

Yes, of course I can help you!

The city where I live is really lively, despite it being small. I usually meet my friends in a café on Saturday afternoons. The food's amazing. However, it can get crowded in summer. There are loads of other things to do, though – there's a skateboard park, shopping and cinemas.

I'd recommend visiting the famous City Museum. It's not like other museums! The art's cool and they show interesting films. Lots of students go there – you can get snacks and eat in the museum garden. Actually, I'm going there next week.

Finally, I've got some great news – I got the highest mark in class for maths last term! Woo hoo!

Write soon!
Inês

3 **Read the *Prepare to write* box. Then look at the highlighted linking words in Inês's email. Match them to their meanings 1–4.**

1 used to give additional information that is interesting or surprising
2 used to introduce a contrast, or an opposite point
3 used to introduce the last point you want to make
4 used when something is true, although something makes it unlikely

PREPARE TO WRITE

An email

In emails:
- use linking words to link your ideas.
- use adjectives to make your writing interesting.
- remember to use informal language and short forms.

4 **Complete the sentences with the highlighted words in Inês's email.**

1 I still went to Jamie's house after school, _____ having lots of homework.
2 We wanted to play some online games. _____, the internet wasn't working properly.
3 Amsterdam is a lovely city. _____, my cousin lives there.
4 _____, I got home at about 7 pm after a six-hour journey!

5 **What adjectives does Inês use to describe these things? What other adjectives could you use?**

1 the city
2 the food in the café
3 the museum
4 the art and films in the museum

6 **You are going to write your reply to Jon's email about where you live.**

Read the task in Exercise 2 again and plan your ideas. Remember to use all the notes.

7 **Write your email to Jon.**

- Use the tips in the *Prepare to write* box.
- Remember to begin and end your email correctly.
- Write about 100 words.
- Remember to check your spelling and grammar.

16 LIGHTS, CAMERA, ACTION!





ABOUT YOU

12 **Watch the video and then answer the questions.**

What's the last film you saw? What was it about?

Do you watch videos on YouTube? Why is it so popular?

Have you ever made a video and put it on YouTube?

VOCABULARY Film

1 **Look at the photos. Which of the films have you seen? Which would you like to see?**

2 **Match three of the sentences to photos A–C.**

EP
1 A lot of new films **come out** at special times of the year; for example, **animated** films are often around during school holidays.
2 Daisy Ridley's **performance** in *Star Wars Episode 8* was fantastic.
3 Eddie Redmayne has the lead **role** in *Fantastic Beasts and Where to Find Them.* Katherine Waterston and Samantha Morton also **appear** in the film.
4 Sam Mendes is a very well-known film **director**. He's **directed** many of the James Bond films.
5 The film of *The Lion King* has a great **soundtrack**, with songs written by Elton John. Did you know it has been made into a **musical** which you can see live at the theatre? You can also buy the original **recording** of the performance as an MP3 download.

3 **Match the words to the meanings.**

1 with drawings, computer images or models that seem to move
2 sounds or moving pictures that have been recorded
3 perform (in a play or film)
4 an actor's part in a film or play
5 the person who tells the actors in a film or play what to do
6 acting, singing, dancing or playing music to entertain people
7 the music used in a film or a TV show
8 told the actors in a film or play what to do
9 become available for people to see or buy
10 a film or play with singing and dancing

4 **Choose the correct option.**

1 I'd love to *come out* / *appear* in a film.
2 My friend and I want to see a new film that *comes out* / *directs* in December.
3 The *recording* / *role* of most films takes place in Hollywood in Los Angeles.
4 The *director* / *performance* controls the creative aspects of a film.
5 I loved the main actor's *performance* / *director* in the film we saw last week.

60 **5** **Listen. Match each speaker to the type of film that they want to see.**

a an interesting animated film
b a film starring an actor who won a TV show contest
c a new film by a well-known director

60 **6** **Listen again. Which film would you like to see? Why?**

7 **Complete the sentences with your own ideas. Then compare with a partner.**

1 The most famous film director in my country is …
2 My favourite animated film is …
3 I loved …'s performance in the film …
4 I love the soundtrack of the film ….. because ….
5 The role of … in … was amazing because …
6 If I could appear in one film, it would be …

16 LIGHTS, CAMERA, ACTION!

Unit Overview

TOPIC	Films and cinema
VOCABULARY	Film
READING	Meet Evan Hara: writer, director, filmmaker
GRAMMAR	Reported speech
VOCABULARY	Reporting verbs
LISTENING	Six short conversations
SPEAKING	Describing a picture (2)

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 147; TB page 244
WORKBOOK: pages 64–67
VIDEO AND VIDEO WORKSHEET: Lights, camera, action!
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 16; Vocabulary worksheet Unit 16
TEST GENERATOR: Unit test 16

WARMER

Put students into teams and set a three-minute time limit for them to make a list of as many of the following as they can: film stars, directors, animated films and soundtracks. The team with the longest list wins. Take a class vote to see which film star and film is the most popular.

ABOUT YOU

12 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the box and have students exchange ideas in pairs. Bring the class together and invite two or three students to share what they discussed with the class.

VOCABULARY Film

1 Put students into mixed ability pairs to discuss the questions. Monitor and help with vocabulary and pronunciation as necessary before bringing the class together to exchange ideas. Add more film-related vocabulary to the board and help with pronunciation.

Answers

Students' own answers

2 Ask students to read sentences 1–5 and to guess the meaning of any new vocabulary as they match the sentences to the photos. Put them into pairs to compare their answers and check as a class. Ask for volunteers to suggest answers and see if the class agrees before feeding back.

Answers

A 4 B 2 C 5

3 Tell students to read items 1–10 and check vocabulary as necessary. Ask students to do the matching activity individually and monitor and make a mental note of problem questions. Ask students to use the bare infinitive form of any verbs. Check answers and help with pronunciation as necessary.

Answers

1 animated (films) 2 recording 3 appear 4 role 5 director 6 performance 7 soundtrack 8 directed 9 come out 10 musical

4 Do item 1 together as a class. Ask students to check meaning where necessary by referring to Exercise 3 before they select an answer. Tell them to continue individually and monitor and deal with any problem areas. Nominate individuals to give answers.

Answers

1 appear 2 comes out 3 recording 4 director 5 performance

FAST FINISHERS

Ask fast finishers to use film vocabulary to write a similar item for the class. They can offer these after you have checked the answers to Exercise 4.

60 **5** Tell students they will hear three people talking about different films. Advise them to listen carefully to everything the speaker says before making their choice, as a speaker may mention one or more of the elements associated with the options. Check answers and elicit which words helped students match the speaker to the film. Make a note of useful vocabulary on the board.

Answers

Speaker 1 c Speaker 2 a Speaker 3 b

60 **6** Play the recording again for students to answer the question. Invite them to tell the class which film they'd like to see.

Answers

Students' own answers

» AUDIOSCRIPT TB PAGE 277

7 Monitor and help as students complete the sentences with their own ideas. Put them into same ability pairs to compare their ideas. Students give their own answers.

READING

BACKGROUND INFORMATION

The Boundary was Evan Hara's first feature film. The film is about a fighter pilot, Miles Cooper, who took a break from work so he could spend more time with his wife and family after being traumatised by a plane crash. Miles Cooper was known to be one of the best fighter pilots so he was approached by NASA and asked if he wanted to join their team on a mission to the edge of the universe. NASA had a theory that the universe wasn't what it appeared to be, rather, it was a simulation, and the only way to prove this would be for a team to go to the edge and somehow get outside the universe.

1 Direct students to the photo of Evan Hara and ask them to predict how old he is (*16*) and where he's from (*the USA*). Set a short time limit of about three minutes for students to read the text quickly, ignoring new vocabulary, and to match questions 1–4 to the paragraphs. Ask for volunteers to give answers and nominate fast finishers to say which key words and phrases helped them identify the best fit.

Answers

1 C (*managed to fit everything in, zero free time, still able to do his homework*)
2 A (*always enjoyed, used to make films … using his dad's video camera*)
3 D (*wants to be, he intends to, I intend to*)
4 B (*took the lead role in*)

2 Ask students to read questions 1–6 and check vocabulary as necessary. Put students into pairs to compare their answers before bringing the class together to check.

Answers

1 There was a red carpet, paparazzi and movie posters.
2 He used to film his toy cars with his dad's video camera.
3 He was the lead actor in *Round of your Life*.
4 He loved it and enjoyed being on the other end of the camera.
5 He goes to acting classes and film classes.
6 To be one of the youngest directors of a feature film.

61 The Reading text is recorded for students to listen, read and check their answers.

TALKING POINTS

Put students into mixed ability pairs to note useful vocabulary before discussing the questions. Monitor and help with pronunciation, as necessary, and encourage students to give examples of situations or reasons to expand on their answers. Give positive feedback where possible. Bring the class together to share ideas.

COOLER

Ask students to read the text again and make a note of vocabulary they are unsure of. Ask them to guess from context and then check in a dictionary. Put students into small groups and ask them to choose three words and write definitions for each one. They then read their definitions for other groups to guess the word.



MEET EVAN HARA: WRITER, DIRECTOR, FILMMAKER

61

Evan Hara was just 16 and still at school when he produced his first full-length feature film. At the film's premiere there was a red carpet, paparazzi and movie posters. Did it take place in Hollywood? No, in Plano, Texas. I've seen the film and it's great! It's called The Boundary and tells the story of astronauts who travel to the edge of the universe. I caught up with Evan to find out more about this exciting young filmmaker.

A Evan has always enjoyed all things related to film. He has won a local filmmaking competition, has run the school news channel, which he also created, and has written a series for TV. But his adventures began behind the camera when he was much younger, when he used to make films of his toy cars using his dad's video camera. There is, of course, a huge difference between the camera he used then and the DSLR camera that he had to use when he joined the Dallas Young Actors Studio. Evan also has his own YouTube channel. You can see some examples of his work there, ranging from comedy skits to short films.

B As if this were not enough, at just 14 years old, Evan took the lead role in the film *Round of your Life*. When asked about the experience of acting, he said 'I loved it. There really is no other experience like it – it was amazing to get to know what it feels like on the other end of the camera.'

C At such a young age, we wondered how he managed to fit everything in; after all, he is still at school! 'I basically have zero free time!' he explained. He attends acting classes and film classes and does the school news channel on YouTube. Despite all that, he says he's still able to do his homework, although it's sometimes difficult.

D Evan wants to be one of the youngest directors of a feature film. When asked how he intends to make this a reality, he said, 'I intend to fulfil my goal by submitting my films to film festivals around the country, getting feedback, and then fine-tuning my editing and directing skills.' However, he admits that he has competition from other young filmmakers like Ed Burns and Richard Linklater.

Well, I've seen him on the red carpet in Plano, and I hope that I'll see him on the red carpet in Hollywood soon. Good luck, Evan!

READING

1 **Read the interview quickly and match the questions to the paragraphs.**

1 How does he find the time for everything?
2 How did he become interested in film?
3 What does he hope to achieve in the future?
4 What else has he done?

TALKING POINTS

Which would you prefer to do – direct a film or act in one? Why?

Would you like to produce a film? Why? / Why not?

2 **Read the interview again and answer the questions.**

1 In what ways was the premiere of Evan's film *The Boundary* similar to a Hollywood premiere?
2 How did Evan start making films?
3 What was Evan's first experience as an actor?
4 How did he feel about his experience as an actor?
5 What training is he receiving at the moment?
6 What are his hopes for the future?

GRAMMAR Reported speech

1 **Match the examples of direct speech a–d to the reported speech 1–4.**

a I basically **have** zero free time!

b It **was** amazing to get to know what it **feels** like on the other end of the camera.

c I **hope** that I'**ll see** him on the red carpet in Hollywood soon.

d I'**ve seen** the film and it's great!

1 The interviewer said she'**d seen** the film and it **was** great.
2 Evan said it **had been** amazing to get to know what it **felt** like on the other end of the camera.
3 Evan said he basically **had** zero free time.
4 The interviewer said she **hoped** that she **would see** him on the red carpet in Hollywood soon.

2 **Choose the correct words to complete the rules.**

We use reported speech to report what someone said in the past.
a We usually *change* / *keep* the verb tense.
b We generally move the verb one tense *back into the past* / *forward into the future.*
c We sometimes need to change the *pronouns* / *adjectives* in the sentence.
d In reported speech, *will* becomes *was* / *would* and *can* becomes *could*.

» GRAMMAR REFERENCE AND PRACTICE PAGE 147

3 **Complete the reported speech with the missing verbs.**

1 'I like making films.' → He said he _____ making films.
2 'I'm making a film.' → He said he _____ a film.
3 'I've made a film.' → He said he _____ a film.
4 'I made a film.' → He said he _____ a film.
5 'I'll make another film.' → He said he _____ another film.
6 'I can make good films.' → He said he _____ make good films.

4 **Rewrite the sentences using reported speech.**

1 'I really enjoyed the performance,' my dad said.
2 'I'm making your favourite dinner,' said Anna's mum.
3 'My parents haven't visited England,' said Maria.
4 'It was my first trip on a plane,' said Paul.
5 'I'll do my homework after dinner,' Tom said.
6 'I can ride my bike with no hands,' Jason told his friends.

5 **Correct the mistake in each sentence.**

1 I told him that my brother isn't at home.
2 He asked me if I want to go to the cinema with him.
3 My mother said that I have to buy some flowers for my aunt's birthday, which was the next day.
4 They asked us if we are going to the cinema.
5 My step-mum told me she will help pay for my university course.

6 **Tell your partner about one of the things below. Listen and make notes while your partner talks.**

- Your favourite film
- Your favourite app
- Your favourite food
- Your weekend activities

7 **Report what your partner said to the class.**

VOCABULARY Reporting verbs

1 **Read the examples and notice how the reporting verbs are used.**

1 She **said** she was terrified.
2 I **told** him that I hadn't done it before.
3 He **announced** that the instructor was going to be late.
4 He **insisted** that she did the course.
5 They **suggested** that I saw *The Boundary*.
6 The teacher **demanded** that the students stopped talking.

Complete the rule about *insist, suggest* and *demand.*

In the past we use: *suggested / insisted / demanded* + *that* + subject + _____.

2 **Choose the correct reporting verb.**

EP

~~announce~~ demand explain insist suggest

0 The train will arrive at 5.30 pm. *announce*
1 First you have to press this button and then you can choose the channel you want.
2 Give me that letter back!
3 Why don't we visit the exhibition together?
4 I really need you to help me with my homework.

3 **Complete the sentences with the correct form of *suggest*, *insist* or *demand* and the verb in brackets.**

0 My mum *suggested* that I *bought* the cinema tickets online as they are cheaper. (buy)
1 Our teacher _____ that we _____ the project before the end of the month. (finish)
2 Sue _____ that I _____ her the letter back. (give)
3 She _____ that we _____ the exhibition together. (see)
4 He _____ that I _____ him with his homework. (help)

4 » **Work in pairs. Student A, turn to page 123. Student B, turn to page 125.**

GRAMMAR Reported speech

WARMER

Books closed. Invite two or three students to tell the class the last thing somebody said to them. Model by giving your own response, e.g. 'My students told me they had done their homework'. Monitor for the use of tenses and *say* and *tell*. Do not over-correct for accuracy at this stage.

1 Do the exercise together as a class. Read examples 1–4 to the class, pausing after each one for students to say the letter of the corresponding speech bubble (a–d).

Answers

a 3 b 2 c 4 d 1

2 Monitor and direct students to examples 1–4 and speech bubbles (a–d) from Exercise 1 as appropriate, as students complete the rules individually.

Answers

a change b back into the past c pronouns d would

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

3 Ask students to complete the sentences individually. Monitor and help by guiding students back to the appropriate rule as necessary. Check answers.

Answers

1 liked / likes 2 was making 3 had made 4 had made
5 would make 6 could

4 Do the first item on the board as a class, and remind students they will need to change the possessive adjectives. Allow students to compare their ideas with a partner before checking as a class.

MIXED ABILITY

Ask weaker students to choose three or four sentences to rewrite.

Answers

1 My dad said (that) he had really enjoyed the performance.
2 Anna's mum said (that) she was making her favourite dinner.
3 Maria said (that) her parents hadn't visited England.
4 Paul said (that) it had been his first trip on a plane.
5 Tom said (that) he would do his homework after dinner.
6 Jason told his friends (that) he could ride his bike with no hands.

5 Do the first item on the board, before putting students into mixed ability pairs to continue. When checking answers, ask students to say if the problem is with the verb, the pronoun or the modal *will*.

Answers

1 I told him that my brother **wasn't** at home.
2 He asked me if I **wanted** to go to the cinema with him.
3 My mother said that I **had** to buy some flowers for my aunt's birthday, which was the next day.
4 They asked us if we **were** going to the cinema.
5 My step-mum told me she **would** help pay for my university course.

6 Give students about 30 seconds to choose one of the topics and to write some useful key words and phrases. Put them into same ability pairs and tell them to take turns making notes on what their partner says.

7 Give students two minutes to re-read their notes. Ask for volunteers to report what their partner said to the class and ask the others to listen carefully to the verbs, pronouns and possessive adjectives to check for accuracy. Give positive feedback where possible.

» GRAMMAR WORKSHEET UNIT 16

VOCABULARY Reporting verbs

1 Ask students to read the examples and guess the meaning of the reporting verbs. They can use their dictionaries to help. Put them into mixed ability pairs to make two more sentences for each of the verbs. Go through the rules with the class. Point out that *that* is optional (as in item 1).

Answers

verb

2 Read the reporting verbs in the box and check meaning, e.g. *demand* (ask for something in a way that shows you do not expect to be refused), *explain* (make something easy to understand by giving details), *suggest* (express an idea for someone to consider). Read the example with the class before students continue to choose an appropriate reporting verb for the contexts 1–4.

Answers

1 explain 2 demand 3 suggest 4 insist

3 Go through the example with the class and monitor and direct students back to the rules as they complete the sentences. Ask for volunteers to read the entire sentence as you check answers.

Answers

1 explained; should / had to finish
2 demanded; gave
3 suggested; see
4 insisted; help

4 Divide the class into two groups, A and B. Group A look at page 123 and Group B at page 125. They practise saying the sentences together. Then, put students into A/B pairs to read the sentences to their partner and to guess which reporting verb would be best for each situation.

Answers

Student A: announce demand explain insist suggest
Student B: demand announce insist explain suggest

» VOCABULARY WORKSHEET UNIT 16

LISTENING

1 Put students into pairs or small groups and monitor and help them get their ideas across. Bring the class together and ask for examples of books which have been made into films and make a note on the board. Take a vote on the most successful film.

Tips Remind students they might or might not hear the same words in the audio as those written on the page and tell them to look carefully at the options as they listen.

62 **2** Ask students to read questions 1–6 and underline key words and phrases to focus their listening. Then ask students to circle key words and phrases in options A–C for each question. Play the audio and ask students to compare their answers.

62 **3** Play the audio a second time for students to check their answers. See if students can remember any words or phrases in the conversation which helped them choose the answer (see Answers).

Answers

1 C (*why did he end up …?; I hate it when they change stuff*)
2 B (*I just can't get there for the start; I always miss the first few minutes*)
3 B (*like I was part of the whole thing myself*)
4 A (*the character's pretty true to life*)
5 C (*selecting the films; do a good job on*)
6 C (*decide on your message – what do you want people to get from watching it*)

» AUDIOSCRIPT TB PAGES 277–278

SPEAKING Describing a picture (2)

1 Put students into pairs to discuss and make notes about the photo. Monitor and help with ideas if necessary. Students give their own answers.

63 **2** Read the instructions. Put students into pairs to compare their ideas to what Marcus says. Invite two or three students to report their ideas to the class.

63 **3** Tell students to read the *Prepare to speak* box and to study the phrases in each section. Write each of the section titles on the board. Ask students to close their books and give them five minutes to work in pairs to write the phrases from memory. Play the recording again for them to tick the phrases they hear. Check answers.

Answers

I can see …, It looks like they are …, I don't know what it's called, In the foreground there are …, I think the … , It looks like they are …, It might be …

» AUDIOSCRIPT TB PAGE 278

Tips Tell students to say as much as they can about the photo and to speculate about the photo using expressions like *It looks like a …, It could be …, Maybe they're …, They might be …, I don't know for sure, but perhaps …, She seems to be … .*

4 Put students into pairs and ask them to make notes on the type of areas they could talk about when describing a photo. Then bring the class together and make a note of ideas on the board (for example, *Who are the people? What are they doing? Where are they? What are they wearing? What's the weather like? What objects can you see?*).

Direct students to page 123. Tell them to decide who is A and who is B and ask them to think about which of the questions on the board would be appropriate to focus on when talking about their photos. Time one minute for each student to talk about their photo. Monitor and listen for use of the phrases in the *Prepare to speak* box on page 93 and report examples of good language use to the class at the end of the activity.

Answers

Students' own answers

5 Ask students to talk together about different forms of entertainment and monitor and help as necessary. Encourage students to give as many reasons as they can for each of the questions.

Answers

Students' own answers

FAST FINISHERS

Ask fast finishers to write two sentences expressing their opinions on item 3.

COOLER

Students write five sentences with the reporting verb *say*, similar to those in Vocabulary Exercise 1 on page 92. They swap with a partner and rewrite the sentences using different reporting verbs. Share some ideas as a class.

LISTENING

1 **Have you ever read a book and then seen a film of the same story? Which did you prefer? Why?**

2 **For each question, choose the correct answer.**

62

1 You will hear two friends talking about a film they have both seen. How does the boy feel about it?
- **A** surprised by the choice of actor
- **B** disappointed with the music
- **C** annoyed about the ending

2 You will hear two friends talking about a film club they both attend. What does the girl think about it?
- **A** They ought to show a greater range of films.
- **B** It starts too early in the evening for her.
- **C** She doesn't find the seats very comfortable.

3 You will hear a girl talking to her friend about film locations. She says that seeing particular locations in a film
- **A** makes her want to go and visit the place.
- **B** makes her feel more involved in the story.
- **C** makes her understand the characters better.

4 You will hear a boy talking to his friend about the main character in a film he has seen. What did he think about the character?
- **A** She was quite realistic.
- **B** She was exactly as he had expected.
- **C** She was too similar to a character in another film.

5 You hear two friends talking about film directors. They both agree that directors
- **A** should have experience of what they are filming.
- **B** should not try to control their actors too much.
- **C** should be careful about which films they choose to direct.

6 You hear two friends talking about making short films. The girl advises the boy to
- **A** make a film about something he knows well.
- **B** avoid worrying too much about what people think.
- **C** consider what the film tells the audience.

3 **Listen again and check your answers.**

SPEAKING Describing a picture (2)

1 **Look at the photo. What can you say about it? Note down your ideas.**

63 **2** **Listen to Marcus talking about the photo. Did he have the same ideas as you?**

63 **3** **Read the *Prepare to speak* box. Then listen again. Which phrases do you hear?**

PREPARE TO SPEAK
Describing a picture

Describing what you can see
I can see …
In the background there is / are …
On the left / right there is / are …
In the middle is …

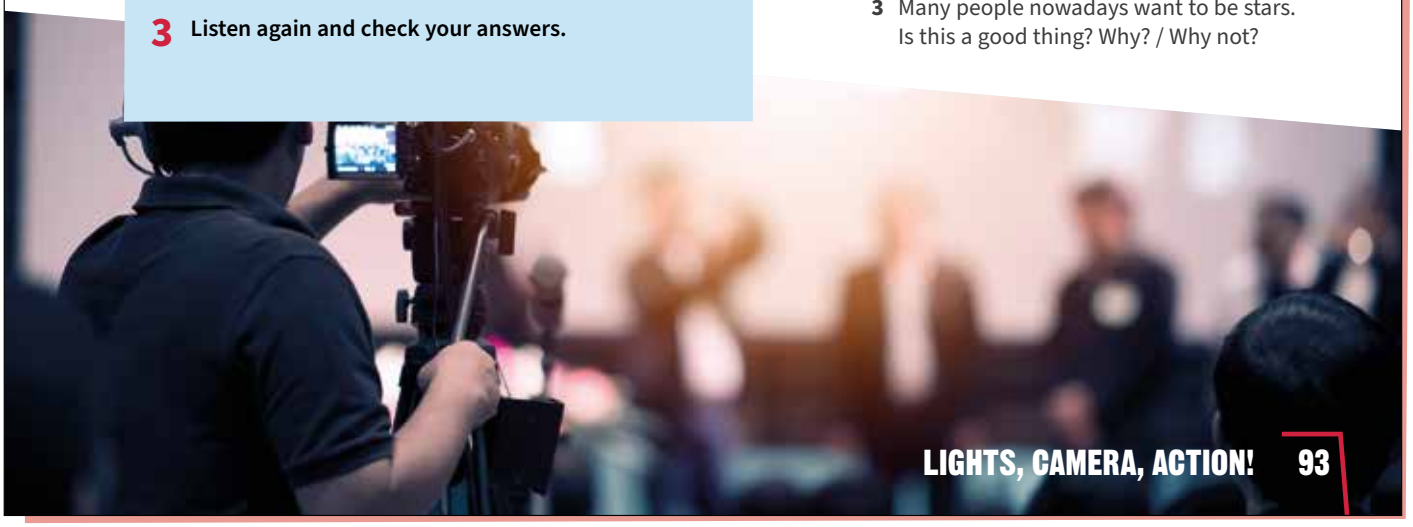
Making guesses
It looks like they are …
It might be …
I think the …

When you don't know the word
I don't know what it's called.

4 **Work in pairs. Turn to page 123. Follow the instructions.**

5 **Work with a partner. Talk together about the different forms of entertainment that you like and those that you don't like. Ask your questions, and the questions below.**

1 Why do people like going to the cinema?
2 Why are programmes like *The Voice* and *The X Factor* so popular?
3 Many people nowadays want to be stars. Is this a good thing? Why? / Why not?



LIFE SKILLS COMMUNICATION

GIVING PRESENTATIONS

LIFE SKILLS

Giving presentations

Presentation skills are important at school and in other areas of life. Some people don't like giving presentations because they don't know what to say or because they get nervous about public speaking. However, there are tips anyone can use to make presentations easier and more enjoyable.

1 **Ask and answer the questions with a partner.**

1 When was the last presentation you gave?
2 What was the presentation about? Did you do it alone or in a group?
3 How do you feel when you have to speak in public?

2 **Read the text about presentations on the opposite page and complete the sentences.**

1 You should have three or four main _____.
2 Don't show people too much _____ at once.
3 Use small _____ to help you remember.
4 Always _____ the audience when you finish.

3 **Read the article again and answer the questions.**

1 Why would someone start a presentation with photos?
2 What are two advantages of using visual materials?
3 How can too many visual materials be a problem?
4 What changes might people make after practising their presentation?
5 Why is it important to watch the audience carefully?
6 What can happen if the speaker sounds tired?

64 **4** **Listen to Sarah and her dad talking about her presentation. Tick (✓) the topics that they discuss.**

1 ___ weather
2 ___ holiday photos
3 ___ outdoor sports
4 ___ a lake
5 ___ animals
6 ___ the audience
7 ___ videos
8 ___ transportation

64 **5** **Listen again. Are the sentences true or false? Correct the false sentences.**

1 Dad said that Sarah hadn't practised her presentation enough.
2 Sarah said she was feeling nervous about her presentation.
3 The teacher said that students needed to include lots of facts.
4 Dad told Sarah that she had spoken too quickly at times.
5 Sarah said that she wanted to make a documentary film.
6 Dad said that Sarah had looked at her notes too much.

6 **Read the *Useful language* phrases. Complete them with the words in the box.**

for instance like such well

USEFUL LANGUAGE

Giving examples

1 There are lots of natural sights, _____ **as** mountains and lakes.
2 I hope to see some wild animals, _____ bears and foxes.
3 The weather will be cold, and it may be snowy **as** _____.
4 _____ **example**, there are lots of trees and wild flowers.
5 **For** _____, I'd like to go hiking or canoeing.

SNOWDONIA NATIONAL PARK

by Sarah Weaver



LIFE SKILLS

Learning Objectives

- The students learn about giving presentations.
- In the project stage, they plan a presentation about a nature park and deliver this to the class.

Vocabulary

amusing audience brainstorm notecards props rehearse

BACKGROUND INFORMATION

It is normal to feel nervous before giving a presentation, whether to a small or large audience. However, being able to overcome our nerves is a major life skill. Before giving a presentation, it's important to think about your audience: who they are, why they are there, and what information they want to hear. This not only helps direct the presenter's ideas when they are writing the presentation, it also makes the audience seem more human. Another way to reduce nerves is to visit in advance the room where the talk will be taking place. If there is a stage or platform, it's a good idea to stand on it and imagine talking to the audience. If it is a small room, the speaker might decide to involve the audience more by asking them questions occasionally. This will also take some of the attention off the presenter. The very best way to deal with nerves is to plan well and practise – and it's worth remembering that the audience wants the speaker to do well.

WARMER

Write *communication* on the board and put students into pairs or small groups to think of examples of ways of communicating. Ask students for suggestions and to describe the ways in which a *presentation* is a way of communicating (for example, *giving information to several or many people, maybe using visual support*). Tell students that the lesson will look at how to give a good presentation.

LIFE SKILLS

Giving presentations

Tell students to read the information and check vocabulary as necessary. Invite students to say if they agree or disagree with any points in the text and to give their reasons. Encourage open-class discussion and help students make connections between their contributions.

1 Put students into pairs to discuss the questions. Monitor and help individuals get their ideas across and give positive feedback where possible. Bring the class together and ask for volunteers to share ideas on each of the questions. Write key words and phrases on the board.

Answers

Students' own answers

2 Tell students to look at items 1–4 and see if they can guess the missing word. Write suggestions on the board before directing them to read *Perfect Presentations*. Ask students to use the section headings to say where they think they will find the information to complete the sentences. Tell students to go to the appropriate part of the article and to read it quickly until they come to relevant information and advise them to read carefully at this point. Ask for volunteers to make suggestions and see if the class agrees before feeding back.

Answers

1 ideas 2 information 3 notecards 4 thank

3 Ask students to read questions 1–6 and monitor and help as necessary as they work individually. Encourage students to guess the meaning of new vocabulary from context. Ask them to compare answers in pairs before feeding back.

Answers

1 for an interesting or amusing start
2 They can make the presentation more exciting, and can help the speaker to remember what to say.
3 They can be confusing or boring for the audience.
4 They might cut information if the presentation is too long.
5 They might be confused or unable to hear.
6 The audience will also feel tired and won't be interested.

FAST FINISHERS

Write the following words on the board: *consider, experts, amusing, improvements, confused* and *annoying*. Ask fast finishers to find the words and use the context to decide what they mean. Ask students to report to the class after checking answers to Exercise 3.

65 The Reading text is recorded for students to listen, read and check their answers.

CONTINUED ON PAGE 186

64 **4** Prepare students for the listening by asking them to look at topics 1–8 and to mark the syllable stress for each word as you model it. Write the words on the board and indicate syllable stress (**wea**ther, **hol**iday **pho**tos, out**door sports**, **la**ke, **an**imals, the **aud**ience, **vid**eos, transpor**ta**tion).

Answers

They discuss topics 2, 4, 5, 6 and 7.

64 **5** Tell students to read sentences 1–6 and to underline key words and phrases to focus their listening. Ask for suggestions and help with pronunciation if necessary. Play the audio before asking students to compare their answers in pairs. Give students the option of another listening before checking answers. As you check answers, ask for volunteers to correct the false sentences.

Answers

1 false (He could tell she had practised a lot.)
2 true
3 false (She said they only had to give the most important facts.)
4 true
5 false (She said she found a documentary film on the internet.)
6 true

» AUDIOSCRIPT TB PAGE 278

6 Ask students to look at the words in the box and to say what connects them. Tell students that these words are used for giving examples. Direct students to the *Useful language* box and ask them to read items 1–5. Check vocabulary as necessary before students complete the sentences individually. Check answers.

Answers

1 such 2 like 3 well 4 For 5 instance

PROJECT ***A presentation***

Ask students to read the instructions and questions they will need to answer for their project. Monitor and help with ideas if necessary as students make a note of key words and phrases about the nature park, and remind them to make notes of examples and details. They should also make a note of any visuals they could include. Put students into pairs to take turns rehearsing their presentation using their notes, before giving it to the class. Ask students to write down any interesting suggestions for questions 1–7 as they listen to other presentations.

MIXED ABILITY

Put students into mixed ability pairs to practise their presentations and encourage stronger students to help with correcting any grammar or vocabulary mistakes.

PROJECT EXTENSION

In pairs, students write answers for questions 1–7 for a different nature park on a slip of paper. Collect the slips of paper and redistribute them. Ask students to plan a different presentation and to give this to the class. Alternatively, students could prepare a poster presentation on the nature park they want to visit, supplementing and decorating it with information and visuals from the internet. Remind students to acknowledge the source of any visuals they use by writing the website addresses next to them. They could also acknowledge any interesting suggestions from their classmates.

COOLER

Ask students to copy the paragraph headings in *Perfect Presentations* and to make a note of key words for each point as a reference sheet they could use the next time they are asked to give a presentation.

Perfect Presentations

Five essential steps for public speaking

65

1 Get organised

The best presentations are well planned and clearly organised. You can brainstorm lots of ideas and write them down, but then choose the most important ones. Consider the amount of time you have, and don't include too many topics. In most cases, three or four main ideas will be fine. For example, if you're making a presentation about a film, you can talk about the characters, story, music and special effects. The beginning of your presentation should also be interesting. Show some photos or a video clip, or tell a short, amusing story to make people laugh.



2 Use visual materials

Many people find it difficult to stand up in front of an audience without any materials to help them. Even experts use a variety of visual props, such as photos, charts, diagrams and digital presentation tools. These things make your performance more exciting for the audience and they can also help you remember what you are going to say. However, you shouldn't use too many visual materials or show too much information at once. That can be confusing or boring for the audience. The 'star' of your presentation should be you, not your materials.



3 Rehearse your performance

Professional musicians know how important it is to practise before a concert. Similarly, you need to practise your presentation many times before the 'big day'. Start by reading the text aloud until you know it well. Then write the main ideas on small notecards and use them to help you remember. Practise again in front of a mirror and time your presentation. If it's too long, you may need to cut some material. Finally, you can record your performance or ask a friend to watch you and then make suggestions for improvements.



4 Connect with your audience

On the day of your presentation, be sure to watch the audience. Are people interested or do they seem confused? Do you need to speak more loudly? Try to stay calm, but make sure to keep up your energy. If you sound like you're tired or bored, your audience will probably feel the same way. Stand up straight, act confident, and don't move around much. That can be annoying and then people won't pay attention to your words. Finally, be sure to thank your audience when you finish speaking. It's a simple but effective way to end any presentation.



PROJECT *A presentation*

Plan a presentation about a nature park that you want to visit. Use the questions below to help you. Practise your presentation with a partner.

1 What's the name of the park?
2 Where is the nature park located?
3 What time of year do you want to go there?
4 What is the weather like at that time of year?
5 What are some interesting natural sights there?
6 What plants or animals do you hope to see?
7 What activities do you want to do there?

Give your presentation to the class.

REVIEW 4 UNITS 13–16

VOCABULARY

1 **Unscramble the words in the box and match them to the definitions.**

tga foollw igllr ubnr tsir
sonases rshea obklc pfreomcearn
iunrs iredct lwdilife

1 put someone else's message on your wall, or a friend's wall on social media
2 include someone using @ or their name on a social media post
3 stop someone from contacting you on social media
4 cook food using direct heat from above
5 cook something for too long
6 mix ingredients together
7 spring, summer, autumn and winter
8 acting, singing, dancing, or music to entertain people
9 tell actors what to do
10 animals, birds and plants in the place where they live
11 choose to see all of someone's posts on social media
12 the broken parts that are left from an old building after it has been destroyed

2 **Complete the sentences using a word from each box.**

air health historic open street

buildings centre conditioning lights spaces

1 When I was ill, my dad took me to the _____ to see the doctor.
2 There are many _____ in the town, some more than 500 years old.
3 Can you turn up the _____? It's very warm in here!
4 None of the _____ in the town were working last night due to the power cut.
5 I love the countryside as there are so many _____ without any buildings or people.

3 **Complete the questions with the phrasal verbs in the box. Then answer the questions.**

catch up with end up move in move out
show someone around stay in

1 Are you going out tonight, or are you going to _____?
2 Who would you like to _____ your town? Where would you take them?
3 Why might you _____ missing the last bus home?
4 If you could _____ an old friend, what would you talk to them about?
5 If you left home, would you live alone or _____ with a friend?
6 What would make you _____ of your home?

4 **Complete the sentences by forming a suitable phrase with *in* and the words in the box.**

advance detail the end
fact future general
particular

1 I haven't looked at the information _____ yet.
2 I was going to send my grandmother an email, but, _____, I decided to phone her.
3 I love that director's movies, _____ his most recent one.
4 _____, men are taller than women.
5 You've broken another glass! Could you be more careful _____?
6 Train tickets are cheaper if you book them _____.
7 I love Taylor Swift's new album. _____, I'd say it's her best one yet!

GRAMMAR

1 **Rewrite the sentences in the passive. Use *by* + agent if necessary.**

1 A top advertising company created the adverts.
The adverts …
2 You can use different ingredients in this recipe.
Different ingredients …
3 Danish architect Bjarke Ingels will design these New York apartments.
These New York apartments …
4 You couldn't see anything from the tower because of the fog.
Nothing …
5 They didn't show me how to edit video clips on the course.
On the course, I …
6 People might forget traditional techniques of bread making.
Traditional techniques of …
7 They might film part of the new James Bond movie in the Australian outback.
Part of the new James Bond movie …
8 You can find thousands of recipes for healthy food online.
Thousands of recipes …

REVIEW 4 UNITS 13–16

Overview

VOCABULARY	Social media; Phrases with *in*; Verbs for cooking; Transitive and intransitive verbs; Artificial and natural world; Phrasal verbs; Film; Reporting verbs
GRAMMAR	The passive; Modal passives; Defining relative clauses; Non-defining relative clauses; Articles: *a/an*, *the* and zero article; Reported speech

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 13–16; Vocabulary worksheets Units 13–16; Review Game Units 13–16; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Write the following grammar labels on the board: *the passive, articles* and *reported speech*. Ask students to put them in order of difficulty, with the easiest first, and then to compare their answers with a partner. Tell students that they will look again at this at the end of the review.

VOCABULARY

1 Write the following three vocabulary areas on the board: *social media, verbs for cooking* and *artificial and the natural world*. Ask students to read through the definitions individually and to classify each one according to the topic the vocabulary comes under. Tell them to compare their ideas with a partner. Demonstrate the activity by doing the first item together with the class.

MIXED ABILITY

Monitor and help students who are finding the activity challenging by giving them the first or first two letters of the word.

Answers

1 share 2 tag 3 block 4 grill 5 burn 6 stir 7 seasons
8 performance 9 direct 10 wildlife 11 follow 12 ruins

2 Advise students to match the words which are often used together from each of the boxes before doing the activity. Check answers before advising students to read the entire sentence before completing the gaps.

Answers

1 health centre 2 historic buildings 3 air conditioning
4 street lights 5 open spaces

3 Ask students to say if the phrasal verbs in the box are transitive or intransitive (or can be both), and whether they're usually followed by a noun and/or some other form, such as an *-ing* form. Do the first item together as a class and ask students how they decided on their answer (*going out* is topically connected to *staying in*). Remind students to think about the meaning of the phrasal verbs in the box before doing the activity.

Answers

1 stay in (intransitive and so does not take a direct object)
2 show around (transitive and separable, for example, *show somebody around your house*)
3 end up (both, for example, *She ended up in London.; She ended up working in a bank.*)
4 catch up with (transitive and inseparable, for example, *I caught up with my friend on the way home.)*
5 move in (intransitive, for example *She moved in yesterday.*)
6 move out (intransitive, for example, *I'm hoping to move out next week.*)

4 Give students three minutes to think about the meaning of phrases beginning with *in* and followed by the words in the box. Point out that one of the phrases includes the word *the* and ask students to give you the complete phrase (*in the end*). Ask for volunteers to give answers and direct them to Unit 13 page 78 to review if necessary before they do the activity.

Answers

1 in detail 2 in the end 3 in particular 4 In general
5 in future 6 in advance 7 In fact

GRAMMAR

1 Read the first item to the class and ask students to identify the subject (*a top advertising agency*) and object (*the adverts*) of the sentence. Direct students to the second line of item 1, elicit the sentence and check students understand the change in the verb form (*created – were created*), and the addition of the agent introduced with *by.* Ask students to look at items 2, 3, 4, 6 and 7 and ask what they have in common (*they all include modal verbs*). Do the second item together with the class and check or remind students that in the passive, modal verbs are followed by the bare infinitive *be* + past participle.

Answers

1 were created by a top advertising company.
2 can be used in this recipe.
3 will be designed by Danish architect Bjarke Ingels.
4 could be seen from the tower because of the fog.
5 wasn't shown how to edit video clips.
6 bread making might be forgotten.
7 might be filmed in the Australian outback.
8 for healthy food can be found online.

CONTINUED ON PAGE 190

2 Ask students to give four examples of when the definite article is used. Direct students to Unit 15 page 88 to check their answers.

Answers

1 the 2 the 3 – 4 the 5 – 6 The 7 the 8 the 9 the 10 the 11 the 12 a 13 a 14 the 15 – 16 a

3 Nominate a student to give a simple statement, for example, *I went to the gym at the weekend* and elicit the reported speech version from the class.

Answers

1 if he had bought anything in town.
2 her (that) he was planning to play tennis later.
3 (that) he hadn't gone surfing after all.
4 (that) we wouldn't have time for a coffee unless we left at 5.30.
5 if he could join the film-making course.
6 that Harry hadn't had his phone on.

4 Tell students to think about the differences between the options and to read the entire sentence before deciding on the answer for each item.

FAST FINISHERS

Ask fast finishers to make a note of the type of error and tell them to give that information when you check answers (see Answers).

Answers

1 is called (use the passive to say what someone's name is)
2 played (a modal verb is followed by *be* + past participle)
3 told (*say* is not followed by the object pronoun)
4 who (the relative pronoun cannot be omitted after the object of a non-defining relative clause)

5 Ask students to read the sentences and identify the grammar focus (1 *modal verbs in passive forms;* 2 *articles;* 3 *reported speech;* 4 *reported speech*). Encourage students to say why each sentence is wrong as you check answers.

Answers

1 These things must **be used** by the driver.
2 It is **a** beautiful country.
3 She **said** she was Spanish.
4 He replied that he **liked** this game too.

READING

1 Ask students to read the text, ignoring the gaps, and to say what the difference is between red and green peppers (*red peppers are hotter than green peppers*). Remind students to think about the difference in meaning and use of each of the options for each gap and to think about the type of words which normally come before or after each one.

Answers

1 D 2 B 3 A 4 C 5 D 6 C

2 Ask students to look at the text and say what type of words they think are required to complete the gaps and review their suggestions when checking answers.

Answers

1 the (article) 2 In (preposition) 3 which/that (pronoun)
4 by (preposition) 5 can (modal) 6 with (preposition)

COOLER

Ask students to review their answers to the Grammar section. Tell them to give themselves a mark out of 5 for how well they think know the grammar from Units 13–16 and to look back at the difficulty sequence order they wrote before doing the review. Ask them to decide on one area they think they need to review again.

2 Complete this text with the missing articles. Sometimes no article is needed.



Canada is [1] _____ second largest country in [2] _____ world by area after [3] _____ Russia. It is located in [4] _____ northern part of [5] _____ North America. [6] _____ west coast of Canada faces [7] _____ Pacific Ocean, [8] _____ east coast faces [9] _____ Atlantic Ocean, and the country is also surrounded by [10] _____ Arctic Ocean to [11] _____ north. Canada is [12] _____ rich nation, and is [13] _____ member of various international organisations, such as [14] _____ G7. Canadians believe their quality of [15] _____ life is very good, and they enjoy [16] _____ very high standard of living in a beautiful natural landscape.

3 Report the questions and sentences.

1 'Did you buy anything in town, Ben?'
Jo asked Ben …
2 'I'm planning to play tennis later, Sally.'
Sally's brother told …
3 'I didn't go surfing after all.'
James said …
4 'We won't have time for a coffee unless we leave at 5.30.'
Louise insisted …
5 'Can I join the film-making course?'
Matt asked …
6 'You didn't have your phone on, Harry.'
Freddy complained …

4 Choose the correct option.

1 Well, my dad *called* / *is called* David.
2 Football can be *play* / *played* on the beach.
3 They *said* / *told* me I could go.
4 I went with my aunt and my cousin, – / *who* is two years old.

5 Correct the mistake in each sentence.

1 These things must use by the driver.
2 It is beautiful country.
3 She say she was Spanish.
4 He replied that he like this game too.

READING

1 For each question, choose the correct answer.

Chilli peppers

Chilli peppers have probably been eaten for almost 1,000 years, and they were first brought to Europe in 1494 on explorer Christopher Columbus's ship. Portuguese traders then took chilli peppers to Asia, where they **(1)** _____ to be an important ingredient in Indian food. They are used to make many **(2)** _____ in South East Asia, too.

Today, chillies are produced in large quantities all over the world. As well as **(3)** _____ flavour and heat to meals, they **(4)** _____ healthy vitamins that are important for our diet. Some of the hottest varieties are the Scotch Bonnet and Habanero, which can really **(5)** _____ your mouth. Their bright red and orange colours give some warning of their heat. Most green and yellow chillies, on the other hand, are less likely to hurt your tongue when you **(6)** _____ into them!

1	**A** stay	**B** keep	**C** follow	**D** continue
2	**A** bowls	**B** dishes	**C** courses	**D** plates
3	**A** adding	**B** joining	**C** mixing	**D** putting
4	**A** consist	**B** hold	**C** contain	**D** keep
5	**A** boil	**B** grill	**C** roast	**D** burn
6	**A** cut	**B** try	**C** bite	**D** taste

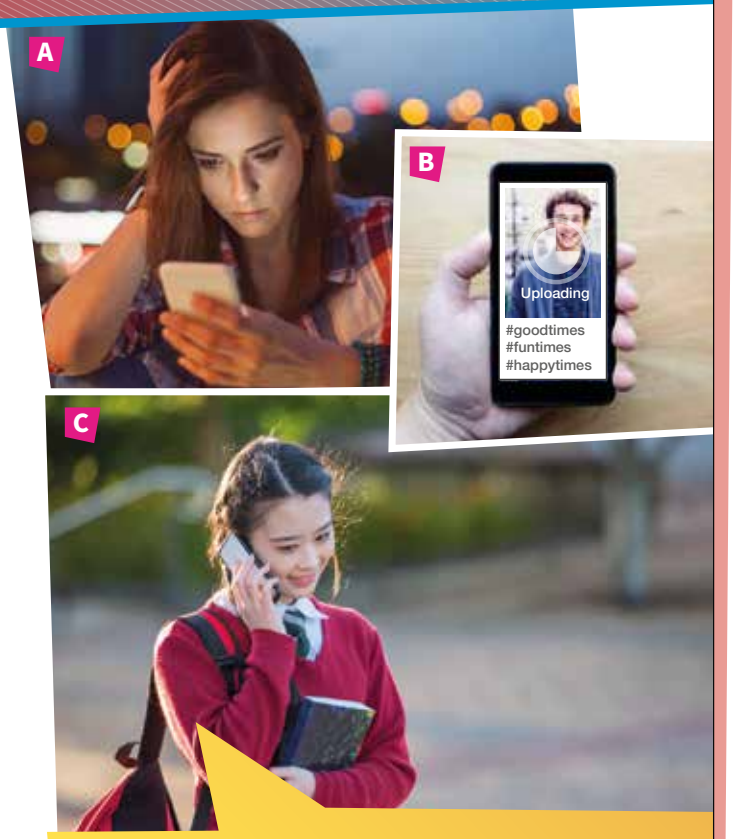
2 For each question, write the correct answer. Write one word for each gap.

Tristan da Cunha: an island far away

Tristan da Cunha is considered to be the most remote island in the world that people live on. The tiny island is located in the South Atlantic Ocean, 2,400 kilometres away from **(1)** _____ nearest continental land, South Africa. **(2)** _____ fact, it is so far away from South Africa that it takes six days to reach it by boat.

In January 2017, the island, **(3)** _____ is just 11 kilometres long, had a total permanent population of 262 people. Its only town, Edinburgh of the Seven Seas, stands in the shadow of the island's main volcano. The land is farmed **(4)** _____ the local people, and despite its tiny size, most things the island's residents need **(5)** _____ be found there: they shop at the supermarket, visit the museum, and catch up **(6)** _____ each other in the café.

17 GETTING THE MESSAGE



ABOUT YOU

13 **Watch the video and answer the questions.**

How do you usually keep in touch with your friends?
What's your favourite way of communicating?
Do you ever have video chats? Why? / Why not?

VOCABULARY Verbs of communication

1 **Look at the photos. What are the people doing? What do you think has just happened? What do you think will happen next?**

2 **Read the paragraph opposite. Match the words to situations 1–8.**

EP

1 You don't think the same way about something as your friend.
2 You want someone to realise they might be in danger or that there is a problem.
3 You think your friend has forgotten something.
4 You need to comment on the poor quality of a product or service you received.
5 You want to say sorry for something that you did wrong.
6 You aren't being serious about something. You want to have a laugh with a friend.
7 You tell someone that you will definitely do something for them.
8 You are unsure about something and are thinking about it as a result.

3 **Complete the questionnaire on page 124. Then compare your answers and discuss your reasons.**

66 **4** **Listen to part of a radio show. Were any of your ideas mentioned?**

66 **5** **Choose the correct words. Then listen again and check.**

1 We *promised* / *complained* to give you the results of our questionnaire.
2 We *warned* / *wondered* whether teenagers often used email.
3 It's easier to laugh and *complain* / *joke* about things face-to-face.
4 They can easily send a text to *apologise* / *remind* a friend that they're meeting up.
5 They also find it easier to *disagree* / *apologise* for something in a text.
6 They *complain* / *promise* that phoning is too expensive.

What's your favourite way to communicate with your friends? Instant messages, tweets and Facebook posts are quick and easy, but if you want to **apologise** for a mistake or **complain** about a problem, isn't it better to speak on the phone or talk face-to-face? Messages are useful to **remind** someone where to meet or to **warn** them you'll be late – or to **joke** about something funny – but we **wonder** whether messages can be used in more serious situations? What do you do when you **disagree** with your best friend? Do you ever actually talk on the phone? Do the questionnaire on page 124 and find out about your communication preferences. Send us your answers and we **promise** to publish the results soon.

By Lucy Chatter

6 **Read the questionnaire again. What other verbs of communication can you find?**

7 **Discuss the questions.**

1 What things have you promised to do recently?
2 What was the last thing you apologised for?
3 How often do you disagree with your friends? Do you think it matters?

17 GETTING THE MESSAGE

Unit Overview

TOPIC	Ways of communicating
VOCABULARY	Verbs of communication
READING	Message in a bottle
GRAMMAR	Reported questions
VOCABULARY	Adverbs of degree: *fairly*, *pretty*, *quite*, *reasonably*
WRITING	An article (2)

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 148;
TB pages 244-245
WORKBOOK: pages 68–71
VIDEO AND VIDEO WORKSHEET: Getting the message
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 17;
Vocabulary worksheet Unit 17
TEST GENERATOR: Unit test 17

WARMER

Put students into small groups and ask them to list as many ways of communicating as they can in two minutes. Write their suggestions on the board and take a vote on which one is the most popular.

Possible answers

face to face, texts, Skype/Facetime, phone call, email, Tweets, letters, mobile messaging apps

ABOUT YOU

13 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the box and have students answer the questions in pairs.

VOCABULARY Verbs of communication

1 Direct students to the photos and put them into pairs or small groups to discuss their answers to the questions. Monitor and join in where possible before bringing the class together and asking for suggestions. Write key words and phrases on the board (for example: *phone, online, selfie, uploading, talking*) and help with pronunciation as necessary. Students give their own answers.

2 Ask students to read situations 1–8 and check vocabulary as necessary. Direct them to the paragraph in the speech bubble and ask for a volunteer to suggest a matching situation for the bold words. Nominate a student to give the answer, give pronunciation practice if necessary, and see if the class agrees before confirming. Ask for more detail on each of the situations to help clarify meaning for the students as you check answers (see Answers).

Answers

1 disagree (e.g. on a fact, an opinion of something)
2 warn (e.g. very bad weather, dangers)
3 remind (e.g. birthdays, dates, plans)
4 complain (e.g. things we don't like)
5 apologise (e.g. for a mistake)
6 joke (e.g. a silly situation)
7 promise (e.g. to help someone in the future)
8 wonder (e.g. to ask yourself a question, being curious)

3 Direct students to page 124 and ask them to read questions 1–5; check vocabulary. Tell students to complete the questionnaire and monitor and help if necessary before putting them into pairs to compare their answers and discuss their reasons.

Answers

Students' own answers

66 **4** Play the first part of the audio for students to listen and check whether any of their ideas were mentioned. Ask for volunteers to report back to the class.

Answers

Students' own answers

66 **5** Tell students to choose the correct words and ask them to compare answers in pairs before playing the audio and checking their answers.

Answers

1 promised 2 wondered 3 joke 4 remind 5 apologise
6 complain

» AUDIOSCRIPT TB PAGE 279

6 Ask students to read the information in Exercise 3 and to make a list of other verbs of communication in the questionnaire on page 124. Tell students to compare their ideas in pairs before asking for suggestions around the class.

Answers

post, tweet, chat, phone, comment, send an email/picture/message/text, give someone a call, communicate, text

7 Put students into small groups to discuss the questions. Monitor and join in with the discussions, giving positive feedback for good or interesting ideas. Bring the class together and set up open-pair conversations. Nominate one student to ask a question, and to name another to answer. Continue until all three questions have been answered at least once. Students give their own answers.

READING

BACKGROUND INFORMATION

Messages found in bottles tend to be romanticised by popular culture as they directly connect the sender of the message with the finder, often separate in time and place. In 2014 a 101–year-old message in a bottle was found off the coast of Germany. It was thrown into the Baltic Sea in 1913 and was discovered by fishermen, who donated it to a local museum. On social media, people were saying at the time that it was the oldest message in a bottle, but someone somewhere will probably find an even older one.

The current oldest message in a bottle was found in 2013 in British Columbia, Canada. The Canadian message in a bottle dates back to 1906, and was found by a man named Steve Thurber when he was out walking along the beach — which means the bottle was 107 years old when it was discovered.

1 Books closed. Ask students to think of unusual ways of communicating, e.g. smoke signals, or drumming, and see if they mention *send a message in a bottle*. Books open. Direct students to the photo and answer the questions as a class.

Answers

Students' own answers

2 Ask students to read the article and answer questions 1–4 individually. Monitor and help with any problematic vocabulary as necessary, e.g. *genuine* /ˈdʒen.ju.ɪn/ (*really what it seems to be*). Put students into mixed ability pairs to compare answers before checking as a class.

Answers

1 Earl Willard
2 It's very old.
3 Students' own answers
4 **Possible answers** Perhaps he was worried about damaging the bottle or destroying the message by exposing it to the air. Perhaps he was worried about negatively affecting its value (the correct answer according to the media coverage of the story).

FAST FINISHERS

Ask fast finishers to imagine they have found a message in a bottle. Ask them 'When was it sent? Why was it sent? Who sent it? What might be written in it?' Elicit their ideas after checking answers to Exercise 2.

3 Elicit different types of text (*text messages, handwritten note, notice, email*). Set a short time limit for students to quickly read the messages and match them to a text type. Put students into mixed ability pairs to compare their answers and to say what aspects of the text helped them identify the text type. As a follow up, you can also ask students to say who the messages are for.

Answers

1 mobile phone text message; for Paola
2 mobile phone text message; for a customer
3 a handwritten note; for Ben
4 a typed notice; for school students who were involved in a concert
5 an email; for Giulia

4 Put students into mixed ability pairs and tell them to underline important words in the questions or options to help guide their reading. For example, 1 *Why*, *Max*, *sent*, *text*; 2 *Dolores, says;* 3 *note*, *Anna*, *mentions*; 4 *giving, seeing*, *asking*; 5 *is keen, recommend, ask.* Check vocabulary as necessary, e.g. *recommend* (say that something is good), *delivery* (when someone takes a parcel to a place and hands it over), *souvenir* (something that you keep to remember a special event). Tell students to complete the exercise individually, before comparing their answers with a partner. Check answers.

Answers

1 C 2 A 3 C 4 B 5 B

67 The Reading text is recorded for students to listen, read and check their answers.

TALKING POINTS

Monitor and help students make a note of useful vocabulary to answer the questions. Put them into pairs or small groups to discuss the questions, and encourage them to use phrases for adding extra information on page 71 of the Student's Book.

COOLER

Play 'Test a partner'. Put students into pairs and tell them to take it in turns to define one of the verbs of communication in Exercise 5 on page 98 of the Student's Book. Their partner then has to identify the correct verb.

READING

1 **Look at the photo. Why would someone send a message in a bottle? What kind of things do they write?**

2 **Read the article and answer the questions.**

MESSAGE *in a* BOTTLE

Canadian Steve Thurber was walking along the beach one morning when he noticed an old bottle lying in the sand. He could see an envelope inside signed by Earl Willard and dated September 29th, 1906. Earl was on board a ship that was sailing north along the west coast of the USA and 'posted' his note during the voyage, by throwing the bottle into the sea.

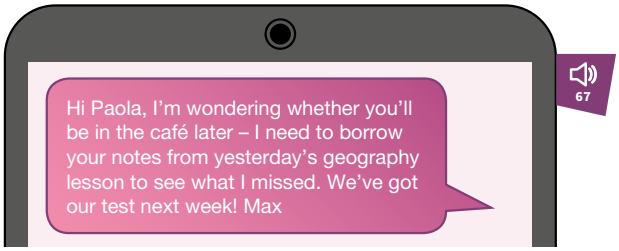
If it turns out to be genuine, this message in a bottle will be the oldest ever found. However, the content of the message remains unknown, as Steve Thurber has refused to open the bottle and find out exactly what Earl wrote. There were a lot of angry comments online about this. Many people wanted to know why Steve wouldn't open the bottle and solve the mystery.



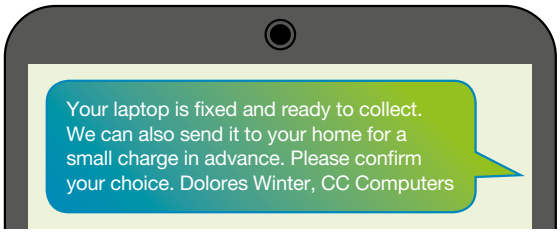
1 Who sent the message?
2 What was unusual about it?
3 What do you think the message said?
4 Why do you think Steve wouldn't open the bottle?

3 **People write a lot of messages in daily life. Read messages 1–5. What kind of messages are they (text, email etc.)?**

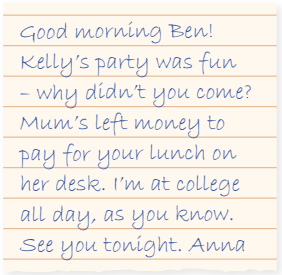
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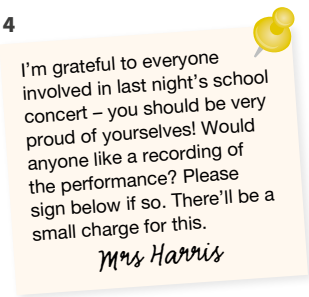
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3



4



4 **Read each message in Exercise 3 again. For each question, choose the correct answer.**

1 Why has Max sent this text?
- **A** to offer to do a favour for Paola
- **B** to arrange a meeting with Paola next week
- **C** to request help with school work from Paola

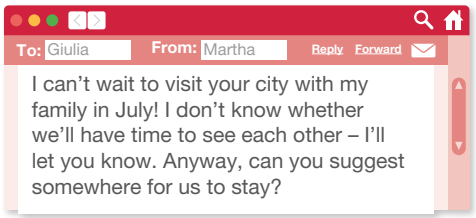
2 Dolores Winter says that
- **A** delivery of the repaired laptop can be arranged.
- **B** a new laptop model is available at CC Computers.
- **C** if the laptop is delivered you must pay a fee when you receive it.

3 In this note, Anna mentions
- **A** who she met at Kelly's party last night.
- **B** when their mother will be back from work.
- **C** where Ben will find something he needs.

4 **A** Mrs Harris is giving students a gift for taking part in the concert.
- **B** Mrs Harris is seeing which performers would like a souvenir of the event.
- **C** Mrs Harris is asking whether any student in the audience filmed the performance.

5 **A** Martha is keen for her family and Giulia to meet.
- **B** Martha would like Giulia to recommend something locally.
- **C** Martha wants to ask whether she can stay with Giulia in July.

5



TALKING POINTS

If you sent a message in a bottle, what would you write about?

Will we still be writing messages like these in the future? Why? / Why not? What other methods have people used in the past to communicate?

GRAMMAR Reported questions

1 **Read the examples of reported questions and match them to the direct questions a–d. What do you notice about the tenses used in 1–4?**

1 Many people wanted to know why Steve wouldn't open the bottle.
2 We asked teens which activities they had done in the last 24 hours.
3 We wondered whether teens often used email.
4 We asked them if they agreed with the comments.

a Do you often use email?

b Why won't you open the bottle?

c Do you agree with the comments?

d Which activities have you done in the last 24 hours?

2 **Complete the rules with the words in the box.**

never positive question whether which

When we report questions:
a we can use *ask*, *want to know* or *wonder* to introduce the reported _____.
b we use the same word order as in _____ statements.
c we start reported *yes / no* questions with *if* or _____.
d we _____ use the auxiliary verb *do* in reported *yes / no* questions.
e we start reported *wh*-questions with a *wh*-question word, such as _____ or *why*.

GRAMMAR REFERENCE AND PRACTICE PAGE 148

3 **Correct the mistake in each sentence.**

1 My mum ask them if they know about the trip.
2 I asked her if I can take someone with me on the trip.
3 You wanted to know how was the house.
4 She asked who was the owner of the wallet.
5 Joanna wanted to know what should she do to join the group.
6 He started laughing and I wonder why.
7 Have you ever wondered how many messages do we send each day?
8 They asked me did I enjoy the film.

4 **Complete the reported questions. Make the necessary changes to pronouns, possessive adjectives and tenses.**

0 'Do you miss your aunt in Canada?'
Rob asked *me if I missed* my aunt in Canada.
1 'Will there be any food at the party?'
Rob wondered _____ any food at the party.
2 'Have you ever lost your phone before?'
Sally asked _____ phone before.
3 'Why haven't you bought yourself a new phone?'
Sally wondered _____ a new phone.
4 'When did you last see your cousin?'
Rob asked _____ cousin.
5 'How many songs have you downloaded for your trip?'
Sally asked _____ trip.

5 **Work in groups of three. Turn to page 124.**

VOCABULARY Adverbs of degree: *fairly, pretty, quite, reasonably*

1 **Read the examples and answer the questions.**

1 Do you keep your bedroom **reasonably** tidy?
2 Are you **fairly** reliable as a person?
3 I'm **pretty** good at table tennis.
4 He spoke **quite** slowly.
5 We're working **reasonably** hard at the moment.
6 It's **quite** an expensive phone.

a Do the bold adverbs mean 'very'?
b How is the meaning similar or different to 'very'?
c What types of word follow the bold adverbs?

2 **Complete the description. Combine adverbs from Exercise 1 with the words in the box. More than one adverb may be possible.**

confident happily large typical well-behaved

I'd say I'm a [1] _____ *person who doesn't mind performing in front of a* [2] _____ *audience. I can* [3] _____ *do a long solo on my guitar, for example. It doesn't bother me. At school, I'm a* [4] _____ *student – I do most of my homework on time and I'm* [5] _____ *in class!*

3 **Complete the sentences about you. Use *fairly*, *pretty*, *quite*, *reasonably* and *very*, and suitable adjectives and adverbs.**

1 I'd describe myself as … .
2 My friends would say that I'm … .
3 My bedroom is always … .
4 I usually do … in exams.

GRAMMAR Reported questions

WARMER

Books closed. Write the following reported question on the board: *She asked him if he often wrote emails*. Ask students to make the direct question *Do you often write emails?* Elicit the differences between the direct question and the reported question (the change of pronoun from *you* to *him*, change of tense from present simple *write* to past simple *wrote*, the addition of *if* and the changes in word order from question words order to statement word order). Follow up by asking one student 'How often do you write emails?', and another to report your question: *She asked me how often I wrote emails.* Write both sentences on the board and elicit the differences.

1 Direct students to read the examples and ask what they have in common (*they are all reported questions*). Put them into mixed ability pairs to do the matching exercise. Check answers and elicit what happens to the verb tenses.

Answers

1 b 2 d 3 a 4 c
The tenses in sentences 1–4 are one step 'back' from the tenses in the direct questions. For example 'Do you often use email?' is written in the present simple and the reported question is in the past simple.

2 Put students into pairs to complete the rules. Monitor and encourage stronger students to explain using the examples in Exercise 1. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

a question b positive c whether d never e which

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGES 244–245

3 Ask students to read sentences 1–8, check vocabulary and do the first item together. Point out that there might be more than one error per sentence and monitor. If necessary, mention that the context of item 7 is the present, as students continue in mixed ability pairs. Nominate pairs to give answers.

Answers

1 My mum **asked** them if they **knew** about the trip.
2 I asked her if I **could** take someone with me on the trip.
3 You wanted to know **what the house was like**.
4 She asked **who the owner of the wallet was**.
5 Joanna wanted to know what **she should do** to join the group.
6 He started laughing and I **wondered** why.
7 Have you ever **wondered** how many messages we send each day?
8 They asked me **if / whether I had enjoyed** the film.

4 Write the example question on the board and elicit or take students through the changes involved in making the direct question into a reported question. Tell one student to ask the original question in the example item and then nominate another to report what was said. Ask the class 'Who is reporting the question?' (*The person who was asked it*) and 'How do you know?' (*The object pronoun is changed from you to me, and the possessive pronoun is changed from* your *to* my). Ask students to read items 1–5 and to decide if they are yes/no questions or *wh-* questions before they complete the exercise individually. Monitor and direct them back to the rules to check if necessary. Allow students to check their answers with a partner before whole-class feedback.

Answers

1 if / whether there would be
2 if / whether I had ever lost my
3 why I hadn't bought myself
4 when I had last seen my
5 how many songs I had downloaded for my

MIXED ABILITY

Put weaker students into pairs to work together on Exercise 4 while stronger students work individually.

5 Put students into groups of three, ask them to turn to page 124 and go through the instructions. Choose three strong students to demonstrate the activity with the first sentence. Monitor and help as necessary, paying particular attention to accuracy as students continue.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 17

VOCABULARY Adverbs of degree: *fairly, pretty, quite, reasonably*

1 Do the exercise as a class. Read the examples to the class, and ask questions a–c. Put students into pairs to ask and answer questions 1 and 2 about themselves.

Answers

a No
b They mean *quite*, or *a little*. They make the adjectives less strong.
c adjectives (examples 1, 2, 3, 6) or adverbs (examples 4, 5)

2 Do the first item with the class and explain the position of the article would need to change if *quite* were used (for example, *I'm quite a confident person).* Monitor as they complete the exercise individually before asking them to compare their answers with a partner and checking as a class. Explain that, for item 3, *quite happily* is an idiom which means *willingly.*

Answers

1 pretty / fairly / reasonably confident
2 pretty / fairly / reasonably large
3 quite happily
4 pretty / fairly / reasonably typical
5 pretty / fairly / reasonably / quite well-behaved

3 Ask students to complete the sentences so as to describe themselves. Put students into pairs or small groups to say their sentences. As an alternative, ask them to write one of their sentences on a piece of paper. Collect the slips of paper and redistribute them for students to guess who wrote them.

» VOCABULARY WORKSHEET UNIT 17

WRITING An article (2)

1 Tell students to look at the photo and complete and answer the questions *Who? Where? What? How?* Ask for volunteers to share their ideas.

Ask students to read the article and say how similar or different to the writer they are. Direct them to the *Articles wanted!* text to read adverts A, B and C, and to say how they decided their answer (see Answers).

Answers

Task A – the text mentions what the writer does online (researching for homework, checking Snapchat, chatting on WhatsApp, using Instagram account)

2 Tell students to read the *Prepare to write* box and ask them to make sentences using the phrases to express their own opinions answering the questions in Task A, the 'Time online' article. Monitor for accuracy.

Read items 1–5 and ask students to write some key words and phrases they could use to give their opinion on the topics. Now ask them to write full sentences and monitor and help as necessary. Go through each topic in turn, asking for volunteers to give their opinions of the topics. Write key words and phrases on the board.

Answers

Students' own answers

FAST FINISHERS

Write the following extra topics on the board: *Responding to text messages quickly* and *Using your phone when walking down the street*. Ask fast finishers to write opinions. They can share their opinions with the class at the end of Exercise 2.

Tips Advise students that they should read the information carefully and to review and check they have used all the information given. Tell students to make sure their language is consistent, and in a style which is appropriate to the task and to always check their spelling, punctuation and grammar.

3 Read through the instructions and ask students to choose Task B or C. You could select one of the tasks if you think it would be more appropriate for your students.

You could also photocopy the model answers, and write the following four assessment categories on the board. Go through each of the categories and explain the meaning of each one before students use them to analyse the model answers.

Content = Is everything relevant or does it depart from the topic?

Communicative achievement = Does the writer attract the reader's attention and make them want to read on?

Organisation = Is it well organised? Has the writer used linking expressions to help the reader follow their writing? Is the sentence length appropriate? Is the punctuation used accurately?

Language = Has the writer used a variety of vocabulary and structures? Do the mistakes make it difficult to understand what the writer is trying to say?

Model answer B

I usually send messages using WhatsApp on my smartphone because it's very easy to use and it's free. I think it's the best app because you can share so much with people, for example, photos, your location and videos. Also, your chats are protected and conversations can only be read by the sender and the person you're writing to. Many of my friends say that Google Hangouts are best, but I don't have a Google account so I don't know about that.
I send about 10 messages a day, and even more at weekends. My sister thinks I send too many as she only sends about 10 messages a week.

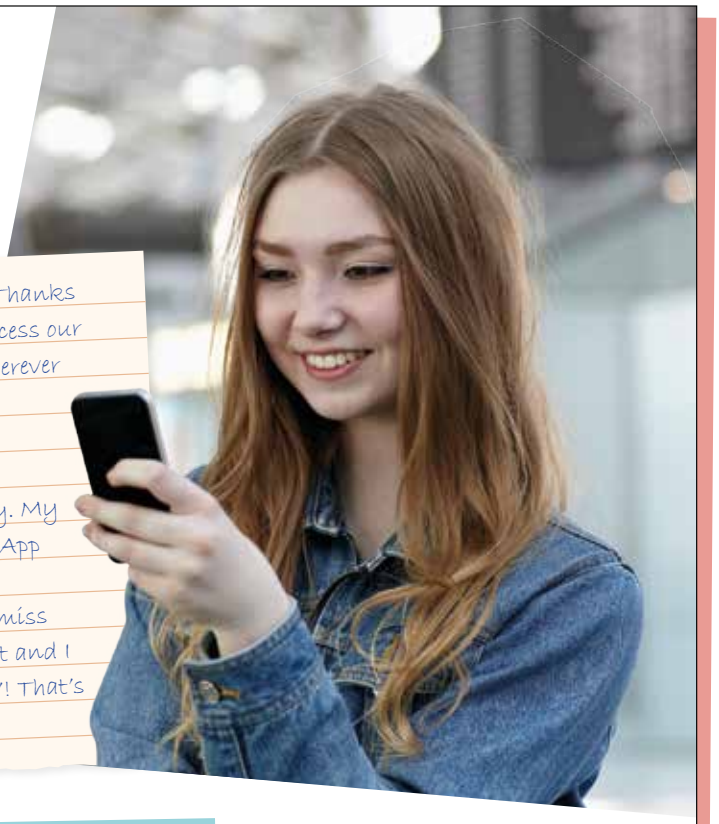
Model answer C

Some people think that Flickr is best for photo sharing because you can share photos with people all over the world. However, I don't use it anymore because you can't remove any bad photos you posted and don't like any more.
In my opinion, Pinterest is very simple to use and you can do many things once you are familiar with the language. You can look at boards created by others and you can *like*, *re-pin* or comment on what you find.
I used to post photos every day, but now I only share my best ones at the end of the week.

COOLER

Put students into pairs and ask them to read each other's articles. Tell them to use the four categories mentioned in the Exercise 3 notes in order to check and give feedback.

WRITING An article (2)



1 **Read the article. Which task does it answer, A, B or C?**

Nowadays, people spend a lot of time online. Thanks to mobile internet and wi-fi, we can easily access our social media accounts and look things up wherever we are. I often research things when I'm doing my homework, for example.

I check Snapchat many times during the day. My friends and I are always chatting on WhatsApp or other apps – it's fun and I like to find out what everyone's been doing. I don't want to miss anything! I also have an Instagram account and I post photos of food there. It's a 'foodstagram'! That's what I love doing most online.

ARTICLES WANTED!

A **TIME ONLINE**
What do you do online?
Which is your favourite site?
How important is messaging to you?

B **MESSAGING**
How do you send messages?
Which is the best messaging app?
How many messages do you send a day?

C **POSTING PHOTOS**
Do you post photos online?
Which sites do you prefer using?
How many photos do you post a day?

Tell us what you think.
Write an article answering these questions and we will publish the most interesting articles in our magazine.
- Write your article in about 100 words.

PREPARE TO WRITE

Giving opinions

In my opinion
(Some/Many) people say / think …
I don't think …
Other people may think … but I think …

2 **Write a sentence giving your opinion about the following.**

1 Checking your phone during the night
2 Texting at the dinner table
3 Posting food photos
4 Grandparents on Facebook
5 Reading blogs written by other teenagers

3 **Choose one of the remaining tasks in Exercise 1 (*Messaging* or *Posting photos*). Write your article.**

- Cover all three points in the task.
- Use phrases from the *Prepare to write* box.
- Write about 100 words.
- Remember to check your spelling and grammar.

18 WE LOVE CELEBS!



ABOUT YOU

14 **Watch the video and then answer the questions.**

Who's your favourite celebrity? Have you ever seen him/her? If yes, did you take a photo?

In what ways do celebrities affect the way that young people behave?

Do you think they should be good role models?

Do you enjoy reading about the lives of celebrities? Why? / Why not?



VOCABULARY Personal feelings and qualities

68 **1 Listen to five people talking about celebrities. Match four of the speakers to the sentences.**

1 This speaker isn't really interested in the lives of celebrities.
2 This speaker thinks that celebrities should be careful about what they do because fans do the same.
3 This speaker felt sad about what the celebrities did.
4 This speaker was surprised by the celebrity.

68 **2 Listen again and complete the sentences with the words in the box.**

EP

annoyed charming curious delighted
lonely mad (about) nasty professional
rude shy stressful unexpected

1 **Joanne** is _____ about celebrities – she wants to know all about their lives.
2 **Phil** sometimes gets _____ about the celebrities.
3 He thinks that people who are crazy about celebrities might be a bit _____.
4 **Nicole** says that she was too _____ to ask a famous person for their autograph.
5 When the celebrity had gone, she found an _____ souvenir.
6 **Andy** thinks that having your photo taken all the time must be _____.
7 But he thinks that celebrities shouldn't behave badly, or be _____ to their fans.
8 He says that most celebrities are polite, or _____.
9 Often fans copy celebrities and so this is a good reason for the celebrities to be _____ at all times.
10 **Maggie** was _____ that her favourite band had a tour date in her town.
11 She was upset that the band didn't interact with the audience. She thought they were _____.
12 Some fans were _____ because they couldn't hear the band.



3 Which of the speakers do you agree with the most? Why?

4 Look at the words in Exercise 2 again. Are they generally positive or negative? Which two adjectives describe situations and not people?

5 Look at the photos and answer the questions. Use words from Exercise 2.

What is happening in each picture?
How do you think the people are feeling? Why?
What do you think of their behaviour?

18 WE LOVE CELEBS!

Unit Overview

TOPIC	Fame
VOCABULARY	Personal feelings and qualities
READING	Celebrating the caring celebs!
GRAMMAR	*have something done*
VOCABULARY	Prepositions and conjunctions
LISTENING	An interview about fame
SPEAKING	Discussing a topic (2)

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 149; TB page 245
WORKBOOK: pages 72–75
VIDEO AND VIDEO WORKSHEET: We love celebs!
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 18; Vocabulary worksheet Unit 18
TEST GENERATOR: Unit test 18

WARMER

Put students into teams of three and ask them to choose a secret celebrity. They write three sentences about the celebrity, e.g. where they are from, who they are married to, etc., and tell the class. Teams try to guess the identity of the celebrity.

ABOUT YOU

14 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the box and have students exchange ideas in pairs / answer the questions.

VOCABULARY Personal feelings and qualities

68 **1** Tell students they will listen to five people talking about celebrities. Ask them to read questions 1–4 and to underline key words and phrases to direct their listening. For example, 1 *isn't really interested*; 2 *celebrities should be careful, fans do the same*; 3 *felt sad*, *celebrities did*; 4 *surprised by*, *celebrity*. Play the recording. Ask students to give answers and see if the class agrees before confirming answers.

Answers

1 Phil 2 Andy 3 Maggie 4 Nicole

68 **2** Read the instructions and ask students to read sentences 1–12. Say each of the words in the box aloud so they hear the pronunciation. *Annoyed* /əˈnɔɪd/, *curious* /ˈkjʊə.ri.əs/, *professional* /prəˈfeʃ.ən.əl/ and *unexpected* /ˌʌn.ɪkˈspek.tɪd/ may be difficult. Point out that more than one word from the box might fit some of the sentences, and ask students to listen carefully. Play the recording, pausing after each of the sentences to give students time to complete the gaps. Tell students to re-read the sentences to check they make sense before checking answers. Help with pronunciation if necessary.

Answers

1 mad 2 curious 3 lonely 4 shy 5 unexpected 6 stressful 7 nasty 8 charming 9 professional 10 delighted 11 rude 12 annoyed

» AUDIOSCRIPT TB PAGE 279

3 Books closed. Write the five names of the speakers on the board: *Maggie*, *Andy*, *Nicole*, *Joanne* and *Phil*. Ask students what they remember about what each one said, and write key words next to the names. Take a class vote on who shares the same opinion as each of the speakers and elicit reasons. Students give their own answers.

4 Demonstrate the activity. Draw two emoticons on the board, ☹ and ☺. Say the word *curious* and ask students to read sentence 1 in Exercise 2 and say which emoticon they associate the word with (☺). Put students into mixed ability pairs and monitor and help as they continue. Check answers and give extra pronunciation practice as necessary.

Answers

About half of them are positive and half are negative. (Positive: charming, curious, delighted, mad (about), professional, unexpected; Negative: annoyed, lonely, nasty, rude, shy, stressful)
Stressful and *unexpected* describe situations and not people.

5 Put students into same ability pairs to discuss the questions. Monitor and join in, encouraging students to make eye contact with each other. Give positive feedback for interesting ideas and comments. Invite students to report back to the class.

Possible answers

Taylor Swift is letting delighted fans take selfies with her.
A professional footballer is signing a football for a rather shy fan.
Fans are watching a live gig and reacting to it. They're clearly mad about the artist/band they are watching. Being in the audience could be quite stressful as there isn't much room.

READING

BACKGROUND INFORMATION

Famous people, for example actors, musicians and sports personalities, are liked by many for what they do, but many celebrities do other work in addition to leading a glamorous life. Some stars use their fame (and Instagram or Twitter accounts with lots of followers) to speak about politics and human rights. Many well-known musicians help raise money for victims of natural disasters, for example, Hurricane Katrina. A different kind of example is somebody who became famous because she was shot fighting for women to have the right to an education. She has become the youngest person to receive the Nobel Peace Prize. She is Malala Yousafzai.

1 Books closed. Ask 'Would any of your friends do any of these things for you?' Read the list in Exercise 1 and have students answer *yes* or *no* for each thing.

Books open. Put students into mixed ability pairs to discuss the question and nominate individuals to comment on each item and give their reasons. Help students communicate their ideas as necessary. Ask students to tell the class about any stories they have heard involving famous people doing these or other things.

Answers

Students' own answers

2 Direct students to the photos and ask them to identify the people. Set a short time limit for students to read the article and find any ideas listed in Exercise 1. Check answers.

Answers

hang out with you visit you if you are not well
send you a signed photo give you money
help you when you are ill buy you food or drink

3 Ask students to read the questions and to say how they will find the information in the text (they should read it quickly to find the name of the celebrity and then read the section carefully for the specific information). Tell students to answer the questions and monitor and help as necessary before asking them to compare their answers with a partner. Ask students to give answers and see if the class agrees before confirming.

FAST FINISHERS

Ask stronger students to try to answer the questions in Exercise 3 from memory before reading again to check.

Answers

1 She spent two hours having lunch with the fan.
2 When a fan returned his wallet, he gave him all the contents (money) and a bit extra.
3 He dedicated a goal to a young boy with a serious illness and paid for his medical treatment.
4 so they could get away from the reporters
5 She raises money through charity concerts for various charities, including ones for people who are ill.
6 They were camping out overnight to see him in a show.
7 read about celebrities, watch their movies, buy their music, clothes or perfume
8 show celebrities respect and give them space

69 The Reading text is recorded for students to listen, read and check their answers.

4 Before students do the exercise, remind them that they can check they have the correct meaning of a word by re-reading the sentence with the definition to see if it makes sense. Monitor and help as students do the exercise individually. Check answers.

Answers

1 notice 2 unwell 3 happened 4 bullying 5 camped out

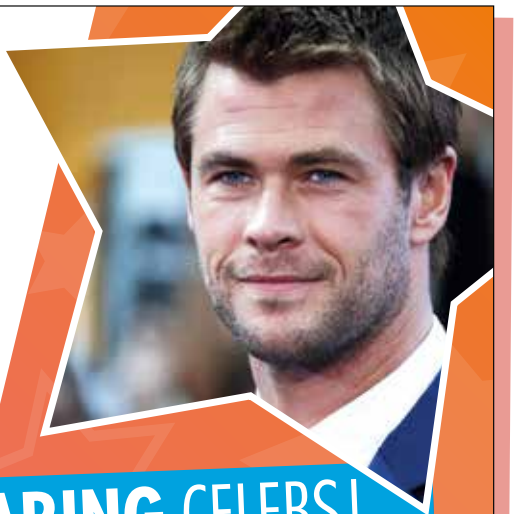
TALKING POINTS

Put students into same ability pairs to discuss the questions. Monitor and help them communicate their ideas. Ask the first question and nominate a student to answer, then gesture for this student to ask another for their opinion. Repeat until several students have given their opinions. Ask the second question and invite different students to offer suggestions.

COOLER

Ask students to read the text again and make a note of vocabulary they are unsure of. Ask them to guess from the context and then check in a dictionary.

READING



1 **Which of these things do you think a celebrity might do for you?**

- be your Facebook friend
- buy you food or drink
- give you their autograph
- hang out with you
- help you when you are ill
- give you money
- send you a signed photo
- visit you if you are not well

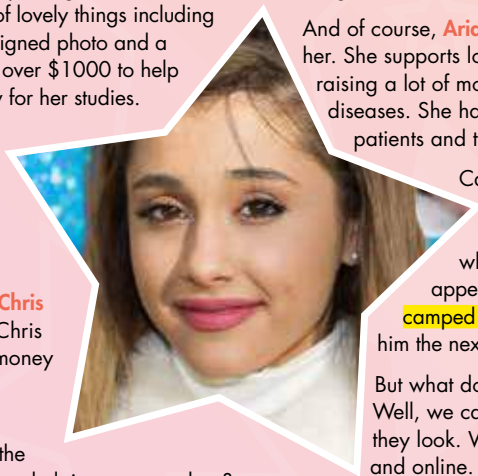
2 **Read the article quickly. Which ideas from Exercise 1 are mentioned?**



CELEBRATING THE CARING CELEBS!

The charming American singer-songwriter Taylor Swift once spent two hours having lunch with a fan who was unwell. In fact she is a celebrity who regularly reaches out to her fans. She noticed a comment on social media and sent a care package to one of her fans – a box full of lovely things including a letter, a signed photo and a cheque for over $1000 to help the fan pay for her studies.

What would you do if you found a wallet? Especially one that had a lot of money in it, and that belonged to a celeb? This happened to a 17-year-old who found Thor's wallet. He was able to return the wallet to actor Chris Hemsworth on a TV show. Kind Chris then gave this young fan all the money from the wallet, and some more!



Now what about the footballer Cristiano Ronaldo? He's been in the news for football, girlfriends and … helping a young boy? Well, yes! A young fan with a serious illness was delighted when he watched Ronaldo play a game and dedicate a goal to him. But that's not the end of the story. The boy is now having his medical treatment paid for by Ronaldo. What a great thing to do!

Selena Gomez usually takes the time to stop and have a chat with her fans. We heard that once, because of a huge number of crazy reporters and photographers, she even invited some excited fans into her car! She has also used social media to stop bad behaviour like bullying. She wants her fans just to be themselves. Go Selena! People notice things like that!

69

And of course, Ariana Grande! What a superstar! We love her. She supports lots of charities and performs at concerts raising a lot of money for people who are ill with various diseases. She has helped raise millions of dollars for patients and their families.

Can you imagine waiting in line to see your favourite celeb and then suddenly he surprises you? That's what happened when One Direction singer Niall Horan appeared with hot chocolate for fans who had camped out all night because they wanted to see him the next day! We think he's the cutest ever!

But what do we fans really expect of our celebs? Well, we can respect them for their talent, or the way they look. We like reading about them in magazines and online. We enjoy watching their movies and we buy their music, their clothes or their perfume. We love it when they do good things, and we don't like it when they don't. But remember, show them respect and give them space. They are people, like you and me, and they just want to live their lives.



3 **Read the article and answer the questions.**

1. How did Taylor Swift help a fan who was sick?
2. What did the actor do for the boy who found his wallet?
3. What good thing did a football player do?
4. Why did Selena Gomez invite fans into her car?
5. What good things does Ariana Grande do?
6. Why did Niall give his fans hot chocolate?
7. What does the author think it is OK for fans to do?
8. What does the author say fans should remember to do?

4 **Match the highlighted words in the article to the meanings.**

1. see something
2. ill or sick
3. took place
4. saying or doing bad things to someone
5. slept outside in a tent

TALKING POINTS

Why are many people so interested in the lives of celebrities?

Do the celebrities have a responsibility to be good people? Why? / Why not?

GRAMMAR *have something done*

1 **Read these sentences. What is the difference between them? Choose the correct words to complete the rule.**

1 She washes her car on Sundays.
2 She **has** her car **washed** at a garage.

We can use *have something done* to talk about something that *we do ourselves / someone else does for us*.

2 **Match the sentence halves.**



1 Every day she has her emails
2 She has her clothes
3 In the evenings, she has her food
4 Tomorrow she is going to have her hair
5 She always has fresh flowers
6 Yesterday she had her nails

a cut and coloured by her hairdresser.
b delivered in time for the weekend.
c read to her every 10 minutes.
d cooked for her by a chef.
e painted.
f chosen for her by a personal shopper.

3 **Look at the examples and choose the correct option to complete the rule.**

When I was at the swimming pool, I **had** my phone **stolen** from my locker.
Our neighbours are so unlucky – they'**ve had** their house **burgled** twice recently.

We also use *have something done* to talk about *victims of crime / people who commit a crime*.

GRAMMAR REFERENCE AND PRACTICE PAGE 149

4 **Correct the mistakes in the sentences.**

1 First they have to make their car serviced at a garage.
2 The ladies go to cut their hair at a hairdressers.
3 I just stole my bike by a thief.
4 I did not miss the opportunity to ask the artist if I could have our photo taken of us together with my phone.
5 The students will be pleased to be taken some photographs.
6 When Mum and Dad did some work on our house, the workmen made a lot of noise.

5 **Tell your partner about five things that you have had done or would like to have done.**

I'd love to have my hair coloured blue.
I had my football shirt signed by my favourite player.

VOCABULARY Prepositions and conjunctions

1 **Match the words to the meanings.**

EP
1 **According to** everything you read in magazines, the life of a celebrity must be really hard.
2 And we heard that **because of** a huge number of reporters, she invited some fans into her car!
3 Do you think celebrities are interested in anything else **besides** their appearance?
4 **Despite** their odd appearance, the band are really nice guys.
5 Some celebrities look for the photographers **instead of** avoiding them.
6 I'm not interested in news about celebrities, **unless** it's about my favourite singer, Sia.

a in place of
b not prevented by
c in addition to
d except if
e as a result of
f as said by someone

2 **Complete the sentences with the words in the box.**

according to because of besides
despite instead of unless

1 Today I bought ice cream _____ buying sweets.
2 _____ the news, my favourite tennis player has just lost an important match.
3 Jane cycled to school _____ the awful rain.
4 Is that boy interested in anything _____ his computer and his phone?
5 Cara wasn't at school today _____ her cold.
6 _____ I get good grades, my parents won't let me go to the music festival.

3 **For each question, write the correct answer. Write one word for each gap.**

So you want to be a model?

[1] _____ to top model agencies, there's plenty you can do to get seen. Wear something bright instead [2] _____ a boring pair of jeans. That's obvious, but what else can you do [3] _____ looking after your appearance if you want to be a model?

Well, you could try imagining that whenever you step outside, the cameras will be there. [4] _____ of that, you'll have to think hard about how you look. And unless you've got enough money for a whole new wardrobe, you'll have to get creative instead!

[5] _____ doing all of these things, some people just won't get seen. But don't give up! However, being a model isn't easy, so don't try to become one [6] _____ it's what you really want.

GRAMMAR *have something done*

WARMER

Write these words on the board for students to make a sentence: *has / Renata / cut / hair / every / her / month* (*Renata has her hair cut every month*). Ask students about Renata: 'Did she cut her hair? Who cut her hair?' Underline *has* and *cut.*

1 Do the exercise as a class. Ask students to underline the actions in both sentences and to say who does the action (*She washes* – the owner of the car; *has her car washed* – we don't know, maybe someone who works at a garage). Elicit other examples of things we get people to do for us (e.g. *have food delivered, have our nails painted*). Complete the rule as a class.

Write sentence 2 on the board and explain the form. Ask 'How do you make the structure?' (*have* + object (*her car*) + past participle (*washed*)). Ask 'What tense is this?' (present tense).

Answers

someone else does for us

2 Go through the first item as a class and point out that students should think about checking which nouns and verbs are commonly used together. Set a short time limit for students to do the matching exercise. Check answers.

Answers

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

3 Do the activity as a class. Read the sentences and check students understand the meaning of *victim* (*a person hurt in some way as a result of a crime or accident*). Nominate a volunteer to complete the rule.

Answers

victims of crime

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

4 Put students into mixed ability groups and go through the first item together with the class. Monitor and help as necessary as students continue. Ask for volunteers to read the entire sentence as you check answers and see if the class agrees before feeding back.

MIXED ABILITY

Ask weaker students to choose three or four of the sentences to correct.

Answers

1 First they have to **have** their car serviced at a garage.
2 The ladies go to **have their hair cut** at a hairdressers.
3 I just **had my bike stolen** by a thief.
4 I did not miss the opportunity to ask the artist if I could **take a photo of us** together with my phone.
5 The students will be pleased to **have some/their photographs taken**.
6 When Mum and Dad **had some work done** on our house, the workmen made a lot of noise.

5 Read the instructions and examples and put students into pairs to discuss the topic. Monitor and encourage students to give reasons for what they would like to have done, then bring the class together and ask for volunteers to share their ideas with the class.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 18

VOCABULARY Prepositions and conjunctions

1 Ask students for examples of conjunctions (*and*, *but*, *although*), then tell them to look at the words in green to find another example (*unless*). Get students to read sentences 1–6 and check vocabulary as necessary. Before students do the activity, ask them to look at the text that follows the preposition and conjunction and say what it is (an *-ing* form, noun phrase or clause). Monitor and help as they match the words in bold to their meanings (a–f). Allow students to compare their answers with a partner before checking as a class.

Answers

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

2 Ask students to complete the sentences, and to check the meanings of the words in the box as necessary by checking them in context in the sentences in Exercise 1. Monitor and help, then ask for volunteers to read the entire sentence to check answers.

Answers

1 instead of 2 According to 3 despite 4 besides
5 because of 6 Unless

Tips Remind students to read the entire text for general meaning first and then to think about the grammar of the missing word – is it a preposition, an article or a pronoun? Advise them to use the information on either side of the gap to help them identify the word.

3 Tell students to read the whole text and say if the writer thinks it's easy for anyone to be a model (*no*). Ask students which of the words and expressions in the box in Exercise 2 can be followed by either a noun or *-ing* form (*instead of*, *besides*, *despite*). Go through the first item with the class then students continue individually.

Answers

1 According 2 of 3 besides 4 Because 5 Despite 6 unless

» VOCABULARY WORKSHEET UNIT 18

LISTENING

Ask students to read the six questions and underline key words (see Possible answers).

1 Ask students to look at the photos and say what they can see. Help with pronunciation and write key vocabulary and phrases on the board (for example, *fans, paparazzi, mansion*). Put students into pairs to discuss the photos, and monitor and comment on students' ideas. Report any interesting comments to the class.

2 Put students into pairs or small groups and monitor and help them get their ideas across. Ask the questions to the class and nominate students to give their own answers, encouraging them to link what they say to what has been said before.

Possible answers

1 famous; A little idea, how to achieve it, B positive things, C not … work hard
2 paparazzi; A famous people, need each other, B being followed … annoys celebs, C good relationship isn't easy
3 some fans; A want too much, B behave in unusual ways, C disappointed
4 hard to; A give up, private life, B ask for advice, C learn, give interviews
5 especially enjoy; A receiving free gifts, B not … do boring jobs, C new … work
6 advice; A plan, future, B not talk, don't trust, C hide any negative feelings

Tips Remind students to read the questions carefully before the recording starts and advise them to underline key words and phrases and to think about how they sound to help focus their listening.

70 3 Play the audio for students to answer the questions. If they need more support, ask them to compare answers with a partner before playing the audio again and pausing after answers to each of the questions to check.

Answers

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

» AUDIOSCRIPT TB PAGE 280

4 Put students into pairs to say what they think of Pattie's advice and why. Bring the class together and ask for individuals to share their opinion with the class with reasons. Students give their own answers.

SPEAKING Discussing a topic (2)

1 Ask students to make a note of key words and phrases to answer the questions before putting them into pairs to discuss their ideas. Monitor and join in with the discussions. Bring the class together and report back any interesting points you heard. Students give their own answers.

71 2 Tell students they will listen to two people discussing the questions. Play the recording for them to see if they hear any of their ideas mentioned. Allow them to compare their answers with a partner before checking as a class. Students give their own answers.

71 3 Read the questions aloud. Point out that, in conversation, two people participate, and it is polite to encourage your partner to join in. Play the recording for them to listen and answer the questions. Discuss answers as a class.

Answers

Both speakers contribute about the same amount; they involve each other in the discussion by asking questions and commenting on what the other speaker has said.

71 4 Direct students to the *Prepare to speak* box. Put them into pairs and ask them to tick any of the phrases they remember the speakers using to keep the conversation going. Play the recording again for students to check their answers.

Answers

What do you think?
It depends, doesn't it?
That's an interesting point.
Do you agree that …?
I'm not sure, because …
But what about …?

» AUDIOSCRIPT TB PAGE 280

5 Put students into pairs to discuss the questions. Give positive feedback when they use phrases to keep the conversation going.

Answers

Students' own answers

COOLER

Put students into pairs and set a short time limit for them to brainstorm the names of famous people who have been in the news recently, and the reasons why. Put students into different pairs. They take turns to name a celebrity and ask their partner why they have been in the news.

LISTENING

1 **Look at the pictures below and discuss what you think would be good or bad about each of the situations.**

2 **You will hear an interview with a woman called Pattie. Read the questions and options. What do you think she will talk about?**

3 **For each question, choose the correct answer.**

70 **1** Pattie thinks that some people who want to be famous
- **A** have little idea of how they will achieve it.
- **B** only consider the positive things about it.
- **C** are not prepared to work hard for it.

2 What does Pattie say about the paparazzi?
- **A** Famous people and journalists need each other.
- **B** Being followed by them annoys celebrities.
- **C** Building a good relationship with them isn't easy.

3 Pattie says that some fans
- **A** want too much from famous people.
- **B** behave in unusual ways towards famous people.
- **C** are disappointed when they finally meet someone famous.

4 Pattie believes that if she became famous quickly, it would be hard to
- **A** give up her private life.
- **B** ask for advice from others.
- **C** learn how to give interviews.

5 Pattie says most famous people especially enjoy
- **A** receiving free gifts from designers.
- **B** not having to do boring jobs any more.
- **C** being able to try new kinds of work.

6 Pattie's most important advice for newly famous people is to
- **A** make sure you plan for the future.
- **B** not talk to anyone you don't trust.
- **C** try to hide any negative feelings.

4 **What do you think of Pattie's advice? Give your reasons.**






SPEAKING Discussing a topic (2)

1 **Read these questions from a discussion about celebrities. Decide how you might answer them.**

1 Can anyone famous really have a private life?
2 Do you agree that journalists should leave celebrities alone?
3 But what about the children of famous people?

71 **2** **Listen to two people discussing the questions. Did they mention any of your ideas?**

71 **3** **Listen again. Does one speaker say more than the other? How does each speaker involve the other in the discussion?**

71 **4** **Read the *Prepare to speak* box. Then listen again.**

Which phrases do the speakers use to keep the conversation going?

PREPARE TO SPEAK
Keeping the conversation going

What do you think?
Why do you say that?
But what about …?
Do you agree that …?
That's an interesting point.
I suppose so, although …
It depends, doesn't it?
I'm not sure, because …

5 **Read the questions and discuss them with a partner. Use phrases from the *Prepare to speak* box to keep the conversation going.**

1 How much do you know about your favourite celebrity?
2 What would you like to find out about your favourite film star?
3 Would you like to be famous? Why? / Why not?
4 How would your life change if you were famous?

CULTURE

FAN CULTURE

1 **Complete the table with two celebrities for each category. Talk about why each celebrity is famous.**



2 **Discuss the questions.**

1 Who are your favourite celebrities?
2 Why do celebrities want fans?
3 What can celebrities do to get more fans?



3 **Read the article on the opposite page. Match the headings (1–6) to the paragraphs (A–F).**

1 Building a fan base
2 Unhappy fans
3 Fans in the past
4 Saved by the fans
5 Fan club activities
6 Fans and advertising

4 **Match each sentence to a paragraph in the text.**

1 Fans can use protests to support their favourite celebs.
2 Some famous people look to their fans for suggestions.
3 Celebrity fan clubs aren't a particularly new invention.
4 Stars with lots of followers can use them to earn more money.
5 Fan clubs can use technology to improve communication.
6 Some celebrities use social media to say they're sorry.

5 **Are you a sports fan? Answer the questions.**

1 Which sports are you interested in?
2 Have you got a favourite player or team?
3 Which sportspeople are most famous in your country?

72 **6** **Listen to Akira, a football fan from Japan. How does he watch Arsenal matches?**

72 **7** **Listen again. Are the sentences true or false?**

1 Akira isn't interested in Japanese football at all.
2 He wasn't a fan of Japan in the World Cup.
3 Akira thinks Özil is a very good football player.
4 Akira watches live football when he has school the next day.
5 He and his friends discuss the matches in online forums.
6 Akira thinks it's difficult to follow your favourite players nowadays.

8 **Read the *Useful language* phrases. Complete them with the words in the box.**

brilliant fan follow joining live mad

USEFUL LANGUAGE

Talking about being a fan

1 I'm a really big … of (Özil).
2 I'm … about (Katy Perry).
3 I … my favourite band on Twitter.
4 I think (Alicia Vikander) is a … actress.
5 I like … in on sports forums.
6 We can have … chats with fans from all over the world.

CULTURE

Learning Objectives

- The students learn about fan culture.
- In the project stage, they create a poster about their favourite celebrity and present this to the class.

Vocabulary

brilliant fan follow joining live mad

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: Collectors

BACKGROUND INFORMATION

Fans are people who follow famous people, such as musicians, film stars or sports people. At a time when mass media enables people to be easily connected and communication is almost instantaneous, it's relatively easy for a large group of people to follow and admire a person, a book, or a film. Many celebrities are inspirational, and use their fame to convey important ideas and messages to their fans.

However, the cult of celebrity sometimes has a negative aspect. When newspapers and other media publish stories about a famous person, some fans are easily influenced and start to compare the celebrity's achievements, appearance and wealth with their own. This can be isolating and harmful, because the comparison isn't realistic.

WARMER

Say to the class 'Imagine you could be a famous person for a day. Would you be a sports star, a film star, a TV actor or a musician? What would you do for the day? Would you play a match or make a film?' Allow the students a short time to think about their own answers. Then, in pairs, encourage them to share their ideas.

1 Ask the students to read the instructions in Exercise 1 and find a word that means *famous people* (celebrities). Organise them into small groups and appoint a secretary for each group to write down the names of the celebrities. Set a timer for two minutes. If the students enjoy competition, award points.

Answers

Students' own answers

2 If necessary, remind students of the meaning of *fan* by asking 'What do you call the people who follow famous people?' Encourage the students to discuss the questions in their small groups. Point out that they can talk about the celebrities in their lists or other famous people.

Answers

Students' own answers

3 Ask students to read the headings 1–6 and to underline key words to help focus their reading. Tell students to ignore any unknown vocabulary in the text at this stage and to read and match the headings to the paragraphs A–F. Nominate individuals to give answers and to explain why they chose the heading they did. See if the class agrees before feeding back.

MIXED ABILITY

Monitor and help students who might find the exercise challenging by writing close synonyms from the text, which are connected with headings 1–6 on the board (1 *fans*, 2 *disappointed*, 3 *early years*, 4 *rescued*, 5 *conferences*, 6 *advertise*). Stronger students continue the activity without referring to the words on the board.

Answers

1 C 2 E 3 A 4 F 5 B 6 D

4 Read the instructions and ask students to read the summary sentences 1–6. Check vocabulary as necessary. Tell students to match the summaries and paragraphs, and to underline any key words and phrases that help them. Ask for volunteers to suggest answers and to report any key words and phrases they found helpful.

Answers

1 F 2 C 3 A 4 D 5 B 6 E

FAST FINISHERS

Tell fast finishers to identify new vocabulary and to guess meanings from context. Go over the vocabulary and students' ideas on meaning after you have checked the answers to Exercise 4.

73 The Reading text is recorded for students to listen, read and check their answers.

5 Put students into pairs or small groups to discuss the questions. Monitor and give positive feedback for interesting points and examples, and nominate individuals to share their ideas with the class.

Answers

Students' own answers

CONTINUED ON PAGE 210

72 **6** Tell students they will listen to a Japanese football fan, then play the audio for students to answer the question. Ask for a volunteer to suggest an answer.

Answers

He watches them on satellite TV or online.

72 **7** Ask students to read questions 1–6 and underline key words and phrases. Ask students to see if they can guess the answers to any of the questions and to share their ideas with the class. Play the audio and ask students to compare answers in pairs. Give them the option of a second listening before going over the answers.

Answers

1 false 2 false 3 true 4 false 5 true 6 false

» AUDIOSCRIPT TB PAGES 280–281

8 Tell students that, for the *Project*, they will be talking about being a fan. Go through sentences 1–6 in the *Useful language* box and point out that they will be useful for this activity. Ask students to complete the sentences individually, monitor and help as necessary and check answers.

Answers

1 fan 2 mad 3 follow 4 brilliant 5 joining 6 live

PROJECT ***A poster about a celebrity***

Tell students that they will be preparing a poster, and either give them sheets of paper or ask them to use a page of their notebooks. Go through the instructions with the class and ask students to answer the questions about their favourite celebrity individually. Monitor and help students if necessary, and encourage them to make a note of key phrases in the *Useful language* box. Put students into pairs to tell each other about their favourite celebrity and to give each other positive feedback. Tell the class to decorate their poster with photos or drawings and that they will be displayed next class.

PROJECT EXTENSION

Tell the students they are going to make a questionnaire to find out about other people's opinions of another well-known celebrity and that they will interview people they know and then produce a short report, including some charts, to summarise their findings. They could either produce a poster of their findings, or give a mini presentation next class.

Put students into groups or pairs to choose another celebrity and ask them to write three or four questions for the questionnaire. Tell them they should interview a range of people from their school, family, sports teams, etc. and to make two charts like those in Culture 1: Shopping in London to summarise their findings. When students present their results, ask the class to listen or read and identify anything they found interesting or surprising.

15 **CULTURE VIDEO: Collectors**

When students have completed the lesson, they can watch the video and complete the worksheet.

COOLER

Ask students to make guesses about your favourite celebrity. Then confirm or deny their suggestion so they can make notes to the answers to questions 1–7 in the *Project*. Students compare their guesses in pairs before sharing their ideas with the class.

FANS AND FANDOM

73

A There have always been celebrities and there will always be fans. In the early years of cinema, film stars had their own fan clubs, and many pop singers in the 1950s had huge crowds of fans who loved them and followed them around everywhere. This shouldn't be surprising, since the word *fan* is actually short for *fanatic* – a person who is so interested in something that they may seem a bit mad!

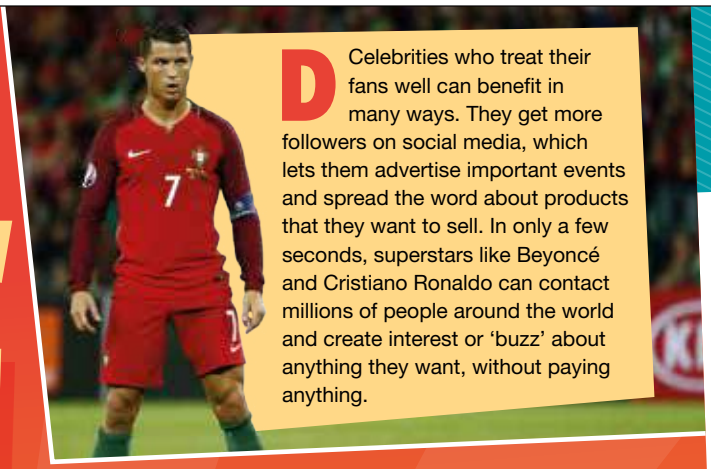


B In typical fan clubs, people can buy photos, posters and other products. They may also get discounts on tickets to films and concerts. Some clubs organise annual conferences to get together and celebrate their fandom. Modern technology also offers new ways for club members to share interests, such as online forums, fan sites and social media. They also give fans more direct contact with the celebs they love.



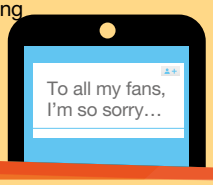
C The most successful celebrities today understand the value of a good relationship with their fan base. They upload photos and messages to keep their fans up to date, and some celebs ask their fans for advice. For example, the singer Rihanna was going to make a new remix, so she tweeted her fans and asked them who she should invite to sing with her. Then she accepted their choice.





D Celebrities who treat their fans well can benefit in many ways. They get more followers on social media, which lets them advertise important events and spread the word about products that they want to sell. In only a few seconds, superstars like Beyoncé and Cristiano Ronaldo can contact millions of people around the world and create interest or 'buzz' about anything they want, without paying anything.

E Of course, modern fandom can also have disadvantages. If fans are disappointed with a film, the bad news can spread very quickly and be bad for ticket sales. If famous people say offensive things or make mistakes in public, they may need to apologise online to avoid losing fans. In addition, celebrities may pay too much attention to their biggest and loudest fans and lose popularity with the general public.



F On the bright side, loyal fans can also rescue their favourite celebrities. For example, when the directors of the popular TV show *Glee* talked about replacing some of the main characters after the third season, millions of fans went crazy and started a campaign to prevent the changes. In the end, the characters continued on the show, thanks to the energetic support of their fans.



PROJECT

A poster about a celebrity

Make a poster about your favourite celebrity. Use the following list of questions to help you. Decorate your poster with photos and drawings.

1. Who is your celebrity and why is he/she famous?
2. What are some important events in his/her career?
3. How does your celebrity communicate with fans?
4. Does your celebrity sell or advertise any products?
5. Does he/she use social media to get more publicity?
6. Do you belong to this person's official fan club?
7. Do you follow this person on any social media?

Present your poster to the class.

15 NOW WATCH THE CULTURE VIDEO

19 THE WORLD OF WORK

ABOUT YOU

What kind of job would you like in the future? Why? Which jobs would you **not** want to do? Why not?

VOCABULARY Work tasks

1 **Look at the photos of teenagers doing work experience. What do you think 'work experience' is? What kind of work do you think they are doing?**

74 **2** **Listen to four teenagers. Match each speaker to a photo.**

74 **3** **Complete the sentences with the correct form of the verbs. Listen again and check.**

EP

arrange	calculate	deal with	deliver
develop	handle	install	manage
organise	produce	run	update

Connie

1 Our careers officer hadn't _____ a place for me.
2 They _____ the wooden doors for new houses.
3 I spent some time _____ figures in the manager's office.

Vera

4 We planted the 147 trees that _____ to local parks.
5 We weren't sure we could _____ the work.
6 They _____ our programme really well.

Ali

7 My dad _____ a TV production company.
8 The man who was _____ the project was very encouraging.
9 I even helped to _____ ideas for costumes.

Gordon

10 She _____ the problem immediately.
11 I saw how to _____ new software.
12 I also _____ the information about the store.

4 **What do people in these jobs have to do? Use the verbs from Exercise 3.**

accountant	engineer	shop assistant
teacher	website designer	

READING

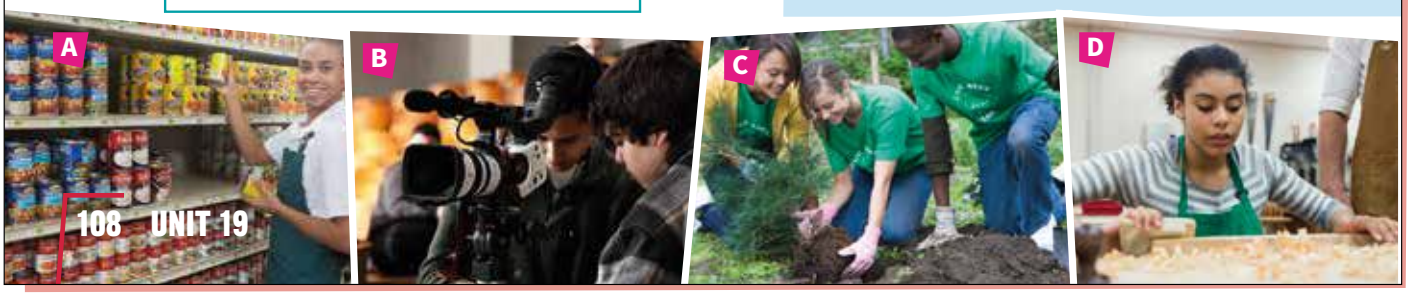
1 **You are going to read descriptions of eight places offering work experience to teenagers. Look at the eight titles in A–H. Answer the questions.**

1 Which ones probably include some work outside?
2 What might teens be asked to do in each place?

2 **Read the descriptions of the eight places quickly to check your ideas.**

3 **Read about five teenagers who are looking for work experience. Decide which place (A–H) would be the most suitable for each teenager.**

1 Leila is interested in the arts, including live music and dance, and she also has IT skills which she is happy to use. She doesn't mind travelling so that she can get necessary work experience.
2 Ben wants to avoid work where he would be sitting at a desk. He has good local knowledge and is reasonably strong, having spent lots of time doing outdoor activities such as riding and climbing.
3 Helen loves working with computers and wants to gain further experience using them in a job. She's interested in film and hopes to join a team of experts to see how they handle challenging industry projects.
4 Marco would like to experience the kind of work involved in the tourism industry. He enjoys researching topics online and is good at communicating with younger children.
5 Jade has above-average ability in maths and wants to use this skill in the area of leisure – especially in sport. She would like to find a company with easy access to the city centre.



19 THE WORLD OF WORK

Unit Overview

TOPIC	Work experience
VOCABULARY	Work tasks
READING	Work experience
GRAMMAR	Different types of clause
VOCABULARY	*as* and *like*
WRITING	An email (3)

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 150; TB page 245
WORKBOOK: pages 76–79
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 19; Vocabulary worksheet Unit 19
TEST GENERATOR: Unit test 19

WARMER

Put students into small groups and set a three-minute time limit for them to brainstorm as many jobs as they can. Draw three columns on the board, one for office jobs, one for active/outdoor jobs and one for 'other' jobs, but do not tell students these categories at this stage. Ask students to call out jobs and write them in the appropriate column. See if the class can suggest titles for the columns. Take a vote on the most popular types of job.

ABOUT YOU

Put students into pairs to exchange ideas and opinions. Monitor and encourage them to consider the jobs written on the board and to give reasons. Ask two or three students to tell the class about their partner.

VOCABULARY Work tasks

1 Read the instructions aloud and check students understand *work experience* (*short-term, unpaid time spent learning about a job, often arranged in the UK for older pupils at schools*). Ask students if they or anyone they know has ever had any work experience. Discuss experiences as a class. Put students into pairs to guess the jobs and monitor but don't over-correct for accuracy. Help students communicate their ideas. Check answers.

Answers

Work experience is a period of time in which a secondary school student temporarily works for an employer to get experience. The photo shows teens (A) stacking shelves in a supermarket, (B) training to be a camera operator, (C) planting trees and shrubs (D) doing woodwork/joinery.

2 74 Tell students they will listen to four people talking about their work experience. Play the recording for them to match each speaker to a photo. Allow students to compare their answers with a partner before checking as a class. Alternatively, if you think the listening will be challenging, pause the recording after each speaker, check answers and ask students to report any words or phrases they remember the speaker using.

Answers

Connie D Vera C Ali B Gordon A

3 74 Ask students to read sentences 1–12 and check vocabulary before reading the words in the box aloud in a random order for students to place a tick as they hear them. Point out that students may need to change the form of the verbs, then play the audio for them to complete the sentences. Ask students to compare their answers with a partner before playing the recording a second time for students to check. Ask for volunteers to read the entire sentences to check answers and help with pronunciation as necessary.

MIXED ABILITY

If you think some students will find Exercise 3 difficult, write the following words next to the name of the speaker on the board: Connie – *calculate, arrange, produce;* Vera – *handle, deliver, organise;* Ali – *manage, run, develop;* Gordon – *update, deal with, install*

Answers

1 arranged 2 produce 3 calculating 4 were delivered
5 handle 6 organised 7 runs 8 managing 9 develop
10 dealt with 11 install 12 updated

» AUDIOSCRIPT TB PAGE 281

4 Put students into mixed ability pairs to compare what they know about the jobs. Ask for volunteers to give one fact for one of the jobs and monitor and help by guiding students to the verbs in the box in Exercise 3 as they continue the activity. Ask for volunteers to suggest answers and see if the class agrees before feeding back.

Possible answers

An accountant has to *calculate* figures and *manage* the company's money.
An engineer has to *develop* new machines, or roads and bridges. Software engineers *install* and *update* software and *run* computer programmes.
A shop assistant has to *deal with* customs, *handle* money and *arrange* the products on the shelves.
A teacher has to *deal with* children, *handle*/*manage* a class and *organise* lessons.
A website designer has to *produce* and *update* websites for their clients.

CONTINUED ON PAGE 214

READING

Tips Remind students to underline what the teenagers want from work experience to focus their reading. Tell them not to simply try to match words from the people's descriptions to the texts. It is important to read each text, paying careful attention to its meaning since the information in the descriptors will mostly be paraphrased in the text.

1 Go through the instructions and direct students to the titles A–H on page 109. Put students into pairs to answer the questions and monitor and help with ideas as necessary. Students give their own answers.

2 Ask students to read descriptions A–H quickly to check their ideas and ask for volunteers to offer suggestions.

Answers

Working outside: A, C, G
Tasks:
A 'We need … parcels.'
B 'You will … desk.'
C 'You'll look after … routine.' 'you'll … lessons.'
D 'helping with … advertising.'
E 'you'll … accountants.'
F 'You will … software.'
G 'reading … what you know?'
H 'Find … building.'

BACKGROUND INFORMATION

The Prince's Trust, which was founded by HRH The Prince of Wales in 1976, has an international branch and works with organisations around the world which support young people aged 11–30. It works with local partners to help build skills and confidence for the future work place.

Another group offering help to young people is Movement to Work, a group of British employers who work together to help 18–24 year olds get the skills and experience they need to enter work and build a successful career. People who get a Movement to Work placement will be given a minimum of two weeks' work experience. This involves training in employability skills, for example, time management, communication and presentation skills, work conduct, CV writing and interview skills. These will prepare them for different types of job opportunities in the future.

More generally, many small local companies employ young people to help out, and in return, offer the chance to learn about specific jobs, as well as general skills. Such companies include those in the fast food industry, local delivery services, activity schools, sports clubs and media companies.

3 Read the instructions aloud. Ask students to read the information about the five teenagers and to underline key words to direct their reading. Doing this will also help them check they have found the answer which is relevant for *all* the given information. Monitor and tell students to look again at parts of the descriptions if they seem to be having problems. As you check answers, ask students to give reasons for their choices. You could also highlight some common collocations here, e.g. *gain experience*, *working with computers*, *join a team*, *research online*, *above-average ability*, and encourage students to record them in their vocabulary notebooks.

Answers

1 D 2 A 3 F 4 H 5 E

FAST FINISHERS

Ask students to find and underline the following words in the texts: *although, whereas* and *while*. Ask them to decide if the words are used to express contrast, purpose or reason (*contrast*). Monitor and help as necessary.

75 The Reading text is recorded for students to read, listen and check their answers.

TALKING POINTS

Put students into same ability pairs to discuss the questions. Monitor and help them communicate their ideas.

Ask the first question and nominate a student to answer, then gesture for this student to ask another for their opinion. Repeat until several students have given their opinions.

Draw two columns on the board and make a note of key words and phrases, as students make suggestions about the advantages and disadvantages of working indoors and outdoors.

Ask students to rank the jobs from important to not important, then get volunteers to explain their opinions to the class. Encourage students to use phrases for agreeing and disagreeing with each other.

COOLER

Ask students to read the texts again and make a note of words or phrases they are unsure of. Ask them to guess the meaning from context and then check in a dictionary.

WORK EXPERIENCE

75

Spend two weeks at a local company and learn about a job!

A Delivery company

If you know the area around the city quite well and enjoy travelling around, come and help us. We provide a fast delivery service for online orders and we also transfer products for other companies. We need someone to help the drivers lift heavy boxes and parcels.

B Cruise ship

Our company is important for tourism because it provides cruises worldwide. When ships are in port, we get them cleaned and make sure cabins are ready for new passengers. You will spend 40% of your time on board helping our staff with cleaning and general repairs, and also work in the office on a busy customer service desk.

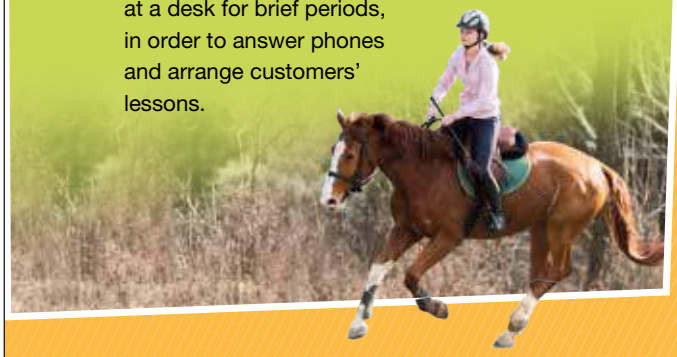
E Football club

Every year, students on work experience get the chance to meet players at our club, which is located close to the heart of the city. Last year's students worked outside preparing the training ground, whereas this time you'll be in our financial department, learning about costs and other issues from top accountants.



C Riding school

You'll look after one particular horse while you're here, dealing with everything from its food to its appearance and daily exercise routine. Although your work will be mostly in the fresh air, you'll be at a desk for brief periods, in order to answer phones and arrange customers' lessons.



F Television studio

We make comedy shows, drama and wildlife programmes. Our busy IT department welcomes students with knowledge of this area. You will develop new skills and stay with a single work group, learning from experienced people coping with demanding situations, like installing systems software.

G Primary school

We encourage secondary school students to work in our classes, reading to the youngest children and helping older ones with maths problems. If you are good at sport, why not help to teach our junior football team what you know? As the school is in the north of the city, it takes about an hour from the centre by bus.

D Festival office

This city's cultural festival is world-famous and our small out-of-town office is open all year round, booking next year's performers. Join our friendly team, helping with general phone enquiries, printing, and design of our advertising. You will find out a lot about the entertainment industry.

TALKING POINTS

Do you think it is useful to gain some experience of work as a teenager? Why? / Why not?
What are the advantages and disadvantages of working indoors / outdoors?
Are some jobs more important than others? Which ones and why?

H City museum

While you don't have to know about local history, we do expect you to put your internet skills to good use! Find out interesting facts about the objects on display, which you can then pass on to kids and their parents as you guide them around the building. Many of these visitors come from other countries.



GRAMMAR Different types of clause

1 **Read the examples and match the clauses to the types of clause (a–c) in the rules.**

1 You'll have to be strong so that you can lift the heavy boxes and parcels.
2 Last year's students worked outside, whereas this time you'll be in our financial department.
3 As the school is in the north of the city, it takes about an hour from the centre by bus.

We use linking words to join clauses.

a Contrast clauses
To add different or surprising information in the same sentence, we can use the linking words *although*, *whereas* and *while*.

b Purpose clauses
To explain the purpose of something in the same sentence, we can use the linking words *so that* and *in order to*.

c Reason clauses
To explain the reason for something in the same sentence, we can use the linking words *because* and *as*.

GRAMMAR REFERENCE AND PRACTICE PAGE 150

2 **Complete the sentences with the correct word.**

1 I'll be late home _____ I've got football practice.
2 _____ I arrived very late, my friends had waited for me.
3 You need to place your order one week in advance _____ that it can be delivered on time.
4 _____ I enjoy my job, I'd like to be paid more.
5 Why don't you arrange an appointment with the careers officer in _____ to discuss your plans?
6 The report states that there was no damage to the environment, _____ actually, local wildlife suffered greatly.
7 We enjoyed this film very much, especially _____ of the brilliant acting.

3 **Match the sentence halves and join them with a suitable linking word.**

1 People who work at a desk are often unhealthy
2 Farmers need to listen to weather forecasts
3 Accountants normally have a degree in maths
4 Some of our greatest performers have no drama training

a company directors sometimes lack financial skills.
b they admit that their acting has improved with experience.
c they don't get any exercise during the day.
d they know when to bring young animals inside.

4 **Complete the sentences so they are true for you. Use linking words from Exercise 2.**

1 I hope to / I don't want to earn a lot of money …
2 I'm learning English …
3 I really like / dislike science …

VOCABULARY *as* and *like*

1 **Read the examples. Which preposition, *as* or *like*, introduces an example?**

EP

1 One guy in my group thinks he might do it as a job.
2 I did jobs like printing and photocopying.

2 **Read the text. Match the bold examples of *as* and *like* to the uses a–d below. There are two examples of one use.**

Although we were only on work experience, my friend and I were just [1]**like** any other employee in the company – we had the same coffee breaks and were able to buy cheap meals in the canteen. Most mornings, I was working [2]**as** a receptionist on the front desk, so I had to wear smart clothes, but my friend was outside helping the gardeners, so she was able to wear things [3]**like** jeans and t-shirts. We got to know quite a few of the staff and were known [4]**as** the Terrible Twins, because we look so similar.
When we left, they gave us a big bag of souvenirs, [5]**like** coffee mugs with their company name on, mint chocolates and special pens.

a used to introduce an example
b used to mean 'similar to'
c used with a verb to talk about a job
d used with a verb to mean 'called'

3 **Complete the sentences with *as* or *like*.**

1 When Luke worked _____ a waiter, he had to balance several things on his tray at the same time, _____ dirty plates and glasses.
2 What can you see? I think the clouds look _____ castles in the sky.
3 Everyone dressed up _____ their favourite character and went to the party by bus.

4 **Turn to page 125.**



GRAMMAR Different types of clause

WARMER

Books closed. Dictate the following sentences and ask students to complete them with their own ideas:

You have to study hard so that … .

Accountants work in offices, whereas … .

As we didn't finish our homework, the teacher … .

Ask students to compare answers in pairs before asking individuals to give their answers.

Possible answers

You have to study hard so that you get a good job in the future. Accountants work in offices, whereas teachers work in schools. As we didn't finish our homework, the teacher gave us extra homework for the weekend.

1 Do the exercise as a class. Write the first example sentence on the board and ask students to identify the main verbs (*have to be* and *can lift).* Underline *so that* and elicit the relationship between the two clauses. Ask 'Does part of the sentence explain why you have to be strong?' (*yes*) and 'Is the relationship between the two clauses one of contrast, purpose or reason?' (*purpose*). Ask students similar questions about examples 2 and 3. Point out that *although* is similar in meaning to *despite the fact that*, and is used to talk about something unexpected or surprising. *Whereas / while* both contrast two things, but do not indicate that a situation is unexpected or surprising.

Read the rules aloud, and give further examples of each type of clause, e.g. 'Go to the gym every day *so that* you'll be fit for the competition.', 'In Spain people finish work late, *whereas* in the UK people finish work at around 5 pm.', '*As* he works in an office, he spends most of the day sitting down.'.

Answers

1 b 2 a 3 c

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

2 Ask students to read the sentences, ignoring the gaps, and check any new vocabulary as necessary. Tell students that there might be more than one possible answer to some of the items. Monitor and help as students do the exercise individually, directing them to the appropriate rules in Exercise 1 if necessary. Nominate individuals to give answers and see if the class agrees before feeding back.

MIXED ABILITY

Ask stronger students to cover the rules and to complete Exercise 2 without looking at them. Weaker students refer to the rules as they complete the exercise.

Answers

1 as / because 2 Although 3 so 4 While / Although
5 order 6 whereas / although 7 because

3 Demonstrate the activity by doing the first item as a class. Tell students to underline key words (*people*, *work*, *desk*, *unhealthy*) in the first sentence half. Set a short time limit for them to read sentence endings a–d and choose a topically related ending (*c*). Ask about the relationship between the two sentence halves, i.e. 'Is it contrast, purpose or reason?' (*reason*) and tell students to choose a suitable linking word from the box in Exercise 1 (*because/as*). Monitor and help as students continue in mixed ability pairs, encouraging stronger students to explain the relationship between the two halves. Check answers.

Answers

1 c, because / as 2 d, so that 3 a, whereas / while 4 b, although

4 Monitor and check as students complete the sentences, making sure that both parts of the sentences are logically connected with the appropriate linking words. Nominate a student to read the first sentence beginning and its linking word to the class. Invite three students to guess an ending for the sentence, and then ask the original student to read out their complete sentence. Repeat two or three times for each item.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 19

VOCABULARY *as* and *like*

1 Do the exercise as a class. Read the examples aloud and ask students to call out the answer.

Answers

like

2 Ask students to read the text and say if they would like to do that work experience. Read the uses a–d aloud, and do the first item as a class, explaining that students should think carefully about the words that follow *as* or *like* in order to identify the connection between the ideas. Put students into mixed ability pairs to continue. Monitor and help by reading the sentence aloud and stressing the words that follow *as* or *like.* Ask students to give answers and see if the class agrees before confirming.

Answers

1 b 2 c 3 a 4 d 5 a

3 Ask students to complete the sentences individually. Put them into mixed ability pairs to compare and discuss answers. Monitor and help as necessary. Nominate individuals to give answers.

Answers

1 as, like 2 like 3 as

4 Direct students to page 125. Ask them to complete the sentences so they are true for them before putting them into pairs or small groups to compare their ideas. Monitor and help with ideas if necessary.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 19

WRITING An email (3)

1 Ask students to read part of Daisy's email and to identify the three things she wants to know. Allow students to compare their answers with a partner before bringing the class together and nominating individuals to give their answers, encouraging them to link what they say to what others have said before.

Answers

Students could tick:
Suggest (which of the two jobs she should take)
Tell Daisy (what you think she should do with the money)
Tell Daisy (what work experience you are going to do this summer)

2 Direct students to the *Prepare to write* box and read each of the points aloud to the class. Tell students to read the reply and identify which question in the task hasn't been answered properly. As you check answers, elicit the answers to each of the questions in Daisy's letter.

Answers

The writer has not answered the question *What do you think I should do with the money I'll earn?* You should suggest how Daisy should spend the money.

3 Read the instructions and ask 'Which word is used to introduce a reason?' (*because*) and 'What does 'although' introduce?' (*contrast*). Tell students to complete the sentences individually and to compare their answers with a partner before checking as a class.

FAST FINISHERS

You could ask stronger students to write their own sentences using *because* and *although* and report them to the class when checking answers to Exercise 3.

Answers

1 because 2 although 3 although 4 because

4 Do the exercise as a class, encouraging students to raise their hands when they have found each answer. When most hands are raised, check answers.

Answers

1 go for
2 *Hi, Bye, awesome, I guess*, use of contractions (e.g. *You're*) and exclamation marks.

5 Ask students to read the task and say which questions need to be answered. Write the questions on the board. Tell students to plan their answers, checking they are covering the points in the *Prepare to write* box. Monitor and help with ideas as necessary. Ask students to compare their plan with a partner and to help each other with suggestions and ideas.

Answers

Students' own answers

Tips Tell students to think carefully about what the notes mean, and remind them to check spelling, punctuation and grammar carefully when they have finished.

6 Monitor and help if necessary as students continue individually. Ask students to swap emails and check each other's spelling, punctuation and grammar.

Answer

Hey Ben,
Your class sounds really interesting! Why would you want to be a firefighter? It's an exciting job but also scary!
My perfect job would be being a vet, because I love animals, and I'm doing really well in biology at school. I'd get to see so many different pets as a vet, and I could work in other countries, which is great because I love travelling too. I could ask my local vets if I could do some work experience there. Would you ask your local fire station if you could do that?
Bye,
Josh

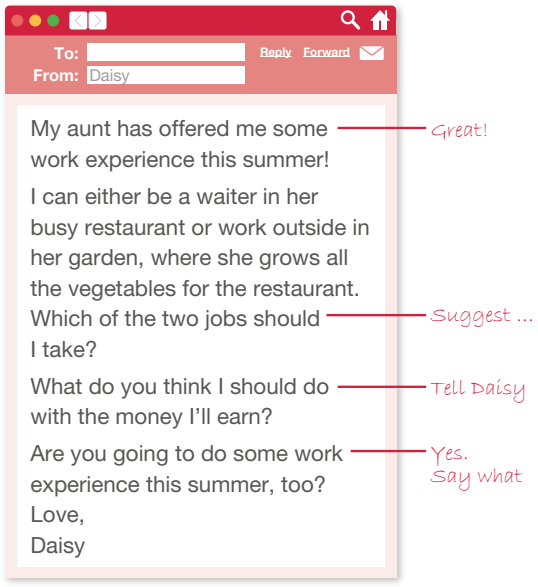
COOLER

Put students into small groups. They take turns to choose a linking word from the box in Grammar, Exercise 1 on page 110 and nominate another student to make a sentence using it. Repeat until every student has had at least one turn.

WRITING An email (3)

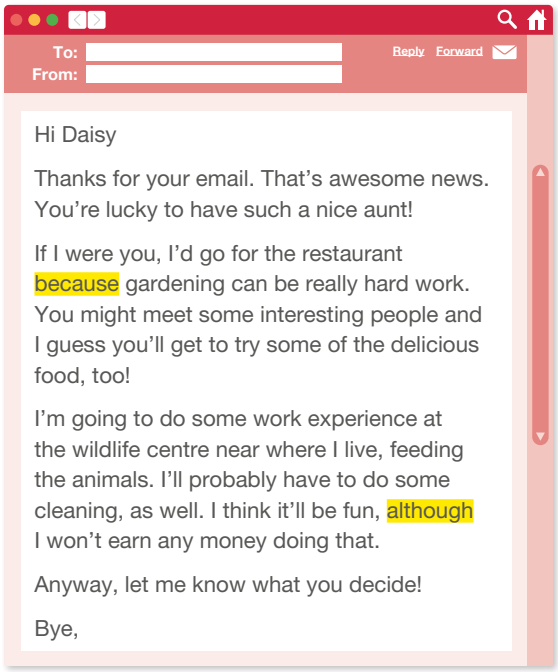
1 **Read the task. Then tick (✓) the three things that Daisy wants you to write about.**

- Read this email from your penfriend Daisy and the notes you have made.



- Write a reply to Daisy, using all the notes.

2 **Read the *Prepare to write* box. Then read the reply to Daisy's email. Which of Daisy's questions has the writer failed to answer properly? What information should you add?**



PREPARE TO WRITE

An email

When you are replying to a friend's email:

- make sure you answer all the questions the friend asks.
- organise your ideas so that the email reads clearly.
- include some longer sentences with linking words.
- remember to use short forms and informal language, such as phrasal verbs.
- remember to use an informal phrase to begin and end your email.

3 **Complete the sentences with *although* or *because*.**

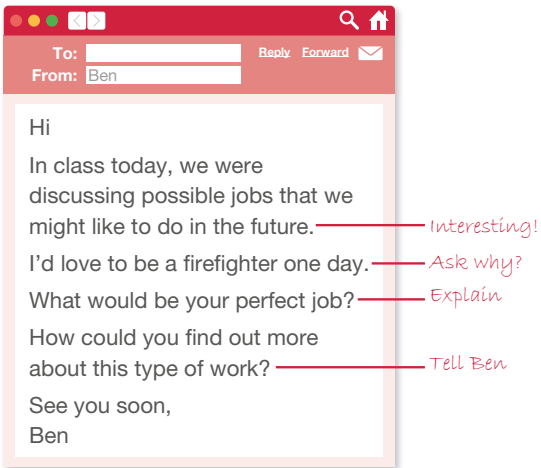
1 You'll enjoy this job _____ you enjoy working with animals.
2 It's fun working outside, _____ it's sometimes cold and wet in the winter.
3 Babysitting is fun, _____ young children can be difficult sometimes.
4 I'd love to work for a TV company _____ I might meet some famous people!

4 **Find these things in the reply in Exercise 2:**

1 a phrasal verb meaning 'choose'
2 two more examples of informal language

5 **Read the task below and plan your answer. Remember to plan answers to all the questions.**

- Read an email from your friend, Ben.



6 **Write your reply to Ben's email using the notes you have made.**

- Use the tips in the *Prepare to write* box.
- Write about 100 words.
- Remember to check your spelling and grammar.

20 MAKING PLANS

ABOUT YOU

What do you hope to do after you finish school?
What do you plan to do in the summer holidays?

VOCABULARY Hopes and dreams

1 Look at the photos. Describe them to your partner.



76 **2** Listen to three teenagers talking about their plans and hopes for the future. Match the speakers to three of the photos.

76 **3** Answer the questions. Then listen again and check.

1 What did speaker 1 always dream of doing?
2 What did her mother encourage her to do?
3 Who has speaker 2 always admired?
4 What does he imagine himself doing before a game?
5 Where does speaker 3 aim to study?
6 What advice does she give to other young people?

4 EP Complete the sentences with the correct form of the verbs in the box.

achieve admire aim choose dream encourage imagine try your best

1 When he was younger, my dad _____ of being an astronaut.
2 I can't _____ what it's like to work all day.
3 Max _____ to study French and Spanish when he was 14.
4 I really _____ sports stars who practise for hours.
5 Mum _____ me to take up dance classes.
6 Nelson Mandela _____ many great things in his life.
7 Jenny _____ to go running every day before school, but she found it really hard.
8 Don't be sad. You _____ and no one can ask more.

5 Discuss the questions.

1 What would you like to achieve in the next five years?
2 Who do you admire most? Why?
3 What subjects do you think you will choose to study when you're older?
4 Do you dream of being famous?
5 What or who encourages you most when you have to study?
6 What do you imagine you will be doing in five years' time?
7 In what situations do you try your best?

20 MAKING PLANS

Unit Overview

TOPIC	The future
VOCABULARY	Hopes and dreams
READING	A meaningful summer
GRAMMAR	Verbs with two objects
VOCABULARY	Phrasal verbs
LISTENING	A radio programme
SPEAKING	Discussing options (3)

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 151; TB page 245
WORKBOOK: pages 80–83
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 20; Vocabulary worksheet Unit 20
TEST GENERATOR: Unit test 20; Term test 3; End of Year test

WARMER

Write the following time phrases on the board: *next week*, *next month* and *next year*. Ask students to write one thing they hope to have done or be doing by each of the dates, before comparing ideas with a partner. Say one sentence to model the structure, e.g. 'This time next month, I'll be on holiday.' Nominate individuals to tell the class what they'll be doing or have done.

ABOUT YOU

Ask one or two stronger students to answer the questions before putting students into pairs to discuss their plans and hopes. Monitor and give positive feedback, encouraging students to show an interest in, and respond to, each other's ideas. Discuss ideas as a class.

VOCABULARY Hopes and dreams

1 Put students into same ability pairs and ask them to take turns to describe the photos. Their descriptions should answer the questions *Who?*, *Where?* and *What?* Monitor and help with vocabulary and pronunciation as necessary. Ask students to say if they would like to be any of the people in the pictures and why.

Possible answers

A A trainee / volunteer animal handler in a zoo / farm / wildlife park
B A group of students on graduation day
C A young woman playing the piano as part of an orchestra in a concert hall
D Young semi-professional / professional footballers

76 **2** Read the instructions and ask students to suggest words and phrases they might expect to hear, based on the photos. Play the recording for students to do the matching exercise. Check answers.

Answers

Speaker 1 C; Speaker 2 D; Speaker 3 B

76 **3** Tell students to read the questions and check vocabulary. Play the recording, pausing after each of the speakers to give students time to write their answers. Allow them to compare their answers with a partner.

Answers

1 playing the piano in an orchestra, to lots of people
2 keep on practising, even when it was hard
3 football heroes
4 winning
5 in the United States
6 Whatever you choose to do, go for it!

» AUDIOSCRIPT TB PAGE 281

4 Do the first item as a class. Point out that there are often clues before and after the space to help students choose the correct word, e.g. in the first item, the preposition *of* follows the space, so students know they need to find a verb that can be used with *of* (*dream*). Ask them to choose the correct verb, before deciding on the correct tense (*dreamed*).

Monitor as students complete the exercise in pairs.

MIXED ABILITY

Help weaker students by pointing directly to the words or phrases which provide clues to the answer, (2 *what* – *imagine* plus object; 3 *to* – verb followed by *to* + infinitive; 4 *really* – followed by a verb expressing preference / strong preference; 5 *me* – verb followed by object; 6 *many great things* – appropriate verb to precede this; 7 *to go* + *-ing* – appropriate verb to precede this; 8 *You* – subject + verb phrase).

Answers

1 dreamed 2 imagine 3 chose 4 admire 5 encouraged
6 achieved 7 aimed 8 tried your best

5 Put students into same ability pairs to discuss the questions. Invite students to report back to the class. Students give their own answers.

READING

BACKGROUND INFORMATION

Many schools in England offer school activity holiday courses. In some places there are 60 or more courses to choose from, including art, horse riding, water sports, musical theatre, master chef, cheerleading, computer coding and rugby. They are usually organised for children whose parents are working.

1 Books closed. Divide the class into two. Ask one group to imagine they have a long holiday in winter and to think of activities that might take place and the other group to focus on summer activities. Set a short time limit of about two minutes. Write key words and phrases on the board and ask students to say which activities are *meaningful* activities – ones which will be fun but also provide an opportunity for learning. Ask students to make a list of what they usually do in the summer holidays and ask for volunteers to make suggestions. Add them to the board.

Answers

Students' own answers

2 Direct students to the photos and headline. In pairs, students choose and describe a photo for their partner to guess the activity. Nominate individuals to say what they think the article is about and to give reasons. See if the class agrees. Write key words and phrases on the board and help with pronunciation if necessary.

Answers

Students' own answers

3 Tell students to read the questions, checking vocabulary as necessary. Ask them to say how they will find the information in the text (*they should underline key words in the questions and then read the article quickly to locate the information before reading carefully*). Tell students to read and answer the questions individually and monitor and encourage them to guess the meaning of new words from the context. Invite students to give answers and see if the class agrees before confirming.

FAST FINISHERS

Ask fast finishers to write a list of any words or phrases they would like to check the meaning of in a dictionary. Go over the meaning of these after you have done Exercise 4.

Answers

1 to highlight activities for the summer holidays that are meaningful and useful
2 so that you have a busy week/don't get bored
3 They could start making their own clothes or jewellery and then sell them online.
4 You need to plant the vegetables and give them time to grow.
5 exercise and raising money for charity

77 The Reading text is recorded for students to read, listen and check their answers.

4 Before students do the exercise, remind them that they can check they have the correct meaning of a word or phrase by re-reading the sentence with the definition to see if it makes sense. Monitor and help as students do the exercise individually, advising students who find the activity challenging to begin with the words they find easiest. Check answers.

Answers

1 volunteer 2 leisure centre 3 sponsor 4 meaningful
5 skills

TALKING POINTS

Put students into same ability pairs to discuss the questions. Monitor and help them communicate their ideas. Ask the first question and nominate a student to give their opinions, then invite another for theirs. Repeat until several students have contributed. Ask the second question and invite different students to offer suggestions. For the final question, encourage students to give reasons for their opinion.

COOLER

Ask students to read the text again and make a note of vocabulary they are unsure of. Ask them to guess from context and then check in a dictionary.

READING

1 What do you usually do in the long holidays? Make a list.

2 Look at the photos and the headline. What do you think the article is about?

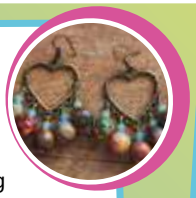


A meaningful summer

77

The summer holidays are most definitely a time for rest and relaxation. But after the first few days of staying in, you might start to get bored. After all, watching videos on YouTube all day isn't the best way to spend your free time! How about choosing to take on a few meaningful activities these holidays? It'll be a challenge, but we think you'll have a lot of fun, and learn some incredible life skills. Whatever you choose to do, you're certainly going to make some great memories, and maybe even a bit of extra cash. Here are some ideas.

Home camp



Plan a week of activities as though it were a summer camp week. First, make a list of things you can do, for example, go for a cycle ride in your local park, visit a museum in the city, go swimming at the local leisure centre. Perhaps you could volunteer as well by helping out at a local charity, hospital or care home? Encourage your friends to join in the activities and then find a week when you're all free and plan what you're going to do each day. Aim to include at least two activities per day and you'll see that you have a very busy week, and certainly no time to be bored!

Grow your own food

You don't need to live in the countryside to grow your own food. You can do this on your balcony if you live in an apartment block. You can grow fruit, vegetables and herbs. It might be an idea to begin this project earlier though, in the spring, as the plants need a few months to grow. Go to a local garden centre to get some ideas. And what better way to enjoy the food you grow than by using it in your own cooking? Why not find recipes online or ask family members to teach you how to cook their favourite dishes?

Your own holiday business

Do you want to earn some extra pocket money this summer? The summer holidays are the perfect time to start your own 'holiday business' and gain some skills. What type of thing you can do depends on your abilities and interests. Are you good with your hands? Do you enjoy making things? You could start making your own jewellery or clothes and then sell them online. Are you good with computers and technology? Maybe you could help your friends and neighbours with their IT problems. Are you an animal-lover? You could look after your neighbours' pets while they are on holiday or offer a dog-walking service.

Raise money with a run

There are sports activities taking place all the time, even during the summer. Have a look online and find one near you that's open to young people. Why not take part in a 5-km run, or a cycling event? If you do this, people can sponsor you and then you can give your favourite charity the money. This is a great way to do two great things – helping people and exercising!



3 **Read the article and answer the questions.**

1 Why did the writer write this article?
2 Why should the camp week have different activities?
3 What does the writer suggest for creative people?
4 Why do you need to begin the garden project early?
5 What are the advantages of taking part in a sponsored sports activity?

4 **Match the highlighted words to the definitions.**

1 help or work for an organisation without being paid
2 a building with a swimming pool and places where you can play sports
3 to give money to someone to support an activity, event or organisation
4 useful or important
5 things you do well because you have practised them

TALKING POINTS

Which of these ideas would you like to try?
Do you think it's important to plan what you want to do? Why? Why not?
How important is luck in achieving your aims?

GRAMMAR Verbs with two objects

1 **Read the two examples. Which verb has two objects? Which is the direct object and which is the indirect object?**

1 You can give your favourite charity the money.
2 You could start making your own jewellery.

2 **Read the examples and identify the direct object and indirect object in each one. Then choose the correct word to complete the rules.**

1 My friend sent me this photograph.
2 My friend sent this photograph to me.

Some verbs can be followed by two objects, a direct object and an indirect object.
a The direct object is usually a *person* / *thing*.
b The indirect object is usually a *person* / *thing*.
c If the *direct* / *indirect* object comes first, we use *to* or *for* before the indirect object.
d If the *direct* / *indirect* object comes first, we don't use *to* or *for*.

» GRAMMAR REFERENCE AND PRACTICE PAGE 151

3 **Underline the direct object and circle the indirect object in each sentence.**

0 I sent my (cousin) an email.
1 She gave him some flowers.
2 He took his dad a present.
3 The girl sent her mother a photo.
4 My best friend told me a secret.
5 Mum brought me a glass of juice in bed.
6 The girls showed each other their phones.

4 **Write the sentences with the indirect object first.**

0 They brought some flowers for me.
They brought me some flowers.
1 Jack wrote an email to his friend.
2 She gave some flowers to the boy.
3 She showed a photo to her friends.
4 I bought a book for my brother.
5 She told her story to the class.

5 **Correct the mistake in each sentence.**

1 Parents have to pay to them a lot of money.
2 I will you show the photographs.
3 Tell to me everything about our last class.
4 I'm going to tell a story about my holiday.
5 Can you lend to me a pencil, please?

6 **Answer the questions with a partner.**

1 Who did you send your last message to?
2 What presents did people give you for your last birthday?
3 Has anyone promised you anything recently? What was it?
4 Who do you usually show your homework to?

VOCABULARY Phrasal verbs

1 **Read the examples and underline the phrasal verbs.**

1 Encourage your friends to join in the activities.
2 What type of thing you can do depends on your abilities and interests.

2 **Read the sentences and match the phrasal verbs to the meanings.**

EP

1 If you want to grow your own food, you should **go for** it!
2 I **kept on** reading my book after midnight – it was so good!
3 My friend Janey **got into** the national team. She was so pleased.
4 I think it's important to **join in** group activities.
5 Her success **depends on** her ability to practise every day.
6 Jake's father **believed in** his ability as a surfer.
7 Mark is trying to **work out** how he can do everything he wants to.
8 I got to the party too late and **missed out** on all the fun.

a trust that someone can do something well
b not do or have something that you would enjoy
c be affected by something or someone
d become a member of a team or group
e try to get or achieve something
f take part in something with other people
g understand something after thinking very carefully
h continue to do something

3 **Complete the text with the correct phrasal verbs from Exercise 2.**

Hi Frankie,

Sorry I couldn't make it to the party! I know I [1] _____ on a lot of fun. I've been really busy with training recently. Did I tell you I [2] _____ the national team?! I'm so happy! The coach said he'd always [3] _____ me, which I thought was a nice thing to say! I have worked so hard to get this far, but I can't stop now – I need to [4] _____ practising to get even better. I have to make the most of this opportunity and really [5] _____ it. My success at the next Olympic Games [6] _____ a lot of training. So I won't be able to [7] _____ the holiday activities. But let's try to see each other soon – I just need to [8] _____ when I'm free, first!

Bradley

4 » **Work in pairs. Turn to page 125.**

GRAMMAR Verbs with two objects

WARMER

Books closed. Write the following words on the board: *some flowers / for / they / bought / me* and put students into mixed ability pairs to make a sentence (*They bought some flowers for me*). Write the sentence on the board and ask students to identify the following: subject (*they*), verb (*bought*), object (*flowers*) and indirect object (*me*).

1 Do the exercise as a class. Go through the instructions before going through each of the sentences in turn. If necessary, give further example sentences to help students understand the difference between a direct and indirect object. For example:

I bought a new phone yesterday. [*a new phone* is the direct object]

She showed her holiday photos to her friends. [*her holiday photos* is the direct object; *her friends* is the indirect object]

Answers

In sentence 1, *give* has two objects: *money* = direct, *favourite charity* = indirect

2 Put students into mixed ability pairs to complete the rules. Monitor and encourage stronger students to give further examples of verbs with two objects. Check answers.

Answers

1 *photograph* is the direct object, *me* is the indirect object
2 *photograph* is the direct object, *me* is the indirect object
a thing b person c direct d indirect

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

3 Do the first item as a class before asking students to continue in pairs. Encourage them to refer to the rules again if necessary. Ask students to give answers and see if the class agrees before confirming.

Answers

1 She gave [circle him] him some flowers.
2 He took [circle his dad] his dad a present.
3 The girl sent [circle her mother] her mother a photo.
4 My best friend told [circle me] me a secret.
5 Mum brought [circle me] me a glass of juice in bed.
6 The girls showed [circle each other] each other their phones.

4 Go through the example with the class before asking students to continue individually. Monitor and help as necessary. Ask for volunteers to give answers and see if the class agrees before feeding back.

MIXED ABILITY

As you monitor, point out the indirect object for students who find the exercise challenging.

Answers

1 Jack wrote his friend an email.
2 She gave the boy some flowers.
3 She showed her friends a photo.
4 I bought my brother a book.
5 She told the class her story.

5 Do the first item together as class before putting students into mixed ability pairs to continue. Monitor and help as necessary before asking for volunteers to give answers and see if the class agrees before feeding back.

Answers

1 Parents have to **pay them** a lot of money.
2 I will **show you** the photographs.
3 **Tell me** everything about our last class.
4 I'm going to **tell you** a story about my holiday.
5 Can you **lend me** a pencil, please?

6 Nominate different students to answer the first question and monitor for accuracy. Students should answer using full sentences. Put students into mixed ability pairs and monitor and help with accuracy as necessary. Invite students to share any interesting or amusing answers with the class. Students give their own answers.

» GRAMMAR WORKSHEET UNIT 20

VOCABULARY Phrasal verbs

1 Do the activity together as a class and ask students how they identified the phrasal verb in each sentence (*by identifying the preposition first*). Check answers.

Answers

1 join in 2 depends on

2 Ask students to read meanings a–h and check vocabulary as necessary. Do the first item together as a class before putting students into mixed ability pairs to continue. Ask for volunteers to suggest answers.

Answers

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

3 Ask students to read the whole text, ignoring the gaps for now, and to say what Bradley has been doing that prevents him from having any free time (*he's training for the Olympic Games*). Go through the first item with the class, monitoring and helping as necessary. Have students continue individually and ask for volunteers to read the entire sentence aloud to check answers.

Answers

1 missed out 2 got into 3 believed in 4 keep on 5 go for
6 depends on 7 join in 8 work out

4 Direct students to page 125 and tell them to read questions 1–9, checking vocabulary as necessary. Ask students to make a note of some key words to answer the questions before putting them into same ability pairs to discuss the topics. Students give their own answers.

FAST FINISHERS

Ask students to revisit two or three of the topics and to add more information to their answers.

» VOCABULARY WORKSHEET UNIT 20

LISTENING

78 **1** Ask students to listen to the radio programme and say what it is about. Ask for volunteers to give answers and see what words and phrases they remember that helped them decide. Assist with pronunciation, write key words and phrases on the board and check students understand the meaning of *achievements*.

Answers

achievements in the last year

78 **2** Copy the table onto the board. Read the instructions and play the audio for students to complete the table. Ask for volunteers to give answers and write them in note-form in the appropriate place on the board.

Answers

Chris: ran his first half marathon, won a medal; Nathan: completed music technology courses, been offered a recording project; Sophia: passed the first part of test for driving license; Lucy: kept the class blog going for one year, learned a lot of people skills; Tom: made 'How to' videos, learned a lot about making videos

78 **3** Ask students to read the questions and underline key words before they listen to the audio again. Ask for suggestions and help with pronunciation to help students recognise the words if they hear them in the recording. Nominate individuals to give answers and see if the class agrees before confirming answers.

Answers

1 getting up early / training before and after school every day
2 the teachers
3 She was nervous.
4 people skills
5 presentation skills

» AUDIOSCRIPT TB PAGE 282

SPEAKING Discussing options (3)

1 Ask students to look at the pictures and say what they can see. Write key words and phrases on the board and give pronunciation practice where necessary. Ask students to say which activities they would like to do on holiday and why. Students give their own answers.

79 **2** Go through the instructions and check students understand the meaning of *benefits* (*an advantage or profit*). Play the audio for students to decide if the statements are true or false. Ask students to compare answers and give them the option of listening again before checking answers.

Answers

1 F – Jon thinks this
2 T – 'In the summer I want to do things. … learn something new'
3 T – 'I think it would be better to do something together, you know, a team activity.'
4 T – 'I don't think rock climbing is actually a team sport!'
5 F – They agree that the best activities are rock climbing and handball.

79 **3** Ask students to read the *Prepare to speak* box and play the recording for them to identify the phrases.

Answers

Do you agree with me?, No, I don't agree with you … because, That's a good idea, That's true, Do you agree with me?, I agree with you, That's an excellent idea, I agree

» AUDIOSCRIPT TB PAGES 282–283

Tips Remind students to think carefully about the situation. Tell students to give their partner time to speak.

4 Direct students to page 125. Ask students to look at the pictures and say which activities they can see. Make a note of key words and phrases on the board, for example, *painting, playing the guitar*, *playing tennis*, *learning to cook*, *going to dance classes*, *sailing*. Ask students to work with a partner to discuss which of the activities they would like to do and why. Remind them to use expressions from the *Prepare to speak* box on page 115. Finally, take a class vote on the most and least popular summer holiday activities. Students give their own answers.

5 Ask students to read the questions and check vocabulary as necessary before asking them to discuss. Remind them to use expressions from the *Prepare to speak* box. Students give their own answers.

COOLER

Students write three sentences about their own hopes and plans for their summer holidays on a piece of paper. Collect the sentences and redistribute them. Students guess who wrote each one.

LISTENING

78 **1** **Listen to the introduction to a radio programme. What is it about?**

78 **2** **Now listen to the programme and write down the teens' achievements.**

	Achievement
Chris	
Nathan	
Sophia	
Lucy	
Tom	

78 **3** **Listen again and answer the questions.**

1 Why does Chris describe his schedule as 'crazy'?
2 What does Nathan say was the best part of his course?
3 What does Sophia say about the test day?
4 What skills did Lucy learn?
5 What useful skills did Tom learn?

SPEAKING Discussing options (3)

1 **Look at the pictures of activities on a summer activity course. Which activities would you like to do on holiday? Why?**



79 **2** **Read the task. Then listen to three people discussing the different activities. Decide if the sentences are true or false.**

A boy is going to do a **summer activity course** during his holidays. Here are the different things that he could do. Talk to each other about the **benefits** of these different activities and then decide which would be best.

1 Jessica thinks sleeping all summer holiday would be boring.
2 Ana thinks it's nice to learn something new in the holidays.
3 Jon thinks team activities are better than individual activities.
4 Jon doesn't think that rock climbing is a team sport.
5 The three people agree that rock climbing and painting are the best activities.

79 **3** **Read the *Prepare to speak* box, then listen again. Which phrases do you hear?**

PREPARE TO SPEAK
Agreeing and disagreeing

Agreeing
I completely agree with you.
That's (very) true.
That's an excellent idea!
I agree with you.

Disagreeing
I don't agree with you because …
That's quite a good idea, although …
Yes, but at the same time …

Asking for agreement
Do you agree with me?
Do you think the same?
Is that how you feel?
What do you think?

4 » **Work in pairs. Turn to page 125.**

5 **Discuss the questions.**

1 What do you usually do during the summer holidays?
2 Is it important to plan what you are going to do in the summer holidays? Why? / Why not?
3 In the holidays, do you prefer to spend time with your friends or your family? Why?
4 Do you prefer spending time at home or spending time outdoors? Why?
5 Would you like to have longer summer holidays? Why? / Why not?

LIFE SKILLS EMOTIONAL SKILLS

MANAGING STRESS



LIFE SKILLS

How to manage stress

It's normal to have some problems at school, at home or with friends. These problems can cause negative feelings, or stress. Everyone has some stress in life, but too much stress can be bad for a person's health. That's why it's important to deal with stress and reduce its effects.

1 **What things are stressful for you? Rate the issues below from 1 (not stressful) to 4 (very stressful).**

a ..... homework and school projects
b ..... personal problems with friends
c ..... worries about tests and exams
d ..... nasty messages on social media
e ..... not having enough pocket money
f ..... looking good and being in style
g ..... bullies and other negative people

2 **Read the text on the opposite page. Which suggestions would be the most helpful for you?**

3 **Match the following ideas with the tips in the text.**

1 Doing your homework at the last minute isn't a good habit.
2 Take some time to enjoy yourself after your work is done.
3 Make sure you have a good diet and get plenty of rest.
4 It's important to think about the possible causes of your stress.
5 Talking to someone about your worries can make you feel better.
6 Sports and exercise are good ways to reduce feelings of stress.

4 **Match the highlighted words in the text to the meanings.**

1 based on good decisions
2 spend your free time in a place or with someone
3 feeling nervous or worried
4 related to school and studies
5 when you feel how something happens to you
6 have something inside or as a part

80 **5** **Listen to four people: Paul, Emma, Marco and Vicky. Match them with the problems they mention.**

arguments bullying homework
money parents sisters
social media sports

1 Paul .....
2 Emma .....
3 Marco .....
4 Vicky .....

80 **6** **Listen again. Answer the questions.**

1 How did Paul finally solve his problem?
2 Why hasn't Emma got very much free time?
3 Why does Marco tell his friends that he's busy?
4 What do her sisters do that annoys Vicky so much?

7 **Work in pairs. Think of suggestions to help Paul, Emma, Marco and Vicky.**

8 **Read the *Useful language* phrases. Complete them with your own ideas.**

USEFUL LANGUAGE

Describing stress

1 I can't relax when …
2 It's annoying when …
3 I feel upset when …
4 I get stressed when …
5 I really hate it when …

LIFE SKILLS

Learning Objectives

- The students learn about managing stress.
- In the project stage, they prepare a report and present it to the class.

Vocabulary

academic anxious contain experience hang out sensible

BACKGROUND INFORMATION

It is normal to have a physical or mental reaction to everyday responsibilities and serious life events. Sometimes, the effects of stress are positive as they help prepare our bodies for difficult situations, for example, by getting our muscles ready to respond to a situation. However, if people experience stress over a long period of time, this can cause a range of symptoms which include anxiety, headaches and depression. More seriously, long-term stress can weaken our immune systems, making us more likely to get infections. High blood pressure is a further possible effect of stress and, over time, this can increase our risk of having a heart attack.

WARMER

Write *emotional skills* on the board and put students into pairs or small groups to discuss what the phrase might mean. Ask for suggestions and write key words and phrases on the board. Tell students that *managing stress* is an example of an *emotional skill*, and check students understand the phrase.

LIFE SKILLS

How to manage stress

Tell students to read the information and check vocabulary as necessary. Invite students to say if they agree or disagree with any of the points in the text and to give their reasons. Encourage open-class discussion and help students make connections between their contributions.

1 Go through the instructions and check students understand each of the issues a–g. Go through the first item as a class, eliciting which aspects of homework and school projects would make them more or less stressful (for example, *time limit, length, difficulty*). Monitor and help if necessary as students rate the issues, encouraging them to explain their rating. Bring the class together and ask for volunteers to tell the class about how they feel about the issues.

Answers

Students' own answers

2 Direct students to the article *Stress-busters!*. Ask them to underline key words and phrases which relate to suggestions or helpful tips on how to deal with stress. Elicit suggestions and make notes on the board before nominating students to say which would be most helpful to them. Help with pronunciation as necessary.

Answers

Students' own answers

3 Read the ideas 1–6 and tell students to underline key words and phrases they think will be helpful to direct their reading. Ask students how they are going to read the text (*quickly, looking for relevant key words in each one*). Set a short time limit of about five minutes for students to find ideas 1–6 in the article. Ask for volunteers to give answers and to say which words or phrases in the texts helped them match the ideas to parts of the text.

Answers

1 Tip 2 (the last minute = wait until Sunday evening, bad habits)
2 Tip 5 (enjoy yourself = activities that you enjoy)
3 Tip 3 (good diet, plenty of rest = healthy habits, healthy meals, get at least eight hours of sleep)
4 Tip 1 (think about the possible causes = without understanding the reasons, stop and think)
5 Tip 4 (talking to someone about your worries = helpful to speak with someone)
6 Tip 3 (sports, exercise, reduce, stress = do at least one hour of exercise)

81 The Reading text is recorded for students to listen, read and check their answers.

4 Tell students to complete the exercise individually, and to compare their answers with a partner. Advise students to read each sentence and substitute the highlighted word for the correct meaning 1–6 and check it makes sense. Nominate individuals to give answers, and others to say if they agree or not.

Answers

1 sensible 2 hang out 3 anxious 4 academic 5 experience 6 contain

FAST FINISHERS

Ask fast finishers to make a note of other vocabulary they are unsure of and to use the information in the text to guess meanings. Ask students to report to the class after checking answers to Exercise 4.

CONTINUED ON PAGE 230

80 **5** Read the instructions and check students understand the meanings of the words in the box. Model pronunciation and indicate syllable stress to help students recognise the words or phrases when they hear them. Play the audio and nominate individuals to suggest answers. See if the class agrees before feeding back.

Answers

1 Paul: social media, bullying
2 Emma: sports, homework
3 Marco: money, parents
4 Vicky: arguments, sisters

80 **6** Tell students to read questions 1–4, check vocabulary as necessary and ask students to underline key words and phrases to focus their listening (for example, 1 *solve*, *problem*; 2 *free time*; 3 *tell, friends, busy*; 4 *do, annoys*). Play the audio before asking students to compare their answers in pairs.

MIXED ABILITY

If you think some students are struggling to answer the questions, give the class the option of listening another time before checking answers. Or play the listening again and ask students to say 'stop' when they hear the answer for you to pause the recording.

Answers

1 He blocked the people who were writing nasty comments.
2 She's in the basketball and swimming teams.
3 Because he hasn't got enough money to go out with them.
4 They are always using her things without asking.

» AUDIOSCRIPT TB PAGE 283

7 Put students into pairs to discuss possible suggestions for the four people. Monitor and encourage students to explain or justify their ideas and report any interesting comments to the class. Make a note of key words and phrases for each person on the board.

Answers

Students' own answers

8 Tell students that giving personal examples helps a listener think more about points being made and makes it easier for them to consider the situation from another's point of view. Direct students to the *Useful language* box and monitor and help as they do the activity individually. Put students into pairs or small groups to exchange their ideas. Ask for volunteers to tell the class about another student's ideas.

Answers

Students' own answers

PROJECT ***A report***

Ask students to read the instructions and questions 1–6 which they will need to answer for their own project. Monitor and help with ideas if necessary as students make a note of key words and phrases about their personal stress and how they deal with it. Tell them to choose some expressions from the *Useful language* box.

Put students into pairs to rehearse giving their presentation using their notes, and to give each other suggestions to improve their work. They should then revise their reports and present them to the class. Ask the class to make notes of other ideas to answer the questions 1–6 as they listen to their classmates' presentations.

PROJECT EXTENSION

In pairs, students write answers to questions 1–6 for another stressful situation on a slip of paper, using some of the ideas from their notes on their classmates' presentations. Collect the slips of paper and redistribute them. Ask students to guess the situation, suggest possible solutions and to prepare a poster presentation for a class display.

COOLER

Ask students to look at the paragraph headings in *Stress-busters!* and to put them in order of importance. Tell them to list five key words or phrases associated with each point that they can review the next time they feel stressed.

Stress-busters!

81



There are lots of things that cause stress in our lives, such as school problems, arguments with friends and negative feelings that we sometimes have about ourselves. We all experience stress at times, but it's important to manage it properly and reduce its effects. Here are some helpful tips for dealing with stress.

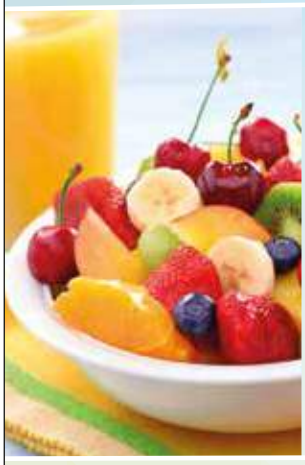
1 Stop and reflect

Sometimes we feel stressed without understanding the reason. For example, you might be anxious about a maths exam tomorrow because you haven't studied enough. However, your real problem isn't the exam – it's the way you organise your studies. Whenever you're stressed, you should stop and think. What is really happening? How can you improve the situation? Try keeping a diary about your problems and the possible causes.

2 Manage your time

Do you forget when your school projects are due? Do you wait until Sunday evening to do homework? These bad habits can cause 'last-minute' stress, as well as poor grades. It's more sensible to plan your studies, for example with a calendar. You can also divide big projects into smaller tasks that you can do in parts. In addition, you should plan your other activities, like sports and clubs. In this way, you'll always know how much time you really have.





3 Watch your health

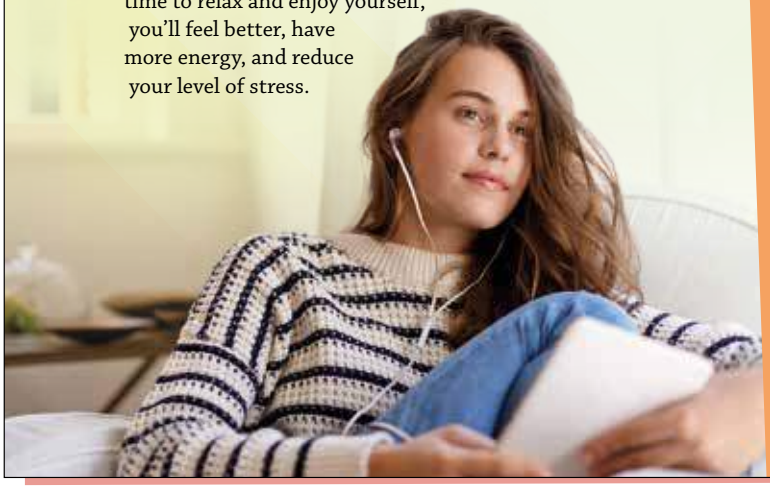
Healthy habits are very important for reducing stress. Be sure to eat healthy meals with lots of fruit and vegetables. Try to get at least eight hours of sleep and don't drink too much coffee or tea in the evening. They contain caffeine, which can make you nervous. And don't check your mobile phone or use the computer before bedtime. It will keep you awake! Finally, you should do at least one hour of exercise every day. Physical activity keeps your body strong and healthy and it's also very relaxing.

4 Reach out for help

When you're feeling stressed, it's helpful to speak to someone who understands your situation, such as your friends and family. Sometimes it's enough to talk about your problems and share your feelings with other people. Other times, you might ask for advice or suggestions. At school, you can also speak to teachers, especially if you're having academic problems. Don't keep your worries to yourself. Remember that you're not alone!

5 Have some fun!

Finally, find some free time for activities that you enjoy, such as sports, hobbies and meeting with friends. Why not make plans to see a film or hang out in the park at the weekend? You can also spend some time listening to your favourite music or playing computer games, but make sure you've done your homework first! If you take some time to relax and enjoy yourself, you'll feel better, have more energy, and reduce your level of stress.



PROJECT *A report*

Prepare a report about the things that are stressful for you and how you deal with that stress. Use the questions below and add more ideas of your own.

1. When do you usually get stressed?
2. What things do you hate or find annoying?
3. How well do you manage your time?
4. Have you got healthy habits that reduce stress?
5. Who do you talk to when you feel stressed?
6. What do you do to relax and have fun?

Share your report with a classmate and ask for suggestions to improve your work. Then revise your report and present it to the class.

REVIEW 5 UNITS 17–20

VOCABULARY

1 **Unscramble the verbs in the box and use them to complete the sentences.**

anrw diernm edegaisr
noewrd spagoolie sporime

1 I'm definitely going to do my homework after dinner – I _____!
2 I'm really sorry I didn't text you earlier. I _____ for the confusion.
3 I don't want to forget about my appointment. Can you _____ me?
4 I don't have the same opinion as you – I _____ with you.
5 Mum and Dad will be asking themselves where you are – they will _____ where you are.
6 The police will _____ us if there is any danger of flooding.

2 **Write the adjective to describe each person.**

1 I want to know all about kangaroos and other animals from Australia. c _ _ _ _ _ _
2 Argh! The internet isn't working, so I can't chat to my friends! a _ _ _ _ _ _
3 I'm really happy with my grade for my project! d _ _ _ _ _ _ _ _
4 I don't know anyone at this school. I miss my old school. l _ _ _ _ _
5 I don't want to talk to anyone. I feel silly. s _ _
6 Sometimes he doesn't even say hello to me when he sees me! r _ _ _

3 **Complete the sentences with the verbs in the box.**

arrange calculate develop
handle run update

1 We want to _____ a better design, which won't have so many problems.
2 It's a difficult situation and I'm not sure how to _____ it.
3 My parents want to _____ a meeting with my teachers.
4 She loves cooking and she'd like to _____ her own restaurant one day.
5 We _____ the website with new information every day.
6 I've got all the figures, so I can _____ the total.

4 **Choose the correct words to complete the sentences.**

1 If you want to do something, you should *go for* / *go at* / *try to* it.
2 I can't study any more – I have *tried the best* / *tried my best* / *done the best*.
3 I really *admire* / *imagine* / *dream* people who have more than one job – they're amazing!
4 Lara *chose* / *encouraged* / *achieved* to visit her best friend after school.
5 I *aim* / *encourage* / *dream* of being a famous sports star.
6 I *keep on* / *aim* / *imagine* to be rich by the time I am 20.

GRAMMAR

1 **Complete the reported questions.**

1 How many celebs actually enjoy their status?
I wondered …
2 Did you all enjoy the film?
Mr Hamilton wanted to know …
3 Did you finish the maths homework?
Margit asked me …
4 Can you speak more than one foreign language?
I asked my uncle …
5 Have you seen the new James Bond movie?
Julia wanted to know …
6 Where is Stefan going on Saturday?
George wondered …

2 **Fill in the missing words to rewrite the sentences.**

1 The woman painted my nails.
I _____ my nails _____.
2 The man brushed the dog's hair.
The dog _____ its hair _____.
3 Someone is taking my photo.
I _____ my photo _____.
4 The garage has fixed my motorbike.
I _____ my motorbike _____.
5 Tomorrow, my aunt is going to cut my hair.
Tomorrow I _____ my hair _____.

REVIEW 5 UNITS 17–20

Overview

VOCABULARY	Verbs of communication; Adverbs of degree: *fairly, pretty, quite, reasonably*; Personal feelings and qualities; Prepositions and conjunctions; Work tasks; *as* and *like*; Hopes and dreams; Phrasal verbs
GRAMMAR	Reported questions; *have something done*; Different types of clause; Verbs with two objects

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 17–20; Vocabulary worksheets Units 17–20; Review Game Units 17–20; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Write the following words on the board: *promise, curious* and *develop.* Ask students to classify them according to the following topics: *communication, qualities* and *work*. Ask students to give further examples of each category.

VOCABULARY

1 Write sentence 1 on the board for students to find the scrambled form of the word in the box. If students are struggling, give them the first couple of letters for the word. Monitor and offer further help if necessary.

Answers

1 promise 2 apologise 3 remind 4 disagree 5 wonder 6 warn

2 Give students about three minutes to think of as many adjectives as they can which describe personal feelings and qualities. Ask them to check in Unit 18 page 102 before they do the activity. Point out that the number of spaced lines indicates the number of letters in the target word and that the first letter of the word is given.

Answers

1 curious 2 annoyed 3 delighted 4 lonely 5 shy 6 rude

3 Ask students to look at the words in the box and to suggest a connection between them. Direct them to Unit 19 page 108 to check their ideas. Remind them to read the entire sentence before deciding on an answer.

FAST FINISHERS

Ask fast finishers to think of synonyms for each of the words in the box (for example: *arrange – plan; calculate – work out; develop – make; handle – manage; run – own; update – revise*). They could check their ideas in a dictionary.

Answers

1 develop 2 handle 3 arrange 4 run 5 update 6 calculate

4 Do the first item together as a class, pointing out that there is a choice of three options for each item. Remind students to think about the differences between the options and to read the entire sentence before deciding which option is correct.

Answers

1 go for 2 tried my best 3 admire 4 chose 5 dream 6 aim

GRAMMAR

1 Write the following reported question on the board: *Many people wanted to know why Steve wouldn't open the bottle.* and ask students to transform it into spoken words (*Why won't you open the bottle?*). To follow up, nominate a student to give a simple question and elicit the reported speech version from the class. Tell them to turn to Unit 17 page 100 to check their answers and to review the grammar section if necessary.

Answers

1 how many celebs actually enjoyed their status.
2 if we had all enjoyed the film.
3 if I had finished the maths homework.
4 if he could speak more than one foreign language.
5 if I had seen the new James Bond movie.
6 where Stefan was going on Saturday.

2 Do the first item together as a class and ask students what they notice about the subject in the first and second sentences (*the subject becomes the object in the second sentence*). Point out or elicit that the sentence given in item 1 is the active form, whereas the new sentence follows the *have something done* pattern. Remind students to pay attention to the tenses in the active sentences before re-writing them.

Answers

1 had, painted 2 had, brushed 3 am having, taken
4 have had, fixed 5 am going to have, cut

3 Do the first example together with the class, pointing out that students need to think of the relationship between the ideas in the clauses in order to choose the correct linking words. Ask them to decide whether the sentence as a whole expresses a contrast, purpose or a reason (1 *reason*; 2 *contrast*; 3 *reason*; 4 *purpose*; 5 *contrast*). Direct students to Unit 19 page 110, to revise if necessary.

Answers

1 because 2 whereas 3 As 4 in order to 5 although

4 Remind students that the general word order of most English sentences is subject + verb + object. Copy the first item on to the board and ask for a volunteer to make the sentence. Ask students for an example of an object pronoun (*me*), and a possessive adjective (*my*) and to say what type of pronoun *I* in item 4 is (*subject*). Check students understand the difference between a subject pronoun and an object pronoun, and do a quick review of these and elicit further examples if necessary.

MIXED ABILITY

Tell students who might find the activity challenging to choose the order they do the items in. Monitor and help them choose the easier items first (for example, items 3, 6 and 5).

Answers

1 My mum gave me a new bike for my birthday.
2 Susan wrote them an email explaining everything.
3 Jessica showed us her holiday photos.
4 I took my aunt a bunch of flowers.
5 Our biology teacher told us our grades. / Our teacher told us our biology grades.
6 My grandmother sent me a gift.

5 Remind students to think about the differences between the options and to read the entire sentence before selecting their answer.

Answers

1 what was 2 he came 3 having her car washed
4 if I enjoyed

6 Do the first item together as a class. Ask for a volunteer to say what the grammar focus of the first sentence is (*linking words*) and why the sentence is wrong (*despite* is not a linker of contrast). Advise students to read the sentences very carefully in order to find the mistake.

Answers

1 I like the summer **although** it can be too hot sometimes.
2 We play video games together **because we both enjoy them**. (focus: reason clauses)
3 When you write, please tell **me** about your school. (focus: verbs followed by direct objects)
4 Please **send me** an email with the information. (focus: verbs followed by direct objects)

READING

1 Ask students to read the text, ignoring the gaps, and to say what the advantage of being a volunteer is (*you could get a better job because you were a volunteer*). Remind students to look very carefully at the options for each space and to think about the type of words which normally come before or after each one, for example, prepositions used after adjectives (item 3), verbs (item 5) and conjunctions (item 6). Advise students to think about the differences in meaning between the options and re-read the sentence with the new word before making a final decision.

Answers

1 B 2 A 3 D 4 C 5 C 6 B

2 Remind students to think about the functions of the sentences or clauses containing the gap (for example, *item 1 expresses purpose, item 2 gives an example, item 3 expresses a passive action, item 4 expresses a contrast, item 5 expresses time and item 6 introduces a statement expressed by another person*). Doing this will help students find the best word for the gap.

Answers

1 In 2 like 3 having/getting 4 Although/While/Whilst
5 when 6 According

COOLER

Ask students to review their answers to the Vocabulary sections. Tell them to give themselves a mark out of 5 for how well they think know the meanings of the words from Units 17–20. Ask them to decide on one topic they will review again.

3 Choose the correct linking words.

1 I went to the shop *because* / *although* we didn't have any bread.
2 My favourite colour is red, *whereas* / *as* my best friend's is blue.
3 *As* / *Although* we have to get up early tomorrow, I'm going to bed now.
4 We're going to check in online *in order to* / *because* get the best seats.
5 I like most kinds of rice dishes, *although* / *because* I don't really like fried rice.

4 Put the words in order to make sentences.

1 mum / my / a / me / new / my birthday / for / gave / bike
2 them / email / an / explaining / Susan / wrote / everything
3 showed / her / Jessica / photos / holiday / us
4 bunch / took / flowers / aunt / a / I / of / my
5 teacher / our / us / told / biology / our / grades
6 grandmother / sent / my / me / a / gift

5 Choose the correct option.

1 I found a large case. I wondered *what's* / *what was* inside.
2 He started to tell me about where *did he come* / *he came* from.
3 She's *having her car washed* / *washing her car* at the garage because she doesn't have time to do it herself.
4 She asked me *if I enjoyed* / *did I enjoy* the film.

6 Correct the mistake in each sentence.

1 I like the summer despite it can be too hot sometimes.
2 We play video games together. Because we both enjoy this.
3 When you write, please tell about your school.
4 Please send to me an email with the information.

READING

1 For each question, choose the correct answer.

Be a volunteer!

For most of you, it will be another few years before you enter the world of work. However, you can still get prepared by **(1)** _____ suitable skills. How? By becoming a volunteer.

Young people can do anything from caring for kids to getting involved in local environmental projects. But what should you **(2)** _____ to do? A good idea is to think of something you feel **(3)** _____ about or already have an interest in, and then try your **(4)** _____ to get involved with it. As a volunteer, you need to be friendly and professional, turn up on time and be able to **(5)** _____ with problems, which are all skills that employers are looking for. So, although you might not get paid as a volunteer, in the future you could get a better job **(6)** _____ of your hard work.

1	**A** increasing	**B** developing	**C** producing	**D** growing
2	**A** choose	**B** select	**C** prefer	**D** want
3	**A** keen	**B** interested	**C** lively	**D** curious
4	**A** highest	**B** first	**C** best	**D** most
5	**A** support	**B** handle	**C** deal	**D** advise
6	**A** according	**B** because	**C** besides	**D** instead

2 For each question, write the correct answer. Write one word for each gap.

The paparazzi

The paparazzi are photographers who take pictures of famous people. They work for themselves instead of a company, and then sell their work to newspapers and magazines. **(1)** _____ order to get photos, the paparazzi follow celebrities wherever they go. They do things **(2)** _____ waiting outside restaurants or taking photos through the window while a celebrity is **(3)** _____ their hair done.

(4) _____ some celebrities take advantage of the publicity to promote their latest film or song, many do not enjoy the attention they receive **(5)** _____ they are just trying to live their normal lives. Many people argue that the 'paps' cause problems by interfering too much in people's lives. **(6)** _____ to some celebrities, their private lives have been completely destroyed because of the paparazzi's actions.

EXTRA ACTIVITIES

UNIT 1 VOCABULARY, PAGE 12

4 **Ask and answer with your partner. Give full answers.**

1 Have you bought anything interesting recently?
2 Have you visited anyone in your family recently?
3 Have you seen anything funny online recently?
4 Did you visit anywhere interesting during the school holidays?
5 Have you got anything in your bedroom that you don't use any longer?
6 Is there anyone famous you would like to meet?

UNIT 4 GRAMMAR, PAGE 26

6 **Ask questions about your partner when he or she was 10 years old. Use phrases from the box.**

When you were ten years old did you use to go to shopping centres alone?

belong to a sports team	text friends
do your homework on time	stay in every night
go to shopping centres alone	watch a lot of TV
play loads of computer games	wear make-up
chat with online friends	your own ideas

UNIT 8 VOCABULARY, PAGE 48

4 **Complete the sentences with adverbs from Exercise 3.**

1 Last year we spent our summer holiday in a _____ big house.
2 The 10-hour drive was long and we were _____ exhausted when we got there.
3 The view from the upstairs window was _____ spectacular.
4 The owner said the stone house was _____ freezing in winter.
5 Everything about the house was _____ good.
6 We visited a palace, which was _____ enormous.
7 It had a smaller building nearby, which was _____ ancient.
8 Unfortunately, the photos I took were _____ bad.

UNIT 9 VOCABULARY, PAGE 56

4 **Read the sentences. Which are true for you? Compare your answers with your partner.**

1 I have enough money to be able to buy a new computer.
2 I spend too much time on social media.
3 I don't have enough time to do my homework every evening.
4 My favourite news website is [what?] because it's full of very interesting articles.
5 I think driverless cars are safe enough to be on the roads now.

UNIT 10 VOCABULARY, PAGE 61

3 **Write two sentences for each phrase in the box, one true and one false. Use the topics below to help you.**

at first at its best at least at once
at present at risk

animals friends and families
house and homes
shopping weather
your own ideas

Read your sentences to your partner. Can they guess which is true and which is false?

UNIT 8 SPEAKING, PAGE 49

1



UNIT 8 SPEAKING, PAGE 49

6 **Describe the picture to your partner. Use interesting adjectives, and use phrases from the *Prepare to speak* box if you don't know the right words.**



UNIT 11 VOCABULARY, PAGE 66

4 **Choose one of the compound nouns. Talk about it for 30 seconds but don't say what it is. Can the other students guess what you are talking about?**

UNIT 12 VOCABULARY, PAGE 70

3 **Tell your partner about a time when you:**

1 were **on board** a plane or ship.
2 behaved badly **on purpose**.
3 saw an unusual item **on sale**.
4 didn't arrive somewhere **on time**.
5 went somewhere **on foot**.
6 bought something that was **on display**.
7 wanted to be **on your own**.

UNIT 13 VOCABULARY, PAGE 78

3 **Discuss the questions with your partner.**

1 What do you like doing **in detail**?
2 Do you know someone who does things **in advance**?
3 How much time do you spend on social media **in general**?
4 Talk about a recent post that you liked **in particular**.
5 When was the last time someone told you to do something differently **in future**?
6 Talk about a time when you didn't want to do something but **in the end** it was OK.
7 Talk about a story you read online but which **in fact** was not true.

UNIT 14 VOCABULARY, PAGE 82

4 **Choose a column, 1–4.**

You have one minute. Write as many sentences as you can for each verb. You get extra points if you can write a transitive and an intransitive example for the same verb. Good luck!

1	2	3	4
barbecue	fry	boil	steam
roast	burn	taste	grill
bite	stir	freeze	bake

EXTRA ACTIVITIES

UNIT 14 SPEAKING, PAGE 83

4 **Work in pairs. Read the instructions and look at the pictures below. Then talk together. Use the phrases from the *Prepare to speak* box on page 83.**

Two friends are planning to attend a one-day cooking course. Here are some different things they could learn to cook. Talk together about the different things they could cook and say which would be most useful to learn.

Things to cook















UNIT 15 VOCABULARY, PAGE 86

Add up your scores.

1	a 1	b 4	c 2	d 3
2	a 2	b 1	c 1	d 4
3	a 1	b 2	c 3	d 4
4	a 1	b 4	c 2	d 3

What your score says about you

Low score (4–7)

You love nature and being outdoors. You especially love animals and know when they are unhappy. You like walking home and being in open spaces. You're an awesome country teen!

Medium score (8–12)

You are a bit of both. You like the excitement of the city but not the pollution and crime. As for the country, well, that's just a bit too quiet for you. You like your facilities, and you're interested in history, too. So you are a town teen! All the good things of the city without the bad things! Rock it down, town teen!

High score (13–16)

You love the street lights, the sounds, and the smell of the city! It's just so exciting! You like surprises in the city but not in the countryside. All those animals? Not you at all! You are a city teen – go city you!

UNIT 15 VOCABULARY, PAGE 88

3 **Tell your partner about:**

1. a time when you **showed** someone **around** your school.
2. someone you want to **catch up with** soon.
3. things you enjoy doing when you **stay in**.
4. when you are planning to **move out** of home.
5. a time when you **ended up** studying after midnight
6. how you welcome people when they **move in** to your area

UNIT 16 VOCABULARY, PAGE 92

4 **Read out the following sentences to your partner. Check your stress and intonation. Your partner has to guess the reporting verb that would be best for each situation.**

Student A

- I've got something to say. It's really important and it's really good! I got the top mark in the class. (*announce*)
- You must give me that phone. It's mine. It isn't yours. Give it back. (*demand*)
- I think you have to go straight on, then turn left. Then you get to a roundabout and the shop is on the right. You can't miss it! (*explain*)
- I know you want me to stay at home but I want to go. Everyone else is going and nothing will change my mind. Nothing you can say. I've decided. (*insist*)
- Well, there are a few things you could do. But I think it would be good to take some flowers. Why don't you get some from the flower shop on the way? (*suggest*)

UNIT 16 SPEAKING, PAGE 93

4 **Student A:** **Look at photograph A and describe what you can see in it. Talk for about one minute.**

Student B: **Look at photograph B and describe what you can see in it. Talk for about one minute.**





EXTRA ACTIVITIES

UNIT 17 VOCABULARY, PAGE 98

1 Tick all the things you have done online in the last 24 hours.

- ☐ visited a social networking site
- ☐ posted your status online
- ☐ tweeted something
- ☐ used a video chat
- ☐ chatted with an online gamer
- ☐ phoned a friend
- ☐ commented on a blog

2 It was your birthday and your mum reminds you to thank an elderly relative for a present. How do you do it?

- A send them a text full of emojis
- B send them an email beginning 'Dear …'
- C send them a picture of yourself holding the present on Snapchat
- D pick up the phone and give them a call

3 When you update your social media status, do you use

- A just a photo?
- B just words?
- C a photo and words?

4 How do you usually communicate with friends? And parents?

- A through a social networking site
- B via email
- C face-to-face
- D on the phone
- E by texting or instant messaging

5 You disagree with your parents. Do you

- A post your social media status as an angry face?
- B phone your best friend?
- C send your friends a group message?
- D text a friend and ask him/her to call you?

UNIT 17 GRAMMAR, PAGE 100

5 Work in groups of three. Follow the instructions.

Student A: Choose three questions to ask Student B.
Student B: Answer Student A's questions.
Student C: Report Student A's questions and Student B's answers.

Are you fairly reliable as a person?

How much time do you spend online each day?

Have you ever chatted with someone in another country online?

Are your grandparents on social networks?

How many friends or followers do you have on social networks?

What is the most recent photo you have taken on your phone?

What is the most interesting fact you have found out online?

Which music website can you recommend?

What is your biggest fault?

What is the strangest thing you've ever done?

Do you prefer oranges or lemons?

Which films have made you laugh?

Which films have made you cry?

Do you keep your bedroom reasonably tidy?

Then change roles and repeat the activity.

UNIT 19 VOCABULARY, PAGE 110

4 **Complete the sentences for yourself and then compare your answers with your partner.**

1 The last time I went to a fancy dress party/event, I dressed up **as** a …
2 I'd like to work **as** a … because …
3 For my next birthday, I want things **like** … because …
4 At the weekends, I usually wear things **like** …
5 In my family, I most look like …

UNIT 20 SPEAKING, PAGE 115

4 **Look at the pictures of activities on a summer activity course. Which activities would you like to do on holiday? Why?**

A girl is going to do a **summer activity course** during her holidays. Here are the different things that she could do. Talk to each other about the **benefits** of these different activities and then decide which would be best.

Discuss your ideas with your partner. Talk about all the ideas and agree on which is best. Use phrases from the *Prepare to speak* box on page 115.

UNIT 20 VOCABULARY, PAGE 114

4 **Discuss the questions with your partner.**

1 What activities do you **join in** with at school?
2 Do you think success **depends on** ability, hard work, or both?
3 Do you have a talent? Who **believes in** you and will help you to succeed?
4 What have you **missed out on** recently? Why?
5 When was the last time you **kept on** reading a difficult book? What was the book?
6 If there was a really good university course abroad, would you **go for** it and apply, or not?
7 What (or who) do your summer holiday ideas and plans **depend on**?
8 If you see a word in English that you don't understand, how do you **work out** the meaning?
9 Have you ever **got into** a school team? What team was it?

UNIT 16 VOCABULARY, PAGE 92

4 **Read out the following sentences to your partner. Check your stress and intonation. Your partner has to guess the reporting verb that would be best for each situation.**

Student B

- Give me my pen back! It's mine – you can't use it. (*demand*)
- Mum, Dad – guess what? I got a place at university! I've got into medical school! (*announce*)
- Please, Grandma. Sit down. I can make the tea. No, I don't need any help. You just sit there. (*insist*)
- So we have to write about a book we've read. You can't write about the film, just the book. The teacher wants it in by Monday. (*explain*)
- Why don't we write about our last holiday? We all went to the same place but we had different experiences. It's exactly what we have to do! (*suggest*)







GRAMMAR REFERENCE AND PRACTICE ANSWER KEY

UNIT 1 COUNTABLE AND UNCOUNTABLE NOUNS; DETERMINERS

1 **1** many **2** many **3** a lot of **4** no **5** several **6** any **7** much; plenty of **8** any

2 **1** Angela has coloured her **hair** pink. It's great.
2 ✓
3 We had **a lot of** / **lots of fun** when we went to the beach.
4 ✓
5 I **didn't put** any sugar in my tea, but it tastes sweet.
6 Don't make a lot of **noise** when you come in late.
7 **There's no** / **There isn't any** place for children to play around here.
8 We had **a lot of** / **lots of** trouble with our car on holiday.

3 **1** any **2** some **3** any **4** Several / Some / A lot of **5** a lot of / some **6** some **7** no **8** any / much

UNIT 2 *-ING* FORMS

1 **1** seeing **2** listening **3** telling **4** annoying **5** giving **6** eating **7** sitting **8** growing

2 **1** about **2** at **3** of **4** in **5** on; at

3 **1** is afraid of missing her bus.
2 is tired of playing football.
3 is crazy about playing video games.
4 is keen on going to Africa.
5 are bad at remembering new vocabulary.
6 are interested in learning Chinese.

4 **1** Studying with friends is fun.
2 Staying in touch with old friends is difficult sometimes / sometimes difficult.
3 Worrying about things is a waste of time.
4 Listening to other people's ideas is often useful.
5 Hanging out with friends is the best thing to do.

UNIT 3 PRESENT SIMPLE AND CONTINUOUS

1 **1** runs; doesn't wake up **2** I think; I don't play **3** Do you believe **4** I'm having; always gives **5** are visiting; I'm staying **6** I usually have; I'm having

2 **1** 'm / am having **2** have **3** get up **4** buy **5** go **6** eat **7** gives **8** choose **9** want **10** 'm /am going **11** 'm /am playing **12** are you doing **13** Are you revising **14** Do you remember **15** 'm /am coming

UNIT 4 PAST SIMPLE

1 **1** happened **2** tried **3** was **4** went **5** wanted **6** found **7** did; cost **8** paid **9** had **10** spent

2 **1** didn't have **2** rained **3** rose **4** started **5** continued **6** offered **7** slept **8** thought **9** didn't flood **10** were

USED TO

3 **1** used to walk **2** used to tell **3** used to do **4** didn't use to allow **5** Did your brothers use to fight **6** didn't use to like

4 **1** didn't use to have **2** didn't use to get **3** used to catch **4** didn't use to carry **5** used to go

UNIT 5 PAST SIMPLE AND CONTINUOUS

1 **1** was shining **2** were sitting **3** was singing **4** were taking **5** weren't playing **6** weren't shouting **7** weren't behaving **8** were we doing

2 **1** were watching; stopped **2** didn't notice; came; was playing **3** learned; was travelling **4** went; climbed **5** saw; were driving **6** Were you texting; were walking **7** did you sleep; went **8** was burning

3 **1** were you doing **2** was looking **3** Did you find **4** put **5** was tidying **6** decided **7** didn't want **8** moved **9** was using **10** stopped **11** didn't throw **12** cost

UNIT 6 MODALS: OBLIGATION, NECESSITY AND ADVICE (1)

1 **1** D
a means it's a good idea to do this
b means it's absolutely necessary to do this
2 S
3 D
a means it's not necessary for him to go out
b means it's not a good idea for him to go out
4 D
a means it's a good idea to buy some fruit
b means it's absolutely necessary to buy some
5 D
a means it's absolutely necessary that you do not open the parcel before your birthday
b means it's not necessary to open it before your birthday
6 S
7 S

2 **1** shouldn't **2** mustn't **3** ought to **4** doesn't have to **5** have to

3 **1** have to **2** ought to **3** don't have to **4** mustn't **5** shouldn't

UNIT 7 PAST SIMPLE

1 **1** enjoyed **2** did **3** met **4** made **5** worked **6** had **7** didn't go **8** Did you find **9** told **10** texted **11** found **12** were **13** listened **14** was

8 D

a means it's a good idea

b means it's a rule of the airline

UNIT 13 THE PASSIVE

1 **1** A group of senior students edits the school blog.

2 Young children can't open this kind of box.

3 Designers nowadays don't often use this software / don't often use this software nowadays.

4 My grandfather did the paintings in my room.

2 **1** The party was attended by several celebrities.

2 The ball couldn't be found at the end of the match.

3 All these cakes were made by me.

4 These shoes were designed by my aunt for a famous singer/for a famous singer by my aunt.

5 The shape of a model's eyes in a photo can be changed (by software).

6 The writer of the poem couldn't be identified (by the editor of the magazine).

7 We may be allowed to go to a concert if we tidy our rooms.

3 **1** can't be taken **2** are used; should buy **3** can be shared; can see **4** should ask **5** are deleted **6** can be done; are edited; might look

UNIT 14 RELATIVE CLAUSES

DEFINING RELATIVE CLAUSES

1 **1** where **2** whose **3** who **4** which; which **5** who **6** whose

2 **a** Sentences 3, 4 (both), 5

b Sentence 4 (first gap)

NON-DEFINING RELATIVE CLAUSES

3 **1** My grandma, who taught me to make cakes, worked in a restaurant when she was young. / My grandma, who worked in a restaurant when she was young, taught me to make cakes.

2 We lit the barbecue, which we had bought the day before, half an hour before the guests arrived.

3 My friend Darren, whose dad is a keen fisherman, brought us some fresh fish.

4 This Thai food, which doesn't have any chillies in it, is mild enough for anyone to eat.

5 These sausages, which I was cooking for my lunch, are all burnt.

4 **1** **a** There were biscuits made by different people; my brother's were all eaten.

b The only biscuits were the ones my brother made.

2 **a** Some of the students had not had lunch so they wanted to find a café.

b None of the students had had lunch so they all wanted to find a café.

3 **a** Only some of the lettuces were thrown away (there were some fresh ones and they were not thrown away).

b All the lettuces were thrown away because none of them were fresh.

4 **a** Some of the bread was freshly baked and smelled delicious (there was some old bread as well).

b All the bread was freshly baked and smelled delicious.

UNIT 15 ARTICLES: *A/AN, THE* AND ZERO ARTICLE

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

2 **1** The, the **2** –; the **3** a; – **4** a; a **5** a; the; –; The; the **6** Cheese; – **7** –; a; –; –; the

3 **1** the **2** – **3** a **4** an **5** The **6** a **7** – **8** – **9** a **10** the **11** the (or *a*, if there is more than one market in St Georges) **12** – **13** the **14** the **15** the **16** the

4 **1** ~~The~~ **Petrol** is very expensive in this country.

2 I'm not very interested in ~~the~~ **science**, but I enjoy learning a new language.

3 **The** football match we watched last night was very exciting and my team won!

4 I went to **a** good sports club when I was on holiday.

5 ~~The~~ **Vegetables** are an important part of a balanced diet.

6 I was so embarrassed in the meeting yesterday when I realised **the** phone that was ringing was in my bag!

UNIT 16 REPORTED SPEECH

1 **1** I'll pay you a lot of money.

2 I need a special diet.

3 The lights are too weak.

4 I don't enjoy working with this director.

5 The star's / is feeling ill.

6 We haven't worked in such a beautiful place before.

7 I completed the film three years ago.

2 **1** they'd / had made a film at school last term.

2 (that) they were making another one this / that term.

3 hadn't been in a film before.

4 enjoyed directing but (she) didn't like acting.

5 everyone learned / should learn their words by next week / by the following week.

6 I couldn't be in the film because I hadn't learned my words.

7 (that) they'd / had learned a lot in drama classes.

8 would finish making the film soon.

UNIT 17 REPORTED QUESTIONS

1 **1** Why haven't you texted anyone all day?

2 Are you coming out with us?

3 What time are you leaving?

4 Can I come with you?

5 Have you finished your homework?

6 How long will you be out?

7 Do you want a lift to town?

PRESENT PERFECT

2 **1** have you seen **2** haven't **3** Have you looked
4 've (have) looked **5** 's (has) stolen **6** haven't checked
7 've (have) found

PRESENT PERFECT WITH *JUST, ALREADY, YET, EVER*

3 **1** The course has already finished. / The course has finished already.
2 Have you ever visited a recording studio?
3 Have you met your new teacher yet?
4 The singer has just arrived.
5 I haven't listened to that track yet.

4 **1** have you ever bought **2** I've done **3** I found
4 They've just arrived **5** haven't tried **6** I ordered
7 hasn't arrived **8** Did you pay **9** it cost **10** There was

UNIT 8 COMPARATIVE AND SUPERLATIVE ADJECTIVES

1 **1** smarter; more intelligent; more confident
2 newer than; bigger; better
3 more modern than; more expensive; less easy
4 not as comfortable as; friendlier

2 **1** worst; the simplest **2** the least useful **3** the tidiest
4 the cheapest; the least easy **5** best
6 the kindest; the funniest; the most popular

3 **1** as good as **2** isn't as big **3** are better than
4 the most beautiful **5** the least comfortable

UNIT 9 FUTURE FORMS; FUTURE CONTINUOUS

1 **1** Will; be staying **2** will; be moving **3** 'll / will be spending **4** 'll / will be visiting **5** will; be travelling **6** 'll / will be using **7** 'll / will be borrowing **8** won't be driving **9** 'll / will be speaking **10** won't be worrying

2 **1** I'm meeting **2** will make **3** won't damage
4 we'll be using **5** Are you going to play

3 **1** are we having (*or* are we going to have, *or* will we be having) **2** 'm / am going to watch *or* 'm / am watching **3** aren't going / aren't going to go **4** will get **5** won't make **6** 'll / will be sleeping **7** won't be **8** 'll / will be

UNIT 10 CONDITIONAL SENTENCES

ZERO CONDITIONAL

1 **1** get; are **2** are; take **3** is; enjoy **4** cut down; destroy

FIRST CONDITIONAL

2 **1** don't do; will lose **2** is; will be **3** will disappear; aren't **4** won't see; don't look after

SECOND CONDITIONAL

3 **1** would be; didn't use **2** visited; would be **3** would be; understood **4** wouldn't survive; didn't protect

UNLESS

4 **1** lose the rainforests unless we do more to protect them.
2 suffer unless we look after the planet.
3 support conservation work unless I thought it was important.

UNIT 11 PAST PERFECT

1 **1** 'd / had decorated the school hall.
2 hadn't done their usual lessons.
3 hadn't eaten lunch.
4 'd / had prepared a special meal.
5 'd / had written a song to sing her.

2 **1** Had he bought (some/any) sun block?
No, he hadn't bought (any) sun block but he had bought (some) shampoo.
2 Had he passed his driving test?
No, he hadn't passed his driving test but he had passed all his exams.
3 Had he booked a hotel room?
No, he hadn't booked a hotel room but he had booked a seat on the train.

3 **1** had been **2** had always sat **3** 'd (had) arranged
4 'd (had) tried **5** hadn't sat **6** 'd (had) always sat
7 had often seemed **8** hadn't realised

4 **1** was; had told; had changed
2 had never played; were
3 went; had never been; found
4 gave; was; 'd seen; 'd revised; 'd forgotten; had
5 was; had forgotten; got; had told; had all planned; had bought; felt

UNIT 12 MODALS: OBLIGATION, NECESSITY AND ADVICE (2)

ADVICE

1 **1** should call a taxi **2** should revise; shouldn't play with your sister **3** should charge it **4** should change your sweater

OBLIGATION AND NECESSITY; LACK OF OBLIGATION

2 **1** need to **2** have to **3** should **4** don't have to
5 needn't **6** should **7** shouldn't **8** don't need to

3 **1** S
2 D
a means it's not necessary to take a lot of money
b means it's a good idea to take a lot of money with you
3 S
4 D
a means it's a good idea to stay with your friends
b means it's a rule that you must stay with your friends
5 S
6 S
7 S

2 **1** why I hadn't texted her.
2 if/whether I/we 'd/had seen his car keys.
3 where I would stay in London.
4 how many tweets he/she 'd/had sent today / that day.
5 why everyone was shouting at him/her.
6 if/whether students often used the website.
7 if/whether we could get superfast broadband in our town.

3 Hi Jan,

I went to see a careers adviser yesterday. He asked me what my favourite subjects were and if/whether I preferred playing video games or taking part in sport. He wanted to know what languages I spoke and which foreign countries I had visited in my life. He asked if/whether I could imagine working in an office. He also wanted to know how much I wanted to earn. He didn't suggest a career, but he helped me to think more clearly about the decisions I have to make in the next two years.

Hope you're well. Write soon,

Kai

UNIT 18 HAVE SOMETHING DONE

1 Sentences 2, 5 and 6

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

3 **1** I'd love to have my hair coloured. I think it would look good.
2 I had to have my car serviced last week, because it was making a strange noise.
3 My daughter had her face painted and she thought it was funny.
4 I fixed my computer, because I know how to do it myself.
5 Lots of famous people have books written about them.

4 **1** have it painted **2** have it fixed **3** have it moved **4** have it modernised **5** have them chosen **6** have it checked

5 **1** 've/have just had my nails done
2 had all the carpets cleaned
3 have them shortened
4 have your bike repaired
5 Did you have your photo taken
6 had your eyes examined

UNIT 19 DIFFERENT TYPES OF CLAUSE

1 **1** S
2 D
a contrasts the things my dad and mum prefer to do on holiday in general
b says my mum swims at the time when my dad is reading, it doesn't say she prefers swimming to reading
3 S
4 D
a suggests that most teenagers like parties including the ones who don't like dancing
b states that those teenagers who can't dance don't like parties
5 S
6 D
a gives the reason why I don't like seaside holidays very much
b says that I don't like swimming but I like seaside holidays
7 S

2 **1** **b** I can afford new trainers because / as I was paid yesterday.
2 **a** I passed the exam although some of the questions were really hard.
3 **e** Most students have long summer holidays whereas / although medical students have to work all through the year.
4 **c** It's a good idea to talk to a careers advisor so that you know what kind of jobs might suit you.
5 **d** I've got the afternoon off because / as I worked late yesterday evening.
6 **f** We're usually given half an hour in order to prepare for our final race.

UNIT 20 VERBS WITH TWO OBJECTS

1 **1** for **2** to **3** to **4** to **5** to **6** to **7** for **8** to **9** for **10** to

2 **1** I bought my mum some flowers.
2 Did you show your friends your presents?
3 Alex gave his girlfriend a silver necklace.
4 Bettina told the police officer her story.
5 Dad paid the taxi driver ten euros.
6 Give me that phone now!
7 Charlie cooked himself a pizza.
8 Debbie taught the children a new song.
9 Can you fetch me a clean towel?
10 My brother showed the teacher his notebook after the lesson.

3 **1** Wilfred owes his sister twenty dollars.
2 I'll choose a nice cake for Yolanda.
3 Can you make me a sandwich?
4 Tom threw the ball to his sister.
5 Zoe gave her mum a photo of herself.
6 Paul has texted his new address to you.

4 **1** Wilfred owes twenty dollars to his sister.
2 I'll choose Yolanda a nice cake.
3 Can you make a sandwich for me?
4 Tom threw his sister the ball.
5 Zoe gave a photo of herself to her mum.
6 Paul has texted you his new address.

WORKBOOK ANSWER KEY AND AUDIOSCRIPTS

UNIT 1 Going shopping

VOCABULARY

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

2 **1** customer service **2** discount **3** send them back **4** spend **5** receipt **6** serve **7** promotions **8** charge **9** refund **10** charges

3 **1** receipt **2** discounts **3** online **4** served **5** exchange **6** spends

4 Students' own answers

READING

1 Students' own answers

2 **1** C **2** H **3** A **4** E **5** D

3 **1** luxury **2** section **3** district **4** mall **5** area

GRAMMAR

1 **1** c **2** b **3** b **4** c **5** b **6** c **7** b **8** a

2 **1** some **2** a lot of **3** some **4** any **5** No **6** several **7** plenty **8** much **9** many

3 **1** b **2** b **3** a **4** b **5** a

VOCABULARY

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

2 **1** anything **2** any longer **3** any good **4** anyone **5** anything **6** any better **7** any **8** anywhere

WRITING

1 Maggie – markets; Özkan – online, Gem – department store

2 **1** awesome (boots) **2** amazing (stalls) **3** cool, unusual (watch) **4** brilliant (stuff) **5** fantastic, great (department store) **6** cute (café)

3 Students' own answers

4 Students' own answers

UNIT 2 Best friends forever

VOCABULARY

1 **1** sensible **2** jealous **3** loyal **4** talented **5** anxious **6** annoying **7** silly **8** sociable **9** easygoing **10** sensitive **11** reliable **12** thoughtful

2 **1** sensitive **2** sociable **3** sensible **4** annoying **5** silly **6** anxious **7** thoughtful **8** reliable

3 **1** reliable **2** jealous **3** anxious **4** sociable **5** easygoing **6** sensitive **7** talented **8** loyal

READING

1 Students' own answers

2 Students' own answers

3 **1** I **2** C **3** C **4** I **5** I **6** C

4 **1** mate **2** unpleasant **3** act **4** term **5** patient

GRAMMAR

1 **1** describing **2** running **3** doing **4** Going **5** cleaning **6** meeting **7** Learning **8** swimming

2 **1** Mikey can't stand going food shopping.
2 Ella doesn't really like watching horror films.
3 Jade enjoys sending videos to her friends.
4 Morgan likes playing basketball with his friends after school.
5 Philippa doesn't mind staying home alone.
6 Harry hates listening to rock and pop music.
7 Maria is tired of living on her own.
8 Jordan doesn't enjoy shopping with his sisters.

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

4 **1** in doing **2** about playing **3** on having **4** at catching **5** of walking

5 **1** Writing letters is a very old-fashioned thing to do now.
2 I like seeing my friends at the weekends.
3 ✓
4 We enjoy spending time together because it's fun.
5 We like doing homework or studying together.
6 ✓

VOCABULARY

1 **1** unkind **2** unpleasant **3** unlucky **4** disagree **5** disappeared **6** uninteresting **7** unhappy **8** dislike **9** unfriended

2 **1** disagree **2** interesting **3** lucky **4** dislike **5** unhappy **6** kind

LISTENING

1–2 tick all except 'when the article should be finished'

3 **1** social media **2** updates **3** qualities **4** situation **5** conversations **6** 275

01 If you enjoy writing, our competition could be for you!

We'd like you to write an article for our website about friendship and online relationships between friends in particular. We're interested in reading articles about how social media is making a difference to friendships.

In your article, we'd like you to include answers to the following. What does the word 'friend' mean to you? Do you know all of the friends you've made on the internet personally? Why are you interested in reading the updates of 500 people on their pages? Do they have anything particularly interesting to say? Do you want to read their comments on what you've posted on your own page?

We'd like you to tell us about a really great friend you have. Don't tell us about their weak points – we've all got those! – but about the qualities they've got which make them such a good friend.

We'd also like you to compare the friendships you have with online friends and friends you see in real life. Tell us about a situation in which a friend – online or 'real' – helped you. We don't need every detail – just a description of what your friend did and why they are special to you.

We'd also like to know about the things you chat about with friends. Do you have different conversations with online friends to the ones you see every day? In what way are they different? Are the activities you do together different, too?

When you've finished your article, you can upload it directly to our website. It should be within our word limit of 275 words, which is 25 words shorter than last year's 300 word limit.

We look forward to reading about your friends and we'll publish the best articles on our website.

UNIT 3 Fun and games

VOCABULARY

1–2 **1** give (someone) the chance **2** join a club/gym **3** miss the opportunity **4** beat the other team **5** lose a game/match **6** win a prize/medal/game/match **7** have a go at something **8** score a goal/point

3 **1** entered **2** scored **3** missed **4** gave **5** joined **6** lost **7** have **8** won **9** beat

4 **1** win a medal **2** join a gym **3** lose the match/game **4** have a go at

5 **1** In our football team, everyone gives some money when we score a goal.
2 Everyone who enters a tournament next week has to pay €5.00.
3 Every time we have a go at a new sport, we give some money to the sports club.
4 When we win a match, the other team gives money to our club.

READING

1 Students' own answers

2 **1** C **2** D **3** A **4** C **5** B

GRAMMAR

1 **1** Nancy runs the same route every morning.
2 We're doing our homework for tomorrow.
3 I'm staying with my sister for the weekend.
4 All cameras work in a similar way, I think.
5 I want to learn to play American football.

2 **1** C **2** I, plays **3** I, feel **4** C **5** I, works **6** C **7** I, goes round

3 **1** are you doing **2** am meeting **3** go **4** doesn't work/isn't working **5** want **6** don't know **7** fix **8** am installing **9** are having

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

VOCABULARY

1 **1** climber **2** canoeist **3** spectators **4** surfer **5** footballer **6** sailor **7** winners **8** swimmer

2 **1** medallist **2** cycle **3** compete **4** supporters **5** finalists **6** lose

WRITING

1–2 table tennis, volleyball, shooting, archery, powerlifting, rugby

3 Offer sports classes for people with disabilities.

4 Because they aren't expensive and the club already has the facilities.

5 **Julia's phrases:** You can… These would be good things to offer…

Possible additional answers: Why not offer…? Why don't you offer…? How about offering…? What about offering…?

6 Students' own answers

UNIT 4 Extreme weather

VOCABULARY

1 **1** tornado **2** flood **3** lightning **4** earthquake **5** snowstorm

2 **1** blowing **2** shook **3** poured **4** fell **5** rises

3 **1** flood **2** tornado **3** blow **4** lightning **5** pour **6** rise

4 **1** flood **2** tornado **3** blowing **4** rose **5** lightning **6** pouring

READING

1 Students' own answers

2 **1** adjective (comparative) **2** verb (past simple) **3** verb (past simple) **4** verb (infinitive) **5** verb (infinitive) **6** verb (past participle)

3 **1** C **2** D **3** A **4** B **5** C **6** A

4 **1** destroyed **2** high **3** repairs **4** frightening

GRAMMAR

1 **1** wasn't **2** blew **3** damaged **4** destroyed **5** rose **6** created **7** didn't hit **8** fell

2 **1** did, do **2** bought **3** did, help **4** knows **5** worked **6** wanted **7** don't play **8** don't think

3 **1** Did you have breakfast today?
2 How did you come/get to school this morning?
3 Did you arrive/get here on time?
4 What did you do when you got to/arrived at school?

4 **1** Adrian used to live in Canada.
2 He used to have a pair of snow boots.
3 He didn't use to walk to school.
4 He used to speak French in his classes.
5 He used to go on holiday to the lakes.
6 He didn't use to go skiing in winter.
7 He used to wear a lot of warm clothes.
8 He used to dream about the snow!

5 **1** She used to do boxing.
2 She didn't use to eat green vegetables.
3 She used to play with a toy train set.
4 She used to climb trees.
5 She didn't use to speak English.
6 She used to go to bed early.
7 She didn't use to have lots of homework.
8 She didn't use to play computer games.

6 **1** I met her at school when I was nine years old.
2 I went to the restaurant last Saturday with my friend.
3 ✓
4 We used to study together.
5 We used to go biking a lot together, but we don't see each other often now.
6 ✓

VOCABULARY

1 **1** away **2** down **3** out **4** down **5** out **6** up

2 **1** fell down **2** burnt down **3** blow away **4** cleared up **5** put out **6** came out

LISTENING

1 Students' own answers

2 **1** C **2** C **3** A **4** B **5** C **6** B

02 **Interviewer:** Here with us is Lacey Anderson, who writes a blog about the weather. Lacey, why did you decide to blog?

Lacey: We have extreme weather in this region – storms, tornados, floods – and though there are articles and photos of events online – including some of mine! – there was a lack of useful information. That's what made my mind up about it. I *had* to share facts. I used to think being a TV weather forecaster would be great – I'm not as interested in TV reporting now, though.

Interviewer: Your blog has lots of followers.

Lacey: Yeah! The social media sites are linked to it, so it's easy for people to access. There's a page where they can contact me to find out about what's going to happen and whether they'll be affected. I always reply and I know they find that helpful.

Interviewer: So, what does your blog contain and what do readers say about it?

Lacey: Basic information about what to do and what *not* to do in extreme weather conditions. I didn't expect so many people to follow the recommendations! I'd like to do other things on my blog, like get people to leave comments about how they dealt with recent weather events to help other readers in similar situations.

Interviewer: Isn't your local weather centre helping you?

Lacey: Yes, they provide their own forecasts to me for free, which I use for my blog. Previously I found out what was happening from the radio, TV or forecast sites and included details on my blog, but it used to take ages! I've always liked finding and uploading pictures and maps, so I don't need theirs, but I'm grateful for their help.

Interviewer: Your parents help with your blog. Why?

Lacey: They're volunteer firefighters, who help out when there are bush fires. One big one started recently because it had been so hot in the area and the grass was dry – and someone had a barbecue in the woods, which started it. My parents knew then that they wanted to help, so they wrote a post for me about how to prevent this kind of thing happening when the weather gets hot in summer.

Interviewer: Have local organisations been helpful?

Lacey: Yes, our local newspaper publishes great stuff about the blog. It sells lots of copies, so people get to know about my work. A local outdoor shop pays to advertise on my site – they sell equipment and clothing for extreme conditions. My school supports what I do, but I can't update the blog during classes, so I do it during breaks.

Interviewer: Thanks, Lacey!

UNIT 5 You made it!

VOCABULARY

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

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

3 **1** decorate, customise, design, sew **2** fix/mend, designs/designed, recycle, fix/mend **3** recycle, create, sew, decorate **4** designed, rebuilding, customising, recycled

READING

1 Students' own answers

2 **1** A **2** D **3** G **4** B **5** E

3 **1** figure **2** vary **3** eventually **4** stuck **5** keen

GRAMMAR

1 **1** was cycling **2** didn't have **3** trying **4** missed **5** realised **6** went

2 **1** wanted **2** was texting, called **3** were (you) doing, was watching **4** took, uploaded **5** understood **6** saw, visited **7** was walking, drove **8** won, heard

3 **1** were chatting **2** received **3** couldn't **4** decided **5** wasn't working **6** was **7** managed **8** were sending **9** rang

4 **1** was Sarah doing (while we/you were chatting) **2** did you hear **3** did Sarah do **4** came back into the room **5** was it/everything fine

5 **1** Last year, I <u>went</u> to a place in Mexico named Mazatlán. It was amazing.

2 I <u>was</u> talking to a friend, when Joe came up to speak to me.

3 ✓

4 ✓

5 When we saw our friends in the park they <u>were playing</u> football.

VOCABULARY

1 **1** First **2** then **3** Next **4** suddenly **5** Finally **6** Later

2 **1** First **2** Next **3** then **4** Suddenly **5** Finally **6** later

WRITING

1 **1–2** Students' own answers

3 The first ending is better because it ties in with the beginning of the story, which mentions both Jennifer and her sister.

2 Students' own answers

UNIT 6 Take care of yourself

VOCABULARY

1 **1** cough **2** injure **3** yawn **4** ache **5** burn **6** bleed **7** recover **8** cut

2 **1** blow **2** breathe **3** beats **4** burn **5** blink **6** ache **7** recover **8** injured **9** cough **10** bleeding

3 **1** aching **2** blink **3** to yawn / yawning **4** injure **5** recover **6** bleeding **7** coughing **8** breathe

READING

1 3

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

3 **1** unpleasant **2** cut down on **3** check (you) over **4** condition **5** work out

GRAMMAR

1 **1** ought to **2** mustn't **3** don't have to **4** shouldn't **5** should **6** must **7** ought to **8** don't have to

2 **1** Jackie has to do the washing up after dinner.
2 Louis mustn't leave his homework until after dinner.
3 Frank ought to show his arm to the nurse.
4 The boys mustn't go to school because they are sick.
5 You shouldn't go out in the rain without an umbrella.
6 Lucinda doesn't have to lay the table.
7 William doesn't have to put the dishes in the dishwasher.
8 Rachel ought to stop playing on her computer.

3 **1** have to **2** must **3** don't have to **4** ought to **5** mustn't

4 **1** should/ought to go **2** have to get up **3** don't have to get up **4** shouldn't hit **5** must stop

5 **1** b **2** b **3** a

VOCABULARY

1 **1** one **2** where **3** thing **4** one **5** one **6** where **7** one **8** where

2 **1** something **2** nothing **3** everything **4** anyone **5** anything **6** nothing **7** no one

LISTENING

1 Students' own answers

2 **1** A **2** C **3** C **4** B **5** A **6** B **7** B

03 **1**

M: You're yawning again!

F: I'm tired after playing football all afternoon. Maybe I shouldn't do practice and *then* play a match. I almost fell asleep in the changing rooms at school today. I sat on a bench and closed my eyes for a moment. Yesterday, I was on the bus coming home from school and the next thing I knew, the driver was shaking me on the shoulder. We were at the bus station and everyone had got off. At least, I've never fallen asleep in class – my teachers would be angry!

2

M: Have you cut your finger?

F: Yeah – on a knife when I was making breakfast. It's nothing much. I'll get something from the school nurse. Anyway, that's not the worst thing. I injured my ankle during break. It really hurts – I can hardly walk on it.

M: You ought to go to the medical centre after school.

F: Yeah. I'll ask my mum to pick me up and take me. At least, it isn't as painful as when I broke my toe. That *really* hurt!

M: Well, I hope it feels better soon.

3

F: Shall we go to a café for lunch?

M: Sure, why not? I'm recovering from my operation, though, so I'm being super healthy! I'd love to go to our usual place – the views of the lake are great. The food isn't too healthy, though – I should eat things like salads or soups…

F: How about the café in town? They do things like that.

M: You mean the place on the main street? That's not bad … I know! Let's make a picnic to take to the lake – then we can have anything we want.

F: Great idea!

4

F: Are you the nurse?

M: That's right. I can see you've burnt yourself – what happened?

F: I was preparing lunch and touched the pan by accident. I put my hand under cold water for ten minutes, but it still really hurts.

M: OK … Let me give you a cream to put on it. Use plenty of it and then cover the burn to protect it. It's not a bad burn, so it should get better quite quickly. You don't have to see a doctor, but if it gets worse, come and see me again.

F: OK, thanks.

5

F: Shall we go for a run this afternoon?

M: I'm not sure I feel like it. My head's aching from too much studying! Maybe I could go for a short run. Shall we do something easy like go through the forest? We usually go along the river, but it's too far for me today.

F: I've actually found a new route you might like. It goes across the farm fields. You get great views of the countryside and it isn't too long.

M: I like the sound of that. OK, I'll get my trainers on.

6

F: My heart's beating really quickly and I haven't done anything today.

M: Maybe you ought to sit down and try to relax. Is it something you've eaten? What did you have for breakfast?

F: Nothing. I haven't had breakfast yet – so it isn't because of drinking coffee. I had some chocolate yesterday, but not very much – just one or two small pieces.

M: You did have a lot of cola at that party, though. And you were full of energy, dancing all afternoon!

F: That's true. That's probably the reason!

7

F: Have you just got back from school? It's quite late.

M: No, I've been out with my friends. We had a game in the park.

F: Oh, did you try the new basketball court? I heard it's really good.

M: We wanted to, but there were already some people on it, so we went to the football field instead. When we arrived we realised we'd left our ball at home, so we hired a tennis court and some rackets and tried to have a match. No one was very good at it, though!

UNIT 7 Sound check

VOCABULARY

1 **1** i **2** a **3** j **4** c **5** g **6** f **7** k **8** h **9** e **10** l **11** d **12** b

2 **1** music videos **2** live music **3** festival **4** guitarist **5** gigs **6** DJ **7** concert hall **8** sound technician

3 **1** DJ **2** guitarist **3** celebrities **4** sound technician **5** production **6** studio **7** gigs **8** musician

4 **1** musician **2** guitarist **3** clip **4** music channel **5** festival **6** concert hall

READING

1 **1** × **2** ✓ **3** ✓ **4** ✓

2 **1** EMI bought the house in 1929, which became the studios in 1931.
2 Many famous musicians wanted to record at Abbey Road Studios.
3 The Beatles recorded their first album in the early 60s.
4 The studios developed multi-track recordings.
5 The Beatles decided to call one of their albums after the studios.
6 The studios record music for films as well as for albums.
7 Many fans take photos on the road near the studios and write graffiti on its walls.
8 The studios have struggled during the digital era, but still record music.

3 **1** take off **2** struggled **3** follow in someone's footsteps **4** groundbreaking

GRAMMAR

1 **1** heard **2** has played **3** were **4** didn't listen **5** has offered **6** Have you ever played **7** recorded **8** performed

2 **1** Jasmine has <u>just</u> bought a new laptop.
2 I haven't done my homework <u>yet</u>.
3 I've <u>already</u> seen it.
4 Most of our class haven't made their choices for next year <u>yet</u>.
5 Miguel's <u>just</u> phoned.
6 Mum and Dad have <u>already</u> seen me perform many times.
7 We haven't chosen our school play <u>yet</u>.
8 I've <u>just</u> heard the most amazing song!

3 **1** 've/have just taken part in **2** began **3** 've/have heard **4** started **5** has written **6** gave **7** 've/have just seen **8** has invited **9** 've/have already done **10** happened

4 **1** have just <u>bought</u> a computer game.
2 ✓
3 We met at school and since then we <u>have been</u> friends.
4 Well, <u>I</u> met my friends at school seven years ago.
5 I 've/<u>have known</u> Claudia since I was a child.

VOCABULARY

1 **1** recording **2** performance **3** advertisement/advert/ad **4** musical **5** (has) announced **6** achievement **7** entertainer

WRITING

1 Listening to a group from New Zealand

2 **1** Hi Jake, / Love, Maria **2** awesome, cool, amazing **3** I've, I'd, She's, I'm going

3 Ticked: *Hi, Ben!*, *Hello, Tina, …*, *Bye for now!*, *Write soon!*

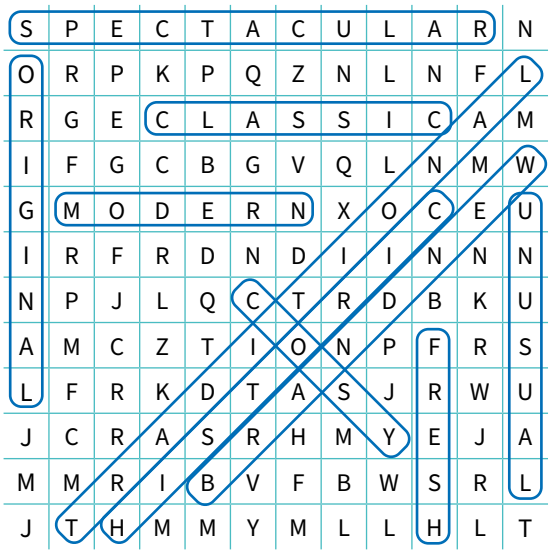
4 Students' own answers

5 Students' own answers

UNIT 8 Amazing architecture

VOCABULARY

1 **1** fresh **2** unusual **3** cosy **4** traditional **5** modern **6** historic **7** brand new **8** classic **9** spectacular **10** original



2 **1** cosy **2** unusual **3** spectacular **4** modern **5** contemporary **6** brand new **7** traditional **8** fresh **9** historic **10** stylish

3 **1** original **2** spectacular **3** unusual **4** traditional **5** modern **6** cosy

READING

1 They want to decorate their bedrooms.

2 **1** B **2** H **3** C **4** F **5** A

GRAMMAR

1 fresher, freshest; bigger, biggest; wider, widest; cosier/more cosy, cosiest/most cosy; more original, most original; more historic, most historic

2 **1** as tall as **2** the least comfortable **3** not as good as **4** the least exciting **5** less lively **6** the least acceptable

3 **1** The city is less expensive than the holiday resort. / The holiday resort is more expensive than the city.
2 The theme park is the least expensive.
3 The theme park is as historic as the holiday resort.
4 The city is the most historic.
5 The city is the least exciting.
6 The theme park is more exciting than the holiday resort. / The holiday resort is less exciting than the theme park.

4 **1** Smaller cities are <u>nicer</u> than very big ones.
2 ✓
3 Our new flat is <u>farther/further</u> from the city centre than the old one.
4 The <u>best</u> thing I've ever done is design my own bedroom.
5 ✓

VOCABULARY

1 **1** S **2** N **3** S **4** N **5** S **6** S

2 **1** incredibly **2** very **3** extremely **4** absolutely **5** incredibly **6** really

LISTENING

1 **1** a description of the boy's house
2 what a bedroom looks like
3 what some homework is about
4 where they have been
5 what they are going to look for
6 why a house is good

2 **1** B **2** B **3** A **4** C **5** A **6** A

04 **1**

F: How do you like your new house?

M: It's not bad. My parents wanted something bigger, and it is – I prefer the room I used to have, though. And I thought there'd be spectacular views of the countryside. But although we live right next to a farm, there isn't much to see at all. Our garden's enormous, though. My neighbour, Josh, is the same age as me, so we play football there every day after school. I thought it'd be incredibly boring living in the country, but I help Josh feed the cows and we climb trees and go fishing in the river …

F: Cool!

2

M: I love your bedroom! Do you think Mum and Dad will let me decorate mine, too?

F: Of course they will! Do you like the paint I've chosen? I know everyone has white walls, but I thought I could hang some interesting pictures up and ask Dad to build some shelves for my books.

M: Good idea. Your new furniture's cool, too.

F: Yeah – I love modern stuff. Traditional's not my thing! Anyway, I used to like sitting on my bed looking out of my window and listening to my music. That new building's not great to look at.

M: You'll get used to it.

3

F: We've got to start that design project for homework.

M: I know. I thought we'd have a bit more time to do it – we've only got two weeks and we have to design an original, contemporary apartment.

F: Well, it only has to be a simple plan, so we'll be fine. We'll have to start getting a few ideas together. I don't think that'll be too hard, do you?

M: I don't think so. Our teacher has shown us lots of examples of plans. It's not as exciting as I hoped it would be.

F: I know, but we've got to do it!

4

M: What a great school trip!

F: Yes, what a cool idea – staying away from home but in our own city and looking at it in a new way – as if we were tourists.

M: And now we've got to write up our recommendations for ways to improve the experience for visitors.

F: Staying in an apartment wasn't very realistic. Most people go to hotels.

M: Yes, but they're more expensive and we had to think about things to do, not accommodation.

F: True.

M: Anyway, I'm going to sleep for a week now! I can't believe how much we managed to do in one weekend.

F: I know! Brilliant!

5

M: Are you going to help on the project at the weekend – help dig in the fields to find stuff?

F: I think so. Where is it again?

M: Near the church. They think there are some ancient remains there.

F: What, like walls of houses?

M: Well, they think there could be an old village there. That'd be more interesting than finding old plates and bowls like we did last time.

F: Definitely! It was pretty good finding those coins that time – the town museum was really happy about that. Maybe we'll find some more!

M: Maybe, but it would be nice to see something different this time.

6

M: My uncle's just built this awesome house by the sea. He said we can go and stay for the weekend, if we want.

F: Yeah? What's so good about it?

M: It's super-contemporary. Like, there's this wall of glass doors, which completely open up, so you're kind of inside and outside at the same time!

F: Sounds fantastic! It must have amazing views as well.

M: I preferred the countryside, where he lived before, but you'll love it. It isn't as big as his old house, but it doesn't matter. It's just really interesting – the bedrooms are downstairs and the living rooms are upstairs!

F: Really?!

UNIT 9 The future is now

VOCABULARY

1 **1** display **2** experiment **3** connection **4** invention **5** plug in **6** satellite **7** fuel **8** charge **9** pump **10** power

2 **1** pump **2** fuel **3** connection **4** plug in **5** display **6** power **7** satellite **8** experiment **9** invention **10** charging

3 **1** power **2** display **3** satellite **4** fuel **5** pump

READING

1 Students' own answers

2 **1** B **2** D **3** A **4** C **5** B

3 **1** off-road **2** vehicles **3** incredible **4** trick(s) **5** realistic

GRAMMAR

1 **1** he'll **2** we're going to **3** will replace **4** I'm meeting **5** I'm going to tell **6** We're uploading

2 **1** I'll be studying **2** he'll be doing **3** I'll be writing **4** I/we'll be swimming **5** I'll be sending

3 **1** 're presenting / 're going to present
2 will be happening / will happen
3 will develop / will be developing **4** will find
5 will invent / will be inventing **6** will be looking at
7 will our children communicate **8** Will we be telling

4 **1** 'll/will be driving electric cars
2 will wear / will be wearing computers on their arms
3 won't/will not live / won't/will not be living on the Moon
4 'll/will live / are/'re going to live will/'ll be living longer lives

5 **1** I'll bring the food and you can bring something to drink.
2 Our relationship is going to last forever!
3 ✓
4 Tomorrow we're going to the pool and I know that will be a fantastic day.
5 At the weekend, we are going to have a party.

VOCABULARY

1 **1** The latest phone isn't going to be very small.
2 Some apps are just too expensive.
3 The power doesn't last long enough on my mobile phone.
4 Harry hasn't got enough money to go to the cinema.
5 Svetlana was too slow to win first prize.
6 Next term's tests are very important.

2 **1** very **2** too **3** very **4** enough **5** too

WRITING

1 Students' own answers

2 **1** Smartphones will continue to get faster and better in the future.
2 Although the TV is a good product, the screen is not big enough.
3 People spend too much time on their gadgets and don't do anything else.
4 So, what should you do if you lose your mobile phone or any other device?
5 Do you think people learn anything interesting when they play computer games?
6 Laptops have pretty good sound these days. Their speakers are better than they were.
7 Tablets come in all shapes and sizes.
8 How do you choose which headphones to buy?

3 The device I like best is probably my tablet. I'm on it most of the time when I'm not at school or playing football. I like it because it's smaller than my laptop, so I can carry it around with me. It's larger than my phone which means I can see/look at things better on the screen.

I think the idea that people spend too much time on their devices is a bit old-fashioned. They're just part of our lives and they do so many amazing things. We can message people instantly, upload photos to social media, and many other things we wouldn't be able to do without them.

4 Students' own answers

5 Students' own answers

UNIT 10 Animals in danger

VOCABULARY

1 **A** crops **B** humans **C** jungle **D** rainforest **E** creatures **F** landscape

2 **1** crops **2** population **3** endangered **4** rainforest **5** habitat **6** hunting **7** landscape **8** environment

3 **1** rainforest **2** humans **3** population **4** creatures **5** habitat **6** endangered **7** hunting **8** landscape **9** crops

READING

1 People collect rubbish from the beach.

2 C

3 **1** B **2** A **3** C **4** D **5** A **6** C

4 **1** B **2** C

5 **1** feel strongly about **2** community **3** affecting **4** leading to **5** take action

GRAMMAR

1 **1** If I bought a boat, I would sail to another country.
2 If I sailed, I would visit a lot of different countries.
3 If I visited different places, I would take a lot of photos.
4 If I took photos, I would put them on my blog.
5 If I put them on my blog, everyone would see my amazing trip.
6 If they liked them, I would be very pleased.

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

3 **1** would enjoy **2** will help **3** will fall **4** will see **5** boils **6** would be **7** would have **8** will miss

4 **1** he works hard **2** it doesn't rain tomorrow **3** you listen to the teacher **4** we don't start growing our own food **5** we do more to protect our environment

5 **1** I remembered that if I didn't do my work, they would not let me go on the school trip.
2 Next weekend I have nothing to do, so if you want, you can come to visit me.
3 ✓
4 My parents would be very happy if you accepted the invitation.
5 ✓
6 ✓

VOCABULARY

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

2 **1** at first **2** at once **3** at least **4** at present **5** at long last

LISTENING

1 Students' own answers

2–3 Ticked: *the number of people there, rainforests, people changing photos, features of a good photograph*

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

05 **Ben:** What a great idea for an exhibition – using photos to show how our planet is changing!

Lindsay: I know! I loved it, even if it was a bit busy – there was still enough space to look at the photographs. Weren't they awesome?!

Ben: Yeah! I can't stop thinking about the scenes from the rainforest – they were on the left as we went in.

Lindsay: I didn't like those so much, but I loved the photo of the bird with the fish in its mouth, just as it was coming out of the lake – the image of the drops falling from the fish was amazing. I thought it was a really strong photo – in fact, I didn't see anything else as good as that in the exhibition.

Ben: I don't agree. It was a great photo of the bird, but I don't think it showed anything about our changing planet. Besides, the competition clearly said that the photographs shouldn't be edited – you know, on the computer. I don't think the water looked real.

Lindsay: I'm not sure about that … Anyway, did you like the photo of the desert landscape?

Ben: Well, yes and no. I liked the idea, you know, the evening light on the sand, but I didn't think it was that original.

Lindsay: Oh, I don't know about that – it was taken in such a remote area, hardly anyone's likely to have that same photo!

Ben: Maybe you're right. So, when do they announce the winner?

Lindsay: On the last day of the exhibition. Can't wait to see which photo wins!

Ben: Me neither!

UNIT 11 Off to school

VOCABULARY

1 **1** year **2** primary **3** secondary **4** qualifications **5** boarding school **6** undergraduate **7** degree **8** attend **9** break up **10** education

2 **1** boarding school **2** degree **3** broke up **4** attend **5** undergraduate **6** year

3 **1** primary **2** year **3** do well **4** secondary **5** did badly **6** broke up **7** attend **8** degree **9** qualifications **10** education

READING

1 Students' own answers

2 The biggest/largest school in the world

3 **1** C **2** C **3** I **4** C **5** I **6** C **7** I **8** C **9** I **10** C

4 **1** efforts **2** employ **3** traditional **4** past **5** proud

GRAMMAR

1 **1** had gone there on a school trip **2** had forgotten her trainers **3** had completed all his homework **4** had already read it **5** had finished it at school **6** hadn't done well the first time **7** hadn't slept all night **8** hadn't arrived to meet me

2 **1** had **2** woke **3** had already left **4** offered **5** moved **6** realised **7** had left **8** got **9** hadn't rung **10** had gone

3 **1** would **2** would **3** had **4** had **5** had **6** would

4 **1** did you meet **2** had his parents given **3** Had he ever been **4** Didn't his friends organise **5** did they tell **6** did Jack feel **7** Had his parents already booked **8** did his friends do

5 **1** b **2** a **3** a **4** b **5** a

VOCABULARY

1 **1** timetable **2** lunchtime **3** bus ticket **4** headteacher **5** break time **6** homework **7** blackboard **8** textbook

WRITING

1 Students' own answers

2 **1** biology **2** She had studied really hard. **3** They turned their phones off. **4** Her phone had rung.

3 **1** dusty, dirty **2** secretly, quietly **3** brand new, magnificently **4** nervously, quickly

4 Students' own answers

5 Students' own answers

UNIT 12 Getting around

VOCABULARY

1 **1** land **2** tour **3** check in **4** sail **5** unpack

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

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

READING

1 adverts for holiday activities

2 **1** Boogie! **2** Cool Club **3** On the sofa **4** Out and about **5** Landsports **6** Remix **7** Flocko **8** Tasty

3 **1** home to **2** fascinating **3** test **4** be sure to **5** appearance

GRAMMAR

1 **1** If you go to France, you should buy a tourist guide.

2 Look at the/that/this sign! We have to remove our shoes.

3 I need to buy more paint before the shop closes.

4 We don't need to/needn't take lunch tomorrow.

5 You shouldn't take photos of strangers.

6 We don't have to go anywhere tomorrow.

2 **1** b and c **2** a and b **3** a and c **4** b and c **5** b and c

3 **1** need to/have to **2** need to/have to/should **3** shouldn't **4** don't need/don't have **5** need to/should **6** don't need to/needn't/don't have to

4 **1** don't have to **2** shouldn't **3** need to/have to/should **4** have to/need to/should

5 **1** made **2** let **3** let **4** make **5** letting **6** makes/made

6 **1** You don't need to/don't have to bring any food, but please bring a football to the picnic.

2 ✓

3 You shouldn't sit at a computer all day because it's bad for your eyes.

4 ✓

VOCABULARY

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

2 **1** on foot **2** on display **3** on board **4** on my own **5** on sale **6** on purpose **7** on time

LISTENING

1 **1** tourist/tour guide **2** university degree **3** English and at least one other language **4** fun-loving, lively and responsible person, who loves travelling **5** 30th March

2 Ticked: a, b, c, f

3 **1** home(-)stay **2** term **3** sports centre **4** party **5** snacks **6** Bentley

06 Hi everyone, my name's Lisa and I'm from an organisation called Teen Travel. I'm here to talk to you about the language exchange programmes we run.

What *is* a language exchange programme? Well, you're all learning Spanish, so in your case, you would travel to Spain to stay with what's known as a host family, who have a teenager your age. Your homestay, as we call it, includes living with the family for a week and taking part in everyday life.

Most trips happen not during summer time when the school holidays are, but during term time instead. This is so you have the opportunity to go into school with your partner, which is a great way to improve your language skills really quickly, because you won't be able to speak English!

Some of the activities you take part in depend on the family you stay with. If they usually go to a restaurant for dinner on Wednesday evenings, for example, then you will, too. If your partner loves going to the sports centre, you'll go, too!

On two evenings each week, the Teen Travel organisation holds social events, which everyone attends. This could be a party, for example, or if the town has interesting places to see, such as a castle or museum, we might go there. This is so you get even more practice of speaking Spanish!

What's included? You won't have to pay extra for your flights, and accommodation is free. Meals are also included in the price of the trip, but if you want snacks while you're out, you should take a small amount of cash.

If you'd like to find out more, go to our website, and read reviews from students who've already done an exchange. You can also email me at lisabentley@teentravel.org. My surname's spelt B-E-N-T-L-E-Y.

Right, so does anyone have any questions?

UNIT 13 #NoFilter

VOCABULARY

1 **1** block **2** comment **3** share **4** like **5** follow **6** take down **7** post **8** tag

2 **1** commented **2** shared **3** take down **4** follow **5** block **6** tagged **7** posted **8** liked

3 **1** post **2** share **3** comment **4** like **5** tag **6** take down **7** follow **8** block

4 **1** take (it) down **2** post **3** block **4** 'liked'

READING

1 It asks if editing photos to try and make people look more beautiful is a good thing to do.

2 **1** C **2** A **3** C **4** D **5** D

GRAMMAR

1 **1** My computer was fixed by my friend.
2 A lot of films are watched on laptops.
3 The prize was won by an 11-year-old boy.
4 Most children are read stories by their parents.
5 The first personal computer was invented in the 1950s.
6 Two teenagers were injured on that busy road.

2 **1** take **2** might **3** Bicycles must be ridden **4** People must be warned **5** may use **6** can be downloaded

3 **1** be improved **2** be changed **3** be uploaded **4** be made **5** be predicted

4 **1** was created **2** were based **3** were given **4** were held **5** was built **6** been moved **7** are kept

5 **1** ✓
2 This game ~~it's~~ can be played online.
3 My best friend <u>is</u> called Julia.
4 The food ~~was~~ tasted horrible, but I ate it.
5 I saw a school that <u>was made</u> of wood.
6 ✓

VOCABULARY

1 **1** in advance **2** in future **3** in general **4** in particular **5** in the end **6** in fact **7** in detail

2 **1** in advance **2** in detail **3** in particular **4** In the end **5** In general **6** in fact **7** In future

WRITING

1 Students' own answers

2 **positive:** awesome, amazing, one advantage
negative: disappointing, limited, not worth …, the disadvantage is …, too expensive

3 Students' own answers

UNIT 14 Let's cook!

VOCABULARY

1 **1** frying **2** stirring **3** boiling **4** roasting **5** burning **6** barbecuing

2 **1** taste, stir **2** barbecue, roast **3** bite, taste **4** boil, fry **5** burn, bake **6** steam, boil **7** fry, roast **8** grill, fry

3 **1** taste **2** roast **3** stir **4** boil **5** biting **6** burn **7** fry **8** barbecue

4 **1** Fry **2** boil **3** stir, burn, taste **4** bite **5** freeze

READING

1 **0** a recipe on a food label **1** a text message **2** a safety notice/label **3** an email **4** a postcard **5** a text message

2 **1** A **2** C **3** C **4** B **5** A

3 **1** cloth **2** pour **3** prevent **4** add **5** attend

GRAMMAR

1 **1** which **2** whose **3** who **4** which **5** whose **6** which

2 **1** whose husband makes wonderful meals
2 whose methods are actually quite hard
3 which is closed on Sundays
4 which my grandmother always made for me
5 which I had bought the day before
6 who has just gone to university

3 2, 3 and 6 have non-defining relative clauses:
2 My Auntie Maria, who lives in Spain, is a lawyer.
3 We're staying at the La Vida resort, which Mum's friend recommended to us.
6 Darcie showed me a photo of her sister, who is a ballet dancer.

4 **1** who **2** where **3** which **4** which **5** who **6** whose **7** that/which **8** that/which

5 **1** There I met Jack, <u>who</u> is a very funny boy.
2 We can visit São Paulo, <u>which</u> has a lot of great restaurants.
3 ✓
4 Some new friends, <u>who</u> were sitting around the table, were very friendly.
5 I have a friend <u>who</u> is called Manuel.

VOCABULARY

1 2, 4, 6

2 **1 a** T, **b** I **2 a** T, **b** I **3 a** I, **b** T

LISTENING

2 **1** B **2** C **3** A **4** A **5** B **6** B **7** A

07 **1**

M: Do you think it's too cold to eat outside this afternoon?

F: Why? Are you thinking of barbecuing the lamb we bought?

M: That was my idea. We haven't managed to barbecue yet this year … Oh! Actually, though, I don't think there's any gas – grilling them might be better.

F: Yeah – we could build a fire, Dad, and grill the meat over that! I can make a salad, too!

M: I meant, let's cook inside, actually. Look – there are some dark clouds appearing.

F: Aww, OK then.

2

F: What shall we have for lunch?

M: What *is* there? Weren't you going to roast that chicken you bought? That would be tasty with some chips and vegetables!

F: Well, yes, it would but we won't want a big meal at midday. Why don't I do the chicken with steamed vegetables later on and for now, we could chop up some garlic and onions and tomatoes and boil them up? I'll bake a bit of bread to go with it.

M: Great!

3

Come on down to Denny's Diner for dinner! This brand new restaurant, which has just opened on Church Street, is already getting fantastic reviews online. This cosy little place is perfect for vegetarians or anyone who's decided to go super healthy! With a wide selection of fresh salads, breads, soups and grilled vegetables, all our food is cooked just as it is, with no extra ingredients like oil, butter or cheese. Our prices are just as good as our food, so come on, book a table today!

4

M: What shall we do today? Do you fancy going to the park? We could have a game of football and when we get tired, maybe we could stop at the café and have a drink or a snack.

F: Great idea – the café only does proper meals, though, so if we just want sandwiches, we should probably do something else.

M: Take some along with us? We could eat on those picnic tables in the barbecue area. It won't be busy down there today, 'cause it's not as warm as it usually is.

F: Perfect!

5

I've loved baking ever since I was a young girl. My grandmother was a baker and she would show me how to make all kinds of things during the school holidays – her bread was the most delicious I've ever tasted – I've never been able to make any as tasty as hers, which is annoying! Cakes, though – they're my special skill and there's nothing better than when I see someone eat one I've made and really enjoy it. I'm going to try biscuits next – I believe they're more difficult to do, but worth the effort!

6

F: It's mushroom season again! Can't wait to make that gorgeous mushroom pasta we love!

M: I know – yummy! The supermarkets have got loads – there doesn't seem to be a particularly large variety, though. I'd like some of those little yellow ones you sometimes put in omelettes – know the ones I mean?

F: Oh, yeah – they grow in the woods outside town. They'll have loads at the market.

M: Why don't we go down and get some, then? I don't feel like going and picking them myself.

F: Good idea.

7

M: I'm making dinner for everyone tonight.

F: Cool – what are you going to do? I did pizzas last night, so don't do that again!

M: I wasn't going to. I'll make a sauce – we can have it with pasta. What's that sauce called that you like? It's got those little fish and black olives in it, with tomatoes.

F: Can't remember – but look. These onions look like they need using up. You could cut up some peppers as well.

M: I'll do what I was planning, but put those onions in, too.

UNIT 15 City or country?

VOCABULARY

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

2 **1** buildings **2** spaces **3** conditioning **4** lights **5** architecture

3 **1** air conditioning **2** open spaces **3** street lights **4** modern architecture **5** historic buildings

4 **1** pollution, bugs, modern architecture, historic buildings **2** valleys, wildlife, open spaces, street lights **3** ruins, facilities, season, air conditioning

READING

1 He lives in the countryside. He has just been to visit his cousin who lives in the city.

2 **1** D **2** B **3** C **4** B **5** B

GRAMMAR

1 **1** a, the/a **2** The, – **3** –, – **4** the **5** the, a **6** – **7** a, the, the **8** the, the

2 My mum is a waitress in <u>a</u> restaurant in <u>a/the</u> city about 20 km from our home. She has worked at <u>the</u> restaurant for 15 years, but she wants to be <u>a</u> teacher. At the moment, she is studying at <u>(the)</u> university in our town. She never complains about all <u>the</u> work she has to do. When she finishes university, we're going to visit <u>the</u> USA. Then, I think she'll decide on <u>the</u> next course she wants to do!

3 The country of New Zealand is in the south-western Pacific Ocean. The country is made up of ~~the~~ islands, and it is called <u>an</u> island country. It is situated about 1500 km east of Australia and about 1000 km south of the Pacific islands of New Caledonia, Fiji and Tonga. It is a long way from anywhere!

People in New Zealand speak ~~the~~ English and Maori. <u>The</u> capital of New Zealand is ~~the~~ Wellington. New Zealand is

famous for many things, including its beautiful scenery, which is made up of ~~the~~ mountains, ~~the~~ beaches and ~~the~~ volcanoes. There are many species of bird that can only be found in New Zealand including birds which cannot fly.

Do you know anything else about this country, which is so far from anywhere? Write to us at countrieswelove@travelteens.uk

4 **1** the **2** a **3** An **4** the **5** The **6** a **7** –

5 **1** b **2** a **3** b **4** a **5** b

VOCABULARY

1 **1** show **2** stay **3** catch **4** end **5** move

2 **1** catch up **2** moved in **3** stay in **4** ended up **5** showed (me) around **6** move out

WRITING

1 **1** despite **2** finally **3** actually **4** however **5** finally **6** Despite **7** However **8** actually

2 Yes, he does.

3 Students' own answers

UNIT 16 Lights, camera, action!

VOCABULARY

1 **1** performance **2** direct **3** role **4** recording **5** director **6** animated **7** come out **8** appear **9** musical **10** soundtrack

2

	Verb	Noun	Adjective
Music/ Theatre	appear direct	director musical performance recording role soundtrack	
Film	act appear come out direct	director musical performance recording role soundtrack	animated

3 **1** director **2** role **3** appeared **4** musical **5** recording **6** performances

READING

1 **1** photography course **2** technical theatre skills **3** blog design **4** fashion/style course **5** games creation

2 **1** D **2** A **3** E **4** H **5** B

3 **1** explore **2** practical **3** material **4** special effects **5** editing

GRAMMAR

1 **1** Jack said that he was directing a new film.

2 Amy said her new film had just come out.

3 The newspapers said the young actor had given an amazing performance.

4 He said they would show two films each day.

5 The actor said that he could answer more questions later.

6 He said he also had some surprise gifts to hand out.

2 **1** She said that in her free time she did aerial yoga.

2 She said (that) she was learning two foreign languages at the moment, including Chinese.

3 She said (that) she hoped she could visit me the following year.

4 She said (that) she hadn't visited an English-speaking country before.

5 She said (that) she could play three musical instruments including the piano.

6 She said (that) she would send me a short video of her band soon.

3 **1** You said (that) we were having sausages and potatoes for dinner tonight!

2 You said (that) you had borrowed a book from the library last week.

3 You said (that) he loved it.

4 You said (that) she'd pick you up after the dance class on Saturday.

5 You said (that) she (Georgia/our friend Georgia) had acted in a short film.

6 You said (that) he had uploaded it five weeks ago!

4 **1** I told my friend about a wildlife programme I'd seen on TV.

2 She told me that she loved it very much.

3 ✓

4 I asked her to send me the photo she had taken.

5 He said that he would help us expand our knowledge about things that were taking place around us.

VOCABULARY

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

2 **1** said **2** explained **3** demanded/insisted **4** told **5** insisted/demanded **6** suggested

LISTENING

1 acting, filming

2 **1** C **2** B **3** B **4** A **5** A **6** B

08 **1**

F: Are you entering the video clip competition at school?

M: Yeah. The teacher said last year's topic was the environment – she hasn't given us one this time, though. She said we can do what we like – have you got any ideas? I need to make my mind up soon!

F: Are you going to use any special effects or anything in yours?

M: No – I'd like to make it look like an old black and white movie, though. I know how to do that after last week's lesson.

F: Cool – and what about music? Really old films were silent, with a music soundtrack.

M: I know, but I'm going to write a script instead of having any music.

2

M: Our drama teacher's brilliant! He's taught us so many techniques. I never thought I'd be able to convince people I was crying!

F: Ha-ha! He doesn't like it when you can't do something immediately, though, does he?

M: You think he expects us to get things right straightaway, you mean? I don't know about that – we do get time to practise. And we have loads of fun – his sense of humour's great.

F: True, but I do think we could do more of a range of things in class – so far we've done loads of laughing and crying techniques and not much else.

M: Well, they're the hardest things to get right, so I don't mind.

3

F: What did you think of that musical we saw at the cinema with our class?

M: Not my thing! But we have to study musicals as part of our music course. I think musical films are better than stage ones – the acting can be really poor in those, so I'm glad we didn't have to see it at the theatre.

F: Yes, at least the actors' performances were good. I hated that music though – it sounded old-fashioned to me. The songs were terrible!

M: The background music was good, though, in between the songs. And the special effects were amazing.

F: You think so? I wasn't convinced. Anyway, never mind.

4

F: When are they announcing who's got a place at drama school? It should be soon, right?

M: Yeah. It's so competitive it's difficult to guess, though I thought my audition went well on the day. How about you?

F: Don't know. I made a mess of the speech I gave – I forgot one of the most important lines! I answered all the questions in the interview, but you never know if you've said the right thing. Anyway – did you do that little scene about the scooter? That was funny – it'd be strange if you didn't get a place after that.

M: Well, I hope so!

5

F: What we did in our camera skills class today was hard. The teacher insisted that we only had an hour for it! I don't like working under stress – it makes me nervous. I feel like I won't be able to finish it all, and it's complicated to decide what order to do everything in.

M: I think the point was for us to understand what it's like working in the industry.

F: Sure. I didn't have a chance to think about whether what we were doing was particularly enjoyable.

M: Me neither but I'm sure it was useful.

F: Yeah.

6

M: I couldn't be an actor, could you?

F: No – too dull! You have to film the same thing over and over. They deserve all the money they get for probably spending most of the time being bored!

M: True! But I reckon it's an easier job than most people have! And it's not like they do anything to help other people, is it?

F: I can see why you say that – entertainment isn't like being a doctor or doing something that changes people's lives.

M: And they think too much of themselves – too confident in their abilities.

F: I don't know – some seem pretty normal.

UNIT 17 Getting the message

VOCABULARY

1 **1** apologise **2** remind **3** warn **4** joke **5** wonder **6** disagree **7** complain **8** promise

2 **1** apologised **2** complaining **3** joked **4** remind **5** disagreed **6** wondering **7** promised **8** warned

3 **1** reminded **2** wondered **3** were joking/joked **4** apologised **5** warned **6** complain/complained **7** disagree **8** promised

4 **1** 'm warning **2** promise **3** apologise **4** wonder

READING

1 **0** an email **1** an advert for a competition **2** an announcement/local advert **3** a social media update **4** a note **5** an email

2 **1** A **2** B **3** C **4** A **5** C

3 **1** open **2** deaf **3** talent **4** range

GRAMMAR

1 **1** Billy wanted to know what time his mum was collecting him.

2 Mum asked me what I wanted for breakfast.

3 Dad wanted to know if we had finished chatting on the phone.

4 The teenagers asked the man which floor the cinema was on.

5 Ms March wondered if I had picked up her parcel from the post office.

2 **1** if/whether I was / we were **2** if/whether I had sent my aunt **3** if/whether I had listened to her **4** if/whether I would hand in **5** if/whether I would watch a film on my **6** if/whether I'd like to go to **7** if/whether I wanted to go

3 **1** when it had happened **2** how it had happened **3** if he was badly hurt **4** where he was now

4 **1** They were new in our area and I <u>wanted</u> to know who they were.

2 By chance, he was in the park and I <u>asked</u> him if he would like to play.

3 You wanted to know <u>how the new house was</u>.

4 I asked her if I <u>could</u> take someone with me to the appointment.

VOCABULARY

1 **1** very **2** fairly **3** reasonably **4** quite

2 **1** It was <u>quite</u> noisy in the restaurant, so I couldn't hear the musicians.

2 I didn't have any lunch, so I was feeling <u>pretty</u> hungry by 3.00.

3 On the whole, Dad kept <u>reasonably</u> calm when I told him the news.

4 Xanthe did <u>quite</u> well at school, but not as well as her brother.

WRITING

1 **1** opinion **2** say **3** think **4** may

2 Students' own answers

3 Students' own answers

4 Students' own answers

UNIT 18 We love celebs!

VOCABULARY

1 **1** c **2** k **3** e **4** d **5** g **6** j **7** f **8** h **9** l **10** i **11** b **12** a

2 **1** lonely, shy **2** professional, charming
3 annoyed, stressful **4** delighted, mad about
5 annoyed, curious **6** nasty, rude

3 **1** unexpected **2** charming **3** mad **4** delighted
5 curious **6** rude

4 **1** annoyed **2** shy **3** mad about **4** stressful
5 lonely/stressful **6** rude/nasty

READING

1 3

2 **1** C **2** I **3** C **4** I **5** C **6** I

3 **1** conflict **2** phenomenon **3** household name **4** hassle
5 ups and downs

GRAMMAR

1 **1** has/had his bike repaired
2 had my birthday cake made **3** has his picture painted
4 had our house painted **5** had her bedroom decorated
6 had a tooth filled

2 **1** I had my picture taken yesterday.
2 I've had my hair cut and washed.
3 I had the food prepared (for me).
4 I'm having a new jacket made (for me).
5 I've had my shoes cleaned.
6 We're going to have our website updated.

3 **1** She's had her watch repaired/fixed.
2 She's had her photo taken.
3 He's had his computer fixed/repaired.
4 He's had his newspaper delivered.

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

VOCABULARY

1 **1** to **2** – **3** – **4** of **5** unless **6** of

2 He is an ordinary person who is interested in his fans and good to people.

3 **1** because **2** despite **3** instead **4** according **5** Besides
6 Unless

LISTENING

1 celebrities

2 **1** C **2** B **3** A **4** C **5** A **6** B

09 **F:** This morning, we're talking to reporter Ignacio Mendes about celebrities. Ignacio, what do most people think when you say the word 'celebrity'?

M: They think of the beautiful people of the world, who have everything done for them, who get attention wherever they go – and who are very rich, of course. The thing I hear most from people about celebrities is that they think they're better than other people because they've got a few acting skills, or whatever.

F: You've met a lot of celebrities. How do *you* find them?

M: Most of them are just like you or me. They followed something they loved doing, got better and better at it and became famous because of it – they didn't necessarily start out with becoming famous as their aim, though they're grateful for the benefits it gives them.

F: Do you think being a celebrity is different to being famous?

M: The dictionary definition of celebrity is 'famous person'. I'm not sure that's how people see it, though. Imagine a TV newsreader. Everyone knows their face, but are they interested in their private lives? Do they get followed by journalists? Not usually. It's sports stars and actors and musicians that the public celebrate – and want to *be* like.

F: Do you think celebrities can help society?

M: Without doubt. Besides being entertaining – which we need to help us relax, they're also able to draw attention to problems, such as those of the environment. For me, that's the most positive thing they can do with their fame. They can also encourage people to build their own skills.

F: Is there a celebrity you particularly respect?

M: No *one* person. Lots of celebrities visit sick children, have their selfies taken with fans …. That's using what they've got to do great things, even if it takes time and effort. Many celebrities give to charity, too – that's easy when you earn millions, though! And there are those who are very private. I'm not sure that's fair on their fans – they're the ones who help them make their money.

F: Finally, would *you* like to be a celebrity?

M: When you become a celebrity, your life isn't your own any more. If you're a big star, you *will* get followed, people *will* write nasty things about you on social media. That'd be awful. And there's pressure to keep being good at what you do – you just *have* to be confident, I suppose. It'd be nice to have money to give to friends and family – though that's not enough for me to say 'yes' to your question!

UNIT 19 The world of work

VOCABULARY

1 **1** update **2** deliver **3** run **4** calculate **5** organise
6 arrange **7** manage **8** develop **9** produce **10** install
11 deal with **12** handle

2 **1** runs, manages **2** deal with, manage
3 handled, dealt with **4** update, install
5 produce, update

3 **1** deal **2** deliver **3** calculate **4** install **5** develop
6 organise **7** manage

READING

1 Students' own answers

2 **1** D **2** G **3** C **4** A **5** F

3 **1** dining **2** smoothly **3** strength **4** salon **5** currently

GRAMMAR

1 **1** as, because **2** although, whereas
3 so that I can, in order to **4** while, whereas
5 as, because **6** in order to, so that I could

2 **1** I enjoyed the party, although …
2 … so that the teacher can explain the rules to you.
3 Although your work will be mainly in the shop, …
4 I'm not going to have a starter as …
5 … as I have football practice.

3 **1** as/because **2** so that **3** in order to **4** whereas **5** whereas

Job: ice-cream seller

4 **1** They gave me a gift <u>when</u> I left my job.

2 We hope you can send us the figures <u>so that</u> we can complete the project.

3 You have to prepare for your exams <u>in order to</u> get the qualifications you need.

4 ✓

5 I like Stefanie <u>as/because</u> she is a very kind, friendly and confident person.

VOCABULARY

1 **1** as, like, like **2** like, as, as

WRITING

1 **Possible answers**

1 shop assistant **2** hairdresser's assistant **3** shop assistant/working in a café/restaurant **4** all except newspaper boy/girl **5** newspaper boy/girl **6** working in a café/restaurant **7** all except newspaper boy/girl **8** all **9** all except newspaper boy/girl **10** all except newspaper boy/girl **11** working in a café/restaurant **12** shop assistant

2 Students' own answers

3 Students' own answers

4 Students' own answers

UNIT 20 Making plans

VOCABULARY

1 **1** achieve **2** admire **3** aim **4** choose **5** dream **6** encourage **7** imagine **8** try your best

D	H	Y	R	L	P	Q	F	E	B	S	Z
O	Y	H	K	M	F	A	V	G	D	W	T
I	M	A	G	I	N	E	J	X	R	S	C
K	P	H	O	Y	I	L	W	R	E	N	B
K	E	T	S	H	C	V	Y	B	A	S	G
A	D	B	C	G	H	W	R	A	M	M	I
E	Z	A	I	M	O	U	U	L	P	H	F
P	M	D	J	L	O	F	A	B	T	R	D
T	O	M	I	Y	S	S	H	X	P	H	F
N	L	I	Y	E	E	N	L	P	K	S	G
Z	C	R	B	O	K	L	T	E	V	M	Q
F	T	E	N	C	O	U	R	A	G	E	I

2 **1** dreamt **2** aim **3** achieved **4** admired **5** encouraged **6** tried our best **7** choose **8** imagine

3 **1** dreaming **2** try your best **3** encourage **4** aim **5** admire **6** achieve **7** imagine **8** choose

READING

1 They run their own businesses.

2 **1** I **2** I **3** C **4** C **5** I **6** C **7** I **8** C **9** I **10** C

3 **1** programme **2** leaflet **3** employ **4** be involved **5** consider

GRAMMAR

1 **1** Stephanie wrote a letter <u>to</u> the newspaper.

2 Mum bought a book of poetry <u>for</u> me.

3 The boys gave a big box of chocolates <u>to</u> their father.

4 Alina and Margie showed their holiday photos <u>to</u> their friends.

5 The grandparents told a story <u>to</u> their grandchildren every night.

2 **1** My best friend told me a secret.

2 My parents gave me a surprise present.

3 Mum showed her new dress to us.

4 I bought myself a pair of expensive shoes.

5 Mark sent a book to his parents.

6 The teacher wrote a letter to the parents.

3 **1** Her friends had sent her birthday wishes / had sent birthday wishes to her.

2 Her parents gave her a huge box / gave a huge box to her.

3 Her grandmother had sent her the envelope / had sent the envelope to her.

4 Her mother told her the story / told the story to her.

5 They took a photo and sent it to Grandma.

4 **1** They brought me a small present.

2 Josh gave Lucy a party invitation.

3 Mr Digby sent an email to his students.

4 Jason took some flowers to the girl.

5 Millie showed her friends the picture.

6 The class gave a prize to the boy.

5 **1** I want to introduce you <u>to</u> all my friends.

2 I tell ~~to~~ her all my secrets.

3 ✓

4 When she arrived at school, all her classmates sang 'Happy birthday to you!' and gave ~~to~~ her a lot of presents.

5 Together, we baked some cakes <u>for</u> our friends.

VOCABULARY

1 **1** in **2** on **3** out **4** for **5** in **6** into **7** on **8** out

2 **1** believed **2** got **3** keep **4** join **5** go

LISTENING

1 Ticked: *what the business is*, *how they had the idea for the product*, *what the product is* and *their friends' opinions*.

2 **1** setting **2** likes **3** no one **4** left **5** name

3 **1** fruit juice in a bag **2** everyone at school and Kathy's parents **3** They didn't have any paper cups left, so used bags instead. **4** They haven't decided yet, but it could be 'Bag of fruit' or 'Fruit in a bag'.

4 **1** A **2** A **3** A **4** B **5** A **6** B

10 **Craig:** So, Kathy, what do you think about setting up our own business?

Kathy: I'm not sure. Do you think that our homemade fruit juices are *that* good?

Craig: Everyone at school likes them and you said that your parents loved them. I think we have a great idea, and no one else has done it. A fruit juice in a bag!

Kathy: I know, Craig, but that was only because we didn't have any paper cups left! But that's how all the great ideas start, isn't it? People make a name for themselves with crazy ideas or have ideas just because something strange happened. That could be us! So, what should we call them? Bag of fruit? Fruit in a bag?

11 **Craig:** So, Kathy, what do you think about setting up our own business?

Kathy: I'm not sure. Do you think that our homemade fruit juices are *that* good?

Craig: Everyone at school likes them and you said that your parents loved them. I think we have a great idea, and no one else has done it. A fruit juice in a bag!

Kathy: I know, Craig, but that was only because we didn't have any paper cups left! But that's how all the great ideas start, isn't it? People make a name for themselves with crazy ideas or have ideas just because something strange happened. That could be us! So, what should we call them? Bag of fruit? Fruit in a bag?

Craig: Neither sounds very attractive. I think the name is as important as what we're selling. How about posting on social media sites for people's opinions of the names?

Kathy: I like that idea! Brilliant! Do you want to do that or should I?

Craig: I can do that. But first, we need some photos, some cool pictures of people drinking our fruit juices in beautiful places too, you know, not just at school. We could take photos on the beach.

Kathy: I'm not sure, I mean how many people go to the beach to drink a fruit juice? It would be better to have the photos of people in everyday places. So, at the shopping mall, at the gym. The message, the idea, is that wherever you are, whoever you are, you are so cool that you can have a fruit bag!

Craig: But I think we should be careful about who we choose to show in the photos – there's so much advertising that gives the idea that unless you're really good-looking, the product's not for you. So, let's have the kind of people you'd see every day in ordinary places – and no editing the pictures either!

Kathy: OK! Let's buy some fruit and go for it.

STUDENT'S BOOK AUDIOSCRIPTS

01 Unit 1, Student's Book page 10

Presenter: Daisy

Daisy: I love shopping anywhere, so I don't really mind where I go. I hate it when I don't have enough money, though, so I guess that markets are probably my favourite place to shop. You don't have to spend much money there, but if you're a tourist, then you should be careful because sometimes they can charge you high prices.

Presenter: Sean

Sean: I think that online shopping is the best thing ever. My parents do their food shopping online. If you spend a certain amount, then you don't have to pay the delivery charges. Also, we sometimes buy clothes and books online – there are plenty of sites! And if it's not right, you can usually send the item back.

Presenter: Alec

Alec: Well, I love video games and I'm always looking for new ones. Last week my favourite department store was offering a ten percent discount on some games, which is really good. Also, they're really good about refunds, like when Mum bought me a game I already had, they just gave us the money back – easy!

Presenter: Rose

Rose: I love shopping malls, especially when I meet up with my friends and we stay there for the whole day. I have several store cards for my favourite stores; you know, those cards that get you a discount for the next time you purchase something. My favourite store has regular promotions – you just text a word and you get a code sent to your phone. It's great. Some older kids from our school work in the stores and it's nice when you know the person who serves you. And you get great service that way!

Presenter: Iris

Iris: I think walking down the main street in a town and going into all the little shops is fun. It's better when it's nice weather – it isn't much fun in the rain! These are just regular shops and if you buy something and it's not right, you can exchange it. You just have to show them the receipt.

03 Unit 1, Student's Book page 12

1

Boy 1: Have you got any bus tickets?

Girl 1: There are no tickets in my wallet. Have you got any money?

Boy 1: I have. So we can buy our tickets on the bus.

2

Woman 1: Let's make this dish. We've got plenty of rice, and a lot of flour and some milk.

Boy 2: Do we have some eggs?

Woman 1: There are three here.

Boy 2: How many more do we need?

Woman 1: Not many – only two.

3

Girl 2: Which shop has a lot of discounts at the moment?

Boy 3: Not sure, but there aren't many discounts here. Let's go somewhere else.

4

Woman 2: Do any families come to this park? Are there plenty of activities for young children?

Man: Not sure. But it's free – and for adults too.

Woman 2: Is there much parking?

Man: Yes, and that's free too!

Unit 2, Student's Book page 14

04

Sophie: Hey Ben, look, here's a quiz about the kind of friend you are. Do you want to do it?

Ben: OK.

Sophie: Let's see what kind of a friend we are! So we look at the sentences and choose the ones that are most true for us. Oh look! Here's one for you. 'I'd do anything to help my best friends.'

Ben: You think so? That's a nice thing to say. Thanks, Sophie!

Sophie: Well it's true! You are thoughtful and you always listen to people, especially us girls and our problems! And you know how to keep a secret, so we all trust you with our secrets.

Ben: Yes, that's true. OK, well here's one that's true for you, Sophie: 'I love hanging out with a big group of friends.' I mean, that's because everyone loves you. You're a fun girl!

Sophie: Thanks, and I do love my friends. This one is also true for me: 'I have lots of best friends – girls and boys.' You know I'm not the kind of person who only has one or two best friends. I have loads, really!

Ben: Well, that's because you're reliable and honest!

Sophie: Aw! Thanks, Ben!

Ben: If you say you'll do something, then you do it. That's the kind of person you are. I like that. I think that's a great personal quality. Oh, now here's one that definitely isn't you. 'I prefer to listen to other people's ideas.' Haha! Er, no!

Sophie: Well, I can't be perfect! I just have loads to say! Mind you, like you, I don't mind listening to other people's problems. Do you agree?

Ben: Yes, I do actually, and I guess the one thing here that isn't true for either you or me is this one about feeling anxious.

Sophie: Hmm no, I don't feel that, but there are plenty of people who do. OK, er, and this is also true for me: 'I love my friends but I really love being on my own,' you know, doing my own things.

Ben: OK, well, is that it? Can we see now? I want to know what kind of friend we are.

Sophie: Let's see. If we just go to page …

Unit 2, Student's Book page 17

06

You will hear a teacher telling his class about a new project, writing a quiz.

Teacher: OK, everyone. I'm going to tell you about our next project, which is writing a quiz! I'm sure you'll enjoy it! The idea is to get to know people better, which we've talked about in class, so we'll call it our 'Understanding others' quiz. You're going to write a questionnaire to find out more about a friend.

First, you're going to write ten interesting questions. A quiz which only focuses on facts, like what hobbies people like doing or where they come from, isn't as interesting as finding out about their qualities – so you're going to write questions to find out what someone's *really* like.

How should you write the questions? Well, give people a situation – ten different ones, in fact – to think about. Instead of asking 'Are you generous?' – people can only say 'yes' or 'no' to that – write something like 'You want to buy a gift for a friend but don't have much money. What will you do?'

Then, offer readers three answers to choose from, each of which says something about them. One option could explain what a shy person might do, another someone who's sociable and so on. Avoid asking about being jealous or other negative things, though. The quiz should be fun! You should also provide a 'key' at the end of the quiz, which explains people's personalities depending on the answers they give. They may not agree with you, though!

You've got plenty of time to do the project. Today's the first of July, and I'd like you to send me your completed questionnaires no later than the seventeenth, which gives you just over two weeks.

You'll do this work outside of class, so talk to your classmates for ideas. If you have any questions outside school time, email me at the school address, using my name, so, vickers@ourschool.uk. That's V-I-C-K-E-R-S.

Right, is there anything …

07 Unit 2, Student's Book page 17

Interview 1

Examiner: What's your name?

Ahmed: I'm Ahmed.

Examiner: What's your surname?

Ahmed: It's Qureshi.

Examiner: Where do you live?

Ahmed: I live in Muscat. It's the capital of Oman.

Examiner: Do you study English?

Ahmed: Yes, I do. I have English three times a week.

Examiner: Do you like studying English?

Ahmed: Er, no, I don't like it because I think it's hard. I prefer Maths.

Examiner: Do you get up early or late?

Ahmed: Hmm, it depends. At the weekends, I get up late because I love sleeping but when I have school I have to get up early because my first lesson is at 7.30 am!

Interview 2

Examiner: What's your name?

Sandrine: I'm Sandrine.

Examiner: What's your surname?

Sandrine: It's Bonnard.

Examiner: Where do you live?

Sandrine: I live in Montpellier, in the south of France. It's near the sea.

Examiner: Do you study English?

Sandrine: Yes, I do. I have four hours of English every week and I like it because I think it's important.

Examiner: Do you listen to music?

Sandrine: Yes, I do. I like music and I usually listen to it on my phone on my way to school. I'm also learning to play the guitar.

Examiner: How often do you go to the cinema?

Sandrine: I sometimes go to the cinema but I usually watch films at home or on my computer.

08 Culture: Shopping in London, Student's Book page 18

Woman: Let's talk about shopping habits now. How do teenagers in the UK really spend their money? Charlie?

Charlie: Well, we asked nearly 500 teenagers to complete an online questionnaire about shopping habits, and we had some very interesting replies. First of all, we asked:

Woman: How often do you go shopping?

Charlie: And people answered that 14% of them go shopping every week, while 22% said every two weeks and a huge 38% said they go shopping every month. Then after that we asked:

Woman: What do you buy when you go shopping?

Charlie: Well, 43% of you put clothes at the top of your list here, which isn't surprising. 16% of you put electronic goods at the top and 15% put books, which is more than music at only 10%, which I found quite surprising, to be honest. Then we asked:

Woman: Do you count shopping as one of your hobbies? An amazing 80% said yes! Then we wanted to find out how people usually do their shopping, so we asked:

Charlie: Do you shop more in-store or online?

Woman: This really surprised us – 77.5% of you said that you shop in stores more than you shop online. We then asked:

Charlie: Have you bought anything online in the last three months?

Woman: And only 26% of you said that you have. Digital world, where have you gone?

Charlie: Finally, we asked:

Woman: Where do you usually get the money from when you go shopping?

Charlie: For most of you, this seems to be pocket money or money that people have given you as presents, for your birthday, Christmas, and so on.

Woman: Obviously, we asked a lot more questions than this, and if you're interested, you can find all the results online at our website www.vwssradio.com.

Unit 3, Student's Book page 20

10

Speaker 1: Well, I was on holiday by the sea with my parents but the weather was awful, so we couldn't go to the beach or even swim in the sea. We had to stay in the hotel. Fortunately, there was a pool. There was a girl there who swam every day for about an hour, up and down. One night at dinner, we talked and she invited me to join in her practice. So the next day, I got up at 5 am! That's how it all started! I just loved it! I love being in the water. I'm quite good too, and I enter competitions. I won my first medal last week! I can go really fast. The only thing I dislike about it is not being able to have breakfast before practice.

Speaker 2: I'm like lots of kids my age – I play one of the most famous games in the world! I usually play on Thursdays after school, and I think I'm quite good at it. I score quite a lot of goals when we play matches, but yesterday I wasn't concentrating. The ball came to me and I had to score a goal because if not, we were going to lose the match. And it was the last match of the season, you know, so an important one. Unfortunately, I didn't score. I was really angry with myself. Fortunately, another player in my team managed to score, so we still beat the other team – we won 3–2! It was a great result!

Speaker 3: Last winter I went along to the ice rink in my town with my best friend. He invited me to have a go at his sport. It's a team game and a lot of fun! I joined the club the next day! The coach gave me the chance to learn the basics in a few individual classes, which was great. We only play in the fall and winter months when it's really cold. We have practice on Thursdays and Fridays and then we often have matches at the weekends. There's a lot to learn – you have to be able to skate, and follow the puck, play as a team – but I love it. I'm studying for exams at the moment and so I can't play in the regional tournament. It's a pity as I'm missing a great opportunity.

Unit 4, Student's Book page 24

12

Speaker 1: I'd heard the weather forecast the previous evening – they predicted some snow. But no one expected the amount we got. Imagine, the centre of New York stopped in its tracks by a snowstorm! The city had a power cut too – you know, no electricity for a while. I don't know whether this was because the wind blew so hard or if it was the type of snow that fell.

Speaker 2: My family used to live just outside the Australian city of Canberra. On that day, there was a storm. It was so hot and dry. Then we had a lightning storm and that's what started the fire, and with it, a fire tornado. Awesome to watch, but really scary too. I'll never forget it.

Speaker 3: I live in a fishing village in Cornwall, which is in the southwest of Britain. We've had plenty of bad weather, so we all know what to do in case of a flood. Last week, so much rain fell that the river rose two metres above normal. It poured for hours. We watched the dirty water flow along our street as it flooded our village.

Speaker 4: There was a big earthquake a few years ago. The earth shook and then the roads opened up, and lots of buildings fell down. Since then we have had smaller ones, and lots of them. It can be pretty scary but now everyone knows what they have to do.

Unit 4, Student's Book page 27

14

You will hear an interview with a teenage boy called Jake.

Interviewer: Here with me today is Jake, who had a big adventure one New Year's Eve when he got lost on a freezing mountain in Oregon. Jake, what happened?

Jake: I was skiing with my parents in the afternoon, when I lost a ski. It disappeared in deep snow. So there was no way I could catch up with them. I took off the other ski, put it down and started to walk.

Interviewer: But it began to get dark?

Jake: Yeah, so I stopped. There were stars everywhere! I knew I couldn't get the whole way back, so to stay alive I had to think of something else. I used to love watching Bear Grylls' TV shows about living in the wild and thought, I can use his techniques to help me.

Interviewer: So you built a snow cave?

Jake: Right. I had to protect myself – it was freezing cold by then and it started snowing hard. I dug a kind of cave, which went up a hill, so the wind blew over it and didn't hit me. I was wearing gloves and they froze on my hands! I couldn't get them off.

Interviewer: Amazing! And were people out looking for you by this time?

Jake: My parents reported me missing at five-thirty and stayed inside waiting for news. I heard helicopters but they couldn't see me in my snow cave and never came back,

unfortunately. But there were several rescue teams walking over the mountain.

Interviewer: And Bear Grylls came to your help again?

Jake: Yeah. The storm passed and I started walking again. On one programme, he explained what to do if you get lost in woods – search for tracks and follow them – so that's what I did. I found some ski tracks, and when they disappeared I got down on my hands and knees to look more closely at the ground and find them. And then I saw lights I could aim at. I met up with the folks who were out to rescue me soon after.

Interviewer: How did your mother feel when she had you back safely?

Jake: It was great. While I was missing, my mum said that although she couldn't use her mobile phone, she kept sending me warm thoughts and tried to let me know that people were coming for me. I don't think that helped me but it made her feel good, I guess! I just felt so thankful to Bear Grylls for his expert knowledge. It can save lives, you know?

Interviewer: Absolutely. Jake, an incredible story. Thank you.

15 Unit 4, Student's Book page 27

Interviewer: Where do you come from, Mariann?

Mariann: I'm from Hungary. I used to live in the mountains, quite close to Romania, actually.

Interviewer: And what was your favourite outdoor activity as a child?

Mariann: Do you mean as a small kid?

Interviewer: Yes.

Mariann: Well … I loved playing in the snow. Every winter I used to build a snowman with my friends. That was fun!

Interviewer: How much time did you spend outdoors when you were younger?

Mariann: A lot! I didn't mind getting cold, I just wanted to be outside. And, er, every summer, I used to stay with my grandparents. They had a farm, so I played outside all the time.

Interviewer: Tell us about the things you did during good weather.

Mariann: Let me think. Um, I often swam in the river. And I used to pick flowers in the fields, that kind of thing.

Interviewer: Thank you.

16 Life Skills: Working as a team, Student's Book page 28

David: [*on phone*] What? Oh, I don't know! Ask Kevin what he thinks. OK, Bye.

Mum: What's wrong, David?

David: Oh, hi Mum. I'm just stressed about my project for PE class. We have to do a team presentation, and we can't decide on the topic! I hate team projects.

Mum: Calm down. What ideas have you got?

David: Well, Anna wants to do a presentation about exercise and staying fit. You know, the typical thing. Everyone is going to do that, I'm sure.

Mum: Well, maybe not. You need to stay positive and listen to your friends' ideas – they might surprise you!

David: Well, Kevin thinks we can talk about good eating habits, you know, like 'don't eat too much junk food', or 'eat lots of fruit and vegetables' …

Mum: OK, well that sounds interesting …

David: Really? I mean, I told Kevin it was OK, but it's the same problem. Lots of people are going to do food and nutrition as a topic …

Mum: Well, it *is* PE class! Why don't you ask your teacher to give you more information about the project? It sounds like maybe the goal of the project isn't very clear.

David: Yes, I did ask and she said it can be anything about PE that we're interested in. I thought maybe extreme sports, you know, like rock-climbing or bungee-jumping … but Anna and Kevin don't agree with me. They say it's too unusual.

Mum: Alright … and those are the only ideas? What about … taking care of yourself, wearing safety equipment when you do sports …

David: Hey … that could be a good idea … or we could do first aid! You know, what people have to do when there's an emergency, if someone has an accident and breaks a leg, or something.

Mum: First aid? Well, you took that course last year at the community centre.

David: Yes, and I really liked it, too. That's a great idea, Mum. I'm going to call Anna and Kevin.

Mum: OK, but see what they think. They might not like the topic …

David: Oh, don't worry. Anna will like it … and then Kevin will listen to us. Thanks, Mum!

Mum: You're welcome.

David: [*on phone*] … Anna! I've just had an idea …

Unit 5, Student's Book page 32

18

Mark: Dad and I worked on this project together. We had a look in our garage to see what we had. We found a clock, an old bicycle and some old pipes and other things. In fact my brother Jake was fixing the bike a couple of years ago but then he stopped because he moved away. But we took some bits from his bike! Anyhow, you can see that this is a kind of musical instrument, a bit like a guitar, except it's mostly made of metal instead of wood, and there's some leather there as well. I really like the clock! That was Dad's idea. When we create something new from something old, it's really satisfying. It's called 'upcycling' and it's really cool. I guess because we all know it's important to recycle. I couldn't have done it without Dad though, that's for sure.

Leah: My trainers! Yes! Well, it started with a Year 7 project. We had to bring in a pair of old trainers. I had an old pair at home, but one of the trainers had a hole in it, so I had to mend it first. Then we had to customise them, you know, make them our own. First, we designed them on the computer and thought about how we wanted them to look. That was fun, especially because everyone had completely different ideas! I drew a cool pattern with coloured pens, and I decided to sew some bits of material on too. It was such a fun project – I'm going to do design next year!

Will: My mum had a go-kart that she built with her dad when she was younger. So she asked me if I wanted to help her repair it. We decided to rebuild it. I mean, we took it apart and then put it back together again! Then we thought it would be a great idea to decorate it, so we're going to paint it with gold and silver spray paint and stick some stickers on it! Some people invent amazing accessories but I just want it to go fast! And it does!

Unit 6, Student's Book page 36

20

Man: Hi! I'm Marvin and I'm going to quickly go through this quiz with you. Let's see how many you got right.

So first, the burn. Well, lots of people think that butter is the right answer, but that can make a burn worse. And you shouldn't put ice on a burn either – extreme cold can damage the skin even more! The answer is C, put your hand under cool running water, so under the cold water tap.

Number two. Well, if you cut yourself, the first thing you should do is stop the bleeding. Press a clean cloth or handkerchief on the cut for a few minutes. Then clean the cut under cold water. You don't need to see a doctor or to hold your hand in the air unless you can't stop the bleeding. So answer B.

Now, if your nose starts to bleed, what should you do? Many people put their head back, but that's wrong because the blood will go down your throat, so you should hold the top of your nose with your finger and thumb. Do not blow your nose because that won't help. Answer B.

Now, number four, we all spend too much time looking at a computer or TV screen. When we look at a screen, and we're, say, writing something, we don't blink as much as we should. So our eyes get really dry. It's important to look away from the screen from time to time and to blink regularly. You can close your eyes for five minutes, but you don't need to. That's too long and you might fall asleep! And you should only wear glasses if you need them. Don't turn all the lights in the room off either. This will only make your eyes hurt more. So the answer is A – blink regularly.

OK, so number five. We've all had this. You're in a situation and someone starts coughing. It can be really annoying. If you give your friend something like a bar of chocolate that won't actually help them. But a sweet, like a cough sweet, will definitely help. You shouldn't hit them on the back – that won't do any good. So the answer is B – offer your friend a sweet.

Now, injuries, well, they happen to everyone. Imagine you're out playing football and you injure your foot, you know, you hurt it. Well, the best advice is to stop playing immediately and then rest for a few days, to give it time to recover. So answer C for that one.

Now question seven, muscles do ache. This can happen to all of us when we do a lot of exercise, especially if we haven't warmed up properly. Your dad probably doesn't need to take an aspirin, as that won't really help, and he definitely doesn't need to go to hospital. Lying in a lovely warm bath will relax his muscles. That's the best answer. Add some bath salts too! So that's B.

And finally the question about yawning. There are many reasons why you might yawn, and being bored is only one of them. But you don't want to tell the teacher you're going to yawn! Some people suggest thinking about your heart beating, maybe even trying to feel it, but that doesn't work for me. The best thing is to really focus on your breathing. If you breathe in through your nose and out through your mouth, hopefully you won't yawn! So the answer is B.

So those are the answers to the quiz, everyone. Hope you enjoyed it.

22 Unit 6, Student's Book page 38

1

Man: I'm just going for a run.

Woman: In this heat? Remember your hat and a bottle of water.

2

Woman: Hey! Look at the sign! No cars here!

Man: OK, sorry!

3

Girl: Are you ready?

Boy: I am! It's going to be awesome! I can't believe it! 30% discount on all sports things! Awesome!

4

Woman: Excuse me! This is a hospital. No running!

Man: Oh sorry!

5

Woman: Where's the dog? Supper time!

Boy: I've done it already!

6

Girl: Ouch! That hurt! Argh!

Man: Oh gosh! Right, try to keep calm. Just come here and let's turn the cold water on. It's OK.

23 Unit 6, Student's Book page 39

1 Where did Lola leave her phone?

Man: Hi, this is a message for Lola from James at the gym. You rang yesterday about your lost phone. We've had a good look around and I'm pleased to say someone's found it and handed it in to reception. You should collect it from there when you come in to the gym again. You thought you'd left it somewhere in the changing rooms. Actually, you'd put it by one of the machines while you were exercising. Anyway, we'll keep it safe for you until we see you again. Bye.

2 What's wrong with the boy at the moment?

Woman: What's the matter, William? Are you feeling ill?

Boy: Yeah, I don't know what's wrong with me! I wonder if I'm getting flu.

Woman: It's probably just a bad cold. You're coughing a lot. You shouldn't keep going out without your coat when it's wet. How's your ear today?

Boy: The ache's gone – it's been really sore. I think the medicine the doctor gave me has worked. I had stomach ache earlier, too – it isn't painful now, though.

Woman: Well, go and lie down and I'll get something from the pharmacy.

3 What do they decide to eat for lunch?

Girl: We mustn't have pizza for lunch again. Let's have something healthy. Is there anything good in the fridge?

Boy: Not unless you want to eat these old mushrooms and tomatoes.

Girl: Let's have a look … There's nothing wrong with those! I could put them in a sauce with pasta.

Boy: I'd rather go to the supermarket and get a salad.

Girl: Don't forget we're going out soon – we'd better just make something quickly.

Boy: OK, let's do what you said. And why don't we get some fresh fish on our way home?

Girl: Great idea!

4 What does the woman say many teenagers should do more of?

Woman: There's loads of information about how to stay healthy, but not everyone follows the advice. Many adults find exercise boring but they should watch how teenagers do it – spending time on things they enjoy, such as dancing or running. Now you might be surprised by what I'm going to say, but teenagers really *do* need more hours sleep than adults, so try to go to bed earlier! I'm sure you'll be happy to hear me say that! Cooking healthy food is something which lots of young people *have* started doing, though, which is fantastic.

5 What does the doctor say the boy should do now?

Boy: Hello? Is that Doctor Brown? I've cut my hand and it won't stop bleeding. I've tried holding it up in the air.

Woman: Well, that usually stops things bleeding.

Boy: Yes, but I can't do it forever! Should I just run cold water over it?

Woman: How big is the cut? Water's only useful for smaller cuts, or if you've burned yourself.

Boy: It's fairly deep.

Woman: OK, get a clean cloth and press down on the cut. Keep holding it. If it still doesn't stop bleeding, you ought to go to hospital and ask someone to look at it.

Boy: Right, thanks.

6 What does the girl hope to be able to do today?

Girl: Hi Mel. How's everything going? I hope you're OK. I'm finally recovering after injuring my ankle playing volleyball. I still won't be able to take part in any matches for a bit but I just *have* to get out of the house. I think I can manage to walk down to the beach to watch you guys practise. My brother's lent me his bike but cycling makes my ankle sore, so I won't bother with that. Anyway, shall I meet you somewhere and we can go together? Let me know!

7 What will the friends take John in hospital?

Boy: Do you think we should take John a gift when we visit him in hospital this afternoon?

Girl: Yeah, we ought to take something. What were you thinking of? Some fruit, like most people take?

Boy: Well, actually they're operating tomorrow, so he might be a bit nervous. We should get something to stop him thinking about it.

Girl: Like something to read? He's really into football magazines.

Boy: How about taking his laptop in so he can download some games?

Girl: That's a better idea – let's do that.

24 Culture: Sports in Canada, Student's Book page 40

Man: Good morning. My presentation today is about an unusual sport from Canada, called lacrosse. It's a fast and exciting field sport that the native people of Canada invented, many years before the first Europeans arrived in the country. A French explorer was the first person to write about the sport in 1637. In the 1800s, lacrosse became popular with Canadians from European countries, like Britain and France. In 1867, those people established the National Lacrosse Association of Canada, which made decisions about the official rules for playing the game. After that, the sport became popular across the country.

So, how is the game played? Well, there are two competing teams that try to score points by throwing a ball into the other team's goal. In that way, it's similar to football or rugby, but the players don't kick the ball with their feet and they can't use their hands. Instead, players have to throw, catch and pass the ball by using a special stick with a net at the end. The ball is also much smaller and harder than a football. Each team has got 10 players on the field, and everyone has to wear a helmet and other safety equipment for protection. Lacrosse matches are one hour long, with four quarters of 15 minutes.

Nowadays, lacrosse is not only a Canadian sport. There is a Federation of International Lacrosse which organizes a world championship every four years. There are 52 different countries in the federation and more countries are joining all the time.

26 Unit 7, Student's Book page 42

Recording 1

Mike: Hello, and welcome to the morning show! I'm DJ Mike playing your favourite music. We just heard Gina Suarez and a track from her album *Peace and Hope*. And this morning, Gina is in the studio with us. Welcome, Gina!

Gina: Hi! It's great to be here.

Mike: Now, Gina, you're famous in your own country, but it's your first time in London?

Gina: That's right. I guess you could say I've been a celebrity at home for about three years now. But tonight is my first gig in Europe. Woo hoo!

Mike: Alright! But how did it all happen?

Gina: Well, one day I was just …

Recording 2

Woman: I can't see anything!

Man: Well you don't have to look! Just listen! You know, it's live music! That's what it's all about! The bass guitarist is amazing, don't you think? He plays so well.

Woman: No, I've stood here long enough! I'm tired and you know what, the music is awful. These lyrics make no sense. They're awful! I'm leaving. I don't think they have even done a proper sound check. And it's all recorded anyhow – not even live! They shouldn't call this event a live music festival! I'm off!

Man: Good luck with finding your way out of this crowd.

Recording 3

Man: And now we have the Sydney Symphony Orchestra, who'll be joined by the Russian musician, Irina Akifieva. Her performance will be the Beethoven Piano Concerto Number 5, also known as the Emperor Concerto. She has also played on many soundtracks for films. While we are waiting, to remind listeners who have just joined us, we are live from the Sydney Opera House – a concert hall that is familiar to our regular listeners. And here she is, Irina Akifieva, walking onto the stage …

Recording 4

Woman: Hi! I'm Belinda! And this is VVTV – the only music channel that plays *your* music. First up, we have an important announcement about everyone's favourite band, Morning Tea. They're advertising for young people to appear in their next music video. Go to our website to watch a clip of the band's recent show in Boston and to find out more. But first, let's take a look at boyband EE's latest music video, which has already had over two million views! Here it is!

Recording 5

Man: Hello! And in today's programme, I'm going to talk to two people who get the music to you. They produce the music. Do you know how they do it? Like me, you probably think the musicians record their music and that's it. I've just come back from the London Sound Studio where I spoke to sound technician Bob Jackson and he has introduced me to a whole new world – the world of sound production …

28 Unit 8, Student's Book page 46

Girl: So what do you think are the advantages and disadvantages of these houses?

Boy: Well, this first one is an amazing house. It's the most modern of the three. In fact it's brand new – it was built this year! I love the design – the shape is just so original. It looks like a spaceship or something.

Girl: Wow, I can see! So, what about the advantages?

Boy: Well, this website says it was built so that, in summer, the inside of the house is in the shade. You know, so it stays cool. But, in winter, the sunlight *does* enter the rooms and helps to keep it warm.

Girl: Wow, that's really clever. And what about the disadvantages?

Boy: Hmmm, I suppose that the main disadvantage is that, because the walls are all made of glass, everyone can see what you're doing all the time.

Girl: Yeah, that's not good!

Boy: What about the second house? Look how tall it is! It looks like a castle!

Girl: Yes. I saw a TV programme about this house recently. This is actually a historic building, built in the 16th century. It's a classic example of a Tudor tower built in a traditional design. But now it's a house. I love it!

Boy: What about the advantages and disadvantages of living there? The views from the top of the tower must be spectacular.

Girl: Yes, they are. It's very light inside too thanks to all the windows on each side of the tower. The design inside is very traditional, and the rooms look very warm and cosy. The main disadvantage is that it doesn't have a lift, and there are a *lot* of stairs.

Boy: Well, at least you'd get a lot of exercise living there!

Girl: That's true. What about this last home? It's really unusual – I don't think I've ever seen a house that narrow before.

Boy: Yes, the architects' website says it's one of the narrowest houses in the world! On the outside it looks really small, but when you go inside, there's quite a lot of space. It looks bigger and lighter than on the outside. There are lots of windows. It has a really stylish and fresh design. But, as it's so narrow it might be hard to get all your furniture in, I think.

Girl: I think it would be annoying as you would always leave, say, your phone on the wrong floor. You'd spend a lot of time going up and down stairs looking for things.

Boy: Yeah, but the same is also true for the historic tower.

Girl: Yes, you're right. What do you think about …

30 Unit 8, Student's Book page 49

1 You will hear a boy talking to his friend about her move.

Boy: Have you been away, Helena?

Girl: Yeah, to visit Manchester, where we're moving to.

Boy: How do you feel about moving to a city?

Girl: I felt upset about it at first – I didn't want to leave all my friends behind. It takes hardly any time to get there by train, though, so everyone can come and visit, which is great!

Boy: There must be lots to do in the city.

Girl: There are bigger shops and cinemas, though I won't be able to go horse riding any more.

Boy: Why don't you come back at the weekends, then?

Girl: Maybe.

31 Unit 8, Student's Book page 49

2 You will hear a boy talking to his friend about his new school.

Girl: What's your new school like, Pete? Do you like it there?

Boy: It's huge! I don't know if I'll ever find my way round it! The building's been there for a long time, so the classrooms aren't that big, though the equipment in them is really up to date. The sports fields are better, too. And the library's incredible – it's got that whole series of books we're both reading at the moment – you know, the adventure ones?

Girl: Yeah. Do you think I can borrow them?

Boy: Maybe.

3 You will hear a boy and a girl talking about making friends.

Girl: Last Saturday I went with my family to the village we're moving to.

Boy: What's it like?

Girl: It's quite cool – there was some kind of festival on in the village square. People seemed really interested in us and we were there for a while talking to them. It was lovely and made me feel better about what everyone'll be like when we move there. I'm sure I'll meet more people in my school year group who will be just as nice. It's going to be strange trying to make new friends!

Boy: You'll be fine.

4 You will hear two friends talking about the boy's new family home.

Girl: Have your parents found somewhere to live in Mansville, yet?

Boy: Yeah – they've bought a flat. It's really modern, with enormous windows. We move there next week.

Girl: Sounds amazing!

Boy: It's lighter than the house we've been in – it isn't as cosy, though … I'm sure it'll look better once all our furniture's moved in.

Girl: Have you got your own space now?

Boy: Yeah – no more sharing a room with my brother at last!

Girl: Is it in that block beside those fields – where it's all quiet and stuff?

Boy: Fortunately not – we're near all the shops.

5 You will hear a girl telling her friend about the town she is going to live in.

Boy: Is there much to do in the town you're moving to?

Girl: A few things. There's an amazing football club. But you know me – I'll still come back here to support our team!

Boy: Will you still be able to go to drama lessons?

Girl: Well, I heard there was a good club in the town. When I rang up they said it wasn't there anymore. That means I'll have more time to try street dancing – some girls I met invited me to go along to their class. I can't wait!

6 You will hear two friends talking about moving to the countryside.

Girl: It's funny how both our families are moving to the countryside, isn't it?

Boy: I know. I'm not looking forward to it – I love being in the city where there are loads of exciting things happening. We won't be able to carry on with the photography course we're doing at the weekends.

Girl: True – there'll be some amazing views to take pictures of, though. And we can teach ourselves.

Boy: I didn't think of that. Great idea!

Girl: I can't wait to get out of the city – it's too crowded and noisy.

Boy: That's why it's fun!

32 Unit 8, Student's Book page 49

Julia: OK, well, I can see a room in what looks like a house, but it's a very unusual one. It's a rather strange, new, modern room. It's got designer lights and things like that. The most unusual thing is the walls. They're incredible … they aren't … normal … er … straight. There's a guy on a skateboard – I think perhaps he's going to skate up the walls!

This room has lots of space, but not much furniture. And the furniture is quite strange, too. On the left a guy is sitting on some kind of seat against the wall, and there's something soft behind him. Not pillows exactly, but a bit like pillows? Yeah, they look like comfortable square cushions. And I think someone else is standing on a kind of shelf above him! It looks like he has a skateboard too. There's a strange, long chair – it seems to be made out of skateboards. And there's a tall wooden screen, which looks a bit like someone has cut skateboard shapes out of it. This place looks more like a skate park than a house! But I guess it is perfect for these cool Californian guys who just live for skateboarding!

33 Life Skills: Creative writing, Student's Book page 50

Kate: Hey, Sam. Have you got a minute?

Sam: Sure, Kate. What's up?

Kate: Oh, not much. I wanted to ask you about your story for English class. You know, the homework for today. Have you written a complete story?

Sam: No, we didn't have to do that. We just needed to write a plan for today, to help us write the story later.

Kate: Oh! That's good, because I've only made some notes. And what type of story are you planning?

Sam: Well, it's a mystery, but not a typical one. I wanted to do something unexpected.

Kate: That sounds interesting. And where does it take place?

Sam: In an old house in the countryside, in the middle of winter. Maybe in Scotland, but I'm not sure yet. My grandparents live in a house like that near Edinburgh, and I know it really well.

Kate: That's a good idea. I mean, you can describe it easily, then.

Sam: Yes, but I might write about a time in the past … maybe in the 19th century … before people had phones or televisions.

Kate: And who are the main characters? Your grandparents?

Sam: No. I want to write about a group of friends, people our age … maybe two boys and two girls. Or, they could be cousins. I'm not sure yet.

Kate: Hmm … and what's the plot? I mean, what happens?

Sam: Well, at first, they're walking in the countryside, and they find this old house and next they decide to explore inside, because the door is open. They look upstairs and then downstairs, and finally down into a dark, cold basement, but then all of a sudden the door closes and they can't get out.

Kate: Oh! That sounds like a suspense story! You said it was a mystery.

Sam: Well, yes … it's both at the same time. A while later, some people arrive … and it's a group of criminals who've just robbed a bank. The boys and girls in the basement can hear them, but they can't phone for help …

Kate: … because the story takes place in the past, and people didn't have phones then! I understand now!

Sam: Yes, because nowadays, it'd be easy to call the police.

Kate: OK, so what happens in the end? How do they get out? Do the criminals find them?

Sam: I haven't written that part yet. If you want to know the ending, you'll have to wait until I finish the story and read it in class.

Kate: Hey, that's not fair! I know! They could make strange noises in the basement at night to scare away the criminals.

Sam: I don't know, I was thinking …

35 Unit 9, Student's Book page 54

Boy: Are you looking forward to getting your driving licence? Maybe you won't need to! You can get a self-driving car. What exactly is this invention?

The idea of a self-driving car isn't new. It was in the 1920s that engineers first began to think about it. So what does it really mean? Well, to put it simply, there are no drivers in a driverless, or 'autonomous' car. A computer drives the car. So you won't need to pass a test!

Now, what do self-driving cars run on? Electricity! That's great news because recently, countries such as France, India and Norway decided to stop the use of fuel cars in a few years' time.

So what does that mean for you and me? Does it mean no more stops at the petrol pump on a long journey? Well, no, as we've said, you will of course have to stop for some kind of fuel, and for these cars it's electricity. Like an electric car, you plug it in to charge the battery so that it gets the power it needs to continue.

How does the self-driving car work, I hear you ask. Well, there are radars on the driverless car which provide information about nearby cars. Now, I can hear you asking the next question, which is mine too. How will the car know where to go? Just like the map app on your phone, it will get directions from GPS satellite signals and that will show up on the display

in the car. Satellites will also allow for up-to-date maps to be downloaded. But many autonomous cars will not have a connection to the internet because of safety concerns. At the moment, companies are carrying out a lot of safety tests and experiments on these cars.

What do you think about them? I reckon you should still get your driving licence. It doesn't look like self-driving cars will be around any time soon. Next week …

37 Unit 10, Student's Book page 58

Daniel: Everyone knows that bees make honey, and I love honey! But it's not just about saving something sweet and tasty. This problem is as serious as saving the rainforest. It's really important. Why is that? Well, you see, the population of honey bees today is far lower than it used to be, even a few years ago. And why does that matter? Well, because bees and other insects help our crops to grow in the fields. Besides, if there weren't any bees, we wouldn't have nearly as many plants and flowers. If bees disappeared completely, we would all suffer and our food would be more expensive.

Ruth: Some people say that the bluefin tuna is one of the tastiest living creatures in the sea. But you wouldn't eat a tiger, would you? Well, this large fish is also endangered, probably more so. It is overfished, because it's such a popular ingredient in sushi and other dishes. If we don't stop this soon, the balance of the ocean environment will be damaged forever. There are other kinds of tuna besides the bluefin that we can eat instead and these exist in bigger numbers, so why don't we eat those?

Tommy: Over the last hundred years, at least ninety-five percent of tigers living in the wild have disappeared. There could be as few as 3,200 left today. This is all due to the actions of humans. Besides hunting, tigers are facing another challenge. The landscape where they live is changing, as more and more trees are cut down for wood, and the areas of jungle are getting smaller. Their habitat is decreasing all the time. This is serious because animals die out if they have nowhere to live. However, many things are happening at long last to protect tigers and increase their numbers, so by the next Year of the Tiger in 2022 we could all have better news.

39 Unit 10, Student's Book page 61

Pete: Hey Lola! Cool, I can see you now. So have you found any good photos for the project yet?

Lola: Well, I'm looking but there are some that really aren't great. I'm sending you one now. It's a blue whale.

Pete: OK. Oooh, that's nice. We could definitely use that. It's beautiful.

Lola: And that's the tragedy. This animal is definitely on the endangered list.

Pete: I missed that. Can you repeat that please?

Lola: It's on the endangered list.

Pete: Why?

Lola: It's because of humans. We're destroying their habitat by fishing and their numbers are falling quickly.

Pete: That's right, I read about that. OK, we could also include tigers?

Lola: We could, but why don't we concentrate on something that they all have in common.

Pete: OK, so do you want to do marine animals?

Lola: Sorry, I don't understand.

Pete: Animals that live in water for most of their life.

Lola: Ah, I see.

Pete: People always think about tigers and pandas, but some of the most endangered animals live in the sea. I think we should talk about these animals, so that people know that we need to protect them too.

Lola: Oh yes, that's a good idea. But going back to endangered animals, what do we mean by that? I mean are we …

Pete: Here … I'm sending you a photo of a turtle now. Sorry, what were you going to say?

Lola: So, are we going to define 'endangered'?

Pete: Yes, we should do that. We should start by saying what endangered means, and then show some examples of endangered animals.

Lola: Do you mean we're going to show the pictures using the projector?

Pete: Yes, we can show the pictures while we're talking.

Lola: Cool. Remember we can only have three photos though.

Pete: Yes, that's true. We have the turtle and the whale, which means we can choose one more animal.

Lola: When I was online earlier I found an amazing picture of a koala climbing up a tree in Australia. It looks so cute!

Pete: That's a nice photo, but koalas don't live in the sea. Like I said before, I think we should just talk about marine animals. What about a seal? There's a species of seal that lives in the sea around Hawaii and is endangered. They're also really cute.

Lola: Awesome! Let's include that then. On a completely different subject, what are you doing this weekend?

41 Culture: Animals as national symbols, Student's Book page 63

Sonia: Hello, everyone. It's my turn today to give a presentation of my project, which is called 'The bald eagle: symbol of the free and the brave'. Obviously my project is about the bald eagle, the symbol of the United States, our country, but I'm going to talk about the symbol rather than the bird itself. This is a bald eagle, on the screen now. The bald eagle has been the symbol of our country for over 200 years. It was chosen in 1782 because it's known for its long life and for being a strong animal, and of course it looks so beautiful. Perhaps more than this, though, it is a symbol of freedom, of a free country, in the way that it can fly away into the air from the tops of mountains, as you can see here. Of course, in the 18th century, the bald eagle was very common and could often be seen in the sky. It isn't as common now, but at least it isn't in danger any more.

So, where can you see images of the bald eagle? It appears on several of our coins, on postage stamps and also on some old flags. Look carefully, though – there have been mistakes on some coins, in particular ten-dollar coins, and they have actually got pictures of golden eagles on them – a totally different bird! You could see if you have any coins with the wrong bird in your pocket.

Although we welcome the bald eagle as our national symbol now, it was not a totally popular choice when it was made. Benjamin Franklin, in particular, one of the fathers of our country, hated the idea of the bald eagle becoming our national animal, because, in his opinion, bald eagles are birds of bad character, who don't get their living (I think that means their food) honestly – they're too lazy to catch fish for themselves, so they wait until other birds have caught fish and then they go steal it from them.

Well, whatever Franklin thought, I think the bald eagle is a magnificent bird, and a great symbol of our country. Thank you.

42 Unit 11, Student's Book page 64

Photographer: A couple of years ago I was working on a project about journeys for a magazine. And then I heard about the amazing journeys some kids make on their way to school. Some are really dangerous. After I had taken the first photo, I decided to find out a little bit more about the kids and where they went to school.

This first one I took in the Philippines and it was early in the school year. I had heard about children crossing a fast river to get to school, but seeing it was completely different. The children are very young and go to the primary school in the village. I'm not sure where they will go to school when they are secondary school age. One boy was very small, and he looked so scared as he crossed the river with his brother. I think he was in Year One, so age six. I wonder what qualifications these children will end up getting and what jobs they'd like to do.

In the next picture, I was doing a trek in the Sichuan province in southern China when I noticed some children ahead of me. They were climbing up ladders that went straight up the mountain. I had heard that the ladders were made of wood before, but now they are made of steel and so they are safer. The children attend a school which is on the other side of the mountain. Fortunately, the children can live at the boarding school and so they don't have to do this journey every day. The children and their parents will want them to do well and to go on to university and get a degree.

And in this last picture, I was in Kashmir, India, staying with my friend. We had been undergraduates together at the University of Cambridge. Anyhow, it had been raining a lot. The children had two more weeks before they broke up for the holidays but they had exams. So they had to get to school! One young teen I spoke to afterwards thought he had done badly in his exams. The children were so keen to get to school – it seems that education is a priority for this community.

Unit 12, Student's Book page 68

44

Speaker 1: My cousin has just got married and he and his wife decided to go away on a Mediterranean cruise for their honeymoon. They'd never been abroad before, so they flew to Venice. They checked in and found their ship waiting in the harbour. The passengers were all waiting to get onto the ship but the crew on board were busy working and getting everything ready, so the passengers had to wait. Finally the ship set sail on the Saturday afternoon. They sailed down the Adriatic Sea and reached Dubrovnik, in Croatia, on the Monday morning.

Speaker 2: Well, my Dad works 300 miles away and so he travels there by plane. He sets off from home at 7 am every morning, and he always boards the plane first! He lands about an hour later and gets a taxi to his office. He says he doesn't mind it – it's like a bus in the sky!

Speaker 3: We moved here when my mum got a job here about three years ago. We go away in the summer. Mum plans amazing road trips for us. Last summer we travelled over 3,000 km! If we're in a city, we usually go on a tour with a guide but otherwise we just let the holiday happen. But as we're travelling so much we don't really ever unpack. One summer, I slept in 20 different places! And by the end, I think the best thing is getting home.

Speaker 4: My next door neighbour has just moved to Taiwan. He lives in Taipei but sometimes has to travel to the other end of the island. It used to take ages, but now there is a high-speed train, or a bullet train. The trains almost always run on time. If the train is held up, the rail company gives him a refund. It's really fast and if he misses one, he can just catch another one. There are lots of trains running throughout the busy times of the day.

Unit 12, Student's Book page 71

46

You will hear an announcement on board a plane.

Woman: Welcome on board this international flight to San Francisco. My name's Karen and I'll be looking after you this evening, along with my cabin crew colleagues Billy, Suki and Juan. Together we speak English, Spanish and Chinese, so please ask if there's anything we can do to make your flight more comfortable.

We apologise for our late departure this evening due to the weather conditions. However, the captain has just informed me that we should reach our destination only about ten minutes later than expected, at twenty to eleven local time, instead of ten thirty p.m. Our flying time will be approximately fifteen and a half hours.

Your individual video screen will provide you with entertainment during the flight. There's a range of films available, from action adventure to documentary films. We also have a brand new comedy channel where you'll find all your favourite shows.

We'll soon be coming through the cabin to offer you drinks and snacks, and we'll start the meal service in about forty-five minutes' time. On the menu tonight, we have two options for the main course – lamb or chicken pie – and for those of you who don't eat meat, we have a tomato pasta dish. There's also a choice of fruit or cake for dessert.

A little later, we'll be coming through the cabin again with our great range of products for you to buy on board. We carry a wide selection of perfumes, and this month we're offering fantastic discounts on sunglasses. We also have some great travel products.

If you've travelled with us before, you'll be familiar with our in-flight magazine, *Discover*. This month we've also published the first edition of our new kid's magazine, called *Explore*, which is available for a small charge.

That's all from me for now, so sit back, relax, and enjoy your flight!

47 Unit 12, Student's Book page 71

Luca: Actually, I like all kinds of transport but above all I love travelling by train. You can see loads out of the windows and walk around.

Kasia: I guess it would be a helicopter because they look exciting. I'd love to go on one in New York and fly between the buildings!

Luca: We don't go away. I usually stay at home with my family and do fun things. For example we go to the pool and go on bike rides and stuff like that.

Kasia: Yes, I'm going to visit my cousin in London for a few days. I've never been before and I can't wait to see all the famous stuff in the city, like Big Ben and Trafalgar Square.

Luca: I want to go to Mexico to see the Mayan ruins. They're ancient and look really interesting and the coast is supposed to be gorgeous, too.

Kasia: Last year, we went to Spain to visit my grandparents. I'd never been abroad before and we spent a lot of time at the beach – it was really hot and so much more exciting than our usual trips!

49 Life Skills: Evaluating options, Student's Book page 73

Patrick: Hey, Molly. Are you going to be here in July? You know, after classes finish for the summer?

Molly: Yes, I am. My parents haven't got holidays until the 1st of August, so I'll be here all month. Why do you ask?

Patrick: Well, I was at the Community Centre yesterday, and I picked up a pamphlet about their summer camps. Look … What do you think?

Molly: Oh, you mean summer courses! I thought you were talking about real camps, in the forest with tents! You know I don't like camping!

Patrick: I know! But these are activities at the centre … well, most of them. There's one camp at our school, in the science lab. That's the one I'm interested in. Why don't you sign up with me?

Molly: Hmmm. I don't know. I love science … but I don't want to be indoors all month in the lab. That's a big disadvantage for me. I prefer to be outdoors in summer. I think the art camp sounds better … but that might be indoors too. I'd need to ask about that. And who's organising the camp? Because it might be interesting or really boring – it depends on the teacher and the other people in the group. You know me! I always ask lots of questions before making a decision like this! I should probably make a list of the advantages and disadvantages, then see which programme is the best.

Patrick: OK. You've got a point. But … I was thinking … How about the outdoor adventure camp? We could do that together, and you'd be outdoors all the time.

Molly: I'm not sure about the adventure camp. I mean … sports are fun, but it's also really hot in July. I wouldn't mind swimming and maybe cycling, but I'm not a big fan of hiking, and I hate football. Do we have to participate in all the activities or can we choose? The pamphlet doesn't give much information.

Patrick: I know, you're right. I just wanted to show you the choices. We can go to the Community Centre together and ask for more details, if you want. Maybe they've got other programmes, too. My sister does volunteer work there, teaching classes for older people who don't know how to use the internet.

Molly: OK, that sounds like a good idea. You know me. I need time to think about things. I hate making decisions without enough information. I should also talk to my family. That always helps me decide.

Patrick: I understand you, but I don't think about things as much as you do. I know what I like, so it's easy for me to choose. And if I'm wrong … well, it's not *that* important.

Molly: You're so funny. How can you be so relaxed about everything?

Patrick: What about you? Why do you worry so much about everything? …

50 Unit 13, Student's Book page 76

Girl: It's amazing what can be done to a photo! My brother downloaded a photo editing app and he wanted to try out a few digital techniques with it – he's really into all that. Anyway, he found an old photo of me at the end-of-year school party. Then he downloaded another image of the Oscars ceremony, and brought the two pictures together. So here I am on the red carpet with Hollywood actress Pippa Cox! Straight away, I posted it on social media and tagged Pippa, of course! Loads of my friends liked it and they then started to follow her! I think someone must have shared it and then there were people who commented on it, asking me to take it down because it wasn't real. Well, of course not … duh!! I block people like that. I mean, it was just a bit of fun!

Unit 14, Student's Book page 80

52

Adam: My sister's vegetarian, so I try to create interesting new recipes for her. This one uses fresh chillies and Moroccan spices, which I keep in a special tin. You fry onion and garlic in oil until they're golden. Be careful not to let them burn. Then you add whatever vegetables are available – her favourites are green beans and aubergines, which I cut into slices. I usually grill the aubergines first – they taste better I think! Then add a tin of tomatoes, a couple of chillies and spices like cumin, and cook slowly for 40 minutes, stirring occasionally. Serve it in a bowl and decorate it with fresh herbs.

Melissa: I'm from Louisiana, whose most famous dish is gumbo. My own recipe for gumbo has a couple of unusual ingredients – bananas and cabbage! Weird, huh? Anyhow, it's got the traditional prawn and other seafood too, as well as tomatoes and lots of chilli. A true gumbo sits on top of the stove for a whole day, cooking slowly. But you don't boil it. Believe me, it's worth waiting for. You need to taste it regularly and add the right amount of salt and black pepper for flavour. Then I bake some bread and steam some rice and serve the gumbo in bowls with the warm bread and steamed rice.

Ravi: This is my favourite dish, a kind of tandoori chicken like my uncle used to make, but a bit Mexican too. You leave chicken pieces in lime juice and salt overnight. The next day, you take them out and cover them with mixed spices – include cayenne pepper or paprika for a rich red colour. You can barbecue them or roast them in the oven, whichever's easier.

I serve them with guacamole – that's mainly avocado – and plenty of salad. When you bite into the chicken, which should be served warm, it's spicy and delicious. And you can freeze this dish as well.

Unit 14, Student's Book page 83

54

1 Where do the friends decide to eat?

Girl: The film doesn't start for another hour. Let's go and eat somewhere – how about your uncle's restaurant?

Boy: Well, it's got great views of the river but it'll take us a long time to get there. Why don't we go to the park café?

Girl: We could, but they only do salads and sandwiches and I'd prefer a proper meal – I'm so hungry! I know, let's try that new place near the cinema. You help yourself to whatever you want and pay for it at the end. It isn't expensive.

Boy: OK, why not.

2 Which ingredients would the girl prefer to use in her cooking?

Girl: Mum works late, so I cook our meals during the week. There are a few of us in my family and everyone's got things they like and dislike, so it's hard keeping everyone happy! I usually avoid milk and butter because Dad can't eat them, though I love them. Spicy food with lots of chillies and garlic are what I would really like to use but my grandparents aren't keen on that kind of thing. I usually make quite plain dishes and add salt and lemon juice – that tastes great with fish.

3 Which product do the students select for their art project?

Girl: We've got to create a magazine advert for a food product for our art project. What should we choose?

Boy: Crisps might be interesting – we could invent a new flavour for them as well. Or fruit juice – you're always drinking loads of that! I'm sure you could come up with an idea for the label.

Girl: I was actually thinking about doing chocolate biscuits – the packet might be more interesting to do.

Boy: Good idea, though we might not have enough time to design all four sides. Oh, let's do it anyway – it'll be fun!

Girl: OK.

4 What will they have for dinner?

Mother: Billy, I'm thinking of just making soup tonight. We've got some tomatoes and onions which need using. Is that OK with you?

Boy: I'm pretty hungry after football practice, Mum. Why don't I make some pasta instead?

Mother: Well, I suppose you could make a sauce from the vegetables, and I could get Dad to buy some bread on his way back from work. Or, even better, why don't I ask him to collect a pizza from the takeaway instead?

Boy: Mm, great idea! I'll just have a snack for now, then.

5 Which cake does the man decide to bake?

Man: I thought I'd make a cake from that recipe book you got me for my birthday. I've got all the main ingredients – eggs, flour, butter, sugar – but I'm not sure which one to make. The orange cake looks good – you put fresh orange pieces on top.

Woman: The instructions look a bit complicated.

Man: Well, everyone loves chocolate cake. Why don't I do that? I think that'd be more interesting than the usual plain one I make with jam in the middle, don't you think?

Woman: Definitely!

Man: OK, that's what I'll do!

6 Where is the new café?

Man: Good morning and welcome! Our brand new café is now open on the ground floor, so come along and try our delicious breakfasts and lunches. The entrance is next to the car park and there are fantastic views out over the fields. All our food is bought fresh from local farms and chef Paul has created a very tasty menu! From baked sausage omelette to fried fruit with ice cream, and a choice of hot and cold drinks, there's something for everyone. See you there!

7 What will they give players after the football match?

Girl: Dad, it's our turn to take some snacks for the players tomorrow – you know, to have after the match.

Man: Oh, right. We'd better think of something, then. What do you usually have? A sandwich or something?

Girl: Everyone does that … and they have fruit at half-time – bananas and stuff. Maybe we could take some peanuts – if we get the right kind, without salt and oil, they're fairly healthy, and they'll give the players some energy back till dinner time.

Man: OK, let's go to the supermarket, then.

55 Unit 14, Student's Book page 83

Laura: OK, Ben, let's talk about the food for the party. It's going to be outside, so how about a barbecue with sausages, chicken legs and burgers, that kind of thing?

Ben: But quite a few of our friends don't eat meat, do they? And buying meat would be expensive.

Laura: Good point! Well, what if we made our own pizzas then?

Ben: I don't know, the weather's so warm at the moment. Let's go for something fresh and cool – if we cooked something, it would be hard work!

Laura: I agree, but just serving a plate of sandwiches or a few bowls of crisps at a party shows very little effort!

Ben: Salads might be a better choice? We could make lots of different types, with separate ones for the vegetarians.

Laura: That's not a bad idea, although we'd need to borrow enough plates for everyone, which might get broken.

Ben: Hmm, and knives and forks too. Using our fingers would be so much easier, wouldn't it? Come on, it's time to decide!

Laura: So, why not have sushi then? It's easy to eat, we can get fish and vegetarian, and everyone loves it. Are you OK with that?

Ben: Yeah, that sounds good to me.

56 Culture: Social media, Student's Book page 63

Greg: I'm on social media, but probably less than most people. Some of my friends are always posting things, but for the most part, I like talking in person. Some of my friends say I need to be more active. You know, more popular online. But I usually have sports practice after school and in the evening I've always got a lot of homework to do. When I spend too much time online, my grades go down … and then I get into trouble with my parents!

Zoe: I'm totally into social media. I couldn't live without it! I'm joking! But seriously, I tend to go online quite a lot, to see what my friends are doing, and exchange messages and funny memes. I've got a friend – Vanessa – who always sends me videos about cats! And I LOVE writing comments on Twitter, about everything – my favourite shows, celebrities … there's always something to chat about. For the most part, I use social media for fun and for entertainment. I don't take it seriously.

Marta: Well, I've got two or three profiles, but I don't usually spend much time online. I've got an Instagram account where I upload artistic photos from my phone, but that's all. I sometimes check it to see how many people like my photos, but it's not super-important. I just like sharing photos, and if people like them, that's great. If they don't … well, I don't worry about it. And if someone's rude to me, I block them! Overall, I'm not really an online person. I'm more into real life, with friends, in person.

Tyler: Social media? Hmmm. Well, it depends. I like making videos for a channel that I've got online. Most of my videos are reviews, about films and books and games that I like. I record myself and then I post the videos to see what other people think. I like reading the comments, even the nasty ones! Sometimes they're funny! I also use instant messaging apps, to make plans with friends, but I don't keep a profile with lots of photos about my life or the things that I do. For me, that's boring.

58 Unit 15, Student's Book page 86

Speaker 1: Well, I live in a historic town. It's really old and beautiful. I just love it. We have everything – you know, we have lots of historic buildings, monuments and ruins, and we have modern stuff – they built a new gallery last year. So now we also have modern architecture! There are lots of modern facilities – schools, health centres, shopping centres, restaurants and so on. There's always building work going on! But we also have older shops, too. And then you can drive straight to the coast to get some sea air! We are close to everything – perfect, in my opinion.

Speaker 2: We live on the edge of a big city. A modern jungle! We can easily get into the city to see the latest shows, and getting around is no problem – we have a great transport system and there are street lights everywhere, so it's safe in the evenings. We've got most facilities in our area. There're nice modern apartments, with air conditioning or central heating, but there are always people moving in and out. So we don't really know our neighbours. It's pretty quiet during the day as everyone is at school or work, but in the evenings there's a bit more happening.

Speaker 3: I live with my parents in the countryside. Mum's a writer, so she likes a quiet place to concentrate. Some people might think it's a bit boring, and we stay in all the time, but in fact there's plenty to do. The scenery is spectacular! There are loads of open spaces! We live in a valley, and there's a lake where we go sailing and kayaking! I like watching the countryside change in the different seasons. Last night the moonlight was so bright I didn't need a torch when I got home after dark! There's no pollution here, and no noise – it's just a great place to live!

60 Unit 16, Student's Book page 90

Speaker 1: Oh, look what's on at the Showhouse Cinema! Everyone says this is a really good film. Anna George acts in it, and according to all the reviews she gives a really good performance. I can't remember the director's name, but I know he's one of the big names – everyone's heard of him! I know you usually prefer animated films, but I'm sure you'll like this. What do you think? Shall we go and see it? It's really easy to get to the Showhouse. There's a direct train from Central Station.

Speaker 2: This film looks good. I don't know the film-maker who directed it – I think it's his first film. This looks quite interesting, and like many of these films, it's for all ages. They've got some quite famous actors doing the voices, and there are some good songs in it – I've heard a bit of the soundtrack. The reviews all say that the animations are amazing, so I definitely want to go and see it. Do you want to come with me?

Speaker 3: Do you want to go and see this? It's just come out. I'm not sure who the director is – I don't think it's anyone well known, but the film still sounds good. It was filmed in Ireland, so there's some amazing scenery in it. But the story is the best part and the fact that my favourite actor appears in it – you know, the one who won that TV competition? He's got the lead role, so I'm sure it'll be a great film. Why don't we go and see it together?

62 Unit 16, Student's Book page 93

1 You will hear two friends talking about a film they have both seen.

Girl: That was brilliant – I love action films.

Boy: So do I, though this one wasn't as good as I'd expected. I can see why they chose that actor to play the lead role, though when I read the book I imagined him to be taller somehow, and stronger. When I read the book I couldn't put it down – I didn't feel the same excitement during the film. And why did he end up alone on that island? I hate it when they change stuff. At least the music wasn't bad.

2 You will hear two friends talking about a film club they both attend.

Boy: Hey! Why didn't you come to film club yesterday evening?

Girl: I didn't feel like it and I'd already seen the film they were showing – which was unusual 'cause normally they show stuff I haven't seen. That's what I like. I just can't get there for the start. I always miss the first few minutes of everything.

Boy: Yeah, I know. Anyway, we're getting some new chairs in the hall next week!

Girl: What's wrong with the ones we've got?

Boy: Nothing I suppose, but they said the new ones are super soft.

Girl: Oh, OK. Cool.

3 You will hear a girl talking to her friend about film locations.

Boy: Did you see that film, *India*, at the weekend?

Girl: Yeah – wow! What an incredible setting! It was based on a book I'd read and I didn't know much about India when I read it, so it really brought the place to life for me. It's almost like I was part of the whole thing myself. And the characters were just like I'd pictured in my head, which was cool. I don't know whether I'll ever go to India, but I loved seeing what it's really like.

Boy: Sounds good.

4 You will hear a boy talking to his friend about the main character in a film he has seen.

Boy: Normally I really like Sandie Newsome in films but I wasn't convinced this time.

Girl: Why was that? I thought she played the character well – from the book the film was about.

Boy: Yeah? I'm not sure I totally agree. I mean, yeah, the character's pretty true to life – I felt like I could understand her – but maybe that's cos of the situation she was in. The acting just wasn't all that great.

Girl: She reminded me of the character in that last film Sandie appeared in.

Boy: I'm not sure I see that myself. I still enjoyed the film, though.

Girl: Yeah, me too.

5 You hear two friends talking about film directors.

Girl: He's such a talented director. It must be difficult telling actors how to play a character, especially if the director hasn't been through something similar in life themselves.

Boy: I guess most directors don't. I mean, they probably aren't in car chases every day!

Girl: No! Maybe it's all about selecting the films they know they can do a good job on.

Boy: So they can tell the actors what they want the film's message to be. Right.

Girl: I think they need to let the actors play the role their own way, though.

6 You hear two friends talking about making short films.

Girl: Have you ever made a short film? You know, to put online?

Boy: No, but I'm thinking about making one. You've done a few – any advice?

Girl: Well, I haven't used actors in mine – it's just been me talking about my own experiences. You don't have to do that. The thing to do is decide on your message – what do you want people to get from watching it?

Boy: That's a good point … But what if people don't like it?

Girl: Listen to their ideas – it'll help you make something better next time.

Boy: OK, thanks!

63 Unit 16, Student's Book page 93

Interlocuter: Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people taking part in something. Marcus, here is your photograph. Please tell us what you can see in your photograph.

Marcus: In my picture, I can see lots of people. It looks like they are making a film. I can see cameras and other things for making films. There's a big camera, or microphone, I'm not sure which it is. But it's above the people. There's something that is used for the sound, but I don't know what it's called. In the foreground there are lots of actors. They're dressed like soldiers, so I think the film is about a war. It looks like they're fighting. There are other people in the photo too. Some people are wearing coats and there's a man wearing a hat. It might be cold, but I'm not sure. There's a man in a red coat. I think he's the director and next to him is someone with a badge. There's a guy behind them and he's eating something. There's someone with a microphone too. Maybe he's telling the actors what to do. Some more actors are waiting because everything has to be ready. They aren't the leading actors, but sometimes a film has extra people to make the scene look real.

64 Life Skills: Giving presentations, Student's Book page 94

Sarah: … In summary, our visit to Snowdonia National Park was the best part of my holiday in Wales this summer. It's a wonderful place to spend a few days, or longer, if possible. Thank you!

Dad: Hey, that was really good, Sarah. I can tell you've practised a lot.

Sarah: Thanks, Dad. And thanks for listening. I'm really nervous about the presentation tomorrow.

Dad: Why? Your classmates will enjoy hearing about the park and our trip there. And you've got some great photos to show, as well. For example, I love that photo of your mum and me at the end!

Sarah: That's a great one. And should I add more photos of places in Snowdonia? Like Mount Snowdon or Bala Lake?

Dad: Sure, but maybe you should also have more photos of wild plants and animals. For instance, I took some pictures of mountain goats, and your mum was photographing wildflowers all the time. Ask her later for some pictures.

Sarah: OK. And did I say 'such' too many times? The teacher said we didn't need to describe everything in the park. She said we only needed to give the most important facts, such as the location and size of the park, and then talk about things that we really saw.

Dad: Hmmm. It all seemed interesting to me, and not too long. You were talking too fast in some places, but that's because you're nervous. When that happens, you need to stop and take a breath.

Sarah: OK … and I was thinking … maybe I should add a short video as well. I found a really nice documentary film about Snowdonia on the Internet and it's got some fantastic scenes I could show.

Dad: Well … I think you're fine without video, but maybe you can show 20 or 30 seconds at the beginning. That's a nice way to start, but you have to spend most of your time speaking, right?

Sarah: You're right. But it'd be easier to just show the video!

Dad: Sure! But anyone can do that. Oh, and I wanted to say. Don't look down at your notes too much. You need to look up more, right at the audience. Well, that's it, really. You'll do great.

Sarah: Thanks, Dad. That really helps.

66 Unit 17, Student's Book page 98

Presenter: OK, we promised to give you the results of our questionnaire today, so, Fran, have you got them there?

Fran: Yes, I have.

Presenter: Good. So, first, we asked teenagers which activities they had done in the last 24 hours. What did they say?

Fran: Most teenagers said they had visited a social media site in that 24-hour period, so that's the most popular form of communication. However, only 28% said they had commented on a blog, for example.

Presenter: Interesting. And what about the things they do at least once every day?

Fran: Well, we wondered whether teenagers often used email to send a thank you message for example, and it seems that only 30% do. Messaging and texting is definitely the most popular, with 68% doing that at least once a day.

Presenter: Right. Then we asked them about social media, didn't we?

Fran: Yes. Well, it seems that over 80% of teenagers agree that social networking helps them to keep in touch with friends they don't see that often. That's very high, isn't it? And of course some sites are for photos, and others encourage words. It was about equal as to whether teens use just a photo, or a photo and some words to let their friends know how they feel.

Presenter: So, what's their favourite way of communicating overall and why?

Fran: Well, teenagers still like communicating face-to-face with parents and with pals. They say it's easier to laugh and joke about things face to face, and of course that's what teenagers love doing! They also like messaging and texting because it's so fast, especially with friends! For example, they can easily send a text to remind a friend that they're meeting up. They also find it easier to apologise for something in a text than they do face-to-face, which is interesting.

Presenter: And what about phoning?

Fran: No, they don't use the phone much. They all complain that it's too expensive.

Presenter: Finally, when they have an argument, or disagree, what do they do?

Fran: They do everything except pick up the phone.

Presenter: Right, well thank you, Fran. Interesting. Now please do send us your reactions to this conversation with Fran. Send an email, or a message …

68 Unit 18, Student's Book page 102

Joanne: I'm just mad about my celebs! I buy a magazine every week and I follow their lives. My friends think I'm crazy, but you know, it's just like any interest! I'm curious! I love knowing what they're doing and where they are. I follow quite a few on social media. People say that celebs just do things for money, but that's not true, well, not for all of them. Some are really kind and have a lot of good qualities. I'd love to be a celeb myself. It'd be just great!

Phil: Honestly, I don't really follow the lives of celebrities, but the papers and magazines keep telling us what they're doing. I do sometimes get curious, especially if there's something about a football player. But I think that people who are mad about celebs, well, they must be a bit lonely really. I read about this one woman. She has her car washed at a garage just because she'd seen a celeb there. Ridiculous, if you ask me.

Nicole: I had this amazing experience. We were in Las Vegas on holiday and this really famous guy was next to us, with his girlfriend and family. There were fans who were asking for autographs, you know, when they write their name on a piece of paper, and he was so easy-going and nice. I wanted to ask for his autograph, but I was too shy. I just felt embarrassed. But then, after he'd gone, I saw he had left his sunscreen behind! I picked it up and kept it. I was actually surprised that it wasn't a better quality one! But I didn't mind – it was an unexpected souvenir!

Andy: Well, you know, I think that the way celebs behave is really important. I'm sure it must be stressful sometimes, you know, all the cameras, but they shouldn't get nasty, you know what I mean? But I think that most of them are charming. I think they know it's really important that they are professional, because there are so many fans who watch what they do and then copy them.

Maggie: Well, I was a really big fan of this band, so you can imagine I was delighted that they'd chosen our town to play in. Everyone was really excited. But you know what? It was like they didn't notice us. We weren't there. They came on and played, but they didn't talk to us or anything. I thought it was a bit rude. I mean, without the fans, they're nothing! I was quite upset about it. Also, the sound was really poor quality, so people couldn't hear properly and I think some fans even left. They were really annoyed because they couldn't hear. So, I guess the band got what they deserved!

70 Unit 18, Student's Book page 105

You will hear an interview with a woman called Pattie.

Interviewer: Pattie, you advise famous people and you're here to talk to us about this. Is it right that more young people than ever say their ambition is to become famous?

Pattie: According to the research, yes. No doubt they're thinking about the good stuff – the money and attention. Those things are amazing – but even though they might know what they want to be famous for – being a great singer or actor, for example – they mustn't forget about how much hard work and talent is needed to get to the top.

Interviewer: Tell us about the role of the paparazzi.

Pattie: It can be exciting being followed around. Everyone wants to interview you, fans want to talk to you, your picture's everywhere. The media has to sell magazines and you have to promote your work, and because of this, a good relationship develops between you. Of course, when things aren't going so well, the paparazzi will still be there, reporting what's going wrong.

Interviewer: Tell us about fans.

Pattie: Usually, they'll support you, ask for selfies, want you to sign things … all of that. That can change if, say, as an actor, you play a horrible character in a film. A small number of fans forget that you aren't actually that person and even shout unpleasant things to you on the street – strange but true!

Interviewer: What do you think is most difficult about becoming famous?

Pattie: People go from having an ordinary life to being recognised very quickly. Suddenly, your life isn't private any more. Personally, I think I'd find it impossible to know what to say to the press – it must take a while to be able to answer questions in the right way. That's where agents are useful – they can help you regarding these challenging things.

Interviewer: There must be some enjoyable things about being famous?

Pattie: Well, besides never having to wait for a table in a restaurant, you can have all those dull things done for you – cooking, cleaning, shopping … Who wouldn't enjoy that! And despite earning lots, you might be given things for free – designer clothes, jewellery … Some people like that, even if they have enough money to buy the things themselves. You may also have the chance to do different things during your career – singers get offered acting jobs, for example.

Interviewer: What advice would you give someone who's just becoming famous?

Pattie: Remember that it can be difficult to know who to trust. Someone might talk to the newspapers about something you've done. And you've got to behave well in any situation, however you're feeling. The thing you really must remember is that you may only be famous for a short time, so develop other skills you can use later on if you need to.

Interviewer: Thanks, Pattie!

71 Unit 18, Student's Book page 105

Woman: We're all so curious about celebrities and we want to find out everything, don't we? Can anyone famous really have a private life? What do you think?

Man: It depends, doesn't it? I mean, top celebrities are always in the news and many of them love that. But some famous people hate it when photographers and journalists run after them the whole time. I don't think it's fair in that situation.

Woman: That's an interesting point.

Man: So, do you agree that journalists should leave celebrities alone?

Woman: I'm not sure, because it's part of who they are. You know, they've chosen to become famous, so they have to play that role in public, right?

Man: Well, maybe. But what about the children of famous people? Don't they deserve a normal family life?

Woman: Yes, of course they do. And their parents can give them that – actually, I think it's up to them to protect their kids, isn't it?

Man: Yes, if they can …

72 Culture: Fan culture, Student's Book page 106

Interviewer: Not so many years ago, one of the greatest role models for boys in Japan was David Beckham, the English footballer. Let's face it, Beckham's name was known everywhere, so that wasn't a huge surprise. We wanted to find out whether European football was still so attractive for teens in Asia. I spoke to Akira, a Japanese teenager who is mad about football. Akira, you support a British football club, don't you?

Akira: Yes, I do. I support Arsenal.

Interviewer: Why don't you support a Japanese club?

Akira: Well, I do, I go to local matches and support my town club, but that isn't international. It's much more exciting watching international football, like the World Cup.

Interviewer: So you supported Japan in the World Cup, then?

Akira: Well, yes, but we came out quite early, so then I wanted Germany to win in the World Cup.

Interviewer: Why's that?

Akira: Well, I thought they were the best team, and they had Özil.

Interviewer: Özil?

Akira: Yes, Özil was playing for Germany at that time. He's fantastic – I'm a really big fan of Özil.

Interviewer: Well, you might be right! But I don't understand. European teams play on the other side of the world from where you live. How do you watch their games?

Akira: That doesn't matter. European matches are on late at night here, but we have satellite TV so I can watch them live if there isn't school the next day, or I can watch them online the next day.

Interviewer: Good point. What about feeling part of a fan community, though?

Akira: Community?

Interviewer: You know, group.

Akira: Oh, no problem. A lot of us here in Japan watch European football – most of the boys in my school do, so we watch matches together. But we aren't alone here. We like joining in on sports forums – you know, when the matches are on, or just after, we can have live chats with fans from all over the world. The world is a very small place now!

Interviewer: Indeed, and it's obviously doing your English good.

Akira: Yes, thank you. But it isn't only the fans – we can follow our favourite teams and players on Twitter, so we know what they're doing. It's a great time to be a fan!

74 Unit 19, Student's Book page 108

Connie: I had no idea about what to do for work experience and our careers officer at school hadn't arranged a place for me. In the end, I spoke to my uncle, and he persuaded the manager of a woodworking company to take me. They produce the wooden doors for new houses and I knew absolutely nothing about that, so I was a bit worried at the beginning. But everyone was very helpful. I spent time doing lots of different things in those two weeks, from 'hands on' working with wood and tools to calculating figures in the manager's office. It doesn't matter if the work experience isn't something you want to do as a career, because the important thing is getting out there and understanding what employees are actually doing.

Vera: At our high school, we had a two-week work experience this year and it was part of an international project, with the aim of planting over a million trees worldwide – we did our bit, and planted the 147 trees that were delivered to local parks. Before we started, we really weren't sure we could handle the work, but we needn't have worried as we were shown exactly what to do – how big a hole to dig, what kind of earth to add, and so on. They organised our programme really well and we were outdoors a lot, which was fun. At the end they gave us a certificate, which should be quite useful when we're applying for jobs, I guess.

Ali: I was really lucky because my work experience was in television. My dad runs a TV production company and he arranged for me to spend two weeks helping out on a film set. They were making a drama series based on an 18th novel, so it felt like travelling back in time – fantastic! The man who was managing the project was very encouraging and made sure I got to do some interesting things. I learned how to put on stage makeup, worked with the assistant director for a day and even helped to develop ideas for costumes. It's given me a very clear idea of what I want to do in the future!

Gordon: My work experience was good and bad – the beginning was awful! I was at a large supermarket in the city and for the first three days, all I did was fill the shelves. I got really bored, so I complained to the careers officer, and she dealt with the problem immediately. She knows I enjoy anything to do with computers, so she suggested working in their IT department, which they agreed to. I saw how to install new software and I also updated the information they give to young part-time staff at the store – people like me who work at the weekend. I hope they might give me a Saturday job when I'm 16.

76 Unit 20, Student's Book page 112

Speaker 1: Well, it all started when my parents gave me a piano. We'd been to a concert and I'd seen someone playing the piano – that's when I knew I wanted to be a pianist. I always dreamt of playing in an orchestra and playing to lots of people. My mother was definitely very important in helping me – she always encouraged me to keep on practising, even when it was really hard. But you know, at the end of the day, I think you should just try your best. No one can ask more!

Speaker 2: I'm a sports fan and I've always admired lots of football heroes. You can learn so much just by watching people who are excellent at doing something. My coach often shows me great matches and we watch them together. I once read somewhere that people who achieve a lot often imagine that they are doing something, so, for example, if you have a test coming up and you want to do well, imagine yourself doing that test, imagine yourself knowing all the answers! Imagine yourself winning! I don't know, but that's what I do before a game. It makes me feel confident.

Speaker 3: Well, I'm studying hard. It's crazy that I have to think about it now, but yes, I have to think about where I want to be in five years' time! I aim to study in the United States, and to do that I need really good grades. I'd like to do art, but I'm finding it difficult to decide where I want to go. People tell me to just go for it, you know, study hard and then I'll get some offers. But I'm not sure – if I pick one place, then maybe I won't like it in the future. And I'm going to be a long way from home. It's difficult. I just know I want to be in the US – my dad is American. I guess, at the end of the day, whatever you choose to do, you just have to go for it!

Unit 20, Student's Book page 115

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DJ: And so here we are guys! Another year! And what a year! Now this morning, we want you to phone in and tell us about your achievements. What have you achieved this year? And first on the line is Chris! Chris, hello!

Chris: Hi there!

DJ: So Chris, what have you achieved this year and what did you have to do?

Chris: Well, I won a medal. I ran my first half marathon and I came first!

DJ: Well, wow! So was that like a lot of work?

Chris: Yes, it was really hard work but it worked! It was definitely worth it in the end. I had to train so much it was crazy, like I was getting up at 6 am every day, and doing gym stuff, and then school work and then more training. But winning the medal was the best thing!

DJ: Thank you, Chris! Next up is Nathan. Hi Nathan!

Nathan: Hi everyone!

DJ: What have you been up to this year?

Nathan: Well, I've done some music technology courses. It's really cool; you know, like mixing and stuff. The best thing was the great teachers and I've just been offered a really cool recording project! And I'm going to do it!

DJ: How cool is that! Well done! Now, we have Sophia on the line. Hi Sophia!

Sophia: Hi! I just wanted to say that I've just passed the first part of my driving test! I did a lot of practice tests on the computer and yesterday I sat the real thing. I was so nervous but I passed!

DJ: Well done, Sophia! So now you can start your driving lessons?

Sophia: Exactly! I can't wait!

DJ: OK, and we have another caller. Hello Lucy! What have you achieved this year?

Lucy: In school we decided to have a class blog. But like everything, in the beginning everyone is enthusiastic, and then they aren't. So, my job was to make sure that every week there was at least one post for the whole year. And I did it!

DJ: Good for you, Lucy! Was it hard?

Lucy: Yes, it was at times. You know, you have to keep asking people to do things but now I can see that I learned a lot of people skills!

DJ: OK, thank you! Now we have time for one more, and we have a caller on the line … yes, hello Tom!

Tom: Hi everyone! Can I just say how much I love this show?

DJ: Sure! And thank you! Now what have you done this year? What has your big achievement been?

Tom: Well, lots of things really but at the beginning of the year I started a video project. I like watching videos online and then – oh, I should say, I'm really into cycling. Anyhow, I decided to put together some 'how to' videos, like, how to fix your bicycle, and so on. It's been great – I've learnt a lot about making videos, talking on camera … Great for future presentation skills!

DJ: Well, that's awesome, Tom! What great achievements there! Now, let's have some music!

Unit 20, Student's Book page 115

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Interlocuter: I'm going to describe a situation to you. A boy is going to do a summer activity course during his holidays. Here are the different things that he could do. Talk to each other about the benefits of these different activities and then decide which would be best.

Jon: Well, can I start? I think that sleeping is a waste of time. I mean, why would you want to sleep in your holidays? That's silly, and you don't achieve anything! Do you agree with me, Jessica?

Jessica: No, I don't agree with you, Jon, because I actually like sleeping! I need to rest, and when I am working very hard during the year, I imagine myself sleeping! You know, because I work very hard. But no, if someone showed me a picture of sleeping and said, 'Here, this is your summer holiday', no, I would think, 'That's boring!' And you, Ana, do you like sleeping?

Ana: Not at all! In summer I want to do things. I think that the boy should aim to do something different, you know, learn something new. That is always nice to do and gives you good memories. You know, kind of like, ah, that was the summer I learnt how to draw an animal! Or whatever!

Jon: Yeah. That's a good idea, but what about this one – he is doing something on his computer. I think that's the same as drawing, you know, you are doing it on your own, and painting too. I think it would be better to do something together, you know, a team activity.

Jessica: That's true, Jon, and it's more fun and you know if you are learning something as a team, you have to keep on trying. If not, you'll disappoint everyone, you know what I mean? Like, I mean a good one would be doing rock climbing? Do you agree with me?

Jon: Yes, I do, Jessica, but I don't think rock climbing is actually a team sport!

Ana: Yes, it is! If your friend isn't watching you, you might fall. Ah, but I guess it's actually only two people. OK. I agree with you!

Jon: Thank you, Ana! So a team sport could be handball, but I think everyone knows how to play that.

Jessica: I have an idea. What about if the boy was going to show other children how to play it? That might be nice and he would learn because he would be teaching. Ah, but hang on, we have to choose the best one. Which are we going to choose?

Ana: It's difficult, but I think he should do all of them!

Jon: Well, maybe he can do two, you know, rock climbing because we think that's good – even if we aren't sure if it's a team sport or not – and also handball, but he has to show other kids how to do it. And the others, he can do them later!

Jessica: That's an excellent idea!

Ana: I agree, too.

Interlocuter: Thank you.

80 Life Skills: Managing stress, Student's Book page 116

Paul: What makes me feel stressed? Well, lots of things, really. But recently, I had some problems online. I'm really into social media, and I spend a lot of time chatting, commenting, you know, the usual thing. And, well … there were some people who weren't very nice to me. When I posted a photo or a message, they wrote nasty comments. I didn't worry too much at first, but then they continued writing and bullying me, so I finally had to block them. That solved the problem, but it wasn't a fun situation!

Emma: Stress? Well … I'm usually a calm, relaxed person, but there are times when I'm too busy. I'm on the basketball team and the swimming team, so I don't have a lot of free time. That means I have to do homework in the evening, usually after dinner when I'm feeling tired. Sometimes, I'm sleepy and I can't keep my eyes open, so I go to bed. Then I have to finish my homework in the morning, before breakfast or when I'm on the bus. I know that's not a good idea, but I can't think of a solution.

Marco: I get stressed sometimes, but not about school. I got good grades in my tests and final exams and my parents are happy about that! My problem is money, especially when I go out with my friends. They always want to go shopping or see a film at the cinema, but that costs money, of course. And I don't get very much from my parents. I mean, they give me some pocket money for helping with housework, but that's not really enough. Sometimes I tell my friends that I'm busy, because I don't have any money to go out. I'd like to get a part-time job, but my parents won't let me.

Vicky: For me, the most stressful thing is sharing a bedroom with my two little sisters, Julie and Janet. We don't get along very well because they're always using my things without asking, and I'm not very patient with them. I know that … It's annoying when they take my things. We often have arguments and that upsets my parents. They always tell me I have to be nicer to my sisters, because I'm older, but that's not fair! I'd love to have my own bedroom one day. It would make life so much easier!

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Intro: LP_MUSIC/SoundExpress; **C1:** alexandru grigoriev/SoundExpress; Marc Boris/SoundExpress; Nick Kail/SoundExpress; **C2:** Sergey Chetvertnykh; stories to nowhere; **C3:** piccadillyCircus/SoundExpress, **C4:** piccadillyCircus/SoundExpress; Ladislav Weyrostek/Sound Effects; **C5:** Funky Walky Awkwardly/SoundExpress; Alexey Korepanov/SoundExpress.

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PREPARE

This book was adapted from its original English-language international version. Additional guidance has been added and select images and content have been changed to reflect life and education in Uzbekistan.

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