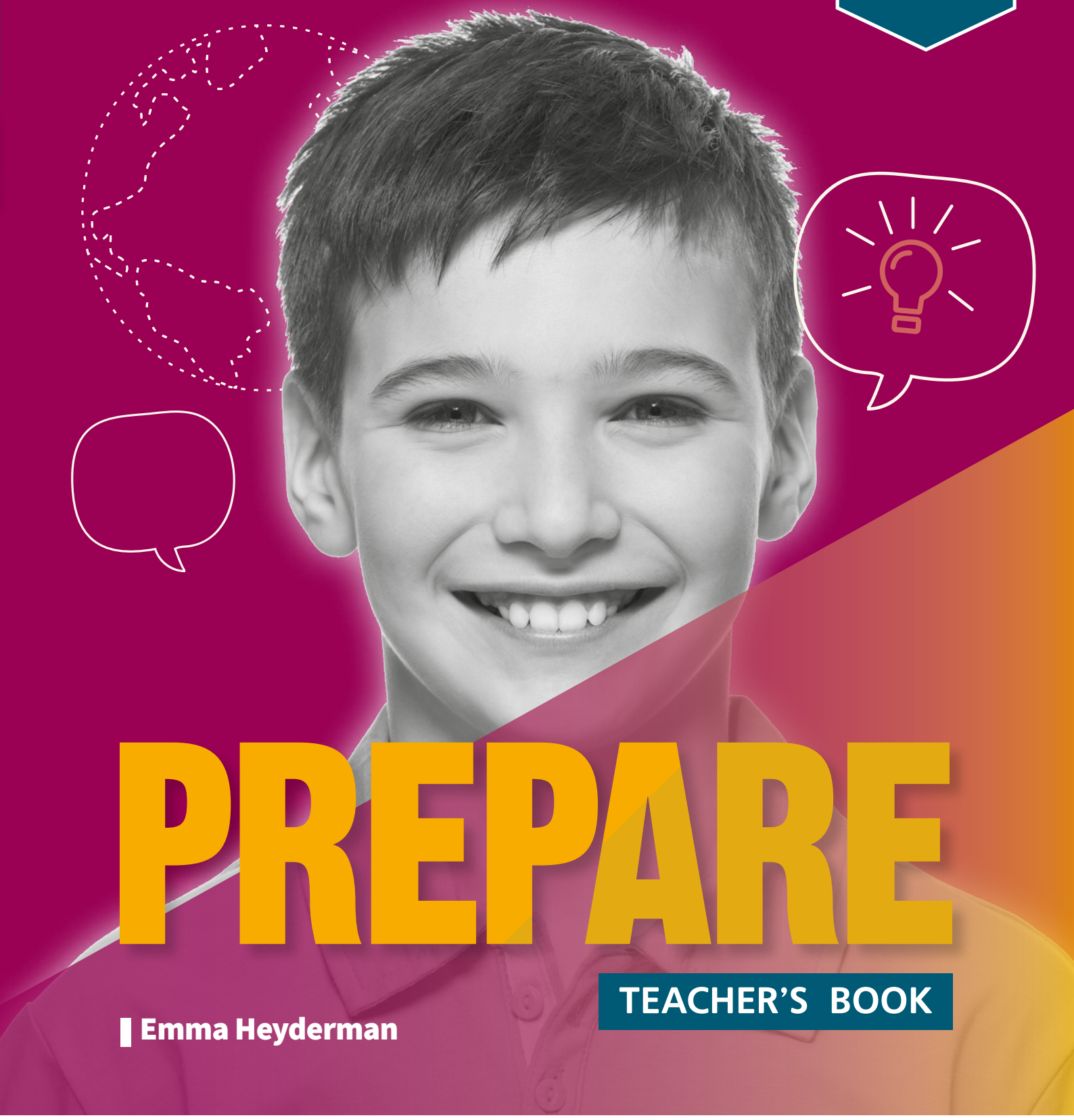
CAMBRIDGE

Grade 7



PREPARE

TEACHER'S BOOK

Emma Heyderman

USAID FROM THE AMERICAN PEOPLE

CAMBRIDGE UNIVERSITY PRESS

Better Learning

CAMBRIDGE

Grade 7

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UZBEKISTAN EDUCATION FOR EXCELLENCE PROGRAM

English language Grade 7

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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

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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

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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 timetable shows how *Prepare* Level 2 for grade 7 can be used in the Uzbek school year. Students will do the first half of *Prepare* Level 2 in grade 7 and the second half of *Prepare* Level 2 in grade 8. Grade 7 has 102 English lessons.

The timetable shows the pages of the Student's Book for each lesson. The corresponding teaching notes and the Workbook pages are in the main section of this Teacher's Book. The timetable also shows the lessons that are review and the lessons that are for exams. You can find specific information about lessons is the table below.

Quarter	Date	Week	Lesson	Unit	Student's Book page	Homework Workbook page	Skills
1		1	1	0	10	4	Vocabulary Grammar
		1	2	0	11	5	Grammar Speaking Homework: Grammar Writing
		1	3	0	12	6	Vocabulary Homework: Vocabulary
		2	4	0	13	7	Vocabulary Grammar Homework: Grammar Writing
		2	5	0	U0 Review	Teacher's Choice	Homework: Teacher's Choice
		2	6	Exam	Exam 1 U0		
		3	7		Feedback		
		3	8	1	14	8	Speaking (About You) Vocabulary Reading Pronunciation Homework: Vocabulary
		3	9	1	15	9	Homework: Grammar Vocabulary
		4	10	1	16	10	Homework: Reading
		4	11	1	17	11	Grammar Vocabulary Listening Homework: Writing
		4	12	1	Review U1	Teacher's Choice	Homework: Teacher's Choice
		5	13	Exam	Exam 2 U1		
		5	14		Feedback		
		5	15	2	18	12	Speaking (About You) Vocabulary Listening Grammar Homework: Vocabulary
		6	16	2	19	13	Grammar Homework: Vocabulary Grammar
		6	17	2	20	14	Reading Vocabulary Homework: Reading
		6	18	2	21	Writing	Pronunciation Listening Writing Homework: Writing
		7	19	2	21	15	Writing Homework: Writing
		7	20	Culture	22	Projects	Homework: Projects
		7	21	Culture	23	Projects	Homework: Projects

Quarter	Date	Week	Lesson	Unit	Student's Book page	Homework Workbook page	Skills
		8	22		Project Presentations		
		8	23	2	Review U2	Teacher's Choice	Homework: Teacher's Choice
		8	24	Exam	Exam 3 U0-2		
		9	25		Feedback		
		9	26	3	24	16	Speaking (About You) Vocabulary Listening Homework: Vocabulary
		9	27	3	25	17	Listening Grammar Homework: Vocabulary
2		10	28	3	26	18	Reading Speaking Homework: Reading
		10	29	3	27	19	Vocabulary Listening Speaking Homework: Writing
		10	30	3	Review U3	Teacher's Choice	Homework: Teacher's Choice
		11	31	Exam	Exam 4 U3		
		11	32	4	28	20	Speaking (About You) Vocabulary Listening Homework: Vocabulary
		11	33	4	29	21	Grammar Pronunciation Homework: Grammar Vocabulary
		12	34	4	30	22	Reading Vocabulary Homework: Reading
		12	35	4	31	Writing	Listening Writing Homework: Writing
		12	36	4	31	23	Writing Homework: Writing
		13	37	4	Review U4	Teacher's Choice	Homework: Teacher's Choice
		13	38	Exam	Exam 5 U4		
		13	39	Life Skills	32	Projects	Homework: Projects
		14	40	Life Skills	33	Projects	Homework: Projects
		14	41		Project Presentations		
		14	42	1-4	34	Teacher's Choice	Vocabulary Grammar Homework: Teacher's Choice
		15	43	1-4	35	Teacher's Choice	Speaking Listening Reading Homework: Teacher's Choice
		15	44	3&4	Review U3-4	Teacher's Choice	Homework: Teacher's Choice
		15	45	3&4	Review U3-4	Teacher's Choice	Homework: Teacher's Choice
		16	46	Exam	Exam 6 U3-4		
		16	47		Feedback		

Quarter	Date	Week	Lesson	Unit	Student's Book page	Homework Workbook page	Skills
3		16	48	5	36	24	Speaking (About You) Vocabulary Reading Homework: Vocabulary
		17	49	5	37	25	Grammar Pronunciation Homework: Grammar Vocabulary
		17	50	5	38	26	Reading Homework: Reading
		17	51	5	39	27	Vocabulary Listening Speaking Homework: Writing
		18	52	5	Review U5	Teacher's Choice	Homework: Teacher's Choice
		18	53	Exam	Exam 7 U5		
		18	54		Feedback		
		19	55	6	40	28	Speaking (About You) Vocabulary Reading Homework: Vocabulary
		19	56	6	41	29	Grammar Reading Homework: Grammar Vocabulary
		19	57	6	42	30	Reading Homework: Reading
		20	58	6	43	Writing	Vocabulary Listening Writing Homework: Writing
		20	59	6	43	31	Writing Homework: Writing
		20	60	6	Review U6	Teacher's Choice	Homework: Teacher's Choice
		21	61	Exam	Exam 8 U6		
		21	62		Feedback		
		21	63	Culture	44	Projects	Homework: Projects
		22	64	Culture	45	Projects	Homework: Projects
		22	65		Project Presentations		
		22	66	7	46	32	Speaking (About You) Vocabulary Listening Grammar Homework: Vocabulary
		23	67	7	47	33	Grammar Pronunciation Homework: Grammar Vocabulary
		23	68	7	48	34	Reading Vocabulary Homework: Reading
		23	69	7	49	35	Listening Speaking Homework: Writing
		24	70	7	Review U7	Teacher's Choice	Homework: Teacher's Choice
		24	71	Exam	Exam 9 U5-7		
		24	72		Feedback		
		25	73	8	50	36	Speaking (About You) Vocabulary Reading Homework: Vocabulary
		25	74	8	51	37	Grammar Homework: Grammar Vocabulary

Quarter	Date	Week	Lesson	Unit	Student's Book page	Homework Workbook page	Skills
		25	75	8	52	38	Reading Vocabulary Homework: Reading
		26	76	8	53	Writing	Listening Writing Homework: Writing
		26	77	8	53	39	Writing Homework: Writing
4		26	78	Life Skills	54	Projects	Homework: Projects
		27	79	Life Skills	55	Projects	Homework: Projects
		27	80		Project Presentations		
		27	81	6-8	56	Teacher's Choice	Vocabulary Grammar Homework: Teacher's Choice
		28	82	6-8	57	Teacher's Choice	Reading Speaking Homework: Teacher's Choice
		28	83	Exam	Exam 10 U8		
		28	84		Feedback		
		29	85	9	58	40	Speaking (About You) Vocabulary Reading Homework: Vocabulary
		29	86	9	59	41	Grammar Reading Homework: Grammar Vocabulary
		29	87	9	60	42	Reading Homework: Reading
		30	88	9	61	43	Vocabulary Listening Speaking Homework: Writing
		30	89	9	Review U9	Teacher's Choice	Homework: Teacher's Choice
		30	90	Exam	Exam 11 U9		
		31	91		Feedback		
		31	92	10	62	44	Speaking (About You) Vocabulary Reading Homework: Vocabulary
		31	93	10	63	45	Grammar Pronunciation Homework: Grammar Vocabulary
		32	94	10	64	46	Reading Homework: Reading
		32	95	10	65	Writing	Vocabulary Listening Writing Homework: Writing
		32	96	10	65	47	Writing Homework: Writing
		33	97	Culture	66	Projects	Homework: Projects
		33	98	Culture	67	Projects	Homework: Projects
		33	99	8-10	Review	Teacher's Choice	Homework: Teacher's Choice

Quarter	Date	Week	Lesson	Unit	Student's Book page	Homework Workbook page	Skills
4		34	100	Exam	Exam 12 U8-10		
		34	101		Feedback	Projects	Homework: Projects
		34	102		Project Presentations		

UNIT LESSONS

Students will complete eleven units of *Prepare* Level 2 by the end of grade 7. Unlike the *Guess What!* series, the *Prepare* series does not have the same order of skills or activities for each unit. Each unit in *Prepare* Level 2 begins with an *About You* speaking activity, but the order of the activities for grammar, vocabulary, and other skills is different in each unit. In addition, some activities will take more time than others to complete. You will need to determine how much time will be needed in class to complete each activity. This will ensure you have enough class time to work on speaking, listening, and project work. These activities need teacher support and are often designed for pair or group work. To get a better understanding of the activities, review the Student's Book *Overview* in this Teacher's Book.

As you can see in the timetable, some of the lessons focus on listening. Audio is available in many formats; it is important to check with your colleagues to find out how your school is accessing the audio. If you have any difficulty using audio in your classroom, you will find the audio scripts in the Teacher's Book.

The last column of the timetable shows the skills focused on in the lesson. These skills correspond to the activity headings in the Student's Book and Workbook. However, there is often more than one activity for each of these skills, so it is important to plan your lesson in advance.

CULTURE LESSONS

There are six Culture pages throughout the year. These lessons give students information about life in English-speaking countries. They have some new language, but this language is at the same level as the regular lessons. These lessons also contain projects. Project work is an important part of Communicative Language Teaching. It gives students the opportunity to work together to complete a task. There are lessons in the timetable that give time for students to present their projects. If you have time, it is important that students present their work to the class. This will help them to develop speaking and presentation skills.

LIFE SKILLS LESSONS

There are four Life Skills pages throughout the year. These lessons give students skills for everyday life in an English-speaking country. These lessons also have projects. Students can present their projects on the days designated in the timetable for project presentations

REVIEWS

There are review lessons before each exam. Where possible, the review pages from the Student's Book are used for these review lessons. However, because the *Prepare* series was not written specifically for the Uzbekistan academic year, not all review lessons have review material from the Student's Book. For these lessons, there is no page number. The unit number is given so that you can choose appropriate material from the Cambridge Supplementary Materials, to which you will be given access.

The Workbook also contains plenty of additional practice in all skills. You may want to use the listening activities from the Workbook for review lessons that do not have a corresponding page in the Student's Book.

ASSESSMENTS

The first two exams of each quarter focus on material only from the new unit. The third exam of each quarter is cumulative. This means it covers material from *all* the units of that quarter.

At the end of this addendum, there are sample exams that have been compiled in accordance with the Uzbekistan timetable. These exams have been compiled using the Test Generator for the *Prepare series*. All teachers using *Prepare* in Uzbekistan have access to this Test Generator. You can make your own tests using the Test Generator, so it is important that you speak with your colleagues about how your school can access it.

The timetable includes a time for feedback after most exams. You may not have time to provide feedback the

next day. That is fine! You can continue with the new lessons and give feedback when you are ready. You should take time to review the exams with students and give additional practice or homework if most of the class had difficulty with something.

HOMEWORK

The timetable shows the homework from the Workbook that you can assign for each lesson. However, if you are not able to complete the entire Student's Book page in class, it is important that listening and speaking activities be done in class. Students can complete activities from the grammar, vocabulary, reading, and writing sections of their Student's Book at home.

Some pages in the Student's Book do not have a corresponding page in the Workbook, so there is a gap. In the timetable, the homework for these lessons is called *Teacher's Choice*. For homework on these days, you will have to plan what the students will do. You can choose what you think is best for your students. You can use the Supplementary Materials available with the *Prepare* series. The last column of the timetable shows which skills are focused on in the homework. These skills correspond to the activity headings in the Workbook. However, there is often more than one activity each of these skills, so it is important to plan students' homework in advance so that it is manageable for them. On some days, the homework is Projects, which may involve more than one skill.

SUPPLEMENTARY MATERIALS

There are many supplemental resources for *Prepare* Level 2. They are online. All are available to teachers in Uzbekistan. To learn more about them, read the section on the course components in this Teacher's Book. You should check with your colleagues to find out how your school is accessing these online supplementary resources.

CULTURAL CONSIDERATIONS

Prepare 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 help their language learning.

PREPARE LEVEL 2 FOR GRADE 7: BRITISH ENGLISH AND AMERICAN ENGLISH SPELLING DIFFERENCES

British English spelling	American English spelling
centre	center
colour	color
favourite	favorite
grey	gray
jewellery	jewelry
maths	math
mum	mom
neighbour	neighbor
organising	organizing
practise	practice
programme	program
travelling	traveling
tyre	tire

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. 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 completing the project both in and outside of the classroom.

SAMPLE EXAM FROM TEST GENERATOR

EXAM 4: UNIT 3

1. Choose the right word to complete the sentences.

1. He really wants to *become / learn* famous and be on TV and in lots of magazines.
   become
2. The band I play in has got eight new songs and we want to *give / record* an album.
   record
3. My father is a famous classical musician and *gives / teaches* concerts in our school every summer.
   gives
4. My sister wants to *become / learn* a singer because she loves singing to all different types of music.
   become
5. My best friend plays the drums really well and sometimes *plays / records* in a band with his friends on Fridays at the music club.
   plays
6. You can *make / play* a music video for your school arts project.
   make
7. My mother plays lots of instruments and she *makes / teaches* music at our school.
   teaches
8. It can be hard when a band gives a *concert / goes* on tour visiting different cities every two or three days.
   goes on tour

2. Make sentences. Use the words given.

1. you / like / watching television in the evenings?
   _____
   Do you like watching television in the evenings?
2. Amy / love / going to the theatre and watching plays.
   _____
   Amy loves going to the theatre and watching plays.
3. My family / not like / listening to jazz.
   _____
   My family doesn't like listening to jazz.
4. he / hate / listening to the violin?
   _____
   Does he hate listening to the violin?
5. We / not like / getting up early at the weekend.
   _____
   We don't like getting up early at the weekend.
6. He / really hate / going cycling when it's raining.
   _____
   He really hates going cycling when it's raining.
7. She / quite like / listening to rock music.
   _____
   She quite likes listening to rock music.
8. They / really love / having a big family lunch on Sundays.
   _____
   They really love having a big family lunch on Sundays.

CONTENTS

	Student's Book overview	12
	Student's Book contents	14
0	Get started!	17
1	Sports and games	25
2	This is my day	33
CULTURE	The Paralympic Games	41
3	Great sounds	45
4	It was awesome!	53
LIFE SKILLS	Collaboration: Reaching agreement	61
REVIEW 1		65
5	Moments in history	69
6	What a great job!	77
CULTURE	Saturday jobs	85
7	An exciting trip	89
8	Favourite places	97
LIFE SKILLS	Physical well-being: Safety at home	105
REVIEW 2		109
9	Clothes and fashion	113
10	Buying things	121
CULTURE	Shopping	129

Extra Activities (Student's Book)	132
Grammar reference and practice answer key	133
Workbook answer key and audioscripts	135
Student's Book audioscripts	143

WELCOME TO PREPARE

STUDENT'S BOOK OVERVIEW

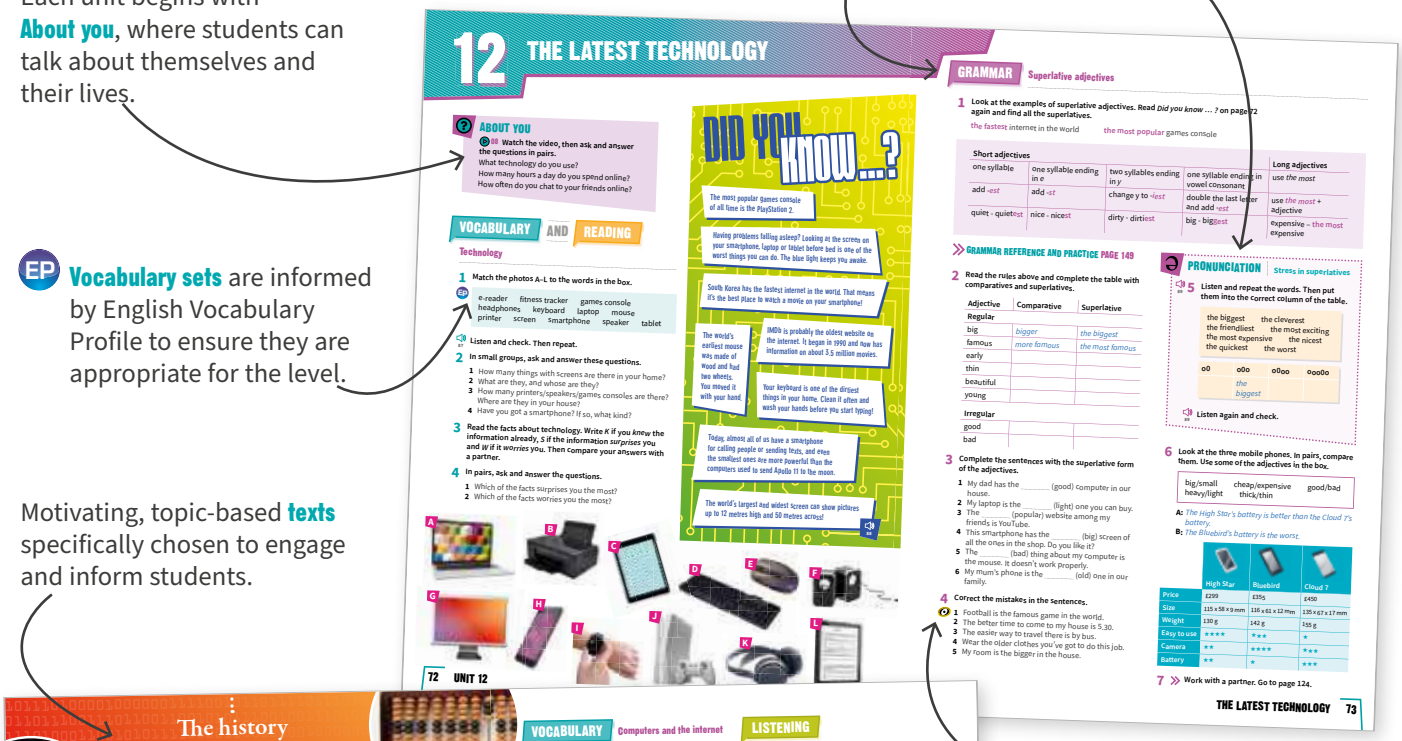
Each unit begins with **About you**, where students can talk about themselves and their lives.

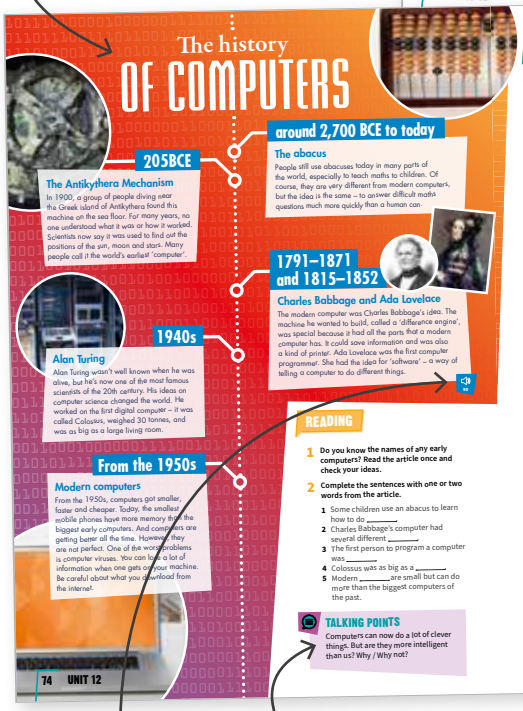
Clear **grammar presentation** and practice is extended in the Grammar reference and practice section at the back of the book.

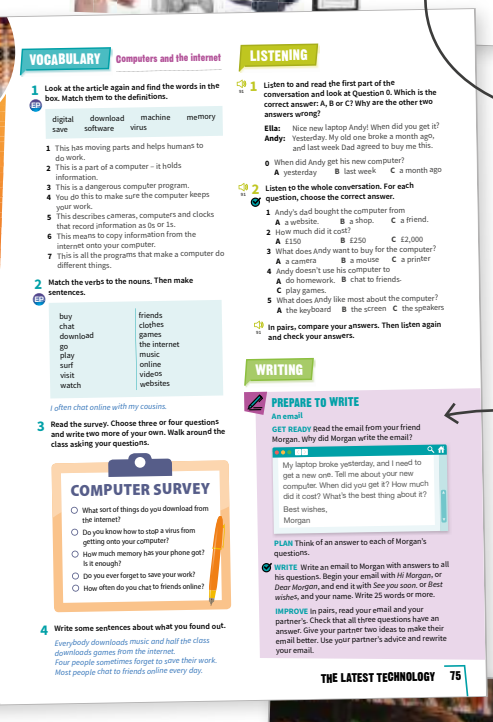
There is comprehensive coverage of **pronunciation** in the Student's Book.

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

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







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

The stages in **Prepare to Write** help students prepare, plan, produce and improve their own written texts.

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 in the unit.

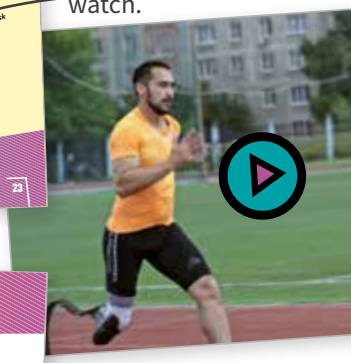


Video interviews show real teens giving their opinion on the topic of the unit. Each video comes with a worksheet containing comprehension and discussion questions.

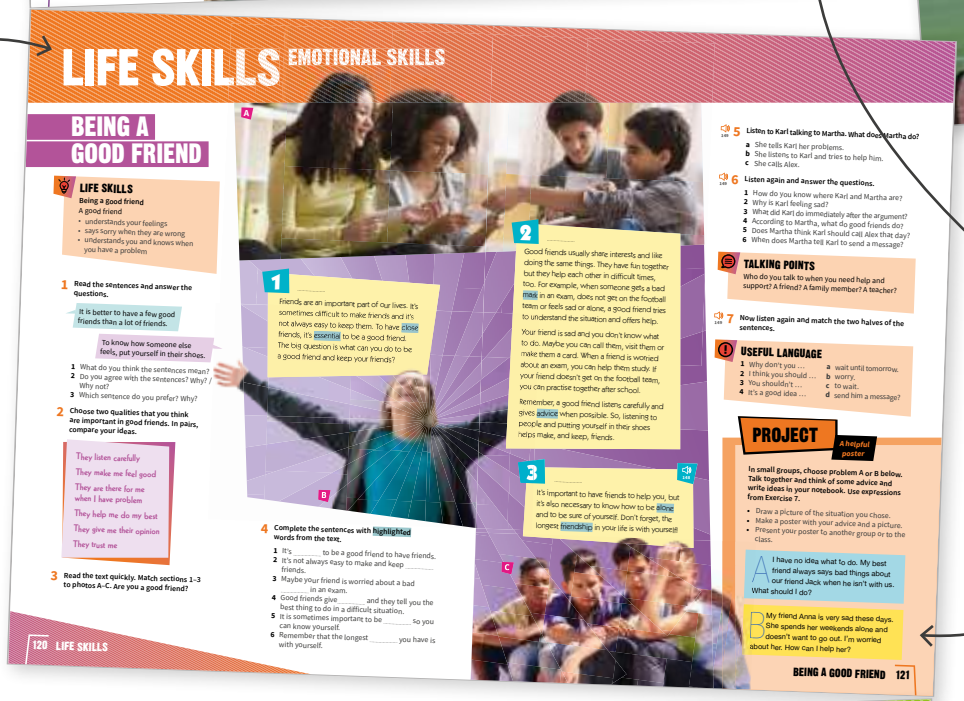
There is a **Culture** or **Life Skills** lesson after every two units.
The **Culture** lessons highlight interesting aspects of culture in English-speaking countries.



In the **videos** that are found at the end of 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.

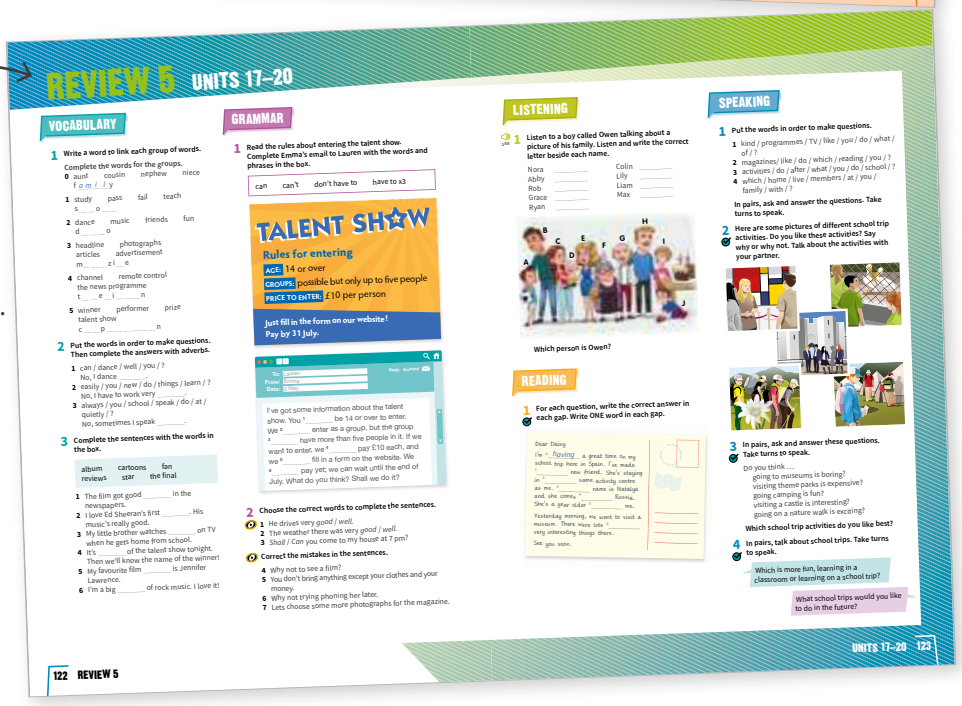


Life Skills lessons help students develop important skills for their everyday lives.



Projects in the Culture and Life Skills 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 and skills.



UNIT	VOCABULARY	GRAMMAR	READING
0 GET STARTED! page 10	Things in the classroom Numbers Dates	Verb *be* *there is / there are* *have got* *can* Present simple	
1 SPORTS AND GAMES page 14	Sports Ə /eɪ/ and /aɪ/ Sports equipment	Adverbs of frequency	Teenblog: Sport Try these sports!
2 THIS IS MY DAY page 18	Daily routines Food Ə The sound /ə/	Present continuous and simple	Tell us about your day …
Culture The Paralympic Games page 22			
3 GREAT SOUNDS page 24	Music Music phrases	*like*, *don't like*, *hate*, *love* + *-ing*	Starting in the music business
4 IT WAS AWESOME! page 28	Adjectives Emotions	Past simple of *be* Ə *was/were*	Activity days – latest reviews
Life Skills Collaboration: Reaching agreement page 32			
Review 1 Units 1–4 page 34			
5 MOMENTS IN HISTORY page 36	Historical events Buildings	Dates with *in* and *on* Past simple: regular verbs Ə Past simple *-ed*	Women in history The Great Fire
6 WHAT A GREAT JOB! page 40	Jobs Ə Three-syllable words Work	Past simple: negatives and questions	50 weeks, 50 states, 50 different jobs Students at work!
Culture Saturday jobs page 44			
7 AN EXCITING TRIP page 46	Holidays (1) Holidays (2) Ə Sounds and spelling	Past simple: irregular verbs	Crossing the world on a rickshaw to see the Olympics
8 FAVOURITE PLACES page 50	Bedroom furniture Ə /ɜː/ and /ɔː/ Free-time activities	*someone*, *anyone*, etc.	Everyone needs a favourite place Artists' favourite places to work
Life Skills Physical well-being: Safety at home page 54			
Review 2 Units 5–8 page 56			
9 CLOTHES AND FASHION page 58	Clothes Materials Ə Words beginning with /s/, /ʃ/, /tʃ/	Pronouns and determiners	What's your best buy? They're made of … what?
10 BUYING THINGS page 62	Buying and selling Phrases with *for*	*some*, *any*, *a lot of*, *a few*, *a bit of* Ə Weak forms: /ə/	What kind of shopper are you? Two young entrepreneurs to watch
Culture Shopping page 66			

LISTENING	SPEAKING	WRITING	VIDEO
	Classroom language Ask and answer questions about personal details ə The alphabet		
An interview about an unusual sport	Talking about sports		
A description of a morning routine Interviews about getting up in the morning		A paragraph about your routine	
			Paralympic athletes?
A conversation about music and musical instruments A conversation about a music school ə Email addresses, phone numbers and names	Giving opinions about music and musical instruments		Great Sounds
Conversations about experiences Five short conversations		A description of a party	
An interview about a moment in history	Giving a presentation about a moment in history		
A conversation about work experience		A paragraph about work	Jobs
			Summer camp
A conversation about holidays A description of a journey	Telling a travel story		Holidays
Descriptions of favourite places		A description of a favourite place	
Descriptions of unusual things to use to make clothes	Describing what someone is wearing		
Five short conversations		A story about a problem buying something online	
			Street fairs everywhere

GET STARTED!



VOCABULARY Things in the classroom

1 **Match the words in the box to the letters A–P in the photo.**

EP

bag board chair coat
computer door exercise book
map pencil case pen
poster rubber ruler
teacher textbook window

01 **Then listen, check and repeat.**

GRAMMAR Verb *be*

I am
he/she/it is
you/we/they are

1 **What colour is each thing? Write five sentences. In pairs, ask and answer the questions.**

A: *It's blue and white.*
B: *Is it the coat?*
A: *Yes, it is.*

there is / there are

2 **Look at the photo and read the sentences. Write *yes* or *no*.**

0 There's a rubber on the table. *yes*
1 There are five students in the classroom.
2 There's a red pencil case on the table.
3 There's a blue bag on a chair.
4 There's a computer near the window.
5 There's a poster on the wall.
6 There's a bag on the floor.

02 **3** **Look at the photo and listen to the questions. Complete the table with a tick (✓) for the right answers.**

	Yes, there is.	Yes, there are.	No, there isn't.	No, there aren't.
1		✓		
2				
3				
4				
5				

4 **Work with a partner. Student A, look around your classroom for 60 seconds, and then close your eyes. Student B, ask questions about the classroom.**

B: *Is there a green bag under my desk?*
A: *Yes, there is. / No, there isn't.*
A: *Are there any coats near the door?*
B: *No, there aren't.*

GET STARTED!

Unit Overview

TOPIC	My classroom and classmates
VOCABULARY	Things in the classroom
GRAMMAR	Verb *be*; *there is / there are*; *have got*
SPEAKING	Classroom language; ask and answer questions about personal details
PRONUNCIATION	The alphabet
VOCABULARY	Numbers; Dates
GRAMMAR	*can*; Present simple
SPEAKING	Find out about your partner

Resources

GRAMMAR REFERENCE AND PRACTICE: SB pages 74 and 75; TB page 133
WORKBOOK: pages 4–7
TEST GENERATOR: Diagnostic test

WARMER

Divide the class into small groups. Appoint a secretary for each group and give them a few minutes to write down as many things in the classroom as they can, e.g. *desk, board*. Don't go through the lists with them yet. Collect in the lists and check them while the students are doing Exercise 1. Award points for correctly spelled words.

VOCABULARY Things in the classroom

1 Ask the students to look at the photo first and to say what they can see. Then, ask them to look at the words. Check that they can pronounce them correctly; in particular remind them that *board* /bɔːd/ and *coat* /kəʊt/ are one syllable. Then, ask the students to match the words to the lettered objects in the photo. If you did the Warmer activity, give the lists back and ask them to compare their lists with the words in the book. If they enjoy competition, award extra points for every word they have written which is *not* in the book.

01

Answers

The answers are recorded for the students to check and then repeat.
A board B map C poster D door E teacher F window
G computer H bag I coat J chair K textbook L pen
M pencil case N ruler O rubber P exercise book

GRAMMAR Verb *be*

1 First, revise the names of the colours by pointing to things in the classroom and inviting volunteers to name the colours. Write them on the board. Remind students that with the verb *be*, we use *is* for singular objects and *are* for plural objects. If necessary, remind the students of the question and short answer form. Ask the students to write at least five sentences about the objects in the photo using *It's / They're* + colour, e.g. *It's green and white* (the rubber), *it's blue* (the chair). Then, demonstrate the pairwork activity by inviting a student to read out one of their sentences, e.g.:

Student: *It's red and black.*
Teacher: *Is it a coat?*
Student: *No, it isn't.*
Teacher: *Is it a pencil case?*
Student: *Yes, it is.*

Answers

Students' own answers

there is / there are

2 Read the first sentence as a class and encourage the students to look at the photo and to say if the sentence is correct (*yes*) or incorrect (*no*). They then do the exercise on their own.

Answers

1 no 2 yes 3 no 4 no 5 yes 6 yes

02 **3** Draw the table onto the board. Play the recording and stop it after the first question. Ask the students to repeat the question, then look at the photo and say the answer. Invite a volunteer to put a tick in the correct space on the table on the board. Play the rest of the recording for the students to complete the table in their books or notebooks. With a stronger class, play the recording again and ask the students to *say* the complete correct answer, e.g. *Yes, there is.*

MIXED ABILITY

Stop the recording after each question, ask the class to repeat the question, and if necessary write it on the board. Give them time to look at the photo, compare their ideas with a partner and then put up their hand when they think they know the correct answer.

Answers

Ticks should be under:
1 Yes, there are.
2 Yes, there is.
3 Yes, there are.
4 No, there isn't.
5 No, there aren't.

» AUDIOSCRIPT TB PAGE 143

4 Play questions 1 and 2 from the recording in Exercise 3 again and invite volunteers to write the two questions on the board. Remind the students that we use *Are there any … ?* with plural things and *Is there a … ?* with singular things. If necessary, revise *my* and *your*. They should take turns to close their eyes while their partner asks at least three questions.

Answers

Students' own answers

BACKGROUND INFORMATION

Research suggest that backpacks should not weigh more than 10% of a students' body weight. Students should try to keep as many books and material as possible at school and they should regularly clean out their bag to check they are not carrying unnecessary items, like heavy toys. Students should also make sure they spread the weight of their bag evenly over both shoulders using both straps and not carry it on just one.

have got

5 In pairs, ask the students to look at things (A–H) and say what they are. Then, ask them to read about Simon's bag and tick the things in his bag.

Answers

B textbooks G exercise books F pencil case
C bottle of water E sandwich H money

6 On the board, write: *What have you got in your bag today? Have you got a/an/any … in your bag today?* Remind students that we use *a/an* with singular things (*an* before a vowel sound) and *any* with plural things. Encourage them to ask you questions about your bag first. Then, in pairs, they ask and answer about their bags. They will need to remember their partner's answer because they will have to write some sentences about their partner's bag.

Allow them some time to ask and answer their questions, then challenge volunteers to come to the board to write some sentences, both positive and negative, about your bag, e.g. *Mrs Fulton has got a bottle of water in her bag. She hasn't got a football.*

They must write at least five sentences about their partner's bag.

Answers

Students' own answers

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 133

SPEAKING

PRONUNCIATION The alphabet

03 1 Play the recording and ask the students to listen and repeat the letters of the alphabet. If necessary, write some groups of letters on the board that students often confuse, e.g. the vowels A E I O U, and consonants G/J, B/V/W.

Audioscript

The alphabet is recorded for the students to listen and repeat.

2 Ask the students to look at the table in their books and ask 'Why is H under A, and why is C under B?' (*because they have the same vowel sound*) Ask the students to write the letters of the alphabet in the right column, according to the vowel sound. Play the recording again (or say the letters yourself) if the students need help.

04 **Answers**

The answers are recorded for students to listen and check.
A: H J K
B: C D E G P T V
F: L M N S X Z
I: Y
O:
U: Q W
R:

3 Tell the students to complete the questions (1–6) before they match them to their answers (a–f). If time allows, ask them in pairs to take turns to ask and answer the questions.

FAST FINISHERS

In pairs, fast finishers ask each other variations on these questions, e.g. *How do you say 'pizarra' in English? How do you spell 'pencil case'?*

Answers

1 repeat – d 2 say – f 3 page – e 4 spell – a 5 borrow – b
6 mean – c

COOLER

Have a spelling race. Divide the class into teams of four or five. Choose a word from this unit and spell it out quickly. The first team to put up their hand, say the word and spell it correctly gets a point. With a stronger class, the students can continue playing in groups.

have got

5 Read what Simon says. Tick (✓) the things he's got in his bag.



6 In pairs, ask and answer the questions.

A: *What have you got in your bag today?*
B: *I've got* _____ *…*
A: *Have you got a/an/any* _____ *in your bag today?*
B: *Yes, I have. / No, I haven't.*

Write five sentences about your partner.

» GRAMMAR REFERENCE AND PRACTICE PAGE 74

SPEAKING

ə PRONUNCIATION The alphabet

03 **1** Listen and repeat.

Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt
Uu	Vv	Ww	
Xx	Yy	Zz	

2 In pairs, read out the names of the letters and complete the table with the letters that sound the same. Two columns have no additional letters!

A	B	F	I	O	U	R
H	*C*					

04 Listen and check.

3 Complete questions 1–6 with the words in the box. Then match the questions to answers a–f.

borrow mean page
repeat say spell

1 I'm sorry, can you _____ that, please?
2 How do you _____ *bonjour* in English?
3 What _____ are we on?
4 How do you _____ 'because'?
5 Can I _____ your ruler?
6 What does 'in pairs' _____?

a B-E-C-A-U-S-E.
b Sure, here you are.
c With your partner.
d I said, 'please do Exercise 3'.
e 19, I think.
f Hello.

VOCABULARY Numbers

10 ten	20 twenty	30 thirty	40 forty
50 fifty	60 sixty	70 seventy	80 eighty
90 ninety	100 a hundred		

05 **1** Listen and repeat.

06 **2** Listen and choose the numbers you hear.

a	25	75	39
b	13	30	70
c	41	61	91
d	14	16	40
e	17	19	90
f	15	50	80

Dates

3 Say the months in the correct order.

November September March January May December August July February October April June

07 **4** Listen and write the dates.

When we **say** dates, we **say** *the* and *of*:
My birthday is on ***the*** *ninth* ***of*** *June.*
When we **write** dates, we don't write *the* or *of*:
My birthday is on 9th June.

1 *1st March*

In pairs, compare your answers. Say the dates.

5 **In small groups, ask and answer the questions.**

- When / your birthday?
- What / today's date?
- When / your mum's/dad's birthday?

Write the dates of all the students in your group.



VOCABULARY Numbers

WARMER

Play *I Spy* with the class using the things in the classroom in Exercise 1 on Student's Book page 10. Begin by saying 'I spy with my little eye, something beginning with B'. Encourage the students to ask you questions before they guess what the word is. For example:

Teacher: *I spy with my little eye something beginning with B.*
Student A: *Is it big?*
Teacher: *Yes, it is.*
Student B: *Is it near the door?*
Teacher: *Yes, it is.*
Student C: *Is it the board?*
Teacher: *Yes, it is.*

With a stronger class, the students play the game in small groups.

05 **1** Ask the students to notice how these numbers are always said with the stress on the first part of the word, e.g. *twenty*.

Audioscript

The numbers are recorded for the students to listen and repeat.

06 **2** Encourage the students to work in pairs and say the numbers in this exercise first, before they listen to the recording. If time allows, after the students have completed the activity, ask them in pairs to take turns to say another number for their partner to choose the right number; e.g. a 25, b 13.

Answers / Audioscript

a 75 b 30 c 91 d 14 e 19 f 50

Dates

3 Highlight the syllables and stress in each month (e.g. *Jan-u-ry*). Next, ask the students to say each month correctly. Then, in pairs, the students say the months in order.

Answers

January, February, March, April, May, June, July, August, September, October, November, December

07 **4** Ask 'What's the date today?' and write the date on the board using the ordinal number, e.g. *7th September*. Ask the students to repeat the date and draw their attention to the box which explains the difference between how we say dates and how we write them. Check that they can pronounce the ordinal numbers on the calendar correctly, especially *20th* (twentieth) and *30th* (thirtieth). Then, ask them to listen and write down the eight dates on the recording. In pairs, they then check their answers by asking and answering questions:

A: *What's 1?*
B: *It's the first of March. What's 2?*

Answers

1 1st March 2 12th October 3 8th May 4 25th February
5 22nd July 6 31st December 7 3rd April 8 11th August

» AUDIOSCRIPT TB PAGE 143

5 Encourage the students to say the complete questions first. (*When's your birthday? What's today's date? / What's the date today? When's your mum's / dad's birthday?*) If necessary, write them on the board. Then, in small groups, the students take turns to ask and answer the questions. Remind them to begin their answers with *It's … .* Point out that they need to write down the other students' dates.

FAST FINISHERS

Fast finishers write some new questions about dates, e.g. *When's the next holiday? What's tomorrow's date? What date is our national day?* When the others are ready, the fast finishers ask the class their questions.

Answers

Students' own answers

GRAMMAR *can*

1 Encourage the students to look at the photos first and try to say what the people are doing in each one before they read the words and match them to the photos.

Answers

A draw a car B swim under water C make a cake
D ride a bike E speak three languages F run 5km
G play tennis H stand on your head

2 Encourage the students to make a question with each of the words in Exercise 1 first. With a weaker class, you might want to do this together on the board. Allow them time to ask and answer the questions in pairs. Then, if appropriate, ask them to stand up and ask at least four other students the questions. If not, they can do this in groups of six. Point out that they should take notes as they will need to report back to the class. They might find this easier if they complete a chart in their notebooks like the one below.

Name	swim under water?	speak three languages?	ride a bike?
Jon	✓	×	✓

When they have finished, ask 'How many students can swim under water?' and encourage them to answer with either a number or with names, e.g. *Five students can swim under water* / *Ana and David can swim under water*.

Answers

Students' own answers

Present simple

3 Ask the students to read what the people say about themselves and answer the questions. Point out that they should use complete sentences. In Unit 1, the students will look at the present simple with adverbs of frequency.

Answers

1 Yes, he does.
2 He hasn't got any brothers.
3 She likes swimming.
4 He wants to go to China.
5 He plays football.
6 She goes shopping on Saturday.

4 Write the question prompts on the board and encourage the class to make complete questions. Demonstrate by getting volunteers to ask you the questions and give full answers. For example:

Student: *What kind of music do you like?*

Teacher: *I like pop and rock. I don't like classical music.*

Then, the students take turns to ask and answer the questions. Point out that they will need to take notes so that they can tell the class about their partner.

MIXED ABILITY

For weaker students, write the question prompts on the board, leaving a space for the missing words, e.g.

1 …… do sports every day?

2 What kind of music …… like?

Invite volunteers to complete the questions on the board. Then, as above, demonstrate the activity and then ask the students to ask and answer in pairs. If they need more help, suggest that they copy the questions into their notebook and write down the answers so they are true for them, before they ask and answer with a partner.

Answers

Students' own answers

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 133

SPEAKING

1 Brainstorm the questions as a class first. Then, invite two stronger students to demonstrate the activity orally, giving complete answers. The students then write the questions individually before asking and answering in pairs. Point out that they need to listen to their partner carefully as they will need to write some sentences about them. Remind them that when they do this, they need to use the third person *he* or *she*.

Answers

Students' own answers

COOLER

Tell the class that you're going to read four sentences about yourself and that the information in two of them is incorrect. Encourage them to listen carefully and say or guess which two sentences are incorrect and, if possible, correct the information. For example:

My name's Mrs Brown. (correct)

I'm 18 years old. (incorrect: I'm 40 years old.)

I've got two brothers. (correct)

I like travelling and I love sweets. (incorrect: I don't like sweets.)

Then, ask the students to write four sentences about themselves and include two sentences with incorrect information. In small groups, the students read their sentences and the others have to guess the incorrect information. If the students enjoy competition, they can award a point for identifying each incorrect sentence and an extra point if they can correct it.

GRAMMAR *can*

1 **Match the photos A–H to the words in the box.**

draw a car	make a cake	play tennis
ride a bike	run 5 km	speak three languages
stand on your head	swim underwater	





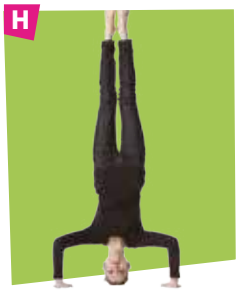












2 **In pairs, ask and answer about the activities in Exercise 1.**

Can you play tennis?

Yes, I can.

Can you swim under water?

No, I can't.

Now ask around the class. How many people can …

- swim under water?
- speak three languages?
- ride a bike?
- play tennis?
- draw a car?

Present simple

3 **Read about the students and answer the questions. Use complete sentences.**

1 Does Tyler like music?
2 How many brothers has Jason got?
3 What sport does Millie like?
4 Where does Tyler want to go?
5 What does Jason do every day?
6 When does Millie go shopping?



Hi, my name's Tyler.

I've got a brother and a sister. I like music and I love travelling. I want to go to China.



Hello, I'm Jason.

I haven't got any brothers or sisters. I like all sports and I play football every day.



Hello, my name's Millie.

I like swimming and I often go shopping with my sister on Saturday. I love sweets but I don't like ice cream.

4 **Work with a partner. Ask and answer the questions.**

0 / do sports every day?
A: *Do you do sports every day?*
B: *Yes, I do. I play tennis after school every day.*

1 What kind of music / like?
2 / like travelling?
3 / play football at school?
4 / like swimming?
5 What / favourite food?

Now tell the class.

Manuela doesn't like swimming. She likes …

» GRAMMAR REFERENCE AND PRACTICE PAGE 75

SPEAKING

1 **Write questions to find out about your partner's …**

- age
- address
- phone number
- brothers and sisters
- favourite pop star
- favourite school subject

In pairs, ask and answer the questions. Then write sentences about your partner.

1 SPORTS AND GAMES

ABOUT YOU

Do you like basketball, football or tennis?
Which sport do you prefer?
Do you play any sports?



VOCABULARY AND READING

Sports

1 **Match the pictures A–M to the words in the box.**

EP

do athletics	play badminton
do gymnastics	play baseball
go cycling	play hockey
go sailing	play rugby
go skating	play table tennis
go snowboarding	play volleyball
go surfing	

08 **Listen and check. Then repeat.**

2 **In pairs, ask and answer the questions.**

1 Which of the sports do you do in teams (a group of people)? Which do you do alone (just one person)?
2 Which of the sports can you do both in teams and alone?
3 Which of these sports do *you* do?
4 Do you prefer team sports or sports you do alone? Why?

PRONUNCIATION /eɪ/ and /aɪ/

3 **Put the words into the correct column.**

baseball bike fly play
riding skating

/eɪ/ sailing	/aɪ/ cycling

09 **Listen and check. Then repeat.**

4 **Read Sophie's and Ben's blogs. Who does their sport every week? Who can't do their sport where they live?**

5 **Read about Sophie and Ben again and answer the questions.**

1 How many women and girls do Sophie's sport?
2 What does Sophie do at the weekend?
3 What does Sophie want to do at Loughborough University?
4 Where does Ben prefer to be?
5 Why does Ben go snowboarding every day?
6 Ben says he's 'goofy-foot'. What does 'goofy-foot' mean?

TEENBLOG: SPORT

Post about you and your sport here.

It's fun!

My sport is … rugby! That's me in the photo. People think that rugby is for boys, but that's not true. More than 18,000 women and girls play rugby in England. My team always plays a match on Saturday or Sunday, and I usually go to practice games three times a week. It's hard work, but it's never boring! I'm 14 and I play for the U15s. That's the team for players under the age of 15. When I'm older, I want to go to the rugby summer camp at Loughborough University. My favourite player, Fran Matthews, went there and now she plays for the England national rugby team.

Posted by **Sophie White**

1 SPORTS AND GAMES

Unit Overview

TOPIC	Common and unusual sports and games
VOCABULARY	Sports
AND READING	Teenblog: Sport
PRONUNCIATION	/eɪ/ and /aɪ/
GRAMMAR	Adverbs of frequency
READING	Try these sports!
VOCABULARY	Sports equipment
LISTENING	An interview about an unusual sport
SPEAKING	Talking about sports

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 75; TB page 133
WORKBOOK: pages 8–11
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 1; Vocabulary worksheet Unit 1
TEST GENERATOR: Unit test 1

WARMER

Write _ _ _ _ _ _ / _ _ _ / _ _ _ _ _ on the board, with one space for every missing letter.

Encourage the students to take turns to guess the missing letters (*Sports and games*).

If the students say a wrong letter, write it on the board. Tell them that they can only guess five wrong letters.

ABOUT YOU

As a class, brainstorm a list of follow-up questions onto the board, e.g. *Why do you prefer it? How often do you play it? Who do you play it with? Where do you play it?* Encourage the student who is asking the questions to ask follow-up questions.

VOCABULARY AND READING

Sports

1 Ask students to try to name the sports in the pictures before they match them to the words in the box. Invite the students to say when we use *play* (*ball sports*), *go* (*sports ending in -ing*) and *do* (*all other sports*). Ask the students to make a table of sports you can *play*, *go* and *do* in their notebooks.

08

Answers

The answers are recorded for students to check and then repeat.
A go sailing B play volleyball C play table tennis
D go cycling E go snowboarding F play baseball
G do athletics H play rugby I play hockey J do gymnastics
K play badminton L go surfing M go skating

2 Ask students to read the first two questions and point out the explanations for *in teams* and *alone* given in brackets.

Answers

1 You play volleyball, baseball, rugby and hockey in teams. You go surfing, sailing and snowboarding alone.
2 You can do athletics and gymnastics in teams and alone. You can go cycling and skating in teams and alone. You can play badminton and table tennis in teams and alone.
3 and 4 Students' own answers

PRONUNCIATION /eɪ/ and /aɪ/

3 Write /eɪ/ *sailing* and /aɪ/ *cycling* on the board in two columns and model the pronunciation. Encourage the students to say the words in the box aloud and write them in the correct column.

09

Answers

The answers are recorded for students to check and then repeat.
/eɪ/ sailing, baseball, play, skating
/aɪ/ cycling, bike, fly, riding

4 Encourage the class to look at the photos first and say what sports Sophie and Ben do. Then, ask them to look at the two texts quickly and check their ideas. Finally, ask them to skim the texts to find the answers to both questions and to underline the answers in the text. Set a time limit (e.g. one minute) for this to discourage them from reading every word.

Answers

Sophie does her sport every week – four times a week (she plays one match and three practice games).
Ben can't go snowboarding in the city. He goes to the mountains.

5 Ask the students to try to answer the questions from memory before they read the texts again. If appropriate, remind them to underline the answers in the texts and write the question number next to the underlined answer. Check the answers as a class, encouraging students to say where they found the answers in the text.

Answers

1 More than 18,000 women and girls (play rugby).
2 She plays a rugby match.
3 She wants to go to a rugby summer camp.
4 He prefers to be in the mountains. (He feels at home there.)
5 He's good at snowboarding and wants to become a famous snowboarder.
6 'Goofy-foot' means Ben's right foot is in front on the board.

FAST FINISHERS

Encourage the fast finishers to compare their answers by using the phrases *What have you put (for number 1)? I've put … because here it says … .*

In a mixed ability class, encourage the fast finishers to help those who are struggling to find the answers.

10 The Reading text is recorded for students to listen and read.

GRAMMAR Adverbs of frequency

Books closed. Write these sentences on the board; don't rub out these sentences until after Exercise 2:

My team always plays a match on Saturday or Sunday.

It's never boring.

I sometimes go snowboarding with Mum.

Encourage the students to tell you whether the sentences refer to the present, past or future (*present*) and whether they are talking about something we are doing now or something we do often or every day (*often or every day*). Ask them to say what the underlined words are (*adverbs of frequency*).

1 Ask students to find the adverbs of frequency in the blogs. Copy the line onto the board and encourage volunteers to come to the board and write the adverbs in the correct place.

Answers

a never b sometimes c often d usually e always

2 Encourage students to look at the sentences on the board again (see above) before they answer the questions.

Answers

1 Present simple: My team always plays a match on Saturday or Sunday.
I often go with my little sister and other young people.
I sometimes go snowboarding with Mum.
2 *Be*: It's never boring.
It's usually quiet.

3 Encourage the students to look at the sentences on the board to help them complete the rules.

Answers

In sentences with the verb *be*, we put the adverb of frequency after the verb.
In sentences with the present simple, we put the adverb of frequency before the verb.

4 Write *I don't often play rugby* on the board. Check understanding of what a 'main' verb is by asking a volunteer to come up and underline the main verb (*play*). Then, students complete the rules.

Answers

In negatives and questions with the present simple, we put the adverb of frequency before the main verb.
In negatives and questions with the verb *be*, we put the adverb of frequency after the verb *be*.

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 133

5 Encourage the students to underline the main verb in each sentence first (see answers below). Then ask them to say whether the adverb should go before or after the verb.

Answers

1 I usually play hockey at school on Fridays.
2 Sophie is often tired after rugby matches.
3 People don't always go sailing in teams.
4 My uncle and my dad never play table tennis.
5 Is gymnastics sometimes dangerous?
6 Do you often go cycling?

6 This icon indicates that the exercise has been informed by the Cambridge Learner Corpus. Encourage the students to look at each group of words first and say whether they need to make an affirmative sentence, a negative sentence or a question.

Answers

1 You are always welcome in our sports club.
2 We never do athletics on Mondays.
3 Does she usually go skating with her brother?
4 Students do not often play table tennis at school.
5 Lizzie and her sister sometimes go cycling at the weekend.

7 Highlight the use of *but* for a contrast (*I often … , but I never …*), *and* for in addition (*I often … and I usually …*) and also the use of adjectives (*It's great fun* and *It's never boring*). Encourage the students to ask questions with *How often do you …?* and to give full answers with adverbs of frequency and adjectives. Model a good answer with a strong student:

Student: *How often do you play badminton?*

Teacher: *I never play badminton, but I sometimes play tennis. It's great fun. How about you?*

Answers

Students' own answers

MIXED ABILITY

Put a stronger student with a weaker student. Ask the weaker students to ask some questions first so that the stronger student models some good answers.

8 Remind the students to use the follow-up questions from the beginning of the lesson (e.g. *Who do you play it with? Where do you play it?*). If time allows, encourage volunteers to report back to the class on their partner's answers.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 1

COOLER

Play Vocabulary Tennis. Divide the class into two teams and give each team the name of a famous tennis player. Team A says a sport and Team B scores a point if they make a correct sentence using *play*, *go* or *do* and an adverb of frequency. Team B then says a sport and so on. For example:

Team A: *badminton*

Team B: *I often play badminton with my friends.* (one point)

Team B: *skating*

Team A: *I go skating never.* (no points)

GRAMMAR Adverbs of frequency

We use the present simple to talk about things we do often or every day.
*I **go** snowboarding every day.*

1 **Look at these examples from the blogs. The adverbs of frequency are in purple.**

My team **always** plays a match on Saturday or Sunday. It's **never** boring.
It's **usually** quiet.
I **often** go with my little sister and other young people.
I **sometimes** go snowboarding with Mum.

Write the words in purple on the right place on the line.



a ..... **b** ..... **c** ..... **d** ..... **e** .....

2 **Answer the questions.**

1 Which sentences in Exercise 1 have a present simple verb?
2 Which sentences in Exercise 1 have the verb ***be***?

3 **Choose the correct words to complete the rules.**

In sentences with the **verb *be***, we put the adverb of frequency *before* / *after* the **verb**.
In sentences with the **present simple**, we put the adverb of frequency *before* / *after* the **verb**.

4 **Read the examples and choose the correct words to complete the rules.**

People don't **always** play sport in teams.
Ben doesn't **usually** go snowboarding with his dad.
Do you **sometimes** play volleyball with friends?
Is rugby **often** dangerous?
Football isn't **always** boring!

In negatives and questions with the **present simple**, we put the adverb of frequency *before* / *after* the **main verb**.
In negatives and questions with the **verb *be***, we put the adverb of frequency *before* / *after* the verb *be*.

» GRAMMAR REFERENCE AND PRACTICE PAGE 75

5 **Put the adverbs in the right place to complete the sentences and questions.**

1 I play hockey at school on Fridays. (usually)
2 Sophie is tired after rugby matches. (often)
3 People don't go sailing in teams. (always)
4 My uncle and my dad play table tennis. (never)
5 Is gymnastics dangerous? (sometimes)
6 Do you go cycling? (often)

6 **Put the words in order to make sentences and questions and questions.**

0 often / school / plays / my friend / after / football
My friend often plays football after school.
1 welcome / sports / are / in / our / club / always / you
2 Mondays / do / on / athletics / never / we
3 skating / brother / she / go / her / usually / does / with / ?
4 table tennis / students / not / often / do / school / play / at
5 cycling / and / her sister / at / the weekend / sometimes / Lizzie / go /

7 **How often do you do the sports in Exercise 1 on page 14?**

I never play rugby, but I often play volleyball. It's great fun. How about you?

I sometimes play rugby, and I often go cycling. It's never boring.

8 **In pairs, ask and answer the questions.**

1 What sports do you do?
2 How often do you do them?
3 Do you play sports at school?
4 How often do you watch sports on TV?
5 How often do you go to watch sports?
6 Who are your favourite sports stars?

10

Goofy-foot or regular?

I love the snow and the mountains. I feel at home there. I live in a city and there's no snow here, but in the holidays, I always go to the mountains with my family. I sometimes go snowboarding with Mum, but I often go with my little sister and other young people. Mum usually skis with my dad, and my sister and I like spending more time in the snow than they do. It's usually quiet. When we're in the mountains, I go snowboarding every day and I'm getting really good. I often think about the future – I want to be a famous snowboarder one day, like Max Parrot. Oh, and I'm *goofy-foot* – that means I put my right foot at the front of the board.

Posted by **Ben James**



READING

1 **Look at the photos of the sports and games. What can you see?**

2 **Read the three texts and match them to the photos.**



11

TRY THESE SPORTS!

1 CYCLEBALL

This sport is like football on bikes. There are two teams. Each team has usually got two players. The bikes don't have any brakes to stop them. Players in each team try to hit the ball into the goal. They can use their bike or their heads to do this. The ball is quite heavy – it weighs half a kilogram. The winning team is the team with the most goals at the end of the game.

2 GILLI-DANDA

This is an ancient sport from India. The players use two things: one long stick, called a *danda* and a short egg-shaped bat, called a *gilli*. There are two teams. One player puts the *gilli* on the ground inside a small circle and hits it into the air with the *danda*. Then the player hits the *gilli* again and runs to touch a spot outside the circle to get a point.



B

3 OCTOPUSH

The sport is also called *underwater hockey*. There are two teams. Each team has got six players. Players swim underwater to play this game. They use small sticks and a puck. The puck is a little like a flat ball. It's heavy and weighs about a kilogram. Players try to push the puck along the bottom of a swimming pool into the other team's goal. The winning team is the team with the most goals at the end of the match.

3 **Read the three texts again. Are the sentences right (✓) or wrong (✗)?**

1 There are always two players in a cycleball team.
2 The ball in cycleball is small and light.
3 Players in cycleball can't hit the ball with their hands.
4 *Gilli-danda* comes from India.
5 The stick and the bat in *gilli-danda* are the same size.
6 Players use a small ball in *gilli-danda.*
7 People play octopush in teams.
8 Players in octopush hit the ball, or puck, with their hands.
9 Players in octopush swim underwater to play their game.

TALKING POINTS

Which of these sports do you want to try?
Do you have any sports like these in your country?

READING

WARMER

Before the class, write some of the sports from pages 14 and 15 on the board with the vowels missing, for example *b_dm_nt_n* and *v_ll_yb_ll*. Challenge teams to complete the words as quickly as they can.

BACKGROUND INFORMATION

These are three real sports.

Cycleball: People have been playing this sport since 1893 and there is an annual world championship which is governed by the International Cycling Union. However, because the bikes have no brakes, the gears are fixed and players can't put their feet on the ground, this sport is very difficult to play and crashes, falls and injuries are common.

Gilli-danda: This game is often played in rural areas between teams from different villages. Versions of this game are played in other parts of the world; for example *bilharda* in Galicia, Spain, *lippa* in Italy and *pee-wee* in the USA. Some people believe that sports like cricket, baseball and softball evolved from *gilli-danda*.

Octopush (or underwater hockey): This sport was invented in the UK in the early 1950s by divers who were bored of just swimming up and down the pool to get fit. It's now popular all over the world. As it is played underwater, it isn't easy for people to watch this sport.

1 Write these expressions on the board: *I can see … , I think it's a … , there's a … .* Encourage the students to say as much as they can about each photo by asking them to describe the players, their clothes and equipment, the place where the sport is played, and the sport itself. Encourage them to use full sentences. If necessary, pre-teach *stick* and *bat* by pointing to the stick bat in the photo (or drawing a picture on the board) and *underwater* by asking 'Where are the swimmers in photo B?'

Possible answers

A There are some people on bikes. They are trying to hit the ball with their bike.
B There are some swimmers underwater. They are pushing a small object.
C There is a boy with a stick. He's hitting something.

2 Set a time limit (e.g. three minutes) to encourage the students to skim read the text for gist. When they think they know the answer, ask them to underline the words or expressions in the text which suggest the answer, e.g. in the first text, *football on bikes*, *any brakes*, *hit the ball into the goal*, etc. During open class feedback, invite them to justify their answers, e.g. *A is cycleball because they are playing football on bikes.*

Answers

1 A 2 C 3 B

3 Ask the students to read the sentences in pairs and try to say if they are right or wrong before they read the texts again. If appropriate, encourage them to underline the answers in the texts and to correct the wrong sentences. Students may find question 6 a little more difficult because in *gilli-danda*, there isn't a ball as such – the short bat is used as a ball.

MIXED ABILITY

Divide the students into three groups: Group 1 reads the sentences about cycleball (1–3) and decides if they are right or wrong; Group 2 reads about *gilli-danda* (4–6); and Group 3 reads about octopush (7–9). All the students read the other sentences for homework and complete the exercise.

FAST FINISHERS

Fast finishers write three or more right or wrong sentences about the three sports for the rest of the class.

Answers

1 × (There are usually two players.) 2 × (The ball is quite heavy.) 3 × (They can use their bike or their heads.) 4 ✓
5 × (There is one long stick called a danda and a short bat called a gilli.) 6 × (Players use a short bat.) 7 ✓
8 × (Players hit the ball, or puck, with small sticks.) 9 ✓

11 The Reading text is recorded for students to listen and read.

TALKING POINTS

Encourage the students to explain why by using *because … .* With the second question, extend the conversation by encouraging the students to think of some sports in their country which visitors might find unusual. Ask them to think about how they would explain this sport. In the Speaking section at the end of the lesson, students will have an opportunity to talk about a sport they know.

VOCABULARY Sports equipment

1 Encourage the students to underline the sports equipment in the three Reading texts on page 16 (e.g. bike, ball, goal, stick, bat, puck). Then, ask them to try to find some of these underlined words in the photos before matching the words in the box.

12

Answers

The answers are recorded for students to check and then repeat.
A racket B stick C bat D ball E board

2 Books closed. Copy the table onto the board with the column headings and challenge the students to think of at least two sports for the first two columns and one sport for the last column (e.g. *surfing*, *snowboarding* and *skateboarding*). If appropriate, organise the students into teams and award points for sports with the correct spelling. Next, ask the students to complete the table in their books, but point out that some words don't go in the table, i.e. *sailing*, *skating*, *cycling*, *swimming* and *running*. Then, ask them to add any extra sports from the board.

13

Answers

The answers are recorded for students to check and then repeat.

Use a stick, a racket or a bat	Use a ball	Use a board
badminton (racket), baseball (bat), *gilli-danda* (sticks or one stick and one bat), hockey (stick), octopush (stick), table tennis (bat), tennis (racket)	baseball, basketball, cycleball, football, hockey, rugby, table tennis, tennis, volleyball	surfing snowboarding

3 Encourage the students to cover the words in Exercise 2 and try to complete the sentences from memory first. When they have finished, encourage them to test each other on these words in pairs by asking the question *What do you need to play [name of sport]?* and answering *You need … .*

Answers

1 bat 2 balls 3 bat 4 ball 5 racket 6 stick 7 ball

» VOCABULARY WORKSHEET UNIT 1

LISTENING

1 Encourage the students to look at the photos and predict how the sport is played, what equipment is needed, whether it is played in teams, and whether it is played inside or outside.

Answers

1 B 2 A

14 2 As they listen for the first time, students should also check their predictions in Exercise 1.

Answers

Pato

14 3 Encourage the students to read the sentences first and choose the correct words before they listen again. With a weaker class, play the recording for a third time and stop after each answer. With a stronger class, play the recording for a third time, stop after each of the interviewer's questions, and encourage the students to repeat the question with the correct intonation.

Answers

1 four 2 six 3 give 4 throw

» AUDIOSCRIPT TB PAGE 143

SPEAKING

1 Encourage the students to choose a sport quickly. Alternatively, write some sports on different slips of paper and give one slip to each student. Then, ask the students to read through the questions and make some notes on their sport. Check that the students can say each question with an interested intonation (rather than flat and bored) by asking them to listen to you and then repeat. Student A now asks Student B about their sport. Point out that Student B shouldn't use the name of the sport in their answer as Student A will need to guess the sport. Encourage Student B to use some of the new vocabulary and to use full sentences. Have Student A guess the sport before Student B confirms the answer. They then swap and Student B asks Student A about their sport.

Answers

Students' own answers

COOLER

Have a general knowledge sports quiz. On the board, write some questions based on the information in this unit (see below). Play in teams. Each team takes turns to answer a question and gets a point for a correct answer. If time allows, students write five questions for another general knowledge sports quiz. They can either use the information in the unit or they can look for new information on the internet. Finish the next class with this new quiz.

Sample questions (and answers)

1 What sport does Sophie White play? (rugby)
2 How often does she go to practice games? (three times a week)
3 Does Ben James live in the mountains? (no)
4 Does he go snowboarding with his friends? (no)
5 What's another name for octopush? (underwater hockey)
6 How many players are there on a cycleball team? (two)
7 Are *gilli-danda* sticks the same size? (no)
8 What's special about a Pato ball? (there are six handles)

VOCABULARY Sports equipment

1 **Match the photos A–E to the words in the box.**

EP



bat ball board racket stick

12 **Listen and check. Then repeat.**

2 **Complete the table with the sports in the box. Some sports can go in more than one column.**

badminton baseball basketball cycleball cycling football *gilli-danda* hockey octopush rugby running sailing skating snowboarding surfing swimming table tennis tennis volleyball

		
Use a stick, a racket or a bat	**Use a ball**	**Use a board**

13 **Listen and check. Then repeat.**

3 **Complete the information with the sports words in Exercise 1.**

TABLE TENNIS

1 One _____ for each player.
2 One small, light _____ for the game.

BASEBALL

3 One _____ for each team.
4 One small, hard _____ for the game.

BADMINTON

5 One _____ for each player.

OCTOPUSH

6 One small _____ for each player.
7 One heavy puck, like a flat _____ for the game.

LISTENING

1 **Look at the photo of the sport. Match the words 1–2 to A and B in the photo.**

1 handle **2** net

14 **2** **Listen to an interview with a boy about his unusual sport. What's the name of the sport?**



14 **3** **Listen again, and choose the correct words.**

1 There are *four / six* players in each team.
2 There are *six / eight* handles on the ball.
3 Players *throw / give* the ball to each other.
4 Players *throw / put* the ball in the net to score a goal.

SPEAKING

1 **Think of a sport. Choose one from this unit or another sport that you know. In pairs, take turns to ask and answer the questions.**

1 Do people do this sport inside or outside?
2 Is the sport on or under water?
3 Is this sport on snow?
4 What things do people need to do this sport?
5 Do people play this sport in your country?
6 What do you like about this sport?
7 Who are some of the famous players of this sport?

Try and guess the sport.

2 THIS IS MY DAY



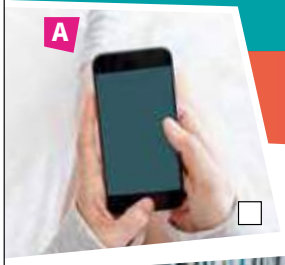
ABOUT YOU

What time does your alarm go off on a school day?
What do you do in the morning before you go to school?

0:03 / 4:05

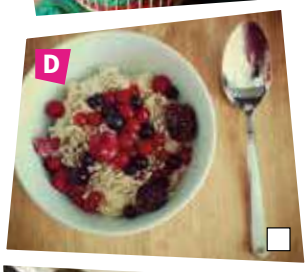
MY MORNING ROUTINE 11,345 views 1k Share

Maddie's mad life FOLLOW



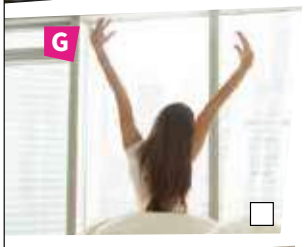


















VOCABULARY AND LISTENING

Daily routines

1 **Match the photos to the phrases in the box.**

EP

brush your hair — check your messages
clean your teeth — get dressed — have breakfast
leave the house — prepare your school bag
put on your shoes — tidy your room — wake up

15 **Listen and check. Then repeat.**

16 **2** **Listen to Maddie talking about her morning routine. Number the photos in the order that you hear them.**

3 **Can you remember Maddie's routine? Complete the sentences with the times in the box. You don't need to use all the times.**

6.00 — 6.30 — 6.45 — 6.50 — 7.00 — 7.10
7.15 — 7.30 — 7.40 — 8.00 — 8.10

1 My alarm goes off at _____.
2 I get up at _____.
3 I clean my teeth at _____.
4 I get dressed at _____.
5 I prepare my school bag at _____.
6 I put my shoes on and leave home at _____.

16 **Listen again and check.**

4 **In pairs or small groups, talk about your morning routine.**

I wake up at seven o'clock.

I get dressed and then I have breakfast.

2 THIS IS MY DAY

Unit Overview

TOPIC	Everyday routines
VOCABULARY	Daily routines
AND LISTENING	A description of a morning routine
GRAMMAR	Present continuous and present simple
READING	Tell us about your day …
VOCABULARY	Food
PRONUNCIATION	The sound /ə/
LISTENING	Interviews about getting up in the morning
WRITING	A paragraph about your routine

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 76; TB page 133
WORKBOOK: pages 12–15
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 2; Vocabulary worksheet Unit 2
TEST GENERATOR: Unit test 2

WARMER

If appropriate, ask the students to close their eyes. Set off an alarm on a mobile phone or computer or make an appropriate noise or draw a picture on the board. Ask the class 'What happened?' and write on the board: *When my alarm goes off on a school day, I …* . Brainstorm two or three activities from the class (e.g. *get up*, *have a shower*) and then challenge the students in small groups to write down as many activities as they can in two minutes. Write their ideas onto the board. Leave this list on the board so that the students can use it in the *About you* box and Exercise 1 below.

ABOUT YOU

Encourage the students to use the activities in the list on the board (see Warmer) to answer their partner's questions.

VOCABULARY AND LISTENING

Daily routines

1 Ask the students to match as many words on the board (see Warmer) to the photos in the book and to say what the person is doing in the remaining photos before looking at the words in the book.

15

Answers

The answers are recorded for students to check and then repeat.
A check your messages B tidy your room C get dressed
D have breakfast E prepare your school bag F leave home
G wake up H brush your hair I put on your shoes
J clean your teeth

16 **2** Ask the students to look at the photos first and try to guess the order before they listen. With a weaker class, play the audio again stopping after each answer.

Answers

A 2 B 7 C 5 D 3 E 8 F 10 G 1 H 6 I 9 J 4

16 **3** First, check that the students can say the times correctly, reminding them that there are often two ways of saying the same time, e.g. *six thirty* or *half past six* and *six forty-five* or *a quarter to seven*. With a weaker class, stop the audio after each answer.

Answers

1 6.30 2 6.45 3 7.00 4 7.15 5 7.30 6 7.40

» AUDIOSCRIPT TB PAGE 143

4 Ask the class to look at the sentences about Maddie in Exercise 3 and think of some questions to ask her, e.g. *What time does your alarm go off? Do you get up when your alarm goes off?* Write the questions on the board, practise the pronunciation and encourage the students to use these questions in their discussion.

Answers

Students' own answers

GRAMMAR Present continuous and present simple

1 Ask the students to look at the examples and say what the differences are between the first and second set (*the first are all be + -ing form and are talking about things happening today, at the moment or now; the second have adverbs of frequency because they talk about things we usually do*).

Answers

continuous
simple

2 Point out that the students should complete these rules with the underlined words in Exercise 1. Encourage stronger students to think of one or two more words for each one, e.g. present continuous: *right now*, *this week*; present simple: *often*, *normally*.

Answers

never, always, sometimes, usually
today, at the moment, now

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 133

3 Before they complete the exercise, ask the students to look at the sentences again in Exercise 1 and say how to form the present simple (*I/you/we/they + verb, he/she/it + verb + s*) and present continuous (*I/you/he/she/it/we/they + be + verb + -ing*).

MIXED ABILITY

Ask stronger students to work through Exercises 3–6 at their own pace (see Fast finishers activity after Exercise 6). Ask the weaker students to work in pairs, find the adverb (*at the moment*, *always*, *today*, etc.) in each sentence and if appropriate underline it. Check their ideas. Pens down. Ask the whole group to say whether they should use the present continuous (PC) or present simple (PS) in each sentence and if appropriate, ask them to write *PS* or *PC* next to each one before they complete the exercise. With very weak students, read the complete sentence to them with the verb in the correct tense. Ask them to listen and say if the verb is in the present continuous (PC) or present simple (PS).

Answers

1 cooks 2 give 3 'm / am staying, 'm / am not going
4 'm / am watching 5 does, get up 6 not sleeping

4 Point out there is one mistake with the present continuous or present simple in every sentence. Encourage the students to find the words in sentence 1 which help them decide on the tense or the adverbs (*today*, *at the moment*, etc.) in sentences 2–5 to help them find the mistake.

Answers

1 How are you? I'**m writing** to you to give you some news.
2 What **are** you **doing** at the moment?
3 My brother and I **don't go** swimming every day.
4 My mum only **works** in the mornings.
5 We usually **eat** a big breakfast on Sunday.

5 Ask the students to look at the example sentence first (or write it on the board). Point out that *but* is used to connect the sentences and elicit whether the present simple or present continuous is used in each part. Do the first as an open class example to make sure everyone knows what to do.

Answers

1 I usually have a sandwich for lunch, but today I'm having spaghetti.
2 I usually watch TV after school, but today I'm doing my homework.
3 I usually play football on Saturday, but today I'm playing tennis.
4 I usually get up at seven o'clock, but today I'm getting up at eight o'clock.
5 I usually have a shower, but today I'm having a bath.

6 Elicit from the class how to form questions in the present continuous (*(Question word) + be + I/you/he/she/it/we/they + verb + -ing*) and the present simple (*(Question word) + do/does + I/you/he/she/it/we/they + verb*) and write these on the board. Then, ask the students to look at each set of words and underline the first word in each question first.

FAST FINISHERS

Ask the fast finishers to write some more questions using the present continuous and present simple. When the others have finished, put the students into small groups with a fast finisher, who asks the other students their new questions.

Answers

1 What is your friend doing at the moment?
2 What time do you usually go to bed?
3 How do you get home from school?
4 Is your teacher sitting down at the moment?
5 Is the sun shining today?
6 Do you get up at the same time every day?
1 e 2 b 3 c 4 d 5 a 6 f

7 Demonstrate this as a class first by miming one of the activities and asking the students to ask questions. If necessary, remind them to use the present continuous to ask their questions. Then give some more information about the activity in the present simple and elicit the tense from the class. If necessary, ask two stronger students to demonstrate the activity again to the class.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 2

COOLER

Ask the students to choose one of the activities in Exercise 7 and to write down some more information about it on a piece of paper, following the example in the book if necessary. Collect in the pieces of paper. Read out the information and award points to students or teams who guess which student wrote the information.

GRAMMAR Present continuous and present simple

1 **Look at the examples from the listening. Write *simple* or *continuous*.**

Present _____
Today, I'm talking about my morning routine.
I'm having cereal with fruit today.
At the moment, I'm wearing my favourite T-shirt.
I'm leaving the house now.
I'm not wearing my uniform today.

Present _____
I never have a shower in the morning.
I always check my messages in the morning.
I sometimes have toast and butter.
I usually wear my uniform.
I don't usually have a shower in the morning.

2 **Complete the rules with the underlined words.**

We often use the **present simple** with words like _____, _____, _____ and _____.
We often use the **present continuous** with words like _____, _____ and _____.

GRAMMAR REFERENCE AND PRACTICE PAGE 76

3 **Complete the sentences with the correct tense of the verbs in brackets.**

0 I *'m shopping* (shop) at the moment. I can't talk.
1 My mum always _____ (cook) nice food.
2 The teachers usually _____ (give) us a lot of homework on Monday.
3 I _____ (stay) at home today. I _____ (not go) to school.
4 It's five o'clock now and I _____ (watch) TV with my sister.
5 What time _____ your dad usually _____ (get up) on a Sunday?
6 It's OK, Jack's _____ (not sleep) at the moment. You can go and talk to him.

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

0 My cousin ~~gets~~ *is getting* married today.
1 How are you? I write to you to give you some news.
2 What do you do at the moment?
3 My brother and I are not going swimming every day.
4 My mum is only working in the mornings.
5 We usually are eating a big breakfast on Sunday.



5 **Make sentences with the present simple and present continuous. Use *usually* and *today* or *at the moment*.**

0 walk to school / go by bus.
I usually walk to school, but today I'm going by bus.
1 have a sandwich for lunch / spaghetti
2 watch TV after school / do my homework
3 play football on Saturday / play tennis
4 get up at seven o'clock / eight o'clock
5 have a shower / have a bath

6 **Put the words in order to make questions.**

1 your / the / moment / friend / what / doing / is / at?
2 bed / do / go / you / what / usually / to / time?
3 school / do / get / home / how / from / you?
4 sitting / is / teacher / at / down / your / the / moment?
5 sun / today / shining / is / the?
6 day / do / every / get / at / same / up / the / time / you?

Now match the questions to the correct answer.

a No, it isn't.
b 10 pm.
c I walk.
d Yes, he is.
e She's sleeping.
f Yes, I do.

In pairs, ask and answer the questions.

7 **Work in pairs. Student A, mime an activity in the box. Student B, guess what it is.**

catch a bus	check your messages
do some homework	go to sleep
paint a picture	play football
prepare lunch	put on your coat
take a photo	



Are you putting on your sunglasses?

No

Are you taking a photo?

Student A, when Student B guesses the activity, give more information:

I go to a photography club every Friday. It starts at 7 pm. I go there by bus.

Student B, ask more questions.

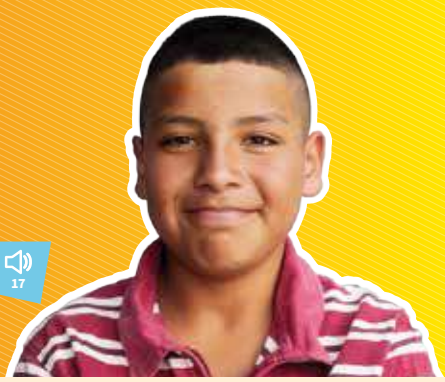
READING

1 **Read the texts once. Who starts school the earliest?**

Tell us about your day…

17

Three young people from around the world describe a typical school day



A Onni – Finland

I get up at 8.00 am. For breakfast I have cereal and milk, with orange **juice**. After breakfast, I meet my friend, and we go to school together on the metro. Some days school starts at 9.00 but on other days at 10.00. We don't wear a uniform, and we call our teachers by their first name. We all get a free lunch at school – meat or fish with vegetables for the **main course** and fruit for **dessert**. School usually finishes at 2.45, and after that I go to music lessons or drama club. I have a **snack** in the evening before bed.

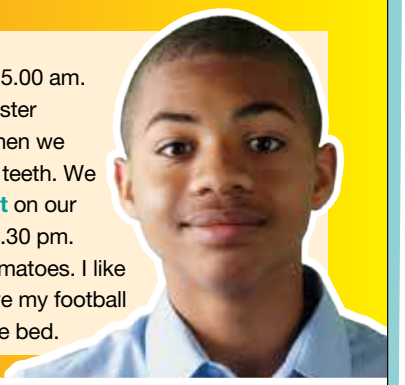


B Diego – Mexico

I wake up at 6.00 am, have a shower and put on my uniform. My breakfast is coffee, with bread and cheese or avocado. At 7.00 am, it's time to go to school. Sometimes I walk, but often my mum drives me. Classes begin at 8.00 and finish at 2.30. After that, I have my art class. I have **lunch** at about 3.00, and then I do my homework. I do it till 6.00 or 7.00. After that, I go on the internet, or watch TV with my family. I have **dinner** at about 8.00.

C Aban – Ghana

My mother wakes me and my sister up at 5.00 am. I water the plants in the garden, and my sister prepares the food for the evening meal. Then we put on our school uniforms and brush our teeth. We leave the house at 6.30 and buy **breakfast** on our way to school. Lessons are from 7.30 to 2.30 pm. Lunch is at school – today, it's rice and tomatoes. I like it, but my sister doesn't! After school I have my football class, and in the evening I watch TV before bed.



2 **Read the texts again. For each question, write *O* (Onni), *D* (Diego) or *A* (Aban).**

1 Who says he uses the computer in the evening?
2 Who can choose what he wears to school?
3 Who doesn't have breakfast at home?
4 Who goes to school by car?
5 Who doesn't start school at the same time each day?
6 Who does sport after school?
7 Who has a hot drink in the morning?

TALKING POINTS

Whose school day is like yours? Whose is different?
Was any of the information surprising to you?

VOCABULARY Food

1 **Look at the texts and find these words.**

0 This is the first meal of the day. *breakfast*
1 This is sweet and you have it at the end of the meal.
2 You have this when you don't need a big meal.
3 You have this meal in the middle of the day.
4 This is a drink made from fruit.
5 This is the last meal of the day.
6 This is the largest or most important part of the meal.

2 **Match the photos to the words in the box.**

EP

avocado bread cabbage cereal
cheese cucumber fish fruit honey
hot chocolate jam mango pasta toast
tomatoes rice vegetables yoghurt

18 **Listen and check. Then repeat.**



READING

WARMER

Hold a geography quiz. Write the following table on the board and encourage the students in small groups to complete it. Set a time limit (e.g. five minutes). The answers are given below in *italics*.

	Finland	Mexico	Ghana
Continent	*Europe*	*North America*	*Africa*
Capital City	*Helsinki*	*Mexico City*	*Accra*
Official Language	*Finnish & Swedish*	*Spanish*	*English*
Currency	*Euro*	*Peso*	*Cedi*

Then, if possible, show the class where the three countries are on a map.

Finland, Mexico and Ghana appear in the reading text in this unit.

BACKGROUND INFORMATION

	Finland	Mexico	Ghana
Compulsory education	7–15	6–18	4–12[1]
Free	Yes[2]	Yes	Yes
Uniform	No	Most[3]	Yes
Homework	None	Yes	Yes (and lots of tests)

[1] some start later or can't afford to start at all because of cost of books, clothes, etc.

[2] includes university tuition fees

[3] compulsory in public (state) schools and most private schools

1 Books closed. Tell the class they are going to read about a typical school day of three people from Finland, Mexico and Ghana. Encourage a brief class discussion on what they think each day is like, who they think starts school the earliest and why. The students then read the texts and check their ideas.

Answers

Aban – Ghana

2 Encourage the students to try to answer the questions before they read the texts.

Answers

1 D 2 O 3 A 4 D 5 O 6 A 7 D

17 The Reading text is recorded for students to listen and read.

MIXED ABILITY

For Exercises 1 and 2, divide the class into three groups, A, B and C, making sure there is a mix of stronger and weaker students in each group. Group A reads about Onni, Group B Diego and Group C Aban. Ask them to read their text quickly to find what time each person starts school. Compare answers as a class and decide who starts the earliest. Then, ask them to read their text again and as a group try to answer as many questions in Exercise 2 as they can, encouraging the stronger students to help the weaker ones. Then, put the students into groups of three where each student has read a different text and ask them to share their answers. The students read the other two texts for homework.

FAST FINISHERS

Fast finishers write some more questions about the three texts for a class quiz, e.g. *Who has a cold drink in the morning? Who goes to school with a friend?* Organise the class into teams. The fast finishers come to the front of the class, ask each team some questions and give points for correct answers.

TALKING POINTS

Copy the table below onto the board and elicit some examples. Then, ask the students to copy the table and make notes before they start talking. Put the students into small groups for this activity; ask them to use their notes to answer the questions and also to say which of the people in the texts has the best and worst school day.

similar	different	surprising
e.g. Diego – I also start school at 8 am.	*e.g. Diego and Aban – I don't wear a uniform.*	*e.g. Onni's school starts late.*

VOCABULARY Food

1 Point out that the words are all in blue in the text. Make sure the students pronounce each word correctly.

Answers

1 dessert 2 snack 3 lunch 4 juice 5 dinner 6 main course

2 Encourage the students to cover the words and say what they can see in each photo first.

18 **Answers**

The answers are recorded for students to check and then repeat.

A mango B jam C fish D fruit E vegetables F bread
G honey H tomatoes I cabbage J cheese K cereal
L cucumber M rice N hot chocolate O pasta P avocado
Q toast R yoghurt

3 If the students are slow to think of more food words, encourage them to read the questions first, think about the food words they'll need to answer these questions and make a list. Model some good answers to the questions by encouraging the class to ask you the questions first.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 2

ə PRONUNCIATION The sound /ə/

The sound /ə/ is also known as the schwa. In English it is mainly found where a vowel is unstressed, e.g. *butter*.

4 Encourage the students to say how each underlined sound is pronounced (/ə/). Check that students pronounce *vegetable* /ˈvedʒ.tə.bəl/ correctly and if necessary, point out that it has three syllables

19 **Audioscript**

The words are recorded for students to listen and repeat.

breakfast, dinner, vegetables

5 Encourage the students to try to find the sound /ə/ in each word before they listen, check and repeat. Point out that we say *chocolate* with two syllables. Ask the students to find some more words in this unit with the sound /ə/.

20 **Answers**

The answers are recorded for the students to listen and repeat.

banana chocolate cucumber pasta salad tomato yoghurt

LISTENING

1 Write some useful language on the board first so that the students can compare their ideas and say why, e.g. *I think (have a cold shower) is / isn't a good / great / bad tip because … ; I (don't) agree with this tip because … ; What do you think?; Do you agree?* Ask the students to look at the poster and say what it is about. Encourage them to guess what *tip* means from the context and then check understanding by asking them to think of synonyms, e.g. *idea*, *advice*, *help* or the word in their own language.

Answers

Students' own answers

21 2 Point out that there is an extra tip that students do not need to use and that Student 1 has been done as an example. With a weaker class, stop after Student 1 and encourage the students to say what information on the recording tells them it's Tip C. Students listen to the recording again in Exercise 3.

Answers

Student 1 Tip C
Student 2 Tip E
Student 3 Tip G
Student 4 Tip D
Student 5 Tip A
Student 6 Tip F

21 3 Encourage the students to compare their answers in pairs before they listen again. If time allows, encourage the students to design a poster with tips for another part of the day, e.g. 'six tips to do your homework well' or 'six tips to get a good night's sleep'.

Answers

Students' own answers

» AUDIOSCRIPT TB PAGES 143

WRITING

PREPARE TO WRITE
A paragraph about your routine

Tell the students that they are going to write about their school day routine, similar to the paragraphs written by Onni, Diego and Aban.

GET READY Check the students understand the meaning of *and*, *but* and *or* by asking them for a translation. Encourage stronger students to rewrite the sentences so they are true for them.

Answers

2 but 3 and 4 but 5 or

PLAN If students are slow to start, encourage them to choose one of the three texts, e.g. Diego, think about which phrases they could use in their own paragraph and to write down complete sentences which are true for them, e.g. *I wake up at 7.30 am. My breakfast is biscuits and hot milk.*

WRITE Remind students to use *and*, *but* and *or* in their paragraph and to look at their notes and the texts for ideas.

REVIEW Encourage the students to look out for common mistakes. You will need to point these out to them or they won't know what to look for, e.g. writing 'i' instead of 'I' or putting the adverb after the verb, e.g. ~~*I have usually fish.*~~

COOLER

Organise the class into teams. Write a word from this unit on the board, e.g. *chocolate* and challenge the teams to think of a food or drink beginning with each letter, e.g. **c**abbage, **h**oney, **o**range, **c**urry, **o**nion, **l**emonade, **a**pple, **t**oast, **e**gg.

3 **Think of ten more food words. In pairs, compare your words. Then ask and answer these questions.**

1 What's your favourite food? What don't you like?
2 What do you have for breakfast?
3 What time do you have dinner? What do you have?
4 What snacks do you have every day?

ə PRONUNCIATION The sound /ə/

19 **4** **Listen and repeat.**

breakfast dinner vegetables

20 **5** **Listen and repeat. Circle the /ə/ sound in each word. One word has two /ə/ sounds. Which word is it?**

pasta chocolate banana salad
tomato yoghurt cucumber

LISTENING

1 **Read the poster. What do you think of these tips?**

21 **2** **Listen to the radio show. You will hear a woman asking six students about getting up in the morning. Match each student to the correct tip. There is one tip you do not need.**

Student 1	Tip A
Student 2	Tip B
Student 3	Tip C
Student 4	Tip D
Student 5	Tip E
Student 6	Tip F
	Tip G

21 **3** **Listen again and check. Then in small groups, discuss the questions.**

1 Which of the tips do you think are useful? Which are not useful?
2 Can you think of other tips for getting up in the morning?
3 Is getting up in the morning easy or difficult for you?

7 tips to help you feel great in the morning!





WRITING

PREPARE TO WRITE

A paragraph about your routine

GET READY Read the three texts in Exercise 1 on page 20 again and find all the examples of *and*, *but* and *or*.

Choose the correct words to complete the sentences.

1 We don't get chocolate ___or___ crisps at school. *or / but*
2 I walk to school _____ my brother gets the bus. *but / or*
3 I eat lots of fruit _____ drink lots of water. *and / or*
4 I like staying up late _____ I can't do that during the week. *but / and*
5 I don't like carrots _____ tomatoes. *or / but*

PLAN Make notes about what you do and eat on a typical school day.

WRITE Write a paragraph about it. Look at your notes and the reading texts for ideas. Use *and*, *but* and *or* in your paragraph.

REVIEW In pairs, read your own text and your partner's. Check for mistakes. Give your partner two ideas to make their text better.

CULTURE

THE PARALYMPIC GAMES

1 **In pairs, discuss the questions with your partner.**

1 Do you like doing sports? What sports do you do?
2 Do you like watching sports on TV? What sports do you watch?
3 Do you usually watch the Olympic Games and the Paralympic Games?

2 **Read the text in boxes 1–6 and match them to the sports in the photos. Write *SV* (sitting volleyball) or *WR* (wheelchair rugby).**

3 **Read the texts again and complete the table.**

	Sitting volleyball	Wheelchair rugby
Where do you play?	1	2 .....
What do they need?	a ball and a 3	wheelchairs and a 4 .....
How many players are there on a team?	5	6 .....
How many players from each team are on the court?	7	8 .....

4 **Find the words highlighted in the text and choose the correct meanings, a or b.**

1 **medal**
a a type of ball
b a prize in a sports competition
2 **wheelchair**
a something people use when they can't walk
b something people use to stand on
3 **court**
a a place with seats
b an indoor or outdoor area for games
4 **player**
a a person in a wheelchair
b a person playing a game or sport
5 **goal line**
a a line you pass to get points
b the number of players on a team

FACTFILE **The Paralympic Games**

The **International Paralympic Committee** website (www.paralympic.org) tells us these facts:

First official Paralympic Games: 1960. They were held in Rome, Italy and there was a special opening and closing ceremony.

Number of sports: Around 25

Celebrated: Every two years. There are summer Games and winter Games.



Paralympic SPORTS

The Paralympic Games take place every two years. There are winter Games and summer Games. Athletes with physical disabilities from different countries compete for gold, silver and bronze medals.

The Paralympic Games have a lot of different competitions for a lot of different sports. There are 22 sports in the summer Games and five sports in the winter Games.

Here's a description of two popular sports played in the Paralympic Games.



Wheelchair rugby

CULTURE

Learning Objectives

- The students learn about the Paralympic Games.
- In the project stage, they write interview questions for a Paralympic athlete and find the answers.

Vocabulary

medal wheelchair court player goal line

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: What is a Paralympic athlete?

BACKGROUND INFORMATION

The Olympic Games symbol is five interlaced rings (blue, yellow, black, green and red), which represent the five continents (Africa, America, Asia, Australasia and Europe). The Paralympic Games symbol is three red, blue and green 'agitos' (see illustration on unit page). An 'agito' (= 'I move' in Latin) is the symbol of movement. To compete in the Paralympic Games, each athlete is evaluated by a panel of judges. To avoid the least impaired athletes from winning all the competitions, each athlete is categorised according to their degree of impairment; this categorisation is sport specific. In the word Paralympics, 'Para' stands for *parallel* (= side by side with the Olympics) and not *paraplegic*.

WARMER

Draw the Olympic Games symbol (see Background information above) on the left-hand side of the board and ask the class what it is and what they know about these games. Write the class's ideas onto the left-hand side of the board. Next draw the Paralympic Games symbol (see Coursebook page and Background information above) on the right-hand side and ask what it is and what they know about these games. Write the class's ideas onto the right-hand side of the board. Then, ask them to read the factfile at the top of the page and the introduction to the six descriptions and check their ideas.

1 If necessary, ask the students to look at Vocabulary and Reading Exercise 1 on page 14 again to revise the names of sports before they do this exercise. Encourage them to answer in full sentences and ask follow-up questions where appropriate, e.g. *Where do you play football? Who do you play it with?*

Answers

Students' own answers

2 First, ask the students in pairs to look at the photos of the two different sports (sitting volleyball and wheelchair rugby), describe the sports and talk about how they think each one is played. Then, ask them to read the six texts (1–6) quickly to check their ideas before they write SV or WR.

MIXED ABILITY

For Exercises 2 and 3, weaker students read about sitting volleyball only (texts 2, 3 and 5). In Exercise 2 they complete the three texts with SV and in Exercise 3 they answer the questions for sitting volleyball only. Then, pair them up with a fast finisher who shares their information about wheelchair rugby, so that their weaker partner can complete the table.

Answers

1 WR 2 SV 3 SV 4 WR 5 SV 6 WR

3 Ask the students to try to complete the table before they read the texts again. Point out that they don't have to write complete sentences – they can write notes.

Answers

1 indoor court 2 indoor court 3 net 4 ball 5 six 6 twelve 7 six 8 four

22 The Reading text is recorded for students to listen and read.

4 Ask the students to find the five words in the texts first and try to understand the meaning of each one from context before they read the definitions.

FAST FINISHERS

In pairs, fast finishers take turns to say five sentences about one of the sports where some of the information is true and some is false. Their partners need to correct the false information.

Answers

1 b 2 a 3 b 4 b 5 a

TALKING POINTS

Ask the students to look at their completed tables in Exercise 3 again and decide on their own which of the two sports they'd like to play first and why. Then, ask them to compare their ideas with a partner. If appropriate, encourage the students to ask their sports teacher if they can try playing sitting volleyball.

23 **5** First, ask the students in pairs to describe the three pictures and to say how they think each one is played before they listen.

Answers

Wheelchair tennis

23 **6** Ask the students to try to answer the questions before they listen again. With a weaker class, it may be necessary to play the recording for a third time and pause it after each answer is given.

Answers

1 11 years old 2 near the/her school 3 the Paralympic Games 4 he has a lot of medals 5 the United States 6 no, she doesn't 7 no, she has competitions

» AUDIOSCRIPT TB PAGE 144

PROJECT *An interview*

Ask the students to read the instructions in bold. Check that they have understood them by asking 'Where do you work?' 'Who are you going to interview?' 'What do you need to write?'

Write the following table (with the title) on the board (without the example information about Martha):

A Paralympic Athlete

Name:	*e.g. Martha Dirksen*
Sport:	*e.g. wheelchair tennis*
Nationality:	
Medals:	
Questions:	1 2 3

As a class complete the table for Martha Dirksen (see example above), encouraging the students to think of three questions they would like to ask her. In pairs, ask the students to copy the table (with title) into their notebooks. Ask the students to find information about another athlete and complete the table with the information they find. Remind them that they need to write three of their own questions and also find the answers for these questions. With a less autonomous class, it may be a good idea to find the names of several Paralympic athletes and give one of these names to each group. Ask the pairs to give a short presentation to the class on their athlete.

PROJECT EXTENSION

Tell the pairs they are going to record an interview (either voice or video) for the radio, where one of them is the radio journalist and the other is the athlete. Encourage them to use some of the questions they wrote for their project above and their answers and where appropriate, to write some new questions. Point out they will also need to write an introduction to the interview where the journalist introduces the athlete. Tell the pairs they can either write out the full interview first or write some notes. They should rehearse their interview before they record it. When the pairs are ready, play the interviews back to the class and vote on the best three.

01 **CULTURE VIDEO: What is a Paralympic athlete?**

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

COOLER

Tell the students you are thinking of a sport (e.g. tennis). The students have to guess the sport, but they can only ask a maximum of five *Yes*/*No* questions, e.g. *Is it a ball sport?* (Yes, it is.) *Do you kick the ball?* (No, you don't.) Invite a student to come to the front of the class and to think of a sport. The students now ask their five questions and try to guess which sport it is.



Sitting volleyball

22

1 WR You play this sport on an indoor court. Players are in wheelchairs. They need a ball. They pass the ball from one person to another.

2 ..... You play this sport on a court inside. Players sit on the floor. They need a net and a ball. Teams need to hit the ball over the net in three turns using their arms.

3 ..... Each team has six players on the court. Each team is on a different side of the net.

4 ..... There are 12 players on a team, but there are only four players on the court for each team at one time. For a goal, the team carries the ball over the opposite team's line and two wheels need to cross the line.

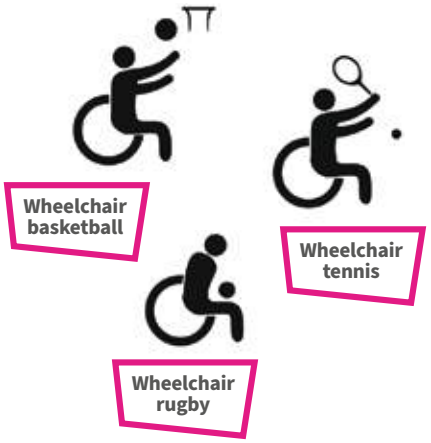
5 ..... The net is lower than in the Olympic version. In the Olympic version, the players stand.

6 ..... The indoor court is smaller than in the game played outside. It is the same size as a basketball court. The goal lines are at the far ends of the court.

TALKING POINTS

Which sport do you like best – sitting volleyball or wheelchair rugby. Why?

23 **5** **Listen to an interview with Martha Dirksen about a Paralympic sport. What sport does she do?**



23 **6** **Listen again and answer the questions.**

1 How old is Martha?
2 Where is the court?
3 What does she want to be in one day?
4 What has her sports hero got?
5 Where is David Wagner from?
6 Does Martha play tennis on Tuesdays?
7 Does Martha rest at weekends?

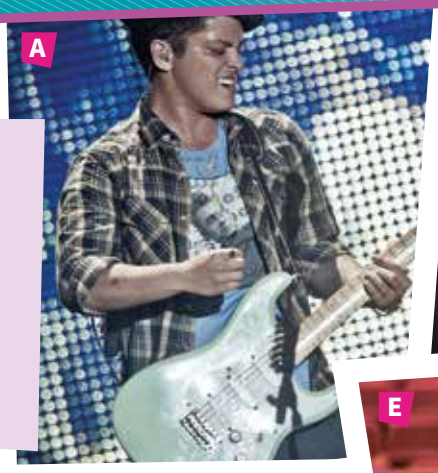
PROJECT *An interview*

Imagine you work for a radio station. In pairs, write interview questions to ask a Paralympic athlete.

- Find out:
  - Their name.
  - What sport they do.
  - Where they are from.
  - How many medals they have.
- Write three questions you can ask the athlete.
- Find information on a Paralympic athlete. Answer the questions.
- Tell the class what you found out.

01 NOW WATCH THE CULTURE VIDEO

3 GREAT SOUNDS













ABOUT YOU

02 **Watch the video then ask and answer the questions.**

When do you listen to music?
Where do you listen to music?
Do you listen to music alone or with friends?
Can you play any musical instruments? Which one(s)?

VOCABULARY AND LISTENING

Music

1 **Look at the words in the box. Complete the table.**

EP

classical music drums electric guitar hip-hop jazz keyboard opera piano pop rap rock saxophone soul violin

Types of music	Musical instruments

2 **Match the photos A–F to the musical instruments in Exercise 1.**

24 **Listen and check. Then repeat.**

25 **3** **Listen to the different types of music. Match them to the types of music in Exercise 1.**

4 **What types of music do you think the people are playing in the photos?**

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

1 You usually need a lot of different instruments for *classical music* / *pop* and the pieces of music are often quite long.
2 People sometimes use sticks when they play the *keyboard* / *drums*.
3 There are different singers in *jazz* / *an opera*. It's a bit like a play with music and singing.
4 In *rap* / *rock*, the artists don't really sing the words; they speak them.
5 You put the *saxophone* / *violin* to your mouth to play it.
6 *A piano* / *an electric guitar* is quite easy to carry around.

3 GREAT SOUNDS

Unit Overview

TOPIC	Music
VOCABULARY AND LISTENING	Music A conversation about music and musical instruments
GRAMMAR	*like*, *don't like*, *hate*, *love* + *-ing*
READING	Starting in the music business
VOCABULARY	Music phrases
PRONUNCIATION	Email addresses, phone numbers and names
LISTENING	A conversation about a music school
SPEAKING	Giving opinions about music and musical instruments

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 77; TB page 133
WORKBOOK: pages 16–19
VIDEO AND VIDEO WORKSHEET: Great sounds
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 3; Vocabulary worksheet Unit 3
TEST GENERATOR: Unit test 3

BACKGROUND INFORMATION

There are several photos of famous musicians in this unit.

Page 24

A: Bruno Mars is an American singer, whose music has a variety of styles, including hip-hop, pop, reggae and soul.

B: Vanessa Mae is a British violinist born in 1978. She has sold several million albums.

C: Kyle J Simmons is the keyboardist with British band Bastille. Bastille were formed in 2010.

D: Cindy Blackman is an American jazz and rock drummer. She is famous for touring and recording with American singer Lenny Kravitz, but has also recorded solo albums.

E: Lady Gaga is an American singer, songwriter and actress, born in 1986 in New York City.

F: Jaleel Shaw is an American jazz saxophonist. He has degrees in Music Education and Performance, and Jazz Performance.

Page 26

Shawn Mendes is a Canadian singer-songwriter. He became famous after uploading covers of songs on a video sharing app.

Rihanna is a singer, songwriter and actress from Barbados born in 1988.

WARMER

Write the unit title on the board and ask the students to say what they think the unit is about. Ask the students to look at the photos at the top of the page for 15 seconds and then close their books. Challenge them to tell you as much as they can about each photo.

ABOUT YOU

02 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 ask students to discuss them in pairs.

VOCABULARY AND LISTENING

Music

1 Books closed. Copy the table onto the board. As a class, brainstorm as many words as possible onto the board. Books open, students complete the table and then copy any extra words on the board into their table.

Answers

Types of music: classical music, hip-hop, jazz, opera, pop, rap, rock, soul
Musical instruments: drums, electric guitar, keyboard, piano, saxophone, violin

2 Ask the students to say who is playing what, e.g. *Lady Gaga is playing the piano.*

24 **Answers**

The answers are recorded for the students to check and then repeat.
A (electric) guitar B violin C keyboard D drums E piano F saxophone

25 **3** Check that the students pronounce the types of music correctly. Then, stop the recording after each type and ask the students to work in pairs and say: *What do you think it is? I think it's [rap]. I agree / don't agree.*

Answers

1 hip-hop 2 rock 3 classical 4 pop 5 jazz 6 soul 7 rap 8 opera

4 Put the students in pairs to ask and answer questions about each photo.

Possible answers

A pop / rock B classical C pop D rock E pop / classical F jazz

5 Remind the students to read the complete sentence before choosing the correct answer.

Answers

1 classical music 2 drums 3 an opera 4 rap 5 saxophone 6 an electric guitar

26 **6** Ask the students to look at the photos first and predict who can play what before they listen. With a weaker class, point out that they play two instruments each.

Answers

1 Mia 2 Jason 3 Jason 4 Mia

26 **7** Ask the students try to say if the sentences are right or wrong before they listen again. With a stronger class, ask the students to correct the wrong sentences. With a weaker class, play the recording for a third time and stop after each answer.

Answers

1 ✓ 2 × (Jason doesn't like listening to opera.) 3 ✓
4 × (Jason tried to play the violin but it was difficult.)
5 × (She hates listening to the drums. They're too loud.)

» AUDIOSCRIPT TB PAGE 144

GRAMMAR *like, don't like, hate, love + -ing*

1 Books closed. Write the four sentences on the board and elicit who said what (Mia or Jason). Underline the verbs in bold and ask 'What do the expressions have in common?' (*They express a preference*.) Books open. Ask the students to say what the two emoticons mean in the exercise before they complete the table. Do not rub out the sentences as they'll be used again in Exercise 2.

27 **Answers**

The answers are recorded for students to check and then repeat.
a I hate playing the violin.
b I don't like listening to opera.
c She likes playing classical music.
d I love listening to rap.

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 133

2 Rub out *listening* and *playing* from the four sentences on the board (used in Exercise 1). Ask the students to say what is missing in each sentence, write the missing word (*listening* or *playing*) in a different colour and highlight the *-ing* form. Ask the students to look at the table in their books and elicit the spelling rules by asking 'What happens with verbs that end in *-e*?' (*remove the 'e'*) 'And verbs with one syllable that end in consonant-vowel-consonant?' (*double the last consonant*) 'And all other verbs?' (*add '-ing'*)

Answers

help: learning, singing
write: choosing, driving, making, practising, riding
run: getting, sitting, swimming, winning

3 Encourage students to read the second sentence in each question first and decide whether they'll need to choose a positive or a negative word.

Answers

1 hate 2 doesn't like 3 loves 4 don't like

4 Point out that students often make mistakes with the *-ing* form after verbs such as *like*, *love*, *hate*, etc. and they should check their spelling carefully.

Answers

1 reading 2 playing 3 going 4 learning 5 listening

FAST FINISHERS

Ask fast finishers to write questions for each of the answers, e.g. *What do you like doing on Sundays? What does your dad like reading?* Then, they ask and answer the questions together.

5 Say the questions with the correct intonation for students to copy you. In pairs, students ask and answer the questions. Encourage them to give full answers and ask follow-up questions.

MIXED ABILITY

With weaker students and more reluctant speakers, use a disappearing board conversation:

1 Write the questions with sample answers (see below) on the board.
2 Divide the weaker students into As and Bs. As a class, As read the questions and Bs read the answers, then change roles.
3 Students continue to do this in pairs. As they do this, begin to rub out words from the answers until the students are saying the answers from memory.
4 Encourage the students to read the questions (still on the board) and give their own answers.

Sample answers

1 I usually listen to music in my bedroom.
2 I love pop music. That's my favourite.
3 My favourite musician is Ed Sheeran. He sings and he plays the guitar.
4 I love listening to the piano but I can't play it.
5 Yes, they can. Students learn to play the recorder at my school.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 3

COOLER

Play track 25 again and ask the students to identify both the types of music and the musical instruments and also to express their opinion, e.g. *I hate this because I don't like jazz*.





6 26 **Listen to Jason and Mia talking about music and musical instruments. Who can play:**

1 the saxophone?
2 the electric guitar?
3 the keyboard?
4 the piano?

7 26 **Listen again. Are the sentences right (✓) or wrong (✗)?**

0 Mia likes the new album a lot. ✓
1 Mia often listens to jazz at home.
2 Jason likes opera.
3 Jason's sister plays in a rock group.
4 Jason thinks the violin is easy to play.
5 Mia likes the drums.

GRAMMAR *like, don't like, hate, love + -ing*

1 **Put the words in bold on the correct place (a–d).**

1 I **don't like** listening to opera.
2 She **likes** playing classical music.
3 I **hate** playing the violin.
4 I **love** listening to rap.

a _____ b _____ c _____ d _____

27 **Listen and check. Then repeat.**

GRAMMAR REFERENCE AND PRACTICE PAGE 77

2 **Look at the examples in the table. How does the verb change in the *-ing* form?**

help → helping	write → writing	run → running

Now complete the table with the *-ing* form of these verbs in the correct columns.

choose drive get learn make
practise ride sing sit swim win

3 **Choose the correct words to complete the sentences.**

1 I *like* / *hate* rock. It's too loud.
2 She *doesn't like* / *loves* playing the piano. She prefers the saxophone.
3 My mum *loves* / *hates* listening to opera. She often goes to watch it.
4 Lots of people *like* / *don't like* hip-hop, but I think it's great.

4 **Complete the sentences with the correct form of the verbs.**

0 On Sundays, I like *having* lunch with my family. (have)
1 My dad likes _____ the news online. (read)
2 I really love _____ football with my brother. (play)
3 I love _____ to my friends' houses to play computer games. (go)
4 Everyone in our class likes _____ English. (learn)
5 Do you like _____ to music when you are doing your homework? (listen)

5 **In pairs, ask and answer the questions.**

1 Do you listen to music?
2 What's your favourite type of music?
3 Who are your favourite musicians and what instruments do they play?
4 What's your favorite instrument?
5 Can students learn to play instruments at your school? Which ones?

READING

1 **Look at the photos. In pairs, ask and answer the questions.**

1 Is it easy to become a famous musician?
2 How do people start in the music business?
3 How can the internet help people to become musicians?

2 **Read the article quickly and match the teenagers' questions 1–3 to the advice A–C.**

28





STARTING IN THE MUSIC BUSINESS

DO YOU WANT TO PLAY IN A BAND, OR BECOME A FAMOUS SINGER OR SONGWRITER?

Read on to find out how!



Pete

1 I'm a singer-songwriter. I give concerts at a local club. Everyone likes listening to my music and wants to buy a CD. What can I do next?'



Shona

2 Hi, I play in a band with some friends from school. The others aren't serious about music, but I am. Help! Do I stay with the band or find other musicians to play with?



Spark

3 I'm 15 and a rapper. I record my songs and put them online. I get lots of hits! But I live in the countryside and there are no gigs here. It's too far for me to travel to the city. What can I do to become famous?

A Why not make a music video too? Then it doesn't matter where you live. Ask your parents or someone from school if it's okay, and they can show you how to do it. Then you can upload the video to a social network like YouTube or Instagram. That's how Shawn Mendes became famous!

B You already write and perform your own songs. Great! Next step: record an album using computer software and post it online. You don't need a record deal. College courses are a really useful way to learn how to do this, and can give you other ideas too. Ask at your school.

C Music is an important part of your life. Stay with your friends for the moment but think about going to a music school. These schools teach music and everything you need to know about becoming a musician. Talk to your parents about it. Good luck!

3 **Are the sentences right (✓) or wrong (✗)?**

1 Pete sells CDs of his songs at his concerts.
2 Pete needs to make an album with a record company.
3 Shona is more interested in music than her friends are.
4 Shona needs to change school as soon as possible.
5 Spark lives a long way from the city.
6 Spark doesn't need to perform live for people to hear his music.

TALKING POINTS

Are any of your friends musicians?
Do any of your friends upload their music to the internet?
Do you like listening to music on the internet?
Which sites do you prefer?

READING

WARMER

Play this dice game. (You'll need one dice for each group of six students.)

- Write this on the board:

1 love	1 listen (to)
2 like	2 play
3 quite like	3 watch
4 don't like	4 read
5 hate	5 sing
6 really hate	6 go

- Demonstrate the activity to the class. Roll the dice. This number (e.g. 2) gives you the first verb (*like*). Roll the dice again. This number (e.g. 6) gives you the second verb (*go*). Make a complete sentence (*I like going to the beach when the weather is good*). Encourage the students to ask follow-up questions, e.g. *Who do you go with? What do you do there?*
- Organise the students into groups of six and give each group one dice. Allow them to play the game for three or four minutes, reminding them to give full answers and to ask follow-up questions.

1 Pre-teach *music business* by asking the students to look at the photos and to say what the two people have in common (*they both work in the music business*). Check understanding by asking for some more examples (*e.g. Bruno Mars, Lady Gaga*) and also asking if there are other types of jobs (*e.g. songwriter, producer, sound engineer*).

Answers

Students' own answers

2 First, ask the students to find the three questions (1–3) and to underline what the three people want to know. Then, encourage them to match the three pieces of advice (A–C) quickly and to underline the information which gives them the correct answer.

28

Answers

The Reading text is recorded for students to listen, read and check their answers.
1 B 2 C 3 A

3 Encourage the students to try to answer the questions before they read the article again. Point out that the students will need to read both the questions and suggestions to find the answers. With a stronger class, encourage the students to correct the wrong answers.

Answers

1 × (Everyone wants to buy his CDs.) 2 × (He can make an album using computer software and post it online.) 3 ✓
4 × (She should stay with her friends at the moment.) 5 ✓
6 ✓

MIXED ABILITY

Whilst the other students are doing Exercise 3, ask the weaker students to decide if sentences 1 and 2 are right or wrong. Check their answers. If time allows, encourage them to try sentences 3 and 4.

TALKING POINTS

Remind the class that a *yes* or *no* answer isn't enough and they should always try to give full answers by using words like *and*, *so*, *because*, etc. Also remind them to ask follow-up questions. If necessary, set a minimum time limit for this exercise.

VOCABULARY Music phrases

1 Before the students complete the sentences, point out that they might have to add *-(e)s* to the verb for the third person.

FAST FINISHERS

Pairs take turns to be Student A and B. Student A reads out the sentences in Vocabulary Exercise 1 but says *banana* where there are missing words, e.g. *1 My dad can help me BANANA BANANA BANANA BANANA. Then I can upload it to Youtube.* With their book closed, Student B repeats the sentence but with the correct words.

Answers

1 make a music video 2 gives a concert 3 become a singer
4 plays in a band 5 record an album 6 become famous
7 teaches music 8 go on tour

2 Read the example question from Pete and ask a volunteer to read the advice. Then, ask pairs to think of advice for the other two questions. After they finish, if time allows, pairs can role play a conversation between one of the teenagers and someone in the music business giving advice.

Possible answers

1 I think you can stay with the band at the moment, but ask your parents about music schools. These schools help people become musicians.
2 I think you can make a music video and then ask adults to help you post it online. You don't need to give concerts. People can see you playing online.

» VOCABULARY WORKSHEET UNIT 3

LISTENING

PRONUNCIATION

Email addresses, phone numbers and names

1 Books closed. Write the examples on the board and highlight the pronunciation of @ ('at'), . ('dot'), two numbers or two letters ('double') and the number 0 ('oh' – like the letter o). If appropriate, point out that in American English we say *zero*. If necessary, revise the pronunciation of letters.

29

Answers

The answers are recorded for the students to check and then repeat.
1 school at musicpopcloud dot com
2 oh four five one, two five six, double three seven
3 J-o-a-double n-a

2 If they wish, students can write down their email address, phone number and mother or father's first name first. Encourage the students to ask and answer appropriate questions for this (e.g. *What's your email address?*) and to write down their partner's answer so that they can check it with their partner.

30 3 Encourage the students to read the note first and to say what kinds of words are missing in each space (e.g. 1 & 2 part of the day, 3 a name, 4 a number, 5 a name, 6 an email address). Before playing the recording for the first time, point out that if the word is spelled on the recording, the spelling must be correct. Play the recording a second time for students to check their answers.

Answers

1 morning 2 afternoon 3 The Clarke School (C-L-A-R-K-E)
4 01572 399687 5 Phillips 6 info@clarke4music.com

» AUDIOSCRIPT TB PAGES 144

SPEAKING

1 Ask the class to ask you the questions and model good answers. Then, invite student to the front. Ask them two or three questions; the rest of the class listen and say whether the student answers the question well and why.

COOLER

Each pair writes sentences about a famous musician using some of the words from Vocabulary Exercise 1. Then, they read their sentences to the class without saying their name. The other students guess who it is.

VOCABULARY Music phrases

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

EP

become a singer become famous
give a concert go on tour
make a music video play in a band
record an album teach music

1 My dad can help me _____. Then I can upload it to Youtube.
2 My sister is a famous classical musician. She _____ in our town every summer.
3 Amy can't play an instrument, but she has a very good voice. She wants to _____.
4 Andy plays the drums well. He _____ with his friends on Saturdays at the music club.
5 We've got ten new songs and they're really good. Let's _____.
6 I really want to _____ one day and be on TV and play at big festivals.
7 My mum plays lots of instruments, and she _____ at our school.
8 When bands _____, they play concerts almost every night in lots of different places.

2 **Read the article again. In pairs, answer the questions in your own words using information from the article.**

0 Pete: 'What can I do next?'
I think you can record an album and play it to your friends.
1 Shona: 'Do I stay with the band or find other musicians to play with?'
2 Spark: 'How can I become famous?'

LISTENING

ə PRONUNCIATION

Email addresses, phone numbers and names

For @ we say 'at'. For . we say 'dot'.
For two numbers (77) we say 'double (seven)'.
For two letters (bb) we say 'double (b)'.
For the number 0 we say 'oh'.

1 **In pairs, practise.**

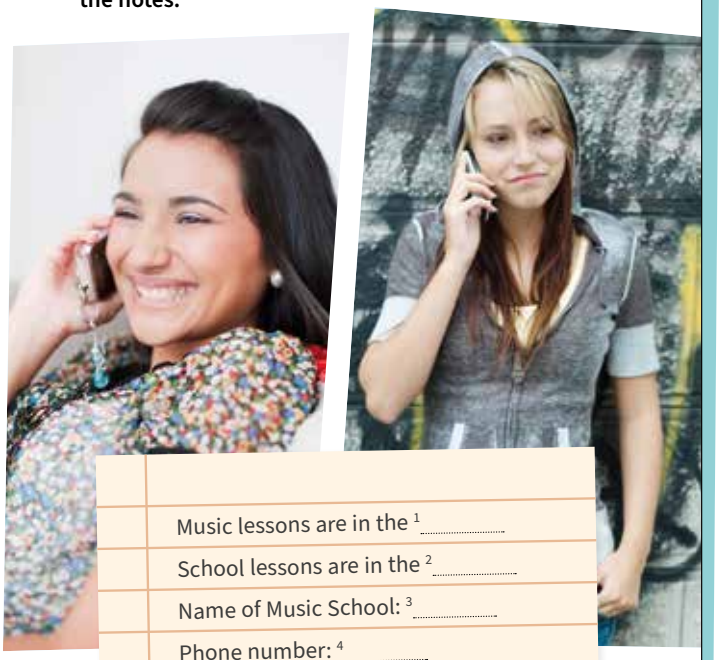
1 Say this email address: *school@musicpopcloud.com*
2 Say this phone number: *0451 256 337*
3 Spell this name: Joanna

29 **Listen and check. Then repeat.**

2 **In pairs, take it in turns.**

1 Say your email address.
2 Say your phone number.
3 Spell your mother's or your father's first name.

30 **3** **Listen to the conversation. Shona is talking to her friend Emma about the music school. Complete the notes.**



Music lessons are in the [1] _____
School lessons are in the [2] _____
Name of Music School: [3] _____
Phone number: [4] _____
Head's name: Ms [5] _____
Email address: [6] _____

30 **Listen again and check.**

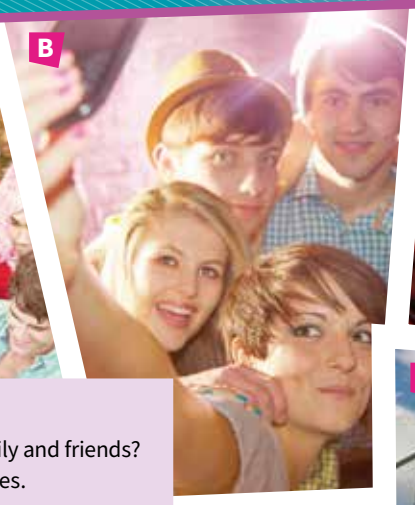
SPEAKING

1 **In pairs, take turns to ask and answer the questions.**

1 Do you like different kinds of music? What are they?
2 Do you like different musical instruments? Which ones?
3 Do you think …
jazz is interesting?
opera is exciting?
classical music is boring?
the saxophone is difficult to play?
musical instruments are expensive?
4 Which of these different types of music do you like best?
5 Do you prefer listening to music at home or going to concerts? Why?
6 Which instrument would you like to play?

4 IT WAS AWESOME!













ABOUT YOU

What do you do to have fun with family and friends? Share your ideas with your classmates.

VOCABULARY AND LISTENING

Adjectives

1 **Look at the photos. Where are the people and what are they doing?**

31 **2** **Listen and match the conversations to the photos.**

Conversation 1 ..... Conversation 2 ..... Conversation 3 .....
Conversation 4 ..... Conversation 5 ..... Conversation 6 .....

31 **3** **Listen again. How did the speakers feel about their experiences? Complete row A of the table with the conversation numbers.**

4 **Now complete row B of the table with the adjectives in the box.**

EP

~~amazing~~ awesome brilliant fantastic
fine great horrible lovely OK
perfect really good terrible wonderful

		😫	😐	😊	😃
A	Conversation				*1*
B	Adjectives	.....	.....	.....	*amazing* .....
		.....	.....	.....	....
				.....	.....

32 **Listen and check. Then repeat.**

5 **Choose the correct words to complete the conversations.**

0 **A:** I'm not in the basketball team any more.
B: Oh no! That's (*terrible*) / *fantastic*!
1 **A:** I've got a new mobile phone.
B: Wow! That's *fine* / *brilliant*!
2 **A:** My sister's getting married.
B: That's *great* / *OK*!
3 **A:** Look at my lunch!
B: That's *horrible* / *excellent* – don't eat it!
4 **A:** Are you enjoying the film?
B: It's *OK* / *lovely*. It's not great.
5 **A:** I got top marks in my test.
B: That's *wonderful* / *terrible*, well done.

6 **In pairs, practise the conversations. Then make some new conversations together.**

4 IT WAS AWESOME!

Unit Overview

TOPIC	Feelings and emotions
VOCABULARY	Adjectives
AND LISTENING	Conversations about experiences
GRAMMAR	Past simple of *be*
PRONUNCIATION	*was/were*
READING	Activity days – latest reviews
VOCABULARY	Emotions
LISTENING	Five short conversations
WRITING	A description of a party

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 78; TB page 133
WORKBOOK: pages 20–23
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 4; Vocabulary worksheet Unit 4
TEST GENERATOR: Unit test 4

WARMER

Brainstorm a list of activities onto the board and then write the following: *love like don't like hate*

Ask the students to copy the table into their notebooks, then write each activity from the board into the column of the table that corresponds to how they feel about it. Then, ask the students to discuss the activities in small groups, e.g. **A:** *Do you like playing computer games?* **B:** *I love it!*

ABOUT YOU

At the end of the activity, ask the students if they have talked about any activities which are not on the board. If so, ask them to add the new activities to their table.

VOCABULARY AND LISTENING

Adjectives

1 Ask the students to look at the six photos first and to say if they think the people are having fun and why. Students then take turns to answer the question about each photo.

Answers

A The people are at a festival. They are listening to music and they are taking photos.
B The people are at a party having fun.
C They are at a funfair on a ride.
D The player is running in front of the goal.
E The people are at a wedding reception. One man is taking a photo.
F The people are at a barbecue. They are cooking.

31 **2** Encourage the students to listen for words which tell them where the people are.

Answers

Conversation 1 C
Conversation 2 F
Conversation 3 A
Conversation 4 E
Conversation 5 D
Conversation 6 B

31 **3** Ask the students to look at the table in Exercise 4 and say what each emoticon means: bad, OK, good, very good. Stop after each conversation to allow students to complete the table.

MIXED ABILITY

Pair up a weaker with a stronger student. Photocopy the audioscript on TB page 145 and allow the weaker student to read it as they listen. Then, stop the recording after each conversation and ask the students to complete the table in pairs. The weaker student can help their stronger partner by showing them the adjectives in the script.

Answers

1 Conversation 5
2 Conversation 2
3 Conversations 4 and 6
4 Conversations 1 and 3

» AUDIOSCRIPT TB PAGE 145

4 Point out that there is a space in each column for every missing word.

32 **Answers**

The answers are recorded for the students to check and then repeat.
Conversation 1 amazing, awesome
Conversation 2 fine, OK
Conversation 3 brilliant, perfect, fantastic
Conversation 4 wonderful, lovely, really good
Conversation 5 horrible, terrible
Conversation 6 great

5 Encourage the students to read the whole conversation and consider how happy the speaker is feeling first.

Answers

1 brilliant 2 great 3 horrible 4 OK 5 wonderful

6 Ask the students to say the adjectives again with the correct intonation before they practise the complete conversation. Encourage the students to write new conversations of at least two lines. When they are ready, invite volunteers to perform them in front of the class.

Answers

Students' own answers

GRAMMAR Past simple of *be*

1 The students look at the examples and complete the rules. Point out that the missing words are given in the box.

Answers

1 was 2 were 3 n't 4 was/were

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 133

2 With a weaker class, ask the students to find the subject first and check whether it goes with *was* or *were* by looking at the rules in Exercise 1.

Answers

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

3 Point out that there is a mistake with *be* in every sentence. Refer the students back to the rules in Exercise 1 if necessary.

Answers

1 All my friends **were** here on Saturday.
2 I like your new shoes! **Were** they expensive?
3 Yesterday I **was** at a friend's house.
4 The players **were** good and the weather was fine.
5 That **was** an awesome party last night!

4 Encourage the students to read the whole conversation first before they complete it. The students will practise the conversation in Exercise 5.

Answers

1 weren't 2 wasn't 3 was 4 Was 5 was 6 was 7 was
8 Were 9 weren't 10 were 11 was 12 was

FAST FINISHERS

Ask fast finishers to continue the conversation with Max asking Suzy 'Where were you after school yesterday?' and Suzy answering. If time allows, in Exercise 5 they can practise the whole conversation with the new part and then perform it to the class.

» GRAMMAR WORKSHEET UNIT 4

PRONUNCIATION *was/were*

5 Stop the audio after each sentence so that the students can repeat. With weaker classes, have them keep their books open so that they can read the sentences in the conversation in Exercise 4. With a stronger class, with books closed, ask them to listen and write down the complete sentence. Then, they listen again and underline the stressed words. Finally, they repeat the sentences with the correct sentence stress.

33 **Audioscript**

The sentences are recorded for the students to listen and repeat.

1 Where were you yesterday afternoon?
2 You weren't at school.
3 No, I wasn't. I was at a big athletics competition.
4 Was it fun?
5 Yes, it was. It was amazing!
6 I was the winner of the 800 m race!
7 Were your parents there?
8 No, they weren't. They were at work.
9 My brother was there with his video camera.

6 Point out that the students need to put a different word from the box in each gap. Check that the students say the questions correctly before they ask and answer them. Encourage them to give full answers. When they write their own questions, point out that they should use some of the sentence beginnings in the box.

Answers

1 What was 2 Was 3 Who were 4 Where were 5 What were
6 Were 7 When was
Students' own answers

COOLER

Books closed. Write the seven question beginnings from the box in Exercise 6 on the board. Tell the class that they are going to interview their teacher. Invite a volunteer to sit on a chair at the front of the class. Ask the students to ask original questions using the question beginnings for the volunteer to answer as if they were the teacher.

GRAMMAR Past simple of *be*

1 **Look at the examples.**

Positive
I **was** at my sister's wedding.
We **were** at a barbecue near the beach.
All the bands **were** fantastic.

Negative
The weather **wasn't** great.
You **weren't** in class.

Questions and short answers
Where **were** you last night?
How **was** the food?
Were you at the football match? Yes, I **was**.
Was it fun? No, it **wasn't**.

Now choose the correct words in the box to complete the rules about the past simple of *be*.

was	were	n't

1 We use _____ with *I/he/she/it.*
2 We use _____ with *you/we/they.*
3 We add _____ to *was/were* to make negative sentences.
4 We put _____ / _____ before the subject to make questions.

» GRAMMAR REFERENCE AND PRACTICE PAGE 78

2 **Choose the correct words to complete the sentences.**

1 My school lunch *was / were* really nice yesterday.
2 My brothers *was / were* late home this evening.
3 That TV programme *wasn't / weren't* very good!
4 We *wasn't / weren't* too tired after our walk.
5 What *was / were* the time when you got home?
6 How many people *was / were* on the school trip?

3 **Correct the mistakes in the sentences.**

was
0 The weather ~~is~~ good yesterday.
1 All my friends was here on Saturday.
2 I like your new shoes! Are they expensive?
3 Yesterday I were at a friend's house.
4 The players was good and the weather was fine.
5 That is an awesome party last night!

4 **Complete the conversation with *was/wasn't, were/weren't*.**

Suzy: Hi Max. Where [0] *were* you yesterday afternoon? You [1] _____ at school.
Max: Oh hi Suzy. No, I [2] _____. I [3] _____ at a big athletics competition at the city sports club.
Suzy: Really? [4] _____ it fun?
Max: Yes, it [5] _____. It [6] _____ amazing! I [7] _____ the winner of the 800 m race!
Suzy: Fantastic! [8] _____ your parents there?
Max: No, they [9] _____. They [10] _____ at work. But my brother [11] _____ there with his video camera, so it [12] _____ fine!

ə PRONUNCIATION *was/were*

33 **5** **Listen to some sentences from the conversation and repeat them.**

Now practise the conversation with your partner. Take turns to close your book and see if you can remember it.

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

Was	Were	What was	What were
When was	Where were	Who were	

1 _____ your dinner like last night?
2 _____ your friend late this morning?
3 _____ your teachers when you were six?
4 _____ you on Saturday morning?
5 _____ your favourite TV shows when you were little?
6 _____ you in this class last year?
7 _____ your last haircut?

Write three more questions to ask your partner. Tell the rest of the class the answers.



READING

1 **Read the reviews of the activity days. Three of the reviews have four stars and one has five stars. Which one do you think has five stars?**

ACTIVITY DAYS

34

LATEST REVIEWS



Fun day!

I was very surprised to get this activity day for my birthday, but indoor skydiving was awesome! I can't wait to go again. Before the activity, there are lots of hand signals to learn, so you can communicate when you're flying in the wind tunnel. You can't speak in there! At first, I was worried about forgetting them, but it was fine. **Jade**

Fantastic!

I'm really interested in cars, so this was an amazing day for me. I still can't believe that my first driving experience was in a Lamborghini and an Aston Martin! I've got a video of the whole thing. I'm glad about that, because on the day there's no time to look at the cars properly. As soon as you finish, the next driver gets in. I was a bit upset about that. **Liam**

Amazing trip!

This was my first time in a helicopter, and I was quite nervous. I wasn't sure I wanted to do it. But there was no need to be afraid – in fact, I was sorry when it was over! I was in the front seat and the view was fantastic. The only problem was that we were back on the ground after only ten minutes. **Mia**





Really special!

What a brilliant afternoon! First, there was a talk about the history of chocolate. Then it was time for the best bit – making and decorating our own chocolates! The teachers were lovely and happy to help with any problems. There were photos to buy afterwards, but they were really expensive. I was angry about that. **Ethan**

2 **Read the texts again and answer the questions with a phrase or short answer.**

1 What does Liam like a lot?
2 What wasn't Liam able to do on his activity day?
3 Was Jade's activity day a present?
4 What wasn't possible in the wind tunnel?
5 What was Ethan's favourite part of the day?
6 Were the photos cheap?
7 Was Mia nervous after flying in a helicopter?
8 Was Mia's helicopter trip long or short?

TALKING POINTS

Would you like to do an activity day?
Which of these looks most fun?
What sort of presents do you get for your birthday?
What do you give other people?

VOCABULARY Emotions

1 EP **Look at the texts. Find and underline the words in the box. Match some of them to the emojis.**

afraid angry glad happy interested
nervous sorry surprised upset worried

A B C D E F

2 **Choose the correct words to complete the sentences.**

1 I'm so *sorry* / *afraid* you're not feeling well!
2 I'm *angry* / *nervous* about my piano exam tomorrow! I don't feel ready.
3 My little brother's crying. He's *upset* / *glad* because my mum isn't there.
4 I'm painting a picture at the moment, and I'm really *happy* / *surprised* with it.
5 My mum's *worried* / *interested* about my school work, but my teacher says it's fine.
6 I'm really *glad* / *angry* you're here at last! Why are you so late?

READING

WARMER

Write the adjectives from Student's Book page 28 Exercise 4 on the board. Next draw four emoticons in four columns on the board to represent bad 😫, OK 😐, good 😊 and very good 😃. Ask the students to put the adjectives in the correct column. Next, encourage the students to ask questions with *How was your … ?* with *evening*, *weekend*, *maths test*, *birthday*, *match*, *music lesson*, etc. and answer using the adjectives, e.g. *How was your weekend? It was amazing. How was your maths test? It was … .*

BACKGROUND INFORMATION

Several companies sell 'Activity Days' where you can buy an experience like flying, sailing or painting lessons or even circus skills and give it to someone as a present. Some companies such as Virgin Experience Days offer experiences like paintballing and bungee-jumping which are specially designed for teenagers.

Review sites like TripAdvisor encourage their own members to write reviews of activities and award a rating between 1 and 5. This is called User-Generated Content (UGC).

1 Ask the students to look at the title of the text, the four photos and headings (but not to read the text) and to answer these questions: *What's an activity day?* (a day when you can try something) *What's a review?* (an opinion about something). Ask the students to look at the photos again and say what activity each reviewer did (if necessary, use the photos to pre-teach *indoor skydiving* and *helicopter*). Point out that reviewers often give points or stars and briefly discuss the difference between a 4- and a 5-star review before they do the exercise. Ask the students to say why three of the reviews only got 4 stars (each one had a minor complaint).

Answers

5 stars – Jade's (no complaints)

2 Encourage the students to try to answer the questions before they read the texts again. Point out that they only need to write a short answer but they should say where they found the answer in the text. If necessary, do the first question as an example.

Answers

1 cars/driving 2 look at the cars 3 Yes, it was. 4 talking
5 making and decorating the chocolates 6 No, they weren't.
7 No, she wasn't. 8 It was short.

34 The Reading text is recorded for students to listen and read.

FAST FINISHERS

Ask fast finishers to think of another idea for an activity day. When the others are ready, the fast finishers present their ideas to the class.

TALKING POINTS

Point out that these activity days were given to the four young people for their birthdays (see Background information). Discuss whether they would like to receive an activity day for their birthday. Encourage the students to ask and answer the questions in small groups and then to appoint a spokesperson to report back to the class on their answers.

VOCABULARY Emotions

1 First, ask the students to look at the texts and find as many adjectives as they can. Then, ask them to look at the words in the box to check that they have found these ones in the text. Check that the students pronounce the words correctly by asking them to repeat the words and to underline the stressed syllables (*surprised* /səˈpraɪzd/ and *worried* /ˈwʌrid/ are two syllables and *interested* /ˈɪntrəstɪd/ is three). Next, ask the students to look at each image and to say which adjective they represent. If time allows, ask them to draw (or if appropriate, find on their phone) images for the other four adjectives.

Answers

A afraid B angry C surprised D upset E nervous
F glad/happy

2 Remind the students that they need to read the whole sentence before they choose the correct adjective. When they have finished, encourage the students to test each other. Student A reads out the sentences saying *banana* instead of the adjective and Student B says the missing adjective. Then they change roles.

Answers

1 sorry 2 nervous 3 upset 4 happy 5 worried 6 glad

» VOCABULARY WORKSHEET UNIT 4

LISTENING

1 Read the questions as a class before asking students to work in pairs to describe the pictures in as much detail as possible.

Answers

Students' own answers

2 Do the first as an example: *What was Bella happy with at the party? In A Bella was happy about the people, in B she was happy about the food and in C she was happy about the music.* Ask students to listen to the three conversations and choose the right picture for each one. After they listen for the first time, encourage them to compare their answers with a partner and to say why they think their answer is correct. Play the recording for a second time for the students to check their ideas. With a weaker class, play the recording for a third time and stop it after the correct answer is given. With a stronger class, ask the students to say why the other pictures are not correct, e.g. *In 1 Bella says the music wasn't great and there weren't many people there.* They can do this by listening again.

Answers

1 B 2 C 3 C 4 A 5 B

» AUDIOSCRIPT TB PAGE 145

WRITING

PREPARE TO WRITE
A description of a party

GET READY Before the students read the text, invite a short class discussion on parties by asking 'Do you ever go to birthday parties? What do you do? What do you eat and drink?' If the students don't go to parties, invite a discussion on the other ways they celebrate special days like birthdays. After the students have underlined the adjectives, encourage them to say where adjectives go in the sentence: either after subject + *be* (*we were excited*) or before the noun (*a really big party*).With a stronger class, encourage them to find words we can use to describe the adjective (modifiers), e.g. *really* and *so* and remind them that we can use *very* too. Then, ask the students to complete the sentences with the adjectives in brackets. Remind them that we never put an *-s* on an adjective even if the noun is plural, i.e. *big parties* not ~~*bigs*~~ *parties.*

Answers

It was Isabella's party.
It was at Isabella's home.
It was from 6 pm to 9 pm.
The food was pizza, salad and cake.

party/food – big, nice, brilliant
people's feelings – excited, nervous, fine

1 There was some nice food at the party.
2 There were lots of happy people at the party.
3 This is terrible music.
4 Jake is a brilliant dancer.
5 I like going to big parties.

PLAN Encourage the students to ask and answer the four questions in *Get ready* orally in pairs before they make notes. If the students don't go to birthday parties, encourage them to write about a special day or meal with their family.

WRITE Ask the students to use the model to help them (see Mixed ability below).

IMPROVE Encourage the students to check that they have included enough adjectives, that they have put them before the noun, spelled them correctly and have not added an *-(e)s* to make the adjective plural. They should also check that they have used *was/were* correctly. Then, ask them to check their partner's paragraph for these things.

MIXED ABILITY

Ask the stronger students to work though this section at their own pace. With weaker students, write the model text on the board. Ask the students to say which words are information words, rub these out and leave the paragraph structure, e.g.:

I was at …….. birthday party last …….. . …… name's …….. and the party was at …….. on ……., from ……. to …….

Next, complete the text together on the board with appropriate information. Then, rub out the information words again. Ask them in pairs to complete the text again with new words.

If appropriate, for homework, ask the stronger students to write at least 80 words about a different special day (e.g. a family celebration) and weaker students to write at least 40 words about a birthday party.

COOLER

In pairs, the students take turns to mime one of the words in Vocabulary Exercise 1 page 30 and guess the emotion.

LISTENING

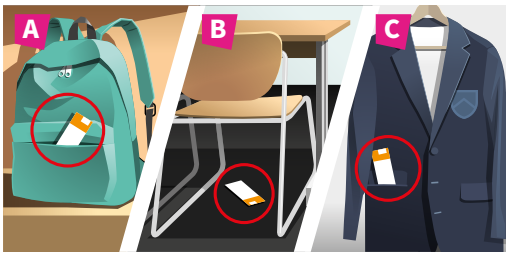
1 **Read questions 1–5 and look at the pictures. What can you see in each picture?**

35 **2** **Listen to five short conversations. For each question, choose the correct picture (A, B or C).**

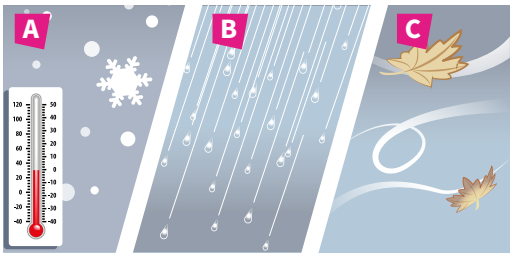
1 What was Bella happy with at the party?



2 Where is Kyle's ticket?



3 What was the weather like?



4 How much was the boy's T-shirt?



5 Where was the girl on Saturday?



WRITING

PREPARE TO WRITE

A description of a party

GET READY Read the text and answer these questions. Whose party was it? Where was it? What time was it? What food was at the party?

I was at my best friend's birthday party last month. Her name's Isabella and the party was at her house on 12th May, from 6 pm to 9 pm. It was a really big party. All her friends and family were there, and we were so excited about it. There was lots of food – pizza, salad and of course cake! It was all really nice. Isabella was nervous before the party, but she was fine when everyone was there. It was a really brilliant evening!

Now underline all the adjectives. Which describe the party and the food, and which describe how the people felt?

Put the adjectives in the correct place in the sentences.

1 There was some food at the party. (nice)
2 There were lots of people at the party. (happy)
3 This is music! (terrible)
4 Jake is a dancer. (brilliant)
5 I like going to parties. (big)

PLAN Make notes about a party you were at. Use the questions in *Get ready* to help you.

WRITE Write a paragraph about the party.

IMPROVE In pairs, read each other's paragraphs. Check for mistakes with *was*/*were* and adjectives. Give your partner two ideas to make their paragraph better. Use your partner's advice and rewrite your paragraph.

LIFE SKILLS COLLABORATION

REACHING AGREEMENT

LIFE SKILLS

Reaching agreement

For two people to agree, you need to:

- listen carefully
- give your opinions calmly and clearly
- try to understand the other person's ideas before you decide what to do.

1 **Read the sentences. Answer the questions.**

Let's agree to disagree.

We can find a 'win–win' solution.

1 What do you think the sentences mean?
2 Which sentence do you prefer? Why?
3 When do you need to make decisions? For example, think about doing a class project, going to an event or watching TV.

2 **Do you ever disagree with friends about these things? How do you reach an agreement?**

What to do at the weekend
What to buy a friend for their birthday
What topic to choose for a school project

3 **Read the problems on Danny's page quickly and write the names on the correct replies. Do you have any problems like these in your life?**

4 **Read the texts again. Which person/people has/have these problems?**

Which person/people …

1 has/have a problem with a friend?
2 has/have a problem with a family member?
3 has/have a problem at school?
4 hasn't/haven't got a lot of time?
5 wants/want to go to the cinema?
6 maybe needs/need to agree to disagree?

5 **Complete the sentences with the highlighted words from the texts.**

1 I don't _____ with the things my friend does in class. She doesn't listen to the teacher.
2 Do you agree or _____ with the idea of going to the cinema?
3 I hope you _____ the film.
4 Can you give me some _____? I don't know what to do.
5 I'm _____. I can't go to the cinema with my friends. My mum and dad want me to stay at home with my little brother.
6 Maybe you don't agree. In that _____, you can make your own plans.

37 **6** **Listen to Lola, Oscar and Daisy talking. What are they planning?**

a They are making plans to go the cinema.
b They are making plans to study for their maths exam together.
c They are making plans for a surprise party.

37 **7** **Listen again and choose the correct words to complete the sentences.**

1 First, they need to decide on a _____ for the party.
a present **b** day
2 They decide to meet on _____.
a Sunday night **b** Saturday afternoon
3 Lola thinks it's a good idea to get a _____.
a basketball shirt **b** notebook
4 Oscar thinks it's a better idea to get a _____.
a T-shirt **b** CD
5 Michael loves _____.
a listening to music **b** going to the cinema
6 They decide to _____.
a get nothing **b** get a CD and a book
7 Oscar wants to _____.
a buy a cake at the shop **b** make a cake
8 Lola needs to _____.
a study **b** help her mum

8 **Are the sentences in the *Useful language* box used for agreeing (A), disagreeing (D) or making suggestions (S)?**

USEFUL LANGUAGE

I disagree *D*
How about a basketball shirt?
I have a better idea.
I agree.
I think a CD is a better idea than a book.
That's an awesome idea!

LIFE SKILLS

Learning Objectives

- The students learn how to reach agreement.
- In the project stage, they plan a party, design an invitation and present their ideas to the class.

Vocabulary

agree disagree enjoy advice unhappy case

BACKGROUND INFORMATION

Advice columns or agony columns are a part of a British newspaper or magazine where letters from readers asking for advice are printed. An agony aunt (or uncle if male) answers these letters giving some advice on how to deal with the situation. Originally, it was generally an older woman who gave the advice (hence *aunt*). The readers' letters are generally anonymous and are often signed using an emotion and the location, e.g. *Miserable, Brighton* or *Confused, Norwich*.

WARMER

Books closed. Do a running dictation with the two sentences in Exercise 1.

- Copy the sentences onto three or four pieces of paper and put them on the classroom walls. Make sure the writing is small enough so that the students can't read it from their desks.
- In pairs, students decide who will be the secretary and the messenger. Give the students enough time to reach an agreement. (The class will discuss this stage at the end of this activity.)
- Tell the messengers they need to stand up and walk to a sentence, memorise it and then walk back to their secretary, who will write it down.
- Allow the pairs enough time to do this and then ask them to check their sentences with the book.
- Ask 'How did you decide on the secretary and the messenger?' 'Did you agree easily?' 'Did one of you have to give in?'

LIFE SKILLS

Reaching agreement

Ask the students to read the information in the box, decide which points they agree with, and compare with a partner.

1 First, ask the students to ask and answer the questions in pairs and then if appropriate, encourage the students to discuss their ideas as a class.

Possible answers

1 Let's agree to disagree: Let's accept that we see things differently.
We can find a 'win–win' solution: We can find an answer that is good for everyone.
2 and 3 Students' own answers

2 Ask the students to read the instructions and the things. Then, allow them some time to think about their own answers before they compare their ideas with a partner.

Answers

Students' own answers

3 Ask the class to look at the text title, the introduction and the photos and ask 'What are you going to read?' (*letters asking for advice and the replies*) Point out that all the letters are about problems with friends. Next, ask the students to read the three letters (1–3) quickly and look at the names of the people who have written the letters (*Bored Best Friend*, *Unhappy Friend*, *Birthday Brother*) and ask 'Why don't they write their real names?' (*so no one knows they wrote it*) Then, ask them to match each letter to its reply and write in the sender's name in the space.

MIXED ABILITY

Ask weaker students to read one letter only and then match it to its reply. Then, for Exercises 4 and 5, pair them up with a stronger student who has read all three letters and can help them with the answers.

Answers

A Birthday Brother B Bored Best Friend C Unhappy Friend

4 Ask the students in pairs to try to answer the questions before they read the letters again. Point out that the question asks *Which person/people …* , so there may be more than one person in each answer.

FAST FINISHERS

In pairs, encourage fast finishers to talk together about whether they agree with Danny's advice and why.

Answers

1 Bored Best Friend / Unhappy Friend 2 Birthday Brother
3 Unhappy Friend 4 Birthday Brother 5 Bored Best Friend
6 Bored Best Friend

36 The Reading text is recorded for students to listen and read.

5 Encourage the students to read through the sentences and try to complete them with a suitable word first. Then, ask them to look at the highlighted words and try to work out the meaning from context before they complete the sentences. If necessary, point out that *agree* is a verb, so we say *I agree* (not *I am agree*), the negative form is *I don't agree* or *I disagree* (not *I'm not agree*) and the question is *Do you agree?* (not *Are you agree?*).

Answers

1 agree 2 disagree 3 enjoy 4 advice 5 unhappy 6 case

Continued on page 62.

37 **6** Before the students listen, ask them to read through the three situations (a–c) in pairs and talk about what the three friends will need to agree on (plans for an event).

Answers

c They are making plans for a surprise party.

37 **7** Ask the students to try to complete the sentences before they listen again. With a weaker class, it may be necessary to play the recording for a third time and pause it after each answer is given.

Answers

1 b 2 b 3 a 4 b 5 a 6 b 7 b 8 b

» AUDIOSCRIPT TB PAGE 147

8 When the students have completed the activity, check that the students say the useful language with the correct intonation by asking them to listen and repeat. If time allows, ask the students to copy the table below into their notebooks and complete it with the useful expressions, e.g.:

Making suggestions	Agreeing	Disagreeing
How about a basketball shirt?	*I agree.*	*I disagree.*

Answers

How about a basketball shirt? S
I have a better idea. D
What do you think? S
I agree. A
I think a CD is a better than a book. S
That's an awesome idea! A

TALKING POINTS

Encourage the students to think of their own answers first before they take turns to ask and answer the questions in small groups.

PROJECT *Planning a surprise party*

Ask the class to read the instructions in bold and ask 'Do you like parties?' 'Have you ever planned a party?' 'Have you ever planned a surprise party?' Ask the students to read through the Think about points first on their own and make notes. Next, organise the students into small groups and ask them to compare their ideas. Encourage them to reach an agreement on each of the points using the language in the *Useful language* box. If necessary, ask them to read the points in the *Life skills* box at the top of page 32 again.

When they have reached an agreement, ask them to design an invitation which includes the necessary information. Remind the students that they will have to reach an agreement here too, e.g. *Who will do the artwork? Who will write the content?* Encourage them to look at each other's invitations, give feedback and make suggestions for improvement.

PROJECT EXTENSION

Tell the class that as a whole, they are going to plan a party or a small event for some of the other classes in the school (for example this could be other classes using the same book). Ask them to read through the Think about points again, decide whether they are going to plan a party or a small event, and to reach an agreement as a class. They will also need to negotiate their party or event with you. If time allows, ask them to design the invitation. If appropriate, allow them to hold the party or event for the other classes.

COOLER

Ask each student to write a problem on a piece of paper. Collect in the problems and hand them out so that each student has a different problem. Organise the students into groups of six and ask them to take turns to share their problems and also to listen and give advice. Encourage the students to use the useful language in Exercise 8 on page 32. At the end of the activity, ask them to talk together about whether the other students are good listeners and whether they give good advice.

Help me, Danny!

36

Send me your problems and I can give my advice.



1

Dear Danny,

I want to go to see a film tonight, but my best friend wants to play basketball. We always play basketball and I'm bored! What can I do?

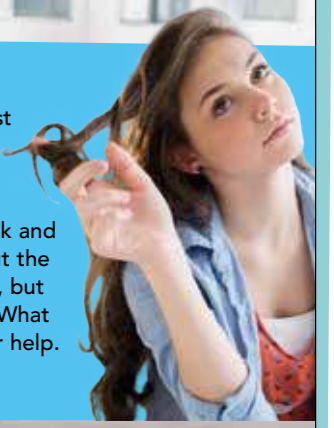
Regards,
Bored Best Friend

2

Dear Danny,

I have a problem. My best friend is often not nice to our maths teacher. She doesn't listen, she never does her homework and she says bad things about the teacher. I tell her to stop, but she gets angry with me. What can I do? Thanks for your help.

Unhappy Friend



A

Dear _____,

It's important for you and your sister to agree because you haven't got a lot of time. Make a list of good things about each present to help you decide. Then go shopping and choose the present together. Try to find a win–win solution.

Enjoy shopping and happy birthday to your brother! Danny

B

Dear _____,

This is often a problem with friends and family. You can talk to your friend and ask to do something different, or you can talk to your friend about how you feel. Maybe agree to disagree. In that case, go to the cinema alone or with another friend.

Good luck! Danny

3

Dear Danny,

It's my brother's birthday at the weekend. My sister wants to buy him a T-shirt, but I want to buy him a book. We have only £15 and only one day to go shopping. What do you think?

Birthday Brother



C

Dear _____,

I think it's a good idea to talk to your friend and tell her to stop. You can tell her that it's important to be good in class and that you don't like what she's doing. Is she finding maths difficult? Does your friend need help studying? Listen carefully to your friend to help her.

Enjoy your lessons at school!

Good luck! Danny

TALKING POINTS

How about YOU? Are you organising a party for someone? Do you normally buy presents for your friends? Do you and your friends always agree? What do you do then?

PROJECT

Planning a surprise party

In small groups, plan a party to surprise a friend.

- Think about:
  - who the party is for
  - when the party is
  - where the party is
  - what food and drink you want
  - what you need to do
  - what you need to buy
  - what music to play
  - what activities you can do at the party
- Design an invitation for your party.
- Present your invitation to the class.

REVIEW 1 UNITS 1–4

VOCABULARY

1 **Match the sports equipment words to the photos.**



ball bat racket stick

Now match the equipment to these sports.

baseball basketball hockey rugby
table tennis tennis volleyball

2 **Put the words into the correct column.**

athletics cereal cheese
classical music cold meat cycling
dessert dinner drums fish
fruit gymnastics keyboard
hip-hop jazz juice opera
piano pop rap rice rock
sailing saxophone snowboarding
soul tomatoes vegetables violin

Food	Music	Sport

3 **Complete the missing word in each sentence.**

1 Please can you p_____ your school bag after breakfast?
2 I want to m_____ a music video with my brother.
3 He likes cooking a_____. He doesn't like cooking with other people.
4 That's a f_____ idea. I think it's really good.
5 Do you always t_____ your bedroom at weekends?
6 My sister is u_____ because she can't come to the party.
7 Bands usually go on t_____ when they make a new album.
8 That's b_____ news about the tennis match. Well done!
9 I always get d_____ before breakfast.
10 My brother doesn't like exams. He always gets very n_____.

GRAMMAR

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

1 I love *talk* / *talking* to my friend and I love *go* / *going* shopping with her too.
2 I *sing* / *am singing* in the school hall on Fridays.
3 The film *was* / *were* very exciting.
4 In my free time, I *usually stay* / *stay usually* at home.
5 That *is* / *was* a very good barbecue last Sunday.

Correct the mistakes in the sentences.

6 I go often with my friends to the cinema.
7 How are you? I write to you to give you some news.
8 The weather amazing last month.
9 I like go to school because I like my teachers.
10 Yesterday is my birthday.

2 **Put the words in order to make questions.**

0 your brothers / what / wake up / do / time / usually / ?
What time do your brothers usually wake up?
1 making / what / you / are / ?
2 mum / the / does / play / guitar / your / ?
3 play / you / Tuesday / do / tennis / every / ?
4 your / you / at the moment / are / doing / homework / ?
5 your / brother / playing / this morning / football / is / ?

3 **Now match the questions to the answers. Then complete the answers with the verb in the correct tense.**

a Yes, she _____ (play) it really well. She _____ (learn) a new song at the moment. It sounds great! ☐
b They *are sleeping* (sleep) at the moment but they usually *wake up* (wake up) at seven. [0]
c Yes, I am. I _____ (do) my maths. It's really difficult! ☐
d No, he's with his friends. They _____ (watch) a film at Tom's house. ☐
e Yes, I do, and I often _____ (play) on Saturdays as well. ☐
f I _____ (make) my breakfast. I usually _____ (have) bread, but today I _____ (have) a bowl of cereal with fruit. ☐

REVIEW 1 UNITS 1–4

Overview

VOCABULARY	Sports; Sports equipment; Daily routines; Food; Music; Music phrases; Adjectives; Emotions
GRAMMAR	Adverbs of frequency; Present continuous and present simple; *like*, *don't like*, *hate*, *love* + *-ing*; Past simple of *be*
LISTENING	Five short conversations
READING	Tamburello
SPEAKING	Asking questions; talking about music

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

Play Pictionary. Begin to draw one of the pieces of equipment from Unit 1 (*bat*, *ball*, *board*, *racket* or *stick*) on the board and encourage the class to guess what it is by asking Is *it a …?* Do the same with all five words and, if time allows, some of the sports. If appropriate, organise the class into teams and award points for the correct answers. If possible, leave the pictures of the sports equipment on the board for Exercise 1.

VOCABULARY

1 Ask the students either to look at the pictures of sports equipment on the board (see Warmer) or in the book and say what they are again before they match them to the words. Also encourage them to say which sports use each piece of equipment before they match them. When they have finished, challenge them to think of some more sports for each sports equipment word.

Answers

A bat B stick C ball D racket
ball: baseball, basketball, hockey, rugby, table tennis, tennis, volleyball
bat: baseball, table tennis
racket: tennis
stick: hockey

2 First, check that the students can pronounce these words correctly by asking them to listen and repeat. Next, do the first two words as a class by asking:

Teacher: *Where does 'athletics' go?*

Student: *It goes with 'Sport'.*

Teacher: *Where does 'cereal' go?*

Encourage the students to continue in pairs by asking and answering questions about each word.

FAST FINISHERS

Invite fast finishers in pairs to play Pictionary with some of the words in this exercise.

Answers

Food: cereal, cheese, cold meat, dessert, dinner, fish, fruit, juice, rice, tomatoes, vegetables
Music: classical music, drums, keyboard, hip-hop, jazz, opera, piano, pop, rap, rock, saxophone, soul, violin
Sport: athletics, cycling, gymnastics, sailing, snowboarding

3 Ask the students to read the whole sentence first and try to think of the missing word before they complete it. Encourage the students to complete as many of the sentences as they can and then allow them to look back at the vocabulary sections in Units 1–4 and find the words.

Answers

1 prepare 2 make 3 alone 4 fantastic 5 tidy 6 upset
7 tour 8 brilliant 9 dressed 10 nervous

GRAMMAR

1 For questions 1–5, encourage the students to read the complete sentence first before they choose the correct answer. In questions 2 and 5, ask them to look at the time expression before they decide on the correct word. For questions 6–10, point out that there is a problem with the verbs in each of these sentences.

Answers

1 talking, going 2 sing 3 was 4 usually stay 5 was
6 I **often go** with my friends to the cinema.
7 How are you? I'**m writing** to you to give you some news.
8 The weather **was** amazing last month.
9 I like **going** to school because I like my teachers.
10 Yesterday **was** my birthday.

2 With a weaker class, it may be necessary to give the students the first word in each question. Correct the questions before the students move on to Exercise 3.

Answers

1 What are you making?
2 Does your mum play the guitar?
3 Do you play tennis every Tuesday?
4 Are you doing your homework at the moment?
5 Is your brother playing football this morning?

3 Ask the students to read the questions in Exercise 2 again and try to think of a suitable answer before they match them to the correct answer (a–f). Remind the students to read through the complete answer first looking at the time expressions before they write the verb.

Answers

a plays, is / 's learning 2 c 'm / am doing 4
d 're /are watching 5 e play 3
f 'm / am making, have, 'm / am having 1

MIXED ABILITY

With very weak students, write the complete questions on the left hand side of the board and the complete answers on the right hand side of the board first and ask them to match them. Next, rub out the questions on the board and ask the students to do the first part of the exercise. Then, invite volunteers to come to the board and write the question next to its correct answer.

LISTENING

38 **1** First, ask the students to read the questions and underline the key words. Then, ask them to look at three pictures and say what is the difference between each one (e.g. 1 A it's 1.30, B it's 2.00 and C it's 2.30) before they listen to the recording. Allow them to listen to each conversation at least twice.

Answers

1 A 2 A 3 C 4 B 5 C

» AUDIOSCRIPT TB PAGE 268

READING

1 First, ask the students in pairs to look at the text title and look at the photo and to predict how you play Tamburello. Pre-teach *tambourine* by asking them to find a picture of a musical instrument near the text and asking 'What is it?' Next, ask them to read the text and check their ideas. Then, ask them to try to answer the questions before they read it again. If time allows, challenge each pair to make up a new sport using a musical instrument.

Answers

1 Italy 2 500 years old 3 six 4 a tambourine 5 13 6 the ball and the points

SPEAKING

1 Ask students to put the words in order to make questions. With a weaker class, encourage the students to find the question word first, e.g. *1 What's, 2 Where* etc. and tell them that this is the first word in each sentence.

Answers

1 What's your name?
2 Where do you live?
3 How old are you?
4 What's your favourite sport?

2 First, encourage the students to look back at Unit 3 and make some notes about music. Put students in pairs to ask and answer the questions.

Answers

Students' own answers

COOLER

Reverse pictionary

Tell the students to take a piece of paper and divide it into four equal parts by folding it into quarters (and then unfolding it again). Ask them to label each part with one of these words: *sport*, *food*, *music* and *emotions* (i.e the vocab areas from Units 1–4). Next, choose some words from Units 1–4, say each word and encourage the students to draw a picture of it under the heading. At the end of the activity, ask the students to compare their drawings in small groups and try to guess what each other has drawn.

Tamburello

39

Tamburello is a sport from the north of Italy. It is a very old sport. The first games were in the 16th century. Players can play the game inside or outside.

It's a team sport and there are usually three players in each team. Players hit the small tennis ball to players in the other team. But they don't use bats or rackets to hit the ball. They use tambourines. Have a look at the photo. Yes, the players have got tambourines in their hands. The Italian word for tambourine is *tamburello*. That's how the sport gets its name.

A player in one team hits the ball over the line to players in the other team. A player in the other team hits it back. When a player doesn't hit the ball or when the ball goes too far, the other team wins a point. There are four points in each game. That's the same as the points in tennis. When players play a match, they usually play 13 games.



LISTENING

38 **1** **Listen to five short conversations. For each question, choose the correct picture.**

1 What time do they agree to meet?

A 

B 

C 

2 Which instrument does Mona need to practise tonight?

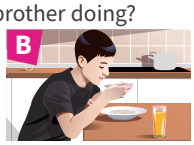
A 

B 

C 

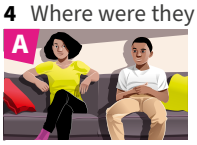
3 What is Finley's brother doing?

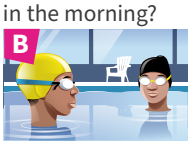
A 

B 

C 

4 Where were they in the morning?

A 

B 

C 

5 What does the girl want to have for dinner?

A 

B 

C 

READING

1 **Read the text and answer the questions.**

1 Which country does the game come from?
2 How old is the game?
3 How many players are there in a game of *tamburello*?
4 What do the players hit the ball with?
5 How many games are there in a *tamburello* match?
6 What two things in *tamburello* are like the game of tennis?

SPEAKING

1 **Put the words in order to make questions.**

1 name / your / what's / ?
2 you / where / live / do / ?
3 old / you / how / are / ?
4 favourite / what's / sport / your / ?

Ask and answer the questions with your partner. Take turns to speak.

2 **In pairs, talk about music. Take turns to speak.**

- Let's talk about music. What kind of music do you listen to?
- When do you listen to music?
- Do you listen to music on your phone?
- Who is your favourite singer / favourite band?
- Tell me something about your singer / band.

5 MOMENTS IN HISTORY

VOCABULARY AND READING

Historical events

1 Look at the photos in the quiz. Can you name any of these people? Do you know, or can you guess, why they are famous?

2 Match the photos to the quiz questions.

3 Complete the quiz questions with the words in the box.

EP

climbed	crossed	died	opened
painted	played	published	received
recorded	travelled		

ABOUT YOU

What famous people do you know from history?
Why are they still famous today?
When and where were they born?

4 In pairs, do the quiz. Choose A, B or C.

Listen and check. 40

5 In pairs, Student A, name a photo. Student B, say what happened.

Student A: *Photo J*
Student B: *Cleopatra died.*





Women in history

















1 Cleopatra, Queen of Egypt and the last pharaoh, _____
A in 180 BCE.
B in 70 BCE.
C in 30 BCE.

2 Marie Curie _____ the Nobel Prize in chemistry
A in December 1911.
B in December 1925.
C in December 1950.

3 Valentina Tereshkova _____ into space
A on 12th August 1961.
B on 3rd April 1962.
C on 16th June 1963.

4 Amelia Earhart _____ the Atlantic Ocean, alone, by plane
A in 1932.
B in 1941.
C in 1950.

5 Coco Chanel _____ her first shop in Deauville, France
A in the 18th century.
B in the 19th century.
C in the 20th century.

6 Frida Kahlo _____ her self-portrait with parrots
A in 1920.
B in 1935.
C in 1941.

7 Serena Williams _____ her first match at Wimbledon
A in 1996.
B in 1998.
C in 2000.

8 Junko Tabei _____ Mount Everest
A on 16th May 1975.
B on 5th April 1977.
C on 12th May 1980.

9 J. K. Rowling _____ her first Harry Potter book
A in March 1985.
B in June 1997.
C in July 2004.

10 Ella Fitzgerald _____ her first song
A in 1928.
B in 1930.
C in 1936.

5 MOMENTS IN HISTORY

Unit Overview

TOPIC	Famous events in history
VOCABULARY	Historical events
AND READING	Women in history
GRAMMAR	Dates with *in* and *on*; Past simple: regular verbs
PRONUNCIATION	Past simple *-ed*
READING	The Great Fire
VOCABULARY	Buildings
LISTENING	An interview about a moment in history
SPEAKING	Giving a presentation about a moment in history

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 79; TB page 134
WORKBOOK: pages 24–27
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 5; Vocabulary worksheet Unit 5
TEST GENERATOR: Unit test 5

BACKGROUND INFORMATION

The years BC (Before Christ) and AD (Anno Domini) are often referred to as BCE (Before Common or Current Era) and CE (Common or Current Era).

Valentina Tereshkova is a Russian astronaut who became the first woman and first civilian to fly in space. In 2013 (at the age of 77), she offered to go on a one-way trip to Mars.

Frida Kahlo (1907–1954) was a Mexican painter. Due to a childhood illness and accident, she had medical problems for the rest of her life. Her portraits and self-portraits often depict her suffering.

Junko Tabei (died 2016 aged 77) was a Japanese mountaineer. She was the first woman to reach the top of Everest and the first woman to climb the 'Seven Summits' (the highest mountains in each of the seven continents).

Ella Fitzgerald (1917–1996) was an American jazz singer. She wanted to be a dancer but began to earn money by singing on the streets in Harlem, New York. She then won first prize ($25) at an amateur singing night at the Apollo Theatre, Harlem and went on to become the 'Queen of Jazz'.

WARMER

If necessary, first remind the students how to say dates correctly by writing some dates on the board and asking them to listen and repeat.

Do a date quiz: Choose five important years and dates in history and dictate them to the class. Check pronunciation by saying them and having students repeat.

Organise the class into teams. Ask each team why the date is important. Award points for the best answers (i.e. those closest to the truth).

ABOUT YOU

Brainstorm a list of famous people from history onto the board. Then, in pairs, encourage the students to ask and answer the questions about the people.

VOCABULARY AND READING

Historical events

1 Ask the class to look at the photos and say what they have in common (*They are all famous women in history*). If the class enjoy competitions, do Exercises 1, 2 and 4 as a class quiz by organising the students into teams of four. Begin by asking the teams to identify the famous people or things in the photos and say what they know about them. Award points for every correct piece of information but do not worry too much about correct sentences in the past tense for now.

Answers

A Coco Chanel B Ella Fitzgerald C Junko Tabei
D Frida Kahlo E Valentina Tereshkova F Amelia Earhart
G J. K. Rowling H Serena Williams I Marie Curie J Cleopatra
Students' own answers

2 Point out that the students should not choose the options A, B, C yet. If appropriate (see Exercise 1), award the teams a point for every correct answer.

Answers

1 J 2 I 3 E 4 F 5 A 6 D 7 H 8 C 9 G 10 B

3 Encourage the students to work in pairs and find the object in sentences 2–10. Then they should think of a suitable verb for each one (e.g. 2 *win + the Nobel Prize*) before they look at the words in the box.

Answers

1 died 2 received 3 travelled 4 crossed 5 opened
6 painted 7 played 8 climbed 9 published 10 recorded

40 **4** Invite pairs to read out their answers. Record these on the board. Then, play the recording for students to hear the correct answers. If appropriate, award one point for each correct answer.

Answers

1 C 2 A 3 C 4 A 5 C 6 C 7 B 8 A 9 B 10 C

AUDIOSCRIPT TB PAGE 146

5 Demonstrate this activity first by asking the students to turn over their books. Say a photo and its letter and encourage the students to give you the correct past event. (See exercise for example.)

Answers

Students' own answers

GRAMMAR Dates with *in* and *on*

1 Books closed. Elicit the sentence about Valentina Tereshkova from the quiz and write it on the board: *Valentina Tereshkova travelled into space on 12th August 1961.*

Ask the students which preposition we use with dates and then to complete the exercise in the book by looking back at the quiz.

Answers

on: on 12th August 1961, on Tuesday
in: in January, in 2004, in the 20th century

2 Put the students in pairs. Student A (book open) reads out a date or a year from the quiz and Student B (book closed) says the event. Then they change roles.

Answers

Students' own answers

Past simple: regular verbs

3 Ask 'Did these events happen now or in the past?' (*in the past*) 'How does the verb change when we use it to talk about the past?' (*verb + -(e)d*). Point out that we call these verbs *regular* verbs because they all end in the same way (verb + *-(e)d*).

Answers

-d and *-ed*

4 Point out that there are spelling rules for the regular verbs and ask the students to tell you the rules: verbs ending in …

consonant → + *-ed*

-e → + *-d*

consonant + *y* → *-ied*

vowel + *y* → + *-ed*

Ask the students to copy the table into their notebooks and complete it.

Answers

climbed: cleaned, cooked, finished, helped, joined, painted, wanted
changed: completed, invited, phoned
carried: copied, studied
stayed: enjoyed, played
stopped: planned, preferred

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 134

5 Point out that students also need to write *in* or *on*. Remind them to check their spelling by looking at the table in Exercise 4.

FAST FINISHERS

Fast finishers rewrite the sentences so that they are true for them, e.g. *I joined the school swimming team in May.*

Answers

1 cooked, on 2 studied, in 3 played, in 4 invited, on

» GRAMMAR WORKSHEET UNIT 5

PRONUNCIATION Past simple *-ed*

41 6 Demonstrate the difference in sound, e.g. *crossed* /ˈkrɒst/ (one syllable) and *recorded* /rɪˈkɔːdɪd/ before the students listen. After they have listened to the answers, ask the students 'When is there an extra syllable?' (*When the final sound is* /t/ *or* /d/.) With a stronger class, show them the three different ways to pronounce the *-ed* ending: /d/ after a voiced sound, /t/ after an unvoiced sound and /ɪd/ after /t/ and /d/.

42 **Answers**

The answers are recorded for the students to check and then repeat.
No extra syllable: cleaned, cooked, copied, enjoyed, finished, helped, joined, phoned, planned, played, preferred, studied
Extra syllable: completed, invited, painted, wanted

7 Ask the students to read each sentence first and decide whether it is in the present or the past. After checking answers, point out that according to the corpus, one of the most common mistakes made by students at this level is writing the verb in the present instead of the past.

Answers

1 watches 2 wanted 3 started 4 enjoyed 5 liked 6 need

8 Point out that the students should write at least six grammatically correct sentences, some of which are false. They should also include the date (*on*), the year (*in*), the month (*on*) or the day (*on*).

Answers

Students' own answers

MIXED ABILITY

Write some sentences together as a class on the board. Erase the verbs and encourage the students to complete the sentences with the correct past simple verb . Finally, ask them to copy and change three to six sentences (depending on ability) so that they are true for them. Either ask a stronger student to check the sentences for grammatical mistakes or check the sentences yourself.

COOLER

Play noughts and crosses. Organise the class into two teams: 0s (noughts) and Xs (crosses). Make sure everyone knows how to play and draw this grid on the board:

dance	play	join
finish	climb	cross
visit	paint	open

In order to win a square, the team needs to pronounce and spell the past simple form of each verb correctly.

GRAMMAR Dates with *in* and *on*

1 **Look at the answers to the quiz again. Complete the rules for *in* and *on*.**

We use *in* / *on* for the date and the day.
_____ *12th August 1961* / _____ *Tuesday.*

We use *in* / *on* for months, years and centuries.
_____ *January* / _____ *2004* / _____ *the 20th century.*

2 **In pairs, test your partner.**

In 1998 — Serena Williams played her first match at Wimbledon.

Past simple: regular verbs

3 **Read the sentences. Look at the letters in purple. What do we add to the verbs to make the past tense?**

Ada Lovelace complete**d** the first computer program in 1842.
NASA's Curiosity Mars Rover land**ed** on Mars on 6th August 2012.

4 **Look at the verbs in the table. Write the past simple forms of the verbs in the box in the correct column.**

~~clean~~ complete cook copy enjoy finish help invite join paint
phone plan play prefer study want

climb → climb**ed**	change → change**d**	carry → carr**ied**	stay → stay**ed**	stop → stop**ped**
cleaned				

» GRAMMAR REFERENCE AND PRACTICE PAGE 79

5 **Now complete the sentences with the past simple form of the verbs and *in* or *on*.**

1 I _____ (cook) dinner _____ Sunday.
2 My mum _____ (study) history at university _____ 2001.
3 My dad _____ (play) for Manchester United _____ September 1988.
4 She _____ (invite) us to her 14th birthday party _____ 8th June.

PRONUNCIATION Past simple *-ed*

6 (41) **Listen to the *-ed* sounds. Sometimes we add another syllable when we say the *-ed* and sometimes we don't.**

Put the verbs from the box in Exercise 4 into the correct column.

finished: *ed* is NOT an extra syllable	waited: *ed* IS an extra syllable

(42) **Listen and check. Then repeat.**

7 **Choose the correct verb forms.**

0 I ~~*like*~~ / *liked* the competition because my sister was in the team.
1 She *watches* / *watched* TV and likes playing on the computer.
2 We really *want* / *wanted* to go to skiing last week, but there wasn't any snow.
3 It *starts* / *started* to rain in the night. It was very noisy.
4 I really *enjoy* / *enjoyed* the weekend. I don't want to go home tomorrow.
5 The film was really great yesterday. I *like* / *liked* it.
6 I *need* / *needed* a new coat. Can we go shopping this afternoon?

8 **Make six sentences about you using the past simple and *in* or *on*. Use the words in the box to help you.**

climb complete cross dance
finish join open paint play
record reveal start visit

This year we started school on 4th September.
I visited China with my family in 2013.

READING

1 **Look at the photos.**

What do you know about London today? How was it different in the 17th century? Discuss your ideas with your partner.

2 **Read the article and check your ideas from Exercise 1. Match the four photos A–D to paragraphs 1–4.**

3 **Choose the correct word to complete the sentences about the Great Fire of London.**

1 London is *bigger* / *smaller* today than it was in the 17th century.
2 The fire started in a bread shop early on *Saturday morning* / *Sunday morning*.
3 A lot of people lived in houses made of *wood* / *stone*.
4 The houses burned *quickly* / *slowly*.
5 5th September was the *first* / *last* day of the fire.
6 The Tower of London is *more than* / *less than* 350 years old.
7 St Paul's Cathedral is a(n) *new* / *old* stone building.

The Great Fire

43







1 Saturday 1st September 1666 was a normal day in London. The city was smaller than it is today, but the little shops were busy and there were lots of people in the streets.

2 Just after midnight that night, something happened in a bread shop in Pudding Lane to change everything. A small fire started in the building. Most people lived in small houses in those days. These houses were very close to each other. The floors at the bottom of the houses were made of stone, but the rest of the houses were made of wood. The fire moved first to the houses and shops on each side of the bread shop, jumping from roof to roof. The buildings started to burn, and the fire travelled quickly from house to house, from shop to shop and from street to street. The fire moved very fast through the buildings and burned for three days, from Sunday 2nd until Wednesday 5th September.

3 After the fire, the buildings made of wood were not there anymore, but many churches and the famous castle, the Tower of London, were still there because they were made of stone.

4 So the people of London decided to make new buildings of stone. You can still see many of those stone buildings from after the fire in London today. One of the most famous is a church. It's called St Paul's Cathedral.



READING

WARMER

Hand out twelve strips of coloured card to groups of three. Ask each group to write one verb from Exercise 8 on page 37 of the Student's Book (*climb*, *complete*, etc.) on the front of each card in large, clear letters, and the past simple of the verb on the back.

Ask them to mix the cards and take four each. They take turns to test the other group members, as follows: *What's the past of climb?* (climbed)

How do you spell it? (c-l-i-m-b-e-d)

Give me a sentence with it! (I climbed a mountain in May.)

NB: Encourage the students to continue to make past simple verb cards as they learn more (and the irregular verbs). This activity can be used to start or finish any class and also given to fast finishers.

1 Books closed. Find out if anyone in the class has been to London and encourage the other students to ask them questions about the city, e.g. *Is it big? What can you see and do there?* Then, ask the students to copy the following table into their notebooks:

	London today	London in the 17th century
Size	*big*	*smaller*
People		
Building		

As a class, begin to complete it together (see examples above). Books open. In groups ask the students to say what they can see in each photo: A St Paul's Cathedral, B an area of London in the past, C the Tower of London, D a fire in London in the past. Then, ask the students to continue completing the table by using the photos to help them.

Answers

Students' own answers

2 Ask the students to read the article title and look at the photos again and say what they think it will be about (*a large fire which destroyed parts of London in 1666*). Point out that the four paragraphs of the text are in order. Ask them to read the four paragraphs quickly and to underline the words that tell them the answer, i.e. 1 1st September 1666, 2 a small fire started, 3 the Tower of London, 4 St Paul's Cathedral.

MIXED ABILITY

Encourage stronger students to work though Exercises 2 and 3 at their own pace. Check their answers. With weaker students ask them to read parts of the text only, e.g. weaker students could read paragraph 2 and very weak students one or two of the shorter paragraphs (1, 3 or 4). Then, ask them to match their text to its photo in Exercise 2, answer the questions they can in Exercise 3, and then share their answers with students who have read different parts.

Answers

1 B 2 D 3 C 4 A

3 If necessary pre-teach *wood* and *stone* by asking the students 'What's the Tower of London made of?' (*stone*) and 'What are trees made of?' or 'What material do we get from trees?' (*wood*) Ask the students to choose the correct word and then find the answers in the article.

Answers

1 bigger 2 Sunday morning 3 wood 4 quickly 5 last
6 more than 7 old

43 The Reading text is recorded for students to listen and read.

VOCABULARY Buildings

1 Check that the students can pronounce each word correctly by asking them to listen and repeat. Then, ask them to say what the words have in common before they do the exercise, i.e. buildings or parts of buildings.

Answers

1 roof 2 palace 3 statue 4 church 5 stairs 6 cathedral 7 square 8 floor 9 castle 10 ceiling

2 Do *castle* and *ceiling* as an open class example.

FAST FINISHERS

Fast finishers play Pictionary where Student A draws a picture of one the words in Exercise 1 and Student B has to say what it is. Then they change roles.

Answers

Places/things in a city: castle, cathedral, church, palace, square, statue
Parts of buildings: ceiling, floor, roof, stairs

3 Students work in small groups, making sure there are stronger students in each group. Encourage the students to ask *How do you say X in English?* and *How do you spell it?* As a class, write the words from each group onto the board in a table and ask the students to copy them into their notebooks.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 5

TALKING POINTS

Encourage the students to take turns to ask and answer the questions giving full answers. Also encourage them to talk about their favourite buildings in their town, to say why they like them, how often they go there, etc.

LISTENING

44 1 Before the students listen, encourage them to look at the photo on the page and ask 'What do you think Janet is going to talk about?' Then, ask them to listen to the interview and check their ideas.

Answers

getting a colour TV

44 2 Encourage the students to read the sentences first and say if they are right or wrong in pairs before they listen again. Ask stronger students to correct the wrong sentences.

Answers

1 × (Janet lived in a flat.) 2 × (There were no computers or mobile phones.) 3 ✓ 4 × (Janet's dad went to the shop to buy a colour television.) 5 ✓ 6 ✓

» AUDIOSCRIPT TB PAGES 146-147

SPEAKING

1 Explain that each pair is going to give a presentation to the class on a moment in history. Brainstorm a list of historical events from the students' country onto the board. Encourage the students to say which have been the most important and elicit some key information about each one.

Encourage each pair of students to choose one moment in history. Ask them to read through the four questions and prepare to give a short presentation to the class about their event. They could prepare either by writing notes, or by answering the questions in full sentences. With a stronger class, encourage the students to prepare a presentation using a program (PowerPoint, Prezi, Google Slides, etc.) to illustrate their talk.

Answers

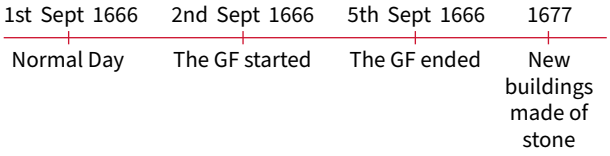
Students' own answers

2 Students give their talks to the class. Encourage the class to listen to the presentations and answer the questions in Exercise 1.

Answers

Students' own answers

3 Draw a timeline on the board and invite some students to put the events of the Great Fire on it (see below). They should then draw a similar timeline for their event. They could use an age appropriate program to create an online timeline (search for 'online timeline').



Answers

Students' own answers

COOLER

Read out four sentences about the events in this unit but include some false information in each one (see below). Ask the students to listen carefully and to correct the sentences.

In small groups, the students write some more sentences (with some false information) about the facts in this unit.

Reorganise the groups. Group members take turns to read out their sentences and the others have to correct them. For example:

Cleopatra won the Nobel Prize in Chemistry. (Marie Curie)

Amelia Earhart crossed the Atlantic by ship. (plane)

The Great Fire started in Manchester in 1666. (London)

After the fire, the people of London decided to make St Paul's Cathedral out of wood. (stone)

VOCABULARY Buildings

1 **Match the words in the box to the meanings.**

EP

castle cathedral ceiling
church floor palace roof
square stairs statue

1 This is on the top of a building and keeps out the sun and the rain.
2 Someone important or rich, like a king or queen, lives in this very large house.
3 This is a model of a person or an animal, made of wood or stone.
4 This is a building that Christians use.
5 You use these to go up or down to another part of a building.
6 This is a very large building that Christians use.
7 This is an open space in the centre of a town .
8 We walk on this part of a room.
9 This old stone building has large walls and towers.
10 This part of a room is above our heads.

2 **Complete the table with the words from Exercise 1.**

Places / things in a city	Parts of buildings

3 **Add other words that you know to the table.**

TALKING POINTS

Which of the places or things in a city in Exercise 1 are in your town?
Which buildings are made of stone?
Which buildings are made of wood?
Which do you think is better, a building made of stone or a building made of wood? Why?

LISTENING

44 **1** **Listen to the radio programme *Living History – I was there!***

Dave Brown is talking to Janet about a moment in history she remembers. What moment does Janet remember?

44 **2** **Listen again. Are the sentences right (✓) or wrong (x)?**

1 Janet lived with her family in a house in Manchester.
2 There were computers but no mobile phones in the 1960s.
3 Black and white televisions only show black and white pictures.
4 Janet's dad telephoned the shop to buy a colour television.
5 Her dad and uncle carried it to the flat.
6 The first programme they watched in colour was sport.

SPEAKING

1 **Work in small groups. The Great Fire of London was an important moment in British history. Think of/find out about an important moment in the history of your country.**

Talk about it and prepare a presentation. Use these questions to help you.

- What's the important moment?
- When was it?
- What happened?
- Why was it important?

2 **Tell the class about your moment in history.**

Our important moment from history is _____.

It happened on (date) in (place).

These are some of the things that happened. There was … and then …

It was an important moment because …

3 **In your groups, draw a timeline and put your events on the timeline.**



6 WHAT A GREAT JOB!

ABOUT YOU

03 **Watch the video and answer the questions about you.**

What job do you want to do when you're older? Why?
What job don't you want to do? Why not?



VOCABULARY AND READING

Jobs

1 **Match the photos A–P to the words in the box.**

EP

actor artist cook dentist
engineer factory worker farmer
manager mechanic model nurse
photographer pilot police officer
shop assistant sports coach

45 **Listen and check. Then repeat.**

2 **Choose five of the jobs and write what the person does. Then work in small groups. Say your sentences and see if the other students can guess the job.**

A: *This person helps you when you want to buy something.*
B: *Is it a shop assistant?*

3 **In groups, look at the adjectives in the box and discuss which jobs they apply to.**

boring	difficult	easy	fun	interesting

PRONUNCIATION Three-syllable words

46 **4** **Listen and repeat the words. Then put them into the correct column in the table.**

~~afternoon~~ ~~assistant~~ difficult
engineer expensive interesting
manager mechanic understand

Ooo	oOo	ooO
	assistant	*afternoon*

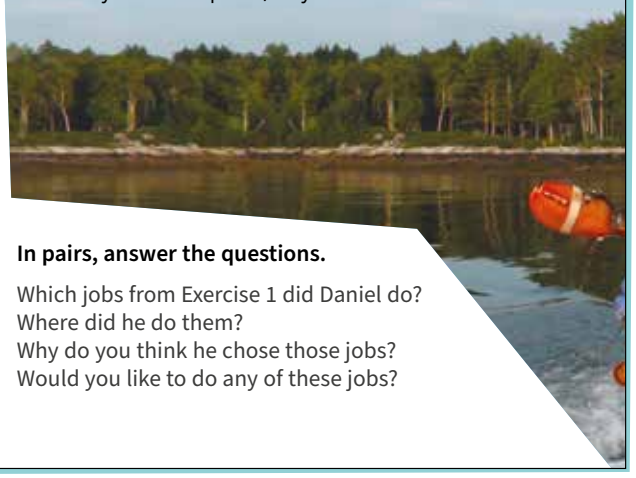
5 **Look at the title of the article and the photo. What do you think the article is about? Read it once to check your ideas.**

50 weeks, states, different jobs

When Daniel Seddiqui was 26, he travelled around the USA for a year. He visited all 50 states and worked for a week in each one. He didn't use buses or planes – he travelled by car from job to job. He earned money for every job he did, but hotels were too expensive for him. He usually stayed in his boss's home, or with one of the other workers. 'People were very good to me,' says Daniel. 'They looked after me really well.'

But why did Daniel do this? And did he enjoy it? 'Yes, I did! I wanted to travel and learn about my country,' he says. 'And I wanted to try lots of different jobs.' Things weren't always easy for Daniel. In week 7, he worked as a farmer in Nebraska. 'The days were long, and I got really dirty,' he says. In week 38, he was a cook in a fish restaurant in Maryland. 'That was really hard! Often I didn't even have time to get a drink of water.'

Other jobs were fun. He worked in a theme park in Florida and as a model in North Carolina. He was a football coach in Alabama. In Alaska, he was a photographer. 'That was great. Alaska is a very beautiful place,' says Daniel.



6 **In pairs, answer the questions.**

Which jobs from Exercise 1 did Daniel do?
Where did he do them?
Why do you think he chose those jobs?
Would you like to do any of these jobs?

6 WHAT A GREAT JOB!

Unit Overview

TOPIC	Work and work experience
VOCABULARY	Jobs
AND READING	50 weeks, 50 states, 50 different jobs
PRONUNCIATION	Three-syllable words
GRAMMAR	Past simple: negatives and questions
READING	Students at work!
VOCABULARY	Work
LISTENING	A conversation about work experience
WRITING	A paragraph about work

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 80; TB page 134
WORKBOOK: pages 28–31
VIDEO AND VIDEO WORKSHEET: Jobs
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 6; Vocabulary worksheet Unit 6
TEST GENERATOR: Unit test 6

WARMER

Write the unit title *What a great job!* on the board. Challenge the students in small groups to think of a job beginning with each of the letters in the title. Write the jobs onto the board and leave this list on the board for Exercise 1.

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. After the students have completed the video activities they can answer the questions.

VOCABULARY AND READING

Jobs

1 Ask the students to look at the photos first and see how many they can match to the words on the board (see Warmer).

45 **Answers**

The answers are recorded for the students to check and then repeat.
A photographer B cook C factory worker D actor
E police officer F dentist G sports coach H artist I engineer
J farmer K shop assistant L mechanic M manager N nurse
O pilot P model

2 Books closed. Demonstrate this exercise as a class first: read out the example A in the book (*This person helps you when you want to buy something*) and ask the students to guess who it is by asking an appropriate question (e.g *Is it a shop assistant?*).

Answers

Students' own answers

3 Demonstrate the activity with a stronger student first. If necessary, write the dialogue on the board for students to use as a model.

Answers

Students' own answers

PRONUNCIATION Three-syllable words

4 Ask the students to listen and repeat first. Then, ask them to look at the columns and ask 'What do the column headings mean?' (*the larger O shows the stressed syllable in each word*). With a weaker class, point out that there are three words in each column. With a stronger class, ask them to find silent letters in two of the words, i.e. the *e* in *interesting* and the *h* in *mechanic.*

46 **Audioscript**

The words are recorded for the students to listen and repeat.
afternoon, assistant, difficult, engineer, expensive, interesting, manager, mechanic, understand

Answers

Ooo	oOo	ooO
difficult interesting manager	assistant expensive mechanic	afternoon engineer understand

5 If the class is slow to come up with ideas, ask them to also read the first line of the article and ask 'How long was Daniel in the USA?' (*a year = approx 50 weeks*); 'How many states are there in the USA?' (*50*); and 'How many different jobs do you think he did?' (*50*). Then ask the students to read the text and underline the jobs he did.

Answers

Students' own answers

6 Ask the students to check their answers to the first two questions by reading the text again. Ask them to add any new jobs to the box in Exercise 1, e.g. *wedding planner*.

Answers

farmer (Nebraska), cook (Maryland), model (North Carolina), sports coach (Alabama), photographer (Alaska), mechanic (Detroit), factory worker (Pennsylvania), (oil) engineer (Texas)
Students' own answers

47 The Reading text is recorded for students to listen and read.

GRAMMAR Past simple: negatives and questions

1 Ask the students to look at the table and say what it shows. Ask them to find more examples of these forms in the text. Elicit how we form the negative, question and short answers. Check understanding, e.g. 'Do we use *did* for *he/she/it*?' 'What form of the verb do we use after *did*?'

Answers

didn't
did
did, didn't

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 134

2 Ask the students to read the questions first and think about a suitable answer before they match them to the answers (a–f). Encourage stronger students to write complete answers, e.g. c *He visited 50 states.*

Answers

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

3 Ask the students to read the sentences quickly and put a tick next to the true ones first. Then, point out that they need to follow the example, i.e. a sentence in the negative followed by a sentence in the affirmative. Make sure they use the infinitive after *didn't* and not the past simple. Remind them to check their spelling.

Possible answers

1 I didn't finish my homework at 6 pm. I finished it at 7 pm.
2 I didn't cook the dinner on Saturday. My dad cooked it.
3 I didn't text ten friends yesterday. I texted five.
4 I didn't paint a picture last week. I painted a picture last month.
5 I didn't climb a mountain during my last holiday. I rode a horse.
6 I didn't watch a film on TV last night. I played football.

4 Point out all the sentences are in the past simple and that they need to find one mistake with the verb in each sentence.

Answers

1 Did you **enjoy** yourself on holiday?
2 Tom **didn't** talk to me for very long at the party.
3 I didn't **finish** the history homework before the lesson.
4 I really **didn't** want to go to my dancing class yesterday.
5 Did you **remember** my birthday?

5 Encourage the students to give full answers (with verbs in the past). With a stronger class, ask them to ask follow-up questions, e.g. *Did you enjoy the lesson? Did you do your homework?*

MIXED ABILITY

Make the questions together as a class by nominating stronger students to come to the board and write up the questions. Pair up a stronger student with a weaker student. Ask the weaker students to ask the questions first so that the stronger student models some good answers.

FAST FINISHERS

Ask the fast finishers to write some more questions. When the others have finished, put the students into small groups with a fast finisher in each group. The fast finisher asks their new questions.

Answers

1 Did you play any sport last week?
2 Did you visit anywhere interesting last month?
3 Which school clubs did you join last year?
4 Did you answer a question in your last lesson?
5 What date did you start school this year?
6 When did you last travel to another country?

» GRAMMAR WORKSHEET UNIT 6

COOLER

The students play *What's my job?* in small groups. Demonstrate this activity: choose one of the jobs on pages 40–41 and tell the students they have to guess your job. They do this by asking a maximum of eight questions where the answer is *yes* or *no*, e.g. *Do you work in an office? Do you get dirty?*



47

Some more of Daniel's jobs

- Wedding planner, Las Vegas
- Mechanic, Detroit
- Factory worker, Pennsylvania
- Oil engineer, Texas
- Cheesemaker, Wisconsin
- Sugar maker, Vermont
- Fisherman, Maine



GRAMMAR Past simple: negatives and questions

1 **Look at the examples in the table and complete the rules with *did* and *didn't*.**

Negatives	Questions	Short answers
He didn't use buses or planes. I didn't even have time to get a drink of water.	Why did Daniel do this? Did he enjoy it?	Yes, he did No, he didn't.

We use _____ and the main verb in the infinitive in negative sentences.
We use _____ and the main verb in the infinitive in questions.
We use _____ or _____ and leave out the main verb in short answers.

GRAMMAR REFERENCE AND PRACTICE PAGE 80

2 **Match the questions to the answers.**

1 How many states did Daniel visit?
2 How did Daniel travel from job to job?
3 Why did Daniel stay in people's homes?
4 Did Daniel like being a farmer in Nebraska?
5 Did Daniel work at a theme park in Florida?
6 What did Daniel do in Alaska?

a Because hotels were too expensive.
b He worked as a photographer.
c 50
d By car.
e No, he didn't.
f Yes, he did.

3 **Tick (✓) the sentences that are true for you. Correct the ones that are wrong.**

0 I travelled to school by bus today.
I didn't travel to school by bus today. I walked to school.
1 I finished my homework at 6 pm last night.
2 I cooked the dinner on Saturday.
3 I texted ten friends yesterday.
4 I painted a picture last week.
5 I climbed a mountain during my last holiday.
6 I watched a film on TV last night.

4 **Find and correct the mistakes with the past simple.**

1 Did you enjoyed yourself on holiday?
2 Tom don't talk to me for very long at the party.
3 I didn't finished the history homework before the lesson.
4 I really don't want to go to my dancing class yesterday.
5 Did you remembered my birthday?

5 **Make questions. Then ask and answer with a partner.**

0 What / learn about in the last lesson?
What did you learn about in the last lesson?
1 /play any sport last week?
2 /visit anywhere interesting last month?
3 Which school clubs / join last year?
4 /answer a question in your last lesson?
5 What date / start school this year?
6 When / last travel to another country?

READING

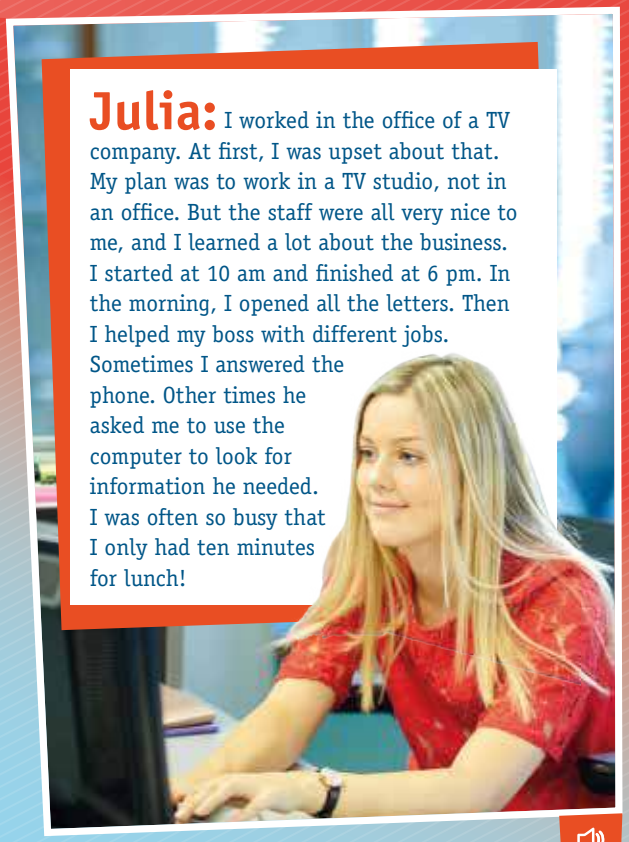
1 Read the article quickly. Where did Nina and Julia do work experience?

STUDENTS AT WORK!

Nina and Julia are 14 years old and go to school in London. But they weren't at school last week – they were doing work experience. This is when young people spend a few days doing a job. They don't earn money, but they work hard and learn about the world of work. Nina's job was in a café and Julia worked for a TV company. We asked them to tell us all about it.



Nina: I was really happy about working in a café, because I'd like to be a cook one day. But I didn't do any cooking at all. Instead I served food and drinks to the customers, cleaned the tables and washed the floor. The café opened at 7 am and closed at 6 pm, but my working hours were 6 am to 2 pm. The staff were friendly, but we didn't have much time for talking. We were all really busy!



Julia: I worked in the office of a TV company. At first, I was upset about that. My plan was to work in a TV studio, not in an office. But the staff were all very nice to me, and I learned a lot about the business. I started at 10 am and finished at 6 pm. In the morning, I opened all the letters. Then I helped my boss with different jobs. Sometimes I answered the phone. Other times he asked me to use the computer to look for information he needed. I was often so busy that I only had ten minutes for lunch!

48

2 For each question, choose the correct answer.

1 From the introduction we learn that Nina and Julia
A enjoyed their jobs. **B** worked in different places. **C** were sorry to go back to school.

2 What kind of work did Nina want to do at the café?
A cleaning **B** cooking **C** serving food

3 What does Nina say about her working day?
A It was very long. **B** It started too early. **C** There was a lot for her to do.

4 Why was Julia upset in the beginning?
A She didn't want to work in an office. **B** She didn't like the people she worked with. **C** She didn't know anything about the TV business.

5 Julia often didn't have much time to
A eat her midday meal.
B answer the phone.
C speak to her boss.

TALKING POINTS

What do you think about students doing work experience? Is it a good idea? Why? / Why not? What sort of work experience would you like to do?

READING

WARMER

Challenge the students to tell you as much as they can remember about Daniel Seddiqui (page 40). If appropriate, award points for correct information in the past. Then, write the following on the board (Exercise 2 page 41) and ask the students to make full questions in the past simple:

1 How many states / Daniel visit?
2 How / Daniel travel from job to job?
3 Why / Daniel / stay in people's homes?
4 Daniel / like being a farmer in Nebraska?
5 Daniel / work at a theme park in Florida?
6 What / Daniel do in Alaska?

Then, ask the students to ask and answer the questions in pairs. If necessary, allow them to look at the text again.

BACKGROUND INFORMATION

In the UK, students in their fourth year of secondary school (aged 14–15 years old) often do work experience for one or two weeks. In some schools, they are expected to find their own placements so that they take on some responsibility, they choose something they want to do, and they gain experience in looking for and applying for a job. In some schools, younger students spend one or two days at the workplace of a parent or family friend.

1 First, ask the class to look at the photos of Nina and Julia (*without* reading the text) and say how old they are and what they are doing. Tell the students that Nina and Julia are doing work experience (see Background information). Invite a brief discussion by asking 'Do students do work experience in your country?' 'Do you know anyone who has done work experience?' ('Where did they work?' 'What did they do?' 'Did they enjoy it?') 'What are the good (and bad) things about doing it?' Then, ask them to read the text quickly to find out where they did their work experience.

48

Answers

The Reading text is recorded for students to listen and check their answers.
Nina – a café
Julia – an office of a TV company

2 Tell the students to read the question or sentence beginning first and underline the key words. Next, tell them to look for the answers in the text without reading the options (A–C). Then, they should read the options (A–C) and decide which one best matches the answer. Do the first question as an open class example. If the students struggle to find the correct answer, ask 'After reading the introduction, do you know if they enjoyed their jobs? (*no*) 'Do you know if they were sorry to go back to school?' (*no*) 'Do you know if they did different jobs?' (*yes*)

MIXED ABILITY

Allow the stronger students to find the answers for themselves. Give weaker students a few minutes to read the text and help them with any vocabulary. Then, pair up a stronger student (who has finished) with a weaker student. Ask the stronger student to give their weaker partner two options only, e.g. 1 A or B, 2 B or C. They then help their partner to find the words in the text which give each answer.

Answers

1 B 2 B 3 C 4 A 5 A

TALKING POINTS

As a class, first invite a brief class discussion on whether the students would prefer to work in a café like Nina or work in an office like Julia. Encourage them to say why. Next, ask them to ask and answer the questions in small groups.

VOCABULARY Work

1 Ask the students to find and underline the words in the box in the text, decide whether each one is a verb, noun or adjective, and try to work out the meaning from context before they read the sentences.

Answers

1 busy 2 customers 3 boss 4 staff 5 office 6 earn

FAST FINISHERS

Ask fast finishers to continue onto Exercise 2. When they have finished Exercise 2, they write a sentence with each of the words in the box. When the others are ready, they read their sentence to the class without the word and the others have to guess the word, e.g. *I'm … , because I'm helping my mum today.* (busy)

2 Remind the students to write their sentences in the past simple.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 6

LISTENING

49 1 Ask the students to read the task, look at the example (0) and say where Joe worked last week (in a museum shop). Encourage them to say what the other two pictures represent. Next, ask the students to look at the three pictures (A, B and C) for each question (1–4) and try to say what the possible options are. For example:

1 He … **A** helped customers **B** cleaned **C** put things on the shelves

Play the recording at least twice.

Answers

1 A 2 B 3 B 4 C

» AUDIOSCRIPT TB PAGE 147

2 Elicit when we use the expressions in the box (to react to news). Ask the students to say which we use to react to positive news, which we use to react to negative news, and which we use to show surprise.

50 **Audioscript**

The phrases are recorded for students to listen and repeat.

That's brilliant. Congratulations! Wow! Oh no! That sounds boring. Really?

3 Point out that the students can use the phrases in Exercise 1 but should replace *he* with *you* for their conversation. Demonstrate with a strong student first by continuing the example.

Answers

Students' own answers

WRITING

PREPARE TO WRITE
A paragraph about work

GET READY Ask the students to circle three examples of full stops, capital letters and apostrophes in the article about Nina and Julia. Before they read the rules in the box, ask them to say when we use each one. Then, ask them to say in what ways punctuation is different in English from their own language.

Advise the students to separate the paragraph into separate sentences with full stops and capital letters before they try to add the rest of the punctuation.

Answers

My friend Sarah's got a job in a café in the centre of town. The café's called The Silver Fish and the manager's name is Bill. On Saturday, Sarah started at 9.00 am. She cleaned the floors and served customers. After that she helped the cook make soup. It was really busy but Sarah enjoyed the day.

PLAN With a weaker class, brainstorm some questions as a class onto the board (see below) and ask them to copy them into their notebooks; e.g.

Where did you work?

How did you travel to work?

What time did you start?

What time did you finish?

Who did you do it with?

Did you enjoy it?

Encourage the students to interview somebody who works in the school, at home, in their sports or music club, etc. and to make notes.

WRITE Remind the students to use the past simple to describe the day. Encourage stronger students to write more words.

IMPROVE Remind students to check that the paragraph is written in the past and that the use of full stops, capital letters and apostrophes is correct.

COOLER

Read out three sentences about yourself to the class and encourage the students to react using the phrases in Listening Exercise 2. For example:

Teacher: *I cleaned the house yesterday.*

Class: *Oh no! That sounds boring.*

Now ask the students to write three true or made up sentences in the past simple about what they did recently. In groups, they read them to each other and react appropriately.

VOCABULARY Work

1 EP **Look at the article and find the words in the box. Then match them to sentences 1–6.**

boss busy customers earn
office staff

1 This means you're working hard and have lots to do.
2 These people buy things in shops or cafés.
3 When you have a job, this person tells you what to do.
4 These people work for a business.
5 There are usually desks, phones and computers in this place.
6 This means 'get money for doing work'.

2 **Write five sentences about Julia and Nina using the words in Exercise 1. In pairs, read your sentences. Say *Right*, *Wrong* or *We don't know!* to your partner's sentences.**

Julia and Nina earned lots of money. — Wrong
Julia's boss was friendly. — We don't know!

LISTENING

49 **1** **Listen to Joe talking about the job he did last week. Tick (✓) the correct picture (A, B or C).**

0 Where did he work?



1 What did he do?



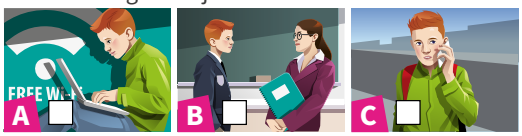
2 What time did he start?



3 How did he travel to work?



4 How did he get the job?



50 **2** **Listen and repeat.**

That's brilliant! Congratulations! Wow!
Oh no! That sounds boring. Really?

3 **Work with a partner. One of you is Joe and the other is Joe's friend. Use phrases in Exercise 2 to make a conversation.**

Where did you work?
I worked in the museum.
Wow! That's brilliant.

WRITING

PREPARE TO WRITE

A paragraph about work

GET READY Look at the article about Nina and Julia's work experience on page 42. Find examples of full stops (.), capital letters (A, B, C) and apostrophes (').

Full stops – These are at the end of a sentence.

Capital letters – Use these after a full stop. Also use them for names, days of the week and months, and for the word 'I'.

Apostrophes – These are for contractions (*I've got*) and for possessives (*Jane's dog*).

Read the paragraph about a teenager's day at work. Add full stops, capital letters and apostrophes.

My friend sarahs got a job in a café in the centre of town the cafés called the silver fish and the managers name is bill on saturday, sarah started at 9.00 am she cleaned the floors and served customers after that she helped the cook make soup it was really busy but sarah enjoyed the day

PLAN Talk to someone you know who has a job. Ask them about what they did one day last week. Make notes using some or all of these verbs:

close enjoy finish open start
stop travel use work

WRITE Write a paragraph about the person's day. Write about 50 words.

IMPROVE In pairs, read your paragraph and your partner's. Check for mistakes with punctuation.

CULTURE

SATURDAY JOBS

FACTFILE Saturday jobs

In English-speaking countries, many teenagers have Saturday jobs.
Having a Saturday job helps teenagers:

- ★ plan their time
- ★ meet new people
- ★ make some pocket money
- ★ learn new skills
- ★ learn the value of money



1

JOB OFFER – Saturday mornings

Do you like animals? Do you like nature? Do you like walking? Do you want to earn some pocket money? Well, dog-walking is your dream job. And we pay well.

A small, family company is looking for young people to help walk dogs.

WHEN: 2 hours on Saturday mornings
THE JOB: Walk 2–3 small dogs
WHERE: Local parks

For more information, visit our *Doggie Walks* website.



1 **Look at the photos. In pairs, discuss the questions.**

1 What are the two jobs in the photos?
2 Do teenagers work for pocket money where you live? What jobs do they do?
3 What are some good things about being a dog-walker or doing a paper round?

2 **Read the job offers. In pairs, discuss which one you think is the best.**

3 **Match the photos A and B to two of the job offers 1–3.**

4 **Read the job offers in Exercise 2 again. Answer the questions.**

1 How many hours a week is the dog-walking job?
2 Is the dog-walking job for a company?
3 Where is the Saturday afternoon job?
4 How can you get more information about the Saturday afternoon job?
5 When is the paper round job?
6 Where do you take the newspapers on the paper round?

5 **Complete the sentences with the highlighted words in the job offers in Exercise 2.**

JOB OFFER – Saturday mornings	You can earn some [1] _____. You need to [2] _____ 2–3 small dogs.
Help Wanted – Saturday afternoons	You are [3] _____ for plants, pets and small jobs. You need to [4] _____ the cats.
Extra pocket money?	The job is doing a [5] _____. You need to be [6] _____.

CULTURE

Learning Objectives

- The students learn about Saturday jobs for teenagers.
- In the project stage, they design their own job offer, apply for one of the jobs and choose the best person.

Vocabulary

pocket money walk responsible feed paper round healthy

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: Summer camp

BACKGROUND INFORMATION

The Universal Declaration of Human Rights states that children should be protected from doing any work which prevents them from receiving free primary education and that every country should establish an appropriate minimum age and regulate the hours and conditions. In the USA, you need to be 14 and you may not work more than three hours a day and 18 hours a week during the school year. In Europe, the minimum age is 13 and the work cannot be harmful to the safety, health or development of the child, nor should it prevent them from attending school and participating actively. In the UK, research has shown that people who do not have part-time jobs as teenagers may not be well-prepared to take on full-time work; however, the number of teenagers taking on part-time jobs is falling. Some experts suggest this is because of the pressure to do well at school in order to get a good job in the future. Others say this is also due to a change in our habits; more people read the news online so there is less demand for children to do paper rounds.

WARMER

Revise the jobs from Unit 6 by writing these anagrams on the board (answers given in brackets). The first letter of each word is a capital: cAtro (actor), rttiAs (artist), kCoo (cook), heraPootgprh (photographer), cChoa (coach), leMdo (model), hSop ssttanAsi (shop assistant), eNrus (nurse)

Then, say 'A student in your country wants to earn some extra money while they are studying. Which of these jobs can they do?' Invite a brief classroom discussion and then ask 'Can you think of any more jobs they can do?' (e.g. *look after children, work in a café, bar or restaurant*)

1 Pre-teach *pocket money* by asking 'What do you call the money your parents give to you?' Next, ask the pairs to describe what they can see in each photo. If necessary, point out that A is a dog-walker (someone who walks dogs) and B is doing a paper round (delivering newspapers to houses). Then, ask the students to take turns to ask and answer the questions.

Answers

1 dog walking and delivering newspapers
2 Students' own answers
3 You can earn money and get exercise.

2 Ask the students to read the three offers, decide which they like best and then quickly discuss their choice with a partner. In *Talking points*, the students will talk in small groups about which job they prefer.

MIXED ABILITY

Ask very weak students to read the dog-walking job offer only (Text 1). In Exercise 3, ask them to find the photo which goes with the offer they read and in Exercise 4, encourage them to answer questions 1 and 2 only.

Answers

Students' own answers

3 Point out that there are three job offers but only two photos of jobs.

Answers

1 A dog walking 3 B a paper round

4 Ask the students to try to answer the questions before they read the job offers again.

Answers

1 two hours 2 yes 3 in a house 4 by emailing the small company 5 Monday–Saturday mornings 6 to people's homes and offices

5 First, ask the students in pairs to read through the sentences and try to complete them with a suitable word. Next, ask the students to look at the highlighted words in the job offers again and try to guess the meaning of each one from context. Then, ask them to complete the sentences with these words.

FAST FINISHERS

Allow fast finishers to work through Exercises 2–5 at their own pace. Then, in pairs, encourage them to take turns to choose a job offer and persuade their partner that they are the best person for the job.

Answers

1 pocket money 2 walk 3 responsible 4 feed
5 paper round 6 healthy

52 **6** First, ask the students in pairs to describe what they can see in each photo. Next, before the students listen, make sure they understand what they have to do, i.e. choose the correct photo for each sentence (1 and 2).

Answers

1 dog walking 2 piano class

52 **7** Ask the students to try to decide if the sentences are right or wrong before they listen again. Encourage stronger students to correct the wrong sentences. If necessary play the recording for a third time for weaker students.

Answers

1 ✗ (She has piano lessons on Saturday mornings.)
2 ✗ (Mrs Wilson needs someone to help in the garden.) 3 ✓
4 ✓ 5 ✗ (Daniel's son walks dogs in the park.) 6 ✓

» AUDIOSCRIPT TB PAGE 147

TALKING POINTS

Ask the students to look at the choice they made in Exercise 2 and the reasons they wrote down. Point out that they can change their mind if they want, but they may need to rewrite their reasons. Then, in small groups, encourage them to compare their ideas and give their reasons why they'd like (and wouldn't like) to do the jobs on offer.

Alternatively, organise the students into groups of three, where Student A has to argue that job offer 1 is the best, Student B argues for job offer 2 and Student C argues for job offer 3. Give the students a little time to prepare their arguments and then encourage them to discuss their ideas.

PROJECT *A job offer*

Ask the students to look again at the three job offers in this lesson in pairs, think about what other information they'd like to know about each one, and write down some questions, e.g. *Doggie Walks – What do I do if the weather is bad? Help wanted – What are the other small jobs? Paper Round – Do I need to do the paper round by bike?*

Next, ask the students to read the instructions in bold. Check that they have understood them by asking 'What do you need to think of?' 'What do you need to write?' If you did the Warmer activity, ask 'Which of those jobs would be suitable for a Saturday job for a teenager?' and/or 'Can you think of any more suitable jobs?' Write a list on the board.

In small groups, ask the students to choose one of the jobs on the board and make notes under the headings (what the job is, experience, etc.) in their notebooks. Encourage the students to produce a neat copy of their job offer. They could either do this by hand or as a slide for a presentation program. Point out that they can look at the three job offers in this unit for ideas.

Tell the groups they are going to need to find a person to do their job, so they should write four or five interview questions. Display the job offers (either on the classroom walls or use a presentation program to project them). Ask the students to look at each offer and write down one or two questions they'd like to ask about each one. Encourage them to look at the questions they wrote in preparation for this project to help them.

Reorganise the students into new groups so that they are working with people who wrote different adverts. Encourage them to take turns to interview each other for their jobs. The interviewee should also ask the questions they wrote to ask for more information.

Ask the students to return to their original groups, talk about who they interviewed for the job, their answers and then decide who the best person for the job is and why. Encourage the groups to report back to the class.

PROJECT EXTENSION

Extend the project before the stage where students write interview questions: ask the students to choose one of the class job offers, write a brief CV (Curriculum Vitae) and also write an email to apply for the job. Give the students a model CV to copy from and also a model email which applies for the job and asks for more information. Then, ask the groups to interview those students who have applied for their job.

04 **CULTURE VIDEO: Summer camp**

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

COOLER

Write *Advantages* and *Disadvantages* in two columns on the board and encourage the students to make a list of advantages and disadvantages of young people working part-time. For example, *advantages: you have money to buy things; disadvantages: no time to study.*

2

HELP WANTED –

Saturday afternoons

Are you free on Saturday afternoons over the school holidays? Do you want to earn some pocket money?

We are looking for a responsible person to help us at home on Saturday afternoons.

WHEN: 3–4 hours on Saturday afternoons

THE JOB:

- water house plants
- do simple garden jobs
- feed two cats
- clean bird cage
- help with small jobs around the house

For more information, send an email and tell us about you.

3

EXTRA POCKET MONEY? DO A PAPER ROUND!

A small company is looking for young people aged 13–14 to do paper rounds.

WHEN: Monday to Saturdays. 1–2 hours in the morning.

THE JOB:

- you need to take newspapers to people's homes and offices
- you need to be healthy
- it helps to have a bicycle
- you need to get up early in the morning
- you need to be responsible and leave newspapers on time

For more information about the job and the pay, send us an email and tell us about you and your experience.

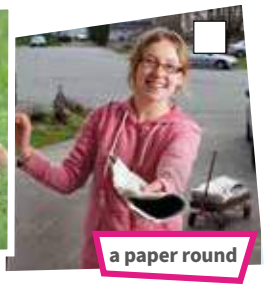
51

52 **6 Listen to Olivia and her dad talking about Saturday jobs. Tick the correct answers.**

1 Olivia has experience doing _____.



dog-walking

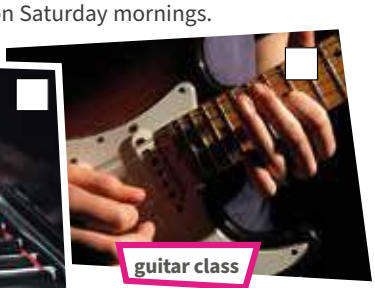


a paper round

2 Olivia has a _____ on Saturday mornings.



piano class



guitar class

52 **7 Listen again. Are the sentences right (✓) or wrong (✗)?**

1 Olivia wants a job on Saturday mornings.
2 Mrs Wilson hasn't got a garden.
3 Olivia sees a job offer in the newspaper.
4 The paper round job is in the centre of the town.
5 Mrs Wilson's son is a dog-walker.
6 Olivia walks the family dog.

TALKING POINTS

Which job would you prefer? Why?

PROJECT *A job offer*

Work in small groups. Think of Saturday jobs. Write an offer for a job on Saturday mornings or Saturday afternoons.

- Think about the following:
  - what the job is
  - experience
  - morning or afternoon
  - number of hours
  - times
  - what you need to do
- Ask other groups questions about their job offers.
- Try to find someone from the other group for your Saturday job. Is anyone in the group a good person for the job? Why? / Why not?
- Tell the class about your job and who is/are a good person

04 NOW WATCH THE CULTURE VIDEO

7 AN EXCITING TRIP

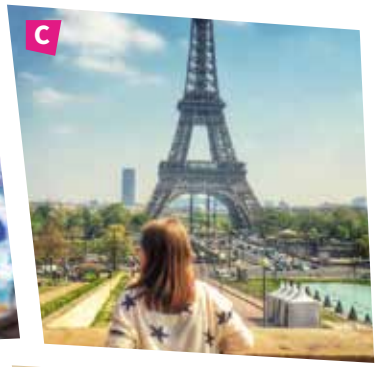


ABOUT YOU

Where do people in your country like to go on holiday?

Do you like busy holidays or quiet ones?















VOCABULARY AND LISTENING

Holidays

1 EP **Look at the photos. Match the activities to the words in the box.**

buy presents	do water sports
go camping	go sightseeing
lie on the beach	ride a bike
stay at a hotel	take photos

53 **Listen and check. Then repeat.**



54 **2** **Listen to Callum and Lottie talking about their holidays. Answer the questions.**

1 Where did Lottie go?
2 Where did Callum go?
3 Did they enjoy their holidays?

54 **3** **Listen again and look at the photos in Exercise 1. What activities did Callum and Lottie do? Write *C* or *L* for each picture.**

4 **Work in groups. Say what you like and don't like doing on holiday.**

GRAMMAR Past simple: irregular verbs

1 **Read the sentences from Callum and Lottie's conversation and look at the irregular past simple forms. What verbs do they come from?**

1 My friend Annabel **came** with us. *come*
2 We **swam** in the sea every day.
3 We **lay** on the beach.
4 We **did** lots of water sports.
5 We **rode** our bikes.
6 We **got up** late every day.
7 We **had** a really good time.
8 My parents **gave** me a new phone.
9 I **took** hundreds of photos.
10 I **went** to Istanbul, in Turkey.
11 I **saw** some interesting places.
12 I **bought** you a present.
13 I only **ate** one sweet.
14 We **could** walk to the beach in five minutes.

» GRAMMAR REFERENCE AND PRACTICE PAGE 81

7 AN EXCITING TRIP

Unit Overview

TOPIC	Holidays and trips
VOCABULARY AND LISTENING	Holidays (1) A conversation about holidays
GRAMMAR	Past simple: irregular verbs
READING	Crossing the world on a rickshaw to see the Olympics
VOCABULARY	Holidays (2)
PRONUNCIATION	Sounds and spelling
LISTENING	A description of a journey
SPEAKING	Telling a travel story

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 81; TB page 134
WORKBOOK: pages 32–35
VIDEO AND VIDEO WORKSHEET: Holidays
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 7; Vocabulary worksheet Unit 7
TEST GENERATOR: Unit test 7; Term test 1

WARMER

Write some question words (*What? Where? When? Who … with? How?*) on the board. Tell the class that you had a fantastic holiday and encourage them to ask you questions about it using the words on the board. At the end of this lesson, the students will have the opportunity to talk about their own holiday.

ABOUT YOU

Ask the students to look at the unit title and the photos on the page and to tell you what the unit is about. Ask them to ask and answer the questions in pairs. Also encourage them to ask and answer the questions *Where do you like to go on holiday? Who do you go with?*

VOCABULARY AND LISTENING

Holidays

1 Ask the students to look at the photos first, say what they can see in each one, and say what they have in common. (*They are all things you do on holiday.*) Then, ask them to match them to the activities. Check that they can pronounce each activity correctly by asking them to listen and repeat.

53

Answers

The answers are recorded for students to check and then repeat.
A ride a bike B buy presents C go sightseeing D take photos E stay at a hotel F go camping G lie on a beach H do water sports

54 **2** Before the students listen, ask them to look at the photo and ask them 'What are Callum and Lottie doing?' (*talking about their holidays and showing each other their photos on their phones*) Pre-teach *Turkish Delight** by pointing at the photo and asking the students to say where either Callum or Lottie went (*Turkey*).

*Turkish Delight is small cubes of jelly which may taste of roses, oranges or lemons. It is often served in Turkey and the Middle East with coffee or tea.

Answers

1 (to a campsite in) France
2 (to a hotel in) Istanbul, Turkey
3 Yes, they both enjoyed their holidays.

54 **3** Ask the students to work in pairs and talk about which activities Callum and Lottie did before they listen again.

Answers

Photo A L (ride a bike) Photo B C (buy souvenirs) Photo C C (go sightseeing) Photo D L (take photos) Photo E C (stay in a hotel) Photo F L (go camping) Photo G L (lie on a beach) Photo H L (do water sports)

» AUDIOSCRIPT TB PAGES 147-148

4 Ask the students to read the task first and think of suitable questions to ask each other, e.g. *What do you like doing on holiday? What don't you like doing*? Ask them to think of some follow-up questions too, e.g. *Where? When? Why?* Encourage them to use the activities in Exercise 1 during their conversations.

Answers

Students' own answers

GRAMMAR Past simple: irregular verbs

1 Ask the students to read the sentences and say who said which one, i.e. Callum or Lottie. If necessary play the recording again so that they can check their answers. Then, ask them to look at the verbs and ask 'Why are these verbs different from the regular past simple verbs?' (*because we don't add '-ed' to the verb, each irregular past verb is different and these have to be learned*). With a weaker class write the infinitives on the board in a different order for the students to match.

Answers

1 come 2 swim 3 lie 4 do 5 ride 6 get up 7 have 8 give 9 take 10 go 11 see 12 buy 13 eat 14 can

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 133

55 **2** Tell the class that they will hear the past tense form and that they need to say the verb it comes from (i.e. the infinitive). Do the first as an example to make sure that everyone knows what to do.

Audioscript

swam, got, rode, gave, bought, took, ate, came, had, saw, went

Answers

swim get ride give buy take eat come have see go

3 Encourage the students to read the whole conversation before they fill the gaps. Point out that the negative and question form of past simple irregular verbs is the same as regular verbs. Point out that we can also use *Of course!* and *Of course not!* to say *Yes, I did* or *No, I didn't*. After checking answers, pairs role play the conversation.

MIXED ABILITY

With a mixed ability class, with pens down, read the completed conversation to the class and encourage the students to listen for the missing words. Then ask them, in pairs, to fill the gaps.

FAST FINISHERS

Encourage fast finishers to continue Callum and Lottie's conversation for at least four more lines.

Answers

Callum: *How was your summer holiday, Lottie?*
Lottie: *It was brilliant! I* ***didn't*** *want to leave!*
Callum: ***Did*** *you* ***get up*** *early every day?*
Lottie: *Of course not! We* ***got up*** *late and we* ***went*** *to bed late.*
Callum: ***Did*** *you* ***take*** *any photos?*
Lottie: ***Yes, I did****. I took hundreds of them!*

4 Ask the students to read the complete conversation in each question first. Point out that the first answer is a short answer, i.e. *Yes, I/we did* or *No, I/we didn't* and that the students should use the same verb in brackets (*go*, *swim*, *buy*, *eat* and *have*) in the answer. Do the first as an open class example on the board.

Answers

1 Did, go
didn't, went
2 Did, swim
did, swam
3 Did, buy
didn't, bought
4 Did, eat
did, ate
5 Did, have
did, had

5 Begin this activity as a class. Elicit a verb from the class, e.g. *ride.* Next, elicit a question, e.g. *Did you ride a bike on holiday*? and then a suitable answer beginning *Yes, of course! / Yes, I did* or *Of course not! / No, I didn't*. Finally, ask the students to write three new holiday conversations. Invite pairs of students to read their conversations to the class.

Answers

Students' own answers

6 Point out that students often make mistakes with past simple irregular verbs and ask the students to find one mistake in each sentence with the verb.

Answers

1 Yesterday I **went** with my father to a football competition.
2 I went shopping and **bought** lots of presents.
3 I had a party and all my friends **came** to my house.
4 I was happy because I **got** a bag and a T-shirt for only £10!
5 My friend **gave** me some money to buy an ice cream.

7 Ask the students to look at the photo and guess where Lee went on holiday. Then, ask them to read the email to check their ideas (but they should not write in the verbs yet). With a weaker class elicit the past form of each of the verbs before they complete the email.

Answers

1 had 2 stayed 3 could 4 ate 5 visited 6 went 7 saw
8 loved 9 bought 10 took

8 As a class, look at Lee's email again in Exercise 7 and discuss how it is organised before students write their own. There are 4 paragraphs: 1 introduction (*Hi guys! I hope your holidays were good*); 2 the place, the hotel and the view; 3 the food and; 4 activities (sightseeing, shopping and taking photos).

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 7

COOLER

Chain drill: Say to the class 'I went on holiday and I took hundreds of photos'. Ask a student to repeat what you said and to add another activity, e.g. *I went on holiday and I took hundreds of photos and I went to the beach.* Then, invite another student to repeat this and to add a further activity. Organise the students into small groups to continue the activity.

55 **2** **Close your book and listen. You will hear the irregular past tense. Say the verb it comes from.**

3 **Complete Callum and Lottie's conversation. Use the words and phrases in the box.**

Did x2	didn't	get up	take
Yes, I did	got up	went	

Callum: How was your summer holiday, Lottie?
Lottie: It was brilliant! I _____ want to leave!
Callum: _____ you _____ early every day?
Lottie: Of course not! We _____ late and we _____ to bed late.
Callum: _____ you _____ any photos?
Lottie: _____. I took hundreds of them!

4 **Make conversations. Use the verbs in brackets.**

1
_____ you _____ to the mountains for your holiday? (go)

No, we _____. We _____ to the beach.

2
_____ you _____ in the sea every day? (swim)

Yes, we _____, and we also _____ in the pool.

3
_____ you _____ any clothes? (buy)

No, I _____. But I _____ a lot of presents.

4
_____ you _____ a lot of ice cream? (eat)

Yes, we _____! And we _____ a lot of sweets.

5
_____ you _____ a good time? (have)

Yes, we _____. We _____ a great time.

5 **Write a holiday conversation. Use the conversations in Exercises 3 and 4 for ideas.**

6 **Correct the mistakes with the past simple.**

0 My family and friends were there and they ~~gived~~ *gave* me a lot of presents.
1 Yesterday, I go with my dad to a football competition.
2 I went shopping and bough lots of presents.
3 I had a party and all my friends come to my house.
4 I was happy because I get a bag and a T-shirt for only £10!
5 My friend gaves me some money to buy an ice cream.

7 **Complete the email. Use the verbs in the box in the correct form.**

be	buy	can	eat	go	have
love	see	stay	take	visit	

To: Su
From: Lee
Subject: Holiday Plans
Reply Forward

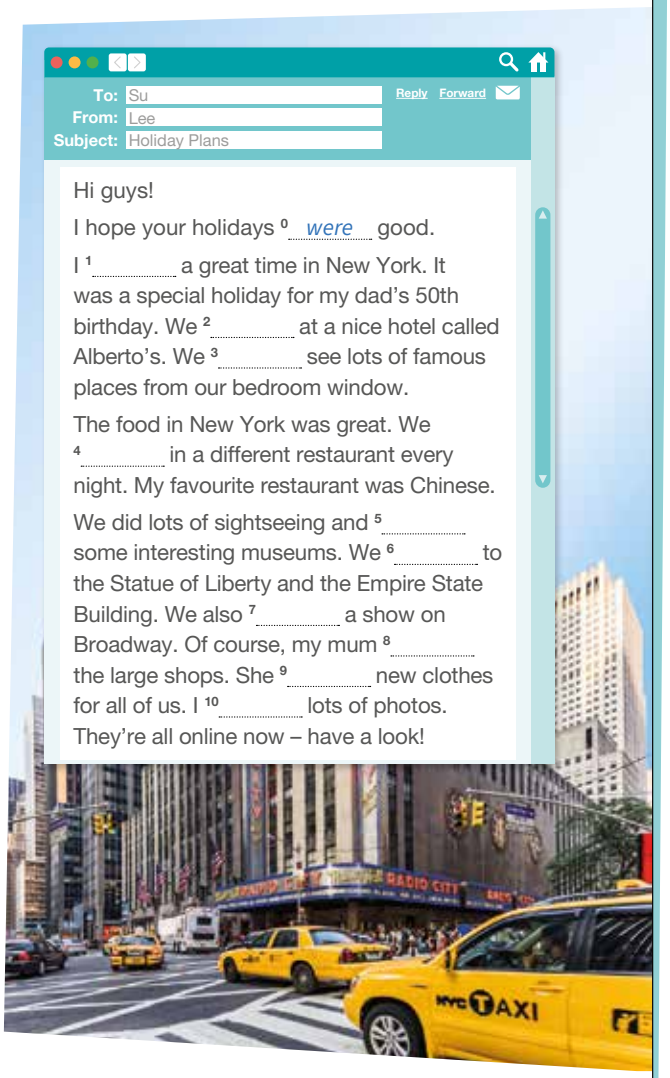
Hi guys!

I hope your holidays [0] *were* good.

I [1] _____ a great time in New York. It was a special holiday for my dad's 50th birthday. We [2] _____ at a nice hotel called Alberto's. We [3] _____ see lots of famous places from our bedroom window.

The food in New York was great. We [4] _____ in a different restaurant every night. My favourite restaurant was Chinese.

We did lots of sightseeing and [5] _____ some interesting museums. We [6] _____ to the Statue of Liberty and the Empire State Building. We also [7] _____ a show on Broadway. Of course, my mum [8] _____ the large shops. She [9] _____ new clothes for all of us. I [10] _____ lots of photos. They're all online now – have a look!



8 **Write an email to a friend about your last holiday. Look at the text in Exercise 7 for ideas.**

CROSSING THE WORLD ON A RICKSHAW TO SEE THE OLYMPICS



56

When Chen Guan Ming was a young man, he never travelled far from his farm in a small village in China. But now he is famous for following the Olympic Games around the world in his three-wheeled rickshaw. The story **began** in 2001, when he **heard** that the games were coming to Beijing. He **left** his village and cycled 90,000 km all over China, visiting 1,764 cities before finally arriving at the famous Bird's Nest Stadium.

Then, he decided to travel to London for the 2012 Olympics. In 2010, he packed his things into his rickshaw and began his journey. He **slept** in his rickshaw and sometimes worked for food and money. Finally, he got to France, and **caught** a ferry to Britain. He only travels by boat or plane when there's no other choice.

When he arrived in London, he **met** lots of tourists and **told** them his story. Some people didn't believe him. Then he showed them the stamps in his passport, and the photos of himself at places like the Eiffel Tower in Paris and Petronas Towers in Kuala Lumpur.

After the London Olympics, Chen left his rickshaw in the UK and caught a flight home to plan his next trip – to the Rio Olympics. In 2013, he **flew** back to London. He **put** his rickshaw on a ship to Canada, and he **took** a plane there. A friend **paid** for his flight ticket. Then, he **got on** his rickshaw and **rode** to Brazil through the US, Mexico and Central America. The journey took three years. He **had** an amazing time in Rio and **made** lots more friends.



READING

1 **Look at the title of the article and the photos. Which countries do you think the man visited? Read the article quickly and check your ideas.**

2 **Read the article about Chen Guan Ming and answer the questions.**

1 What was Chen's job when he was young?
2 How far did he cycle to get to Beijing?
3 When did Chen leave home to go to London?
4 Did Chen go sightseeing during his journey?
5 Where did Chen go after the London Olympics?
6 Did Chen travel with his rickshaw to Canada?

3 **Look at the irregular past tenses in purple in the article. Write the infinitives.**

4 **Do you know about any other long journeys? Would you like to do a journey like this?**

VOCABULARY Holidays

1 **Match the photos A–I to the words in the box.**

EP

airport coach ferry flight
guidebook map passport station
suitcase ticket tour guide tourist













57 **Listen and check. Then repeat.**

READING

WARMER

Either project some pictures of people doing things on holiday onto the board or ask the students to look at the photos again in Exercise 1 page 46. Describe one of the pictures: 'Last year, I went on holiday. I had a fantastic time and I did lots of watersports' and ask the students to guess which photo you're describing, e.g. *Is it photo H?* Then, ask the students to continue in pairs.

BACKGROUND INFORMATION

This article is based on a true story. Chen Guan Ming was a Chinese farmer from eastern China who travelled to three Olympics Games on his rickshaw to promote the 'Olympic spirit'. In 2017, he was on his way to the 2020 Tokyo Games when he died in a traffic accident. Chen Guan Ming thought he had achieved three Guinness Records: 1 he rode his tricycle up a mountain to 7,600 metres; 2 he rode his tricycle for the longest distance (over 150,000 kilometres) and; 3 he rode the smallest 'home on wheels'.

1 Tell the students that they are going to read about the journey of a Chinese man called Chen Guan Ming. Ask the students to look at the title and the photos and pre-teach *rickshaw* /ˈrɪkʃɔː/ by asking 'How did Chen Guan Ming travel?' Then, ask them to look at the map and guess which countries he visited. Ask the students to read the article quickly and underline the countries.

Answers

Students' own answers
The article mentions Britain, France, Kuala Lumpur (Malaysia), Canada, Brazil, the US, Mexico and Central America.

56 The Reading text is recorded for students to listen and read.

2 Ask the students to read the questions and try to answer them before they read the text again.

MIXED ABILITY

With a mixed ability class, ask stronger students to read the complete text but ask weaker students to read only one or two paragraphs. Students A read paragraph 1 and answer questions 1 and 2, Students B read paragraph 2 and 3 and answer questions 3 and 4 and Students C read paragraph 4 and answer questions 5 and 6. Then, they form groups of A, B and C and share their answers.

Answers

1 He was a farmer.
2 90,000 km
3 in 2010
4 Yes, he did.
5 He went home. Then he went to the Olympic Games in Rio via Canada and the USA.
6 No, he didn't.

3 Ask the students to look at the verbs first and say whether they are regular or irregular. Check that they can pronounce each one correctly by asking them to listen and repeat. Encourage them to take turns to ask and answer questions about these verbs in pairs, e.g.

Student A: *What's the infinitive of 'began'?*
Student B: *It's 'begin'. What's the infinitive of 'heard'?*

FAST FINISHERS

Fast finishers take turns to test each other on past simple irregular verbs:

Student A (book open): *What's the past of 'begin'?*
Student B (book closed): *It's 'began'.*

Answers

begin hear leave sleep catch meet tell fly put take pay get on ride have make

4 Put the students into small groups to answer these questions. If time allows, encourage them to use the map in the article to talk about a long journey they would like to go on.

Answers

Students' own answers

VOCABULARY Holidays

1 Encourage the students to identify the things in the photos before they match them to the words. If time allows, ask them to organise the words into four groups and to add more words to each one, e.g.

Transport	Place	Things to take	People
coach	airport	map	tourist
ferry	station	passport	

Answers

A map B guidebook C passport D ferry E coach F airport G ticket H station I suitcase J tourist K flight L tour guide

2 Do the first one together as an open class example by asking the students to find two examples of *catch* in the article and saying which words go with it (*a ferry and a flight*). Then, ask them to find the group of words with *ferry* and *flight* (*number 6*). Ask stronger students to add more words to the groups if they can.

Answers

1 take 2 pack 3 get on/off 4 travel by 5 arrive 6 catch

3 Demonstrate good full answers by asking the students to ask you or a stronger student the questions first. Remind them to answer in the past and to ask follow-up questions. If time allows, ask the students to change groups and do the activity again but this time giving even longer answers.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 7

PRONUNCIATION Sounds and spelling

4 Encourage the students to say the words aloud. Monitor their pronunciation carefully and, if necessary, correct it. Point out that in English, different letter combinations, for example *aught* and *ought*, may be pronounced in the same way: /ɔ:/.

58

Answers

The answers are recorded for the students to listen and check.

met – slept /e/	coach – phone /əʊ/
caught – bought /ɔ:/	map – catch /æ/
plane – station /eɪ/	journey – work /ɜ:/
flew – group /u:/	passport – car /ɑ:/

LISTENING

59 1 Pre-teach *island* by drawing a picture on the board. Ask the students to say how you can get to an island (*by boat, ship, plane, swimming*). Then, ask them to identify the types of transport in the pictures (*A boat, B train, C taxi, D(aero)plane, E coach, F bus*) before they listen. Point out that there is an extra means of transport which isn't mentioned on the recording. Don't give the students the answers yet as they will compare their answers in Exercise 2.

Answers

Students are given the answers in Exercise 2 after they have compared their answers.

59 2 Ask the students to compare their answers to Exercise 1 in pairs and then allow them to listen again to check. With a weaker class, it may be necessary to stop the recording after each means of transport is mentioned. Check the answers as a class, pointing out that she didn't travel by plane. Invite a brief class discussion on why Marion says *It's funny …* and encourage the students to talk about the advantages and disadvantages of flying and taking lots of different means of transport.

Answers

Marion travelled by taxi, train, coach, boat and bus.
1 C 2 B 3 E 4 A 5 F Not needed: D (plane)
Because they didn't need to do such a long journey with so many different ways of travelling. It's possible to fly straight to the island.

» AUDIOSCRIPT TB PAGE 148

TALKING POINTS

05 Ask the students to watch the video and complete the activities first. Then, ask them to read the questions, think about their own answers and to make notes. Encourage them to use some of the holiday activities in Exercise 1 page 46 to do this. If students have not been on holiday recently, encourage them to make up a holiday in the past.

SPEAKING

1 Encourage the students to write some notes about a real or imaginary journey by writing down when they went, where they went, who they went with, etc. Then ask them, in pairs, to take turns to tell their story including all the information and using the expressions in the useful words box. If time allows, encourage the students to create a presentation with real or found photos or drawn pictures and a map for homework and then to present it to the class.

Answers

Students' own answers

COOLER

Ask the students to look at the article again on page 48. Tell them they are going to mime sentences from the text for their classmates to guess. Ask them to copy two sentences from the text into their notebooks. Demonstrate the activity first by saying: 'Watch me carefully. What sentence is this?' Mime the sentence *He heard that the games were coming to Beijing* and invite suggestions from the class.

When a student guesses the correct answer, ask him or her to come to the front of the class and to mime one of the sentences they have written down. Then, ask the students to continue in small groups.

2 **Look at the verbs in the box and find them in the article. Then complete the phrases using each verb once only.**

EP

arrive	catch	get on / off	pack
take	travel by		

a photo — 1 ..... — a long time
a train — a bus

your things — 2 ..... — a suitcase

a bus — 3 ..... — a train
a bicycle — a plane

car — 4 ..... — bicycle
train — bus

at the airport — 5 ..... — a train
in the city

a ferry — 6 ..... — a flight
a bus

3 **In small groups, ask and answer the questions.**

1 Do you have a passport?
2 What do you always pack when you go on holiday?
3 Are guidebooks useful?
4 How do you travel to school/the shops/your friend's house?
5 When did you last travel on a ferry/coach/plane/train?

PRONUNCIATION Sounds and spelling

4 **Match the words with the same vowel sound.**

met	group
caught	car
plane	catch
flew	work
coach	phone
map	station
journey	bought
passport	slept

58 **Listen and check.**



LISTENING

59 **1** **Listen to Marion talking about a journey. How did she travel? Number the photos in the order you hear them. There is one extra photo that you don't need.**



59 **2** **Work in pairs, compare your answers. Then listen again and check. Why does Marion say *It's funny* … at the end of her story?**

TALKING POINTS

05 **Watch the video. Ask and answer the questions with a partner.**

Where did you go on your last holiday?
What did you do there?
What did you see?
What did you eat?

SPEAKING

1 **Work in pairs. Tell your partner a travel story.**

Include this information in your story:

- When you went
- Where you went
- Who you went with
- How you travelled
- How long your journey took

Useful words
This happened … months/years ago.
First, we …
Then we …
We took a … / We caught a … / We went by bus/car.
Anyway …

8 FAVOURITE PLACES

ABOUT YOU

What is your bedroom like?
What do you do there?


A


B


C


D


E


F


G


H


I


J


K

VOCABULARY AND READING

Bedroom furniture

1 Match the photos A–K to the words in the box.

EP

armchair blanket bookshelf carpet
chest of drawers cupboard curtains
cushion lamp mirror photographs

60 Listen and check. Then repeat.

PRONUNCIATION /ɜː/ and /ɔː/

61 **2** Listen to the sounds /ɜː/ and /ɔː/.

Look at the words in the box and put them in the correct column in the table.

bought curtains drawers
first floor furniture saw
wall were work

/ɜː/ bird	/ɔː/ board
curtains	*bought*

62 Listen and check. Then repeat.

3 What do you have in your bedroom?

4 Read the article. Which of the things from Exercise 1 are NOT mentioned in Rebecca's article?

FAVOURITE PLACE

by Rebecca Grant

Today, I want to write about my favourite place. It's by the window in my bedroom. I've got a dark red armchair and a blanket. My grandma made the blanket for me when I was little. Next to the chair is a bookshelf with my favourite books, and there's also a little chest of drawers. On top of it, there are some stones I collected from the beach. I've got a few photographs on one side of the window and a mirror on the other side. I've got curtains on my window, too.

Do you have a favourite place at home? Is it in your bedroom, or in the sitting room, or somewhere else? Maybe you don't have one, but you want to make somewhere you like special. Then here are a few ideas to help you create your special place.

1. Light is important in a room. Is there natural light or do you need a lamp?
2. You don't need a lot of furniture. A chair or an armchair is enough. Or you can put a few large cushions on the carpet in a corner. You don't really need anything else.
3. What colours do you like around you? Use something like cushions to give colour to your bed. Posters and blankets work well for colour too.
4. Now you can collect some favourite things to put in your special place.



63 Remember, no one is the same, so everyone's favourite place is different. Anyone can make their place special.

8 FAVOURITE PLACES

Unit Overview

TOPIC	My favourite place and activities
VOCABULARY AND READING	Bedroom furniture Everyone needs a favourite place
PRONUNCIATION	/ɜː/ and /ɔː/
GRAMMAR	*someone*, *anyone*, etc.
READING	Artists' favourite places to work
VOCABULARY	Free-time activities
LISTENING	Descriptions of favourite places
WRITING	A description of a favourite place

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 82; TB page 134
WORKBOOK: pages 36–39
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 8; Vocabulary worksheet Unit 8
TEST GENERATOR: Unit test 8

WARMER

Ask the students to imagine they're at home in their bedroom; if appropriate, ask them to close their eyes to do this. Ask them the following questions in a soft voice; tell them not to speak, but to think about their answers. 'Are you sitting or lying down? Where?' 'What can you see around you?' 'Is your room tidy or messy?' 'Have you got a table or a desk? What's on it?' 'Have you got a TV or a computer? Where?' 'What's on the walls? Have you got posters or pictures?' Now ask them to look at the *About you* box.

ABOUT YOU

If you did the Warmer, ask the students in pairs to compare their answers to your questions above. If you didn't do the Warmer, ask the students in pairs to ask and answer the questions in the book. Then, ask the pairs to look at the title of the unit and encourage them to ask and answer the question *What's your favourite place in your house? Why?*

VOCABULARY AND READING

Bedroom furniture

1 Before the students do this exercise, ask them to cover the words in the box and look at the photo again. Challenge them, in small groups, to name as many things as they can in three minutes. Begin the activity as a class, e.g. *lamp, mirror* … . Then, ask them to find the words in the box in the photo.

60

Answers

The answers are recorded for the students to check and then repeat.
A carpet B armchair C lamp D cushion E chest of drawers F cupboard G photographs H blanket I curtains J bookshelf K mirror

PRONUNCIATION /ɜː/ and /ɔː/

61 **2** Ask the students to listen and repeat *bird* and *board* with the correct pronunciation before they put the words in the correct column.

62

Answers

The answers are recorded for students to check and then repeat.
/ɜː/ bird: curtains first furniture were work
/ɔː/ board: bought drawers floor saw wall

3 Ask the students to work in pairs and discuss what they have in their bedroom. Encourage them to use as many words from Exercise 1 as possible.

4 Ask the students to look at the title of the article, the photo of Rebecca and to read the first two sentences. Then, ask them to try to guess which of the things in Exercise 1 are not in her bedroom. As the students read, encourage them to underline the words and also tick them off either in the box in Exercise 1 or in their tables in Exercise 2.

MIXED ABILITY

Encourage stronger students to read the article and complete Exercises 4 and 5 (on page 51) at their own pace. Ask very weak students to read the first paragraph only and find the bedroom furniture vocabulary. Then, ask them to tick off the words in their table in Exercise 2. Point out that they need to find six words (*armchair*, *blanket*, *bookshelf*, *chest of drawers*, *mirror* and *curtains*). If time allows, ask them to read the rest of the article.

Answers

cupboard

5 Encourage the students to try to answer the questions before they read the article again. Ask stronger students to correct the wrong sentences. After checking the answers, encourage the students to react to the text by asking 'Do you agree with her ideas?' 'Would you add anything to her list?' If time allows, invite a class discussion on room design principles, in particular *feng shui* (see Background information below) and whether the students think these principles are important.

Answers

1 ✓ 2 × (I've got a few photographs on one side of the window.) 3 × (She doesn't say this, she says 'Light is important.') 4 ✓ 5 ✓ 6 × (Everyone's favourite place is different.)

63 The Reading text is recorded for students to listen and read.

BACKGROUND INFORMATION

Feng shui is a Chinese belief that the way spaces are organised bring happiness, health and success to the people who live there. It was developed in China over 3,000 years ago. In room design, to achieve good *feng shui*, the room should be cleared of clutter, which means getting rid of all unnecessary objects. There should also be natural air (open the window often) and light. The walls should not be painted in a dark colour, and any photos should be of happy people.

GRAMMAR *someone, anyone,* etc.

1 Instead of asking the students to do the matching immediately, you could first ask them to cover a–c and to look at 1–3 and say what each group has in common: 1 they are talking about people; 2 they are talking about places; and 3 they are talking about things or objects.

Answers

1 c 2 a 3 b

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 134

2 If necessary, point out that there are seven examples in the article (Exercise 4, page 50) and none of them begin with *no-*.

Answers

1 **Everyone** needs a favourite place
2 Is it in your bedroom, or in the sitting room, or **somewhere** else?
3 Remember, no one is the same, so **everyone**'s favourite place is different.
4 **Anyone** can make their place special.
5 You don't really need **anything** else.
6 Use **something** like cushions to give colour to your bed.
7 Maybe you don't have one, but you want to make **somewhere** you like special.

3 Encourage the students to look at each sentence first and decide whether it is talking about a place, a thing or a person. Point out that we write *no one* as two words but all the others (*someone*, *anyone*, etc.) as one word.

Answers

1 one 2 thing 3 where 4 thing 5 where 6 one 7 thing 8 one 9 where

4 Point out that in sentences 2 and 3, the students will need to look at the verb. If it is negative, they should use *anything*.

Answers

1 anything 2 nothing 3 anything 4 something 5 everything

5 Remind students of the differences between *someone*, *anyone*, etc. and point out that there is one mistake with these words in each of these sentences. It may be necessary to remind students with verbs in the negative (sentences 1, 2 and 4), we use *any-* and not *no-*.

Answers

1 I don't have **anything** to do next weekend.
2 You don't need to bring **anything** else.
3 You can write **anything** you like.
4 I can't see **anyone**.
5 I want to buy **something** at the supermarket.

FAST FINISHERS

Encourage fast finishers to work through Exercises 3–5 at their own pace. Then, ask them to choose some of the questions and sentences from these exercises and, in pairs, turn them into mini conversations. When the others are ready, they can perform their conversations to the class. For example:

A: *Did anyone come to your party? (Exercise 3 question 0)*

B: *Yes, lots of people came to my party.*

6 Ask students to look at each text quickly and say what type of text each one is (1 shop advertisement, 2 email, 3 text message, 4 personal ad). Do the first one together. Ask them to read the advertisement carefully and ask 'What's Bright's?' (*a shop*) 'Is it expensive?' (*No, it's cheaper than other shops.*) 'What can you buy there?' (*cushions*) 'What do you get if you buy two?' (*another one for free*) 'Can you get this every day?' (*No, only today.*) Next, read the sentences together as a class, decide whether each one (A–C) is true or false and which one is the correct answer (B). Then, encourage the students to do questions 2–4 on their own, looking at each option carefully to decide if it is true or false before they choose the correct answer.

Answers

1 B 2 C 3 C 4 B

» GRAMMAR WORKSHEET UNIT 8

COOLER

Organise the students into new pairs. Ask them to take turns to ask and answer the questions in the *About you* box at the top of page 50, but this time they should try to use as much of the new bedroom furniture vocabulary as they can. If they enjoy competition, they should listen carefully to each other and award points for every new word their partner uses correctly.

5 **Read the article again. Are the sentences right (✓) or wrong (✗)?**

1 Rebecca has got three pieces of furniture in her favourite place.
2 Rebecca's photographs are next to the mirror.
3 She says it's nicer to have light from a window.
4 She has ideas for a favourite corner without any furniture.
5 She tells us the colour of one thing in her favourite place.
6 She says most people's favourite places are the same.

GRAMMAR *someone, anyone, etc.*

1 **Look at the table. Match the words in 1–3 to a–c.**

1	everyone someone	anyone no one	**These words are about …** **a** a place. **b** a thing. **c** a person.
2	everywhere somewhere	anywhere nowhere	
3	everything something	anything nothing	

GRAMMAR REFERENCE AND PRACTICE PAGE 82

2 **Look at the article again. Find seven sentences or questions with the words in Exercise 1.**

3 **Complete the pronouns with *-thing*, *-one* or *-where*.**

0 Did anyone come to your party?
1 Some_____ gave me these shoes. Do you like them?
2 There was _____ on the bookshelf. I looked.
3 Can you think of any_____ to go this afternoon?
4 I'm hungry but there's no_____ in the fridge!
5 She went some_____ hot for her holidays.
6 No_____ told me that you wrote stories!
7 I'd like some_____ to eat, please.
8 Every_____ in the class, except me, likes the colour blue.
9 No_____ in my house is a special place.

4 **Complete the sentences with *anything*, *everything*, *nothing* or *something*.**

1 Do you remember _____ about the film?
2 The bookshelf is empty. There is _____ on it.
3 It's very dark. I can't see _____.
4 I learn _____ new in English every day.
5 I don't need any help thanks. I can carry _____.

5 **Correct the mistakes in these sentences.**

something
0 Please tell me ~~anything~~ about your holiday.
1 I don't have something to do next weekend.
2 You don't need to bring nothing else.
3 You can write everything you like.
4 I can't see no one.
5 I want to buy anything at the supermarket.

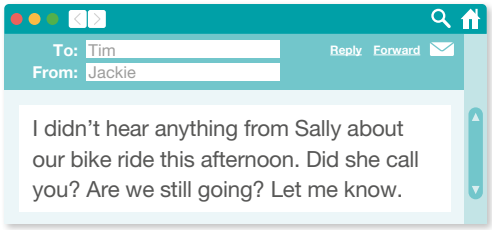
6 **For each question, choose the correct answer.**

1



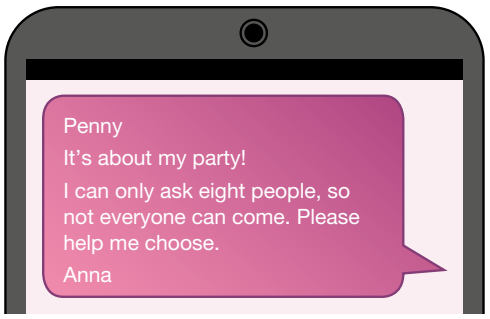
A One cushion costs the same as two.
B Other shops are more expensive than Bright's.
C The shop is not open today.

2



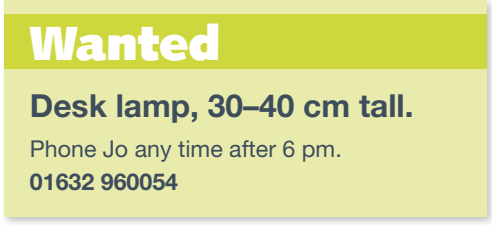
Why did Jackie write this email?
A to invite Tim on a bike ride
B to find out where Tim is today
C to ask Tim what's happening later

3



A Anna only wants eight friends to come to her party.
B All Anna's friends can come to her party.
C Anna wants Penny to help her decide who to ask.

4



A Jo doesn't need her desk lamp anymore.
B Jo would like to buy a desk lamp from someone.
C Jo can answer calls about her desk lamp during the day.

READING

1 **Look at the photos. In pairs, discuss the questions. What do you think these three people do? What do you think their favourite places are?**

2 **Read the article. Match the photos A–C to the artists in the article. What is each artist's favourite place?**



Artists' FAVOURITE PLACES

64



1 Gemma Blake, *painter*

Last summer, I spent four weeks on the north-west coast of Scotland in a little house by the sea. In the evenings, I sat by the open window and listened to the sound of the wind and the waves. It was wonderful. After breakfast, when I went out to paint and draw, I always had lots of ideas for pictures. Most days, I didn't see anyone except my neighbour. He was a fisherman. He really liked my work, and I sold him a drawing for his wall.



2 Susie Grey, *singer-songwriter*

I grew up in a small town in Canada. My grandma took me for walks and told me everything about the animals and plants there. When I was 19, I went to music school in Toronto. At first, I loved the big city. Then I started writing my own songs about, guess what, nature in and around my home town. So, five years ago, I moved back, and now I don't want to live anywhere else.

3 Paul Davidson, *dancer*

I started dancing when I was very young. It was hard work, but I was good, and I danced with famous companies in Russia, the USA and Europe. I didn't really have a home, so when I had enough money I bought a tiny flat in London. I love it there. The world of dance is busy and tiring, and it's great to be able to get back to my flat. I close the door, lie on my bed and listen to music.

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

1 What did Gemma hear when she sat next to the open window?
2 What did she do in the mornings?
3 What did the fisherman buy from her?
4 What did Susie learn from her grandma?
5 Why and when did she move away from home?
6 What does she write songs about?
7 Why did Paul travel to so many countries?
8 What did he spend his money on?
9 What does he do when he gets home?

TALKING POINTS

Where is your favourite place? Why? Describe it to your partner.

VOCABULARY Free-time activities

1 EP **Match the verbs in box A to the words and phrases in box B. The verbs can be used more than once.**

A
draw listen to paint play
read write

B
a blog computer games a diary
the drums the guitar magazines
music pictures songs stories

2 **Write eight sentences using words from box A and box B in Exercise 1.**

Give your sentences to your partner and check each other's.

Everyone came to my place last night and we played computer games and listened to music.

READING

WARMER

Books closed. Write *My favourite place is …* on the board. Ask the students 'What do you remember about Rebecca's favourite place?' Now encourage the students to complete the sentence with their own special place. Brainstorm possibilities onto the board, e.g. *my room*, *a park*, *my grandparents' house*, *a small village*. Ask the students 'Why are these places special?' and 'What do you like to do in these places?'

1 Encourage the students to look at the three photos and to say what the three people have in common (*they are all artists*). Next, in pairs, ask them to look at the photos and to describe the people and the place before they answer the questions. Alternatively, the pairs take turns to describe one of the photos for their partner to guess which one it is.

Answers

Students' own answers

2 Ask the students to read the title and the three headings and try to match the photos (A–C) to the artists (1–3). Then, they read the article and check their ideas about each person's favourite place.

Answers

1 B 2 A 3 C
Gemma's favourite place is the north-west coast of Scotland; Susie's favourite place is her home town in Canada; Paul's favourite place is his tiny flat in London

64 The Reading text is recorded for students to listen and read.

3 Encourage the students to try to answer the questions before they read the article again. Point out that their answers need to be full sentences.

Answers

1 Gemma heard the sound of the wind and the waves.
2 She went out to paint pictures and to draw.
3 He bought one of her drawings.
4 Susie learned about the animals and plants that lived near her home town.
5 Because she went to music school in Toronto. When she was 19.
6 She writes songs about nature in and near her home town.
7 Because he danced with different international dance companies.
8 He bought a tiny flat in London.
9 He lies on his bed and listens to music.

FAST FINISHERS

In pairs or small groups, fast finishers imagine that they are journalists and they are interviewing these three artists for a radio programme. They take turns to be the interviewer, who asks questions from Exercise 3 and/or new questions, and to be one of the artists, who answers the questions using the information in the article and their imagination.

TALKING POINTS

Encourage each student to think about their own answer and to write down two reasons to support their opinion, e.g. *My favourite place is … because I think it's … and also I think it's …* . Then, ask them to work in pairs and describe it to their partner.

VOCABULARY Free-time activities

1 Encourage the students to look at the words and phrases in Box B first, and in pairs to try to think of a suitable verb for each one. Then, they compare their ideas with the verbs in Box A.

Answers

draw: pictures
listen to: the drums, the guitar, music, songs, stories
paint: pictures
play: computer games, the drums, the guitar, music, songs
read: a blog, a diary, magazines, stories
write: a blog, computer games, a diary, music, songs, stories

2 Ask the students to read the example sentence first and find two of the free-time activities from Exercise 1 (*play computer games* and *listen to music*). If students enjoy guessing competitions, encourage each student to write some true and some false sentences. Then, they take turns to read out their sentences, check they are correct and also say whether they are true or false. With a strong class, encourage the students to write interesting questions with the words.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 8

LISTENING

65 **1** Before they listen, ask the students in pairs to look at the three photos of places A–C, to describe what they can see, and to say what teenagers can do in each one. Encourage them to use the vocabulary from the Vocabulary section. Point out that they need to write a letter only next to each name in the *Place* column.

Answers

George – B
Abby – C
Jo – A

65 **2** Ask the students to try to complete the *What they like doing there* column before they listen again. Point that they need to write the activity here (and not a letter).

Answers

George – lying on his bed, on the cushions, reading
Abby – sitting under a tree, writing her diary
Jo – playing the guitar and writing songs

» AUDIOSCRIPT TB PAGE 148

WRITING

PREPARE TO WRITE
A description of a favourite place

GET READY Ask the students to try to predict the answer from the photo before they read.

Answers

Tom's favourite place is the beach. He likes walking along the beach without his shoes on.

Ask the students to find *because* and *so* in the text and underline them. Then, ask them to say which word is followed by a reason (*because*) and which word is followed by a consequence (*so*). Ask them to say which word comes after a comma (*so*). If appropriate, ask them to translate the words into their own language.

Answers

1 because 2 so 3 so 4 because

PLAN Ask the class to choose a favourite place. They should now make notes about it using the ideas they discussed in both the Warmer and Listening Exercise 3. This does not need to be a true answer.

Answers

Students' own answers

WRITE Encourage the students to use Tom's description as a framework for their own writing.

MIXED ABILITY

Encourage stronger students to write more words on their own. With weaker students, write Tom's description on the board. Ask them to come to the board and underline expressions they can use in their own paragraph, e.g. *My favourite place is … . I like going there … because … . I like … .* Then, rub out all the other words and encourage these students to think of words to complete the paragraph, e.g. *My favourite place is* ***the park****. I like going there* ***on Saturday afternoon*** *because … .* Finally, rub out these new words again and ask these students to write at least 30 words about their favourite place using the words on the board.

IMPROVE Tell the students to check each other's spelling and punctuation and that they have correctly used *because* and *so* (as well as *and, but, or*). Ask them if they can give each other ideas to help them improve their final version.

COOLER

Copy this table onto the board. Organise the students into small groups and challenge them to write as many correct sentences in the present or past as they can, using one word from each column, e.g. *I often draw pictures when I go to the beach.* Allow them about five minutes.

1	2	3
draw	a blog	beach
listen to	the drums	room
paint	pictures	garage
play	magazines	park
read	stories	school
write	songs	mountain

LISTENING

65 **1** Listen to three teenagers, George, Abby and Jo, talking about their favourite places. Look at the photos A–C. Match the teenagers to their favourite places. Write the letters in column 1 of the table.

65 **2** Listen again. What do they like doing in their special places? Write the answers in column 2 of the table.



	1 Place	2 What they like doing there
George	.....	.....
Abby	.....	.....
Jo	.....	.....





WRITING

PREPARE TO WRITE

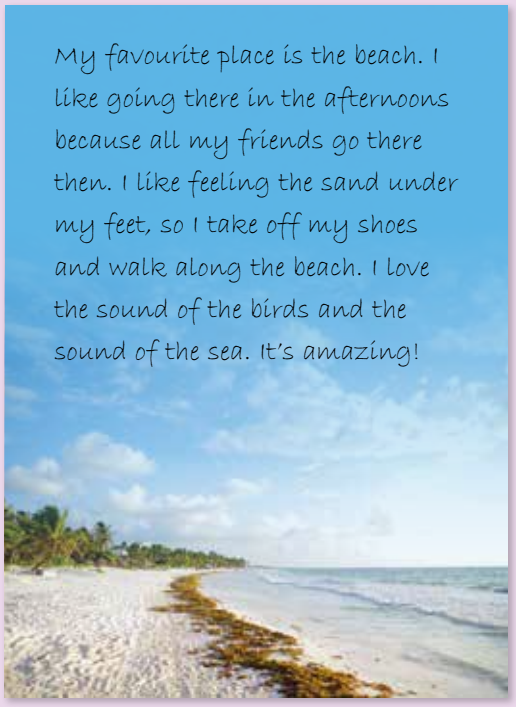
A description of a favourite place

GET READY Read about Tom's favourite place.

- Where is it?
- What does he like doing there?

Read the text again and underline *because* and *so*. Think about how Tom uses these words to join ideas in a sentence.

My favourite place is the beach. I like going there in the afternoons because all my friends go there then. I like feeling the sand under my feet, so I take off my shoes and walk along the beach. I love the sound of the birds and the sound of the sea. It's amazing!



Now join these sentences using *so* or *because*.

1 I'm wearing my coat ..... it's very cold.
2 The bus didn't come on time, ... we were late for school.
3 I was tired, ... I went to bed.
4 Sorry, I can't come this evening ..... I've got lots of homework.

PLAN Make notes about your favourite place.

- Where is it?
- Why is it special for you?
- What do you have there?
- What do you like doing there?

WRITE Write a paragraph of about 50 words about your favourite place. Include ***because*** and ***so*** in your writing.

IMPROVE In pairs, read your own paragraph and your partner's. Check for mistakes.

Give your partner two ideas to make their text better. Use your partner's advice and rewrite your paragraph.

LIFE SKILLS PHYSICAL WELL-BEING

SAFETY AT HOME

LIFE SKILLS

Safety at home

What is safety at home?

- Being careful with hot drinks or hot food
- Taking care with broken glass
- Never leaving things on stairs

1 **Look at the signs and answer the questions.**



1 What do you think each sign means?
2 Where can you see each sign?
3 What does a fire extinguisher do?

2 **Look at the photos. Match the photos A–G to the words 1–7.**

1 lighter
2 rug
3 knives
4 heater
5 iron
6 stairs
7 matches



Talk about the things you have in your home. How can these things be dangerous?

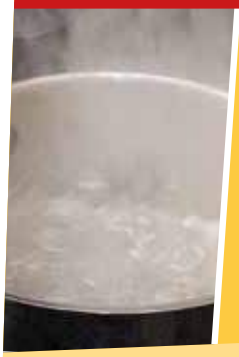
3 **Read the text quickly. Match the words in the box to the paragraphs. Do you follow these tips at home?**

Burns Cuts Falls

TIPS TO BE SAFE AT HOME

Homes are wonderful places. We can rest, study, play games and spend time with our friends and family in our homes, but there are dangers there too.

Here are some ideas to help keep safe and happy at home.

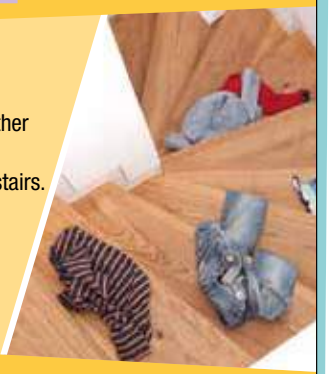


1 .....

- Be careful in the kitchen – hot food and hot drinks can burn you.
- Cookers can be dangerous – take care.
- Don't touch a hot iron or heater.
- Be careful with matches and lighters.
- It is a good idea to keep a fire extinguisher at home.

2 .....

- Don't leave books, bags, shoes or other things on the stairs.
- Turn the light on when you use the stairs.
- Don't run upstairs or downstairs.
- Make sure rugs don't move.
- Be careful when the floor is wet.
- Don't stand on chairs or tables.



3 .....

- Use scissors and knives carefully.
- Be careful with broken glass or mirrors.
- Don't touch sharp, metal objects.



66

WHAT TO DO IN AN EMERGENCY

Keep a list of emergency telephone numbers in a special place at home or on your mobile phone. Are you hurt? Ask a parent or teacher for help, or call the emergency services.

LIFE SKILLS

Learning Objectives

- The students learn about safety in the home.
- In the project stage, they write a leaflet about safety at home and present it to another group.

Vocabulary

iron heater rug sharp mirror fire extinguisher

BACKGROUND INFORMATION

According to the website of the British charity ROSPA (Royal Society for the Prevention of Accidents), more accidents happen at home in Britain than anywhere else, most commonly in the living room. There are around 6,000 deaths a year because of these accidents at home. The most common accidents are falls; while over 65s can fall anywhere in the house, children tend to fall on stairs or from windows. Accidental poisoning and burning are common, especially among young children.

WARMER

Books closed. Write the words below on the board and ask the students to put them in order to make three sentences (these are the sentences from the *Life skills* box at the top of page 54).

- with / Being careful / or / hot drinks / hot food
- with / broken glass / Taking care
- on / Never / leaving things / stairs

Next ask 'What do you think the unit title is?' If necessary, write the following on the board to help them: S_ _ _ _ _ at h_ _ _ .

LIFE SKILLS

Safety at home

Invite a class discussion on why the students should do these things. With a strong class, ask students to suggest other things you can do to be safe at home.

1 If appropriate, draw or project the signs onto the board and invite a class discussion on what each one means. Then, encourage the students to answer questions 2 and 3 in pairs.

Possible answers

1 (from left to right) Be careful, hot water is dangerous; There is a fire extinguisher here; Be careful of electricity; Be careful on stairs
2 building sites; schools, offices
3 It puts out/stops a fire.

2 Ask the students to look at the photos in pairs and try to name each one before they match them to the words. If necessary, point out that *knives* is the plural of *knife*. Check that the students say each word correctly by asking them to listen and repeat, in particular iron /aɪən/ (British English) or /aɪrn/ (US English). Next, encourage the students in pairs to talk about these things and say how they can be dangerous.

Answers

1 D 2 F 3 C 4 B 5 A 6 E 7 G
Students' own answers

3 Ask the class to read the text title and the introduction and ask 'What is a tip, do you think?' (*a piece of useful advice*) Next, ask them to look at each photo, describe what they can see in pairs, and say what they think each tip is about (without reading it for now). Then, ask them to read the tip, check their ideas and think of a suitable heading for each one before they look at the words in the box. Finally, ask them to share their opinions on the tips with their partner.

MIXED ABILITY

Ask weaker students to read one paragraph only and match it to one of the words. In Exercise 4, they will need to work with students who have read the other paragraphs.

66

Answers

The Reading text is recorded for students to listen, read and check their answers.
1 Burns 2 Falls 3 Cuts

4 Ask the students in pairs to try to complete the sentences before they read the tips again.

Answers

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

5 Encourage stronger students to look at the meanings (and cover the words 1–6) and try to think of a suitable word for each one before they look at the words.

FAST FINISHERS

Encourage fast finishers to choose some words from the text and write two definitions for each one; a correct and an incorrect one. When the others are ready, organise the class into groups. The fast finishers take turns to say their word and the two definitions and the groups have to say which one is true.

Answers

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

TALKING POINTS

As a class brainstorm some ways the students' school might be dangerous (*e.g. wet floors*) and write these on the left-hand side of the board. Next, ask the students to think of some ways they could make these things safer on the right (*e.g. put up a 'wet floor' sign*).

Encourage the students to take turns to ask and answer these questions in small groups and also share their opinions on some of the things on the board, e.g. do they agree with the tips?

67 6 Ask the students to look at the photo of the man at the bottom of page 55 and ask 'What's his job?' (*a firefighter*) Next, ask them to read the questions and try to guess what they think the answers will be before they listen. Then, encourage them to compare their answers with a partner before they listen again.

Answers

1 b 2 b

67 7 In pairs, encourage the students to try to answer the questions before they listen again.

Answers

1 not using them correctly can start house fires
2 to stop fires
3 Yes, it can burn you.
4 They can get hot.
5 No, this can start a house fire.
6 emergency numbers

67 8 Encourage the students to try to choose the correct words in the *Useful language* box before they listen again.

Answers

1 good 2 be careful with 3 can burn you 4 It's good to have

» AUDIOSCRIPT TB PAGES 148-149

PROJECT ***A safety leaflet***

Ask the class to read the instructions in bold and ask 'What do you need to write?' 'What about?' Next, draw a picture of a house with its rooms onto the board and elicit the names of the rooms (include *kitchen*, *living room*, *hall*, *stairs*, *bedroom*, *bathroom*, *garage* and *garden*). Organise the students into small groups and ask them to copy the house onto an A4 piece of paper. Encourage them to think of possible dangers in each of the rooms in the house and write them down. Ask the groups for their ideas and write them in the appropriate room in the house in the board.

Ask the groups to either choose one room or the whole house, to choose four or five dangers and also possible ways we can prevent the danger. Ask the groups to read the points in the *Project* box and to put together a leaflet. Remind the students that they will have to reach an agreement here on both the content and also who will do what, e.g. *What title will we choose? Which ways to stay safe shall we include? Who will find the pictures?* Encourage them to use the expressions for reaching agreement in the *Useful language* box in Exercise 8 on page 32.

Encourage the students to present their leaflet to another group, give feedback and make suggestions for improvement.

PROJECT EXTENSION

Tell the class that as a whole, there are going to design some signs for their school and also a leaflet to give to students, staff and parents. First, draw a plan of the school (or ask a student) on the board and invite suggestions on where the possible dangers are. Then, as class, ask them to decide which group of students will …

- design the signs
- create the content of the leaflet
- design the leaflet
- produce the leaflet
- distribute the leaflet.

COOLER

Write some dangers on the board and encourage the students to draw a sign for at least three of these (or they can use their own ideas), e.g. rocks falling, weak bridge, dangerous chemicals, wet paint, broken window, construction area, wet floor, dangerous animals. When they have finished, in pairs encourage them to take turns to show each other their signs and say what they think each one means.

4 **Look at the text again. Then choose the correct answers to complete the sentences.**

1 It's dangerous to _____ lighters and matches wrongly.
a touch **b** use **c** have
2 Cookers get _____. You can burn yourself.
a cold **b** hot **c** fire
3 It's a good idea to keep a _____ at home for emergencies.
a lighter **b** heater **c** fire extinguisher
4 It's not a good idea to leave _____ on the stairs.
a a rug **b** shoes and books **c** a desk
5 Be careful! You can _____ down the stairs.
a burn yourself **b** cut yourself **c** fall
6 It's dangerous to play with _____ and scissors.
a knives **b** rugs **c** glasses

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

1 iron	**a** this cuts things easily
2 heater	**b** you use this on clothes
3 rug	**c** this warms the air
4 sharp	**d** you can see yourself in this
5 mirror	**e** this stops fires
6 fire extinguisher	**f** a soft piece of material that covers the floor

TALKING POINTS

Do you think safety is important at home and at school? How can you make schools and homes safer?



67 **6** **Listen to someone talking to a class at school and choose the correct answers.**

1 Who is visiting the class?
a a police officer **b** a firefighter
2 What are the students learning to use?
a the internet **b** a fire extinguisher

7 **In pairs, try to remember the answers to these questions.**

1 Why is it dangerous to use matches and lighters?
2 What can you do with a fire extinguisher?
3 Can hot soup be dangerous?
4 Why do you need to be careful with cookers, irons and heaters?
5 Is it a good idea to dry your clothes on heaters? Why / Why not?
6 What can you leave next to the phone or on your smartphone?

67 **Listen again and check.**

67 **8** **Now listen again and choose the correct words.**

USEFUL LANGUAGE

1 It's not a *good* / *bad* idea to use lighters and matches without adults around.
2 You need to *use wrongly* / *be careful with* hot irons.
3 Some heaters and cookers *can burn you* / *put out fires*.
4 *It's good to have* / *Don't keep* emergency numbers next to the phone.

PROJECT

A safety leaflet

In small groups, write a leaflet about safety at home.

- Choose a title for your leaflet.
- Think of some ways to stay safe at home.
- Find some pictures.
- Choose a good design.
- Put it all together.
- Present your leaflet to another group. Take turns.

REVIEW 2 UNITS 5–8

VOCABULARY

1 Choose the correct word to complete the sentences.

0 The *ferry* / *plane* arrived at the airport at ten thirty.
1 It's dark in here. Can you turn on the *lamp* / *pillow*?
2 Don't walk on the *ceiling* / *floor*. The paint is wet.
3 My dad's a *mechanic* / *farmer*. He keeps sheep and cows.
4 That's a beautiful *palace* / *statue* of two children.
5 I keep my *diary* / *passport* in my bag. I like to write in it every day.
6 It's very cold in here. Can you lend me a *carpet* / *blanket*?
7 There are lots of *bosses* / *customers* in the shop today. It's very busy.
8 We usually travel to London by *staff* / *coach*. It's cheaper than the train.

2 Match the verbs to the nouns.

1 ride	**a** a blog
2 cross	**b** pictures
3 join	**c** a bike
4 stay	**d** a club
5 play	**e** a match
6 write	**f** a river
7 draw	**g** at a hotel

3 Match the words in the box to the sentences.

blanket building cook cupboard map office ~~shop assistants~~ square stairs suitcase tourists

0 These people help you in a shop. *shop assistants*
1 You can keep things in here.
2 You can find places in a city on this.
3 These are people on holiday.
4 Your school and your house are examples of this.
5 People work in this place.
6 This person does a job preparing food.
7 You can go up and down these.
8 You can pack your clothes in this.
9 This keeps you warm.
10 This is an open space in a town or city.

GRAMMAR

1 Choose the correct words to complete the sentences.

1 Your birthday party was great. *Do* / *Did* everyone have a good time?
2 I went with my friends to the mountains and we *climb* / *climbed* the hill.
3 Yesterday was my birthday and I *had* / *got* a computer.
4 Please, can you bring *something* / *somewhere* to the picnic?

Correct the mistakes in the sentences.

5 Last summer, I went to the United States. Some days it was hot but on others it rain.
6 Today, we watched a football game but my sister don't like it very much.
7 At my party, I danced, singed and ate and drank a lot of things.
8 I didn't do nothing special.

2 Write the past simple of the verbs.

0 come *came*
1 begin .....
2 buy .....
3 catch .....
4 fly .....
5 give .....
6 meet .....
7 sleep .....
8 swim .....
9 ride .....
10 take .....

3 Make sentences or questions about the past.

0 they / come / yesterday?
Did they come yesterday?
1 I / not / see / that film / last night.
2 They / can / cycle / 50 km / in a day.
3 you / get / an email / this morning?
4 She / not / sleep / in a tent / on her holiday.
5 they / clean / their classroom / last week?
6 He / travel / to India / last winter.
7 We / not / stay / in a hotel / in London.
8 she / have / a computer / in her room?

REVIEW 2 UNITS 5–8

Overview

VOCABULARY	Historical events; Buildings; Jobs; Work; Holidays; Bedroom furniture; Free-time activities
GRAMMAR	Dates with *in* and *on*; Past simple: regular verbs; Past simple: negatives and questions; Past simple: irregular verbs; *someone*, *anyone*, etc.
READING	Six short messages
SPEAKING	Asking questions; talking about your room

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 titles for Units 5–8 at the top of the board in four columns (*Moments in history*, *What a great job*, *An exciting trip* and *Favourite places*). Next, ask the students to look back at Units 5–8 in their Student's Book or notebook and in small groups write down at least three new words for each unit. Then, ask each group to take turns to say one of their words. The other groups say which column the word goes in, e.g.:

Group 1: *Our first word is 'plane'.*

Group 3: *Does it go in Unit 7 An exciting trip?*

Group 1: *Yes, that's right.*

If appropriate, award points for correct answers.

VOCABULARY

1 Ask the students read the complete sentence first before they say what the correct word is. Encourage stronger students to either change parts of the sentence to make it correct for the other word, e.g *The **ferry** arrived at the **port** at ten thirty*, or, if more appropriate, write a new sentence for the other word.

Answers

1 lamp 2 floor 3 farmer 4 statue 5 diary 6 blanket 7 customers 8 coach

2 Encourage the students to look at the nouns first and try to think of at least two suitable verbs before they match them to the correct verbs.

Answers

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

3 Ask the students to read the sentences first and try to think of a suitable word before they look at the words in the box. Ask students in pairs to look back at Units 5–8 to check their ideas before you check their answers as a class.

Answers

1 cupboard 2 map 3 tourists 4 building 5 office 6 cook 7 stairs 8 suitcase 9 blanket 10 square

GRAMMAR

1 For questions 1–4, encourage the students to read the complete sentence first before they choose the correct answer. If necessary, point out that sentences 1–3 are in the past. For questions 5–8, point out that there is a problem with the verbs in 5–7 but in question 8 there is a different kind of mistake.

Answers

1 Did
2 climbed
3 got
4 something
5 Last summer, I went to the United States. Some days it was hot but on others it **rained**.
6 Today, we watched a football game but my sister **didn't** like it very much.
7 At my party, I danced, **sang** and ate and drank a lot of things.
8 I didn't do **anything** special.

2 Ask the students to do this exercise quickly on their own and then check their answers with the irregular verb list on SB page 158.

Answers

1 began 2 bought 3 caught 4 flew 5 gave 6 met 7 slept 8 swam 9 rode 10 took

3 Point out that students need to write complete sentences or questions in this exercise and not order the words.

MIXED ABILITY

With very weak students, write the complete questions or sentences on the board and ask them to listen and repeat at least twice. Next, rub out verbs and ask the students to repeat the sentences or questions again with the correct verbs. Then, ask them to do the exercise.

Answers

1 I didn't see that film last night.
2 They could cycle 50 km in a day.
3 Did you get an email this morning?
4 She didn't sleep in a tent on her holiday.
5 Did they clean their classroom last week?
6 He travelled to India last winter.
7 We didn't stay in a hotel in London.
8 Did she have a computer in her room?

READING

1 First, ask the students to look quickly at each text and say what each one is (*1 a postcard, 2 a notice, 3 a text message, 4 probably a banner on the hotel's website, 5 a notice and 6 a text message*). Then, ask them to read each text carefully first before they read and answer each question. Encourage stronger students to say why the other options are incorrect.

Answers

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

68 The Reading texts are recorded for students to listen and read.

SPEAKING

1 With a weaker class, help the students by giving them the first word or words of each question. Then, remind them to give full answers when they ask and answer the questions in pairs.

Answers

1 Do you live in a flat or a house? / Do you live in a house or a flat?
2 How many rooms are there in your home?
3 How many brothers and sisters do you have?
4 Is your bedroom big or small? / Is your bedroom small or big?

2 First, encourage the students to look back at Unit 8 Vocabulary and Reading Bedroom furniture page 50 and make some notes about their own room before they speak to their partner. If time allows, ask all the students to do the fast finisher activity below.

FAST FINISHERS

Ask fast finishers to ask their partner some more 'Tell me about your …' questions using some of the topics from Units 5–8, e.g. *Tell me about your last weekend / last holiday / favourite kind of holiday / favourite building or place.*

Answers

Students' own answers

COOLER

Write the titles from Units 5–8 in four columns on the board again (see Warmer). Then, say one of the words from the Vocabulary section in this Review section and invite a student to write it in the correct place on the board. Continue with more words. If appropriate, organise the students into teams and award points for correctly spelled words in the right column. If time allows, then ask the students to play the game in small groups. Each student writes the unit titles in four columns in their notebook. Then, they take turns to call out the words and write them down in the correct column.

READING

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

1

Petra

Munich's great! Yesterday, we did some shopping after we finished sightseeing. Today, we went to a lake to do water sports. How's your holiday going?

Bella

What did Bella do first?

A sightseeing
B water sports
C shopping

2

School trip to London, 26th June.

Put your names here if you want to come.
£25, including coach tickets and lunch.

Please pay Miss James by 28th May.

A Students need to ask Miss James for information about the trip.
B Students need to bring something for lunch on 26th June.
C Students don't need to pay for the school trip until 28th May.

3

Stella
Dad says there are no buses to the park today, and he can't drive me there. Can I come in your car?
Vicky

Why did Vicky write this message?

A to say where Stella can catch the bus
B to ask Stella for some help
C to tell Stella how to get to the park

4

Hilltop Hotel

Swimming pool free for hotel guests – £5.00 for everyone else.

A Everyone who wants to swim needs to pay £5.00.
B Only hotel guests can use the swimming pool.
C People staying here don't need to pay to swim.

5

MEETING – TUESDAY 12.15 PM

Information for everyone doing work experience next term

(see school website for a list of possible places to work)

This notice tells students

A when they can find out about doing work experience.
B about a change in the time of an important meeting.
C to let the school know about their work experience plans.

6

Ethan
I'm so excited about coming camping with you and your family this weekend! Let me know if there's anything special I need to pack.
Liam

What does Liam want to know?

68

A what he should bring.
B where they are going.
C who is coming camping.

SPEAKING

1 **Put the words in order to make questions.**

1 live / you / flat / house / or / a / do / in / a / ?
2 rooms / home / how / your / there / many / are / in / ?
3 you / do / brothers / sisters / and / have / how many / ?
4 big / bedroom / or / your / is / small / ?

In pairs, ask and answer the questions. Take turns to speak.

2 **In pairs, talk about your room. Take turns to speak.**

Tell me about your room.

The walls are white and the carpet is blue. There are some shelves with …

9 CLOTHES AND FASHION

ABOUT YOU

What clothes do you like wearing in summer and in winter?
What are your favourite clothes? Why?
What colour are they?

VOCABULARY AND READING

Clothes

1 **Match the photos of clothes A–L to the words in the box.**

EP

boots cap gloves jumper
scarf socks suit
sunglasses swimming costume
swimming shorts tie trainers

A 69 **Listen and check. Then repeat.**

























2 **Look at the photos. Who is wearing pale yellow clothes and who is wearing bright yellow clothes?**

EP



3 **Which clothes in Exercise 1 are:**

bright red? pale blue? bright blue?
pale grey? black and purple? black?
pink? pale green?

4 **Find pale and bright things in the classroom. Tell your partner.**

5 **Read the blog and match the clothes A–L in Exercise 1 to the people.**

6 **What are their best buys? Who doesn't have a best buy?**

7 **Read the blog again and answer the questions.**

1 When did Samuel get his boots?
2 Did Megan need the jumper for her holiday?
3 Why did Ed get a suit and tie?
4 How is Isaac's holiday different from Megan's?
5 Amelia bought a swimming costume. Who else got one?

8 **Think back over the last few months. What was your best buy? Tell your partner.**

9 CLOTHES AND FASHION

Unit Overview

TOPIC	Clothes and their materials
VOCABULARY	Clothes
AND READING	What's your best buy?
GRAMMAR	Pronouns and determiners
READING	They're made of … what?
VOCABULARY	Materials
PRONUNCIATION	Words beginning with /s/, /ʃ/, /tʃ/
LISTENING	Descriptions of unusual things to use to make clothes
SPEAKING	Describing what someone is wearing

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 83; TB page 134
WORKBOOK: pages 40–43
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 9; Vocabulary worksheet Unit 9
TEST GENERATOR: Unit test 9

WARMER

Ask the students to look at each other and name as many clothes as they can. Ask them to draw a Venn diagram with the headings 'winter' and 'summer' and to complete it with as many clothes as possible.

ABOUT YOU

Ask the students to use the words in their Venn diagram (see Warmer) to ask and answer the questions in groups.

VOCABULARY AND READING

Clothes

1 Ask the students in pairs to name the clothes in the photos before they look at the words in the box. Then, ask them to add any new words to their Venn diagrams (see Warmer).

69

Answers

The answers are recorded for the students to check and then repeat.
A socks B jumper C sunglasses D cap E swimming shorts
F trainers G scarf H gloves I suit J swimming costume
K boots L tie

2 Ask the students to name the clothes in the photos first and then say what the difference in colour is.

Answers

girl: pale yellow clothes; boy: bright yellow clothes

3 Ask the students to choose one item of clothing for each colour. Remind them that we use *bright* and *pale* before the colour, e.g. *pale green* (not *green pale*). Also point out that *light* is a near synonym of *pale*.

Answers

bright red boots
pale blue swimming shorts
bright blue cap
pale grey suit
black and purple jumper
black trainers
pink swimming costume
pale green tie

4 With a stronger class, increase the challenge by setting a time limit, e.g. find as many pale things as possible in 30 seconds.

Answers

Students' own answers

5 Pre-teach *best buy* by asking 'Is an expensive T-shirt, which gets smaller in the washing machine, a best buy?' (*no*).

Answers

Samuel: K boots
Megan: A socks, H gloves, G scarf, B jumper
Ed: I suit, L tie
Isaac: D cap, E swimming shorts, C sunglasses, F trainers
Amelia: J swimming costumes

6 Ask the students to read each person's post again and to find the words or expressions which say whether they like the clothes they have bought (= *a best buy*) or not.

Answers

Best buys
Samuel: boots
Megan: jumper
Ed: no best buy
Isaac: cap
Amelia: swimming costume

7 Encourage the students to try to answer the questions before they read the blog again. Point out that they need to write full sentences.

Answers

1 He got them last year.
2 No. She bought it because she liked it.
3 Because his dad bought it for Ed to wear at a wedding.
4 Megan is going skiing and Isaac is going swimming.
5 Her sister bought one too (and Isaac bought swimming shorts).

70 The Reading text is recorded for students to listen and read.

8 If the students are slow to start, write these questions on the board: *What's your favourite item of clothing? Where did you buy it? Why are you happy with it?*

FAST FINISHERS

Encourage the fast finishers to work through Exercises 6–8 at their own pace and then to write their own post for the *What's your best buy?* blog.

Answers

Students' own answers

GRAMMAR Pronouns and determiners

1 Books closed. Copy the table onto the board with the gaps in the Pronouns column. Write the determiners (*my*, *your*, *his*, etc.) in a different colour and circle the determiner + object (e.g. *my trainers*, *your swimming shorts*). Invite students to come to the board and write a word in each gap which replaces the circled determiner + object (e.g. *mine* replaces *my trainers*). Rub off the answers and ask the students to complete the table in their book.

Answers

Are they yours?
It's his.
Are they hers?
It's ours.
They're theirs.

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 134

2 With a weaker class, point out that they should look for *mine*, *yours*, *his*, etc. and that there are pronouns in the blog.

Answers

Samuel's text: His, mine; Ed's text: Mine, his; Amelia's text: mine, hers

3 Ask the students to identify the subject of each sentence before they complete it with the correct pronoun.

MIXED ABILITY

With a mixed ability class, copy these sentences onto separate strips of paper with the numbers:

1 I'm sure those gloves are mine.
2 I bought them yesterday.
1 Hey you two, are those caps yours?
2 I found them under the table.
1 Ed doesn't like jackets with pockets on them.
2 But most jackets have them.
1 Samuel bought red boots not green ones.
2 I don't think those green boots are his.
1 Megan and Isaac both love the colour grey.
2 I'm sure those grey scarves are theirs.
1 Are all these clothes ours?
2 We've got so many clothes.
1 Excuse me. Are these sunglasses yours?
2 I think you dropped them.

Make enough sets of strips for groups of four (stronger and weaker students) to have one set each. Ask the groups to match each Sentence 1 to a Sentence 2. Then, ask them to find the pronoun and to say why it is used, e.g. *We use 'yours' with 'you'.*

If you don't have time to make the strips, do the exercise orally with the weaker students first. Then, ask the students to complete the sentences.

Answers

1 yours 2 his 3 his 4 theirs 5 ours 6 yours

4 Point out that there is one mistake with either the determiner or the pronoun in each sentence. You could also point out that *mine* is always singular; we never say *Those shoes aren't mines*.

Answers

1 You can borrow **my** book.
2 I think you can buy a pair of trainers like **mine**.
3 I like it because **its** colour is bright blue.
4 The cap isn't **mine**. It's my brother's.
5 The clothes on the bed are all **yours**.

5 Put the students into small groups with a desk or a table in the middle. Ask them to put three or four of their smaller possessions (pen, pencil, pencil case, rubber, etc. but not something valuable) onto the desk or the table. Ask the students to read the words in the box and then demonstrate an example with a stronger student:

Teacher: *(picks up a rubber) Ana, is this yours?*

Student: *No, it isn't mine. It's his. (points at a male student) Mine is long and thin.*

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 9

COOLER

Repeat Exercise 5 as a whole class. Collect one object from each member of the class and put them on a table at the front of the class. Invite students to take turns to come to the front and ask questions about the objects on the table. With stronger students, encourage them to ask follow-up questions: *Where did you get it? When did you get it? Do you like it? Why? Was it a best buy?*

WHAT'S YOUR BEST BUY?

70 Tell us about your cool clothes!



Samuel08 March 22 at 11.06

I just love clothes! My best buy last year was a pair of bright red boots. Cool! I wanted to get some like my brother's. His are green, but now I like mine best. I'm wearing them right now.



Megan33 March 22 at 12.30

I got my best buy yesterday! My parents bought me warm things for my skiing holiday – socks, gloves and a scarf. Then I saw an amazing black and purple jumper with pockets. I don't really need it, but I bought it anyway.



Ed14 March 22 at 13.13

Your clothes sound amazing! Mine are all so boring! Dad takes me shopping, and he buys me what *he* likes. Yuk. Last week he bought me a pale grey suit and a pale green tie for my cousin's wedding! They're just like his! Can you believe it! You're both so lucky.



Isaac60 March 22 at 13.25

Tell your dad it's great he wants to buy your clothes for you, but say *you* want to choose them sometimes. I got things for a holiday. I got pale blue swimming shorts and sunglasses. Oh, and black trainers – the best thing is a bright blue cap!



Amelia55 March 22 at 14.20

What great clothes – except the suit (sorry, Ed!). My sister and I always like the same clothes and our best buys last summer were swimming costumes! Mine is pink and hers is green. They look great!

GRAMMAR Pronouns and determiners

1 **Complete the sentences with the pronouns below.**

hers	his	~~mine~~	ours	theirs	yours

Determiners	Pronouns
They're my trainers.	They're *mine*.
Are they your swimming shorts?	Are they _____?
It's his jumper.	It's _____.
Are they her gloves?	Are they _____.
It's its blanket.	-
It's our clothes blog.	It's _____.
They're their swimming costumes.	They're _____.

GRAMMAR REFERENCE AND PRACTICE PAGE 83

2 **Find all the pronouns in the blog in Exercise 5.**

3 **Complete the sentences with pronouns.**

0 I'm sure those gloves are *mine*. I bought them yesterday.
1 Hey you two, are these caps _____? I found them under the table.
2 I hate going shopping for jackets with Ed. He doesn't like pockets on _____, but most jackets have them.
3 Samuel bought red boots not green ones, so I don't think those green boots are _____.
4 Megan and Isaac both love the colour grey, so I'm sure those grey scarves are _____.
5 Are all these _____? We've got so many clothes!
6 Excuse me. Are these sunglasses _____? I think you dropped them.

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

1 You can borrow me book.
2 I think you can buy a pair of trainers like my.
3 I like it because it colour is bright blue.
4 The cap isn't my. It's my brother's.
5 The clothes on the bed are all your.

5 **Work in small groups. Ask and answer questions about the things you have on your desk. Use these words to help you.**

Is this yours?
Yes, it's mine.
No, it isn't mine. It's his / hers / yours / theirs.
It's long and thin and it's bright green. It's a crayon and you use it to draw and colour in.

Is this your textbook? Yes, it's mine.

Are these pens yours? No, they're not mine. They're hers.

READING

1 **Look at the photos A–E. Which item of clothing do you like the best? Why?**

2 **Read the article and match the photos A–E to the paragraphs 1–5.**



THEY'RE MADE OF … WHAT?

Are you wearing a pair of leather boots? Is your jumper made of wool? Are your shorts made of cotton? Sorry, that's not cool! You need to wear clothes made of something else.





1 What do you do with your old tin cans? Do you recycle them? What happens to them next? Well, some people use them to make clothes. This dress is made of metal from old food cans. It looks good, but maybe it's a bit noisy when you move.

2 Cork comes from the outside of some trees in countries like Portugal and Spain. We usually find corks in the top of bottles, but you can use cork for other things too. Did you know you can use it to make clothes, handbags, hats and shoes? It's very popular in the big fashion houses.

3 What do you do with your plastic knives and forks after your picnic? Do you recycle them? Do you collect them? Some people do. In fact, they make jewellery out of them. Can you believe it? This designer has made hers into an amazing hat.



4 This dress won a prize in the yearly Toilet Paper Wedding Dress contest! You need a lot of toilet paper and, of course, you don't want to go out in the rain when you're wearing it.

5 Everyone needs shoes and lots of people drive cars. When you change your car tyres, why not use the old ones to make … shoes! They are easy and cheap to make, and they don't look bad.



3 **Read the article again and choose the correct answer.**

The article is about:
- **a** what to do with old clothes and jewellery.
- **b** making things to wear out of unusual things.
- **c** how to make cheap clothes and jewellery.

4 **Now answer these questions.**

1 What is the dress in photo B made of?
2 What can you make with cork?
3 What is the hat in photo A made of?
4 Why should you be careful when you wear the dress in photo C?
5 What are tyres usually used for?

TALKING POINTS

Would you like to wear any of the clothes and jewellery from the article? Why? / Why not?

What do you do with your old clothes when you don't wear them anymore?

READING

WARMER

Play Pictionary. Begin to draw one of the items of clothing from Exercise 1 page 58 and encourage the students to put up their hands and guess what it is by asking *Is it a … ?* Next, invite a student to come to the board and draw a picture for the class to guess. Then, encourage the students to continue in small groups.

BACKGROUND INFORMATION

When producing clothes, **sustainable fashion** (or **eco-fashion**) takes into account the impact the process might have on both the environment (e.g. the chemicals used and their effects) and also on the people who work for the clothes manufacturer (e.g. over 1,000 people died after a fire in a clothes factory in Bangladesh. The building had too many floors and couldn't support the heavy machinery).

Recycling: According to the Environmental Protection Agency in the USA, people throw away over 30 kg of clothes a year, even though most of these could be recycled. Recycling helps in different ways. It reduces our use of natural resources such as water, which is used to grow cotton. It also reduces our need to use chemicals, which are needed to make new clothes.

Upcycling (or **creative reuse**) is turning unwanted products into something useful. In fashion, upcycling might mean turning a pair of curtains with an attractive design into a fashionable dress, or even turning old electrical wire into jewellery.

1 Ask the students to describe the clothes in each photo first before they say which one they like best.

Answers

Students' own answers

2 Read the introduction first as a class, encouraging the students to answer the questions for themselves, i.e. *Are you wearing a pair of leather boots?* Vocabulary Exercise 1 page 61 presents these materials through a matching activity.

MIXED ABILITY

Tell the stronger students that there may be some words they don't understand, but they should try to match the texts (1–5) to the photos (A–E) by looking at the key words they do understand (e.g. text 2 mentions *hats*, so it must go with photo E).

With the weaker students, pre-teach the more difficult words, e.g. *cans*, *cork*, *plastic*, *knives*, *forks and spoons*, *jewellery*, *toilet paper* and *car tyres*. Do this by asking the students to find these things in the photos (A–E) before they match the texts (1–5).

Answers

1 B 2 E 3 A 4 C 5 D

3 Ask the students to try to answer this question before they read the article again. Stronger students may not need to read it again.

Answers

b

4 Point out that the students may not find the answers by just looking at the photos. They may need to read the accompanying texts (1–5) again.

Answers

1 old food cans
2 clothes, handbags, hats and shoes
3 knives, forks and spoons (cutlery)
4 you don't want to go out in the rain when you're wearing it
5 shoes

71 The Reading text is recorded for students to listen and read.

TALKING POINTS

Take a class vote first on the clothes by asking the students to vote for their favourite photo (A–E). Then, organise the students into small groups to discuss the questions. If appropriate, encourage a class discussion on sustainable fashion (see Background information above), e.g. *Don't throw away your clothes. Buy secondhand clothes or from eco-friendly shops.*

VOCABULARY Materials

1 Ask students to try to name the materials in the photos before they match them. Check pronunciation by asking them to listen and repeat.

72

Answers

The answers are recorded for students to check and then repeat.
A wool B cotton C cork D metal E plastic F leather

2 With a weaker class, point out that they only need to read the introduction and the first three texts to find the words.

Answers

Introduction: … leather boots, … made of wool, … made of cotton
Paragraph 1: … made of metal
Paragraph 2: Cork comes from … , … use cork
Paragraph 3: … your plastic knives

3 Write the example sentences on the board and highlight the difference in the prepositions: *we can make shoes from plastic* (focuses on the process) but *my jeans are made of cotton* (focuses on the final product). Next, brainstorm a list of unusual materials onto the board and encourage the students to make as many sentences as they can using *made from* and *made of*.

FAST FINISHERS

Encourage fast finishers to work through this section at their own pace. When they have finished Exercise 3, they challenge each other to find objects made of the materials in Exercise 1 in the classroom.

Possible answers

Paper cups, coconut fibre and coffee grounds can all be used to make clothes.
Students' own answers

» VOCABULARY WORKSHEET UNIT 9

PRONUNCIATION

Words beginning with /s/, /ʃ/, /tʃ/

4 Read *sick*, *shower* and *chair* together and make sure the students can hear the difference between the three sounds. Point out that they need to classify the words by their first sound.

73

Answers

The answers are recorded for the students to check and then repeat.
/s/ – sick, sea, socks, suit
/ʃ/ – shower, shirt, shoes, shorts
/tʃ/ – chair, change, cheese, chilli

5 If the students struggle to say the sentence correctly, break it down into short sections for them to repeat. Start at the end of the sentence and slowly build it up, e.g.:

suit shop

in the suit shop

seven shirts in the suit shop

six socks and seven shirts in the suit shop

She sees six socks and seven shirts in the suit shop.

Next, say the whole sentence together as a class, getting faster each time. Then, invite volunteers to say the sentence as fast as they can.

Answers

Students' own answers

LISTENING

74 1 Play the recording for the first time and ask the students to complete the first column. Then, play the recording again and ask the students to complete the second column.

Answers

	What is it?	What is it made of?
Henry	jacket	newspapers and magazines
Molly	necklace	chocolate
Lauren	shorts	money – notes

74 2 First, encourage the students to read Henry's sentence, to say whether he talks about clothes or jewellery, and to circle the correct one. Next, they should try to fill the three gaps with the correct word. Ask them to do the same for Molly and Lauren before they listen again and check their ideas.

Answers

Henry: It's a really good idea to make clothes out of newspapers and magazines because you've got something to read when you're bored.
Molly: It's a really good idea to make jewellery out of chocolate because you've got something to eat when you're hungry.
Lauren: It's a really good idea to make clothes out of money because you've got something to spend when you need it.

» AUDIOSCRIPT TB PAGE 149

3 Ask the class to dictate Henry's sentence back to you. Next, ask them to write their own sentence in their notebooks, using some of the materials you brainstormed in Vocabulary Exercise 3 on this page. Organise the students into pairs, then ask them to compare their sentences and vote for the best one.

Answers

Students' own answers

SPEAKING

1 Read the example aloud as a class first. Invite a volunteer to come to the front and walk around as if in a fashion show. While they are doing this, ask the class to describe him or her. The students then continue in pairs.

Answers

Students' own answers

COOLER

Describe what one of the students in the class is wearing (the clothes, the colour and the material) but don't say who it is. The class have to guess who it is. Ask the students to continue in small groups.

VOCABULARY Materials

1 Match the photos A–F to the words in the box.

EP

cork	cotton	leather
metal	plastic	wool



72 Listen and check. Then repeat.

2 Read the article on page 60 again. Find the words in exercise 1 and underline them.

3 What other unusual things can we use to make clothes, shoes or jewellery? What are your clothes and shoes made of?

We can make shoes from plastic.
My jeans and socks are made of cotton, my shoes are made of leather and my jumper is made of wool.

PRONUNCIATION

Words beginning with /s/, /ʃ/, /tʃ/

4 Look at the words and think about the first sound. Put the words into the correct columns.

change cheese chilli
sea shirt shoes shorts
socks suit

/s/ sick	/ʃ/ shower	/tʃ/ chair

73 Listen and check. Then repeat.

5 Now say this!

She sees six socks and seven shirts in the suit shop.

LISTENING

74 **1** Listen to three people talking about their ideas for unusual things to use to make clothes or jewellery. Complete the table.



	What is it?	What is it made of?
Henry		
Molly		
Lauren		

74 **2** Listen again. Complete the sentence three times: once for Henry, once for Molly and once for Lauren. Choose *clothes* or *jewellery*.

Henry: It's a really good idea to make *clothes* / *jewellery* out of _____ because you've got _____ when you _____.
Molly: It's a really good idea to make *clothes* / *jewellery* out of _____ because you've got _____ when you _____.
Lauren: It's a really good idea to make *clothes* / *jewellery* out of _____ because you've got _____ when you _____.

3 In pairs, describe your idea for clothes made of unusual things.

It's a really good idea to … .

SPEAKING

1 Work in pairs. You are at a fashion show. Take turns to describe what your partner is wearing, what colour the clothes are and what they are made of.

And this is Richard. Today he's wearing dark blue cotton trousers, bright red cotton socks and pale blue sandals made of cork. His shirt is … .

10 BUYING THINGS





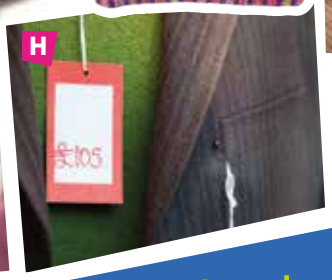












ABOUT YOU

Where do you do most of your shopping: online or in the shops? Which is better?

What do you buy online and what do you buy in shops? Why?

VOCABULARY AND READING

Buying and selling

1 **Match photos A–H to the words in the box.**

EP

bill cash discount price
purse receipt sale wallet

75 **Listen and check. Then repeat.**

2 **Do the shopping quiz. Do you agree with the statements? Choose *yes* or *no* for each sentence.**

3 **Now check your answers on page 124.**

4 **In pairs, discuss your answers. Which of you:**

1 buys more online than in the shops?
2 sometimes checks the bill?
3 usually shops in the sales?
4 carries cash in their purse or wallet?
5 never asks shop assistants anything?
6 spends more on clothes than their friends?

5 **Put the words from Exercise 1 into the correct columns.**

Countable nouns (C)	Uncountable nouns (U)

What kind of shopper are you?

Choose *yes* or *no* and find out.

1	I look at the price before I buy expensive things, like some shoes.	Yes / No
2	I'm not interested in any discounts. I want to buy the best.	Yes / No
3	I make sure I keep a few receipts from my shopping.	Yes / No
4	I don't buy much in the shops, only a few things a month.	Yes / No
5	I usually buy a lot of T-shirts and tops in the sales.	Yes / No
6	I often ask the shop assistant for some advice on what to buy.	Yes / No
7	I always check the bills when I eat in cafés or restaurants.	Yes / No
8	I never have any cash in my wallet or purse. I spend money quickly.	Yes / No
9	I don't buy CDs, but I share a lot of music with my friends.	Yes / No
10	I spend a bit of time every week looking at clothes online.	Yes / No

76



10 BUYING THINGS

Unit Overview

TOPIC	Buying and selling things
VOCABULARY	Buying and selling
AND READING	What kind of shopper are you?
GRAMMAR	*some*, *any*, *a lot of*, *a few*, *a bit of*
PRONUNCIATION	Weak forms: /ə/
READING	Two young entrepreneurs to watch
VOCABULARY	Phrases with *for*
LISTENING	Five short conversations
WRITING	A story about a problem buying something online

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 84; TB page 134
WORKBOOK: pages 44–47
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 10; Vocabulary worksheet Unit 10
TEST GENERATOR: Unit test 10

WARMER

Brainstorm a list of shops onto the board, e.g. *sports shop*, *clothes shop*, *bookshop*, etc. Say to the class 'I bought something in a clothes shop last week. What are they?' Encourage them to ask you *Yes*/*No* questions and try to guess what they are. For example: *Are you wearing them now?* (*Yes, I am.*) *Are they made of cotton?* (*No, they aren't.*) *Are they made of leather?* (*Yes, they are.*) *Are they your shoes?* (*Yes, they are.*) Allow the students three or four minutes to do the same activity in small groups, encouraging them to talk about things they bought in some of the other shops on the board.

ABOUT YOU

Ask the students to look at the unit title and the photos and to say what they think this unit is about (*buying and selling, shopping*). Then, ask them to ask and answer the questions in small groups.

VOCABULARY AND READING

Buying and selling

1 Ask the class to look at the photos first and in pairs describe what they can see. Invite a brief class discussion by asking 'Do you like shopping?' 'What sort of shops do you like?' 'Do you have a favourite shop?' 'What do you like buying?' Highlight the difference between *purse* and *wallet* by asking 'Is it usually for a man or a woman?' 'Do you put coins or notes in it?' If necessary, point out that the *p* in *receipt* is silent: /rɪˈsiːt/.

75

Answers

The answers are recorded for the students to check and then repeat.
A discount B receipt C bill D purse E wallet F cash G sale H price

2 Either do the quiz as a class or organise the students into small groups. Students take turns to read the sentences aloud. Point out that they need to circle *yes* if the sentence is true for them or *no* if the sentence is false for them.

Answers

Students' own answers

76 The Reading text is recorded for students to listen to for Exercise 2.

3 Ask the students to count how many *yes* and how many *no* answers they have. Then, they read the result on page 124 and say if they think it's true or false for them and why.

Answers

(Page 124 Student's Book)
More *Yes* than *No* answers.
You are careful with your money and want to buy things for a good price. You usually think and look before you buy.

More *No* than *Yes* answers.
You love clothes and shopping, and you like spending money. You don't always think before you buy and you spend a bit too much sometimes.

4 Remind the students that they should try to have a conversation by asking follow-up questions. Demonstrate this activity with a stronger student, e.g.:

Teacher: *Do you buy more online than in the shops?*
Student: *No I don't. I buy more in the shops than online.*
Teacher: *What do you buy online?*
Student: *I sometimes buy books for school.*
Teacher: *What do you buy in the shops?*

With a weaker class, it may be necessary to elicit a dialogue from the class and write it on the board for the students to use as a model.

Answers

Students' own answers

5 Ask the class to look at the table and elicit the difference between countable and uncountable nouns. After they have completed the table, ask them to think of some more examples of countable and uncountable nouns, e.g. *three eggs* and *five apples* are countable, but *some rice* and *some milk* are uncountable.

Answers

Countable: bill, discount, price, purse, receipt, sale, wallet
Uncountable: cash

GRAMMAR *some, any, a lot of, a few, a bit of*

1 Ask the students to read the sentences and say whether the noun following *some*, *any*, *a lot of*, *a few* or *a bit of* is countable or uncountable. Then, elicit which sentences are positive and negative before they complete the rules. Point out that we use some of the words with both countable and uncountable nouns.

Answers

1 countable and uncountable
2 countable and uncountable
3 countable and uncountable
4 countable
5 uncountable

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 134

2 Ask the students to say what they can see in the photos before they match them to the sentences.

Answers

1 A 2 D 3 C 4 B

3 Ask the students to look at the photos and describe what they can see before they complete the sentences. Encourage stronger students to write their own sentences with *a bit of*, *a few* or *a lot of* before they look at the sentences.

Answers

1 a lot of 2 a bit of 3 a few 4 a few 5 a lot of 6 a bit of

FAST FINISHERS

Ask the fast finishers to rewrite the sentences with an opposite meaning, e.g. *1 There are a few socks on the bed. 2 There's a lot of cake left.*

» GRAMMAR WORKSHEET UNIT 10

PRONUNCIATION Weak forms: /ə/

4 English is stress-timed. This means that the stressed syllables are said at regular intervals, e.g. *Da– Da–Da*. In order to maintain this pattern, some of the other syllables are reduced to the /ə/ sound so that they can fit in between. Point out that the /ə/ sounds in each sentence (*a bit of your burger*, *a few* and *A lot of*) are highlighted in a different colour.

77 **Audioscript**

The sentences are recorded for students to listen and repeat.

1 Can I have a bit of your burger?
2 He took a few photos.
3 A lot of people came.

5 Tell the students to underline the stressed syllables and circle the /ə/ sound first in each sentence in Exercise 3. Then, Student A taps a regular rhythm while Student B says the sentence and then they swap roles.

Answers

Students' own answers

6 Point out that there is one mistake in each sentence. In most of them, the article *a* is incorrect.

Answers

1 Please can you bring **some** pencils for drawing.
2 I want to buy **some** clothes. Can you help me?
3 I'm phoning to tell you **some** / **the** / **a bit of** good news.
4 You only need to bring **some** shorts and a T-shirt.
5 I'm sorry, but I haven't got **any** cash.

7 Brainstorm some ideas onto the board by asking:

'Do you prefer shopping in department stores or small shops?'

'Do you prefer the town centre or the shopping centre?'

'What sorts of things do you usually buy?'

'Do you prefer to go shopping with your family or your friends?'

'Do you ever buy things online? What? Why?'

'When are there usually sales? Do you usually buy things then?'

Then, allow the students five minutes to make notes on their own answers. Encourage them to use *some*, *any*, *a bit of*, *a few* and *a lot of*.

They discuss their answers in pairs or small groups checking that the other members of the group have used *some*, *any*, *a lot of*, *a few* or *a bit of* correctly.

MIXED ABILITY

Pair up a stronger student with a weaker student. Ask the weaker student to interview the stronger student first using the questions above. Encourage the stronger student to use *some*, *any*, *a lot of*, *a few* or *a bit of* in their answers. Next, ask them to write down six sentences together using the stronger student's answer. Then, ask each pair to work with another pair (now a group of four) and to compare their answers as above. You could ask each pair to write some true and some false sentences for the other pair to guess which are true and which are false.

Answers

Students' own answers

COOLER

Organise the class into teams. Say an object from Unit 9 or 10 and ask each team to make a sentence with *some*, *any*, *a lot of*, *a few* or *a bit of* and the word. Give a point to the team with the longest sentence. For example:

Teacher: *leather boots*

Team A: *There are a lot of leather boots in the department store.* (11 words > 1 point)

Team B: *My mum hasn't got any leather boots.* (8 words)

GRAMMAR *some, any, a lot of, a few, a bit of*

1 **Read the sentences from the quiz. Then complete the rules with *countable*, *uncountable* or *countable and uncountable*.**

I look at the price before I buy expensive things, like some shoes.
I often ask the shop assistant for some advice on what to buy.
I'm not interested in any discounts.
I never have any cash in my wallet or purse.
I usually buy a lot of clothes, like T-shirts and tops, in the sales.
I share a lot of music with my friends.
I make sure I keep a few receipts from my shopping.
I spend a bit of time looking at clothes online.

1 We use **some** in positive sentences with _____ nouns.
2 We use **any** in negative sentences with _____ nouns.
3 We use **a lot of** in positive sentences with _____ nouns.
4 We use **a few** in positive sentences with _____ nouns.
5 We use **a bit of** in positive sentences with _____ nouns.

» GRAMMAR REFERENCE AND PRACTICE PAGE 84

2 **Match the photos A–D to the sentences.**









1 He's got a bit of pizza.
2 He's got a few books.
3 He's got a lot of pizza.
4 He's got a lot of books.

3 **Look at the photos. Complete the sentences with *a bit of*, *a few* or *a lot of*.**








1 There are _____ socks on the bed.
2 There's _____ cake left.
3 There are _____ eggs in the fridge.
4 There are _____ books on the shelf.
5 He's got _____ money in his wallet.
6 I only ate _____ breakfast this morning.

PRONUNCIATION Weak forms: /ə/

77 **4** **Listen and repeat.**

1 Can I have a bit of your burger?
2 He took a few photos.
3 A lot of people came.

5 **In pairs, take it in turns to read the answers from Exercise 3.**

6 **Correct the mistakes in the sentences.**

1 Please can you bring a pencils for drawing.
2 I want to buy a clothes. Can you help me?
3 I'm phoning to tell you a few good news.
4 You only need to bring a shorts and a T-shirt.
5 I'm sorry, but I haven't got some cash.

7 **Write six sentences about your shopping habits using *some*, *any*, *a lot of*, *a few* or *a bit of*.**

In pairs, compare your sentences and check you are using the grammar correctly. Are any of your partner's statements true for you?

READING

1 What ideas can you think of for an online business? Discuss your ideas with a partner.

2 Look at the photos of the two young business people. Read and complete the information:

1

NAME:

COUNTRY:

NAME OF BUSINESS:

TYPE OF BUSINESS:

2

NAME:

COUNTRY:

NAME OF BUSINESS:

TYPE OF BUSINESS:

TWO YOUNG ENTREPRENEURS TO WATCH



Cory Nieves, or Mr Cory, is from the United States. He started his business when he was six years old because he was tired of getting the bus to school. He wanted to make some money to help his mum, Lisa, buy a car. First, Mr Cory sold hot chocolate in front of his home in New Jersey. He did well, and he began to sell other things too, like lemonade and cookies. Mr Cory and his mum tried a lot of different recipes for cookies. Then, one day they baked some perfect chocolate chip cookies. Now they bake a lot of different cookies and sell them on his website mrcoryscookies.com. You can also buy them from shops. The cookies are all natural, and Mr Cory and his mum still try the recipes at home before they sell them to customers. Mr Cory also works with organisations that help young people in the United States.



Bella Tipping is Australian. She got the idea for her website while she was on holiday with her family in the US, when she was 12 years old. Bella and her mum talked about their experience. Her mum said the vacation was great. When Bella didn't agree her mum was really surprised. Bella said a lot of things in the hotels and restaurants were for adults not children. The places didn't think about what children wanted or needed. So, Bella started her website called Kidzcationz, where children can post their reviews of hotels and restaurants. Now, when families are planning their holidays and looking for places to stay and eat, they can look at the Kidzcationz website first to see which places are best for children.

78

3 Read the articles again and answer the questions.

1 Why did Cory want his mum to buy a car?
2 What did Cory sell before he sold the cookies?
3 What kind of cookies did they make first?
4 What do Cory and his mum still do?
5 How old was Bella when she had the idea for Kidzcationz?
6 What surprised Bella's mum after the holiday?
7 What was the problem with the hotels and restaurants?
8 How can families use Kidzcationz?

TALKING POINTS

Which do you think is a better idea: Mr Cory's Cookies or Kidzcationz? Tell your partner.

READING

WARMER

Write *Buying and selling online* on the board. Organise the class into teams and challenge the teams to write a list of things that the students often buy online and a list of things they *don't* usually buy online. Allow them two or three minutes to do this. If appropriate, award points for each thing. Write the ideas on the board in two columns. Then, invite a brief class discussion on the advantages and disadvantages of buying online.

BACKGROUND INFORMATION

Both Cory Nieves (Mr Cory's Cookies) and Bella Tipping (Kidzcationz) are real young entrepreneurs with real websites. Cory now works with several other companies and brands including department stores (e.g. Macy's) and supermarkets (Whole Foods). Part of his company has been bought by an American businessman. He donates part of his profits to local children charities. On the website, his single mother Lisa has written a letter of support and encouragement to other single mothers. On her Kidzcationz website, Bella Tipping takes internet security very seriously: reviewers' identities are protected and cannot be contacted directly. She also encourages reviewers to highlight places that support adults or children with special needs.

Other child entrepreneurs include Gabrielle Goodwin (hair accessories), Sebastian and Brandon Martinez (socks), Amber Kelley (Cook with Amber YouTube Channel), Ryan Kelly (dog treats) and Mikaila Ulmer (Life Skills on page 98 in this book includes an article about Mikaila's lemonade company).

1 Encourage the pairs to imagine that they would like to start their own online business and ask them to answer these questions: *What would you sell? How would you do it? Would you use a website like eBay or would you create your own online store?* Then, invite a brief class discussion on people they know (including family members) or local shops or businesses who have sold things online (*What do they sell? Are they successful?*).

Answers

Students' own answers

2 Ask the students to look at the photos, the profiles and the title and try to guess what *entrepreneur* means (/ˌɒn.trə.prəˈnɜːr/ *someone who starts their own business, especially when they see a new opportunity*). Then, ask them to read the article quickly and complete the information on the profiles.

MIXED ABILITY

For Exercises 2 and 3, divide the students into two groups. Students in group A read about Cory Nieves and those in group B read about Bella Tipping. Pair up a stronger student with a weaker one in their group and ask them to complete the information about either Cory or Bella in Exercise 2 and answer the questions about their entrepreneur in Exercise 3. Then, ask each pair in group A to sit next to a pair in group B and to share their information.

Answers

1
Cory Nieves
The United States
Mr Cory's Cookies
It sells cookies
2
Bella Tipping
Australia
Kidzcationz
It gives information

3 Encourage the students to try to answer the questions before they read the texts again. Remind them to answer the questions in full sentences.

Answers

1 Because he was tired of getting the bus to school.
2 He sold hot chocolate and lemonade.
3 They made chocolate chip cookies first.
4 Cory and his mum still try out the recipes themselves at home.
5 Bella was 12.
6 She was surprised that Bella did not think the holiday was great.
7 They didn't think about what young people wanted or needed on holiday.
8 They can look at reviews from young people about hotels and restaurants.

78 The Reading text is recorded for students to listen and read.

TALKING POINTS

Allow the students time to think about some reasons for their choice before they tell their partner. If time allows, take a class vote on the most popular idea.

VOCABULARY Phrases with *for*

1 Write the sentences with *for* on the board and ask the students to replace the phrases with something similar (e.g. *for just over a dollar/a euro/75p*, *for parties/picnics/lunch*). Encourage them to think about the different uses of *for* before they look at the meanings in the exercise.

Answers

1 for the next day
2 for 'cookies'
3 for just over a dollar each
4 for parties
5 for his website

2 Encourage stronger students to read the sentence beginnings first and try to complete them with *for* (1–5) and an expression before they read the endings (a–e). Alternatively, with books closed, dictate the sentence beginnings to the class and then ask them to try to complete them in pairs.

Answers

1 d 2 c 3 e 4 a 5 b

3 Encourage the students to think about what sort of word is missing using the meanings in Exercise 1 (*e.g. 1 payment, 2 occasion, etc.*) before they look at the words and phrases in the box.

FAST FINISHERS

In pairs, ask fast finishers to write some true sentences about themselves on strips of paper using the different phrases with *for*. Then, they cut their sentences in halves where the second half begins with *for* (see Exercise 2). When the others are ready, they pass their strips to groups of students to match the sentence halves.

Answers

1 two pounds
2 her birthday
3 its tasty cookies
4 tomorrow
5 entrepreneur

» VOCABULARY WORKSHEET UNIT 10

LISTENING

79 **1** Ask the students to read each question and if appropriate, underline the key words. Point out that the students will probably information about all three answers, but only one is correct. Play the recording at least twice. If students find this exercise difficult, photocopy the audioscript on TB page 149. Ask them to read it and both find the answer and also find where the other options are mentioned and why they are not correct.

Answers

1 B 2 C 3 A 4 B 5 C

» AUDIOSCRIPT TB PAGE 149

WRITING

PREPARE TO WRITE
A story

GET READY With a stronger class, write the time expressions *after that*, *after two weeks*, *six days later* and *finally* on the board and ask these students to retell the story from memory after they have read it. With a mixed ability class, after they have read the story, pair up a stronger student with a weaker student. The stronger student retells the story with their book closed; the weaker student provides clues with their book open, e.g. *After that he waited … , Six days later, it … .*

PLAN Remind the students (especially the weaker ones) that they can use the story about the jacket as a model to answer these questions, but that they should change the information, e.g. they didn't want to buy a *jacket*, they wanted to buy a *T-shirt*. With a mixed ability class, pair up a weaker student (A) with a stronger student (B). Student A reads out the questions, Student B answers the questions, and Student A writes down the answer. With a very weak class, brainstorm answers to these questions together and write notes on the board.

WRITE If you brainstormed the notes together as a class on the board, now ask the students to link the notes together. Remind them to begin with *I wanted to buy …* etc., use the time expressions and write about 50 words.

IMPROVE Remind the students of their most common mistakes, e.g. with the past simple, the position of adjectives, the use of possessive pronouns.

Answers

Students' own answers

COOLER

Write sentence 1 in Exercise 1 on the board. Challenge the students in groups to write as many new sentences as they can using the *for* expression within a time limit (about two minutes), e.g.:

Cory sells his cookies for just over a dollar each.

Burger King sells hamburgers for just over two euros each.

My brother is selling his bike for just under 80 euros.

Then, write sentence 2 on the board and set a time limit. Continue in the same way with the remaining sentences.

VOCABULARY Phrases with *for*

1 **Look at the sentences with *for*.**

EP Cory sells his cookies **for just over a dollar each**.
People often buy cookies **for parties**.
People can order cookies online **for the next day**.
Cory is well-known **for his website** Mr Cory's Cookies.
What's British English **for 'cookies'**?

Match the phrases with *for* to the meanings:

1 time
2 the meaning of
3 payment
4 occasion
5 reason

2 **Now match the two halves of the sentences.**

1 People don't pay	**a** for 'vacation'?
2 Australia is famous	**b** for her 14th birthday.
3 Let's book a table	**c** for its beaches and amazing countryside.
4 What's another word	**d** for the information on Bella's website.
5 Bella went out with friends	**e** for lunch.

3 **Complete the sentences. Use the words and phrases in the box.**

entrepreneur	its tasty cookies	her birthday
tomorrow	two pounds	

1 How many oranges can I buy for _____?
2 I want to buy my sister some jewellery for _____.
3 This shop is famous for _____.
4 You need to do your English homework for _____, please.
5 What's the word in your language for _____?

LISTENING

79 **1** **For each question, choose the correct answer.**

1 Two friends are talking at the shopping centre. Why is the boy at the shopping centre?
A His computer's not working.
B He wants to visit a new shop.
C He always gets his shopping there.

2 A boy, Adam, is talking about shopping. What did he buy?
A some fruit
B a dog
C some bread

3 A woman is talking to her daughter about a present for her son, Matt. What is the present?
A something for Matt to wear
B something that Matt asked for
C something Matt needs for school

4 Two friends are talking at one of the friend's houses. What is the boy doing?
A He's reading his homework diary.
B He's looking at websites.
C He's doing his homework.

5 A teacher is talking to the class about a school trip. What is he telling them to do?
A get to school early
B bring T-shirts
C wear warm clothes

WRITING

PREPARE TO WRITE

A story

GET READY You're going to write a story about a problem you had buying something online, beginning with this sentence: *I wanted to buy a _____, so I looked on the internet. I found one on this fantastic website and … .*
Read the story about Chris and his jacket on page 124. Find and underline these words in the story: *after that*, *after (two weeks)*, *(six days) later* and *finally*.

PLAN In your story, you tried to buy something online and there was a problem. Read the questions and make notes.

1 What did you want to buy? Describe it and say why you liked it.
2 How did you buy it? Did you use cash?
3 How long did it take to arrive?
4 What happened when it arrived? What was wrong with it?
5 What did you do?
6 What happened at the end of the story?

WRITE Write your story in about 50 words. Try to link the events in your story with the words *after that*, *after*, *later* and *finally*. Start with the sentence in *Get ready*.

IMPROVE In pairs, read your own story and your partner's. Check for mistakes. Give your partner two ideas to make their story better. Use your partner's advice and rewrite your story.

CULTURE

SHOPPING

1 **In pairs, discuss the questions with your partner.**

1 Is your home or school near a shopping centre, farmers' market or charity shop?
2 How are small shops and shopping centres different?

2 **Read about shopping in different countries. Where do *you* do your shopping?**

FACTFILE **Shopping**

Shopping is an important part of people's lives. People often want to buy different things at good prices. In English-speaking countries, these types of shops are popular:

- ★ **Charity shops:** People give these shops clothes, books and other things they don't use or want anymore. These shops then sell these things to other people. Charity shops give the money they make to help others.
- ★ **Farmers' markets:** In these markets, farmers sell fruit, vegetables, cheese, honey and other local items.
- ★ **Shopping centres:** These are big, modern buildings with lots of shops and places to eat. In the United States, shopping centres are called 'malls'.



SHOPPING SURVEY

We asked three teens in three different countries 'Where do you do your shopping?' Here are their answers.



1 Mark, age 14

Seattle, USA

Where: Northgate Mall, near Seattle

Why? I shop at Northgate Mall because there are lots of different stores and places to eat. I like listening to music and there is an excellent choice of technology stores in the mall. I also like Northgate Mall because it is near my house and I can walk or cycle there. I don't have a lot of pocket money, but I don't mind because I can look at things in different shops and go window shopping!

2 Karen, age 13

Dublin, Ireland

Where: Charity shops on Camden Street, Dublin

Why? I haven't got a lot of pocket money, so I need to shop carefully. Every penny counts! One way I save money is shopping at charity shops. I love going shopping in Dublin and I really love Camden Street. Some of the charity shops only have clothes people donate, but others have jewellery, other accessories and furniture.



3 Darren, age 13

Ta' Qali, Malta

Where: Farmers' Market near Mdina

Why? I love cooking and sometimes I go with my mum and dad to the Ta' Qali Farmers' Market to get fresh fruit and vegetables. The food at the market is from local farms and my parents say the prices are great. We buy special Maltese honey at the Farmers' Market for making sweets. I have yoghurt, fruit and honey for breakfast every morning.

80

CULTURE

Learning Objectives

- The students learn about different types of places to go shopping.
- In the project stage, they prepare and carry out a survey and then present their findings to the class.

Vocabulary

window shopping local donate accessories penny technology

Resources

CULTURE VIDEO AND CULTURE VIDEO WORKSHEET: Street fairs everywhere

BACKGROUND INFORMATION

Charity Shops: In the 19th century, the Salvation Army used to sell secondhand clothes. (The Salvation Army is an organisation which helps the poor.) Oxfam (**Ox**ford **Fam**ine Relief) opened the first charity shop in Oxford in 1947–8 to raise money to reduce famine in Greece. There are now around 10,500 charity shops in the UK. Even the department store Harrods, a luxury department store in London, opened a temporary charity shop for a month called 'Fashion Re-told'. It sold designer clothes and accessories donated by customers, employees and brands to raise money for the UK children's charity NSPCC (National Society for the Prevention of Cruelty to Children).

Farmers' markets: While public markets tend to take place in a permanent structure often on a daily or weekly basis, farmers' markets take place less frequently. In a farmers' market, you buy directly from a local producer and most of the profit from the sale goes directly to them. Modern farmers' markets started to appear in the 2000s when people began to look for fresher, more seasonal products and also for homemade cakes, jam, bread, cheese, etc.

Shopping centres / malls: Most of the biggest shopping centres in the world are in Asia where land is cheapest. The Dubai Mall, for example, is the size of 50 soccer pitches and has over 1,200 shops, 22 cinema screens, 120 restaurants and cafés, an aquarium, an ice rink and a hotel.

WARMER

Write on the board *In our shopping centre there's a … .* Check that the class understand *shopping centre* by asking 'What's the name of the shopping centre in [name of place]?' Next, begin the activity by saying 'In our shopping centre there's a sports shop and … .' Encourage a stronger student to continue, e.g. *In our shopping centre there's a sports shop, a clothes shop and … .* Then, encourage other students to continue adding more shops to the sentence. Continue this activity either as a whole class or in small groups.

1 Books closed. Write *charity shop*, *farmers' market* and *shopping centre* on the board in three columns. Ask the students in small groups to try to write at least three things they can buy in each one. If they don't know the meaning of the places, they should make a guess. Books open. The students read the factfile at the top of the page and check their ideas. Next, ask them to take turns to ask and answer the questions in Exercise 1.

Answers

1 Students' own answers
2 Small shops: sell one sort of thing, such as clothes or books; help you choose your shopping; are often in villages, towns, cities; Shopping centres: have lots of different shops and different things for sale in one place; are often found outside city centres.

2 If necessary, pre-teach *shopping survey* by encouraging the students to read the introduction to the text and asking 'What do you think a survey is?' (*asking different people about their habits or opinions*) Next, ask them to look at the photos (without reading the answers) and try to predict where the people do their shopping and why. Then, ask them to read the three answers and check their ideas. The students will talk more about where they do their shopping in *Talking points* and also in the *Project* box.

Answers

Students' own answers

80 The Reading text is recorded for students to listen and read.

3 Ask the students in pairs to describe what they can see in each photo before they match them to the texts.

Answers

A 2 B 3 C 1

4 Ask the students in pairs to read the sentences and try to say if they are right or wrong before they read the texts again.

MIXED ABILITY

Encourage the stronger students to correct the wrong sentences. Fast finishers can write some right or wrong sentences. When the others are ready, the fast finishers read out their sentences. With weaker students, first ask them to read the sentences and decide which text each sentence refers to (Text 1 – sentences 1 and 2, Text 2 – 3 and 4, Text 3 – 5 and 6). Next, do the exercise as a group by highlighting the sentence in each text which gives the answer and asking the students to say whether the sentence in the exercise is right or wrong.

Answers

1 × (There is an excellent choice of technology stores.) 2 ✓
3 ✓ 4 × (Others have furniture, jewellery and other accessories.) 5 ✓ 6 ✓

5 First, ask the students in pairs to read through the sentences and try to complete them with a suitable word. Next, ask the students to look at the highlighted words in the text and try to guess the meaning of each one from context. Then, ask them to complete the sentences with these words.

Answers

1 window shopping 2 local 3 donate 4 accessories
5 penny 6 technology

TALKING POINTS

As a class, brainstorm some reasons why people shop at the three places in the survey. Then, organise them into small groups and ask them to take turns to ask and answer the questions. Remind them to say why.

81 6 Ask the students to read through the questions first before they listen. Point out that they'll need to listen for information about Leo in 1 and Gemma's mum in 2.

Answers

1 c 2 b

81 7 As a class, ask the students to match sentence 1 to its half (1e) and then ask them to try to match the rest of the sentence halves individually before they listen again. If necessary, play the recording for a third time for weaker students.

Answers

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

» AUDIOSCRIPT TB PAGES 149

PROJECT ***A survey***

Ask the students to read the project instructions in bold and ask 'What are you going to do for this project?' (*a shopping survey*) Brainstorm some questions as a class and write them on the board. Then, organise the students into small groups and ask them to think of five or six questions they'd like to ask.

Ask the students to draw a table on a piece of paper and to write their questions in the left-hand column. They should include six columns to write different people's answers.

Reorganise the class into new groups where each member has a different set of questions. Ask them to take turns to ask and answer their questions, but point out that they need to write down the answers in note form. Encourage the students to think of at least two people outside the class they can ask these questions.

If appropriate, encourage the students to present their results using graphs, pie charts, etc.

FAST FINISHERS

Encourage fast finishers to write more questions and to try to use some of the new grammar from Units 1–10, in particular the past simple. Also ask them to help those groups which are struggling to write five questions.

PROJECT EXTENSION

Ask the students to look at the three texts again and encourage them to produce a profile about themselves using these as a model. In their profile they should include their name, their age, where they are from and they should answer the questions: *Where do you usually do your shopping?* and *Why?* These profiles can either be handwritten and displayed on the walls or presented together on a program like PowerPoint or put on a class or school blog.

06 **CULTURE VIDEO: Street fairs everywhere**

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

COOLER

Describe your favourite shop to the students, but don't tell them the name. When you have finished your description, ask 'What's my favourite shop?' Then, encourage the students to continue the activity in small groups.



3 **Match the texts (1–3) in Exercise 2 to the photos (A–C).**



4 **Read the texts again. Are the sentences right (✓) or wrong (✗)?**

1 There are not a lot of technology stores at the mall.
2 Mark walks or cycles to the mall.
3 Karen likes shopping in Camden Street in Dublin.
4 Charity shops only sell clothes.
5 The Farmers' Market in Ta' Qali sells food from local farms.
6 Darren likes eating honey and yoghurt in the morning.

5 **Complete the sentences with the highlighted words in the texts.**

1 When I go to the centre of town, I love going _____. I don't buy anything but I look at lots of products.
2 I like buying _____ fruit and vegetables at the Farmers' Market. That way, I help small businesses and farmers from the area.
3 I'm taking some clothes to the charity shop to _____ them.
4 I love shopping for hats, scarves, sunglasses and other _____.
5 I need to save every _____ of my pocket money to buy a concert ticket next month.
6 I need a new phone. This afternoon my mum is taking me to a _____ store to see some different phones.

TALKING POINTS

Do you ever shop at any of the places in the survey?
Where is your favourite place to do your shopping? Why?

81 **6** **Listen to Gemma talking to two people about shopping. Tick the correct answers.**

1 Leo likes shopping …
  a at charity shops.
  b at the Farmers' Market.
  c at the shopping centre.
2 Gemma's mum likes shopping …
  a at charity shops.
  b at the Farmers' Market.
  c at the shopping centre.

81 **7** **Listen again and match the two halves of the sentences.**

1 Leo is …	**a** window shopping at the shopping centre.
2 Leo likes …	**b** three times a week.
3 Leo goes shopping …	**c** fruit and vegetables.
4 Leo sometimes buys	**d** music magazines.
5 Gemma's mum goes shopping …	**e** 13 years old.
6 She likes …	**f** cheese.
7 She always buys …	**g** the local products and the prices.
8 Gemma and her dad love …	**h** at weekends.

PROJECT *A survey*

In small groups, prepare and carry out a shopping survey.

- Think of five or six questions for your shopping survey.
  Ask questions about:
  - Where people shop
  - Why they shop there
  - When they shop
  - What they buy
- Write down the shopping survey questions.
- Compare your questions with another group's questions.
- Ask members of a different group your questions and record the results.
- After school, ask two friends in another class or family members about where they shop.
- Tell the class what you found out.

06 NOW WATCH THE CULTURE VIDEO

EXTRA ACTIVITIES

UNIT 10 VOCABULARY AND READING, PAGE 62

2

Quiz result?

More *Yes* than *No* answers.
You are careful with your money and want to buy things for a good price. You usually think and look before you buy.

More *No* than *Yes* answers.
You love clothes and shopping, and you like spending money. You don't always think before you buy and you spend a bit too much sometimes.

GRAMMAR REFERENCE AND PRACTICE ANSWER KEY

STARTER UNIT — BE / THERE IS / THERE ARE

1 **1** Is there … , Yes, there is.
2 Are there … , No, there aren't (are not).
3 Are there … , Yes, there are.

HAVE GOT

2 **1** have not (haven't) got
2 have ('ve) got
3 has not (hasn't) got; has ('s) got
4 Have … got; have

CAN

3 Students' own answers

UNIT 1 — ADVERBS OF FREQUENCY

1 **1** play **2** doesn't (does not) go **3** watches **4** Does … go **5** don't (do not) play **6** studies

2 **1** We never play badminton.
2 My dad doesn't (does not) often go running (or My dad doesn't go running often.)
3 My friends and I sometimes go cycling.
4 We aren't (are not) usually bored in our sports lesson.
5 Are you often tired in the morning?

3 (*Possible answers*)
1 Do you and your friends often go sailing? No, we never go sailing.
2 Are you sometimes bored at home? Yes, I'm (am) often bored on Sunday afternoon.
3 How often do you cook dinner? I often cook dinner.
4 How often does your best friend watch TV? She always watches TV after dinner.
5 Do you sometimes go running alone? Yes, I often go running alone.

UNIT 2 — PRESENT CONTINUOUS AND PRESENT SIMPLE

1 **1** We're (are) serving dinner now.
2 I'm (am) not going to school this morning.
3 What are you making?
4 My friends aren't (are not) going cycling at the moment.
5 Is your best friend sitting next to you?

2 **1** never eat **2** go **3** 's sleeping **4** do you usually have **5** watching, I'm not **6** isn't working **7** always go

3 *(Possible answers)*
1 For breakfast, I often have toast and hot chocolate.
2 My friends and I sometimes play football after school.
3 At the moment, my best friend is sitting next to me and she's doing this exercise.
4 I'm wearing a T-shirt, trousers and shoes today.
5 On Friday afternoon, I usually go to my grandparents' house and we have pizza.
6 I'm doing this exercise now.

UNIT 3 — LIKE, DON'T LIKE, HATE, LOVE + -ING

1

verb	only add *-ing*	remove -e and add *-ing*	double the consonant and add *-ing*	*-ing* form
get up			✓	getting up
have		✓		having
make		✓		making
open	✓			opening
play	✓			playing
shop			✓	shopping
sit			✓	sitting
swim			✓	swimming
watch	✓			watching

2 **1** playing **2** living **3** driving **4** going **5** wearing **6** getting up

3 *(Possible answers)*
2 I don't like listening to rock music.
3 I hate studying for exams.
4 I really like having pizza for dinner.
5 I quite like swimming in the sea.

UNIT 4 — PAST SIMPLE OF *BE*

1 **1** were **2** was not (wasn't) **3** were not (weren't), was **4** were **5** was not (wasn't), was

2 **1** Was your first teacher tall? Yes, he/she was.
2 Were his shoes broken? Yes, they were.
3 Were you and your friends cold? No, we weren't.
4 Was your mobile phone in your bag? No, it wasn't.
5 Were we near the lake? Yes, we were.

3 (*Possible answers*)
1 Were you late for school on Monday? No, I wasn't.
2 Were your friends tired at 9 am this morning? No, they weren't.
3 When was your best friend born? In 2006.
4 What day was it yesterday? It was Tuesday.
5 Was this exercise difficult? No, it wasn't.

UNIT 5 PAST SIMPLE: REGULAR VERBS

1

climb → climbed	change → changed	carry → carried	play → played	stop → stopped
walked	died practised	tried studied	stayed enjoyed	shopped planned

2 **1** played **2** watched **3** listened **4** climbed **5** tried **6** finished

UNIT 6 PAST SIMPLE: NEGATIVES AND QUESTIONS

1 **1** didn't (did not) cook **2** didn't (did not) work **3** didn't (did not) use **4** didn't (did not) climb **5** didn't (did not) open

2 (*Possible answers*)

1 My mum didn't listen to rock music yesterday.

2 My classmates didn't walk to Paris yesterday.

3 I didn't study for five hours yesterday.

4 My friends and I didn't play rugby yesterday.

5 This class didn't start at 7 pm yesterday,

3 **1** Did … help, Yes, she did.

2 Did … finish, Yes, they did.

3 Did … start, No, it didn't.

4 Did … enjoy, Yes, I/we did.

5 Did … rain, No, it didn't.

4 (*Possible answers*)

1 What time did you start school? I started school at 9 o'clock.

2 Did you use a computer last night? Yes, I did.

3 What did you study yesterday? I studied maths and history.

4 Did you visit another country on holiday? Yes, I did. I visited Italy.

5 When did you finish Unit 5? We finished it last week.

UNIT 7 PAST SIMPLE: IRREGULAR VERBS

1 **1** go **2** rode **3** see **4** swam **5** take **6** arrived **7** carry **8** enjoyed **9** live **10** stopped **11** watch

2 **1** went, go **2** had, have **3** rode, ride **4** ate, eat **5** bought, buy

3 **1** gave **2** rode **3** bought **4** got up **5** saw **6** could

4 **1** enjoyed **2** Did … go **3** stayed **4** did … do **5** swam **6** was **7** visited **8** did … eat **9** had **10** took

UNIT 8 *SOMEONE, ANYONE,* ETC.

1 **1** anything **2** nothing **3** everything **4** someone **5** no one **6** somewhere

2 **1** any **2** any **3** Every **4** any **5** some

3 **1** someone, no one **2** anywhere, somewhere **3** anything, nothing **4** Everyone

UNIT 9 PRONOUNS AND DETERMINERS

1 **1** My **2** His **3** Their **4** her **5** Our **6** your

2 **1** His **2** yours **3** mine **4** hers **5** yours **6** Ours

3 **1** our **2** yours **3** his **4** mine **5** your **6** My **7** yours **8** theirs

UNIT 10 *SOME, ANY, A LOT OF, A FEW, A BIT OF*

1

Countable	Uncountable
earring, egg, jacket, photo, purse, T-shirt, wallet	jewellery, juice, make-up, milk, money

2 **1** any **2** some **3** any **4** some **5** any **6** any

3 **1** a lot of **2** a bit of **3** a few **4** a lot of **5** a few

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

WORKBOOK ANSWER KEY AND AUDIOSCRIPTS

GET STARTED!

VOCABULARY

1 **1** door **2** computer **3** board **4** exercise book **5** chair **6** bag **7** coat **8** pens **9** teacher **10** ruler **11** rubber **12** map **13** textbook **14** window **15** poster

2 Students' own answers

3 Possible answers: **1** door **2** board **3** pens **4** poster **5** chairs **6** exercise books **7** bag **8** teacher **9** ruler **10** rubber **11** map **12** textbook

4 **1** teacher **2** computer **3** coat **4** window **5** bag

GRAMMAR

1 Students' own answers

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

3 Students' own answers

4 **1** have got **2** haven't got **3** hasn't got **4** have got **5** haven't got **6** haven't got **7** has got **8** hasn't got

5 **1** Have your friends got pens? **2** Has your dad got a computer? **3** Have you got a best friend? **4** Has your teacher got a blue coat? **5** Have you got a pet?

6 Students' own answers

7 Students' own answers

VOCABULARY

1 **1** fourteen **2** 18 **3** twenty **4** 23 **5** thirty-one **6** 40 **7** fifty-six **8** 62 **9** seventy-one **10** 85 **11** ninety **12** 100

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

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

4 **1** 16th September **2** 30th June **3** 7th October **4** 23rd February **5** 13th December **6** 21st August

5 Students' own answers

GRAMMAR

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

2 **1** Can you make a cake? **2** Can you play tennis? **3** Can you ride a bike? **4** Can you run 5 km? **5** Can you speak three languages? **6** Can you stand on your head? **7** Can you swim underwater?

3 Students' own answers

4 Students' own answers

5 **1** like **2** love **3** hasn't got **4** has got **5** likes **6** plays **7** doesn't play **8** likes

6 **1** What books do you like? **2** Do you like drawing pictures? **3** What sports do you play at school? **4** Do you like watching TV? **5** What is your favourite animal?

7 Students' own answers

8 Students' own answers

WRITING

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

2 Students' own answers

UNIT 1 Sports and games

VOCABULARY

1 **1** volleyball **2** skating **3** badminton **4** hockey **5** snowboarding **6** cycling **7** gymnastics **8** baseball **9** table tennis **10** athletics **11** sailing **12** surfing

2

play	go	do
badminton	cycling	athletics
baseball	sailing	gymnastics
hockey	skating	
rugby	snowboarding	
table tennis	surfing	
volleyball		

3 **1** go **2** do **3** plays **4** play **5** go

GRAMMAR

1 **1** never **2** sometimes **3** often **4** usually

2 **1** My sister usually goes cycling with my dad. **2** I never play rugby with my friends. **3** Snowboarding is sometimes dangerous. **4** My friends often do gymnastics after school. **5** My grandparents always play table tennis on Sundays.

3 **1** Do you usually go cycling in the city? **2** Do your parents often play badminton? **3** How often do you go snowboarding? **4** Do your friends sometimes play rugby at school? **5** Do you always go sailing in the summer?

4 Students' own answers

5 **1** I **always go** swimming on a Sunday. **2** I **am often** tired in the evening. **3** People **sometimes go** cycling with their friends. **4** At the weekend, **I usually** do sports. **5** In the holidays, we **sometimes go** sailing.

VOCABULARY

1

a	b	e	s	g	b	h	k	b	d	i
f	o	o	t	b	a	l	l	n	p	i
e	a	c	i	d	t	r	u	g	b	y
i	r	a	c	k	e	t	m	y	a	g
g	d	a	k	f	b	e	g	s	l	c
m	r	h	p	r	t	n	h	d	l	i
h	o	c	k	e	y	n	a	o	c	e
c	b	s	u	r	f	i	n	g	n	f
i	d	k	e	f	a	s	u	n	f	b

2 **1** stick **2** ball **3** balls **4** bat **5** racket **6** board

READING

1 every week, on Saturday

2 **1** B **2** C **3** B **4** A

3 **1** 2 **2** 13 **3** a ball, a swimming pool **4** head, hands, feet

LISTENING

1 plays tennis, cycles, studies, reads, goes to the cinema

2 **1** ✓ **2** × **3** × **4** ✓ **5** ✓ **6** ×

3 **1** play tennis **2** 6.00 am **3** play tennis **4** do homework **5** play tennis

01 **Barry:** Hello and welcome to the Sports Day Podcast with me, Barry Stephenson. I've got a very special guest here today. Her name's Andrea Murray. She's Britain's number one teen tennis player. Hello, Andrea. Welcome to the show.

Andrea: Hi, Barry. It's good to be here. I always listen to your show.

Barry: That's great. So, Andrea, our listeners want to know about your family.

Andrea: Well, Barry, my family is sporty. My mother, Sandra, plays badminton and goes sailing. My father, Tony, plays rugby for a team in our town.

Barry: Do you have any brothers and sisters, Andrea?

Andrea: Yes, I do. I have a brother and a sister.

Barry: Do they do sports?

Andrea: Yes, they do. My brother, Dan, goes snowboarding and skating. And my sister, Amy, plays volleyball.

Barry: What a fit family! Can you tell us about a typical day for you?

Andrea: I'm often very busy and I never get up late. I always play tennis for two hours before school.

Barry: What time do you get up?

Andrea: I usually get up at five o'clock.

Barry: Five o'clock? That's early!

Andrea: Yes. I get up at five o'clock from Monday to Friday and I get up at six o'clock at the weekend.

Barry: Do you play tennis at the weekend?

Andrea: Yes, I do. On Saturdays, I usually cycle to the tennis courts after breakfast and then I play tennis all day. On Sundays, I do my homework in the morning and then I usually play tennis after lunch. Practice is very important.

Barry: Do you get very tired, Andrea?

Andrea: Yes, I'm usually tired, but I love playing tennis. I want to be the best tennis player in the world.

Barry: What do you do in your free time?

Andrea: Sleep! But I love reading and going to the cinema with my friends too.

Barry: Well, thanks for talking to us, Andrea. Good luck!

WRITING

1 all the questions

2 **1** faborite - favourite **2** Does you - Do you **3** to - two **4** bal - ball **5** two - to **6** sometime - sometimes **7** I also in a team - I'm/I am also in a team **8** We playing - We play **9** becase - because **10** its - it's

3 Students' own answers

4 Students' own answers

UNIT 2 This is my day

VOCABULARY

1 **1** tidy **2** leave **3** wake **4** have **5** check **6** get **7** prepare **8** put **9** brush

2 **1** wake up **2** get dressed **3** have breakfast **4** check your messages **5** tidy your room **6** prepare your school bag **7** brush your hair **8** clean your teeth **9** put on your shoes **10** leave the house

3 **1** check my messages **2** have breakfast **3** get dressed **4** clean my teeth **5** prepare my school bag **6** leave the house

GRAMMAR

1 **1** present simple **2** adverbs of frequency **3** present continuous **4** *today*, *now* and *at the moment*

2 **1** always **2** always **3** now **4** today **5** at the moment **6** usually

3 **1** tidy **2** watch **3** is cooking **4** doesn't work **5** isn't working **6** are you reading

4 **1** I **am studying** now because I've got an exam tomorrow. **2 Do you know** Katy? She's my sister. **3** My brother **is** watching TV with his friends. **4** My mum is a doctor. She **usually works** at weekends. **5** Every day we **drink** tea for breakfast.

VOCABULARY

1 **1** cereal, bread, honey **2** cheese, tomatoes **3** fish, rice, vegetables **4** fruit

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

3 Students' own answers

READING

1 **1** Y **2** L **3** A **4** Y **5** Y **6** L **7** A

2 **1** She has cereal and milk. **2** She walks. **3** It starts at 7.30 am. **4** She usually has sandwiches and fruit. **5** She watches videos on the internet. **6** She does her homework in the evening.

LISTENING

1 They're in a shop / supermarket.

2 **1** J **2** J **3** G **4** G **5** G **6** J

3 **1** working **2** on holiday **3** make eggs **4** 1.30 **5** chocolate **6** likes

02 **Jasmine:** Hi, George!

George: Oh, hello, Jasmine! What are you doing here?

Jasmine: I'm shopping for my parents. They usually go to the supermarket at weekends, but this week my mum is away for work and my dad is too busy.

George: That's a pity. Where's your mum?

Jasmine: She's in Canada. She says it's really cold there. So, why are you here? Don't you always play football on Saturday afternoon?

George: There isn't any football today. Everyone in the team is on holiday.

Jasmine: Oh, right. So, why are you here? You hate the supermarket!

George: Yeah, I do. I'm getting some eggs. My sister is home from university and she wants to cook. She wants to make eggs and chips. She loves them! Well, actually, I love chips too.

Jasmine: And I like eggs! What time does she want to have lunch?

George: At half past one.

Jasmine: You haven't got much time then!

George: I know. So, what are you buying?

Jasmine: Oh, lots of things. I'm getting bread, apples, eggs – and some chocolate.

George: I like chocolate, but I don't eat it often. I prefer biscuits.

Jasmine: I never eat chocolate, but my dad eats it every day. Well, I've got to go now. I've got lots of things to buy.

George: See you at school on Monday.

Jasmine: Bye.

WRITING

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

2 I get up at 7 o'clock **and** get dressed. My breakfast is cereal **or** toast. Then I prepare my school bag **and** go to school at 8 o'clock. I usually walk to school **but** sometimes I go on the bus. School starts at half past eight **and** finishes at 3 o'clock. Lunch is at 1 o'clock. I usually have sandwiches **or** a salad. After school I go home. Dinner is at half past seven. After dinner, I do my homework **and** go on the internet. I go to bed at half past nine.

1 and **2** but **3** or

3 **1** and **2** or **3** but **4** or **5** but **6** and

4 Students' own answers

5 Students' own answers

UNIT 3 Great sounds

VOCABULARY

1 **1** rap **2** opera **3** rock **4** hip-hop **5** jazz **6** classical music **7** soul

2 **1** piano **2** electric guitar **3** saxophone **4** keyboard **5** violin **6** drums

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

GRAMMAR

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

2 **1** writing **2** running **3** catching **4** making **5** practising **6** swimming

3 **1** My brother doesn't like doing homework. **2** I hate playing the piano. **3** My sister loves rapping **4** My best friend likes reading books. **5** My dad likes playing the violin.

4 **1** I like **going** shopping at weekends. **2** He doesn't **like watching** opera on TV. **3** I don't like **playing** football at school. **4** She **loves** reading books. **5** We love **listening** to music.

VOCABULARY

1 **1** famous **2** a concert **3** in a band **4** a singer **5** on tour **6** music **7** an album **8** a music video

2 **1** plays **2** become **3** teaches **4** become **5** record **6** giving **7** make **8** goes

3 **1** actor **2** record **3** keyboard **4** instruments **5** rock **6** festival **7** musician

READING

1 Young people between 10 and 16 who want to be actors, dancers and singers, and adults.

2 **1** × **2** × **3** ✓ **4** ✓ **5** ×

3 **1** in London **2** Leona Lewis and Dua Lipa **3** on Mondays, Tuesdays and Wednesdays **4** dancing, singing or acting classes

LISTENING

1 the violin

2 **1** Tuesdays **2** 25 **3** park **4** Driscoll **5** 643599

03 **Mrs Driscoll:** Hello?

Sam: Oh, hello. Is that the Park Music School?

Mrs Driscoll: Yes. How can I help you?

Sam: I'm phoning to ask about violin lessons. Are you the violin teacher?

Mrs Driscoll: Yes, I am. My name's Mrs Driscoll. What do you want to know?

Sam: Can I have lessons after school? We finish at half past three.

Mrs Driscoll: Yes, you can come here at four o'clock.

Sam: And how long are the lessons?

Mrs Driscoll: An hour. How many lessons do you want?

Sam: Er, maybe two a week. Can I come on Wednesdays and Fridays?

Mrs Driscoll: Er, let's see. Erm, I teach another student on Wednesdays, but you can come on Tuesdays and Fridays.

Sam: Yes, that's great. How much is each lesson?

Mrs Driscoll: Well, it's usually £30. But because you're having two lessons a week, it's £25 an hour.

Sam: That sounds good. Where are the lessons?

Mrs Driscoll: At the music school. It's 18 East Road. Catch the number eight bus from the theatre and get off at the park. The music school is near there.

Sam: OK, thanks. Er, can you say your name again, please?

Mrs Driscoll: Of course! It's Mrs Driscoll. That's D–R–I–S–C–O–double L. Let me give you my mobile phone number. Have you got a pen?

Sam: Er, yes.

Mrs Driscoll: OK. It's 643 5 double 9.

Sam: Uh huh. Thanks. See you next week then.

Mrs Driscoll: Oh, wait, what's your name?

Sam: Oh, it's Sam.

Mrs Driscoll: See you next week, Sam.

Sam: Yes, thanks. Bye.

Mrs Driscoll: Bye.

WRITING

1 **1** pop and hip-hop **2** Beyoncé and Taylor Swift **3** the electric guitar

2 **Music and me**

My name's Kate and I'm 13 years old. My friends and I all like listening to music. I think pop and hip-hop are exciting but jazz is boring. My favourite singer is Beyoncé. She's a really good singer. I also like Taylor Swift. Her music is great.

I listen to music at home and it's fun, but I love playing music, too. I'm in a band called The Pink Elephants! I play the electric guitar. It's great!

3 **1** also **2** also **3** and **4** and **5** also **6** also

4 Students' own answers

5 Students' own answers

UNIT 4 It was awesome!

VOCABULARY

1 **1** amazing **2** wonderful **3** fine **4** terrible **5** really good **6** OK **7** fantastic **8** great **9** horrible **10** brilliant **11** lovely **12** perfect

2

very, very good	all right	very bad
amazing, wonderful, really good, fantastic, great, brilliant, lovely, perfect	fine, OK	terrible, horrible

3 **1** brilliant **2** awesome **3** terrible **4** OK **5** horrible **6** really good

GRAMMAR

1 **1** We weren't at school. **2** It was very cold. **3** I was at a party. **4** She wasn't at the park. **5** Was he at home? **6** You were very happy.

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

3 **1** weren't **2** was **3** Was **4** was **5** was **6** Were **7** were **8** wasn't **9** were **10** was

4 **1** Where **were** you yesterday? **2** Yesterday, it **was** sunny. **3** I **was** very happy because the test was easy. **4** We **were** at the beach last weekend. **5** The film **started** at 4 o'clock. **6** My parents **were** at a party on Saturday night.

VOCABULARY

1 **1** worried **2** upset **3** interested **4** sorry **5** happy **6** nervous **7** glad **8** afraid **9** surprised **10** angry

2 **1** sorry **2** afraid **3** happy **4** nervous **5** upset **6** surprised

READING

1 **1** B a trip in a hot-air balloon **2** A bungee jumping **3** C a day at a theme park

2 **1** good **2** was **3** worried **4** bad **5** liked **6** wants

3 **1** view **2** quiet **3** horrible **4** adults

LISTENING

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

04

1 Where was Olivia on Saturday?

Tom: You weren't at the football game on Saturday.

Olivia: No, I wasn't. I was at home. It was my brother's birthday party.

Tom: Oh, how old was he?

Olivia: He was seven. He was so happy with all his new toys.

Tom: Great!

2 What was the weather like at the theme park?

Girl: How was your trip to the theme park?

Boy: Brilliant! It was a really great day.

Girl: Was the weather good? It was rainy here and the wind was terrible!

Boy: Really? It was lovely at the theme park! The sun was out all day.

Girl: I want to go with you next time!

3 Where were Joni's parents last weekend?

Luke: How was your weekend, Joni?

Joni: It was fantastic. I was with my friend Carla because my mum and dad were away. We were in the shopping centre all day on Saturday with her parents, and had lunch at a great restaurant.

Luke: And where were your parents?

Joni: Visiting my sister at university. They were there all weekend.

4 When was Amy's birthday?

Jenny: Hi Amy. How was your weekend?

Amy: It was great. All my family were at my house on Saturday for my birthday.

Jenny: Was it your birthday on Saturday?

Amy: No, my birthday was on Friday and it was my mum's birthday on Sunday. The party was for me and my mum.

5 Who was at the swimming pool?

Lizzy: Hi Jamie. Were you at the swimming pool last Sunday?

Jamie: Yes, it was brilliant!

Lizzy: Oh, really? Were your parents there?

Jamie: No, it was me and my friends. There was a group of us.

Lizzy: That sounds fun. Was your friend from England there too?

Jamie: No, he wasn't. He was with his brother at the beach.

WRITING

1 Question 4

2 **1** special **2** expensive **3** tired **4** fantastic

3 Students' own answers

4 Students' own answers

UNIT 5 Moments in history

VOCABULARY

1

p	u	b	l	i	s	h	e	d
l	c	l	i	m	b	e	d	i
a	b	d	f	i	l	p	r	e
y	r	e	c	o	r	d	e	d
e	i	k	h	m	r	u	c	o
d	g	c	r	o	s	s	e	d
p	a	i	n	t	e	d	i	h
d	j	m	f	j	b	t	v	k
t	r	a	v	e	l	l	e	d
g	l	o	p	e	n	e	d	o

2 **1** died **2** painted **3** received **4** travelled **5** played

3 **1** travelled **2** climbed **3** crossed **4** painted **5** opened **6** published

GRAMMAR

1

in	on
2017	10th March
August	Sunday
October 2012	12th June 1999
the 20th century	

2 **1** on **2** in **3** on **4** in **5** in

3 **1** completed **2** cooked **3** copied **4** enjoyed **5** finished **6** invited **7** joined **8** phoned **9** played **10** studied

4 **1** I practised the guitar. **2** I cleaned the bathroom. **3** I played badminton with my friends. **4** I phoned my brother. **5** I studied maths, English and history.

5 **1** Yesterday I **went** to school at 8 o'clock. **2** I **received** an email from my teacher. **3** Last weekend, I **played** football in the park. **4** My brother **watched** TV yesterday. **5** In the afternoon, it **started** to rain and we went home.

VOCABULARY

1 **1** palace **2** castle **3** cathedral **4** church **5** square

2 **1** roof **2** floor **3** stairs **4** ceiling **5** statue

3 **1** floor **2** statue **3** castle **4** roof **5** square **6** ceiling

READING

1 an earthquake and a fire

2 **1** × **2** ✓ **3** × **4** ✓ **5** × **6** × **7** ✓

LISTENING

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

2 You hear facts 2, 4, 5 and 7. The other facts are all true.

05 **Host:** Good evening and welcome to *Our History*. Today, we've got a special guest, Harry Harper. Harry teaches at a university and he knows everything about history!

Harry: Hello.

Host: So, who has a question for Harry? Yes? What's your name?

Robert: Um, I'm Robert.

Harry: Hello, Robert. What do you want to know about?

Robert: Can you tell me a fact about Henry VIII of England?

Harry: Yes, of course, Robert. He had six wives! OK, another question? Yes?

Lisa: Hi, Harry. I'm Lisa. Can you tell me an interesting fact about the footballer Pelé?

Harry: Well, Lisa. I can tell you Pelé played international football for Brazil 92 times! Who's next? Yes, you.

Rachel: I'm Rachel. What do you know about the scientist Marie Curie? What is interesting about her?

Harry: A lot of things, Rachel! Marie Curie won the Nobel Prize in 1903. But maybe you don't know that her daughter was also a scientist and she also won a Nobel Prize in 1935! All right. Who wants to go next?

Leon: Me! I'm Leon and I want to know about women and the history of space travel.

Harry: OK. Everybody knows that Yuri Gagarin was the first man to travel to space, but who was the first woman? Well, she was an astronaut and her name was Valentina Tereshkova. She travelled to space in 1963. OK, another question. Yes, you? What's your name?

WRITING

1 **1** 1829 **2** 1888 **3** 1975 **4** Now, today

2 **1** invented **2** connected **3** ordered **4** started **5** enjoyed **6** saved

3 Students' own answers

UNIT 6 What a great job!

VOCABULARY

1 **1** farmer **2** cook **3** dentist **4** an artist **5** an actor **6** factory worker **7** model **8** pilot

2 **1** artist **2** farmer **3** actor **4** factory worker

3 **1** cook **2** mechanic **3** sports coach **4** model **5** shop assistant **6** engineer

GRAMMAR

1 **1** didn't do **2** didn't study **3** didn't like **4** didn't go **5** didn't meet **6** didn't walk

2 **1** What time did the shop open? **2** Did you go to work yesterday? **3** Did your parents work in a factory? **4** Did she come to the office? **5** What did you do yesterday? **6** Did he enjoy his job?

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

4 **1** I **didn't** go to school yesterday. **2** Did you **watch** the film on TV yesterday? **3** It was rainy and we **didn't** play football. **4** Did you **get** a nice present for your birthday? **5** She didn't **have** English homework yesterday.

VOCABULARY

1 **1** boss **2** earn **3** office **4** busy **5** customers **6** staff

2 **1** office **2** busy **3** staff **4** customers **5** boss **6** earn

READING

1 Students' own answers

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

LISTENING

1 **1** Ben **2** Ben **3** Lauren **4** Lauren **5** Ben

2 **1** She wanted to work in an office or a shop. **2** Because the factory was near her house. **3** Because he did lots of different things. **4** Ben started work at 9.00 am. **5** He wore a jacket and trousers with a clean white shirt. **6** She worked with Anna, a girl from school and some older boys from another school.

06 **Ben:** What did you do for your work experience, Lauren?

Lauren: Well, I wanted to work in an office or a shop. But I worked in a factory.

Ben: Did you enjoy it?

Lauren: Yes, it was fun. Thanks, Ben.

Ben: Did you get the bus every day?

Lauren: No, I didn't. The factory was near my house, so I just used my bike.

Ben: Really? For my work experience, I had to get up early to go by train.

Lauren: Oh, where did you work?

Ben: I worked in an office in a computer company.

Lauren: Was it good?

Ben: Yeah, great.

Lauren: Did you work on a computer all day?

Ben: No, I didn't. I did lots of different things. It was interesting.

Lauren: So, what time did you start?

Ben: At nine o'clock every day, but I got up at half past six to get the train at quarter to eight.

Lauren: I started at 8 am.

Ben: That's early. When did you get home?

Lauren: At four o'clock. It was a long day. But it was great because the people were very nice.

Ben: That's good.

Lauren: So, what did you wear to work, Ben? Did you wear a jacket?

Ben: Yes, I did, with trousers and a shirt. I wanted to wear a T-shirt, but they said no. I wore a clean white shirt each day. How about you? What did you wear?

Lauren: I wore jeans and a T-shirt.

Ben: Were there any other people there from our school?

Lauren: Only Anna. There were two boys from another school in our group.

Ben: Were they the same age as you?

Lauren: No, they were older. They really helped us.

WRITING

1 **1** He worked in an office in a school.

2 Yes, he did.

2 My dad worked in an office in a school. **H**e started work at 8 o'clock and he finished at 3 o'clock**.** He **didn't** earn a lot of money, but the people were very friendly and he liked the students**. M**y dad used a computer at work for the first time in 1981**. M**y **dad's** job was fun because it was busy.

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

4 Students' own answers

UNIT 7 An exciting trip

VOCABULARY

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

2 **1** do water sports **2** buy presents **3** go camping **4** take photos **5** go sightseeing **6** lie on the beach **7** stay at a hotel **8** ride a bike

3 **1** stay at a hotel **2** take photos **3** do water sports **4** buy presents **5** lie on the beach **6** go sightseeing **7** ride a bike **8** go camping

GRAMMAR

1 **1** ride **2** have **3** give **4** take **5** go **6** see **7** buy **8** get up **9** come **10** swim **11** do **12** eat

2 **1** rode **2** had **3** gave **4** took **5** went **6** saw **7** bought **8** got up **9** came **10** swam **11** did **12** ate

3 **1** went **2** came **3** had **4** ate **5** took **6** saw **7** rode **8** gave **9** bought

4 **1** Where did you go on holiday last year? d **2** Who did you go with? a **3** Did your sister go sightseeing with you? e **4** What food did you eat? b **5** Did you and your family enjoy the holiday? c

5 **1** I **went** to France last summer. **2** I **went** sightseeing when I was in New York. **3** I **bought** some postcards and a T-shirt. **4** My parents **gave** me some money for my birthday last year. **5** Did you **eat** some nice food in Italy?

VOCABULARY

1 **1** coach **2** ferry **3** flight **4** guidebook **5** map **6** passport **7** station **8** suitcase **9** ticket **10** tourist **11** tour guide

2 **1** arrived at **2** pack **3** got on **4** took **5** travel by **6** got off **7** catch

READING

1 **1** Ibn Battuta **2** 1304 **3** 44 countries and cities, including India, China, Granada, Beijing and Cairo **4** Portugal **5** 1480 **6** Africa and India, the Atlantic and Pacific Oceans and the Philippines

2 **1** He studied and never travelled far from his home in Morocco. **2** He travelled for almost 30 years. **3** He went to 44 countries. **4** He wrote about his travels when he was an old man. **5** He became a sailor in 1505. **6** The journey from Spain to the Philippines took about 18 months. **7** He used maps and the stars to find his way.

LISTENING

1 Manchego / Spanish cheese

2 **1** R **2** R **3** P **4** R **5** P **6** R

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

07 **Rebecca:** Hi, Paul. How was your holiday?

Paul: Oh. Hi, Rebecca. Yeah, it was great! How was yours?

Rebecca: Good, thanks. Where did you go?

Paul: Spain.

Rebecca: Really?

Paul: Yes, why?

Rebecca: I went to Spain, too!

Paul: That's amazing! We were there at the same time!

Rebecca: How long did you go for?

Paul: Two weeks. And you?

Rebecca: Only a week. Who did you go with?

Paul: I went with my parents. What about you?

Rebecca: I went with my mum and my brother. My dad didn't come.

Paul: We stayed in a great hotel near the beach in Valencia. There was a brilliant swimming pool there, too. Where did you stay?

Rebecca: Oh, we went camping near Barcelona. I loved it. The campsite was great and the weather was really good. Did you try Spanish food?

Paul: Yes, I did. I love Spanish food. We had it every day. Actually, I bought you a present. Here you are.

Rebecca: Oh, that's nice of you. Err, what is it?

Paul: It's *Manchego*. It's a Spanish cheese.

Rebecca: It's lovely. Thank you!

WRITING

1 **1** ✓ **2** ✓ **3** ✓ **4** ✓ **5** ✓ **6** ✓ **7** ×

2 Students' own answers

3 Students' own answers

UNIT 8 Favourite places

VOCABULARY

1 **1** carpet **2** curtains **3** armchair **4** bookshelf **5** lamp **6** cupboard **7** mirror **8** blanket **9** photographs **10** cushion **11** chest of drawers

2 **1** mirror **2** bookshelf, chest of drawers, cupboard **3** carpet **4** lamp **5** blanket

3 **1** curtains **2** armchair **3** carpet **4** cushions **5** bookshelf/cupboard **6** photograph

GRAMMAR

1 **1** everything **2** everyone **3** somewhere **4** something **5** anywhere **6** anyone **7** nowhere

2 **1** No one **2** anything **3** nothing **4** somewhere **5** anyone **6** everywhere

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

4 **1 Someone** gave me a T-shirt. **2** He didn't bring **anything** to the party. **3** We stayed at home all day and we didn't go **anywhere**. **4** You didn't tell me **anything** about it! **5** Please bring **something** to eat to the party.

VOCABULARY

1 **1** draw **2** play **3** write **4** listen to **5** read **6** paint

2 **1** computer **2** songs **3** drums **4** wind **5** pictures **6** stories

READING

1 blankets, chest of drawers, armchair, cushions

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

LISTENING

1 It's very big.

2 **1** B **2** B **3** A **4** B

3 **1** ✓ **2** ✓ **3** × **4** × **5** ✓ **6** ×

08 **Jeremy:** Hello. You're watching *The Home Show*. I'm Jeremy Snow. Tonight, we meet the famous blogger KJ Neal. KJ's blog is famous all over the world. KJ is from Wales and she's only fourteen years old!

KJ: Thirteen, Jeremy. I'm fourteen in January. And I'm not from Wales. I'm from Scotland.

Jeremy: Oh. OK, right. Sorry about that! Anyway, welcome to the show. Now, KJ, what's your favourite place in your home? Is it your living room or maybe your bedroom?

KJ: Well, I love my bedroom, but it isn't my favourite place.

Jeremy: OK. So which place is it?

KJ: It's my writing room.

Jeremy: You've got a writing room? Wow!

KJ: Well, it's not really *my* room. I share it with my mum and dad.

Jeremy: What's it like?

KJ: It's got long, red curtains, some bookshelves and an old lamp. I'm very happy there.

Jeremy: And what's your favourite thing in your writing room? Is it your old lamp?

KJ: No, it's not. It's an armchair. It's very old, and it's green. I sit in the armchair and write my blog.

Jeremy: Do you sometimes write in your bedroom?

KJ: No, I don't. I never write there. It's quite small and there isn't much light.

Jeremy: What about the writing room? Is it a big room or a small one?

KJ: It's very big! That's why it's my favourite place!

Jeremy: Well, KJ, thank you for telling us about it. OK, now the next thing I wanted to ask you about was …

WRITING

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

2 I like it because they look very happy. My dad gave it to me when I was little so it's special. **1** because **2** so

3 **1** because **2** so **3** so **4** because

4 Students' own answers

5 Students' own answers

UNIT 9 Clothes and fashion

VOCABULARY

1 **1** tie **2** sunglasses **3** swimming costume **4** trainers **5** socks **6** boots **7** jumper **8** swimming shorts **9** gloves **10** suit **11** scarf **12** cap

2 Possible answers:

at the beach	on your feet	on your head	when it's cold	at work in an office
sunglasses swimming costume swimming shorts	boots socks trainers	cap scarf	boots gloves jumper scarf socks	suit tie

3 **1** bright **2** black **3** pale **4** blue

GRAMMAR

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

2 **1** hers **2** mine **3** yours **4** ours **5** theirs

3 **1** She watches TV in **her** free time. **2** Can I borrow **your** new sunglasses? **3** It's **my** birthday on Sunday. I'm having a party. **4** My mum bought **me** some new trainers for school. **5** This jacket isn't **yours**. It's mine.

4 **1** his **2** my **3** your **4** mine **5** their **6** her

VOCABULARY

1 **1** wool **2** cotton **3** leather **4** plastic **5** metal **6** cork

2 **1** cotton **2** metal **3** wool **4** plastic **5** leather

READING

1 C

2 **1** ✓ **2** ✓ **3** × **4** × **5** ✓

3 **1** environment **2** swap (v) **3** charity shop **4** recycling centre **5** damaged

LISTENING

1 She doesn't know what to make for the School Family Day.

2 **1** Saturday **2** children **3** pasta / macaroni **4** yellow, T-shirts **5** mum

09 **Julie:** Dad, I really need some help.

Dad: What's the matter, Julie?

Julie: Well, we've got to make things to sell at the School Family Day.

Dad: What's the School Family Day?

Julie: Well, it's next Saturday. We all go to school with our families and there are games. This year all the students have to make or bring something to sell as well.

Dad: Why are you selling things?

Julie: We want to send money to help children in poor countries.

Dad: That's good! So, what's the problem?

Julie: I don't know what to make. Can you help me?

Dad: Of course! Hmm, I know! You can make necklaces.

Julie: How?

Dad: With macaroni pasta. You can paint the pasta different colours and put them on a string to make a necklace.

Julie: That's a good idea! I can make necklaces. But I want to take more things.

Dad: OK, well … I've got another idea. You can take some of the clothes that you don't wear anymore.

Julie: Oh yes, my yellow dress is too small and I have some T-shirts from when I was nine years old. They're very nice but I can't wear them now.

Dad: You can ask your mum – she'll help you find some clothes and it's good to recycle.

Julie: Yes, maybe she's got some clothes she doesn't want as well.

Dad: I can give you some of mine too! And I want to go with you on Saturday.

Julie: Great! Thanks, Dad.

WRITING

1 **1** parents **2** wear **3** cotton **4** made **5** trainers **6** leather **7** park **8** green

2 **1** blue **2** summer **3** school **4** jacket **5** weekend **6** white **7** shorts **8** beach

3 Students' own answers

4 Students' own answers

UNIT 10 Buying things

VOCABULARY

1

o	b	p	r	i	c	e	c
d	n	t	e	r	d	p	w
i	c	d	c	h	e	t	a
s	a	l	e	s	m	g	l
c	s	f	i	b	i	l	l
o	h	w	p	u	r	s	e
u	p	g	t	i	w	s	t
n	c	s	o	b	n	r	u
t	l	l	k	i	c	f	e

2 **1** cash **2** price **3** discount **4** sale **5** receipt

3 **1** sale **2** wallet/purse **3** purse/wallet **4** receipt **5** bill **6** price

GRAMMAR

1 **1** positive **2** negative **3** countable and uncountable **4** countable **5** uncountable

2 **1** There were a lot of people in the café. **2** I would like some books for my birthday. **3** Do you have any money? **4** My brother hasn't got any football boots. **5** My sister wants to buy a few biscuits. **6** Would you like a bit of cake?

3 **1** a lot of **2** a few **3** any **4** a bit of **5** some **6** a lot of

4 **1** I've got **some** bread and an apple. **2** There aren't **any** cookies in the kitchen. **3** There are **a lot of/many** new students in my class. **4** I've got **a** lot of books in my bag. **5** These trainers cost **a lot of** money.

VOCABULARY

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

2 **1** pay for **2** buy, for **3** sell, for **4** have, for **5** is, for

READING

1 Students' own answers

2 **1** in Canada **2** yes **3** an amusement park **4** yes **5** in 2008 **6** 200 **7** fish underneath you **8** dentist, police officer, work in a restaurant or a supermarket

LISTENING

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

10 **1** You will hear Katie talking about a present for her mother. What did she buy?

Katie: I went out on Saturday to buy Mum's birthday present. I wanted to get her some sunglasses, but they were very expensive. There were some chocolates in the sweet shop but I got her chocolates last year, so I went to the bookshop to get that new book by her favourite author.

2 You will hear two friends talking during their lunch break. What do they decide to do together after school?

Girl: Do you want to come to my house after school? We can finish the history project.

Boy: I can't today. I have to go to my swimming class at six. But we can go to the library and take out that book about the Romans.

Girl: That's a good idea. Then you can go to the pool afterwards.

3 You will hear a man talking to his daughter. What does his daughter want to buy?

Girl: Dad, you know we have the school party next week?

Dad: Yes, what do you want?

Girl: Well, I've got a new red dress and black jacket but I've only got trainers or my old blue shoes and they're ancient. I really want some black ones. Can you come shopping with me?

Dad: OK.

4 You will hear a teenager talking to his mother. What does he want to do?

Boy: Mum, you know my old bike?

Mum: Yes, the one in the garage.

Boy: Well, I think I can repair it and find someone to buy it.

Mum: That's a good idea. You don't ride it anymore. Then you can use the money for your holiday.

5 You will hear a boy talking to a shop assistant. Why does he buy the yellow T-shirt?

Boy: Excuse me. I'd like a T-shirt, please.

Assistant: Do you like this blue one?

Boy: Well, I like it but it's very big. It's for my brother. He's only eight.

Assistant: Ah, this one is smaller. It's £10.

Boy: I've only got £7.

Assistant: There's a bright yellow one here. It's £5.

Boy: That's great!

WRITING

1 a jacket and a pizza

2 Students' own answers

3 Students' own answers

STUDENT'S BOOK AUDIOSCRIPTS

02 Starter Unit, Student's Book page 10

1 Man: Are there any rulers on the tables?
2 Man: Is there a teacher in the room?
3 Man: Are there any bags on the floor?
4 Man: Is there a yellow bag under the teacher's table?
5 Man: Are there any pencils on the floor?

07 Starter Unit, Student's Book page 12

1 Woman: It's the first of March.
2 Woman: It's the twelfth of October.
3 Woman: It's the eighth of May.
4 Woman: It's the twenty-fifth of February.
5 Woman: It's the twenty-second of July.
6 Woman: It's the thirty-first of December.
7 Woman: It's the third of April.
8 Woman: It's the eleventh of August.

14 Unit 1, Student's Book page 17

Interviewer: Hi, Marco. Can you describe your sport for me, please? Is it a team sport?
Marco: OK. Yes, it's a team sport and there are four players in each team. The players are on horses. It's a bit like polo – in polo the players also ride horses.
Interviewer: So, do the players use sticks or bats to hit a ball, like polo too?
Marco: No, they don't use sticks, they use their hands to pass the ball from one person to another. In fact, players can only use their right hand to pass the ball.
Interviewer: That sounds difficult! What does the ball look like? Is it small?
Marco: No, it's not very small. It's unusual – it's got six handles.
Interviewer: Ah, that makes it a bit easier to pass. So the players hold the ball by one of the handles?
Marco: Yes, that's right.
Interviewer: And one player takes the ball off another player by the handle?
Marco: Yes.
Interviewer: How do the players score goals?
Marco: There's a net at each end of the field. It's bigger than a basketball net and players throw the ball into it to score a goal.
Interviewer: Wow, and I'm sure the horses are moving fast.
Marco: Yes, they are! The players need to be good at passing the ball and excellent horse riders too. But it *is* fun to play.
Interviewer: So, what's the name of the sport?
Marco: Oh, yes sorry. It's called Pato.

16 Unit 2, Student's Book page 18

Maddie: Hello everyone, it's me, Maddie! Welcome to another video. Don't forget to click the 'like' button if you enjoy watching it!

Today I'm talking about my morning routine on a school day. OK, so … my alarm goes off really early – at half past six. I wake up and turn on my phone. I always check my messages in the morning. I get up at about a quarter to seven and go downstairs for breakfast. I sometimes have toast and butter, but I'm having cereal and fruit today! It's healthy and tastes great.

At about seven o'clock, I go upstairs to wash my face and clean my teeth. I don't usually have a shower in the morning. I prefer to do that in the evening.

Then at about a quarter past seven, I choose my clothes and get dressed. I usually wear my uniform, but I'm not wearing my uniform today. We've got a trip this afternoon, so at the moment I'm wearing my favourite T-shirt and a pair of black jeans.

After I get dressed, I brush my hair. Then I tidy my room and check the time. It's usually about 7.30. Time to prepare my school bag! Today I'm not taking many books with me!

At twenty to eight, I put on my shoes, and I'm ready to go to school. OK, I'm leaving the house now. Bye. See you later!

21 Unit 2, Student's Book page 21

Alice: Hello, I'm Alice Brown and you're listening to Radio Gold. Today we're talking about getting up in the morning. For some people, it's really difficult! So, are there ways to make it easier? Well, I'm at Wilton School to find out. With me are some students from class 3B. Now, can I start with you? Tell me about your routine. What's your tip for a perfect morning?
Girl 1: Well, my alarm clock goes off at seven and I leave the house at half past. My tip is that when your alarm goes off, get up immediately. Don't lie in bed checking your messages! Open the curtains and make the room really bright. That will wake you up and make you feel good.
Alice: Thanks! And what's your tip?
Boy 1: Well, before I have my shower or have my breakfast, I do some exercise. I do some star jumps, or maybe a bit of yoga. I never feel tired after that.
Alice: OK, sounds good. And do you have another tip for us?
Girl 2: Yes! My favourite tip is to put your alarm clock on the other side of the room. I always do that! If it's next to me, I switch it off and go back to sleep.

Alice: Great. And what about you?

Boy 2: I get up at about seven and have a shower. Then I tidy my room and go downstairs for breakfast. I always have some orange juice and that really helps me to wake up!

Alice: OK, well that's easy. And how about you?

Girl 3: Well, my tip is to have a cold shower in the morning. The first time you do it, it's quite difficult, but it makes you feel amazing. Then have a good breakfast after your shower and it's the perfect start to the day.

Alice: Ooh, I'm not sure about that one! But thank you. OK, we've got time for one more. Tell me about your tip.

Boy 3: Well, when I'm having my breakfast, I always do a puzzle. Sometimes it's a Sudoku and sometimes a crossword. It makes me think hard and after that, I don't feel tired any more.

Alice: That's a really unusual idea! Well thanks everyone for your excellent tips. And we'd love to hear more from our listeners. Just send a text or email to ... [fade]

23 Culture: The Paralympic Games, Student's Book page 23

Interviewer: Welcome back to our show Young Athletes. Today we are talking to eleven-year-old Martha Dirksen. How are you Martha?

Martha: I'm fine, thanks. It's nice to be here.

Interviewer: So Martha, you love playing tennis, right?

Martha: I do! I practise almost every day. There's a court near my school.

Interviewer: Martha is a special tennis player. Martha plays wheelchair tennis, and she dreams of being in the Paralympic Games one day. Isn't that right, Martha?

Martha: Yes, that's right.

Interviewer: Is it difficult to play wheelchair tennis?

Martha: Well, I'm used to it but, yes, it is difficult sometimes.

Interviewer: To play wheelchair tennis, players need to move their wheelchairs quickly on the court and hit the ball too!

Martha: You do make it sound difficult.

Interviewer: Do you have any sports heroes, Martha?

Martha: Yes! I think David Wagner is amazing! He has lots of medals.

Interviewer: True. David Wagner is from the United States and he is one of the best wheelchair tennis players in the world.

Martha: He is! He's a really strong player. He gets up early every day to play tennis.

Interviewer: How about you? Do you get up early every day to play tennis?

Martha: Well, I get up at half past six to get ready for school. I have breakfast at eight o'clock and then I take the bus to school. After school, I have tennis practice on Mondays, Wednesdays, Thursdays and Fridays. I usually get home at about five o'clock.

Interviewer: Wow! I get tired just listening to your day! What do you do at weekends?

Martha: Uhhh … Not much. I have competitions at the weekend.

Interviewer: Well, let's hope we see you in the Paralympic Games one day.

Martha: I hope so!

Interviewer: That's all the time we have today. Many thanks for joining us Martha and good luck to you.

Martha: Thank you.

26 Unit 3, Student's Book page 25

Mia: That was fantastic. I really loved it. It's her new album, right?

Jason: Yes, it is. And I think it's her best album. What other types of music do you like?

Mia: Well, I love listening to rap and jazz. We often listen to jazz at home. My parents and my older brother like it.

Jason: Really? Jazz is ok, but it's not my favourite type of music. I like rock and hip-hop best. I don't like listening to opera. But my parents love it! They listen to it all the time.

Mia: Well, I think a lot of older people like classical music, but it's not so popular with young people.

Jason: Some like it. My sister plays the violin in an orchestra and in a band. So she likes playing classical music *and* rock.

Mia: Oh, I'd love to see her play. Tell me when she's got her next concert.

Jason: Ok. We can go together.

Mia: Great! Can *you* play the violin?

Jason: No, I hate playing the violin. I tried but it's so difficult!

Mia: So what's your favourite instrument then?

Jason: Well, I really love playing the electric guitar. It's a great instrument. I like playing the keyboard as well. What about you?

Mia: My favourite instrument is the saxophone … I love playing the saxophone. I quite like playing the piano, too.

Jason: What about the drums?

Mia: No way. I hate listening to the drums – they're too loud – and I certainly don't want to learn to play them!

Jason: I agree! So it's your turn to choose an album. Which one do you want to play?

Mia: How about this?

30 Unit 3, Student's Book page 27

Emma: Hi Shona. Great to hear from you.

Shona: Hi Emma, so tell me about your first week at the music school. Do you like it?

Emma: Yes, it's fantastic. It's so different from our old school. We have lessons in the mornings, but they're all about music. And then in the afternoon we have school lessons like maths.

Shona: What do you do in the morning lessons? Do you learn to play different instruments?

Emma: Yes. You can choose two instruments, and then you learn them for the first year. I'm not sure what to choose. I love playing the electric guitar, so maybe the guitar and … the keyboard.

Shona: Yes, and then you can play your songs – and sing them too.

Emma: And record an album!

Shona: Do you only do music in the mornings?

Emma: No, we learn about the history of music too, but that starts next week. I can tell you about that next Friday.

Shona: Lucky you! I want to be at music school, but my mum and dad can't pay for me.

Emma: This music school is free!

Shona: Really? What's the name of the school?

Emma: It's called The Clarke School. That's C-L-A-R-K-E.

Shona: Right … C-L-A-R-K-E.

Emma: You play in a band, Shona. You can come here too! Ask your parents to phone the school.

Shona: Wow! Ok. What's the phone number?

Emma: 0-1-5-7-2 3-double 9-6-8-7.

Shona: 0-1-5-7-2 3-double 9-6-8-7. Ok. Got that. And what's the name of the head of the school?

Emma: The head's name is Ms Phillips. That's P-H-I-double L-I-P-S.

Shona. P-H-I-double L-I-P-S. Ok great. My parents can phone tomorrow.

Emma: Oh, and here's the email. They can email as well. It's info-at-clarke 4, as the number, music-dot-com

Shona: info-at-clarke4music-dot-com. Ok. Thanks, Emma.

Emma: Good luck!

31 Unit 4, Student's Book page 28

Conversation 1

Boy 1: Were you and your brother at the football match on Saturday?

Girl 1: No, we weren't. We were at a theme park. It was his birthday.

Boy 1: Wow, awesome! I love theme parks.

Girl 1: Yes, it was amazing. I can't wait to go again.

Conversation 2

Girl 2: Were you at home yesterday?

Boy 2: No, I wasn't. I was out with my family. We were at a barbecue near the beach.

Girl 2: Was it fun?

Boy 2: It was OK. The weather wasn't great. It was a bit cold. And there weren't many people there.

Girl 2: How was the food?

Boy 2: It was fine. Nothing amazing.

Conversation 3

Boy 3: How was your weekend? Were you at the festival?

Girl 3: Yes, I was. I was there with a few of my friends. It was brilliant! The weather was perfect and all the bands were fantastic.

Conversation 4

Girl 1: Where were you on Saturday?

Boy 1: I was at my sister's wedding.

Girl 1: Oh, wonderful!

Boy 1: Yes, it was a really lovely day. There was music and dancing, and the food was really good.

Conversation 5

Boy 2: Where were you yesterday afternoon? You weren't in class.

Girl 2: I was in a football match.

Boy 2: Really? Was it good?

Girl 2: No, it was terrible. Usually I love playing with my team, but yesterday it was horrible! I hate losing!

Conversation 6

Boy 3: Where were you last night? You weren't at the party.

Girl 3: No, I was at home – I wasn't very well. Was it fun?

Boy 3: Yes, it was. It was great. Hope you can come next time!

35 Unit 4, Student's Book page 31

1 What was Bella happy with at the party?

Boy 1: How was the party Bella?

Bella: It was OK. The food was excellent, but the music wasn't great.

Boy 1: Oh, what a shame!

Bella: Yes. And there weren't many people there.

2 Where is Kyle's ticket?

Girl 1: You look worried Kyle. Are you OK?

Kyle: I can't find my ticket for our trip to the theme park tomorrow. It was in my bag this morning, but it's not there now. And it's not on the classroom floor.

Girl 1: What about your jacket pocket? Maybe it's there.

Kyle: Of course – that's it! Thanks!

3 What was the weather like?

Boy 1: Was the weather good for your camping trip?

Girl 2: I'm afraid not! There was no rain, but there was a lot of wind.

Boy 1: Oh, that's a pity!

Girl 2: I know. But at least it wasn't cold.

4 How much was the boy's T-shirt?

Girl 2: I really like your new T-shirt. Was it expensive? They usually cost a lot when you buy them at concerts.

Boy 2: Not really. It was £10.

Girl 2: That's amazing! T-shirts like that are usually £15 or more.

Boy 2: I know. My brother's got one that was £25!

5 Where was the girl on Saturday?

Boy 2: Where were you on Saturday? You weren't at home at 2 pm.

Girl 2: No, sorry. I was shopping in town with my parents.

Boy 2: Oh, I hate shopping. I like having fun with friends or playing sport at weekends.

Girl 2: Me too. Let's play tennis together next Saturday.

37 Life skills: Reaching agreement, Student's Book page 32

Lola: Hi, Daisy! Hi Oscar! What's up? What are you doing?

Oscar: Hello Lola! Well, it's Michael's birthday next weekend. We're deciding what to do.

Daisy: We want to get him a present and organise a surprise party.

Lola: Great idea! Can I help?

Oscar: Sure! Brilliant!

Daisy: OK, let's see. The first thing we need to decide is the day. What do you think?

Oscar: I think it's a good idea to have the party on Sunday night.

Lola: Sunday night? Hmmm … I disagree. We have an important maths exam on Monday morning. Maybe another day is better.

Daisy: I agree. Sunday is not a good day. I think Saturday afternoon is a better idea.

Lola: Me too!

Oscar: OK, fine. Saturday it is.

Daisy: Right. The next thing we need to decide is a present.

Lola: How about a basketball shirt?

Daisy: That's an awesome idea Lola!

Oscar: Sorry, but I don't agree. Michael has a lot of sports clothes. I think it's a good idea to get him a CD, or a book.

Lola: OK. I think a CD is a better idea than a book.

Oscar: I think that a CD is perfect. Michael loves listening to music.

Daisy: Can we get both? A CD *and* a book?

Oscar: That's a great idea!

Daisy: Let's see. Now we just need to think about the friends to invite and the cake!

Lola: We can buy a cake in the shop opposite the school.

Oscar: Hey! I have a better idea!

Daisy: What?

Oscar: I can *make* a cake – I love cooking!

Lola: You do? Well, that solves that problem! Sorry, Daisy, sorry, Oscar, I have to go. I need to help my mum.

Daisy: Ok! Thanks for your help. Let's call Michael's parents to tell them the plan.

Oscar: Great idea, Daisy. See you in class tomorrow! Bye!

38 Review 1: Units 1-4, Student's Book page 35

1 What time do they agree to meet?

Girl 1: Does the tennis match start at two thirty tomorrow?

Boy 1: Yes, but we need to be at the tennis club at two o' clock.

Girl 1: OK. So ... I leave home at one o'clock … see you at the bus stop at half past one?

Boy 1: Perfect, see you then!

2 Which instrument does Mona need to practise tonight?

Boy 2: Can you come to my house tonight Mona? I want to show you my new drums!

Mona: Oh wow – new drums! I'd love to see them. But I can't come tonight, sorry. I need to practise for the school concert.

Boy 2: Are you learning a new song on the guitar?

Mona: It's for the piano, actually. I'm not very good yet!

3 What is Finley's brother doing?

Girl 1: Hi Finley. Is your brother at home? I need to ask him something about the volleyball match.

Finley: I'm afraid he's sleeping.

Girl 1: What? But it's ten o'clock.

Finley: I know. He never gets up early at the weekend. He usually has his breakfast at about midday.

4 Where were they in the morning?

Boy 1: What a great morning! Thanks for coming with me.

Girl 2: No problem. It's a brilliant pool. I love swimming there.

Boy 1: Me too. But I'm hungry now. Shall we get some lunch at the café?

Girl 2: OK. And then let's go home. I'm really tired!

5 What does the girl want to have for dinner?

Girl 1: What's for dinner Mum? I hope it's not fish again.

Mum: It's rice with vegetables. Don't worry – it's really nice.

Girl 1: Ohh! Can't we have pasta with tomato sauce?

Mum: Maybe tomorrow. Now come and help me with the vegetables.

Girl 1: OK.

40 Unit 5, Student's Book page 36

Women in History.

1 Man: Cleopatra, Queen of Egypt and the last pharaoh, died in 30 BCE.

2 Man: Marie Curie received the Nobel Prize in chemistry in December 1911.

3 Man: Valentina Tereshkova travelled into space on the 16th of June 1963.

4 Man: Amelia Earhart crossed the Atlantic Ocean, alone, by plane in 1932.

5 Man: Coco Chanel opened her first shop in Deauville, France in the 20th century.

6 Man: Frida Kahlo painted her self-portrait with parrots in 1941.

7 Man: Serena Williams played her first match at Wimbledon in 1998.

8 Man: Junko Tabei climbed Mount Everest on the 16th of May 1975.

9 Man: J. K. Rowling published her first Harry Potter book in June 1997.

10 Man: Ella Fitzgerald recorded her first song in 1936.

44 Unit 5, Student's Book page 39

Dave: And welcome to Living History: I was there! My name is Dave Brown and today's caller is Janet from Manchester, in the north-west of England. Hi Janet.

Janet: Hello Dave.

Dave: So Janet, tell us about the moment in history you remember.

Janet: Well Dave, I remember something that happened in the 1960s. I lived with my mum and dad and older brother in a flat in the city. There were no computers, or mobile phones in those days, you know. There were televisions, but only black and white ones.

Dave: What do you mean Janet, black and white ones?

Janet: I mean the televisions only showed black and white films and programmes; there was nothing in colour!

Dave: That's not like today, Janet!

Janet: I know. You didn't know what colour people's clothes were, or anything like that! Anyway, the day I want to tell you about was in 1967. It was the day colour televisions arrived in the shops. My dad wanted to get one of the first ones. So he and I waited outside the shop early in the morning. Then when it opened, we hurried in to buy one. My dad and uncle carried it back to our flat in its box. It was big and heavy, and it was hard work for them to carry it up the stairs to the flat. We were all so excited. When everything was ready, Mum turned on the TV, we waited and then – there was the picture … in colour!

Dave: A great moment!

Janet: Yes, and the first programme we watched was tennis – green grass, white balls – it was fantastic.

Dave: And now everything we see on TV is in colour, and we don't think about it.

Janet: Yes, I know. Things change so fast.

Dave: Well, thank you Janet for sharing your memory with us.

Janet: Thank you Dave. Bye.

Dave: Goodbye Janet.

49 Unit 6, Student's Book page 43

Girl: Hi Joe. How was your job last week?

Joe: It was great. I loved it.

Girl: Where did you work?

Joe: I worked in the museum.

Girl: Oh no! That sounds boring.

Joe: It wasn't boring, it was fun!

Girl: Really? What did you do all day?

Joe: I worked in the museum shop. I talked to the customers. I helped them find things to buy, and I answered their questions.

Girl: What time did you start?

Joe: I started at eight o'clock in the morning. The shop didn't open until nine, but we needed to get things ready.

Girl: How did you travel to work every day? Did you go by bus?

No, I didn't. I walked. The museum is quite close to my house.

Girl: Oh, I didn't know that. And how did you get the job? Did the school find it for you?

Joe: No. I called the museum and asked for a job. At first, they said no, but I tried again, and they said yes!

Girl: Wow! Well done Joe – that's brilliant!

52 Culture: Saturday jobs, Student's Book page 45

Olivia: Hey Dad. Can I ask you something?

Dad: Sure. Go ahead.

Olivia: I'm thinking of getting a Saturday job.

Dad: Really? Why's that?

Olivia: Well, it's good experience, and I can earn some extra pocket money.

Dad: Sounds good to me. What ideas have you got?

Olivia: Mrs Wilson needs someone to help in the garden.

Dad: You have experience helping us in the garden and you're good with plants. She has a big garden behind her house, right?

Olivia: Yes, she does. The only problem is she needs someone on Saturday mornings, and I have piano lessons then.

Dad: Hmmm. Any other options?

Olivia: Well, there's a job offer in the newspaper for someone to do a paper round.

Dad: Where?

Olivia: In the town centre.

Dad: Do you have any experience for a job like that?

Olivia: No, not really. I don't have any experience, and I haven't got a bike.

Dad: How about dog-walking? My friend Daniel's son walks dogs in the park.

Olivia: Really?

Dad: Yes, I see him on Saturday afternoons. He's always there with three or four small dogs.

Olivia: That sounds like a lot of dogs!

Dad: Well, you've experience walking *our* dog and it's bigger than the dogs Robert walks. Speaking of walking dogs, it's time for you to take Pongo for his walk.

Olivia: OK Dad. Can you call your friend for me?

Dad: Of course!

54 Unit 7, Student's Book page 46

Callum: How was your summer holiday, Lottie?

Lottie: It was brilliant, Callum! We went camping and stayed at a really nice campsite in France. We could walk to the beach in five minutes! My friend Annabel came with us and we swam in the sea every day and rode our bikes. I didn't want to leave!

Callum: Did you get up early every day?

Lottie: Of course not! We got up late and we went to bed late. We had a really good time. We lay on the beach and did lots of water sports too.

Callum: Did you take any photos?

Lottie: Yes, I did. I took hundreds of them! Look, here's one.

Callum: Wow, that's good!

Lottie: Thanks! My parents gave me a new phone before the holiday. It's got a great camera. What about you Callum? How was your holiday? Where did you go?

Callum: It was awesome! I went to Istanbul, in Turkey. We stayed at a little hotel in the city.

Lottie: Really? What did you do?

Callum: We went sightseeing every day. I saw some really interesting places.

Lottie: Oh no, I hate sightseeing!

Callum: What? It's the best thing about holidays!

Lottie: Well – I don't think so! Anyway – what was the weather like?

Callum: It was fine. There was just one day when it rained, and we changed our plans for the day.

Lottie: And what about shopping? Did you buy me a present?

Callum: Of course I bought you a present.

Lottie: Really? What is it?

Callum: It's Turkish Delight. It's a kind of sweet.

Lottie: Oh great, I love sweets. Thanks, Callum. Er, Callum – the box is open!

Callum: Oh … yes … sorry, Lottie! But I only ate one, I promise!

59 Unit 7, Student's Book page 49

Marion: This happened six months ago. I went to Scotland for a holiday with my family. We went to a small island and it took a very long time to get there! We left home in the evening and took a taxi to the train station. First, we bought a ticket. Then we got on the train. It was a special train with beds and we slept really well. Anyway, we arrived in Scotland in the morning. We had some breakfast and then we got on a coach. I sat next to my brother. He ate sweets and listened to loud music all the way! When we got off the coach, we got onto a boat. I enjoyed it, but my brother didn't feel very well. Mum said it was because of all the sweets. Then, when we arrived at the island, we caught a bus to our hotel. It's funny – We now know there's an airport on the island and you can fly there! Next time we'll do that.

65 Unit 8, Student's Book page 53

George: Hi, my name's George. You asked me about my favourite place. That's a difficult one. Let me explain. I don't really have anywhere of my own because our flat's too small, and we don't have a garden. I share a bedroom with my brother, so I don't get much time to myself. But when he goes out or goes to play with his friends, I can be alone in our bedroom, and at those times the bedroom is my favourite place. I put all the cushions on my bed, lie there and read. What do I like reading? Well, mostly stories and sports magazines.

Abby: Hello, I'm Abby. My favourite place – hmmm let me think …

OK, don't laugh – my favourite place isn't anywhere inside the house. It's outside, in the park down the road. I can walk there in five minutes. There's this amazing tree right on the top of the hill, and there's usually no one around. I like sitting under the tree and writing my diary every day. The sound of the wind in the trees is brilliant. It helps me remember everything about my day. No one else reads my diary. Only me.

Jo: Hi, I'm Jo. Yes, I've got a favourite place. It isn't in the house though and it isn't outside. It's in the garage! We don't have a car, so my mum and dad let me use the garage for my music. I started playing the guitar when I was six and that's what I do in the garage. And sometimes I sing. I write all my own songs, but I don't like anyone listening to them. It's quite comfortable. There's an armchair in the corner and I've got pictures on the walls. It really is my favourite place.

67 Life skills: Safety at home, Student's Book page 55

Teacher: OK everyone, come in and sit down, please. We have a special visitor today. This is Marina Armstrong. She's a firefighter and she's here to talk to us about being safe at home. Let's give her a warm welcome.

Firefighter: Thanks very much. It's great to be here at your school. OK, your teacher wants me to talk to you about the dangers of fires at home and burns. Let's start. What are these? Yes?

Boy 1: Matches and a lighter.

Firefighter: Yes, that's right. Please remember that it is not a good idea to use matches or lighters when there isn't an adult at home. Using things wrongly can start home fires, and fires are dangerous, so please be careful. Who knows what this is? Yes?

Girl 1: A fire extinguisher.

Firefighter: We can use fire extinguishers to stop fires. In a moment, I'm going to teach all of you how to use it.

Girl 2: Awesome!

Firefighter: Remember, it's a good idea to have a fire extinguisher at home. If you don't have a fire extinguisher, it's important not to panic, but to stay calm and try to put out the fire with a wet towel. Another accident we see a lot – burns.

Teacher: What can burn us at home? Yes?

Boy 2: Hot tea … or soup!

Firefighter: That's right. Yes?

Girl 1: What about irons? They get hot.

Teacher: You're right! You need to be careful with hot irons. Anything else?

Boy 1: Uhhh … heaters?

Firefighter: Yes, good one. Some heaters can burn you, and putting wet clothes on heaters can start fires. You need to be careful when the cooker is on too! It can get very hot. If your parents are not at home and something happens, you can ring someone for help. It's good to have emergency numbers next to the phone or on your mobile phone.

Teacher: Very interesting information indeed. Does anyone have any questions?

Girl 2: Can I use the fire extinguisher now?

74 Unit 9, Student's Book page 61

Henry: Hi, my name's Henry, and I've got this excellent idea. What have most people got lots of in their homes? Newspapers and magazines! Well, we have anyway. My dad wanted to throw them away, but I stopped him. I cut them up and made a jacket. It looks really great. I even have something to read when I'm bored.

Molly: Hello, my name's Molly and I *know* my idea's brilliant. It just is! There's something I love eating, and one day, I thought, hey yes, I can make jewellery from it, so I did. I made a really pretty little necklace and everyone liked it. But I didn't think about the weather. It was a really hot day, and it started to get soft … so I ate the necklace. Oh, I didn't say. The necklace was made of … chocolate, of course!

Lauren: Hi, I'm Lauren. My idea is just so clever. It's clothes made of money. Yes, money! Notes are best because they're light and quite big. I made some shorts from notes, and they looked really cool. But I was out with my friends, and we didn't have enough money for the cinema, so I used some from my shorts. It was really funny.

79 Unit 10, Student's Book page 65

1 Two friends are talking at the shopping centre. Why is the boy at the shopping centre?

Girl 1: Hi, Chris. What are you doing here at the shopping centre? You usually do all your shopping online.

Chris: Well, not today. I need to go to one of the shops here.

Girl 1: Why? Do you need to look at something in the computer shop?

Chris: No. My computer's fine, but I read there's a great new clothes shop here.

2 A boy, Adam, is talking about shopping. What did he buy?

Adam: Guess what? I was in the market yesterday doing some shopping for my mum. She wanted me to buy some fruit and some bread. I got the bread first and then on the way into the fruit shop, a dog jumped up, took the bread in its mouth and ran away!

3 A woman is talking to her daughter about a present for her son, Matt. What is the present?

Mum: Emily, when you go to the shops today, please can you collect Matt's birthday present for me? It's not very big, so you can put it in your school bag. He has lots of jumpers, but this one is different. I hope he likes it.

Emily: OK Mum. Where do I need to go?

4 Two friends are talking at one of the friend's houses. What is the boy doing?

Boy: Did you find that information for our history project?

Girl: No, I don't know where the list of websites is. Have you got it?

Boy: Yes, in my homework diary. Anyway, look at this site. These are the shoes I like. And they've got my size.

Girl: Well, buy them quickly. Then we can find the website for school.

5 A teacher is talking to the class about a school trip. What is he telling them to do?

Teacher: So, class, please don't forget about tomorrow's trip. Make sure you arrive at school at the usual time. It's warm at this time of year and you usually wear T-shirts and shorts, but it isn't warm by the lake so don't forget to bring a jacket.

81 Culture: Shopping, Student's Book page 67

Gemma: Hi. My name's Gemma. We're doing a shopping survey in class. Can I ask you some questions?

Leo: Sure.

Gemma: OK, first of all, what's your name and how old are you?

Leo: My name's Leo and I'm thirteen years old.

Gemma: Great. Thanks. Now, let's see. Where do you normally shop?

Leo: I like going to small shops, but I normally go to the shopping centre at weekends.

Gemma: Why do you go to the shopping centre?

Leo: I like meeting my friends there and I like window shopping.

Gemma: Perfect. OK. Last question. What do you usually buy at the shopping centre?

Leo: Hmmm. I haven't got a lot of pocket money and I don't usually spend a lot of money. I sometimes buy a music magazine or some sweets.

Gemma: Thanks for your time, Leo.

Leo: No worries. Bye.

Gemma: Bye.

Gemma: Hi Mum! Can I ask you a couple of questions for a survey?

Mum: Ok. Go ahead.

Gemma: I know your name and how old you are.

Mum: Yes, you do.

Gemma: Next question. Where do you normally shop?

Mum: As you know, I love going to the Farmers' Market. I go on Mondays, Wednesdays and Fridays.

Gemma: Why do you go to the Farmers' Market?

Mum: Well, I like helping local farmers and the prices are good.

Gemma: OK. Last question. What do you usually buy at the Farmers' Market?

Mum: I always buy fresh fruit and vegetables. I sometimes buy cheese. Your dad *loves* the cheese from the market.

Gemma: Me too!

Mum: That's true!

Gemma: Thanks Mum.

Mum: That's OK. Now, can you help me do the washing up, please?

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