

TRẦN CAO BỘI NGỌC (Chủ biên) – VŨ VẠN XUÂN

TIẾNG ANH 6

Friends Plus

Teacher's
Guide



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

OXFORD

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Introducing *Tiếng Anh 6 Friends Plus*

Description of the course

Tiếng Anh Friends Plus is a four-level course for secondary students. It will give students all the skills they need to communicate with confidence in English. The core material covers all the requirements of the secondary school curriculum in a clear unit structure, and the extensive Options section at the back of the book provides further variety and challenge. Extra material covering speaking and listening practice, puzzles, games and songs will motivate, interest and engage students, and also allow teachers to tailor the course to meet students' different needs and abilities. This variety and flexibility extends to a wide range of supplementary material, carefully designed to build on work done in class and also to address different abilities.

Aims of the course

To make planning and preparation easy

Each lesson in the book is designed to fit into one lesson in class, and takes you through the stages of warming up, presenting and exploiting the material, and allowing the students to personalise and apply what they have learned. Each lesson in the Teaching notes starts by clearly stating the aim of the lesson, which mirrors the *I can ...* statement.

Each unit directs you to the relevant *Tiếng Anh 6 Friends Plus* Options section, so you can easily locate the most appropriate ways to extend each lesson.

The Student Book follows a carefully designed system of colour coding in each section, so both you and your students will recognise the vocabulary, language focus and skills lessons from the very beginning.

If you wish to support or extend your teaching, the photocopiable worksheets on the **Teacher's Site** are all clearly linked to each lesson, so you can find the relevant worksheet straight away.

To keep students interested and involved

Tiếng Anh 6 Friends Plus is a topic-based course and the themes have been carefully chosen to maintain students' interest and motivation throughout the year. The topics and texts are designed both to motivate and to educate teenage learners. The activities are designed to engage students and encourage participation. The **Options** at the back of the Student Book provide variety and enable you to adapt the course to suit students' interests.

To give students opportunities to use English in a personal and practical way

The **Use it!** exercises at the end of lessons encourage students to think about English and use it to talk or write about their own ideas. The **Key phrases** sections give students language to use in a communicative and functional way. Students are more likely to learn and remember language if activities are meaningful and realistic, and if they are encouraged to use it in communicative contexts.

To be flexible and to cater for all learning needs

Tiếng Anh 6 Friends Plus has been designed to be flexible, so that it can be used in streamed school systems, mixed-ability classes, and various teaching loads. With *Tiếng Anh 6 Friends Plus* you can choose the most appropriate material for your class and for individual students. The **Options** at the back of the Student Book allow you to give students extra practice of particular skills and introduce variety into your classroom. If you

have a range of abilities in the class, the Workbook, Tests and Photocopiable worksheets contain **three levels** of material, so that you can select the right material for each student.

To develop effective reading, writing, listening and speaking skills

Tiếng Anh 6 Friends Plus places equal emphasis on the development of all four skills. Each unit contains reading, writing, listening and speaking sections. A step-by-step approach has been taken to speaking and writing, which will ensure that students of all abilities will be able to produce their own texts and dialogues. There are **Extra listening and speaking** sections at the back of the Student Book and the **Culture** and **CLIL** pages within the unit provide a variety of additional challenging reading material.

To develop students' ability to understand and apply language rules accurately

Tiếng Anh 6 Friends Plus presents new language in context to ensure that students fully understand usage as well as form. Each new point is practised in a variety of challenging activities to make students think and apply what they have learned. There is always a **Rules** section, which encourages students to think about and complete language rules themselves.

To set goals and see outcomes

Every lesson starts with an *I can ...* statement, so the aim is always evident. Lessons finish with a **Use it!** exercise which is the productive outcome as described by the *I can ...* statement. Setting clear, achievable, short-term goals should increase students' motivation.

To review and recycle language thoroughly and systematically

Language is recycled throughout the course. A **Progress Review** section follows every two units and there are further opportunities to consolidate and check progress in the **Puzzles and games** section and in the **Workbook**.

To incorporate the latest developments in teaching methodology

Tiếng Anh 6 Friends Plus follows a tried and tested structure in the presentation and practice of language, but it also gives you the flexibility to introduce newer teaching methods into your class when you are ready. For example, the **CLIL** in the Student Book and the **Curriculum extra worksheets** on the **Teacher's Site** will enable you to experiment with Content and Language Integrated Learning (CLIL) in a structured way.

To provide a comprehensive digital solution

Tiếng Anh 6 Friends Plus offers the facility to incorporate interactive teaching and learning in the classroom.

The **Classroom presentation tool** contains digital versions of the Student Book and Workbook, which you can use to bring the Student Book to life with fully interactive activities on the interactive whiteboard.

Components of the course

The **Student Book** contains:

- a **Starter unit** to revise basic vocabulary and grammar.
- eight **teaching units**; each unit has two vocabulary sections, two or more grammar presentations, and two listening and reading sections. There is practice of the four skills throughout. Each unit has a whole page devoted to speaking skills and a whole page devoted to writing skills.
- four **Progress Review** after every two units with **self assessments** and *I can ...* statement and eight **CLIL and Culture** sections which provide revision of all the language studied up to that point in the book, as well as additional cultural information.
- twenty pages of ***Tiếng Anh 6 Friends Plus Options*** which include:
 - eight **Extra listening and speaking** pages to give further practice in these skills.
 - eight **Puzzles and Games** pages to revise language studied.
 - four **Song** pages which provide a further opportunity for consolidation.
- a **Reference section** which includes: a **Language focus reference** for each grammar point; an alphabetical **Wordlist**.

The **Workbook** contains:

- six pages of **additional practice** for each of the Student Book units. This comprises exercises for vocabulary, grammar, reading and writing at three levels of difficulty.
- four pages of **Cumulative review** which provide revision of all the language and skills studied up to a particular point in the Student Book.
- a **Reference section** which includes: additional **Language focus** practice exercises for each grammar point; a **Key phrases** section with *Key phrases* from the Student Book; an **Irregular verbs** list, and **Everyday English** phrases.

The **Audio CDs** contain:

- all the listening material for the **Student Book** and **Workbook**.

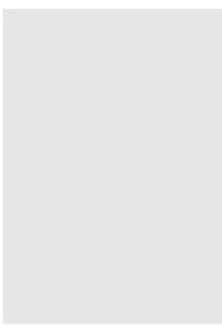
The **Teacher's Guide** contains:

- an introduction with information on ***Tiếng Anh 6 Friends Plus* methodology**.
- **teaching notes** and **answers** for all the Student Book material.
- ideas for **extra optional activities** and mixed-ability classes.
- **background notes, cultural information, and language notes**.
- the **audio scripts** for the Student Book and the Workbook.
- the **Workbook answer key**.



The **Teacher's Site** www.phuongnam.edu.vn provides:

- **printable language focus and vocabulary worksheets** at three levels: basic, revision and extension.
- **printable speaking worksheets**
- **diagnostic tests** to use at the beginning of the school year.
- **end-of-unit tests**, including listening, vocabulary, grammar, reading and writing activities at three levels: basic, standard and higher. There is also a **speaking test** for each unit.
- **end-of-term** and **end-of-year tests** at three levels: basic, standard and higher.
- **five-minute tests** covering language from the vocabulary and language focus lessons.
- **parallel (A/B) tests** are also offered to prevent copying.
- All the tests are available as editable Word files and PDFs.
- **Audio mp3s** for Student's Book and Workbook



The **classroom presentation tool** contains:

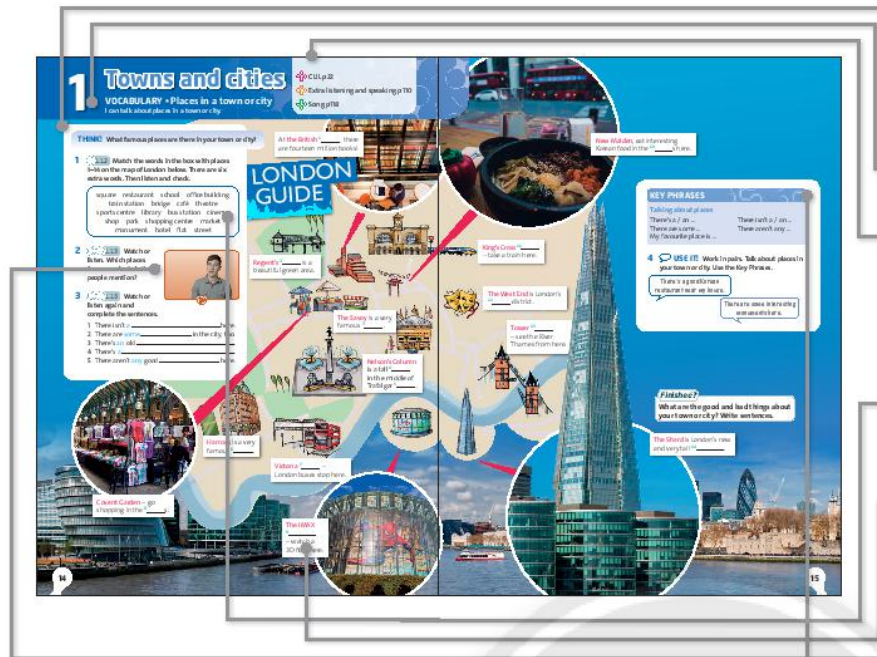
- digital versions of the Student Book and Workbook.
- **audio, video** and **interactive exercises** that can be launched directly from the page.
- automatic answer keys that let you display answers all at once or one by one.
- tools that let you zoom and focus on a single activity, highlight, and add notes to the page.
- the video consists of the following:
 - **vox pops videos** for all the core units in the Student Book.
 - **functional videos** for all the core units in the Student Book.
 - **grammar animations** for all the core language focus lessons in the Student Book.
 - optional **subtitles** in English.



Tiếng Anh 6 Friends Plus – Student Book at a glance

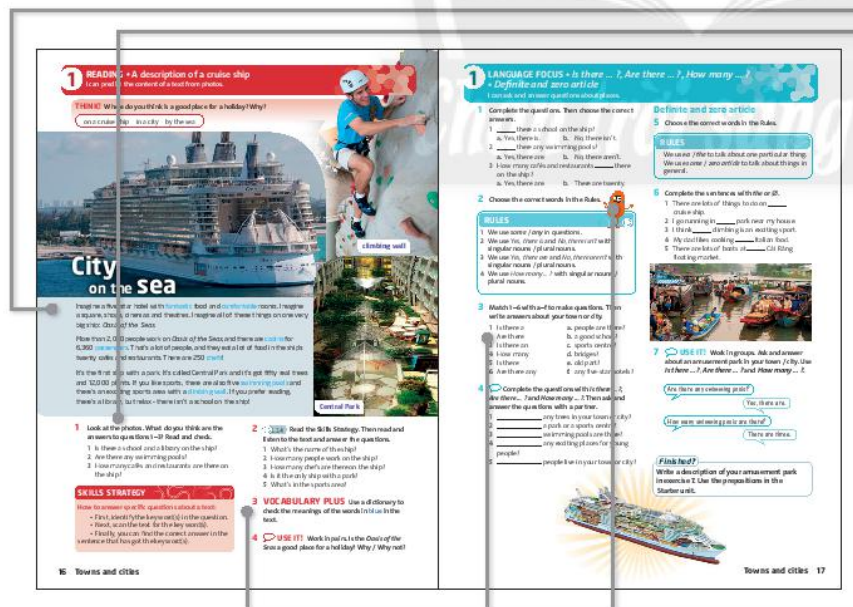
There are **eight units** and a **Starter unit** in the Student Book. Each unit has **seven lessons**, and a **CLIL** or **Culture** section. Each lesson provides material for one classroom lesson of approximately 45 minutes.

Core teaching units



Lesson 1

- This lesson occupies two pages although it is still designed for one lesson in class.
- Every lesson has an explicit learning objective, beginning with **I can ...**
- The **Options** section refers to the extra optional material at the back of the Student Book.
- The **Think!** questions encourage students to start thinking about the unit topic.
- The **first vocabulary set**, which establishes the topic of the unit, is presented and practised.
- A **quiz, questionnaire, puzzle or game** contextualises the vocabulary set.
- The **vox pop video** contextualises the vocabulary set and the **Key phrases**. The video also has an **audio version** on the **Class audio CD**.
- The **Key phrases** section provides practice of the vocabulary set in everyday language for communication.



Lesson 2

- A **reading text** contextualises the first vocabulary set and models grammar structures which students will study in the following section.
- A variety of **comprehension** exercises practises the vocabulary and develops reading **sub-skills**.
- The **Vocabulary plus** section highlights key new vocabulary from the reading text. This vocabulary is practised in the Workbook.

Lesson 3

- The **first grammar section** presents and practises one or more grammar structures in a guided inductive way. Students may be asked to complete sentences using examples from the reading text. They then develop rules or answer questions about rules based on the example sentences.
- The optional **grammar animation** allows students to watch the grammar structures being used in context.
- The **grammar practice exercises** are graded and are often topic-based.

1 CLIL - Geography: Reading a map
I can ask and answer questions about a map.

1 Check the meanings of the words in the box and match them with symbols 1-6. Read the text and find your answers.

can't get to my friend's house
1 2 3 4 5 6

2 Look at the map and choose the correct words. What other symbols are on the map?

3 Look at the map and choose the correct words. The map is a road map. It shows a lot of things. What are they? (e.g. roads, towns, rivers, mountains, etc.)

4 Look at the map and choose the correct words. The map is a road map. It shows a lot of things. What are they? (e.g. roads, towns, rivers, mountains, etc.)

5 **USE IT!** Work in groups. Draw a map of a place you know well. Add a place you like to visit. Write a short paragraph about your map.

PROGRESS REVIEW 1

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

VOCABULARY Places in a town or city

1 Use the words in the box to complete the sentences.

2 Choose the correct words.

3 **USE IT!** Work in groups. Draw a map of a place you know well. Add a place you like to visit. Write a short paragraph about your map.

READING A description of a city

2 Choose the correct answers.

3 **USE IT!** Work in groups. Draw a map of a place you know well. Add a place you like to visit. Write a short paragraph about your map.

LANGUAGE FOCUS Present simple affirmative and negative

1 Complete the sentences. Use the words in the box.

2 Choose the correct words.

3 **USE IT!** Work in groups. Draw a map of a place you know well. Add a place you like to visit. Write a short paragraph about your map.

Lesson 8

- There is a **CLIL** or **Culture** section at the end of each unit.
- These pages allow you to introduce CLIL into your classroom in a structured way.
- The Culture pages invite cultural comparisons and get students thinking about similarities and differences with their own culture.

Progress review

- There is a four-page **Progress review** at the end of every two units.
- The exercises check understanding of all the vocabulary, grammar and skills presented in two units. They also provide a record of what has been learned in the two units.
- The **Self-evaluation** section encourages students to think about their progress. This type of activity is also very helpful in students' development as learners because it encourages them to take responsibility for their own learning.
- There is a **listening exercise** in every Progress review.

Other features of the Student Book

2 READING - A busy day
I can understand the general idea of a text.

1 Look at the photo. Read the text and write a title for the text. Then read the text and choose the correct words.

2 Read the text and choose the correct words.

3 **USE IT!** Work in groups. Talk about the text and the text. What are the differences?

2 LANGUAGE FOCUS - Present simple affirmative and negative
I can use the present simple to talk about routines.

1 Complete the sentences. Use the words in the box.

2 Choose the correct words.

3 **USE IT!** Work in groups. Talk about the text and the text. What are the differences?

4 **USE IT!** Work in groups. Talk about the text and the text. What are the differences?

- The **pronunciation exercises** allow students to practise and improve their pronunciation. There is a pronunciation exercise in each unit of the Student Book.
- The **Finished?** activity provides support for mixed-ability classes.

2 VOCABULARY AND LISTENING - Special days
I can understand the general idea of a text.

1 Look at the photo. Read the text and write a title for the text. Then read the text and choose the correct words.

2 Read the text and choose the correct words.

3 **USE IT!** Work in groups. Talk about the text and the text. What are the differences?

2 LANGUAGE FOCUS - Present simple affirmative and negative
I can use the present simple to talk about routines.

1 Complete the sentences. Use the words in the box.

2 Choose the correct words.

3 **USE IT!** Work in groups. Talk about the text and the text. What are the differences?

4 **USE IT!** Work in groups. Talk about the text and the text. What are the differences?

- The **Study strategy** builds students' study skills and encourages autonomous learning.
- A final **Use it!** exercise allows students to use the new language in a more productive, personalised, or creative way. This is the **productive aim** of the lesson as described by the **I can ...** statement.

- The alphabetical **Wordlist** provides a list of the words used in each unit of the Student Book.
- Each entry has a definition and phonetic transcription (British and American English)

- The Language Focus Reference section provides **grammar explanations** covering **form** and **usage**.

The **Tiếng Anh 6 Friends Plus Options** section provides a wealth of optional extra material. There are extra lessons for each unit which review and extend the language: **Puzzles and Games**, **Extra listening and speaking** and **Songs**.

[illegible]

- There are eight **Puzzles and Games** sections. These provide fun games and activities for the vocabulary and grammar structures in each unit.
- There are eight **Extra listening and speaking** pages, which give further practice in these skills and focus on natural, functional language.
- There are four **Song** sections, which review the language the students have covered up to that point.

[illegible]

- The Workbook includes exercises in **grammar, vocabulary** and **skills**, which mirror the language and skills work in the Student's Book pages.
- There are **three levels** of practice activities: **one-star** activities provide basic revision and language manipulation; **two-star** activities involve more productive exercises; and **three-star** activities are more open and offer more challenge.

Workbook reference section

There is a Language focus section for each unit, which reviews all of the grammar structures in the unit.

LANGUAGE FOCUS PRACTICE • Starter unit

be: affirmative and negative

1 Write sentences using the affirmative or negative form of be.

1 I (be) a student at this school.
2 I (be) a teacher.
3 We (be) in London at the moment.
4 She (be) in the hospital.
5 He (be) at home.
6 They (be) in the city.

Object pronouns

4 Complete the sentences with object pronouns.

1 I don't like this book. It's boring. → **It**
2 I like this photo. Can you give me → **it**
3 My brother is a good student. → **He**
4 I don't like this city. It's boring. → **It**
5 My sister is a good student. → **She**
6 I don't like this book. It's boring. → **It**

Possessive 's

5 Write the sentences with 's in the correct place.

1 The book is on the table. → **on the table's**
2 The car is in the garage. → **in the garage's**
3 The house is in the city. → **in the city's**
4 The dog is in the park. → **in the park's**
5 The cat is in the house. → **in the house's**

Subject pronouns and possessive adjectives

2 Complete the sentences with subject pronouns.

1 My brother lives in London. → **He**
2 I live in London. → **I**
3 She is a teacher. → **She**
4 We are in London. → **We**
5 They are in London. → **They**
6 It is a book. → **It**

Comparative and superlative

3 Complete the sentences with comparative and superlative forms of the adjectives.

1 This book is **more interesting** than that one.
2 This city is **more beautiful** than that one.
3 This house is **more expensive** than that one.
4 This dog is **more friendly** than that one.
5 This cat is **more playful** than that one.

Choose the correct answer.

10 Match the sentences with the correct answer.

1 This book is interesting. → **It's interesting.**
2 This city is beautiful. → **It's beautiful.**
3 This house is expensive. → **It's expensive.**
4 This dog is friendly. → **It's friendly.**
5 This cat is playful. → **It's playful.**

be: questions

3 Complete the questions with answers.

1 Is this book interesting? → **Yes, it is.**
2 Is this city beautiful? → **Yes, it is.**
3 Is this house expensive? → **Yes, it is.**
4 Is this dog friendly? → **Yes, it is.**
5 Is this cat playful? → **Yes, it is.**

LANGUAGE FOCUS PRACTICE • Starter unit

this, that, those, those

8 Choose the correct words.

1 This is my car. → **this**
2 That is my car. → **that**
3 These are my cars. → **these**
4 Those are my cars. → **those**

Interrogative 's

9 Complete the sentences with interrogative 's.

1 Is this book interesting? → **Is it interesting?**
2 Is this city beautiful? → **Is it beautiful?**
3 Is this house expensive? → **Is it expensive?**
4 Is this dog friendly? → **Is it friendly?**
5 Is this cat playful? → **Is it playful?**

Interrogative 's

10 Complete the sentences with interrogative 's.

1 Is this book interesting? → **Is it interesting?**
2 Is this city beautiful? → **Is it beautiful?**
3 Is this house expensive? → **Is it expensive?**
4 Is this dog friendly? → **Is it friendly?**
5 Is this cat playful? → **Is it playful?**

Interrogative 's

11 Complete the sentences with interrogative 's.

1 Is this book interesting? → **Is it interesting?**
2 Is this city beautiful? → **Is it beautiful?**
3 Is this house expensive? → **Is it expensive?**
4 Is this dog friendly? → **Is it friendly?**
5 Is this cat playful? → **Is it playful?**

- This section provides corresponding exercises to check and consolidate understanding of each grammar structure.

CUMULATIVE REVIEW • Starter unit • Unit 2

Speaking

1 Look at the photos of cities in the UK. What things do you see in the photos? What would you like to see?

Reading

2 Read the text and answer the questions.

Listening

3 Listen to the audio and answer the questions.

Writing

4 Write a short paragraph about your city.

Interpreting

5 Interpret the meaning of the text.

Interpreting

6 Interpret the meaning of the text.

Interpreting

7 Interpret the meaning of the text.

Interpreting

8 Interpret the meaning of the text.

- The Cumulative review section deals with speaking, reading, listening, and writing points covered in all the preceding units.
- There are four Cumulative review sections.

KEY PHRASES

Interpreting

1 Interpret the meaning of the text.

Interpreting

2 Interpret the meaning of the text.

Interpreting

3 Interpret the meaning of the text.

Interpreting

4 Interpret the meaning of the text.

Interpreting

5 Interpret the meaning of the text.

Interpreting

6 Interpret the meaning of the text.

Interpreting

7 Interpret the meaning of the text.

Interpreting

8 Interpret the meaning of the text.

Interpreting

9 Interpret the meaning of the text.

Interpreting

10 Interpret the meaning of the text.

- The Key phrases section contains a list of all the key phrases in the Student Book.

IRREGULAR VERBS

Infinitive	Past simple	Past participle
be	was/were	been
begin	began	begun
bring	brought	brought
break	broke	broken
brush	brushed	brushed
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
climb	climbed	climbed
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned	learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
live	lived	lived
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
move	moved	moved
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
saw	saw	seen
say	said	said
send	sent	sent
set	set	set
show	showed	shown
sleep	slept	slept
speak	spoke	spoken
stand	stood	stood
stop	stopped	stopped
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
throw	threw	thrown
turn	turned	turned
use	used	used
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

- The Irregular verbs list provides a quick reference to the past simple and past participle of irregular verbs used in the Student Book.

EVERYDAY ENGLISH

Interpreting

1 Interpret the meaning of the text.

Interpreting

2 Interpret the meaning of the text.

Interpreting

3 Interpret the meaning of the text.

Interpreting

4 Interpret the meaning of the text.

Interpreting

5 Interpret the meaning of the text.

Interpreting

6 Interpret the meaning of the text.

Interpreting

7 Interpret the meaning of the text.

Interpreting

8 Interpret the meaning of the text.

Interpreting

9 Interpret the meaning of the text.

Interpreting

10 Interpret the meaning of the text.

- The Everyday English section provides commonly-used phrases that students will need for real-life communication.

Tiếng Anh 6 Friends Plus methodology

Vocabulary

Two vocabulary sets are presented in each unit of *Tiếng Anh 6 Friends Plus*. Both sets are connected with the main topic of the unit, and items have been selected for their frequency, usefulness and relevance to the age group. The vocabulary sets are presented through pictures or photos and / or short texts. They are also contextualised in the Vox pops videos. There is a variety of practice exercise types. Students are often asked to use language either in a personalised or creative way, and some exercises have open answers, so students can complete the tasks according to their ability. Where appropriate, a Key phrases section shows students examples of the vocabulary used in everyday communication and enables them to put this into practice.

The target vocabulary is recycled and reinforced in texts and exercises throughout the unit, and there are also Progress reviews after every two units and a Puzzles and games page after each unit. You could use these puzzles if you have more time as fast finisher activities, or set them for homework.

The Workbook provides three levels of practice. One-star activities provide basic revision and language manipulation; two-star activities involve more productive exercises; and three-star activities are more open and offer more challenge. The Teacher's Site also provides printable worksheets at three levels to give further consolidation and extension of the vocabulary sets.

The Wordlist in the Student Book provides students with an extensive vocabulary resource. It can be used as a mini dictionary.

Language focus

Each unit of *Tiếng Anh 6 Friends Plus* has two or more Language focus sections. The syllabus divides grammatical points into manageable chunks to avoid overload, and so that students have time to assimilate and practise what they have learned.

New structures are always previewed in context, either in a listening or reading text, so that students are familiar with the meaning and usage of the grammar before manipulating its form. Students remember rules better if they work them out for themselves. Grammar is therefore presented in a guided-discovery way. Students are asked to analyse examples, based on the listening or reading text, and then they are encouraged to deduce rules. If necessary, these can be checked in the Language focus reference in the Workbook. This inductive method helps students to engage with the language, which in turn should help them to remember it.

Each Language focus section has an optional Grammar animation – either a short story or an animated presentation. These animations allow students to watch the grammar structures being used in context. They should be watched after the grammar presentation.

The grammar presentation is followed by a number of graded practice activities. The activities are topic-based and therefore require students to understand the usage and meaning of the grammatical structures, as well as the form. Some activities are more controlled, and others are

more open. Every lesson concludes with a Use it! exercise that allows students to use the new language structures in a more productive, personalised or creative way. Where appropriate, a Key phrases section shows students examples of the structure used in everyday communication and enables them to put this into practice.

There is also a Language focus reference in the Student Book. This includes a more detailed explanation of the grammar point. You can read through the explanation with your class, and use this section for revision.

There are further grammar practice activities in the Workbook. As with the vocabulary exercises in the Student Book, there are one-star activities which provide basic revision and language manipulation; two-star activities which involve more productive exercises; and three-star activities which are more open and offer more challenge. The Teacher's Site also provides photocopiable language focus worksheets at all three levels.

Reading

In *Tiếng Anh 6 Friends Plus* there is a wide range of text types, including articles, questionnaires, emails, webpages, stories, quizzes and interviews. All texts are carefully graded and aim to provide interesting information in a realistic way. Most of the texts are recorded and available on the Teacher's Site.

Reading texts are used in different ways throughout the book:

To preview grammar: the main text in each unit is used to recycle the first vocabulary set and to preview new grammar points. It is graded at a language level which is slightly higher than students have actually reached, but which is easily attainable.

For integrated skills work: model texts on the skills pages also provide input for the speaking and writing activities. They present Key phrases for students to use in a communicative and functional way.

For extensive reading: texts in the CLIL and Culture sections also recycle language from the previous unit, but are more challenging in terms of lexis and / or structure.

The main reading text in each unit has comprehension exercises which focus on different sub-skills. The first exercise generally helps students to gain a global understanding of the text. Subsequent exercises ask students to read the text more carefully and then ask personalised questions on the same topic. The Vocabulary plus sections present key new language from the reading text.

The texts on the CLIL pages focus on cross-curricular subjects, such as language and literature, geography and natural science. Each topic area has been carefully selected to tie in with the topic of the unit as well as the curriculum for that subject area in lower-secondary schools. While the texts are challenging and introduce new vocabulary, the language has been graded to ensure that students are not faced with too many unfamiliar structures.

The Culture pages offer a longer text with comprehension exercises. To help students cope with a longer text, look at the background information notes in the Teacher's Book so that you can pre-teach vocabulary if necessary, and pre-empt any difficulties. Discuss the photos or pictures with the class, eliciting as much key vocabulary as

possible, and elicit some general information about the topic before you begin reading.

There is more reading practice in the Workbook.

Listening

The listening texts in *Tiếng Anh 6 Friends Plus* follow the second vocabulary set. They put the new vocabulary in context, providing a range of speakers in different situations, including radio programmes, interviews and conversations. The language used in the recordings is carefully graded.

The listening exercises focus on a variety of sub-skills and are usually in two stages. The first listening exercise helps students to gain a general understanding of the text. The second exercise asks students to listen for specific information.

There are eight Extra listening and speaking pages at the back of the book which provide additional listening practice in realistic situations. They also provide extra practice in areas that students commonly find challenging, such as understanding longer numbers.

Most of the listening and reading texts have been recorded using a variety of accents. Playing the audio as students are reading will help them to become familiar with the sound of spoken English.

Speaking

Tiếng Anh 6 Friends Plus offers a variety of speaking opportunities which are well-guided and supported. The Key phrases sections give students language to use in a communicative and functional way. On the Speaking page, a dialogue is modelled and the activities range from controlled exercises where students repeat the dialogue with the Functional video or Class audio CD, to a more open follow-up exercise, where students make up their own dialogue following the model. Students can simply 'perform' their own dialogues in pairs, or they can write them down first before reading them aloud.

Before students perform a speaking activity, make sure that they understand the task. Do not expect students to speak immediately. Model an example exchange with a stronger student and give written support on the board. Work on short exchanges around the class by nominating different pairs of students to speak while the rest of the class listen. For longer dialogues, give students time to prepare their conversations in writing before performing in front of the class.

The eight Extra listening and speaking pages at the back of the book offer additional speaking practice with practical outcomes. The page usually culminates in a functional dialogue.

Pronunciation

There is one pronunciation exercise in each unit. These exercises cover individual sounds, word stress, sentence stress and intonation. They are recorded on the Class audio CD.

Writing

Tiếng Anh 6 Friends Plus devotes a page in every unit to guided writing activities. The final writing tasks cover a variety of different text types, such as emails, blogs, postcards, articles and profiles. The support given for these final tasks ensures that even the less able students will be able to produce something.

The page begins with a model text showing clear paragraph structure, and uses grammar from the unit in simple sentence patterns. The model text also exemplifies a language point, such as conjunctions or punctuation. There is practice of this language point before students move on to the writing guide, which prepares them for the writing task. Often students don't know what to write, so the Think and plan section gives a list of questions or instructions to help students plan their writing, showing them how to structure their notes into paragraphs, and how to begin each paragraph. Finally, students are encouraged to check their written work.

There is more writing practice in the Workbook.

Tiếng Anh 6 Friends Plus Options

Each unit offers the following optional pages:

- Extra listening and speaking
- Puzzles and Games
- Song

You can choose the options which are best suited to your class, according to the time you have available and the students' level.

Evaluation and testing

Tiếng Anh 6 Friends Plus provides a wide range of ways for you to check your students' progress. In addition, this course also takes into account the fact that students in the same class learn at different rates; some students will need more revision and some students will want more challenging activities. Here is a brief summary of what is provided and where you can find it.

Testing what students have learnt

In the Student Book

Review sections There is Puzzles and games page at the end of each unit covering the grammar, vocabulary and communication points of the unit.

Progress review There is a Progress review for every two units, which focuses on all the lessons from the unit. The Progress review is an opportunity for students and teachers to see what students already know and where more work needs to be done. You can set the Progress reviews for homework, or ask students to do them in class. Students also have the opportunity to evaluate their own progress using the self-evaluation feature and *I can ...* statements.

In the Workbook

The **Cumulative review** pages test the skills covered in all the previous units cumulatively. Remind students that activities on these pages are cumulative, so they know that they are being tested on the language from previous units. Suggest that students revise using the **Language focus reference** in the Student Book and the **Key phrases bank** in the Workbook before doing these sections.

Evaluation

A wide range of tests is available on the **Teacher's Site**. This contains all the tests as editable Word files and as PDFs, the answer keys and the accompanying audio files. The track numbers in the tests refer to the audio on the disk.

The **Test Bank** contains a wide range of material to evaluate your students including: a diagnostic test; unit tests; end-of-term tests; end-of-year tests; speaking tests; and five-minute tests. The unit tests, end-of-term tests and end-of-year tests are at three levels (basic, standard and higher) to allow you to choose which best matches your students' abilities. The standard tests are also available in A and B versions (parallel) to avoid copying.

All the tests (apart from the speaking and five-minute tests) have the same format and include listening, vocabulary, language focus, reading, writing and speaking sections.

The diagnostic test covers language that students will have learnt previously and is a useful tool for measuring your students' level of English before the start of the year.

Assessing project work

Projects (provided on the Teacher's Site) provide a great opportunity for self-assessment. Evaluation of project work is a good group activity. Students may benefit from producing work in groups, but they can also benefit from assessing work together cooperatively and maturely.

As groups, or individuals if appropriate, students can review the process of making their project: Did they plan well? Did they exploit resources effectively? Have they provided too much / too little information? Did they work well as a group? Were tasks evenly distributed? Did they choose the best presentation method? What could they have done better?

Whole-class evaluation could include voting in different categories, for example: the most attractive poster, the most informative text, the most original idea, the most engaging presentation.

An important thing to remember about projects is that they are a means of communication. Just as total accuracy in other forms of communication is not strictly required, neither is it in project work. If students have been able to present their ideas or information in a meaningful and coherent way, they will have achieved the goal.

Continuous assessment

In addition to using the test material provided, you may also wish to assess your students' progress on a more regular basis. This can be done by giving marks for students' homework and for their performance in class. There are various opportunities to assess students' progress as you are working through a unit. The Speaking and Writing pages in the Student's Book all require students to produce a dialogue or text that could be used for assessment purposes. The Speaking worksheets on the Teacher's Site could also be used. The Progress review section and the Key phrases bank in the Workbook provide a list of target vocabulary and **Key phrases**, so you can easily check what students have learnt. Make sure that your students know that you are marking their work, as they will respond more enthusiastically to productive tasks if they know that it will influence their final grade.



Classroom Presentation Tool

Deliver heads-up lessons with the classroom presentation tool.

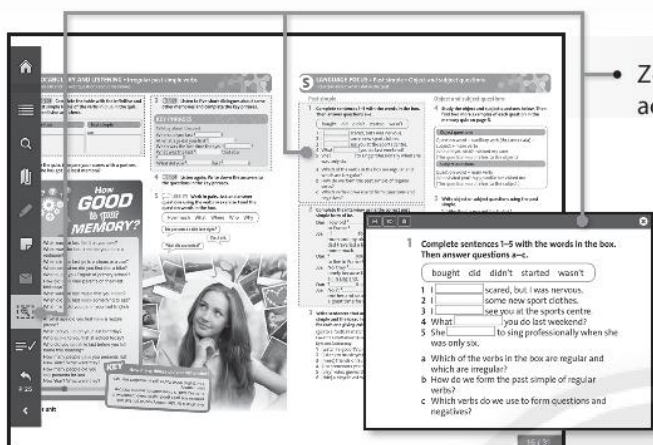
Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer, and connected to an interactive whiteboard or projector.

Play audio and video at the touch of a button and launch activities straight from the page.

These easy-to-use tools mean lessons run smoothly.

Answer keys reveal answers one-by-one or all at once to suit your teaching style and the highlight and zoom tools can be used to focus students' attention.

Take your classroom presentation tool with you and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page – all with one account.

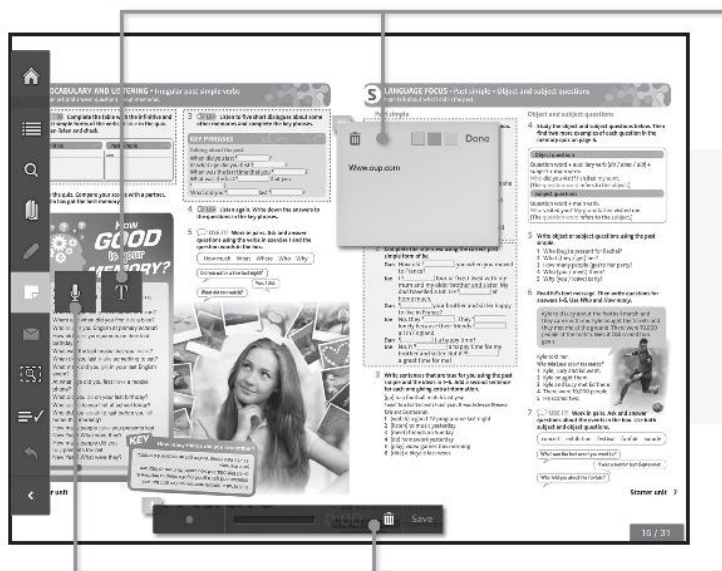
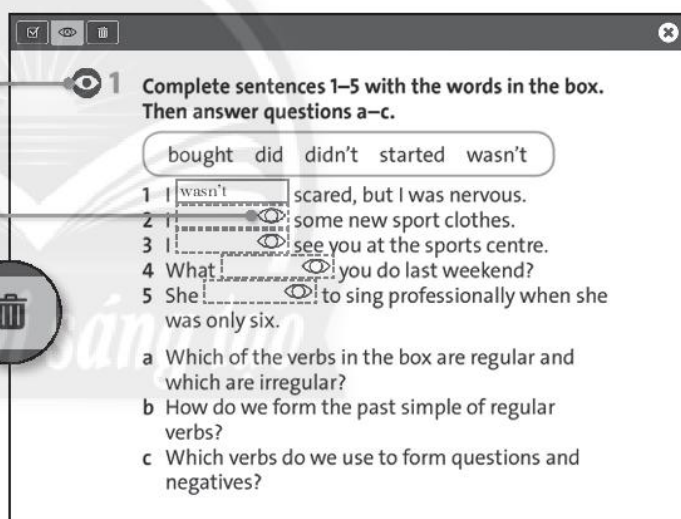


Zoom in to focus your students' attention on a single activity.

- Play audio and video at the touch of a button.
- Speed up or slow down the audio speed to tailor lessons to your students' listening level.



- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.



- Save your weblinks and other notes for quick access while teaching. Use across devices using one account so that you can plan your lessons wherever you are.
- Work on pronunciation in class: record your students speaking and compare their voices to Tiếng Anh 6 Friends Plus audio.

Student Book contents

UNIT	VOCABULARY	LANGUAGE FOCUS
Starter unit	p6 Free time <i>video games, music, art, animals</i> , etc. Key phrases: Talking about hobbies and interests	p7 <i>be</i> : affirmative and negative Subject pronouns and possessive adjectives Object pronouns Pronunciation: Word stress
	p8 Prepositions and everyday objects <i>on, in, under, laptop, bag, coat, mobile phone</i> , etc.	p9 Possessive <i>'s</i> <i>be</i> : questions Possessive pronouns

UNIT	VOCABULARY	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING
1 Towns and cities	p14 Places in a town or city <i>restaurant, school, park</i> , etc. Key phrases: Talking about places	p16 A description of a cruise ship Predicting the content of a text from photos	p17 <i>Is there ... ?</i> , <i>Are there ... ?</i> , <i>How many ... ?</i> Definite and zero article	p18 Comparing places and things Understanding people comparing places and things
CLIL: Geography: Reading a map p22 Puzzles and games p23 Extra listening and speaking: Asking for and giving personal information p110				
2 Days	p24 Daily routines <i>get up, have classes, study</i> , etc. p25 Language point: Adverbs of frequency Key phrases: Comparing answers	p26 A busy day Understanding the general idea of a text	p27 Present simple: affirmative and negative Pronunciation: Third person -s	p28 Special days Understanding the main ideas in an interview about a celebration
CLIL: Geography: Time zones p32 Puzzles and games p33 Extra listening and speaking: Talking about timetables p111				
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3 Wild life	p38 Animals <i>camel, butterfly, snake</i> , etc. Key phrases: Identifying things Pronunciation: Sentence stress	p40 The ugliest animals? Reading a text for specific information	p41 Superlative adjectives	p42 Amazing animals Understanding a podcast about animal skills
CLIL: Natural science: Animals p46 Puzzles and games p47 Extra listening and speaking: Phoning a friend p112				
4 Learning world	p48 School subjects <i>maths, English, history</i> , etc. Key phrases: Talking about school subjects	p50 Schools project Identifying the writer's opinion	p51 Present continuous: affirmative and negative	p52 Verbs: Studying a language Listening to interviews about learning a language
Culture: Homeschooling p56 Puzzles and games p57 Extra listening and speaking: Comparing two pictures p113				
PROGRESS REVIEW 2 p58				
5 Food and health	p62 Food <i>burger, salad, meat</i> , etc. Study strategy: Organising and remembering vocabulary Key phrases: Likes and dislikes p63 Pronunciation: Short and long vowels /i/ and /i:/	p64 Sumo wrestlers Summarising a text	p65 Countable and uncountable nouns <i>some, any, much, many</i> and <i>a lot of</i>	p66 Adjectives: Health Understanding specific information in interviews about health
CLIL: Science: Food and nutrients p70 Puzzles and games p71 Extra listening and speaking: Shopping at the market p114				
6 Sports	p72 Sports <i>football, athletics, cycling</i> , etc. Key phrases: Talking about sports	p74 The Olympics then and now Reading for specific information	p75 <i>there was(n't)</i> , <i>there were(n't)</i> , <i>was(n't), were(n't)</i>	p76 X Games: Regular and irregular verbs Understanding specific information in a programme about the X Games
Culture: Football vs. basketball p80 Puzzles and games p81 Extra listening and speaking: Talking about video games p115				
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7 Growing up	p86 Describing people <i>short, round, moustache</i> , etc. Key phrases: Guessing answers Pronunciation: diphthongs	p88 Childhood photos Understanding the general idea of a text	p89 Past simple: affirmative and negative	p90 Life events Listening for specific biographical information
CLIL: Language and Literature: The Adventures of Tom Sawyer p94 Puzzles and games p95 Extra listening and speaking: Describing people p116				
8 Going away	p96 Means of transport <i>boat, bus, cable car, ferry</i> , etc. Key phrases: Talking about means of transport	p98 Summer holidays Reading for detailed information	p99 <i>be going to</i> : affirmative, negative and questions <i>will</i> and <i>won't</i> Pronunciation: Question stress and rhythm	p100 Weather conditions Asking and answering about the weather
Culture: Theme parks in Japan p104 Puzzles and games p105 Extra listening and speaking: The weather forecast p117				
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p12 Countries and nationalities <i>Canada, Japan, Spain, Thailand</i> , etc.		p13 Question words: <i>Where ... ?</i> , <i>What ... ?</i> , <i>Who ... ?</i> Conjunctions: <i>and, or, but</i> Key phrases: Thinking of answers; Writing about yourself	
LANGUAGE FOCUS		SPEAKING	WRITING
p19 Comparative adjectives Key phrases: Comparing opinions Pronunciation: /ə/ sound in comparatives		p20 Asking and saying where places are Study strategy: Learning the key phrases	p21 A description of a town or city Writing a description of a town or city that you like Language point: Position of adjectives and Compound sentences
Song: I'm the King p118			
p29 Present simple: questions; Simple sentences Key phrases: Time expressions		p30 Making plans and suggestions	p31 A special day Writing a description of a celebration or special day Language point: <i>also</i>
p43 <i>can</i> for ability; <i>might</i> Questions with <i>How ... ?</i> Key phrases: Estimating		p44 Asking for permission to do things	p45 Animals in danger Writing an information leaflet about animals in danger and giving examples Language point: Giving examples
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p67 Verb + <i>-ing</i> Imperatives <i>should / shouldn't</i>		p68 Ordering food and drink in a café	p69 A food blog Writing a blog about food using sequencing words Language point: Sequencing
Song: Delicious p120			
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Song: The Story of Your Life p121			
p101 First conditional Complex sentences		p102 Making offers and promises	p103 A postcard Writing a postcard about your visit Language point: <i>because</i>

Unit summary

Vocabulary

Free time: *animals, art, chatting online, films, cooking, cycling, meeting friends, music, photography, reading, shopping, skateboarding, sport, video games, watching TV*

Prepositions and everyday objects: *bag, board, chair, clock, coat, desk, dictionary, drawer, laptop, mobile phone, notebook, pen, poster, shelf, speaker, table; between, in, near, next to, on, opposite, under*

Basic adjectives: *bad, big, boring, cheap, expensive, fast, good, horrible, interesting, new, nice, old, popular, slow, small, unpopular*

Countries and nationalities: *Australia, Australian, Brazil, Brazilian, Morocco, Moroccan, Egypt, Egyptian, India, Indian, Italian, Italy, Japan, Japanese, Mexican, Mexico, Spain, Spanish, the UK, British, the USA, American, Canada, Canadian*

Language focus

be: affirmative and negative

Subject pronouns and possessive adjectives

Possessive 's

be: questions

Possessive pronouns

this, that, these, those

have got

Question words: *Where ... ?, What ... ?, Who ... ?*

Conjunctions: *and, or, but*

Vocabulary • Free time

Aim

Talk about your hobbies and interests.

Warm-up

Ask: *What do you like doing in your free time?* Explain the meaning of *free time*, if necessary. Elicit answers from individual students and write useful vocabulary on the board, e.g. *play football, go shopping*.

Exercise 1 1-02

Students work in pairs to match the words with the pictures. Play the audio for students to listen and check their answers. Ask students which of these activities they like doing.

ANSWERS

- 1 chatting online 2 reading
3 meeting friends 4 art
5 photography 6 cycling 7 sport
8 animals 9 music 10 video games
11 watching TV 12 films
13 skateboarding 14 cooking
15 shopping

Starter unit

VOCABULARY • Free time

I can talk about my hobbies and interests.

1 1-02 Match the words in the box with pictures 1-15. Then listen and check.

video games music art reading
watching TV films animals cooking
skateboarding cycling photography sport
shopping chatting online meeting friends



2 1-03 Read and complete the text with the words in the box. Then read, listen and check your answers.

photography skateboarding cooking sport
reading music video games chatting



Hi!

Hi! I'm Kate. I'm twelve and I'm from Oxford in the UK. I'm into sport and I'm good at basketball. Apart from

sport, I like 1 and 2 online. I'm not interested in shopping.

This is my brother Jack. Jack isn't into sport. He's into 3 and his favourites are football games. Jack isn't on his computer twenty-four hours a day – he and his friends like 4 but they aren't very good!

Our parents, Jen and Ed, like books and they're into

5 My mum is interested in 6 and her photos are really good. Our mum and dad are good at 7 Italian food is their favourite.

And you and your family? What are your hobbies and interests?

3 1-04 Look at the Key Phrases and listen. What do the people say? Complete the phrases.

KEY PHRASES

Talking about hobbies and interests

+	-
1 I'm interested in	2 I'm not interested in
3 I'm into	4 I'm not into
5 I like	6 I don't like
7 I'm good at	8 I'm not good at
9 My favourite is / are	

4 Write six sentences about your interests. Use the Key Phrases in exercise 3 and the words in exercise 1.

I'm into sport.
I'm not good at music.

5 USE IT! Work in pairs. Compare your interests in exercise 4.

I'm into sport. Oh, I don't like sport. I like reading.



6 Starter unit

Exercise 2 1-03

Students read the text and complete it with the words in the box. Play the audio for students to check their answers.

ANSWERS

- 1 music 2 chatting 3 video games
4 skateboarding 5 reading
6 photography 7 cooking

Exercise 3 1-04

Read through the key phrases with the class and make sure students understand them all. Play the audio. Students listen and complete the phrases. Play the audio again, if necessary, pausing to allow students time to write. Check answers with the class and ask students which of the sentences are true for them.

ANSWERS

- 1 music 2 cycling
3 films and watching TV 4 reading
5 shopping and meeting friends
6 chatting online 7 skateboarding
8 art 9 animals, dogs

Exercise 4

Students write six sentences about their interests. Encourage them to use a range of different key phrases.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students work in pairs to compare their interests from exercise 4. Ask some students to tell the class about their interests.

ANSWERS

Students' own answers.

More practice

Workbook page 4



LANGUAGE FOCUS • be: affirmative and negative

• Subject pronouns and possessive adjectives • Object pronouns

I can use the verb *be* and introduce people.

be: affirmative and negative

- 1 Complete the table with the words in the box. Then check your answers in the text on page 6.

isn't aren't they he not

Affirmative	
I'm	from Oxford.
You're	twelve.
1.....s / She's / It's	into video games.
We're / You're / 2.....'re	
Negative	
I'm 3.....	interested in
You aren't	shopping.
He / She / It 4.....	very good.
We / You / They 5.....	into sport.

- 2 Write true sentences. Use affirmative and negative forms of the verb *be*.

Kate is interested in sport.

- 1 Zebras animals.
- 2 Oxford in Brazil.
- 3 My friends twelve.
- 4 The name of this book *Friends Plus*.
- 5 I interested in video games.
- 6 I from Đà Nẵng.

Subject pronouns and possessive adjectives

- 3 Complete the table with the words in blue in the text on page 6.

Singular	Possessive adjective	Plural	Possessive adjective
Subject pronoun		Subject pronoun	
I	my	we	4.....
you	1.....	you	5.....
he	2.....	they	6.....
she	3.....		
it	its		

- 4 Replace the words in blue with subject pronouns.

Marc is from Paris. He is from Paris.

- 1 This book is good.
- 2 Jen and Ed are from the UK.
- 3 Anya and I are friends.
- 4 You and Mick are brothers.

Object pronouns

- 5 Match the object pronouns in the box with the subject pronouns.

it me them us you him her you

I - me you - 1..... it - 2..... he - 3.....
she - 4..... we - 5..... you - 6.....
they - 7.....

Pronunciation: Word stress

- 6 Circle the word that differs from the other three in the position of primary stress.

- 1 a. arrive b. begin c. answer d. machine
- 2 a. visit b. enter c. under d. about
- 3 a. along b. papaya c. across d. into
- 4 a. Brazil b. Japan c. China d. Korea
- 5 a. happen b. final c. living d. alive
- 6 a. alarm b. college c. mistake d. cartoon
- 7 a. again b. above c. really d. alike
- 8 a. computer b. beautiful d. deliver
- 9 a. Vietnamese b. Japanese
- c. Cambodia d. Indonesia

- 7 **USE IT!** Work in pairs. Talk about you and your interests. Use ideas from exercise 1, page 6. Then change pairs and say something about your first partner.

I'm eleven. I'm into cycling with my brother. I'm not very good at art.

Nam is eleven. He's into cycling with his brother. He isn't very good at art.



Starter unit 7

Language focus • be: affirmative and negative • Subject pronouns and possessive adjectives • Object pronouns

Aim

Use the verb *be* and introduce people.

Warm-up

With books closed, write these sentences on the board: I into music. Ana good at art. Elicit the missing words (*am, is*) and elicit that these are both forms of the verb *be*.

be: affirmative and negative

Exercise 1

Students work in pairs to complete the table then check their answers in the text

on page 6. Check answers with the class. With **weaker classes**, work through this exercise with the whole class, eliciting the missing words.

ANSWERS

1 He 2 They 3 not 4 isn't 5 aren't

Language note

The verb *be* is irregular and not like any other verbs in English. Students need to learn all the different forms. The contracted forms (*'m, 's, isn't, aren't*, etc.) are much more common than the full forms, especially in spoken English.

Exercise 2

Check that students understand zebras. Students complete the sentences with the correct forms so that they are true. Check answers with the class. With **stronger classes**, students could write one or two more true sentences using different forms of *be*.

ANSWERS

1 are 2 isn't 3 are / aren't 4 is
5 'm / 'm not 6 'm / 'm not

Subject pronouns and possessive adjectives

Exercise 3

Hold up a book and say: *I'm a teacher. It's my book.* Point to a student and say: *You're a student. It's your book.* Students work in pairs to complete the table with the correct words. Check answers with the class. With **weaker classes**, work through this exercise with the whole class, eliciting the missing words.

ANSWERS

1 your 2 his 3 her 4 our 5 your
6 their

Language note

The possessive adjective *their* is often confused with the adverb *there* and the verb form *they're* (= *they are*). The possessive adjective *its* can be confused with the verb form *it's* (*it is*). Students need to learn the difference between these words and the different spellings.

Exercise 4

Read out the example. Students replace the blue words with the correct pronouns. Check answers with the class.

ANSWERS

1 It 2 They 3 We 4 You

Exercise 5

Students match the object pronouns with the subject pronouns. Check answers with the class.

ANSWERS

1 you 2 it 3 him 4 her 5 us
6 you 7 them

Exercise 6

Allow students time to read the introduction. Model pronunciation of *answer* and *machine*, where the primary stress is on different syllables. Make students pay attention to the fact that in English most two-syllable nouns have the first stress but some have the second stress.

ANSWERS

1-c 2-d 3-d 4-c 5-d 6-b 7-c 8-b 9-c

Exercise 7 USE IT!

Ask two confident students to read out the example dialogue. Students work in pairs to tell each other about themselves and their interests using the structures in the table in exercise 1. Then they change pairs and tell their new partner something about their first partner.

ANSWERS

Students' own answers.

More practice

Workbook page 5

Vocabulary

• Prepositions and everyday objects

Aim

Use prepositions to say where things are.

Warm-up

Pick up a book and elicit the word *book*. Point to a student's bag and elicit the word *bag*. Put students into pairs and give them one minute to write down as many words as they can for things they can see in the classroom. Bring students' ideas together on the board and check that they understand all the words. See which pair wrote the most words.

Exercise 1 1-05

Students work in pairs to match the words with the pictures. Play the audio for students to listen and check their answers. Ask students which of these things they can see in their classroom.

ANSWERS

- 1 poster 2 speaker 3 laptop
4 table 5 drawer 6 mobile phone
7 clock 8 board 9 dictionaries
10 shelf 11 pen 12 notebook
13 desk 14 coat 15 chair 16 bag

Exercise 2 1-06

Focus on the pictures. Read out each preposition in turn and elicit the meaning in the students' own language. Read out the first gapped sentence and refer students back to the pictures in exercise 1. Elicit the correct preposition (*on*). Students work in pairs to complete the rest of the sentences with the prepositions. Play the audio for them to check their answers. Check answers with the class.

ANSWERS

- 1 on 2 in 3 between 4 under
5 next to 6 on 7 under 8 near
9 opposite 10 on

Optional activity: Vocabulary

Refer students to the pictures again and say: *The laptop is under the desk*. Ask if the sentence is true or false (false). Tell students they are going to write three false sentences about the objects in the pictures. They then work in pairs to read their sentences to each other and correct them. With **stronger classes**, students could do this with books closed. With **weaker classes**, students could do it with books open.

VOCABULARY • Prepositions and everyday objects

I can say where things are.

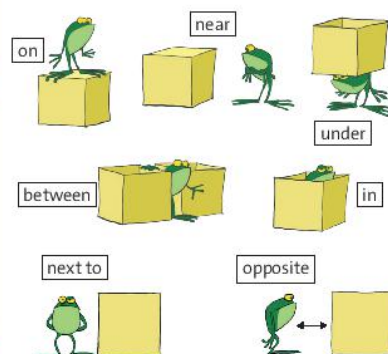
- 1 1.05 Match the words in the box with 1–16 in the pictures. Then listen and check.

table drawer mobile phone poster
laptop speaker desk coat bag
chair notebook pen shelf board
dictionaries clock



8 Starter unit

- 2 1.06 Study the prepositions. Then complete the sentences with the prepositions. Listen and check.



- The dictionaries are the shelf.
- The teacher's mobile is the drawer.
- The laptop is the speakers.
- The students' chairs are their desks.
- The poster is the teacher's table.
- Harry's coat is his chair.
- Eva's bag is her desk.
- The clock is the board.
- The board is the students' desks.
- Harry's pen is his notebook.

- 3 Draw a desk and four other objects. Write sentences about your picture.

In my picture, a laptop is on the desk. A bag is next to the laptop ...

- 4 USE IT! Work in pairs. Read your sentences in exercise 3 to your partner. Listen and draw your partner's picture.

In my picture, a laptop is on the desk.
A bag is next to the laptop ...

Exercise 3

Students work individually to draw a picture and write sentences about it. Monitor and help while they are working, and make sure that their sentences are correct.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Put students into pairs. They take turns reading their descriptions to each other and draw their partner's desk from the description. They can check their drawings against the originals. See who managed to draw their partner's desk accurately.

ANSWERS

Students' own answers.

More practice

Workbook page 6

LANGUAGE FOCUS • Possessive 's • be: questions • Possessive pronouns I can ask questions about where people and things are.

Possessive 's

- 1** Look at the examples and complete the Rules with *singular* and *plural*.
the teacher's mobile
Harry's bag
the students' chairs

RULES

1 We use 's for possession with words.
2 we use s' for possession with words.

be: questions

- 2** **1.07** Read and listen to the text. Choose the correct answers.
- Charlie's mum is **at home** / **at work**.
 - Her laptop is **in the drawer** / **on the TV**.
 - Her speakers are in **Charlie's room** / **her room**.

Mum Hi, Charlie.
Charlie Oh, hi, Mum.
Are you at work?
Mum No, I'm not.
I'm at home.
Where are you?
Charlie I'm at school,
Mum! It's 12 p.m.
Mum Oh, yes. OK. Are you in class?
Charlie No, why? Are you OK?
Mum Yes, I'm fine. But Charlie –
where is my laptop?
Charlie Ah ... yes. Look in the drawer
under the TV. Is it there?
Mum Yes, it is. And the speakers?
Where are the speakers, Charlie?
Charlie Mmm. Good question. Erm ... are
they in the drawer?
Mum No, they aren't.
Charlie Erm ... OK. Are they in my room?
Mum MY speakers in YOUR room ... ?
Yes, they are. Charlie ... !
Charlie OK, Mum. Bye!

- 3** Read the dialogue again and complete the table.

Questions		Short answers
Am I		Yes, I am. / No, ³
¹ he / she / it	in class? at home?	Yes, it ⁴ / No, it isn't.
² you / we / they		Yes, they are. / No, they ⁵

Possessive pronouns

- 4** Match the possessive pronouns in the box with the possessive adjectives.
- ours his theirs hers yours

Possessive adjective	Possessive pronoun
my	mine
his	1
her	2
our	3
your	4
their	5

- 5** Write phrases with possessive pronouns.
- This is my pen. This is mine.
 - This is his book.
 - This is her desk.
 - This is our table.
 - This is your bag.
 - This is their dictionary.

- 6** **USE IT!** Work in pairs. Look at the table below. Choose a person, a city and a place. Then ask questions to find out your partner's information.

Are you with Lionel Messi?

No, I'm not.

Person	City	Place
Lionel Messi	Rio	at school
Taylor Swift	New York	in town
Kristen Stewart	London	at home
Robert Downey Jr.	Cairo	at the shops

Language focus **• Possessive 's • be:** **questions • Possessive** **pronouns**

Aim

Ask questions with *be* about where people and things are.

Warm-up

With books closed, ask a student to hold up his/her pen. Ask: *Is that my pen?* Elicit the answer *No, it's (Ana's) pen*. Repeat the process with another student and his/her notebook or bag.

Possessive 's

Exercise 1

Ask students to read the examples and note the position of the possessive 's. Read through the rules with the class and elicit the correct answers.

ANSWERS

1 singular 2 plural

Language note

In spoken English, there is no difference between *the student's books* and *the students' books*. When doing listening exercises, students should therefore always think about the number of people being referred to.

be: questions

Exercise 2 **1-07**

Allow students time to read through the three sentences. Play the audio. Students read and listen and choose the correct answers. Check answers with the class.

ANSWERS

1 at home
2 in the drawer
3 Charlie's room

Exercise 3

Students read the dialogue again then work in pairs to complete the table. Check answers with the class.

ANSWERS

1 Is 2 Are 3 I'm not 4 is 5 aren't

Language note

To form questions, we put *be* before the subject: *Are you at home?* (NOT ~~*You are at home?*~~)

Exercise 4

Students complete the table with the correct possessive pronouns from the box. Check answers by reading out the possessive adjective and asking volunteers to say the corresponding pronoun. If asked, you can say that the possessive pronoun for *it* is *its*, but this isn't often used in natural conversation.

ANSWERS

1 his 2 hers 3 ours 4 yours
5 theirs

Exercise 5

Students practise using the possessive pronouns in sentences. Check that they understand that the pronoun replaces the object as well as showing who it belongs to.

ANSWERS

2 This is his. 3 This is hers.
4 This is ours. 5 This is yours.
6 This is theirs.

Exercise 6 USE IT!

Tell students you are with a famous person in one of the cities in the table, in one of the places. Encourage them to ask you questions to guess who you are with, which city you are in, and which place you are in. Put students into pairs to ask questions and guess their partner's information. You could make the activity competitive by telling students to count how many questions they take to guess the answer. The student who uses the fewest questions wins.

ANSWERS

Students' own answers.

More practice

Workbook page 7

Vocabulary

• Basic adjectives

Aim

Use basic adjectives to describe things.

Warm-up

With books closed, write on the board *Mini* and *Ferrari*. Elicit that they are both cars. Ask: *What's the difference between them?* Elicit a few ideas and elicit adjectives such as *big*, *small*, *fast*, *slow*. Write these on the board and explain that they are adjectives, and we use them to describe things.

Exercise 1 1-08

Students read the text and match the adjectives in blue with their opposites in the box. Allow students to compare their answers in pairs then play the audio. Students listen and check their answers. Check answers with the class, and check that students understand all the adjectives.

ANSWERS

nice – horrible, old – new, slow – fast,
good – bad, expensive – cheap,
small – big, popular – unpopular,
interesting – boring

Exercise 2

Students read the text again and choose the correct answers. Check answers with the class. Point out the position of adjectives before the noun, e.g. *a good camera* (NOT *a camera good*).

ANSWERS

1 b 2 a 3 a

Exercise 3

Read through the key phrases with the class. Point out the difference in meaning between the different adverbs of degree. You could get students to translate the phrases into their own language to check understanding. Focus on the table and read out the example answer. Elicit one or two more examples about TV programmes, people, games or films. Students then write their sentences individually. Ask one or two students to read their sentences to the class. Correct any errors.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Students work in pairs to compare their sentences from exercise 3. Ask students if any of their sentences were the same.

ANSWERS

Students' own answers.

VOCABULARY • Basic adjectives

I can describe things.

- 1 1-08 Read the text. Match the words in blue with their opposites in the box. Then listen and check.

unpopular bad new cheap
horrible boring fast big

Send us your photos! What have you got ...

... in your pocket?

I've got money, a pen, my ID card for school (that photo isn't very nice!) and my mobile phone. It's old and slow now and it hasn't got a good camera. I want a new mobile, but they're expensive. (Paul)

... on your desk?

I've got books, one or two old video games, and these mini speakers. They're small, but they're really good. And I've got a photo of my cousins in Australia. They've got a pet parrot. His name's Sinbad and he's really popular with my cousins' friends. We haven't got a pet. (Ben)

... in your bag?

I've got my books for school, my mobile and I've got this present for my dad. He hasn't got this book. It's about cooking and it's very interesting (if you like cooking!). (Maria)



- 2 Read the text again and choose the correct answers.

- Has Paul's mobile got a good camera?
a. Yes, it has. b. No, it hasn't.
- Have Ben's cousins got a parrot?
a. Yes, they have. b. No, they haven't.
- Has Maria got a present for her dad?
a. Yes, she has. b. No, she hasn't.

- 3 Study the Key Phrases. Write eight sentences about the things in the table. Use your ideas and the Key Phrases.

Mexico City is a really big place.

TV programme	Place	Person	Game or film
popular	big	nice	expensive
boring	horrible	popular	fast
good	old	interesting	new

KEY PHRASES

Adverbs of degree

It isn't very expensive. It's quite expensive.



It's very expensive.

It's really expensive.



- 4 USE IT! Work in pairs. Compare your sentences in exercise 3.

Mexico City is a really big place.

My city is really old.

10 Starter unit

Optional activity: Vocabulary

Refer students back to the text in exercise 1. Ask them to look in their school bags and write three sentences describing what is in their bag, using *I've got* and an adjective from exercise 1, e.g. *I've got a small book*.

Students can read their sentences to each other in pairs, omitting the adjectives. Their partner must guess the missing adjectives. See who managed to guess all three of their partner's adjectives.

More practice

Workbook page 8

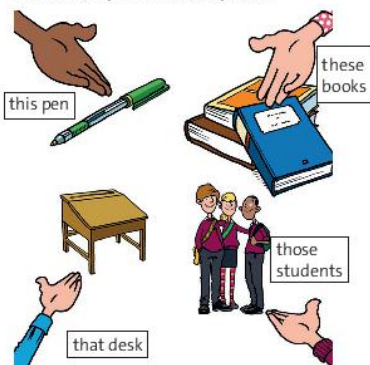


LANGUAGE FOCUS • this, that, these, those • have got

I can ask and answer questions about presents with *have got*.

this, that, these, those

- 1 Study the pictures. What is the difference between *this* / *that* and *these* / *those*?



- 2 Choose the correct words.

- 1 That / These cousins are in Australia now.
- 2 Is this / those your pen under the teacher's chair?
- 3 This / These present is nice.
- 4 These / That is Maria's dad, Bill.
- 5 Is this / Are those books on my desk yours?

have got

- 3 Look at the text and exercise 2 on page 10 again. Complete the table.

Affirmative				
I / You / We / They	1	got	a mobile.	
He / She / It	's		a pet.	
Negative				
I / You / We / They	2	got	a mobile.	
He / She / It	3		a pet.	
Questions				
Have	4	got	a mobile?	
	1 / you / we / they		a pet?	
	he / she / it			
Short answers				
Yes, I / you / we / they have.	No, I / you / we / they			
Yes, he / she / it has.	No, he / she / it hasn't.			

- 4 1.09 Complete the dialogue with the correct forms of *have got*. Then listen and check.

Ben It's Father's Day tomorrow. 1..... you got a present for Dad?
 Maria Yes, I 2..... I've got this book about cooking.
 Ben Oh, that's nice. I 3..... got a present.
 Maria No? That's OK – we 4..... got an hour in town. 5..... Dad got a good pen?
 Ben Yes, he 6.....
 Maria Erm... OK, I 7..... got an idea. Look – these mobile phone covers aren't very expensive.
 Ben Mmm. Dad hasn't got a mobile cover.
 Maria They 8..... got really nice ones in this shop.
 Ben Thanks, Maria. That's a really good idea.

- 5 USE IT! Work in pairs. Look at the mini-dialogue. Prepare and practise new dialogues. Use your friends' names and the ideas in the pictures.

A Have you got a present for ... ?
 B No, I haven't.
 A Has he / she got a ... ?
 B Yes, he / she has. OR No, he / she hasn't.
 A Look, they've got a really nice one in this shop.
 B Thanks! That's a really good idea.



Starter unit 11

Language focus

- *this, that, these, those*
- *have got*

Aim

Use *have got* to ask and answer questions about presents.

Warm-up

With books closed, hold up a pen and say: *This pen is (blue)*. Ask a student at the back of the class to hold up a pen. Say: *That pen is (black)*. Elicit the meanings of *this* and *that*.

this, that, these, those

Exercise 1

Ask students to look at the pictures and translate the phrases into their own language. Demonstrate the meanings of *this, that, these* and *those* further by pointing to things near you or at a distance in the classroom.

ANSWERS

We use *this* and *these* when the object(s) is near. We use *that* and *those* when the object(s) is far away.

Exercise 2

Students choose the correct words to complete the sentences. Check answers with the class.

ANSWERS

- 1 These 2 this 3 This 4 That
 5 Are those

have got

Exercise 3

Ask students to look back at the text and exercise 2 on page 10 and find examples of *have got*. Read through the table with the class and elicit the correct words to complete it.

ANSWERS

- 1 've 2 haven't 3 hasn't 4 Has
 5 haven't

Language note

We use *has*, not *have*, with *he, she* and *it* forms: *She's got a camera*. (NOT *She have got a camera*.)

In questions, we put *have / has* before the subject: *Have you got a book?* (NOT *You have got a book?*)

Exercise 4 1.09

Students read the dialogue and complete it with the correct words. Allow students to compare their answers in pairs then play the audio for them to listen and check. Check answers with the class.

ANSWERS

- 1 Have 2 have 3 haven't 4 've
 5 Has 6 has 7 've 8 've

Exercise 5 USE IT!

Allow students time to read through the mini-dialogue. Focus on the pictures and make sure students know the words for all the items. Demonstrate the task with a confident student, adding in a name and a possible present. Put students into pairs to prepare and practise new dialogues. Encourage them to swap roles each time, so that they practise both roles. Ask some pairs to perform one of their dialogues for the class.

ANSWERS

Students' own answers.

More practice

Workbook page 9

Vocabulary • Countries and nationalities

Aim

Talk about where people and things are from.

Warm-up

Write the word *country* on the board and elicit the meaning. Elicit the names of one or two countries, e.g. *England*, *Turkey*, then put students into pairs and give them one minute to write as many countries in English as they can. Bring students' ideas together on the board and check that they understand all the country names. See which pair wrote the most countries correctly.

Exercise 1 1•10

Students work in pairs to match the countries with the continents. Play the audio for students to check their answers. Check answers with the class and that students understand all the country names. Model and drill pronunciation of country names your students might find difficult e.g. *Egypt*.

ANSWERS

Africa: Egypt, Morocco
America: Canada, the USA
Asia: Japan, Thailand, the Philippines, Việt Nam
Australasia: New Zealand
Europe: Italy, Spain, the UK

Exercise 2

Students use their dictionaries to check the meanings of the blue words. Check that they understand all the blue words, then ask them to read the sentences and choose the correct answers. Check answers with the class. See who got all the correct answers.

ANSWERS

1 British 2 Vietnamese 3 Spanish
4 Egyptian 5 Thai 6 Australian

Exercise 3

Students work in pairs and refer to the words in the quiz to write nationalities for the countries in exercise 1. Check answers with the class. Model pronunciation of the nationalities and point out that sometimes the pronunciation of the country and nationality is slightly different, e.g. Spain /speɪn/, Spanish /'spæniʃ/, Japan /dʒə'pæn/, Japanese /dʒæpə'ni:z/.

ANSWERS

1 The USA American
2 Canada Canadian
3 Egypt Egyptian
4 Italy Italian
5 Japan Japanese
6 Morocco Moroccan

VOCABULARY • Countries and nationalities

I can talk about where people and things are from.

1 1.10 Match the countries with the continents.

COUNTRIES	CONTINENTS
1 Canada	Africa
2 Egypt	America
3 Italy	Asia
4 Japan	Australasia
5 Morocco	Europe
6 New Zealand	
7 Spain	
8 Thailand	
9 The Philippines	
10 The UK	
11 The USA	
12 Việt Nam	

2 Check the meanings of the words in blue. Then choose the correct words in the quiz.



1

People from the UK are British / American.



3

Rafael Nadal is a Spanish / Canadian sports star.



5

Tom Yum is Thai / Italian food.

The Vietnamese / Japanese flag is red and yellow.

2



Cairo is the Egyptian / Moroccan capital.

4



The dollar is the British / Australian currency.

6



12 Starter unit

7 New Zealand New Zealander
8 Spain Spanish
9 Thailand Thai
10 The Philippines Filipino
11 The UK British
12 Việt Nam Vietnamese

Exercise 4

Read out the examples and make sure students understand the task. Students work individually to write their sentences. Ask some students to read their sentences to the class. Correct any errors.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Ask two confident students to read out the examples. Put students into pairs to compare their sentences and decide if their partner's sentences are true or false. See who guessed all the answers correctly.

ANSWERS

Students' own answers.

3 Write nationalities for the countries in exercise 1. Use words from the quiz in exercise 2.

1 The USA American

4 Write true and false information for 1-5.

Brad Pitt is an American sports star. (False)

Ferraris are Italian. (True)

1 ... is a / an (nationality) star.

2 ... is the (nationality) capital.

3 The (nationality) flag is ...

4 ... is / are (nationality).

5 The ... is the (nationality) currency.

5 USE IT! Work in pairs. Compare your sentences in exercise 4. Say if you think they are true or false.

Brad Pitt is an American sports star.

No, that's false.

Ferraris are Italian.

Yes, that's true.

Optional activity: Vocabulary

To extend the vocabulary set, ask students to work in pairs and use their dictionaries to find more names of countries and nationalities. Point out that some dictionaries might include country names in the main A-Z text, but others might have a separate list of countries and nationalities at the back. Bring students' ideas together on the board and check that they understand all the countries and nationalities.

More practice

Workbook page 12

S

LANGUAGE FOCUS • Question words: *Where ... ?*, *What ... ?*, *Who ... ?*• Conjunctions: *and*, *or*, *but*

I can ask questions and write an email about myself.

Question words: *Where ... ?*, *What ... ?*, *Who ... ?*

- 1 Check the meanings of the bold words in examples 1–3. Then answer the questions. Compare with a partner.

- Where's Neymar Junior from?
- What's a taco?
- Who's Usain Bolt?



- 2 Listen to two people talking about the questions in exercise 1. Are their answers right or wrong?

- 3 Listen again and complete the Key Phrases. Use the words in the box.

know sure right you think

KEY PHRASES

Thinking of answers

- I he / she / it's ...
- And ?
- I'm not
- Yes, that's
- I don't

Conjunctions: *and*, *or*, *but*

- 4 Read the email and answer the questions.

- Is Beth from Spain?
- What are her interests?
- Which words in the email have got capital letters? Why?
- What are the meanings of the words in **blue**?

International friends

Hi. My name's Beth. I'm eleven years old **and** I'm from Boston in the USA. I've got two brothers and a sister and we're students at Cranville High School in Boston. I'm into music and sport, especially basketball. My favourite team is the Boston Celtics. I'm interested in cooking. What are your hobbies and interests?

Email **or** message me in English or Spanish, please. I speak a little Italian, **but** I'm not very good at it. Bye for now!

Beth

- 5 Complete the sentences with *and*, *or* and *but*.

- Is her name Beth Bess?
- I speak English Japanese.
- I've got a laptop, I haven't got any speakers.
- Are you from the UK the USA?

- 6 **USE IT!** Write an email for the *International friends* website. Write about you and your family, your interests and the languages you speak. Use the Key Phrases and the model text.

KEY PHRASES

Writing about yourself

I'm a student at ...
I'm into ..., especially ...
Email or message me in ...
I speak / study ...
Bye for now!

Starter unit 13

Exercise 3 1-11

Put students into pairs and ask them to try to complete the key phrases from memory. Play the audio again for them to check and complete their answers. Check answers with the class and that students understand all the key phrases.

ANSWERS

- 1 think 2 you 3 sure 4 right
5 know

Conjunctions: *and*, *or*, *but*

Exercise 4

Students read the email and answer the questions. Check answers with the class.

ANSWERS

- No, she's from the USA.
- She's into music, sport and cooking.
- Hi, My, Beth, I'm, Boston, USA, I've, Cranville High School, Boston, Boston Celtics, What, Email, English, Spanish, I, Italian, Bye, Beth. We use capital letters for the names of people, countries / cities, teams, languages / nationalities and the first word of a sentence.
- Students' own answers.

Exercise 5

Students complete the sentences with the correct conjunctions. Check the answers.

ANSWERS

- 1 or 2 and 3 but 4 or

Exercise 6 USE IT!

Refer students back to the email in exercise 5. Read through the key phrases with the class and check that students understand them all. Remind students that they should also use *and*, *or* and *but* in their email.

ANSWERS

Students' own answers.

More practice

Workbook page 11

Language focus

• Question words:

Where ... ?*, *What ... ?*, *Who ... ?

• Conjunctions: *and*, *or*, *but*

Aim

Ask questions and use conjunctions to write an email about yourself.

Warm-up

With books closed, write on the board: _____ is the capital of Egypt? _____ is Paris? _____ is Brad Pitt?

Elicit the question words to complete the questions and check that students understand them. Elicit answers to the questions (Cairo, in France, an American actor).

Question words: *Where ... ?*, *What ... ?*, *Who ... ?*

Exercise 1

Discuss the meanings of the bold words with the class. Students answer the questions then compare their answers with a partner. Check answers with the class. See who got all the answers right.

ANSWERS

- 1 Brazil 2 A Mexican food
3 A sports star

Exercise 2 1-11

Play the audio. Students listen and decide if the people's answers are right or wrong. Check answers with the class.

ANSWERS

For the first question, the woman is wrong and the man is right. For the second and the third questions, the woman is right and the man is wrong.

Unit summary

Vocabulary

Places in a town or city: *bridge, bus station, café, flat, hotel, library, cinema, market, monument, office building, park, restaurant, school, shop, shopping centre, sports centre, square, street, theatre, train station*

Comparing places: *clean, dangerous, dirty, friendly, modern, noisy, old, pretty, quiet, safe, ugly, unfriendly*

Language focus

Is there ... ? Are there ... ? How many ... ?

Comparative adjectives

Speaking

I can ask and say where places are.

Writing

I can write a description of a town or city.

Vocabulary • Places in a town or city

Aim

Talk about places in a town or city.

Background

The London guide on page 14 shows many of London's most famous attractions. Regent's Park is a large park which is freely open to the public and also home to London Zoo.

Nelson's Column is a monument to Lord Nelson, a famous naval officer known for his many victories in sea battles.

Harrods is a famous department store, known for its expensive, high-quality goods.

The British Library is Britain's biggest library. It has many important historical books, and it also keeps a copy of every new book that is published in the UK.

The Savoy is one of London's top hotels, and also one of its most expensive.

Covent Garden Market is known for selling unusual or hand-made clothes, jewellery and other things.

There are over thirty theatres in London's West End, showing a wide variety of plays and musicals.

The Shard was built from 2009–2012 and is 310 metres tall and has ninety-seven storeys.

Tower Bridge was opened in 1894. The central part of the bridge, between the two towers, can be raised to allow tall ships to sail through.

The IMAX cinema has a screen twenty metres high and twenty-six metres wide – the largest in Britain.

THINK!

Read the question with the class and elicit from individual students what famous places they know in their town or city. Alternatively, ask students to find some information online before the class, or during the class if you have access to the internet.

ANSWERS

Students' own answers.

1 Towns and cities

VOCABULARY • Places in a town or city
I can talk about places in a town or city.

CUL p22

Extra listening and speaking p110

Song p118

THINK! What famous places are there in your town or city?

1 **1.12** Match the words in the box with places 1–14 on the map of London below. There are six extra words. Then listen and check.

square restaurant school office building
train station bridge café theatre
sports centre library bus station cinema
shop park shopping centre market
monument hotel flat street

2 **1.13** Watch or listen. Which places from exercise 1 do the people mention?



3 **1.13** Watch or listen again and complete the sentences.

- There isn't a here.
- There are some in the city, too.
- There's an old
- There's a here.
- There aren't any good here.

At the British ¹....., there are fourteen million books!

LONDON GUIDE

Regent's ²..... is a beautiful green area.

The Savoy is a very famous ³.....

Nelson's Column is a tall ⁴..... in the middle of Trafalgar ⁵.....

Harrods is a very famous ⁶.....

Victoria ⁷..... London buses stop here.

Covent Garden – go shopping in the ⁸.....

The IMAX ⁹..... – watch a 3D film here.

Exercise 1 1.12

Students match fourteen of the words in the box with the places on pages 14 and 15. With **weaker classes**, read through the words first and check that students understand them. Students could then work in pairs or small groups to complete the task. With **stronger classes**, students could do this as a race. Play the audio for students to check their answers. Ask if any students have visited any of the places, or know more about them.

ANSWERS

- 1 Library 2 Park 3 hotel
4 monument 5 Square
6 shop 7 bus station
8 market 9 cinema 10 restaurant
11 station 12 theatre 13 Bridge
14 office building



Exercise 2 1-13

Play the video or audio for students to watch or listen and note down the places that are mentioned. Check answers with the class. With **weaker classes**, pause after each interview to check answers and play the video or audio again if students find the task difficult.

ANSWERS

café, cinema, restaurant, sports centre, park, library, bridge, monument, bus station, shop

Optional activity: Vocabulary

Give one or two clues for the places in exercise 2, e.g. *You can have a cup of coffee here* (café), *You watch a film here* (cinema).

Put students into pairs and ask them to write three more clues for words in exercise 2. Then ask them to close their books.

Put pairs together into groups of four to read out their clues and guess the places. See which pairs guessed all three places correctly.

Exercise 3 1-13

Allow students time to read the gapped sentences. Play the video or audio again for students to complete the sentences. Check answers with the class.

ANSWERS

1 theatre 2 parks 3 bridge
4 café 5 shops

Language point: *there's, there are + a, an, some and any*

Language note

We use *there is* + singular noun and *there are* + plural noun: *There is a cinema. There are two cinemas.* (NOT *There is two cinemas.*)

We use *some* in affirmative sentences, and *any* in negative sentences: *There are some restaurants. There aren't any restaurants.* (NOT *There aren't some restaurants.*)

Optional activity: Language point

Ask students to write three more sentences about their town or city, using *a, an, some* and *any* and words from exercise 1.

Students can compare their sentences in pairs. Elicit some sentences from individual students.

Exercise 4 USE IT!

Ask a confident student to read out the examples. In pairs, students talk about places in their town or city, using the key phrases.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class and explain why they chose those particular good and bad things about their town or city.

More practice

Workbook page 12

Assessment

Five-minute test, Teacher's Resource Disk

Reading

• A description of a cruise ship

Aim

Predict the content of a text from photos.

THINK!

Read the questions with the class. Use the photo to teach *cruise ship*. Ask individual students the questions and elicit a range of answers. Ask further questions to encourage students to say more, e.g. *What things can you do on a cruise ship? / in a city? / by the sea? What things can't you do?*

ANSWERS

Students' own answers.

Exercise 1

Read out the questions and put students into pairs to discuss the answers. Encourage them to use the photos to help them predict the answers. Elicit a few possible answers. Students read and check their answers. Check answers with the class.

ANSWERS

- 1 There isn't a school, but there's a library.
- 2 Yes. There are five swimming pools.
- 3 There are twenty cafés and restaurants.

Exercise 2 1-14

Students read the skills strategy before doing exercise 2. Read through the questions with the class and make sure students understand everything. Play the audio. Point out that students need to read and listen to find specific information, e.g. a name or number. Play the audio again, if necessary. Check answers with the class and explain the meaning of *oasis* (an area in a desert where there is water and vegetation).

ANSWERS

- 1 *Oasis of the Seas*
- 2 More than 2,000 people work on the ship.
- 3 There are 250 chefs.
- 4 Yes.
- 5 There's a climbing wall in the sports area.

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meanings of the words in blue. Discuss the meanings with the class. You could ask students to translate the words into their own language to check understanding.

ANSWERS

Students' own answers.

Workbook page 16 exercise 5

1

READING • A description of a cruise ship

I can predict the content of a text from photos.

THINK! Where do you think is a good place for a holiday? Why?

on a cruise ship in a city by the sea



City on the Sea

Imagine a five-star hotel with fantastic food and comfortable rooms. Imagine a square, shops, cinemas and theatres. Imagine all of these things on one very big ship: *Oasis of the Seas*.

More than 2,000 people work on *Oasis of the Seas*, and there are cabins for 6,360 passengers. That's a lot of people, and they eat a lot of food in the ship's twenty cafés and restaurants. There are 250 chefs!

It's the first ship with a park. It's called Central Park and it's got fifty real trees and 12,000 plants. If you like sports, there are also five swimming pools and there's an exciting sports area with a climbing wall. If you prefer reading, there's a library, but relax - there isn't a school on the ship!



climbing wall

Central Park

1 Look at the photos. What do you think are the answers to questions 1-3? Read and check.

- 1 Is there a school and a library on the ship?
- 2 Are there any swimming pools?
- 3 How many cafés and restaurants are there on the ship?

SKILLS STRATEGY

How to answer specific questions about a text:

- First, identify the keyword(s) in the question.
- Next, scan the text for the keyword(s).
- Finally, you can find the correct answer in the sentence that has got the keyword(s).

2 1-14 Read the Skills Strategy. Then read and listen to the text and answer the questions.

- 1 What's the name of the ship?
- 2 How many people work on the ship?
- 3 How many chefs are there on the ship?
- 4 Is it the only ship with a park?
- 5 What's in the sports area?

3 VOCABULARY PLUS Use a dictionary to check the meanings of the words in blue in the text.

4 USE IT! Work in pairs. Is the *Oasis of the Seas* a good place for a holiday? Why / Why not?

16 Towns and cities

Optional activity: Reading

Write the following numbers on the board.

50 12,000 6,360

Students scan the text as quickly as possible to find out what the numbers refer to. Point out that some of the numbers may be written as words in the text. With stronger classes, set a time limit to make the activity competitive. Check answers with the class.

ANSWERS

50 – the number of real trees on the ship
12,000 – the number of plants on the ship
6,360 – the number of passengers

Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then ask and answer them in pairs. Ask some students to report back on their partner's opinions.

ANSWERS

Students' own answers.

More practice

Workbook page 16

Practice Kit

1

LANGUAGE FOCUS • Is there ... ?, Are there ... ?, How many ... ?

• Definite and zero article

I can ask and answer questions about places.

1 Complete the questions. Then choose the correct answers.

- 1 there a school on the ship?
a. Yes, there is. b. No, there isn't.
- 2 there any swimming pools?
a. Yes, there are. b. No, there aren't.
- 3 How many cafés and restaurants there on the ship?
a. Yes, there are. b. There are twenty.

2 Choose the correct words in the Rules.

RULES

- 1 We use *some* / *any* in questions.
- 2 We use *Yes, there is* and *No, there isn't* with singular nouns / plural nouns.
- 3 We use *Yes, there are* and *No, there aren't* with singular nouns / plural nouns.
- 4 We use *How many ... ?* with singular nouns / plural nouns.

3 Match 1–6 with a–f to make questions. Then write answers about your town or city.

- | | |
|-----------------|--------------------------|
| 1 Is there a | a. people are there? |
| 2 Are there | b. a good school? |
| 3 Is there an | c. sports centre? |
| 4 How many | d. bridges? |
| 5 Is there | e. old part? |
| 6 Are there any | f. any five-star hotels? |

4 Complete the questions with *Is there ... ?*, *Are there ... ?* and *How many ... ?*. Then ask and answer the questions with a partner.

- 1 any trees in your town or city?
- 2 a park or a sports centre?
- 3 swimming pools are there?
- 4 any exciting places for young people?
- 5 people live in your town or city?

Definite and zero article

5 Choose the correct words in the Rules.

RULES

We use *a* / *the* to talk about one particular thing.
We use *some* / *zero article* to talk about things in general.

6 Complete the sentences with *the* or $\emptyset$.

- 1 There are lots of things to do on cruise ship.
- 2 I go running in park near my house.
- 3 I think climbing is an exciting sport.
- 4 My dad likes cooking Italian food.
- 5 There are lots of boats at Cái Răng floating market.

7 USE IT! Work in groups. Ask and answer about an amusement park in your town / city. Use *Is there ... ?*, *Are there ... ?* and *How many ... ?*.

Are there any swimming pools?

Yes, there are.

How many swimming pools are there?

There are three.

Finished?

Write a description of your amusement park in exercise 7. Use the prepositions in the Starter unit.



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Exercise 3

Students make questions then compare their questions in pairs. Elicit the correct questions from the class. Refer back to the rules in exercise 2. Students then write answers about their town or city. Elicit answers from the class.

ANSWERS

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

Students' own answers.

Exercise 4

Students complete the questions then compare their answers in pairs. Elicit the correct questions then allow students time to prepare their answers to the questions. Students ask and answer the questions in pairs. Check some answers with the class.

ANSWERS

1 Are there 2 Is there 3 How many

4 Are there 5 How many

Students' own answers.

Exercise 5

Students complete the rules, then compare answers in pairs.

ANSWERS

the, no article

Exercise 6

Students read the sentences and decide if they need the definite or zero article. Let students compare answers in pairs, then check answers with the class.

ANSWERS

1 the 2 the 3 $\emptyset$ 4 $\emptyset$ 5 the

Exercise 7 USE IT!

Explain that in some countries, people sometimes stay in amusement parks where they can enjoy a variety of indoor and outdoor activities and entertainment for all the family, similar to on a cruise ship. Ask students to quickly design their own amusement park. Then put them into small groups to ask and answer questions about their amusement parks. They should then decide which one they all prefer. Ask some confident students which amusement park they prefer and why.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students write their descriptions individually and compare with another fast finisher. Alternatively, ask them to present their amusement parks to the class. Encourage other students to ask questions about each park and say which they prefer and why.

More practice

Workbook page 13

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Is there ... ?, Are there ... ?, How many ... ?

Aim

Ask and answer questions about places.

Warm-up

With books closed, ask students what they can remember about the *Oasis of the Seas*. Elicit ideas and write sentences with *there is* / *there are* on the board, e.g. *There are 20 restaurants*. Ask: *Is there a park?*

Exercise 1

Students complete the questions and choose the correct answers. With **weaker classes**, students can look back at page 16 for help. With **stronger classes**, students can complete the questions and answers from memory, then look back at page 16 to check. Check answers with the class.

ANSWERS

1 Is, b 2 Are, a 3 are, b

Exercise 2

Students choose the correct words to complete the rules then compare their answers in pairs. Check answers with the class. Play the Grammar animation.

ANSWERS

1 any 2 singular nouns
3 plural nouns 4 plural nouns

Language note

To form questions with *there is* / *there are*, we put the verb first: *Is there a swimming pool?* (NOT *There is a swimming pool?*)

In short answers, we can't use the contracted form *there's*. We say: *Yes, there is.* (NOT *Yes, there's.*)

We use *any* (NOT *some*) in questions with plural nouns: *Are there any hotels?* (NOT *Are there some hotels?*)

We use *How many ... ?* to ask about quantity. Point out to students that the answer to a question with *How many ... ?* will include a number.

Vocabulary and listening

• Comparing places and things

Aim

Understand people comparing places and things.

THINK!

Read the questions with the class and elicit responses from individual students. Ask more questions to encourage longer answers, e.g. *What are the advantages of old / modern places? Do you live in an old / a modern flat or house?*

ANSWERS

Students' own answers.

Exercise 1 1-15

Students match the adjectives with their opposites. Play the audio for students to listen and check their answers. Drill the pronunciation of any unknown adjectives.

ANSWERS

1 dirty 2 quiet 3 pretty 4 safe
5 unfriendly 6 old

Exercise 2

Students write sentences for the adjectives then compare their sentences in pairs. Ask some students to read their sentences to the class, and ask the class to correct any mistakes.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Students test each other in pairs. They choose three adjectives from exercise 1 and write them on a piece of paper, with their opposites. Students then work in pairs with books closed. They read out the three words they have chosen. Their partner must give the correct opposites.

Exercise 3 1-16

Allow students time to read the introduction and the topics in the box. Model pronunciation of *Chloe* /'kləʊi:/ and *Dwayne* /dweɪn/. Play the audio. Students listen to find out which topics the people talk about.

ANSWERS

1 Emma – the park 2 Lukas – buses and bikes 3 Dwayne – New York
4 Chloe and Harriet – restaurants

Exercise 4 1-16

Allow students time to read the sentences. Point out that in the fourth interview students will have to listen very carefully to hear who is speaking, Harriet or Chloe. Play the audio again. Students

1

VOCABULARY AND LISTENING • Comparing places and things

I can understand people comparing places and things.

THINK! Do you like modern or old places? Why?

1 115 Match adjectives 1–6 with their opposites in the box. Then listen and check.

dirty unfriendly old quiet pretty safe



1 clean



2 noisy



3 ugly



4 dangerous



5 friendly



6 modern

2 Write sentences for the adjectives in exercise 1. Then compare with a partner.

This window is clean.
Cars are noisy.

3 116 Listen to four street interviews in a radio programme. What do the people talk about? Choose four topics from the box and match them to the people.

New York restaurants cafés schools
trains the park buses and bikes

Around the town – Street interviews

This week's topic: What's your favourite place in town?



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decide if the sentences are true or false. With **stronger classes**, you could ask students to correct the false sentences.

ANSWERS

1 True 2 True 3 False (He thinks bikes are more dangerous.) 4 True 5 False (Harriet thinks that Luigi's pizzas are bigger.) 6 True

Optional activity: Listening

Write these questions on the board:

- Who does Emma meet at the shopping centre?
- What does Lukas say about the price of the buses?
- Where is Dwayne from?
- What does Harriet agree with Chloe about?

Students work in pairs and discuss the answers to the questions from memory. Play the audio. Check their answers.

ANSWERS

1 Her friends 2 They are expensive.
3 New York 4 The pizzas in Gino's are better, and the people are friendlier.

4 116 Listen again and write **True** or **False**.

- Emma thinks that the shopping centre is cleaner than the park.
- Lukas thinks that the bus is slower than his bike.
- Lukas thinks that buses are more dangerous than bikes.
- Dwayne thinks that Oxford is nicer and older than his city.
- Harriet thinks that Gino's pizzas are bigger and better.
- Chloe thinks that Gino's is friendlier.

5 Think of three places that you like in your town or city and three places that you don't like. Write sentences and say why you like or dislike them. I like the park. It's quiet and pretty.

6 **USE IT!** Work in groups. Compare your sentences in exercise 5. Which places does your group like and dislike? Compare with other groups.

We like the park because it's quiet and pretty.

Exercise 5

Students write their sentences. With **weaker classes**, students could work in pairs. Ask some students to read their sentences to the class. Correct any errors.

ANSWERS

Students' own answers.

Exercise 6 USE IT!

Students work in groups to compare their sentences. Ask them to note down places they all like or dislike. Ask groups to report back on which places they like and dislike, and why.

ANSWERS

Students' own answers.

More practice

Workbook page 14

Practice Kit

Assessment

Five-minute test, Teacher's Resource Dis

Speaking • Asking and saying where places are

Aim

Ask and say where places are.

THINK!

Read the question with the class and elicit responses from individual students. Encourage students to talk about their own experiences of asking for information in towns and cities they have visited.

ANSWERS

Students' own answers.

Exercise 1 1-18

Allow students time to read through the gapped dialogue. Play the video or audio for students to watch or listen and complete the dialogue. Play the video or audio again for students to check their answers. Check answers with the class, then ask the question to the class and elicit the answer.

ANSWERS

- 1 Are we near
 - 2 the bus station
 - 3 any shops
 - 4 five minutes
- No, they aren't.

Exercise 2 1-18

Play the audio or video again. Tell students to listen carefully for the pronunciation and intonation. You could pause after some of the sentences and questions for students to repeat. Students work in pairs to practise the dialogue.

ANSWERS

Students' own answers.

Exercise 3

Read the study strategy with the class then read through the key phrases. Ask students to find the key phrases in the dialogue, and check they understand everything. Students practise the key phrases in pairs. With **weaker classes**, when they close their books, write some key words on the board to help them remember the phrases, e.g. *Excuse*, *near*, *far*. See who managed to remember all the phrases.

ANSWERS

Students' own answers.

1 SPEAKING • Asking and saying where places are

I can ask and say where places are.

THINK! You are a tourist in a new town. Where do you look for information and directions?

Woman Excuse me. ¹..... the bus station here?
Chris Erm ... have you got a map? Yes, look, we're here and ²..... is in North Street.
Woman Oh, OK. How far is it from here?
Chris It's about ten minutes on foot.
Woman Right, thanks. And are there ³..... around here?
Chris No, but there are some shops in the high street. That's ⁴..... by bus from here.
Woman That's great. Thanks for your help.
Chris You're welcome.



- 1 1-18 Complete the dialogue with the phrases in the box. Then watch or listen and check. Are Chris and the woman from the same town?

any shops the bus station
Are we near five minutes

- 2 1-18 Watch or listen again. Then practise the dialogue in pairs.

- 3 Read the Study Strategy and follow the instructions.

STUDY STRATEGY

Learning the Key Phrases

It's a good idea to practise the Key Phrases, so that you can remember them.

- Practise the Key Phrases with a partner.
- Close your book and try to write them. How many can you remember?

KEY PHRASES

Asking and saying where places are

- A Excuse me. Are we near the ... here?
B Yes, look, we're here.
A How far is it / the ... from here?
B It's about ... minutes on foot / by bus.
A Thanks for your help.
B You're welcome.

- 4 Work in pairs. Practise mini-dialogues with *How far ... ?* and places 1-4.

- 1 the bus station 3 the cinema
2 the market 4 the next town

Excuse me. How far is the bus station from here?

It's about ten minutes on foot.

Thanks for your help.

You're welcome.

- 5 **USE IT!** Work in pairs. Look at the situation and prepare a new dialogue. Use the dialogue in exercise 1 to help you.

Student A

You are a newcomer in your town or city. You want to go to the market. You are outside your school. Ask Student B where the market is.

Student B

Tell Student A where the market is.

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Optional activity: Language focus

With books closed, write these gapped sentences on the board.

- 1 How far is the school ____ here?
- 2 It's about ten minutes ____ foot.
- 3 Are there any shops ____ here?
- 4 It's five minutes ____ bus.
- 5 Thanks ____ your help.

Students work in pairs to complete the sentences with the correct prepositions. Check answers with the class.

ANSWERS

- 1 from 2 on 3 around 4 by 5 for

Exercise 4

Ask two confident students to read out the example mini-dialogue. Students work in pairs to practise more mini-dialogues. With **weaker classes**, allow students time to prepare the dialogues before they practise. With **stronger classes**, students can go straight into the spoken practice. Ask some pairs to perform one of their dialogues for the class.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students work in pairs to prepare a new dialogue. With **stronger classes**, you could teach some more phrases for giving directions, e.g. *Turn left / right*, *Go straight on*. Students swap roles and practise again.

ANSWERS

Students' own answers.

More practice

Student book page 35

Practice Kit

1 WRITING • A description of a town or city

I can write a description of a town or city.

THINK! Check the meanings of the words in the box. Which has your town or city got?

buildings a zoo amusement parks shopping malls factories

HỒ CHÍ MINH CITY



Hồ Chí Minh City is in the south of Việt Nam. It's got a population of about 9,000,000 in 2019. It's very modern and the people are really friendly. There are many good amusement parks, shopping malls and buildings here. Vũng Tàu, Phan Thiết and Đà Lạt are some quite nice places not far from Hồ Chí Minh City. I sometimes visit these cities for holidays, but Hồ Chí Minh City is more interesting.

- 1 Read the description of Hồ Chí Minh City. Which words in the THINK! exercise are in the text?
- 2 Complete the Key Phrases with words from the text.

KEY PHRASES

Describing a town or city

- 1 It's in the north / / west / east / centre of
- 2 It's got a population of about
- 3 It's very and the people are
- 4 There are and
- 5 I but

Language Point: Position of adjectives and Compound sentences

- 3 Look at the phrases in blue in the text. Then underline the correct words.
 - 1 When an adjective and a noun are together, the adjective is before / after the noun.
 - 2 We use really, very and quite before / after an adjective.
- 4 Compound sentences.

Look at the underlined sentences in the text. Then circle the correct words.

 - 1 We use and to join similar / opposite independent clauses in a compound sentence.
 - 2 We use but to join similar / opposite independent clauses in a compound sentence.

Now order the words to make sentences.

- 3 old town / 152,160 / Hoi An Town / and / is / got / a population / it's / of about / an
- 4 sometimes / stays in Hà Nội / Mr Nam / but / in Hồ Chí Minh City / lives / he

- 5 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a description of a town or a city that you like for a website.

B THINK AND PLAN

- 1 Where is the town / city? How big is it?
- 2 How is the town / city? How are the people?
- 3 What are there in the town / city?
- 4 Are there any nice places near the town / city?
- 5 What do you think about the town / city?

C WRITE

Note: Write only ONE paragraph.

... is a town / city in ...
It's got
It's and the people ...
There are and
..... are nice places ...
I sometimes ...

D CHECK

- there is, there are
- position of adjectives
- adverbs (quite, very, really)
- and, but
- comparative forms

Towns and cities 21

check that students understand *really, very* and *quite*.

ANSWERS

1 before 2 before

Exercise 4

Give your students two examples of compound sentences, one of which is the combination with "and" and the other with "but". Make students pay attention to "similar clauses" and "opposite clauses". Students work individually to combine the two sentences and volunteer to show them on the board. Correct the mistakes if your students fail to do any sentence.

ANSWERS

- 1 similar
- 2 opposite
- 3 Hoi An Town is an old town, and it's got a population of about 152,160.
- 4 Mr Nam sometimes stays in Hà Nội, but he lives in Hồ Chí Minh City.

Optional activity: Writing

With books closed, dictate these sentences to the class:

- 1 The zoo is really interesting.
- 2 There are some quite nice shops.
- 3 There's a very old castle.
- 4 The people are really friendly.

Check answers by writing the sentences on the board. Ask students to check their spelling carefully. Point out the double / in *really* and the silent *t* in *castle*. Remind students that they need to pay attention to spelling when they write.

Exercise 5 USE IT!

Read the task with the class. Students answer the questions and plan their description. Read through the paragraph structure with the class. Students write their descriptions. This can be set for homework. Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 17

Practice Kit

End-of-unit activities

Progress Review 1, Student book pages 34-35

* Vocabulary and language focus

worksheets, Teacher's Resource Disk

** Vocabulary and language focus

worksheets, Teacher's Resource Disk

*** Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's

Resource Disk

Writing • A description of a town or city

Aim

Write a description of a town or city that you like.

THINK!

Students use their dictionaries to check the meanings of the words in the box. Ask the question to the class and elicit answers from individual students. Ask more questions about the student's own town or city, e.g. *What's your favourite place? Which parts do you never visit? Why?*

ANSWERS

Students' own answers.

Exercise 1

Students read the description of Hồ Chí Minh City and answer the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS

buildings, amusement parks, shopping malls

Exercise 2

Students complete the key phrases. Check answers and check that students understand all the phrases.

ANSWERS

- 1 south/ Việt Nam
- 2 9,000,000 (Nine million)
- 3 modern/ really friendly
- 4 many good amusement parks, shopping malls/ buildings
- 5 sometimes visit Vũng Tàu, Phan Thiết and Đà Lạt, .../ Hồ Chí Minh City is more interesting

Language point: Position of adjectives

Exercise 3

Focus on the phrases in blue in the text and elicit which are adjectives. Students read the sentences and choose the correct words. Check answers with the class and

1 CLIL • Geography: Reading a map

Aim

Ask and answer questions about a map.

Warm-up

With books closed, write the word *map* on the board and elicit the meaning. Ask students what information we can find on maps, and elicit some ideas. Ask students when they use maps, and what kinds of maps they use (paper, online, etc.). Tell students they are going to practise reading maps in English.

Exercise 1

Students work in pairs to check the meanings of the words and match them with the symbols. Students read the text and check their answers. Check answers with the class and make sure that students understand all the words. Model and drill pronunciation, if necessary.

ANSWERS

1 river 2 road 3 hill 4 railway
5 forest 6 path

Exercise 2 1.19

Students read and listen to the text again. Elicit what other symbols are mentioned in the text.

ANSWERS

A black circle on a railway is a train station. A red area is a city or town.

Exercise 3

Students work in pairs to look at map A and choose the correct words. Check answers with the class.

ANSWERS

1 1:50,000 2 paths 3 hill 4 156
5 road 6 train station

Exercise 4

Students look at map B individually and answer the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS

1 There are 4 cable car stations.
2 Yes, we can.
3 The cable car from Debay station to Morin station.

1 CLIL • Geography: Reading a map

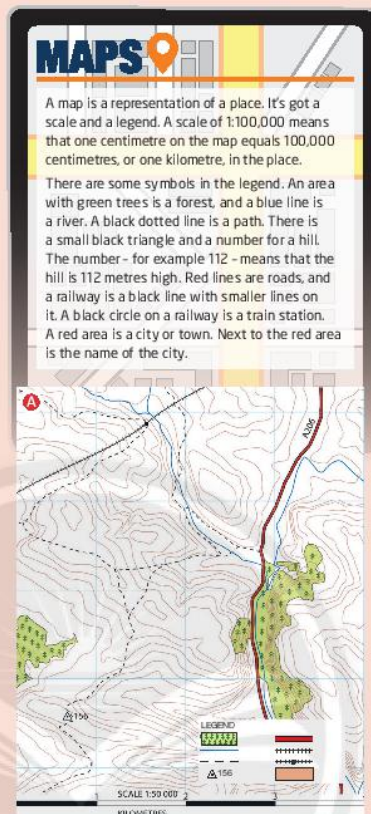
I can ask and answer questions about a map.

1 Check the meanings of the words in the box and match them with symbols 1–6. Read the text and check your answers.

path hill railway forest river road



2 1.19 Read and listen to the text. What other symbols are on a map?



3 Look at map A and choose the correct words.

The scale is ¹1:100,000 / 1:50,000. There are a lot of ²paths / railways on this map, and there's one ³hill / forest. It is ⁴246 / 156 metres high. There's also a big ⁵town / road and a ⁶train station / city on the map.

4 Look at part of the guide map of Bà Nà Hills Mountain Resort and answer the questions.

1 How many cable car stations are there in the resort?
2 Can you find a restaurant in the Fantasy Park?
3 Which cable car line doesn't cross the Mđ River?

5 USE IT! Work in pairs. Draw a map of a place you know or an imaginary place. Then take turns asking and answering about your map.



Extract from Bà Nà Hills Mountain Resort Guide map

22 CLIL

Exercise 5 USE IT!

Put students into pairs to draw their maps. Monitor and help while they are working, and encourage them to add a range of features and symbols. Put pairs together into groups of four to ask and answer about their maps. Ask some groups to show one of their maps to the class and describe the features on it.

ANSWERS

Students' own answers.

Optional activity: Speaking

For homework, ask students to draw a small section of map or find one online and print it out. Ask them to write a brief description of their map on a separate sheet of paper. Tell them they can use the text in exercise 2 as a model. Tell students not to put their name on the map or the description.

In the next lesson, put students into groups of four and ask them to put their four maps and descriptions together and jumble them up. Then ask them to swap with another group. Students work in their groups to read the descriptions and match them with the maps. Ask each group in turn to present one of the maps to the class and give a description of it.

1 Options

PUZZLES AND GAMES

1 Complete the puzzle with places in a town. What is the mystery word in grey?

1 M _ _ _ T
2 _ _ U _ R _
3 C _ _ E
4 _ _ I _ _ A _ Y
5 C _ _ E _ A
6 H _ A _ R _

2 GUESS THE SENTENCE. Follow the instructions.

- Think of a sentence about your town or city with *there's* or *there are*.
- One student goes to the board and writes the first letters of each word in a sentence, for example, T _ _ _ l _ a b _ _ _ c _ _ _ l _ m _ c _ _ _ (There is a big shopping centre in my city.)
- Take turns guessing the words.
- The winner is the first student to guess the whole sentence. He or she then goes to the board and writes his or her sentence.

3 SPOT THE DIFFERENCE. Work in pairs. Student A looks at map A. Student B looks at map B. Ask and answer questions to find six differences.

Is there a ... on your map? Yes, there is.
How many ... are there on your map? There are ...



4 Find the adjectives in the puzzles.

1 e y i
d f r
n l
2 a
n l e
c
3 s o a
n g e
u d r
4 r e
o n
d m
5 g u
y l
6 e s x
v n i
e e p

5 COMPARATIVES BINGO. Work in groups of four. Follow the instructions.

- One person is the game leader.
- Choose six adjectives from the words in the box. Then write the comparative forms in the bingo table.
- The game leader says the comparative forms of the adjectives in the box.
- Listen and tick the comparatives you hear.
- The first person to tick all the words in their bingo table says 'Bingo!'.

friendly quiet clean pretty old
dangerous dirty ugly small big
bad exciting

older
Bingo!

PUZZLES AND GAMES • Towns and cities 23

Exercise 4

Students unscramble the letters and find the adjectives for describing a place. Students could work in pairs for this, and you could do it as a race. Check answers with the class.

As an extension, ask students to write the opposites of the adjectives.

ANSWERS

1 friendly 2 clean 3 dangerous
4 modern 5 ugly 6 expensive
(Opposites: 1 unfriendly 2 dirty 3 safe
4 old 5 pretty 6 cheap)

Exercise 5

Read out the instructions and check that students understand the game. Students write their comparative forms in the bingo table.

Choose a confident student to be the game leader, or take on this role yourself. The game leader calls out the comparative forms in a random order. The first student to hear and tick off all their words is the winner. Students could also play this game in small groups.

You could repeat the game by brainstorming twelve other adjectives that students know, e.g. *good, bad, boring, intelligent, tall, short, new, happy, interesting, nice, fast, slow*. Write the adjectives on the board. Students choose six adjectives and write the comparative forms, then play the game again.

ANSWERS

Students' own answers.

Assessment

Unit 1 tests, Teacher's Resource Disk

Puzzles and games

Exercise 1

Students complete the puzzle and find the mystery word. Students could work in pairs for this, and you could do it as a race to make it fun. Check answers with the class.

ANSWERS

1 market 2 square 3 café 4 library
5 cinema 6 theatre
Mystery word: restaurant

Exercise 2

Read out the instructions and check that students understand the game. Invite a confident student to come to the board and write the first letter of each word in their sentence. Other students guess the sentence. Students could also play this game in small groups.

ANSWERS

Students' own answers.

Exercise 3

Put students into pairs and ask them to decide which of them is Student A and which is Student B. Refer them to their map, and ask them to use a piece of paper to cover their partner's map. If possible, students should sit back-to-back for this activity so that they can't see their partner's map. Students ask and answer questions to find six differences between their maps. Ask them to make a note of the differences. Check answers with the class.

ANSWERS

- There's a cinema on map A, but a theatre on map B.
- There's a train station on map A, but a bus stop on map B.
- There's a shopping centre on map A, but a sports centre on map B.
- There are two restaurants on map A, but only one on map B.
- There are two cafés on map A, but three on map B.
- There isn't a monument in the park on map A, but there is on map B.

Unit summary

Vocabulary

Daily routines: *brush your teeth, chat online, do your homework, get home, get up, go to bed, go to school, have breakfast, have classes, have dinner, have lunch, help with the housework, play video games, relax, sleep, study, wash your face, watch TV*

Special days: *celebrate, dance, give presents, go out, have a special family meal, invite people to your house, make costumes, play music, sing songs, visit people, wear crazy clothes*

Language focus

Present simple: affirmative and negative

Present simple: questions

Speaking

I can make plans and suggestions.

Writing

I can write a description of a celebration or special day.

Vocabulary

• Daily routines

Aim

Talk about your daily routines.

THINK!

Read the questions with the class and elicit from individual students what their favourite day is and why. Encourage as many students as possible to join in, talk about their own experiences and express their opinions. Alternatively, read out the questions and allow students time individually to think about their answers. Put them into pairs to discuss their answers then ask some students to report back to the class on their partner's answers.

ANSWERS

Students' own answers.

Exercise 1 1.20

Students complete the table with the correct verbs. With **weaker classes**, students could work in pairs or small groups to complete the task. With **stronger classes**, students could do this as a race. Play the audio for students to check their answers. Ask students which of the sentences on pages 24–25 are true for them.

2 Days

VOCABULARY • Daily routines
I can talk about my daily routines.

CUL p32

Extra listening and speaking p111

THINK! What's your favourite day? Why?

1 1.20 Complete the table with the verbs in blue in the Days and Nights Quiz. Then listen and check.

2 Read the Days and Nights Quiz. Are the sentences True or False? Compare with a partner using the Key Phrases.

KEY PHRASES

Comparing answers

What have you got for number 1?

I think it's true / false.

What about you?

What do you think?

3 1.21 Watch or listen. Which verbs in exercise 1 do the people mention?



1 Start / finish the day get up	2 Eat	3 Travel	4 Free time	5 Work and study

4 1.21 Check the meanings of the words in the box. Then watch or listen again and complete the sentences.

sometimes never always
usually often normally

- My work starts early.
- I have breakfast.
- I'm late for school.
- The children go to bed at about 9.
- I go to bed before 11.
- I watch TV or play video games.

DAYS AND NIGHTS Quiz

True or False?



GOOD MORNING

1 When you **brush your teeth** and **wash your face** you use six litres of water every minute.



2

People who **have breakfast** are happier and **study** better.



3 In the USA, most children **go to school** by bus.



4

A lot of students in Japan **have classes** on Saturday and Sunday morning.



GOOD AFTERNOON

5 British students usually **have lunch** at home between 12 p.m. and 1 p.m.



6

More than 50% of students in the USA **watch TV** when they **do their homework**.



24

ANSWERS

- Start / Finish the day: get up, brush my teeth, wash my face, go to bed, sleep
- Eat: have breakfast / lunch / dinner
- Travel: go to school, get home
- Free time: watch TV, relax, play video games, chat online
- Work and study: study, have classes, do their homework, help with the housework

Exercise 2

Students read the Days and Nights Quiz. Make sure they understand everything. Students do the quiz and say whether the sentences are true or false. Put students into pairs to compare their answers using the key phrases. Check answers with the class.

ANSWERS

- True
- True
- True
- False
- False
- True
- False
- True
- False
- True
- False
- False

Optional activity: Vocabulary

Ask students to write three times on a sheet of paper, with the things they usually do at those times, e.g. 6.30 a.m. (get up) 8.30 p.m. (watch TV or videos). Put students into pairs to read out their times (but not the activities) to each other. Their partner must guess which activity their partner does at each time. See who guesses all three correctly.

Exercise 3 1.21

Play the video or audio for students to watch or listen and match the people to the phrases. Check answers with the class. With **weaker classes**, pause after each speaker to check answers and play the video or audio again if students find the task difficult.

My daily routines

- 1 I get up at 7.30 a.m.
- 2 I have a big breakfast.
- 3 I do my homework in the morning.
- 4 I go to school by bike or on foot.
- 5 I watch TV after school.
- 6 I'm on the sofa all day.
- 7 I help with the housework.
- 8 I chat online after dinner.
- 9 I'm in bed before 10 p.m.



Language Point: Adverbs of frequency

5 Complete the chart with the words in the box in exercise 4. Then choose the correct words in Rules 1–2.



RULES

Adverbs of frequency come ...

- 1 before / after the verb be.
- 2 before / after other verbs.

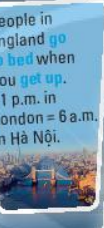
6 USE IT! Write four true and two false sentences about your routines. Then work in pairs and listen to your partner's sentences. Say if you think they are true or false.

I always get up at 5.30 a.m. I think it's false.
Yes, it is. / No, it's true!

Finished?

Imagine that you are your favourite celebrity. Write sentences about your daily routines.

GOOD EVENING



GOOD NIGHT

ANSWERS

- 1 Paul: get up, have breakfast
- 2 Lydia: get up, have breakfast, go to school
- 3 Michelle: relax, watch TV, go to bed
- 4 Georgia and Sophie: do their homework, watch TV, play video games, have dinner, chat online

Exercise 4 1-21

Read through the words in the box with the class and check students understand them all. Play the video or audio again for students to watch or listen and complete the sentences. Check answers with the class.

ANSWERS

- 1 sometimes
- 2 always
- 3 often
- 4 normally
- 5 never
- 6 usually

Language point: Adverbs of frequency

Exercise 5

Students complete the chart with the correct words. With **weaker classes**, do this on the board, with the whole class. Students choose the correct words to complete the rules. Check answers with the class.

ANSWERS

- 1 sometimes
 - 2 often
 - 3 normally
 - 4 always
- Rules: 1 after 2 before

Language note

Adverbs of frequency come after the verb be: *He is always late.* (NOT *He always is late.*) In negative sentences, we put *don't* / *doesn't* before the adverb of frequency: *I don't often watch TV.* (NOT *I often don't watch TV.*)

We use *never* with an affirmative verb: *I never watch TV.* (NOT *I don't never watch TV.*)

Optional activity: Language point

With books closed, dictate the following sentences to the class:

- 1 Jo goes always to school on foot.
- 2 The bus often is late.
- 3 I never watch TV.
- 4 People in this school are usually friendly.
- 5 She normally doesn't walk to school.

Students work in pairs and correct the mistakes in the sentences. Tell them that two sentences are correct.

Check answers with the class, and check that students have spelled all the adverbs of frequency correctly.

ANSWERS

- 1 Jo always goes to school on foot.
- 2 The bus is often late.
- 3 correct
- 4 correct
- 5 She doesn't normally walk to school.

Exercise 6 USE IT!

Students write four true and two false sentences about their routines. Students work in pairs to listen to their partner's sentences and say whether they think they are true or false. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class. Other students could try to guess the celebrities from their routines.

More practice

Workbook page 20

Assessment

Five-minute test, Teacher's Resource Disk

Reading • A busy day

Aim

Understand the general idea of a text.

THINK!

Read the questions with the class. Ask individual students to answer and tell the class about their family. Ask more questions to encourage students to say more, e.g. *Who do you get on well with in your family? What things do you do with your brother / sister? Is anyone in your family annoying? Why?*

ANSWERS

Students' own answers.

Exercise 1

Read out the three titles and check that students understand them all. Ask students to look at the photo. Point out to students that for this task they need to understand the general meaning, so they shouldn't worry if they don't understand all the details at this point. Students read the text and choose a title. They can compare their ideas in pairs. Check answers with the class.

ANSWER

c Happy house

Exercise 2 1-22

Students read the skills strategy before doing exercise 2. Read through the sentences with the class and make sure students understand everything. Point out that for this task students need to read and listen carefully to find specific information. Play the audio. Check answers with the class.

ANSWERS

1 doesn't have breakfast 2 don't help
3 at home 4 always

Optional activity: Reading

Write the following questions on the board or dictate them to the class:
Who ...

- 1 gets up at 6.45 a.m.?
- 2 works at home?
- 3 helps with the housework?
- 4 doesn't watch TV a lot?
- 5 goes to bed at 7 p.m.?

Students work in pairs to answer the questions from memory then scan the text quickly to find out the answers. Check answers with the class.

ANSWERS

- 1 The children
- 2 Sue
- 3 Sue and Noel's older daughter
- 4 Sue
- 5 The young children

2 READING • A busy day

I can understand the general idea of a text.

THINK! Have you got a big family? How many people live in your house?



The Radfords with sixteen of their children in 2012

Sue and Noel Radford have got 22 sons and daughters and they've also got six grandchildren. It's a big family, and they're very organised.

Noel gets up at 4.45 a.m., has breakfast and goes to work. The children get up at 6.45 a.m.

Sue works at home. Her older daughter sometimes helps with the housework. The younger children don't help. They watch TV with their brothers and sisters. Sue doesn't watch TV a lot. The Radfords don't usually go to restaurants because it's expensive.

The young children normally go to bed at 7 p.m., the older ones at 8 p.m. or 9 p.m. and their parents go to bed just before 10 p.m.

1 Look at the photo. Choose and write a title a–c for the text. Then read the text and check your idea.

- a. Big family, big problems
- b. An easy life for the Radfords
- c. Happy house

SKILLS STRATEGY

How to predict the meanings of words:

- First, look at the context.
- Then, scan the text to find the meanings of the words, for example, this text is about family members. When you find out the meaning of one family member, it will be easier to work out the rest.

2 1-22 Read the Skills Strategy. Then read and listen to the text and choose the correct words.

- 1 Noel has breakfast / doesn't have breakfast with his family.
- 2 The younger children help / don't help their older sister.
- 3 They have dinner at a restaurant / at home.
- 4 The parents often / always go to bed after the older children go to bed.

3 VOCABULARY PLUS Use a dictionary to check the meanings of the words in blue in the text.

4 USE IT! Work in groups. Talk about the Radfords and your daily routines. What are the differences?

26 Days

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meanings of the words in blue in the text. Discuss the meanings with the class. You could ask students to translate the words into their own language to check understanding.

ANSWERS

Students' own answers.

Workbook page 22 exercise 5

Optional activity: Vocabulary plus

On the board draw two columns, with a stick figure of a man at the top of one, and a stick figure of a woman at the top of the other. Ask students to write the blue words in the correct columns and add more words to each. Check answers with the class and bring students' ideas together on the board.

ANSWERS AND POSSIBLE ANSWERS

↓ son, brother (father, uncle, grandfather, grandson)
↓ daughter, sister, granddaughter (mother, grandmother, aunt)

Exercise 4 USE IT!

Allow students time to prepare their answers to the question individually. They then discuss the daily routines in pairs. Ask some students to report back on their partner's routine.

ANSWERS

Students' own answers.

More practice

Workbook page 22
Practice Kit

Present simple: affirmative

1 Compare the sentences. Then match a–d with Spelling Rules 1–4.

- a. I study a lot. / Her older daughter studies hard.
 b. We have breakfast at 7.30 a.m. / He has breakfast at 5.30 a.m.
 c. My brother and I go to school. / He goes to work.
 d. I get up at 7 a.m. / Noel gets up at 4.45 a.m.

SPELLING RULES

We use the present simple when we talk about facts and routines. The verbs for *he, she* and *it* end differently:

- We add -s to most verbs: *play* → *plays*.
- We add -es when a verb ends with -o, -ch, -s, -sh, -x or -z.
- We remove -y and add -ies when a verb ends with a consonant + y.
- We use *has* instead of *have*.

2 Choose the correct verbs.

- You go / goes to bed at 9.30 p.m.
- My parents relaxes / relax in the evening.
- My teacher speaks / speak four languages.
- Our English class finish / finishes at 3 p.m.
- I has / have lunch at home.
- My sister studies / study at the weekend.

3 1.23 PRONUNCIATION: Third person -s

Listen to the third person form of the verbs and repeat. Which verbs end with an /ɪz/ sound?

- 1 relaxes

Now indicate the word whose bold part differs from the other three in pronunciation.

- a. relaxes b. finishes c. studies d. boxes
- a. goes b. does c. watches d. toes
- a. aches b. watches c. beaches d. matches
- a. washes b. wishes c. makes d. witches
- a. takes b. makes c. aches d. watches

Present simple: negative

4 Complete the examples from the text on page 26. Then choose the correct words in Rules 1–3.

- The younger children TV a lot.
- Sue usually to restaurants.

RULES

- We use *don't* / *doesn't* after *he, she* and *it* to make negative sentences.
- We use *don't* / *doesn't* after *I, you, we* and *they* to make negative sentences.
- In negative sentences, the main verb sometimes / never ends with an -s.

5 Look at the information in the table. Write affirmative and negative sentences about the people.

Tom and Mina wash the dishes.
 Vicky doesn't wash the car.

	Tom	Vicky	Mina
wash the dishes	✓	✗	✓
wash the car	✓	✗	✓
sit on the sofa a lot	✓	✓	✗
make breakfast	✗	✗	✓
watch TV a lot	✗	✓	✗

6 USE IT! Work in pairs. What does each person in your family do at home? Tell your partner. Use some of the verbs from pages 24–25 and exercise 5 (page 25) with adverbs of frequency.

My brother often gets up late. He doesn't help with the housework a lot, but he sometimes washes the dishes.

Finished?

Write five true sentences about your partner.

Long's brother often gets up late. He doesn't help with the housework a lot, but he sometimes washes the dishes.

Days 27

Language focus

• Present simple: affirmative and negative

Aim

Talk about facts and routines using the present simple.

Warm-up

With books closed, ask students about their routines: *What time do you get up? What time do you have breakfast?* Write answers on the board using *I* and *he / she*, e.g. *I get up at 7 a.m. (Ana) has breakfast at 8 a.m.* Underline the verbs and explain that they are in the present simple tense. Tell students they are going to study this.

Present simple: affirmative

Exercise 1

Read out the sentences and highlight the different forms for *I* and *he / she*. Students match the sentences with the spelling rules. Check answers with the class, and check that students understand all the rules.

ANSWERS

- 1 d 2 c 3 a 4 b

Exercise 2

Students choose the correct verbs then compare their answers in pairs. Check answers with the class.

ANSWERS

- 1 go 2 relax 3 speaks 4 finishes
 5 have 6 studies

Exercise 3 1.23

PRONUNCIATION: Third person -s

Model pronunciation of the /ɪz/ sound. Play the audio, pausing after each verb for students to note down which ones end with this sound. Check answers then play the audio again, pausing after each verb for students to repeat.

ANSWERS

- 1 c 2 c 3 a 4 c 5 d

Present simple: negative

Exercise 4

Students complete the examples then compare their answers in pairs. Check answers with the class. Students then choose the correct words to complete the rules. Check answers with the class. Play the grammar animation.

ANSWERS

- 1 don't help 2 doesn't watch
 3 don't go

Rules: 1 doesn't 2 don't 3 never

Exercise 5

Read through the information in the table with the class. Use the pictures to make sure students understand everything. Students write sentences individually then compare in pairs. Check the answers.

ANSWERS

- Tom and Mina wash the dishes.
 Vicky doesn't wash the car.
 Tom and Vicky sit on the sofa a lot.
 Mina doesn't sit on the sofa a lot.
 Tom and Vicky don't make breakfast.
 Mina makes breakfast.
 Tom and Mina don't watch TV a lot.
 Vicky watches TV a lot.

Exercise 6 USE IT!

Allow students time to prepare their answers individually, then put them into pairs to discuss what happens in their home. Ask some students to report back on their partner's family.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class, adding in one false sentence about their partner. See if the class can guess which sentence is false.

More practice

Workbook page 19

Assessment

Five-minute test, Teacher's Resource Disk

Vocabulary and listening • Special days

Aim

Understand the main ideas in an interview about a celebration.

THINK!

Read the question with the class and elicit responses from individual students. Ask more questions to encourage longer answers, e.g. *When is this celebration? Do you like it? Why?*

ANSWERS

Students' own answers.

Exercise 1

Students complete the questionnaire. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- 1 sing, play, dance 2 wear, make
3 give 4 go out 5 visit, invite
6 have

Optional activity: Vocabulary

Ask students to close their books. Put students into small groups. Write these words and phrases on the board:

songs, music, costumes, presents, a family meal, people to your house

Groups take it in turn to choose one of the words or phrases and make a sentence with it, using one of the verbs from page 28, e.g. *I sometimes sing songs*. If the sentence is correct, they get a point and the word or phrase is crossed out. If not, it remains on the board. Continue until all the words and phrases are crossed out. See which group has the most points.

Exercise 2

Read the study strategy with the class then ask students to look at exercise 3. Put them into pairs or small groups to brainstorm topics or words they need to listen for. With **weaker classes**, use the photos to teach *fireworks, meal, lion and envelope*. Write these on the board.

ANSWERS

Students' own answers.

Exercise 3 1-24

Allow students time to read the introduction. Focus on the photos and elicit what they show. Use the photos to check that students understand *fireworks, lion* and *envelope*. Play the audio. Students listen and order the objects. Check answers with the class.

ANSWERS

- 1 D 2 B 3 C 4 A

2

VOCABULARY AND LISTENING • Special days

I can understand the main ideas in an interview about a celebration.

THINK! What are the most important celebrations in your country?



HAPPY DAYS!

When it's a special day and you want to **celebrate**, what do you do?

Do you ever ... ?

- 1 songs, music or
- 2 or crazy clothes or costumes
- 3 presents to people
- 4 with your family or friends
- 5 people or people to your house
- 6 a special family meal



1 Complete the questionnaire with the words in the box.

sing dance play ~~celebrate~~ wear have
give visit go out invite make

2 Read the Study Strategy. Then look at exercise 3. What is the radio programme about? What topics or words do you need to listen for?

STUDY STRATEGY

Preparing to listen

- Read the listening questions carefully before listening.
- Look at the title of the text and the photos to help you predict what to hear.

3 1-24 Read the introduction to the radio programme. Then listen. In what order do they mention the objects in the photos?



28 Days

4 1-24 Listen again and write True or False.

- 1 People give money as a present at Lunar New Year.
- 2 People eat a lot before Lunar New Year.
- 3 People eat lots of meat at Lunar New Year.
- 4 The grandmother invites all the family to a big meal.
- 5 The lion only stops at some restaurants.

5 USE IT! Work in groups. Ask and answer the questions in the Happy Days! questionnaire in exercise 1. Use adverbs of frequency in your answers.

Do you ever sing songs?

Yes, sometimes. /
No, not usually. / No, never!

Tết

Vietnamese Lunar New Year

Radio presenter Zoe Muller talks to people about Vietnamese Lunar New Year celebrations in London.

Exercise 4 1-24

Read through the sentences with the class. Point out that for this task students need to read and listen carefully for specific information. They shouldn't use prior information. With stronger classes, you could ask students to correct the false sentences. Students can compare their answers in pairs. Check answers with the class.

ANSWERS

- 1 True
- 2 False (People clean their houses before Lunar New Year.)
- 3 False (People often eat vegetarian food at Lunar New Year.)
- 4 True
- 5 False (The lion stops at all the restaurants.)

Optional activity: Listening

Dictate these questions to the class:

- 1 What kind of present does the speaker prefer?
- 2 When is the big meal with the family?

3 Does Zoe like fireworks? Why / Why not?

Students discuss the answers to the questions from memory. Play the audio again for them to check their answers.

ANSWERS

- 1 Money 2 The day before Lunar New Year 3 No, she thinks they're dangerous.

Exercise 5 USE IT!

Allow students time to prepare their answers individually. Students then ask and answer the questions in pairs. Monitor while they are working and note down any errors with frequency adverbs to correct at the end.

ANSWERS

Students' own answers.

More practice

Workbook page 23
Practice Kit

Assessment

Five-minute test, Teacher's Resource Disk

2 LANGUAGE FOCUS • Present simple: questions • Simple sentences

I can ask and answer questions about routines and free time.

Present simple: questions

1 Match questions 1–5 with answers a–e. Then choose the correct words in Rules 1–4.

- 1 What presents do you prefer?
- 2 Where do you eat?
- 3 Who does she invite?
- 4 Does the lion stop at all of the restaurants?
- 5 Do you like fireworks?

- a. No, I don't.
- b. I prefer lucky money.
- c. At my grandmother's house.
- d. Yes, it does.
- e. All the family.

RULES

- 1 We use **do** and **does** / **are** and **is** when we make present simple questions with regular verbs.
- 2 We **add / don't add -s** to the **he, she** and **it** forms of regular verbs in questions.
- 3 We put question words (**Where, What, Who, When, etc.**) at the **beginning / end** of the question.
- 4 We use forms of **be / do** in short answers with regular verbs.

2 Choose the correct words.

- 1 Do / Does you get up at 6 a.m.?
- 2 Who are / do you see at the weekend?
- 3 Does / Do your dad watch TV in the evening?
- 4 What do you has / have for breakfast on weekdays?
- 5 Where is / does your family go in the holidays?

3 Look at exercise 2. Complete the Key Phrases. Add more words to the list.

KEY PHRASES

Time expressions

- 1 the holidays / the summer / the evening / ...
- 2 6 a.m. / 2.30 p.m. / ...
- 3 weekdays / Monday / Tuesday ...
- 4 the weekend, New Year ...

4 Work in pairs. Have a question competition. Write questions with words from the grid. How many questions can you make in five minutes?



Simple sentences

5 Choose the correct word.

A simple sentence consists of one / two independent clause(s).

Choose and tick (✓) the simple sentences.

- 1 I prefer lucky money. _____
- 2 I like reading, but she likes chatting online. _____
- 3 She loves oranges but hates apples. _____
- 4 She and I eat apples. _____
- 5 She plays football, and he likes it. _____

6 USE IT! Work in pairs. Complete questions 1–7 with time expressions from the Key Phrases. Ask and answer the questions.

- 1 What ... do ... ?
- 2 Who ... go out with ... ?
- 3 What time ... get up / go to bed ... ?
- 4 What TV programmes ... your dad watch ... ?
- 5 When ... do your homework ... ?
- 6 How ... your mum relax ... ?
- 7 Where ... go ... ?

What do you do at the weekend?

I usually visit friends and watch TV.

Finished?

Write six questions for an interview with your favourite celebrity. Then act out your interview with a partner.

Days 29

Exercise 3

Refer students back to exercise 2 and elicit the first answer as an example. Students then complete the remaining key phrases. Check answers with the class and check that students understand all the key phrases. With **stronger classes**, you could elicit more possible time phrases, e.g. *in January, in the morning, at midday, at night*.

ANSWERS

1 in 2 at 3 on 4 at

Exercise 4

Focus on the grid and make sure students understand *Where, When* and *How often*. Elicit a few example questions from the class, e.g. *How often do you help at home?* Put students into pairs and give them five minutes to write their questions. Ask some pairs to read their questions to the class. Correct any errors, and see which pair wrote the most correct questions.

ANSWERS

Students' own answers.

Exercise 5:

ANSWERS

one

1 ✓

2 –

3 –

4 ✓

5 –

Exercise 6 USE IT!

Ask two confident students to read out the example question and answer. Students work in pairs to complete the questions. Ask some students to read their questions to the class. Correct any errors. Students then ask and answer their questions in pairs. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually then act out an interview with another fast finisher. Alternatively, ask fast finishers to hand their questions to a classmate. Their classmate reads out the questions and the fast finisher role-plays the part of their celebrity. See if other students can guess the celebrity from the interview.

More practice

Workbook page 21

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Present simple: questions

Aim

Ask and answer questions about routines and free time.

Warm-up

With books closed, ask students about a popular celebration in their country. Ask questions, e.g. *Do you like this celebration? Who do you celebrate with?* Write some questions on the board and elicit that they are in the present simple.

Exercise 1

Students match the questions with the answers. Check answers with the class, then ask students to read the rules and choose the correct words to complete them. With **weaker classes**, do this exercise with the whole class. Check

answers with the class. Play the grammar animation.

ANSWERS

1 b 2 c 3 e 4 d 5 a

Rules: 1 **do** and **does** 2 **don't add -s** with **he / she / it** forms: *Who does she invite?* (NOT *Who does she invites?*)

Language note

We use **do / does** to ask questions in the present simple: *Do you like fireworks?* (NOT *You like fireworks?*) We don't add **-s** with **he / she / it** forms: *Who does she invite?* (NOT *Who does she invites?*)

Exercise 2

Students read the sentences and choose the correct words. They can compare their answers in pairs. Check answers with the class.

ANSWERS

1 Do 2 do 3 Does 4 have 5 does

Speaking • Making plans and suggestions

Aim

Practise making plans and suggestions.

THINK!

Read the question with the class and ask students to note down three things they do with their friends at the weekend. Put students into small groups to ask and answer the question and find out who has similar answers. Ask some students to tell the class what they do and who in their group does similar things.

ANSWERS

Students' own answers.

Exercise 1

Allow students time to read the programme. Students can use their dictionaries to check the meanings of new words. With **weaker classes**, read the programme with the class and explain any new words. Ask individual students which activities interest them and which don't interest them.

ANSWERS

Students' own answers.

Exercise 2 1-25

Allow students time to read through the gapped dialogue. Play the video or audio for students to watch or listen and complete the dialogue. Play the video or audio again for students to check their answers. Check answers with the class, then ask the question to the class and elicit the answer about what Daisy and Gareth decide to do.

ANSWERS

1 cooking class 2 concert 3 disco
4 dance competition 5 disco
They decide to go to the dance competition and the concert, and the disco in the evening.

Optional activity: Speaking

Write the following words and phrases on the board:

Mmm Well, No? Right, Yes, OK.

Ask students to find the words and phrases in the dialogue. Ask: *Which ones show that you agree?* (Right, Yes, OK.) *Which ones do you use while you think?* (Mmm, Well,) *Which do you use when you're surprised?* (No?)

Tell students to listen carefully for the intonation of these words and phrases so that they can copy it when they practise the dialogue.

Exercise 3 1-25

Play the audio or video again. Tell students to listen carefully for the pronunciation and intonation. Students work in pairs to practise the dialogue.

2 SPEAKING • Making plans and suggestions

I can make plans and suggestions.

THINK! What do you usually do with your friends at the weekend?

Daisy Hi. It's International Day at the school on Saturday.
Gareth Oh yes. What's on?
Daisy A lot of things. Look!
Gareth Mmm. What do you want to do?
Daisy Well, I'm not really interested in the ¹.....
Gareth No? I like the sound of the ²..... in the afternoon.
Daisy Right, and what about the ³.....?
Gareth Yes, OK. Let's go to the ⁴..... and the concert. Then we can go to the ⁵..... in the evening.
Daisy OK. Great.



1 Look at the programme for *Special days at Highfield School*. Check any new words. Which activities interest you? Which don't interest you?

Special days at Highfield School
Come with your family! All welcome.

International Day Saturday 11 th	Family Fun Day Saturday 25 th
Morning dance competition cooking class	Morning family sports face painting
Lunch barbecue	Lunch barbecue
Afternoon culture quiz music concert	Afternoon costume competition mini zoo
Evening disco	Evening fireworks

2 Watch or listen and complete the dialogue. What do Daisy and Gareth decide to do?

3 Watch or listen again. Then practise the dialogue.

4 Study the Key Phrases. Then complete the mini-dialogue. Use some of the ideas from the Family Fun Day programme in exercise 1.

A It's Family Fun Day at the school on Saturday.
What do you?
B I like the of the
A Right, and what about the?
B OK. Let's go to the and the

KEY PHRASES

Making plans and suggestions

What's on?
What do you want to do / see?
I'm not really interested in (the) ...
I like the sound of (the) ...
What about (the) ...?
Let's go to (the) ...

5 USE IT! Work in pairs. Look at the cinema programme. Prepare and practise a new dialogue. Use the dialogue in exercise 2 and the Key Phrases.

Vista Cinema		
Saturday 25 th	The Hunger Sports Part One	2 p.m.
	Ocean Paradise	2 p.m.
	Beautiful Life	2.15 p.m.
	Ironwoman	2.30 p.m.

30 Days

ANSWERS

Students' own answers.

Exercise 4

Read through the key phrases with the class. Ask students to find the key phrases in the dialogue, and check they understand everything. Remind students that they should try to learn key phrases. Students complete the mini-dialogue. With **weaker classes**, students could work in pairs to complete this activity.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students work in pairs to prepare a new dialogue. Students swap roles and practise again. Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

With **stronger classes**, students could work in pairs and make a poster for a special day at their school. Monitor and help while they are working. They could swap posters with another pair and practise a new dialogue using the poster they have been given. Ask some pairs to perform their dialogues for the class.

More practice

Student book page 37

Practice Kit

2

WRITING • A special day

I can write a description of a celebration or special day.

THINK! What is your favourite special day or celebration?

THE NOTTING HILL CARNIVAL

By Tamsin Lucas

You can enjoy the Notting Hill Carnival in London every August. Local people celebrate Caribbean culture on this festival. There are big parades in the streets. There's **also** Caribbean food. People wear colourful costumes. They **also** play music and dance. It's noisy, but it's **also** friendly. I don't usually wear a costume, but I always watch the parades and dances. I like this celebration because it's a lot of fun.



- 1 Check the meanings of the words in the box. Then describe the photo using the words.

celebration parade costume

- 2 Read the description. Where and when is the carnival? What do people do?
- 3 Look at the text and complete the Key Phrases.

KEY PHRASES

Talking about a celebration

- 1 You can enjoy
 2 Local people celebrate
 3 There are in the street.
 4 It's a lot of

Language Point: *also*

- 4 Look at the words in **blue** in the text. How do you say **also** in your language? Then choose the correct words.

- 1 We buy presents. We have **also** / We **also** have a family meal.
 2 There are fireworks. **There's also** / **There also** is a concert.
 3 I like school, but I **also like** / I **like also** the holidays.
 4 My birthday is in April. My sister's birthday **also is** / **is also** in April.

- 5 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a description of a celebration or special day in your town or country for a website.

B THINK AND PLAN

- 1 What's the celebration?
 2 When and where is it?
 3 What do people do?
 4 What do you usually do?
 5 What do you like or dislike about it?

C WRITE

Note: Write only **ONE** paragraph.

You can enjoy ...
 Local people celebrate ...
 There is / There are ...
 They ...
 It's ...
 I don't usually / usually ...

D CHECK

- present simple
- position of *also*
- position of adverbs of frequency

Days 31

Language point: *also*

Exercise 4

Focus on the word in blue in the text and elicit how students say it in their language. Students choose the correct position for *also* in the sentences then compare their answers in pairs. Check answers with the class.

ANSWERS

- 1 We **also** have 2 **There's also**
 3 I **also** like 4 **is also**

Optional activity: Writing

With books closed, dictate these sentences to the class:

- 1 I love the costumes and I enjoy the music.
 2 The carnival is colourful and it's fun.
 3 People sing in the streets and they dance.
 4 At the end of the day I'm very happy and I'm tired.

Ask students to rewrite the sentences adding *also* to each one. Students can work in pairs for this. Check answers with the class.

ANSWERS

- 1 I love the costumes and I **also** enjoy the music.
 2 The carnival is colourful and it's **also** fun.
 3 People sing in the streets and they **also** dance.
 4 At the end of the day I'm very happy and I'm **also** tired.

Exercise 5 USE IT!

Read the task with the class. Students answer the questions and plan their description. Read through the paragraph structure with the class. Students write their descriptions. This can be set for homework. Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 23
 Practice Kit

End-of-unit activities

Progress Review 1, Student book pages 36-37
 * Vocabulary and language focus worksheet, Teacher's Resource Disk
 ** Vocabulary and language focus worksheets, Teacher's Resource Disk
 *** Vocabulary and language focus worksheets, Teacher's Resource Disk
 Speaking worksheet, Teacher's Resource Disk

Writing • A special day

Aim

Write a description of a celebration or special day.

THINK!

Ask the question to the class and elicit answers from individual students. Ask more questions to encourage students to speak more, e.g. *Why do you like this special day? Who do you celebrate with? What do you do?*

ANSWERS

Students' own answers.

Exercise 1

Students check the meanings of the words in their dictionaries. Model pronunciation of the words, if necessary. Students work in pairs to describe the photo using the words. Elicit sentences describing the photo from individual students and, as a class, build up a description of the photo.

ANSWERS

Students' own answers.

Exercise 2

Check that students understand *Caribbean* and *carnival*. Students read the description and answer the questions. Check answers with the class.

ANSWERS

The carnival is in Notting Hill, London in August.
 People wear costumes, play music and dance.

Exercise 3

Students look at the text and complete the key phrases. Check answers and check that students understand all the key phrases.

ANSWERS

- 1 the Notting Hill Carnival
 2 Caribbean culture 3 big parades
 4 fun

2 CLIL

• Geography: Time zones

Aim

Talk about time zones.

Warm-up

With books closed, ask: *What time is it now?* Elicit the answer, then ask: *What time is it in New York? / London? / Brisbane?* If students have smartphones with them, they can find the times on their phones. If not, tell students they should know the answers by the end of the lesson. Write *time zones* on the board and explain that different parts of the world are in different time zones. Tell students they are going to learn about these now.

Background

Greenwich Mean Time was originally developed as a tool for British mariners. It was officially adopted as the legal time throughout Great Britain in 1880, and adopted as an international standard in 1884. It has now been replaced as the official international time standard by Coordinated Universal Time, abbreviated to UTC, but it is still commonly referred to.

Exercise 1

Students work in pairs to check the meaning of the words. Students read the text and match the words to the numbers on the map. Check answers with the class and make sure that students understand all the words. Model and drill pronunciation, if necessary, especially of *Greenwich* /ɡrɛnɪtʃ/.

ANSWERS

1 Prime Meridian 2 Greenwich Mean Time 3 north 4 west 5 east 6 south 7 longitude

Exercise 2 1.26

Students read and listen to the text again and decide if the sentences are true or false. Point out that they need to correct the false sentences. They can compare their answers in pairs. Check answers with the class.

ANSWERS

- False (They go from north to south.)
- False (The Prime Meridian is the line at 0° longitude.)
- True
- False (The time in places east of the Prime Meridian is ahead of GMT.)

Exercise 3

Students work in pairs to look at the clocks and answer the questions. Check answers with the class. If students didn't use their phones to answer the questions in the Warm-up, ask them again now what time it is in New York, London and Hà Nội.

2 CLIL • Geography: Time zones

I can talk about time zones.

- 1 Check the meanings of the words in the box. Read the text and match the words to numbers 1–7 on the map.

longitude Prime Meridian
Greenwich Mean Time east west
north south

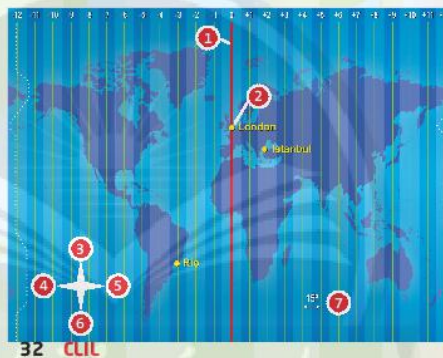
Time zones

Time zones help us know what time it is in different parts of the world. This is because when the Earth rotates, the sun shines on only one part of the Earth, so when it's the morning in your country, it's night-time in another country.

The Earth has got twenty-four time zones. The lines for each time zone go from north to south. These are called lines of longitude. The line on the map at 0° longitude is called the Prime Meridian. This line goes through Greenwich, in London. The time there is called Greenwich Mean Time (GMT).



The Earth rotates 15° of longitude every hour (24 x 15° = 360°). Places east of the Prime Meridian are ahead of GMT. For example, Istanbul is about 30° east of the Prime Meridian, so the time there is GMT plus two hours. Places west of the Prime Meridian are behind GMT. For example, Rio is about 45° west of the Prime Meridian, so the time there is GMT minus three hours. So when it is 12 p.m. in London, it is 2 p.m. in Istanbul and 9 a.m. in Rio.



- 2 1.26 Read and listen to the text and write True or False. Correct the false sentences.

- Lines of longitude go from east to west.
- The Prime Meridian is the name of a time zone.
- Greenwich is a part of London.
- The time in places west of the Prime Meridian is ahead of GMT.

- 3 Look at the clocks and answer the questions.



- In which countries are cities 1–6?
- Is New York ahead of or behind GMT?
- How many hours ahead of GMT is Hà Nội?
- How many hours behind GMT is Brasilia?
- If it's 12 p.m. in London, what time is it in Brisbane?
- You are in New York at 9 p.m. Is it a good idea to call your friend in London? Why / Why not?

- 4 USE IT! Work in pairs. Complete the table. Then ask and answer questions about the time in the different cities.

City	GMT +/-	Time
London	—	1 p.m.
Tokyo	+ 9 hours	
Mexico City		8 a.m.
Sydney		11 p.m.
Rio	– 3 hours	
Hà Nội	+ 7 hours	

Hi! I'm in London. Where are you?

I'm in Hà Nội.

It's 1 p.m. in London. What's the time in Hà Nội?

It's 8 p.m.

ANSWERS

- England, the USA, Spain, Brazil, Australia, Việt Nam.
- It's behind.
- It's seven hours ahead.
- It's three hours behind.
- It's 10 p.m.
- No, because it's 2 a.m.

Optional activity: Reading

Write these numbers on the board.

1 15 2 24 3 45 4 30

Ask students to scan the text quickly and write a sentence explaining the meaning of each number. Check the answers.

ANSWERS

- The Earth rotates 15° longitude every hour.
- The Earth has 24 time zones.
- Rio is 45° west of the Prime Meridian.
- Istanbul is 30° east of the Prime Meridian.

Exercise 4 USE IT!

Students work in pairs to complete the table. Check answers with the class, then ask two confident students to read out the example dialogue. Students ask and answer questions. Once students have asked questions using the times in the table, they can take turns to choose a different time for London, so their partner has to work out the time in one of the other cities.

ANSWERS

Tokyo: 10 p.m., Mexico City: –7, Sydney: +10, Rio: 10 a.m., Hà Nội: 8 p.m.
Students' own answers.



1 Look at the code and write the sentences.

Z	Y	X	W	V	U	T	S	R	Q	P	O	N
a	b	c	d	e	f	g	h	i	j	k	l	m
M	L	K	J	I	H	G	F	E	D	C	B	A
n	o	p	q	r	s	t	u	v	w	x	y	z

R ZODZBH SZEY YIVZPUZHG.
I always have breakfast.

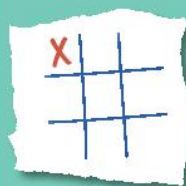
1 RTVG FK ZG HRC.

2 R HLNVRNVH TL GL HXSILLO LM ULLG.

3 NB NFN WLWHMG DZGXG GE.

4 DV IVOZC ZUGVI WRMMVI.

2 SENTENCE NOUGHTS AND CROSSES. Work in pairs. One of you is a nought (O) and the other is a cross (X). Take turns saying sentences about your partner. Use the present simple affirmative or negative. If your sentence is true, write a 0 or a X in the table.



You don't play video games.

Yes, that's true.

3 THE LONGEST SENTENCE. Work in two teams. Each student says a word to make a team sentence. Use the adverbs of frequency in the box. Which team can make the longest sentence?

never sometimes often
usually always

I sometimes go to

4 Find eight verbs about celebrations in the grid. Each verb is in a different colour. Then match the verbs to pictures 1-8.

W	V	P	M	G	E	I	H	A	I
V	A	S	A	L	K	D	E	V	E
C	I	A	R	E	P	O	T	R	
C	A	R	A	Y	A	S	E	Z	S
Y	T	M	N	L	P	C	E	L	
B	O	E	F	C	U	A	T	U	C
S	S	H	M	M	I	E	I	A	R
L	E	E	S	I	L	A	N	M	T
T	E	E	A	S	Y	S	C	L	E



1 wear crazy clothes



2 give presents



3 have a special meal



4 dance



5 visit family



6 play music



7 celebrate



8 make costumes

5 TRUE OR FALSE GAME. Work in pairs. Take turns asking and answering questions. Follow the instructions.

- Student A: Write five present simple questions for Student B to answer. Use the words in the box to help you. Ask Student B your questions.
- Student B: Answer Student A's questions. Give a true answer to four questions and a false answer to one.
- Student A: Say which answer you think is false.

Where What Who When How
do like work speak help
play eat live

Where do you live?

I live in Ankara.

PUZZLES AND GAMES • Days 33

Puzzles and games

Exercise 1

Demonstrate how the puzzle works using the example answer. Students could work in pairs for this, and you could do it as a race to make it fun. Check answers with the class. As an extension, students could work in pairs and write the code for another phrase for daily routines from pages 22 and 23. They could then swap with another pair and solve the puzzle they are given.

ANSWERS

- 1 I get up at six.
- 2 I sometimes go to school on foot.
- 3 My mum doesn't watch TV.
- 4 We relax after dinner.

Exercise 2

Read out the instructions and check that students understand the game. With **weaker classes**, brainstorm some sentences that students could use in the game, e.g. *You sometimes watch TV. You never play football.* Point out that they must try to think of sentences that are true for their partner. Students play the game. Students could repeat the game with a new partner for extra practice. This time, you could specify that all the sentences must be negative, or instead of sentences, students must ask questions which elicit the answer 'yes'.

ANSWERS

Students' own answers.

Exercise 3

Divide the class into two teams. Explain that each student in turn must say one word, and the idea is to keep the sentence going to make it as long as possible. Elicit some words for making a sentence longer, e.g. *and, but, also*. Teams take turns making their longest sentence. The other team can listen and count the words in the sentence. Students could also play this game in small groups. See which group manages to make the longest sentence.

ANSWERS

Students' own answers.

Exercise 4

Read out the instructions and look at the example. Point out that the circled letters make up the example. Students work in pairs to find the verbs and match them to the pictures. With **weaker classes**, you could allow students to refer back to page 26 to help them. With **stronger classes**, you could specify that students mustn't look back, and you could do it as a race. Check answers with the class.

ANSWERS

- 1 wear crazy clothes
- 2 give presents
- 3 have a special meal
- 4 dance
- 5 visit family
- 6 play music
- 7 celebrate
- 8 make costumes

Exercise 5

Read out the instructions and check that students understand the game. Students write their questions. With **stronger classes**, students could use their own ideas, as well as the ideas in the box. With **weaker classes**, put students into pairs to write their questions, then put them into different pairs to ask and answer. Students work in pairs to ask and answer their questions and guess the false answers. Students could swap roles and play the game again. See who managed to guess the false answers.

ANSWERS

Students' own answers.

Assessment

Unit 2 tests, Teacher's Resource Disk

9 1 brothers 2 mother 3 aunt
4 father 5 grandmother
6 grandfather

10
1 I like cooking.
2 We play football every
afternoon.
3 She washes the car.
4 They don't help with the
housework.
5 My brother doesn't study in the
evenings.
6 You don't play video games.

11
1 Dad e 2 Emma c 3 Grace d
4 Holly b 5 Mum f 6 Richard a

12
1 What time do you get up?
2 do you have a big breakfast?
3 Does she help at home?
4 does Anna study a lot?
5 When do they get home from
work?
6 Do your parents watch TV in the
evening?

13
1 What's on? 2 What do you
want 3 I'm not really interested
4 I like the sound 5 what about
6 Let's go

14
1 day 2 streets 3 play
4 also 5 like

15
A special day in the USA

A special day in the USA

Unit summary

Vocabulary

Animals: *bat, bear, butterfly, camel, cat, crocodile, eagle, elephant, fish, frog, giraffe, gorilla, octopus, ostrich, panda, rabbit, rat, scorpion, snake, spider, whale, wolf*

Amazing animals: *climb, communicate, drink, fly, grow, hear, jump, kill, move, run, see, survive, swim*

Language focus

Superlative adjectives

can for ability

Questions with *How ... ?*

Speaking

I can ask for permission to do things.

Writing

I can write an information leaflet about animals in danger and give examples.

Vocabulary • Animals

Aim

Ask and answer about animals.

THINK!

Put students into pairs and set a time limit of two or three minutes for them to name as many animals as they can.

Bring students' ideas together on the board and check that they understand all the animal words. See which pair named the most animals correctly.

ANSWERS

Students' own answers.

Exercise 1 1-29

Focus on the photos and check that students know what the animals are. Model pronunciation of *wolf* and *octopus*. Play the video or audio for students to watch or listen and decide which animal is correct for each conversation. Check answers with the class. With **weaker classes**, pause after each conversation to check answers and play the video or audio again if students find the task difficult.

ANSWERS

1 a fish 2 a wolf 3 a camel

Exercise 2 1-29

Allow students time to read through the gapped key phrases. Play the video or audio again for students to complete the phrases. Check answers with the class, and check that students understand all the phrases. With **stronger classes**, students could complete the key phrases from memory, then watch or listen again to check.

3 Wild life

VOCABULARY • Animals
I can ask and answer about animals.

CLIL p46

Extra listening and speaking p112

Song p119

THINK! How many animals can you name in thirty seconds?

1 129 Look at the photos and watch or listen to three conversations. Which animal is correct for each conversation?



2 129 Watch or listen again and complete the Key Phrases.

KEY PHRASES

Identifying things

- 1 What do you think
- 2 no idea.
- 3 It looks like a / an
- 4 It sounds like a / an
- 5 Maybe it's a / an

3 130 PRONUNCIATION: Sentence stress
Look at the questions and sentences. Listen and repeat. Underline the stressed words.

- 1 What do you think
- 2 It looks like a camel.
- 3 It sounds like a cat.
- 4 Is it a dog?
- 5 Maybe it's a giraffe.

4 131 Play the Creature close-ups game. Follow the instructions. Then listen and check.

ostrich butterfly frog bear snake bat
eagle gorilla panda whale rat crocodile
octopus fish elephant rabbit

Creature close-ups

How many animals can you name?

- Work in teams.
- Take turns identifying the animals. Use animal names in the box in exercise 4.
- Use the Key Phrases.



38

ANSWERS

1 it is 2 I've got 3 a frog 4 a dog
5 an elephant

Exercise 3 1-30 PRONUNCIATION: Sentence stress

Give students enough time to read through the questions and sentences. Check they understand what sentence stress is. Demonstrate sentence stress in the students' own language, if necessary. Play the audio, pausing after each question or sentence for students to repeat. Play the audio again for students to underline the stressed words. Check answers with the class.

ANSWERS

- 1 What do you think it is?
- 2 It looks like a camel.
- 3 It sounds like a cat.
- 4 Is it a dog?
- 5 Maybe it's a giraffe.

Exercise 4 1-31

Read through the animal names in the box with the class and check that students understand them all. You could ask students to check the meanings in their dictionaries, or explain the meanings yourself. Model pronunciation of the words. Read out the quiz title *Creature close-ups* and point to the photos. Explain that *creature* is another word for *animal*, and explain the meaning of *close-up*. Put students into teams and give them a few minutes to look at the animals in their teams and decide which ones they can guess. Ask teams in turn to choose a photo and say what they think it is. If they are correct, they get a point. If not, do not give the answer away, but turn to the next team and ask them to choose an animal to identify. Continue until all the animals have been guessed. See how many points each team has.



5 1.32 Listen and identify the animal sounds. Compare your ideas with a partner's. Use the Key Phrases.

6 Look at the questions and check the meanings of the words in blue. What do you think the animal is?

“

Does it live in water, or on land?

It lives on land and in water.

Has it got wings / legs / a tail?

It's got legs and a tail.

How many legs has it got? Four.

Is it bigger or smaller than a dog?

It's bigger than a dog.

Does it eat other animals? Yes, it does.

Does it live in this country? Yes, it does.

Is it dangerous? Yes, it is.

What colour is it? Green and brown.

”

7 USE IT! Work in pairs. Play a guessing game. Think of an animal in exercise 4. Ask questions to identify your partner's animal.

Does it live in water or on land?

It lives in water.

Finished?

Look at the animals in exercise 4. Which animals live in water, on land or both?

39

ANSWERS

1 frog 2 elephant 3 butterfly
4 snake 5 gorilla 6 eagle 7 rabbit
8 whale 9 crocodile 10 ostrich
11 bat

Exercise 5 1-32

Play the audio for students to identify the animal sounds. Play the audio again, pausing after each sound. Put students into pairs to compare their ideas. Ask them to use the key phrases. Check answers with the class.

ANSWERS

1 camel 2 whale 3 monkey
4 eagle 5 frog 6 bat

Optional activity: Vocabulary

Ask students to choose three animals from exercise 4 and write them as jumbled words, e.g. *awehl* (whale). When they have finished, ask them to close their books and swap words with a partner. They try to unscramble the words they have been given. Students could repeat with a different partner for more practice.

Exercise 6

Read through the questions with the class and elicit or explain the meanings of the words in blue. Ask two confident students to read out the questions and answers, and ask other students to guess the animal. With **weaker classes**, use the questions to remind students how to form questions in the present simple.

ANSWER

a crocodile

Exercise 7 USE IT!

Read out the instructions and check that students understand them. Students look at the example question and answer. Demonstrate if necessary by thinking of an animal yourself and getting students to ask you questions to guess what it is. Students play the guessing game in pairs. See who guessed correctly.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their lists individually and compare with another fast finisher. Alternatively, ask them to read their lists to the class. Create lists on the board and invite other students to suggest more animals to add.

More practice

Workbook page 24

Assessment

Five-minute test, Teacher's Resource Disk

Reading • The ugliest animals?

Aim

Read a text for specific information.

THINK!

Read the question with the class and check that students understand *ugly*. Put students into pairs to discuss which animals in the box are ugly. You could ask them to list the animals in order, from ugly to not ugly. Ask pairs to report back to the class, and ask other students to say if they agree or disagree. Encourage as many students as possible to join in and express their opinions.

ANSWERS

Students' own answers.

Exercise 1

Ask students to read the three sentences and check the meanings of the words in blue. Read out the sentences and check that students understand everything. Read out the question and point out to students that for this task they need to think about the writer's point of view. Students read the text and answer the question. They can compare their ideas in pairs. Check answers with the class, encouraging students to point to sentences in the text which confirm the answer.

ANSWER

The writer agrees with sentences 1 and 3.

Exercise 2 1.33

Read through the sentences with the class and make sure students understand *rare*. Point out that for this task students need to read and listen carefully for specific information, to find out if the sentence is true or false. With **stronger classes**, you could ask students to correct the false sentences. Check answers with the class.

ANSWERS

1 True 2 False (It lives 1,000 metres under the sea.) 3 True 4 False (We often see information.)

Optional activity: Reading

Write the following questions on the board or dictate them to the class:

- 1 Where does the blobfish live?
- 2 Why is the blobfish famous?
- 3 How many species become extinct each year?

Students work in pairs to answer the questions from memory, then check their answers in the text. Check answers with the class.

3

READING • The ugliest animals?

I can read for specific information.

THINK! Look at the animals in the box. Which animals do you think are ugly?

eagle gorilla frog spider bat crocodile



BLOBFISH

we love you!

The blobfish isn't the most **beautiful** or **common** fish on the planet. It has a **dull** colour and you don't usually see it because it lives 1,000 metres under the seas near Australia.

But now through magazines and the internet, the blobfish is famous because people say that it's the ugliest animal in the world.

Every year, thousands of species of animals become extinct. We often see information about the biggest, the most interesting, the most beautiful and the most **colourful**, such as whales, butterflies or pandas. The weirdest or ugliest animals also need our help.

Are they really ugly? No, they're interesting and **rare**. The best idea is to protect all animals.



2 1.33 Read and listen to the text and write True or False.

- 1 The blobfish is quite rare.
- 2 The blobfish sometimes lives in rivers.
- 3 The blobfish is well-known through magazines and the internet.
- 4 There's a lot of information about pandas, but not whales.

3 VOCABULARY PLUS Use a dictionary to check the meanings of the words in blue in the text.

4 USE IT! Work in pairs. Do you know the names of any animals in danger? Do you think which ones are ugly and which ones are beautiful?

40 Wild life

ANSWERS

- 1 Under the seas near Australia
- 2 Because people say it is the ugliest animal in the world.
- 3 Thousands of species

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meanings of the words in blue in the reading text. Discuss the meanings with the class. You could ask students to translate the words into their own language to check understanding.

ANSWERS

Students' own answers.

Workbook page 28 exercise 5

Optional activity: Vocabulary plus

Students work in pairs to make pairs of opposites with the adjectives in blue. Check answers with the class.

ANSWERS

beautiful – ugly, common – rare, dull – colourful

Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then discuss the questions in pairs. Ask some students to report back to the class, and discuss as a class which animals are in danger and which animals are ugly or beautiful.

ANSWERS

Students' own answers.

More practice

Workbook page 28

Practice Kit

3 LANGUAGE FOCUS • Superlative adjectives

I can use superlative adjectives to talk about my country.

1 Write the superlative form of the adjectives in the table.

Short adjectives		
Regular	Adjective dull, weird, slow rare, safe ugly, pretty	Superlative the <u>dullest</u> , _____ _____ _____ _____
End in -e		
End in consonant + y		
End in consonant + vowel + consonant	big, hot	_____ _____

Long adjectives	
Adjective colourful common expensive	Superlative the <u>most colourful</u> _____ _____

Irregular	
Adjective bad good far	Superlative the <u>worst</u> _____ the <u>furthest</u> / the <u>farthest</u>

2 Complete the text using the superlative form of the adjectives in brackets.

STUDY STRATEGY

Improving your grammar

Inventing sentences is a good way to remember grammar rules and improve your grammar.

3 Read the Study Strategy. Then write five sentences with your ideas. Use the adjectives and the topics in the boxes. Compare with a partner.

good bad boring pretty nice horrible

film star animal team friend place food

I think the best football team is Arsenal.
In my opinion, the most horrible animals are spiders.

4 USE IT! Work in pairs. Read the text in exercise 2 again. Ask and answer questions with superlative adjectives for clues 1–6.

- May to September
- July
- January
- December to April
- Mây Bặc
- Delacour's Langur

Finished?

Write sentences about another national park in your country using the questions in exercise 4.

Language note

For most short adjectives, we form comparatives and superlatives by adding -er and -est: *old – older – oldest*. If the adjective ends in -e, we just add -r and -st: *safe – safer – safest*. Final -y changes to -ier and -iest: *pretty – prettier – prettiest*. We sometimes double the final consonant: *big – bigger – biggest*. Some comparative and superlative adjectives are irregular: *good – better – best, bad – worse – worst*. We use *the* with superlative adjectives: *It's the ugliest animal.* (NOT *It's ugliest animal!*)

Exercise 2

Students read and complete the text, then compare their answers in pairs.

ANSWERS

1 hottest 2 warmest 3 coldest
4 best 5 highest 6 the most interesting

Exercise 3

Read the study strategy with the class. Students write their sentences individually, then compare with their partners.

Exercise 4 USE IT!

Allow students time to prepare their answers individually. Put students into groups to ask and answer the questions.

Finished?

Refer fast finishers to the *Finished?* activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class.

More practice

Workbook page 25

Assessment

Five-minute test, Teacher's Resource Disk

CÚC PHƯỜNG NATIONAL PARK

When is the best time to visit?

The ¹..... (hot) season is from May to September. The ²..... (warm) month is July with an average maximum temperature of 33°C. The ³..... (cold) month is January with an average maximum temperature of 19°C. The ⁴..... (good) time to explore Cúc Phường National Park is the dry season, from December to April.

Are there any mountains?

Yes. There are many limestone mountains. The ⁵..... (high) peak is Mây Bặc with 648 metres above sea level.

What animals can I see?

There are more than 300 species of birds and 135 mammal species. The ⁶..... (interesting) animal is the Delacour's Langur, one of the rarest primates on earth.



Wild life 41

Language focus

• Superlative adjectives

Aim

Talk about your country using superlative adjectives.

Warm-up

With books closed, write the names of three animals on the board, e.g. *bear, snake, octopus*. Ask: *Which are ugly and which are beautiful? Is a snake uglier than an octopus? Is a bear more beautiful than a snake?* As students answer, write sentences with comparative adjectives on the board. Ask: *Which is the ugliest of the three? Which is the most beautiful?* Elicit answers and write sentences with superlative adjectives on the board. Underline the comparative and superlative adjectives and tell students they are going to study these now.

Exercise 1

Ask students if they can remember the rules to form comparative adjectives. Write these adjectives in a column on the board: *new, nice, friendly, fit, comfortable*. Elicit the comparative form of each one: *newer, nicer, friendlier, fitter, more comfortable*, and the spelling rules, and write them on the board. Students then complete the table of superlatives. Highlight the use of *the* before each superlative adjective and point out that they do not use *than* after a superlative. Finally, ask them to write the superlative forms of the adjectives in the box. With **weaker classes**, do this exercise with the whole class. Check answers with the class.

ANSWERS

the weirdest, the slowest, the rarest,
the safest, the ugliest, the prettiest,
the biggest, the hottest, the most
common, the most expensive, the best

Vocabulary and listening

• Amazing animals

Aim

Understand a podcast about animal skills.

THINK!

Read the sentence with the class and elicit responses from individual students. Ask more questions to encourage longer answers, e.g. *How fast do you think ostriches can run? What other animals can run fast?*

ANSWERS

Students' own answers.

Exercise 1 1-34

Check that students understand *skills*. Students use their dictionaries to check the meanings of the verbs in the box and complete the questions in the quiz. With **weaker classes**, students could work in pairs for this. Play the audio for students to check their answers.

ANSWERS

1 hear 2 grow 3 kill 4 drink
5 survive 6 see 7 see 8 fly 9 run

Exercise 2

Students work in pairs to answer the questions in the quiz. Do not check the answers at this stage.

Exercise 3 1-35

Play the audio. Students listen and check their answers to the quiz. Point out that students must listen very carefully to hear the details of each answer. Check answers with the class. See which pair got the most correct answers, and ask students which animal they think is the most amazing and why.

ANSWERS

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

Exercise 4 1-35

Students read the skills strategy before doing exercise 4. Allow students time to read the sentences. Point out that students must listen very carefully to hear the specific information they need. Play the audio again. Students decide which extra pieces of information they hear. Check answers with the class. With **weaker classes**, play the audio again, if necessary, pausing after the relevant parts for students to hear the extra information.

ANSWERS

b and c

3 VOCABULARY AND LISTENING • Amazing animals

I can understand a podcast about animal skills.

THINK! Name three fast-running animals.

Animal skills quiz

Some animals are fast, some are big and strong. Some are intelligent, some are dangerous. What do you know about animals and their skills?



- Can elephants ¹..... with their ears and their feet?
a. Yes, they can.
b. No, they can't.
c. Some can and some can't.
- How big can a gorilla ².....?
a. 150 kilos
b. 200 kilos
c. 250 kilos
- Some scorpions are dangerous. Can a scorpion ³..... a human?
a. Yes, it can.
b. No, it can't.
c. Some can and some can't.
- Camels don't ⁴..... a lot of water. How many months can a camel ⁵..... without water?
a. Three months
b. Six months
c. Nine months
- How far can an eagle ⁶.....? It can ⁷..... a small animal from a distance of
a. 500 metres.
b. one kilometre.
c. more than one kilometre.
- Ostriches can't ⁸....., but how fast can they ⁹.....?
a. Six kilometres an hour
b. Sixteen kilometres an hour
c. Sixty-five kilometres an hour

- 1.34 Check the meanings of the verbs in the box. Look at the quiz and complete the questions with eight of the verbs. Listen and check your answers.
swim drink hear communicate fly jump survive kill climb grow move run see (x2)

- 2 Work in pairs. Answer questions 1-6 in the quiz.

- 3.135 Listen to a podcast about the animals in the quiz and check your answers. How many correct answers have you got?

SKILLS STRATEGY

How to do the listening quiz:

- First, read all the questions and options.
- Next, predict the general meaning of the text.
- Then, focus on the detail you need and then choose the correct option.

- 4.135 Read the Skills Strategy and listen again. What two extra pieces of information do you hear? Choose from a-d.

- Scorpions are intelligent.
- Some of the smallest scorpions are the most dangerous.
- Ostriches are the heaviest, fastest, and tallest birds.
- Some monkeys can speak.

- 5 USE IT! Work in pairs. Ask and answer the questions about the animals in unit 3. Who can answer the most questions?

- Which animal moves very quickly?
- Which animal doesn't run, fly or swim?
- Which animal jumps and swims?
- Which animal doesn't grow bigger than this book?
- Which animal doesn't drink a lot of water?
- Which animal climbs better than a gorilla?

Finished?

Look at exercise 5 again and write more questions using the verbs in exercise 1 and the animals in unit 3.



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Optional activity: Listening

Dictate these questions to the class, or write them on the board.

- How do elephants hear with their feet?
- What helps gorillas to survive?
- What examples of animals communicating does the podcast give?
- What is our most important skill, according to the podcast?

Students work in pairs and discuss the answers to the questions from memory. Play the audio again for them to check their answers.

ANSWERS

- They feel sounds in the ground.
- They are big, strong and intelligent.
- Whales and monkeys
- We can speak.

can talk about any of the animals in this unit. Students then ask and answer the questions in pairs. Discuss the answers with the class and see which students answered the most questions.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually and swap with another fast finisher to answer. Alternatively, ask them to read their questions to the class. See if other students can answer them.

More practice

Workbook page 26
Practice Kit

Assessment

Five-minute test, Teacher's Resource Disk

Exercise 5 USE IT!

Allow students time to prepare their answers individually. Point out that they

3 LANGUAGE FOCUS • can for ability • might • Questions with How ... ?

I can talk about abilities.

can for ability

- 1 Complete the examples from the quiz on page 42. Then choose the correct answers in Rules 1–4.

An eagle ¹ see a small animal from a great distance.
Ostriches ² fly.
³ a scorpion kill a human? Yes, it
⁴ / No, it
⁵ elephants hear with their ears and their feet? Yes, they ⁶ / No, they
⁷
⁸

RULES

- We use **can** / **can't** in affirmative sentences.
- We use **can** / **can't** in negative sentences.
- We use **do** and **does** / **can** and **can't** in questions and short answers.
- The **he / she / it** forms of **can** are different / the same.

- 2 Complete the dialogue with **can** and **can't**.

Parrot I'm very intelligent. I ¹ can speak five languages.
Snake ² you speak human languages?
Parrot Yes, I ³ Can you speak many languages?
Snake No, I ⁴ but I ⁵ eat animals which are bigger than me.
Parrot Oh!



might

- 3 Look at the examples of sentences with **might**. Then choose the correct answers in the Rules.

Be careful, it's a scorpion. It **might** be dangerous.
We **might** see a bear in the national park.

RULES

We use **might** when we know / don't know if something is true.
The **he / she / it** forms of **might** are different / the same.

Questions with How ... ?

- 4 1.36 Complete the quiz questions with the words in the box. Then listen and check.

far long tall heavy fast many

... is a new baby?
How heavy is a new baby?
1 ... can the fastest person run?
2 ... countries are there in the world?
3 ... is an adult giraffe?
4 ... is an adult crocodile?
5 ... is the North Pole from the South Pole?

- 5 Look at the Key Phrases. Answer the questions in exercise 4 with the information in the box. Use the Key Phrases. Then compare with a partner.

KEY PHRASES

Estimating

A new baby is usually **between** 2.5 and 4.5 kilos.
Gorillas can grow to **around** 250 kilos.
Camels can survive **about** six months without water.

2.5 and 4.5 kilos 44 kilometres an hour
5 and 6 metres 4 metres 195
20,014 kilometres

I think that a new baby is **between** 2.5 and 4.5 kilos.

- 6 USE IT! Ask and answer questions with **How ... ?**. Find people in the class with the same answers as yours.

How far can you swim?

I can swim about 100 metres.

How far ... ? How tall ... ?
How fast ... ? How many ... ?

Finished?

Invent more questions for the quiz in exercise 4.

Wild life 43

Exercise 2

Students complete the dialogue with **can** and **can't**, then compare their answers in pairs. Check answers with the class.

ANSWERS

1 can 2 Can 3 can 4 can't 5 can

might for possibility

Exercise 3

Read the example sentences to the class, or ask for a confident volunteer.

Ask students to read the rules and choose the correct options. Check understanding of the usage.

ANSWERS

don't know, the same

Exercise 4 1.36

Read out the example and elicit another from the class. Students complete the quiz questions then compare their answers in pairs. Play the audio for them to listen and check.

ANSWERS

1 How fast 2 How many 3 How tall
4 How long 5 How far

Exercise 5

Read the key phrases with the class and check that students understand them all. Students write answers to the questions in exercise 5 then compare with a partner. With **weaker classes**, students could write their answers in pairs then compare with another pair. Check answers with the class.

ANSWERS

1 Around 44 kilometres an hour
2 195 (recognised by the United Nations)
3 Between 5 and 6 metres
4 Around 4 metres
5 20,014 kilometres

Exercise 6 USE IT!

Allow students time to prepare their questions. Ask some students to read their questions to the class and correct any errors. Students prepare their own answers.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually then ask and answer them with another fast finisher. Alternatively, ask fast finishers to read their questions to the class.

More practice

Workbook page 27

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • can for ability • might • Questions with How ... ?

Aim

- Can for ability
- Might for possibility
- Questions with **How ... ?**

Warm-up

With books closed, ask students about the animals on page 38, e.g. *What can ostriches do? What can camels do?* Elicit answers and write sentences on the board, e.g. *Ostriches can run fast. Camels can survive without water.* Underline **can** and ask students to translate the sentences into their own language.

can for ability

Exercise 1

Students complete the examples from the quiz. Check answers, and check that students understand the difference between **can** and **can't**. Read through the rules with the class and elicit the correct answers. Play the grammar animation.

ANSWERS

1 can 2 can't 3 Can 4 can
5 can't 6 Can 7 can 8 can't
Rules: 1 can 2 can't 3 can and can't
4 the same

Language note

can and **can't** are the same for all persons: *I can / can't, you can / can't, he can / can't*, etc. **can** / **can't** is always followed by the base form of the verb: *He can swim.* (NOT *He can swims.*)
We form questions by putting **can** before the subject: *Can they swim?* (NOT *Do they can swim?*)

Speaking • Asking for permission

Aim

Ask for permission to do things.

THINK!

Check that students understand *ask for permission*. Focus on the places in the box. Read the question with the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Who do you usually ask for permission? What do you ask permission for?*

ANSWERS

Students' own answers.

Exercise 1

Focus on the photo and elicit some possible situations. Encourage students to speculate.

ANSWER

Students' own answer.

Exercise 2 1-37

Allow students time to read through the gapped dialogue. Play the video or audio for students to watch or listen and complete the dialogue with the phrases in the box. Play the video or audio again for students to check their answers. Check answers with the class then ask the question from exercise 1 again. Elicit the answer.

ANSWERS

- 1 watch that wildlife programme on TV
 - 2 It's really good.
 - 3 it's time for dinner
 - 4 watch TV later
- She can watch the TV programme later.

Optional activity: Speaking

Play the audio or video again, pausing after each question asking for permission. Get students to repeat the questions and encourage them to copy the intonation on the recording.

Exercise 3

Students work individually or in pairs to match the phrases with the sentences in the dialogue. Check answers then put students into pairs to practise the new dialogue.

ANSWERS

- 1 b 2 d 3 a 4 c

3 SPEAKING • Asking for permission

I can ask for permission to do things.

THINK! Look at the places in the box. Where do you usually ask for permission?

at home in a shop in a park at school

Lottie Dad.
Dad Yes?
Lottie Is it OK if I ¹?
Dad No, I'm afraid you can't.
Lottie But Dad, why not? ²
Dad I'm sorry, but ³
Lottie Oh, OK. Can I ⁴ then?
Dad Yes, of course you can.
Lottie Great. Thanks, Dad.



1 Look at the photo. What is the situation?

2 1.37 Watch or listen and complete the dialogue with the phrases in the box. Check your answer to exercise 1. When can Lottie watch the TV programme?

It's really good watch TV later
watch that wildlife programme on TV
it's time for dinner

3 Look at the dialogue again. Match phrases a–d with 1–4 in the dialogue to create a new situation. Then practise the dialogue.

- a. I think you've got homework
- b. go to the cinema with Hana
- c. go at the weekend
- d. There's a really good film

4 Match a–f with 1–3 in the Key Phrases. There is more than one correct answer.

- a. you're always on the computer
- b. watch TV
- c. it's late and you've got school tomorrow
- d. go to a friend's house
- e. use the computer
- f. you need to help with the housework now

KEY PHRASES

Requesting permission

- 1 Is it OK if I / we?
- 2 Can I / we / you?

Giving permission

Yes, of course you can.

Refusing permission

No, I'm afraid you can't.

3 I'm sorry, but

5 Work in pairs. Make mini-dialogues with the situations in exercise 4 and the Key Phrases.

6 USE IT! Work in pairs. Look at the situation. Prepare and practise a new dialogue. Use the dialogue in exercise 2 and the Key Phrases.

You want to use the computer in your classroom. Ask your teacher for permission.

Can I ... ?

Is it OK ... ?

44 Wild life

Exercise 4

Read through the gapped key phrases with the class. Ask students to find the key phrases in the dialogue, and check they understand everything. Remind students that they should try to learn key phrases. Students match a–f with 1–3 in the key phrases. Check answers with the class.

ANSWERS

- a 3 b 1 and 2 c 3 d 1 and 2
e 1 and 2 f 3

Exercise 5

Demonstrate by working with a confident student and creating a mini-dialogue, taking one of the roles yourself. Students work in pairs to prepare and practise their mini-dialogues. Monitor while they are working and encourage them to use intonation to make the dialogue realistic. Ask some pairs to perform their dialogues for the class.

ANSWERS

Students' own answers.

Exercise 6 USE IT!

Students work in pairs to prepare a new dialogue for the situation in the box. Students swap roles and practise again. Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Students could work in pairs and create a new dialogue using their own ideas for a situation. With **weaker classes**, you could brainstorm some ideas for situations first. Ask some pairs to perform their dialogues for the class.

More practice

Student book page 59
Practice Kit

3 WRITING • Animals in danger

I can write an information leaflet about animals in danger and give examples.

THINK! Look at the animals on pages 38 and 39. Which animals are in danger? Which animals do you want to protect?

LET'S PROTECT

The Philippine eagle

The Philippine eagle lives in the forests of the Philippines. Adult birds can be one metre long and weigh eight kilos. It eats small animals **such as** snakes, bats, and rats. It's in danger now and it's rare. The biggest problem is human activity **like** farming. You can find information on the website of the Philippine Eagle Foundation. It explains how to protect the eagle. **For example**, it's possible to 'adopt' an eagle.



- 1 Check the meanings of the words in the box. Which of these do you think is a problem for the Philippine eagle? Read the information leaflet and check.

farming pollution hunting fishing

- 2 Read the text again. Why is the Philippine eagle special? What kinds of animals does it eat?

- 3 Complete the Key Phrases with words from the text.

KEY PHRASES

Describing animals in danger

- 1 They can weigh / grow to / be
- 2 It eats such as
- 3 It's now.
- 4 You can find information

Language Point: Giving examples

- 4 Look at the phrases in blue in the text. Which can we use at the start of a sentence? Which has a comma (,) after it?

- 5 Complete the sentences. Use *such as*, *like*, *For example* and your own ideas.

- 1 I like big animals ...
- 2 In my country you can visit beautiful places ...
- 3 You can help some animals in danger. ..., you can ... or ...

- 6 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Find information about the Galapagos penguin or an animal in danger in Việt Nam. Write an information leaflet about it.

B THINK AND PLAN

- 1 Where does it live? What does it eat?
- 2 How rare is the animal?
- 3 Why is it in danger?
- 4 Where can we find information about it?
- 5 How can we help to protect it?

C WRITE

Note: Write only **ONE** paragraph.

The ... lives ... The biggest problem is ...
It can ... and ... You can find ...
It eats ... For example, ...
It is in ...

D CHECK

- superlative forms
- giving examples
- can / can't



Wild life 45

Language point: Giving examples

Exercise 4

Focus on the phrases in blue in the text and elicit that they are all used for giving examples. Elicit which one we can use at the start of a sentence and which one has a comma after it. Point out that although the three phrases have a similar meaning, they are used in different ways in a sentence.

ANSWERS

We can use *For example* at the start of a sentence. *For example* has a comma after it.

Exercise 5

Students complete the sentences then check their answers in pairs. Ask some students to read their sentences to the class. Correct any errors.

ANSWERS

Students' own answers.

Optional activity: Writing

Write the following on the board:

- 1 What can you do?
- 2 What do we know about it?
- 3 Who knows about the problem?
- 4 Why is it in danger?

Ask students to look at the text again and choose the three questions on the board. Check answers with the class and point out that in an information leaflet it is a good idea to make the readers think by asking questions.

ANSWERS

- 1 What do we know about it?
- 2 Why is it in danger?
- 3 What can you do?

Writing • Animals in danger

Aim

Write an information leaflet about animals in danger and give examples.

THINK!

Ask the questions to the class and elicit answers from individual students. Ask more questions to encourage students to speak more, e.g. *Which other animals are in danger? Why do you want to protect these animals? How can we protect them?*

ANSWERS

Pandas, gorillas, whales and elephants are in danger. Students' own answers.

Exercise 1

Read the question with the class and check they understand *Philippines*. Students check the meanings of the words in the box using their dictionaries. Students work in pairs to discuss which they think is a problem

for the Philippine eagle. Students read the informational leaflet to check their answer.

ANSWER

farming

Exercise 2

Students read the text again and answer the questions. Check answers with the class, and check students understand *adopt*.

ANSWERS

It's one of the biggest birds in the world, and it's in danger and very rare.
It eats snakes and small animals such as bats, rats and small monkeys.

Exercise 3

Students complete the key phrases. Check answers and check that students understand all the phrases.

ANSWERS

- 1 eight kilos / one metre long
- 2 small animals ... snakes, bats and rats
- 3 in danger
- 4 on the website (of the Philippine Eagle Foundation)

Exercise 6 USE IT!

Read the task with the class. Students answer the questions and plan their leaflets. Read through the paragraph structure with the class. Students write their leaflets. This can be set for homework. Remind students to check their grammar and spelling carefully.

More practice

Workbook page 29

Practice Kit

End-of-unit activities

Progress Review 2, Student book pages 58-59

* Vocabulary and language focus worksheet,

Teacher's Resource Disk

** Vocabulary and language focus worksheets,

Teacher's Resource Disk

*** Vocabulary and language focus worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's Resource Disk

3 CLIL • Natural science: Animals

Aim

Talk about the different animal groups.

Warm-up

With books closed, write the names of some different types of animals on the board, e.g. *dog, ostrich, snake, frog, fish*. Ask: *What are the differences between these animals?* Elicit some ideas, e.g. *an ostrich is a bird, birds and fish lay eggs, frogs and fish live in water, etc.* Teach the words *vertebrate, mammal, amphibian* and *reptile*.

Exercise 1

Students work in pairs to check the meanings of the words and match them with the pictures. Check answers with the class and check that students understand all the words. Students then read the text and complete it with the correct words. Don't check these answers at this stage.

ANSWERS

1 legs 2 hair 3 wings 4 lungs
5 fins 6 backbones 7 gills 8 scales
9 feathers

Exercise 2 1-38

Play the audio. Students listen and read, and check their answers to exercise 1. Check answers with the class.

ANSWERS

1 fins 2 gills 3 lungs 4 feathers
5 wings 6 legs 7 scales 8 hair

Exercise 3

Students read the text again and answer the questions. They can compare their answers in pairs. Check answers with the class.

ANSWERS

1 Fish 2 Fish and reptiles
3 Amphibians 4 Mammals
5 Amphibians

Exercise 4

Check that students understand the animal words in the box. Ask the questions in the chart for the first animal with the class as an example. Students then work in pairs and use the chart to classify the other animals. Check answers with the class.

ANSWERS

A crocodile is a reptile.
A shark is a fish.
A camel is a mammal.
An eagle is a bird.

3 CLIL • Natural science: Animals

I can talk about the different animal groups.

1 Check the meanings of the words in the box and match them with pictures 1–9. Then complete the text with the correct words.

feathers scales legs hair wings lungs fins backbones gills



2 138 Read and listen to the text. Check your answers in exercise 1.

3 Read the text again and answer the questions.

- Which type of animal doesn't live on land?
- Which types of animals have got scales?
- Which type of animal hasn't got lungs when it's young?
- Which type of animal feeds its babies milk?
- Which type of animal is different when it's older?

4 Which group are these animals from? Use the information to classify them.

crocodile shark camel eagle

- Does it feed its babies milk?
Yes. It's a mammal. No. Go to number 2.
- Has it got feathers and wings?
Yes. It's a bird. No. Go to number 3.
- Has it got fins?
Yes. It's a fish. No. Go to number 4.
- Has it got scales?
Yes. It's a reptile. No. It's an amphibian.

5 USE IT! Work in groups. Think of an animal. Ask and answer the questions in exercise 4 and your own questions. Guess the animals.

Vertebrates

Vertebrates are animals with **backbones**. The following groups are the different types of vertebrates.

Fish

Fish are cold-blooded animals and they live in water. They have got scales and ¹..... They haven't got lungs. They have got ²..... instead.

Mammals

All mammals are warm-blooded and they feed their babies milk. Most mammals live on land, for example, humans and dogs. However, some mammals, like whales, live in water, but they haven't got gills. Mammals have all got ³.....

Birds

Birds live on land, but some of them look for food in the water. They have got ⁴....., two legs and two ⁵..... Some birds, like ostriches and kiwis, can't fly. All birds lay eggs.

Amphibians

When amphibians are young, they live in water and they haven't got lungs. When they are adult, they have got lungs and four ⁶..... – for example, frogs and toads.

Reptiles

Most reptiles live on land. They have got lungs and ⁷....., but not gills. They haven't got any wings or feathers and they haven't got any ⁸..... They are cold-blooded animals and many of them live in warm places.

Exercise 5 USE IT!

Think of an animal, e.g. a snake. Tell students you are thinking about an animal and they must guess what it is. Encourage students to ask you the questions from the chart in exercise 4 and their own questions to guess what it is. Students then work in pairs to each think of animals and ask questions to guess. Ask some students how many animals they guessed correctly.

ANSWERS

Students' own answers.

Optional activity: Writing

Write the word *insect* on the board. Elicit or explain that insects are invertebrates. For homework, ask students to find out information about insects and write a few sentences about them, similar to sentences in the text on page 46.

In the next lesson, put students into groups to compare their sentences and write a short description of insects similar to the descriptions in the text. Ask each group in turn to read out their description and build up a final description on the board.

POSSIBLE ANSWER

Insects are animals without **backbones**. They are cold-blooded and they have six legs. They live on land. They have hard bodies and they don't have lungs. They breathe through special holes in their bodies. They lay eggs, but they don't feed their young.



1 ANIMAL ART. Work in groups of three. Take turns drawing and guessing animals from unit 3. One student draws an animal for the other two students. The first student to guess the correct animal wins a point. The winner is the student with the most points.

2 ADJECTIVE RACE. Work in teams. The teacher says an adjective from page 40. How many things can you write for each adjective in thirty seconds? You get one point for each thing. The team with the most points wins.

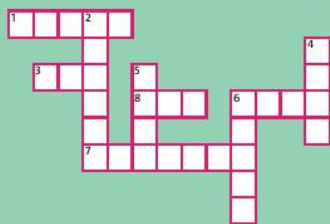
colourful - butterfly, fish, bag, notebook

3 STAND IN ORDER. Work in groups. Each student chooses an animal from page 38. Write your animal on a piece of paper. Look at the adjectives in the box. One person says a superlative, for example, 'the fastest!'. Stand in order, with the fastest animal on the left. Then repeat the activity with a different adjective.

big fast dangerous heavy
intelligent rare pretty ugly



4 Read the clues and complete the crossword.



5 WHAT AM I? Work in pairs. Put the words in order to make sentences. Can you guess the animals?

1 legs / eight / got / I've.
2 quite / big / I'm.
3 I / swim / can.
What am I?

2 a / from / I'm / bird / Africa / large.
2 run / can / I / fast.
3 can't / fly / I.
What am I?

3 dangerous / a / very I'm / animal.
2 got / big / I've / mouth very / a.
3 green / and / long / I'm.
What am I?

6 ASK ME A QUESTION! Work in pairs. Follow the instructions.

- One of you is Student A and the other is Student B.
- Toss a coin. If the coin lands on 'heads', Student A asks a question. If the coin lands on 'tails', Student B asks a question. Use the words in the box for the questions. The first student to ask five questions is the winner.

How far ... ? How tall ... ?
How fast ... ? How many ... ?

- 1 Gorillas don't often trees.
3 Ostriches can't fly but, they can fast.
6 My dog loves water – it can very well.
7 We can't for a long time if we don't drink water.
8 Golden eagles rabbits and other small animals.
- ↓ 2 American black bears sleep for a long time in the coldest of the year.
4 Elephants usually have their feet on the ground – they can't
5 Cats have good ears – they can better than humans.
6 It is easier to survive in a foreign country if you the language.

classes, you could do it as a race. Check answers with the class.

ANSWERS

Across: 1 climb 3 run 6 swim
7 survive 8 eat
Down: 2 months 4 jump 5 hear
6 speak

Exercise 5

Students work individually or in pairs to put the words in order and guess the animals. Check answers with the class. With **stronger classes**, students or fast finishers could work in pairs to make a similar puzzle of their own. They could swap with another pair and try to solve the puzzle they have been given.

ANSWERS

- I've got eight legs.
I'm quite big.
I can swim.
Octopus
- I'm a large bird from Africa.
I can run fast.
I can't fly.
Ostrich
- I'm a very dangerous animal.
I've got a very big mouth.
I'm long and green.
Crocodile

Exercise 6

Read the instructions with the class and point out that in this game the important thing is to ask questions, not to answer them. Point out that for a question to count, it must be correctly formed, and students cannot repeat a question that has already been used. Students play the game in pairs. Monitor and help while they are working, and be prepared to step in and confirm whether a question is correct or not. Stop when one student has reached five questions.

ANSWERS

Students' own answers.

Assessment

Unit 3 tests, Teacher's Resource Disk

Puzzles and games

Exercise 1

Draw an animal on the board and get students to guess what it is. Put students into groups of three to draw animals and guess. Stop the game after a few minutes and see who in the class has the most points.

ANSWERS

Students' own answers.

Exercise 2

Divide the class into teams of three or four. Read out adjectives from page 40 in turn and allow students 30 seconds to write as many things as they can. Write each adjective on the board and elicit what students wrote for each one. See which team has the most points.

ANSWERS

Students' own answers.

Exercise 3

Read out the instructions and use the picture to explain the game. Ask students individually to choose an animal and write it on a piece of paper. Put students into groups and ask them to stand up. Ask each group to nominate someone to call out the superlative adjectives. The caller calls out a superlative adjective and students put themselves in order. Monitor and help while students are working. Encourage students to speak in English and negotiate their position in the order using comparatives and superlatives, e.g. *A bear is faster than a fish. An ostrich is the fastest.* Students could play a similar game about themselves, using adjectives such as *the oldest, the tallest, the fastest.*

ANSWERS

Students' own answers.

Exercise 4

Students read the clues and complete the crossword. With **weaker classes**, students could work in pairs for this. With **stronger**

Unit summary

Vocabulary

School subjects: *art, English, geography, history, ICT, maths, PE, science, Spanish*

Verbs: Studying languages: *ask questions, check, concentrate, know, learn, listen to, make notes, practise, read, repeat, revise, spell, understand, write*

Language focus

Present continuous: affirmative and negative

Present continuous: questions

Present continuous and present simple

Speaking

I can ask for help when I'm studying languages.

Writing

I can write an informal email about my school.

Vocabulary • School subjects

Aim

Talk about school and school subjects.

Background

Children in England usually start school in the September after their fourth birthday. They attend a primary school until the age of eleven, then move up to secondary school, where they stay until they are sixteen. From sixteen to eighteen, students can either stay at a secondary school or move to a college to do more specialist or vocational training.

Students generally study around ten subjects up to the age of sixteen. Those who remain in academic education after the age of sixteen usually choose just three or four subjects to study.

In this unit, students will read about Eton, an exclusive private school in Britain. Around 7% of children are currently privately educated in Britain. The majority of schools in Britain have school uniforms.

THINK!

Put students into pairs to ask and answer the questions. Point out that at this stage they should just talk about the number of lessons they have, but they don't need to say what the lessons are if they don't know the words in English.

ANSWERS

Students' own answers.

4 Learning world

VOCABULARY • School subjects
I can talk about my school and school subjects.

Culture p56

Extra listening and speaking p113

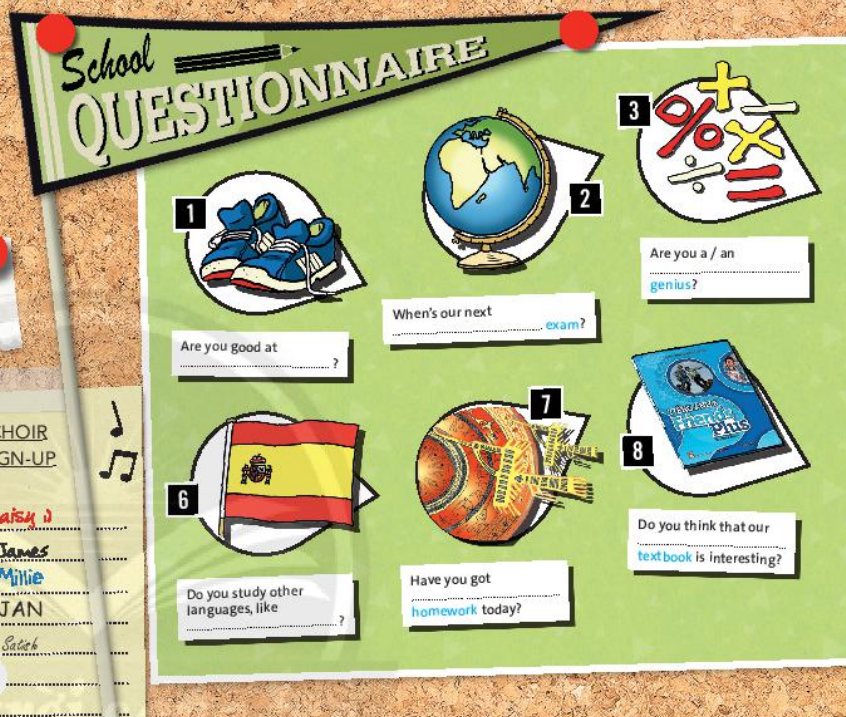
THINK! How many lessons have you got today? When are your break times? Is today an easy day or a difficult day for you?

1 **1.39** Look at pictures 1–9. Then complete the questions with the words in the box. Listen and check your answers.

art English geography Spanish history
PE¹ science ICT² maths

¹Physical Education ²Information and Communication Technology

2 Work in pairs. Ask and answer the questions in the School questionnaire.



Exercise 1 1.39

Read through the gapped questions with the class and make sure students understand all the words in blue. Students complete the questions using pictures 1–9 and the words in the box. They can use their dictionaries to check the names of subjects, if necessary. With **weaker classes**, students could work in pairs to do this. With **stronger classes**, you could do it as a race. Check that students understand all the school subjects and model pronunciation of difficult words such as *science* and *geography*. Point out that *PE* and *ICT* are pronounced as letters. Point out the pronunciation of *genius*. Play the audio for students to check their answers. Check answers with the class.

ANSWERS

1 PE 2 geography 3 maths
4 science 5 ICT 6 Spanish
7 history 8 English 9 art

Exercise 2

Students ask and answer the questions in the *School questionnaire* in pairs. With

weaker classes, allow students to prepare their answers first. Ask some students to tell the class something they learned about their partner. Elicit one or two example sentences from the class.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Ask students to choose three school subjects from page 48 and draw their own pictures to illustrate them. Encourage them to be creative! When they have finished, ask them to close their books and swap pictures with a partner. They try to guess the subjects they have been given. Students could repeat with a different partner for more practice.

SUMMER TRIP

(Pin your photos here!)




3 **1.40**
Watch or listen and answer the questions.

- Why does Georgia like Wednesday?
- What language does Ben prefer?



4 **1.40** Watch or listen again and complete the Key Phrases.

KEY PHRASES

Talking about school subjects

- I've got no / a bit of / loads of (maths) homework.
- Our (art) teacher is / isn't very / quite strict.
- I'm great / not great at.....
- I'm really good at.....
- I enjoy.....
- I'm OK at.....
- I prefer.....

5 **USE IT!** Complete the Key Phrases so that they are true for you. Then compare with your partner.

I'm really good at maths.

Me too!

I'm OK at maths.

Finished?

Write two text messages to a friend. Invent a very good day at school and a very bad day at school.

49

4 **1.40**
Is your notebook organised?

5 **1.40**
Have we got a / an class tomorrow?

9 **1.40**
How many teachers are there in the school?

Exercise 5 USE IT!

Students complete the key phrases so that they are true for them. Ask two confident students to read out the example conversation. Elicit one or two questions that students could ask their partner about school subjects, e.g. *What are you good at? Do you enjoy English? Do you prefer maths or French? Is your maths teacher strict?* With **weaker classes**, write some example questions on the board. Students ask and answer the questions in pairs. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Ask students to write three sentences using the key phrases, two true and one false. Students work with a new partner and take turns reading out their sentences. Their partner must guess which one is false. Ask who guessed correctly.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their messages individually and compare with another fast finisher. Alternatively, ask them to read their messages to the class. Ask other students if the sentences are also true for them.

More practice

Workbook page 30

Assessment

Five-minute test, Teacher's Resource Disk

Exercise 3 **1.40**

Play the video or audio for students to watch or listen and decide why Georgia likes Wednesdays and what language Ben prefers. Play the video or audio again for students to check their answers. With **weaker classes**, pause after each conversation to check that students have understood. Play the conversation again, if necessary, for students to hear the answer. Check answers with the class.

ANSWERS

Georgia likes Wednesday because she has her two favourite subjects: maths and geography.
Ben prefers Spanish.

Exercise 4 **1.40**

Allow students time to read through the gapped key phrases. Play the video or audio again for students to complete the phrases. Check answers and check that students understand all the key phrases. With **stronger classes**, you could elicit a few more phrases, e.g. *I'm very bad at ...*, *I love ...*, *I don't enjoy ...*.

ANSWERS

- I've got a bit of maths homework.
- Our art teacher is very strict.
- I'm not great at science.
- I'm really good at history.
- I enjoy French.
- I'm OK at French.
- I prefer Spanish.

Reading • Schools project

Aim

Identify the writer's opinion.

THINK!

Brainstorm some good things about the students' school, e.g. *It's a nice building. There are good sports facilities. The teachers are friendly.* Put students into pairs to discuss the question and note down three things they like about their school. Put pairs together into groups of four to compare their ideas and choose three that they all agree with. Ask groups in turn to report back to the class. Make notes on the board as each group reports back.

ANSWERS

Students' own answers.

Exercise 1

Ask students to focus on the photos. Point out that for this task they need to think about the writer's opinion of each school. Students read the project and answer the questions. They can compare their ideas in pairs. Check answers with the class, encouraging students to point to sentences in the text which confirm the answers.

ANSWERS

School 1: Bangladesh, positive

School 2: Britain, negative

School 3: Việt Nam, positive

School 4: Ireland, positive

Exercise 2 1-41

Read through the questions and make sure students understand *transport*. Point out that students need to read and listen carefully to find specific information in order to answer the questions. Discuss as a class which question relates to each school. Play the audio for students to complete their answers.

ANSWERS

1 When there's a lot of rain.

2 A school where students study, eat and sleep.

3 Digital learning

Optional activity: Reading

Write these definitions on the board:

1 Something that is _____ costs a lot of money.

2 Something that is _____ isn't new, but is the same as it was in the past.

Students work in pairs to find words in the project to complete the definitions.

ANSWERS

1 expensive 2 traditional

4 READING • Schools project

I can identify the writer's opinion.

THINK! What do you like about your school?

WORLD CLASS!

A PROJECT BY LIAM MURPHY



This is a geography class in Bangladesh. It isn't a traditional primary school – these students are studying on a 'boat school'. It's a great idea because transport can be a big problem here when there's a lot of rain. The boat isn't moving at the moment, but at the start and the end of the day it goes along the river to the students' villages.



Look! What is the teacher doing? She is teaching English, but she is not at her school. Her students are staying at home and learning lessons on television. In Hồ Chí Minh City, Việt Nam, students can have such lessons on the channel of HTV Key. It is another learning way for them – digital learning.



Eton College is one of Britain's oldest and most expensive private schools and it looks like the students are wearing Britain's oldest, most expensive uniforms! Not very practical! They're walking to a lesson. This is a boarding school – students study, eat and sleep here.



This is my secondary school in Ireland. We're having a dance class and it's a lot of fun. There are a lot of traditional dances in Ireland. I'm not dancing – I'm watching the dancers. Our teachers are playing the musical instruments.

1 Read the project. Where are the schools? Is the writer positive or negative about them?

2 1.41 Read and listen to the project and answer the questions.

- 1 When is transport a problem in Bangladesh?
- 2 What is a boarding school?
- 3 What is another learning way for Vietnamese students?

3 VOCABULARY PLUS Use a dictionary to check the meanings of the words in blue in the text.

4 USE IT! Work in groups. Which school in exercise 1 do you think is the most interesting? Why? What type of school do you go to?

50 Learning world

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meanings of the words in blue. Discuss the meanings with the class. You could ask students to translate the words into their own language to check understanding.

ANSWERS

Students' own answers.

Workbook page 34 exercise 5

Optional activity: Vocabulary plus

Write the following gapped sentences on the board:

- 1 A _____ is on the water.
- 2 People pay to go to a _____.
- 3 Students sleep and eat in a _____.
- 4 A _____ is for younger children.
- 5 _____ is a new learning way for Vietnamese students.

Students complete the sentences with the correct types of school. Check the answers with the class.

ANSWERS

- 1 boat school
- 2 private school
- 3 boarding school
- 4 primary school
- 5 Digital learning

Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then discuss the questions in pairs. Ask some students to report back to the class, and discuss as a class which types of school are the most interesting or appealing. Ask more questions to extend the discussion and encourage students to express their opinions, e.g. *Do you wear a school uniform? Do you do traditional dancing? Would you like time to listen to music during the day?*

ANSWERS

Students' own answers.

More practice

Workbook page 34

Practice Kit

4 LANGUAGE FOCUS • Present continuous: affirmative and negative

I can talk about things happening now.

- 1 Complete the examples from the text on page 50. Then choose the correct words in Rules 1–3.
- These students studying.
 - The boat moving.
 - Her students at home and the lessons on television.
 - I'm the dancers.

RULES

- The present continuous talks about things happening now / a routine.
- We form the present continuous with the verb *be* / *do*.
- We add *-s* / *-ing* to the main verb.

- 2 What are the present continuous forms of verbs 1–5? Read the Spelling Rules and match the verbs to Rules 1–3.

- | | |
|--------|---------|
| 1 wear | 4 dance |
| 2 have | 5 sit |
| 3 do | |

SPELLING RULES

- Most verbs: + *-ing*
study → studying
eat → eating
play → playing
- Verbs ending in *e*: remove *e* + *-ing*
move → moving
take → taking
practise → practising
- Verbs ending in vowel + consonant: double final consonant + *-ing*
chat → chatting
plan → planning
stop → stopping

- 3 1.42 Listen to the sounds. Match the people in column A with the actions in column B. Then write sentences using the present continuous.

A young child is speaking to his mother.

- | | |
|-----------------|---------------------------------|
| A | B |
| 1 A young child | a. (watch) TV. |
| 2 Two women | b. (have) dinner. |
| 3 Two men | c. (run) in the park. |
| 4 A girl | d. (speak) to his mother. |
| 5 A boy | e. (look) for a mosquito. |
| 6 A man | f. (play) a musical instrument. |

- 4 Find six differences between the pictures. Write three affirmative and three negative sentences about picture B. Use the present continuous.



- 5 USE IT! Work in pairs. Invent three mini-dialogues with the situations in the box or your own ideas. Which dialogue is the best?

come to my house / have lunch with ... /
teach me to ...
go to the cinema / chat with ... / talk about ...
go shopping / visit ... / show me ...
...? / ...? / ...?

Do you want to *come to my house*?

Oh, sorry, I can't at the moment.
I'm *having lunch* with Taylor Swift and
she's *teaching me* to sing.

Finished?

Write affirmative and negative sentences using the present continuous about you and other people in the class.

Rules: 1 wearing, doing (playing, sleeping, walking, watching) 2 having, dancing (moving) 3 sitting

Exercise 3 1.42

Read through the prompts with the class and check that students understand *run*, *park* and *mosquito*. Play the first sound and point out the example match. Play the remaining sounds for students to complete the matching task. Play the audio again, if necessary, for students to check and complete their answers. Check answers with the class. Read out the example sentence and elicit another example from the class. Students write the sentences. Remind them to think about the spelling of the *-ing* forms. Students can compare their answers in pairs. Check answers and write the *-ing* forms on the board for students to check their spelling.

ANSWERS

- d A young child is speaking to his mother.
- c Two women are running in the park.
- b Two men are having dinner.
- f A girl is playing a musical instrument.
- a A boy is watching TV.
- e A man is looking for a mosquito.

Exercise 4

Focus on the pictures and use them to teach *bird*, *fly*, *poster* and *eat*. Students work in pairs to find the differences and write sentences about picture B. With stronger classes, you could do this as a race. Ask some students to read their sentences to the class.

ANSWERS

- The boy is sitting next to the teacher.
- The birds are flying.
- The people on the poster are dancing.
- The teacher isn't reading.
- The girl isn't eating.
- The students aren't wearing uniforms.

Exercise 5 USE IT!

Ask two students to read out the example mini-dialogue. Students work in pairs to write their own dialogues. Allow students time to practise their dialogues, then ask some pairs to perform their dialogues for the class.

ANSWERS

Students' own answers.

Finished?

Refer fast finishers to the *Finished?* activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class.

More practice

Workbook page 31

Assessment

Five-minute test, Teacher's Resource Disk

Language focus

• Present continuous: affirmative and negative

Aim

Use the present continuous to talk about things that are happening now.

Warm-up

Ask students to turn to page 50 again and focus on the photos. Point to each photo in turn and ask questions using the present continuous, e.g. *What are the people doing? What are they wearing? Is the boat moving?* As students answer, write sentences on the board using the present continuous, e.g. *They're dancing. They're wearing school uniforms. The boat isn't moving.* Underline the verbs and tell students they are in the present continuous, and they are going to study this now.

Exercise 1

Students complete the sentences with the examples from the text. Check answers, then read through the rules with the class and elicit the correct answers. Play the grammar animation.

ANSWERS

- 1 are 2 isn't 3 are staying at, learning 4 watching
Rules: 1 things happening now
2 be 3 -ing

Exercise 2

Students find the present continuous forms of the verbs in the text. Elicit the answers and write the verb forms on the board. Put students into pairs to read the spelling rules and match the verbs to the rules. Check answers with the class and ask students to find more verb forms in the text to match to the rules.

ANSWERS

- 1 wearing 2 having 3 doing
4 dancing 5 sitting

Vocabulary and listening • Verbs: Studying a language

Aim

Listen to interviews about learning a language.

THINK!

Read the questions with the class and elicit responses from individual students. Ask more questions to encourage longer answers, e.g. *Which things do you find most difficult? Which are the most useful? Why do you like (listening)?*

ANSWERS

Students' own answers.

Exercise 1 1-43

Students use their dictionaries to check the meanings of the verbs in blue, then read the quiz and match the questions to the pictures. With **weaker classes**, students could work in pairs for this activity. Play the audio for students to check their answers. Check answers with the class and that students understand all the verbs.

ANSWERS

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

Exercise 2

Students work in pairs to ask and answer the questions in the quiz and check their scores in the key at the bottom of the pictures. Ask some students to tell the class their scores.

ANSWERS

Students' own answers.

Exercise 3 1-44

Read the introduction with the class and focus on the languages in the box. Elicit that Kanji is a Japanese language. Ask students which language each person is learning. Play the audio. Students listen and answer the question. Check answers with the class.

ANSWERS

1 English 2 Russian and Arabic
3 Kanji

Exercise 4 1-44

Allow students time to read the questions. Point out that in this exercise students must concentrate on who is speaking to hear the answers for each person. Play the audio again. Students listen and answer the questions. With **weaker classes**, play the audio once for students to answer the first question, then play it again for them to answer the second question. Check answers with the class.

4 VOCABULARY AND LISTENING • Verbs: Studying a language

I can listen to interviews about learning a language.

THINK! Do you like learning languages? Look at the things in the box. What things do you like and dislike?

vocabulary grammar pronunciation reading listening speaking writing

Are you a SUPER language student?

Answer the questions. Score 1 point for every YES answer. Then look at the key.

- Do you ever **listen to** English when you're out of school?
- Do you **know** the alphabet? Can you **spell** your name in English?
- Do you **check** words in a dictionary or a wordlist?
- Do you **repeat** a new word if you want to **learn** it?
- Do you ever **practise** your pronunciation?
- Do you **revise** before an exam?
- Do you **ask** questions when you don't **understand**?
- Do you usually **concentrate** when you do your homework?
- Do you **make** notes about grammar or **write** new vocabulary in your notebook?
- Do you ever **read** books, articles or comics in English?



1 **1.43** Look at the quiz. Check the meanings of the verbs in blue. Match questions 1-10 to pictures a-j. Then listen and check.

2 **1.44** Work in pairs. Ask and answer the questions in exercise 1. Then check your scores in the key.

3 **1.44** Read the introduction. Then listen to the interviews. What are the people learning? Use the languages in the box.

Italian Kanji English Arabic Russian

Interviews: Learning languages

Interviews with Londoners who are learning languages.



1 Mario 3 Hannah
2 Mark and Peter

52 Learning world

4 **1.44** Listen again and answer the questions for Mario, Mark and Hannah.

- What is he / she doing now?
- What does he / she think is difficult?

STUDY STRATEGY

Thinking about learning

Thinking about how you learn can help you to learn better.

5 Read the Study Strategy. Then make a table with your answers in exercise 2. What good and bad learning strategies have you got?

I do these things	I don't do these things
I revise before an exam.	I don't listen to English when I'm out of school.

6 **USE IT!** Work in pairs. Compare the answers in your table in exercise 5.

I revise before an exam, but I don't listen to English when I'm out of school.

ANSWERS

- Mario is watching TV.
Mark is checking new vocabulary on the internet.
Hannah is revising for her exams.
- Mario thinks listening is difficult.
Mark thinks reading and writing are difficult.
Hannah thinks pronunciation is difficult.

Optional activity: Listening

Write these questions on the board:

- Why is Mario watching TV?
- Why are Mark and Peter learning languages?
- Who is teaching Hannah?

Students work in pairs and discuss the answers to the questions. Play the audio again for them to check their answers.

ANSWERS

- Because it is good for his English.
- Because a lot of people from different countries come to London.
- A teacher from Japan

Exercise 5

Read the study strategy with the class then read out the examples in the table. Brainstorm some more ideas for learning with the whole class and make notes on the board, e.g. *listen to music, read things online, use social media in English, learn vocabulary after class, review notes regularly*. Students make a table using their answers from exercise 2.

ANSWERS

Students' own answers.

Exercise 6 USE IT!

Students compare their answers in pairs. Ask some students to tell the class about their partner's good strategies.

ANSWERS

Students' own answers.

More practice

Workbook page 32
Practice Kit

Assessment

Five-minute test, Teacher's Resource Disk

4 LANGUAGE FOCUS • Present continuous: questions

• Present continuous and present simple

I can ask people about their routines and what they're doing now.

Present continuous: questions

1 Look at the sentences. What are the **he / she** and **they** forms of each question and answer?

- Are you learning English? Yes, I am.
- What are you doing now? I'm watching TV.
- Are you learning the same language? No, we aren't.

2 Work in pairs. Ask and answer questions with words from the columns and the verbs in the box. Use the present continuous.

do work study sit wear look at

What	is	the teacher	...
Where	are	your friend	...
Why	are	you	...
Who	are	your parents	...

Where are you sitting?

I'm sitting in the classroom.

Present continuous and present simple

3 Complete the table with sentences 3–6. Which time expressions do we use with a) the present simple, and b) the present continuous?

- We sometimes do projects.
- We're doing a project today.
- I usually check new words.
- I'm checking a new word at the moment.
- They always wear uniforms.
- They're wearing their uniforms now.

Present simple: Routines or repeated actions

We sometimes do projects.

Present continuous: Actions happening now

We're doing a project today.

4 Look at the photos and complete the sentences. Use the present simple or the present continuous.

Charlotte is a music student. She
1 (practise) every day, but at the moment she
2 (relax).



Pat is a footballer. He
3 (play) football five days a week, but today he
4 (play) basketball.



Melanie
5 (chat) in Spanish with a tourist now, but she usually
6 (speak) English.



5 USE IT! Work in groups. Imagine that one of you is a lottery winner. Ask and answer questions about **now** and **usually**. Use the present simple and the present continuous forms of the verbs in the box.

listen to wear read sit speak
watch think about

What do you usually wear?

I usually wear ...

What are you wearing now?

I'm wearing ...

Finished?

Find three more photos from this book. Write questions and answers about them using the present continuous.

Present continuous and present simple

Exercise 3

Students complete the table with the sentences. Check answers and elicit which time expressions we use with each tense. Elicit other possible time expressions for each tense (see answers in brackets below). Play the grammar animation.

ANSWERS

Present simple: 3, 5

Present continuous: 4, 6

a) sometimes, usually, always (often, never, every day)

b) today, at the moment, now (right now)

Exercise 4

Students complete the sentences then compare their answers in pairs. Check answers with the class.

ANSWERS

1 practises 2 's relaxing 3 plays

4 's playing 5 's chatting 6 speaks

Exercise 5 USE IT!

Elicit a few example questions and answers. With **weaker classes**, allow students time to prepare all their questions, working in pairs. Students then ask and answer in pairs. They swap roles and practise again.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually, then ask and answer them with another fast finisher. Alternatively, ask fast finishers to read their questions to the class, giving a page number for each question. Other students race to give the correct answers.

More practice

Workbook page 33

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Present continuous: questions • Present continuous and present simple

Aim

Ask people about their routines and what they're doing now.

Warm-up

With books closed, ask students what they can remember about Mario from the listening. Ask: *What does he do as his job?* (He plays football.) *What's he doing now?* (He's watching TV.) Write the two questions and answers on the board and ask: *Which is the present continuous? Which is the present simple? Which one asks about what's happening now?* (the present continuous).

Present continuous: questions

Exercise 1

Read out the questions and answers and elicit the other forms.

ANSWERS

- Is he / she learning English? Yes, he / she is.
Are they learning English? Yes, they are.
- What is he / she doing now? He's / She's watching TV. What are they doing now? They're watching TV.
- Is he / she learning the same language? No, he / she isn't. Are they learning the same language? No, they aren't.

Exercise 2

Elicit a few more example questions. Students ask and answer questions in pairs. Ask some students to report back on their partner.

ANSWERS

Students' own answers.

Speaking • Asking for help when you're studying

Aim

Ask for help when you're studying languages.

THINK!

Read the question with the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Where can you get help? Who can you ask?* etc.

ANSWERS

Students' own answers.

Exercise 1 1-45

Allow students time to read through the gapped dialogue and the key phrases. Play the video or audio for students to watch or listen and complete the dialogue with the key phrases. Play the video or audio again for students to check their answers. Check answers with the class.

ANSWERS

1 Can you help me with something, please?

2 How do you say

3 Can you say that again, please?

4 How do you spell that?

The word Zac can't remember is 'tomorrow'.

Optional activity: Speaking

Play the audio or video again, pausing after each of the key phrases. Ask students to repeat the key phrases and encourage them to copy the intonation on the recording.

Exercise 2 1-46

PRONUNCIATION: The alphabet

Model the sounds in the table and read out the letters that are already added. Students complete the table with the letters from the box. Play the audio for students to listen and check. Check answers with the class.

ANSWERS

1 J 2 E 3 G 4 V 5 N 6 X
7 I 8 U

Exercise 3

Say the alphabet through once as a class then ask students to stand up. Starting at the front of the class, get students to say a letter of the alphabet in turn, going round the class. If a student makes a mistake or can't think of the next letter, he/she sits down. Continue, gradually speeding up, until only one or two students remain standing.

4 SPEAKING • Asking for help when you're studying

I can ask for help when I'm studying languages.

THINK! What can you do if you can't remember a word in English?

Jasmine Hi, Zac. What are you doing?
Zac Oh, I'm revising. We've got a French exam tomorrow. Remember?
Jasmine Oh yes.
Zac You're good at French, Jasmine.
Jasmine Yeah, sure.
Zac 'tomorrow' in French?
Jasmine Erm ... it's 'demain'.
Zac Sorry?
Jasmine Yes, it's 'demain'.
Zac D-E-M-A-I-N.
Jasmine Great. Thanks, Jasmine.



3 Say the alphabet. Then work in pairs. Ask your partner to spell words from units 1-3.

How do you spell 'gorilla'?

G - O - R - I - double L - A.

4 PRONUNCIATION: Consonant clusters

Indicate the word whose bold part differs from the other three in pronunciation.

- 1 a. swim b. swing c. sword d. sweet
- 2 a. school b. Schilling c. scheme d. scholar
- 3 a. member b. amber c. climber d. December
- 4 a. scene b. scarf c. scan d. score
- 5 a. hunger b. finger c. anger d. singer

SKILLS STRATEGY

Read the Key Phrases and choose which role you will take. When talking with your partner, you should take turns speaking and listening.

5 **USE IT!** Read the Skills Strategy and then work in pairs. Prepare a new dialogue using the chart below to help you. Practise the new dialogue. One of you is A, the other is B. Then change roles.

A Can you help me with something, please?

B ...

A How do you say ... in English?

B ...

A Can you say that again, please?

B ...

A How do you spell that?

B ...

A Great. Thanks, ...

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Allow students time to prepare four or five words from units 1-3 to test their partner. Students work in pairs to test each other. See who spelled all their partner's words correctly.

ANSWERS

Students' own answers.

Exercise 4

Allow students time to read the introduction. Model pronunciation of sword, where the letter w is silent. Make students pay attention to the fact that in English some consonant clusters may be spelled similarly but pronounced differently.

ANSWERS

1 c 2 b 3 c 4 a 5 d

Exercise 5 USE IT!

Students read the skills strategy before doing exercise 5. Students work in pairs to prepare a new dialogue. Students swap roles and practise again. Ask some

students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

For more speaking practice, ask students to choose a well-known city, country or celebrity. Tell students they are going to spell the name for their partner, and their partner must write it down. Students work in pairs to dictate the names. See who managed to write the names correctly.

More practice

Student book page 61

Practice Kit

4 WRITING • An email about your school

I can write an informal email about my school.

THINK! What do you know about schools in other countries?

Hi Ela,

I'm happy that you can study here next month. Here's some information for you.

Clonakilty Community College is a medium-sized school with about 500 students. It's in Clonakilty, Ireland. Classes are from 9 a.m. to 4 p.m. Some subjects are compulsory like maths and English. Others are optional. I like languages, so I study French.

Here's a photo of my classmates. Send me a photo of yours.

Write soon,

Danny



1 Read the email. How many students are there in Danny's school? Is Danny's school very different from your school?

2 Complete the Key Phrases with words in the email.

KEY PHRASES

Giving information about your school

- 1 I'm that
- 2 It's a small / / big school.
- 3 Some subjects are compulsory like
- 4 Others are
- 5 Here's a of
- 6 Send me

Language Point: so

3 Study the examples. Then match 1–4 with a–d and write sentences with **so**.

I like languages, so I study French.

- 1 I'm learning some Spanish words
- 2 I've got two bikes
- 3 There's a history exam tomorrow
- 4 There aren't any classes this afternoon
- a. we can go and play football.
- b. I'm revising now.
- c. I need a dictionary.
- d. you can use one of them.

4 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

A student from a different country is visiting your school in three weeks. Write an email and give him some information about your school.

B THINK AND PLAN

- 1 Who is the visitor and when is the visit?
- 2 How big is your school?
- 3 Where is your school?
- 4 When are the lessons? What are the subjects?
- 5 What is in the photo you are emailing?

C WRITE

Hi/ Hey ...

Step 1: The reason you write

I'm happy that ...

Step 2: The information you mention

... is a small / medium-sized / large school ...

Classes are ...

Some subjects are ...

Others ...

Step 3: The information you need

Here's ...

Send me ...

Write soon,

...

D CHECK

- present simple
- giving examples
- so

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Language point: so

Exercise 3

Read out the examples and ask students to translate them into their language. Check that they understand **so**. Students match the sentence halves and write sentences with **so**, then compare their answers in pairs. Check answers with the class. Point out that we usually use a comma before **so**.

ANSWERS

- 1 c I'm learning some Spanish words, so I need a dictionary.
- 2 d I've got two bikes, so you can use one of them.
- 3 b There's a history exam tomorrow, so I'm revising now.
- 4 a There aren't any classes this afternoon, so we can go and play football.

Optional activity: Writing

Ask: *How does Danny begin and end his email?* Elicit that he begins it with *Hi*, and ends with *Write soon*. Elicit other possible ways of ending an email, e.g. *Hope to hear from you soon*, *Looking forward to hearing from you*, *See you soon*.

Elicit that the tone of Danny's email is quite informal, and tell students that in informal language we use more contractions (*I'm*, *it's*, etc.). Ask students to find examples of contractions in Danny's email. Check answers and encourage students to use contractions when they write their email.

ANSWERS

I'm, Here's, It's

Writing • An email about your school

Aim

Write an informal email about your school.

THINK!

Ask the question to the class and elicit answers from individual students. Encourage students to share their knowledge with the class and ask more questions to encourage them to speak more, e.g. *How are things different in ... ? Do you think this is a good idea? Why? / Why not?*

You could use the background information on page T61 to help stimulate discussion.

ANSWERS

Students' own answers.

Exercise 1

Students read the email and answer the questions. Students compare their answers in pairs. Check answers with the class and discuss with the class how Danny's school is similar and different to the students' own school.

ANSWERS

There are about 500 students.
Students' own answers.

Exercise 2

Students read the email again and complete the key phrases. Check answers with the class and check that students understand all the key phrases.

ANSWERS

- 1 happy, you can study here next month
- 2 medium-sized
- 3 maths and English
- 4 optional
- 5 photo, my classmates
- 6 a photo of yours

Exercise 4 USE IT!

Read the task with the class. Students answer the questions and plan their email. Read through the paragraph structure with the class. Students write their email. Remind students to check their grammar and spelling carefully. This can be set for homework.

ANSWERS

Students' own answers.

More practice

Workbook page 35

Practice Kit

End-of-unit activities

Progress Review 2, Student book pages 60–61

- * Vocabulary and language focus worksheet, Teacher's Resource Disk
- ** Vocabulary and language focus worksheets, Teacher's Resource Disk
- *** Vocabulary and language focus worksheets, Teacher's Resource Disk
- Speaking worksheets, Teacher's Resource Disk

4 Culture

• Digital learning

Aim

Discuss the positive and negative things about digital learning.

Warm-up

With books closed, ask students what they know about schools in their country, for example, what different types of school there are, how much time children spend at school each week. Write the words *digital learning* on the board and ask students what they think it means. Elicit some ideas, but do not accept or reject any at this stage. Tell students they are going to learn about *digital learning*.

Background

Digital learning is more than just providing students with a laptop or a smart phone. It requires a combination of technology, digital content and instruction. It is also known as "learning facilitated by technology that gives students some element of control over time, place, path and/or pace." Learning is not limited to the school days, to the teachers only or within the walls of a classroom. Students in a digital learning classroom will enjoy a combination of a wide spectrum of practices including lively lessons on TV channels, mobile learning, virtual reality, blended learning, and/or softwares. Moreover, interactive and adaptive software allows students to learn in their own style and at their own pace, making learning personal.

Digital learning is suitable for professional athletes, singers or soldiers ... who are often absent from school. It is very useful during the time of a pandemic or other natural disasters. However, digital learning should not be the key method because it only brings knowledge to learners but lacks skills.

Exercise 1

Students work in pairs to answer the questions. Elicit a few possible answers. Students then read the text and check their answers. Check answers with the class.

ANSWERS

1 He's at home. 2 He's studying.

Exercise 2 1-47

Students read the text and check their sentences in exercise 1. Ask whose sentences were accurate.

4

CULTURE • Digital learning

I can discuss the positive and negative things about digital learning.

1 Look at the first photo and answer the questions.

Then read the text and check your answers.

- 1 Where is Ben?
- 2 What is he doing?

I can still learn

Most children between five and eighteen in Britain must go to school. But the situation is different for me. I play tennis and I must practise a lot, and I often go to other countries to play in tournaments. How can I still learn? Luckily, digital learning helps me.

When I am absent from school, I do online courses. Computers help me with the subjects, and I can learn at my own speed. When there is no tournament, I come back to school and I can do the tests easily. My friends also help me if I have any problems.

This new learning way makes me happy and keeps me up with my friends. I can still learn when I am not at school. That is why digital learning becomes more and more popular.

* keep up with: to do whatever is necessary to stay level or equal with someone or something



2 147 Read and listen to the text and answer the questions.

- 1 Why is Ben sometimes absent from school?
- 2 What helps Ben to keep learning?
- 3 Does Ben still go to school?
- 4 Can Ben pass the tests at school?
- 5 In your opinion, who often does online courses when he or she is absent from school?

3 YOUR CULTURE Answer the questions.

- 1 At what age do children usually start school in your country?
- 2 At what age can you leave school?
- 3 Can children in your country do online courses?

4 USE IT! Work in groups. Discuss the topic: Is digital learning useful? Why? Follow the instructions.

- Work in pairs and write the positive things about digital learning.
- Join another pair and discuss in your groups. Use some of the expressions in the box.

Digital learning is good for ...
It is good because ...
It becomes more and more popular because ...
However, it cannot replace schools because ...

- Compare your ideas with other groups'.

56 CULTURE

ANSWERS

- 1 He is sometimes absent from school because he's a tennis player and needs time to practise and play in tournaments.
- 2 Digital learning helps him to keep studying.
- 3 Yes, he does. He still goes to school when there is no tournament.
- 4 Yes, he can do the tests easily.
- 5 Students' own answers.

Exercise 3 YOUR CULTURE

Students answer the questions. They can compare their answers in pairs. Check answers with the class.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Brainstorm a few positive and negative things about digital learning with the class, e.g. *You can still follow the lessons when you are busy but you cannot understand the lessons as fully as you are at school. Besides,*

you can't play in school teams or go on school trips.

Put students into pairs to prepare their ideas. Read through the expressions in the box with the class and check that students understand everything. Put pairs together into groups to discuss their ideas. Ask groups in turn to tell the class if they think that digital learning is a good or bad idea overall.

ANSWERS

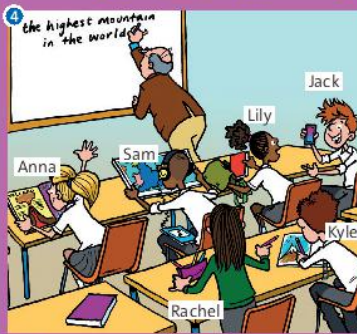
Students' own answers.

Optional activity: Writing

Ask students to imagine they are busy as an athlete and they have to learn at home. Ask them to prepare their ideal weekly timetable. Tell them their timetable should include studying and also sports and social activities. Students can compare their timetables in small groups and decide which one they would most like to follow.

A	B	C	D	E	F	G	H	I	J	K	L	M
★	◆	♣	▼	✱	⊗	✧	▶	↻	⊕	↺	⊞	◐
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
♣	✱	♥	⊞	●	♣	✧	⇒	♣	♣	■	✱	♣

- | | | | |
|---|------------|---|--------------|
| 1 | ♠♦♣♥naahs | 6 | ♠♥♦ |
| 2 | ♣♠♥♦♠♠♠♠ | 7 | ♠♥♠♦♠♠♠♥♠♠♠♠ |
| 3 | ♥♠ | 8 | ♠♥♦♠♥♠♠♠♠ |
| 4 | ♠♠♥♦♠♥♠♠♠♠ | 9 | ♣♥♠♠♠♥♠♠♠♠ |
| 5 | ♠♠♦ | | |



The teacher is writing
on the board.

Lily and Jack aren't watching TV.

Emma is chatting to Dan.
Joe is between Dan and Sally.
Dan is sitting under the clock.
There aren't any books on Becky's desk.



S	T	R	E	V	I	S	E	L	U
P	K	L	N	U	F	Y	R	O	N
R	N	O	C	H	E	C	K	T	D
A	O	D	T	A	S	W	O	H	E
C	W	R	E	L	I	J	R	W	R
T	R	E	D	R	S	I	P	G	S
I	S	P	F	O	G	U	R	I	
S	P	E	L	I		D	B	H	R
E	J	A	I	A	L	E	A	R	N
M	I	T	G	L	A	H	O	N	D

Are you having dinner?

No, I'm not.

Are you having lunch?

Yes, I am!

PUZZLES AND GAMES • Learning world 57

Exercise 2

Exercise 2

Use the pictures to explain the game of 'rock, paper, scissors'. Explain that scissors beat paper, paper beats rock and rock beats scissors. Demonstrate the activity with a confident student. Count to three and ask them to make the sign for rock (a fist), paper (a flat hand) or scissors (a scissor shape with your fingers). Do the same yourself and see who wins. The loser says two sentences about picture 4. Put students into pairs to play the game. Monitor and help while they are playing, and note down any common errors to go over at the end. Finish by eliciting some correct present continuous sentences about the picture.

ANSWERS
Students' own answers.

ANSWERS

1 maths 2 science 3 PE 4 English
5 art 6 ICT 7 geography 8 history
9 Spanish

Students work in pairs to read the sentences and write the names of the students. You could do this as a race. Check answers with the class.

(L-R): 1 Becky 2 John 3 Sally 4 Joe
5 Dan 6 Emma

Students find seven more verbs in the wordsearch. With **weaker classes**, students could work in pairs for this, and could look back at page 46 for help. With **stronger classes**, you could do it as a race. Check answers with the class.

		R	E	V	I	S	E		U
P	K								N
R	N		C	H	E	C	K		D
A	O								E
C	W	R							R
T		E							S
I		P							T
S	P	E	L	L					A
E		A			L	E	A	R	N
		T							D

Brainstorm some ideas for sentences with the class. Point out that the sentences must all be things that it is possible to mime. Put students into groups of three to write their sentences on individual pieces of paper. Monitor and help while they are working. Students then put the pieces of paper in a pile face down on their desk. They take turns picking up a piece of paper and miming the action. Their teammates must make questions to guess the actions. See who has the most points at the end.

As a variation, groups could write their ten sentences and then swap sentences with another group to play the game.

Students' own answers.

Unit 4 tests, End-of-term 1 test, Teacher's Resource Disk

9 **1** science **2** notebook
3 geography **4** maths
5 History **6** ICT

10
1 **c** boat **2** **a** boarding
3 **b** private **4** **a** primary
5 **c** secondary

11
1 I'm studying two languages.
2 The students aren't wearing school uniforms.
3 He's chatting to his best friend.
4 She isn't running for the school bus.
5 We're having a break from the lesson.
6 I'm not learning a musical instrument.

12
1 ✓ write vocabulary in a notebook

2 ✓ repeat new words
3 ✓ practise pronunciation
4 X check words in a dictionary
5 X ask questions in class
6 ✓ read comics
7 X listen to songs
8 ✓ concentrate at home

13

1 Are those students having a break?
2 Are we learning these new words?
3 Is Eva making some notes?
4 Why are you running to school?
5 Where are those animals going?
6 What is Robert doing now?

14

1 swims 2 're revising 3 Do;
like 4 don't live 5 Is; doing
6 goes 7 isn't listening

15

1 B What are you doing?

- Unit 4 T67

Unit summary

Vocabulary

Food: *apple, beans, bread, burger, cheese, chicken, chips, crisps, egg, fizzy drink, fruit, juice, meat, nuts, pasta, pizza, rice, salad, sandwich, soup, sweets, vegetables, water*

Adjectives: health: *active, fit, healthy, hungry, ill, lazy, thirsty, tired, unfit, unhealthy, well, full*

Language focus

Countable and uncountable nouns + *some, any, much, many* and *a lot of*

Verb + *-ing*

Imperatives

should / shouldn't

Speaking

I can order food and drink in a café.

Writing

I can write a food blog using sequencing words.

Vocabulary • Food

Aim

Talk about the food you like and dislike.

THINK!

Put students into pairs and give them 30 seconds to write down as many words for food as they can. Bring students' ideas together on the board and check that they understand all the words. See which pair wrote the most correct words.

ANSWERS

Students' own answers.

Exercise 1 2-02

Read out the introduction and ask students which lunches they like best. Ask more questions to encourage students to say more, e.g. *Do you have this kind of food at your school? Do you sometimes eat outside at your school? Do you have vending machines like this at your school?*

Students read the texts and choose the correct words. They can use their dictionaries to check the different foods, if necessary.

With **weaker classes**, students could work in pairs to do this. With **stronger classes**, you could do it as a race. Play the audio for students to listen and check. Check that students understand all the foods and drill pronunciation of difficult words such as *vegetables* and *chips*. Point out the word *tasty* in the text on Australia and elicit or teach a few more words to describe food, e.g. *nice, horrible, disgusting*. Students

could then discuss in pairs which meal they would most like to eat and why. Ask some pairs to report back to the class.

ANSWERS

1 sandwich 2 apple 3 juice 4 meat
5 rice 6 chips 7 beans
8 vegetables 9 rice 10 sweets
11 nuts 12 fizzy drinks 13 egg
14 salad 15 bread 16 pasta
17 chicken 18 water 19 soup

Exercise 2

Read the study strategy with the class then put students into pairs to copy and complete the word web. Draw the word web on the board and bring students' ideas together on the board. Elicit more words to add. Encourage students to add more words to their own word web as they continue working through this unit.

ANSWERS

vegetables: *chips, salad, beans*
fruit: *apple*
snacks: *nuts, crisps, sweets*
drinks: *water, fizzy drinks, juice*
meat: *chicken*

5 Food and health

VOCABULARY • Food

I can talk about the food I like and dislike.

CUL p70

Extra listening and speaking p114

Song p120

THINK! How many types of food can you name in 30 seconds?

1 **2.02** Look at the photos in *School food*. Choose the correct words in the texts. Listen and check your answers.

2 Read the Study Strategy. Then copy and complete the word web with words in exercise 1. Think of more words to add to the web.

STUDY STRATEGY

Organising and remembering vocabulary

A word web is a good way to organise and remember vocabulary. You can add new words to your web when you learn them.



SCHOOL FOOD

This is what people are saying about their school lunches around the world. Which ones do you like best?



SOUTH AFRICA
I'm making a ¹sandwich / ²burger for my lunchbox. I've also got an ³apple / ⁴egg and some ⁵water / ⁶juice.



INDIA
It's normal to eat with your hands here. We're vegetarians, so there isn't any ¹fruit / ²meat with our ³pasta / ⁴rice.



THE UK
I have pizza and ¹chips / ²rice today with ³pasta / ⁴beans. There are ⁵eggs / ⁶vegetables, but I don't like them.



VIỆT NAM
We often have ¹rice / ²bread with meat and vegetables for lunch at school. We really enjoy our time eating together.

Optional activity: Vocabulary

Ask students to rank the foods in exercise 1, so 1 is the food they like the most, and 19 the food they like the least. Put students into groups to compare their lists.

Optional activity: Vocabulary

To practise or revise the vocabulary set in a fun way, divide the class into two teams. Choose one student from each team to come to the front of the class and stand with their back to the board. Explain that you are going to write the name of a food on the board. The students from each team must get their player to say the word on the board. They can use mime or clues, but they must not use their own language. The first team to get their player to say the word gets a point. You can change the players at the front of the class after each food.

THE USA
Vending machines in schools here don't sell crisps and ¹⁰sweets / chips now. They've got healthy snacks like ¹¹nuts / crisps and they sell juice, not ¹²water / fizzy drinks.

JAPAN
Students here help to serve the food and we clean the tables! Today we're serving ¹³soup / juice.

ARGENTINA
Our school lunches are quite healthy. Today we have meat with ¹⁴chips / egg. My favourite!

AUSTRALIA
I'm having fish and chips with some ¹⁵salad / pasta and ¹⁶bread / cheese. Tasty!

SPAIN
I really like the menu today – ¹⁷rice / pasta, ¹⁸chicken / pizza pieces and salad, yoghurt, bread and ¹⁹juice / water.

3 2.03 PRONUNCIATION: Short and long vowels /ɪ/ and /i:/ Listen and repeat the words. Then listen to six more words and complete the table.

/ɪ/ (short vowel)	/i:/ (long vowel)
fish	beans
fizzy	meat

4 2.04 Watch or listen. What food do the students like?

5 2.04 Watch or listen again and complete the Key Phrases with examples that the students talk about.

KEY PHRASES
Likes and dislikes

- I love _____ 😊
- I (quite / really) like _____ 😊
- I don't mind _____ 😊
- I (really) don't like _____ 😞
- I hate _____ 😞

6 USE IT! Work in groups. Ask and answer questions using the Key Phrases and the words in the box.

chips burgers sweets nuts fizzy drinks
vegetables juice salad crisps sandwiches

Do you like burgers? Yes, I really like burgers.

Finished?
Invent a perfect school lunch and a horrible school lunch.

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Exercise 3 2.03 PRONUNCIATION: Short and long vowels /ɪ/ and /i:/

Play the audio of the first four words for students to listen, then play it again, pausing after each word for students to repeat. Play the next six words for students to listen and add them to the table. Check answers then play the audio again, pausing after each word for students to repeat.

ANSWERS

/ɪ/ fish, fizzy, chicken, drink, chips
/i:/ beans, meat, cheese, eat, meal

Exercise 4 2.04

Play the video or audio for students to watch or listen and note down each student's favourite food. Play the video or audio again, if necessary, for students to check and complete their answers. Check answers with the class. Ask students which of the speakers they agree with.

ANSWERS

The students like chicken salad, fish and chips, burgers (with cheese) and vegetable soup.

Exercise 5 2.04

Allow students time to read through the gapped key phrases. Play the video or audio again for students to watch or listen and complete the key phrases with examples that the students talk about. Check answers and check that students understand all the key phrases. With **stronger classes**, use the video or audio to teach *delicious*, and encourage students to use this word and other adjectives to describe food when they talk about food in the next exercise.

ANSWERS

- fish and chips
- chicken salad
- pasta
- many school meals
- chicken

Exercise 6 USE IT!

Ask a confident student one or two questions like the example, using the foods in the box. Elicit a range of answers. Put students into pairs to ask and answer questions.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their ideas individually and compare with another fast finisher. Alternatively, ask them to tell the class. Ask other students if they agree with the ideas for a perfect and horrible school lunch.

More practice

Workbook page 36

Assessment

Five-minute test, Teacher's Resource Disk

Reading • Sumo wrestlers

Aim

Summarise a text.

THINK!

Read the question with the class and brainstorm what students know about sumo wrestlers. Refer them to the photo to help them.

ANSWERS

Students' own answers.

Background

Sumo wrestling originated in Japan. Wrestlers win a fight by forcing their opponent to step outside the ring, or forcing them to touch the ground with any part of their body apart from their bottom or feet.

Exercise 1

Explain that the text is an interview about sumo wrestling. Point out the questions already in the text and the gaps for further questions. Allow students time to read through questions a–d. Check they understand *typical* and *healthy*. Students read and complete the interview with the questions. They can compare their answers in pairs. Check answers with the class.

ANSWERS

1 c 2 a 3 d 4 b

Exercise 2 2.05

Students read the skills strategy before doing exercise 2. Point out that a summary focuses on the general idea of a text, not the details. Students read and listen to the text and complete the summary with the correct words. They can compare their answers in pairs. Check answers with the class.

ANSWERS

1 isn't 2 healthy 3 eat
4 afternoons 5 after

Optional activity: Reading

Write these sentences on the board:

- Most sumo wrestlers weigh 190 kilos.
- Sumo wrestlers start training early in the morning.
- They have a big breakfast.
- There's a lot of fat in *chankonabe*.
- They sometimes eat sweet foods.

Students work in pairs to decide if the sentences are true or false, and correct the false sentences.

ANSWERS

1 False (Only the heaviest sumo wrestlers weigh 190 kilos.) 2 True
3 False (They don't have breakfast.)
4 False (There isn't much fat in *chankonabe*.) 5 True

5 READING • Sumo wrestlers

I can summarise a text.

THINK! Look at the photo. What do you know about sumo wrestlers?

The sports interview ...

SUMO STYLE

Those sumo wrestlers are big! How much do they weigh?

Most top wrestlers weigh more than 140 kilos. The heaviest are around 190 kilos.

Is it a popular sport?

Well, there aren't many sumo wrestlers these days. It isn't a healthy lifestyle.

(1) They get up early and **train** from 5 a.m. until about 1 p.m.

What do they have for breakfast?

They don't have breakfast – so they're very hungry at lunchtime and they eat a lot!

(2) They have a special **dish** called *chankonabe*. There's a lot of meat or fish in *chankonabe* and there are also a lot of vegetables.

(3) Well, it's full of **vitamins** and there isn't much fat in it, but they eat **enormous** quantities – sometimes six or seven **bowls** – and then maybe five bowls of rice.

But they exercise a lot.

Yes, but not after meals. After lunch they sleep, then they get up and eat more *chankonabe*.

(4) Yes, some eggs, salads, some **desserts** maybe; but always *chankonabe*. So, if you want to be sumo size, eat and sleep a lot. If not, maybe do sports which are healthier!



1 Read the text. Complete the interview with questions a–d.

- What do they have for lunch?
- Do they ever eat any different foods?
- What's their typical day?
- Is it healthy?

SKILLS STRATEGY

How to do the gap filling exercise:

- First, look at the photo and scan the interview for gist.
- Next, read the four sentences and scan the interview to find the answer to the first gap.
- After that, work through finding answers to the gaps in turn.
- Finally, check that all the sentences make sense.

2 2.05 Read the Skills Strategy. Then listen to the text again and complete the summary with five of the words in the box.

eat is before healthy mornings
sleep isn't after unhealthy afternoons

The lifestyle of sumo wrestlers¹ normal.
The food which they eat is² but they
³ a lot. They also sleep a lot in the
⁴ and they don't exercise⁵ meals.

3 VOCABULARY PLUS Use a dictionary to check the meanings of the words in blue in the text.

4 USE IT! Work in pairs. Do you think a sumo wrestler's life is interesting? Why / Why not? What is your favourite dish?

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Exercise 3 VOCABULARY PLUS

Students check the meanings of the words in blue. Discuss the meanings with the class. You could ask students to translate the words into their own language.

ANSWERS

Students' own answers.

Workbook page 40 exercise 5

Optional activity: Vocabulary plus

Write the following gapped sentences on the board:

- _____ are good for you.
- Sports people usually _____ every day.
- Spaghetti bolognese is a popular _____ in Italy.
- You have _____ at the end of a meal.
- You put rice or soup in a _____.

Students complete the sentences with the correct blue words from the text. Check answers with the class.

ANSWERS

1 Vitamins 2 train 3 dish
4 desserts 5 bowl

Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then discuss the questions in pairs. Ask some students to report back to the class. Discuss as a class what students' favourite dishes are. Ask more questions to extend the discussion, e.g. *What's your favourite meat / fish dish? What's your favourite dessert? How do you make it?* See which dishes are the most popular with the class.

ANSWERS

Students' own answers.

More practice

Workbook page 40

Practice Kit

5

LANGUAGE FOCUS • Countable and uncountable nouns

• *some, any, much, many* and *a lot of*
I can talk about food and meals.

- 1 Find examples of the words below in the texts on pages 62 and 63. Which are countable (c) and which are uncountable (u)? Add the words to Rules 1–2.

apple juice egg bread pasta
sweet water snack

RULES

- 1 With countable nouns, we use *a* or *an* and plural forms: *an apple / apples, ... / ... / ...*
2 With uncountable nouns, we don't use *a*, *an* or plural forms: *juice, ... / ... / ...*

- 2 Look at the pictures and complete the sentences.

meat crisps ~~pasta~~ rice vegetables
cheese pears ~~grapes~~



Uncountable	Countable
How much ... ?	How many ... ?
There's a lot of pasta.	There are a lot of ...
There's some ...	There are some ...
There isn't much ...	There aren't many grapes.
There isn't any ...	There aren't any ...

- 3 Look at the sentences in exercise 2 and choose the correct words in Rules 1–3.

RULES

- 1 We use *much / many* with uncountable nouns.
2 We use *much / many* with countable nouns.
3 We often use *any, much* and *many* in questions and negative / affirmative sentences.
4 We use *some, any* and *a lot of* with countable and uncountable nouns.

- 4 Complete questions 1–5 with *much* and *many*. Then choose the correct words in the answers.

Food facts

- How **much** meat do vegetarians eat? They don't eat **any** / **much** / **many** meat.
- How **many** vitamins are there in white rice? There aren't **many** / **much** / **some** vitamins in white rice.
- How **much** fat is there in chocolate? There's **a lot of** / **much** / **many** fat in chocolate.
- How **much** fruit is there in fizzy drinks? There isn't usually **much** / **many** / **some** fruit in fizzy drinks.
- How **many** people can't eat nuts? There are **some** / **much** / **any** people who can't eat nuts.

- 5 **USE IT!** What do you usually eat and drink every week? Complete the sentences. Then compare with other people in the class. Are they the same or different?

- I eat some ...
- I never eat any ...
- I don't eat many / much ...
- I drink a lot of ...
- I don't drink much ...
- I never drink any ...

I eat some vegetables every day. What about you?

I don't eat many vegetables, but I eat an apple every day.

Finished?

You invite three friends for a celebration at your house. Write a shopping list for the food and drink you want to buy.

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ANSWERS

- 1 rice 2 cheese 3 meat
4 vegetables 5 pears 6 crisps

Exercise 3

Students choose the correct words to complete the rules. Check answers with the class. Play the grammar animation.

ANSWERS

- 1 *much* 2 *many* 3 *negative*

Language note

We use *some* in affirmative sentences and *any* in negative sentences and questions: *We've got some cheese. We haven't got any cheese. Have we got any cheese?* (NOT *Have we got some cheese?*)
We use *much* with uncountable nouns and *many* with countable nouns: *How many eggs? How much bread?* (NOT *How much eggs?*)

Exercise 4

Students complete the questions with the correct words. Check answers with the class then ask students to choose the correct answers. Students could work in pairs for this, or they could work individually and then compare their answers in pairs.

ANSWERS

- 1 *much, any* 2 *many, many*
3 *much, a lot of* 4 *much, much*
5 *many, some*

Exercise 5 USE IT!

Read out some of the sentence beginnings and elicit some possible answers. Students complete the sentences with their own ideas. Ask two students to read out the example dialogue. Point out the question *What about you?* to ask for information about someone else. Students work in pairs to discuss their answers. They then swap and work with a new partner to compare again. Ask them to note down whose sentences are the same as theirs.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their shopping lists individually and compare with another fast finisher. Alternatively, ask them to read their shopping lists to the class. Write items on the board and brainstorm more ideas to add with the whole class.

More practice

Workbook page 37

Assessment

Five-minute test, Teacher's Resource Disk

Language focus

• Countable and uncountable nouns + *some, any, much, many* and *a lot of*

Aim

Talk about food and meals.

Warm-up

Ask students what kinds of food they like. Elicit some words and write them on the board, e.g. *bread, chips, meat, vegetables*. Point out that some words are in the singular and some are plural. Elicit or explain that some are countable nouns and some are uncountable.

Exercise 1

Students find the words in the texts and decide which are countable and which are uncountable. Students could work in pairs to do this. Check answers with the class,

then read through the rules with the class and ask students to complete the rules with the correct words. Check answers with the class.

ANSWERS

apple (c), juice (u), egg (c), bread (u),
pasta (u), sweet (c), water (u), snack (c)
Rules: 1 an egg / eggs, a sweet / sweets, a
snack / snacks 2 bread, pasta, water

Language note

We can count countable nouns, but we cannot count uncountable nouns: *one apple, two apples* (NOT *one bread, two breads*). If we want to count uncountable nouns, we have to use another word that we can count: *two slices of bread, two glasses of water*.

Exercise 2

Students look at the pictures and complete the sentences with the words in the box. With **weaker classes**, students could work in pairs for this activity. Check answers with the class.

Vocabulary and listening • Adjectives: Health

Aim

Understand specific information in interviews about health.

THINK!

Read out the question, then read through the items in the box with the class and check that students understand them all. Put students into pairs to answer the question using the ideas in the box and their own ideas. Discuss as a class the best things to do in order to be healthy.

ANSWERS

Students' own answers.

Exercise 1

Students use their dictionaries to check the meanings of the words and complete the definitions. With **weaker classes**, students could work in pairs. Check answers with the class and check that students understand the words in the sentences.

ANSWERS

1 active 2 hungry 3 healthy
4 fit 5 tired

Exercise 2 2-06

Read out the example sentence from exercise 1 and point out the opposite adjective *well*. Students work in pairs to find the remaining opposites in the box in exercise 1. Play the audio for students to check their answers. Check that students understand all the adjectives.

ANSWERS

1 lazy 2 full 3 unhealthy 4 unfit

Exercise 3

Students work in pairs to read the *Health quiz* and choose the best answers. Check answers with the class and see who got the most correct answers.

ANSWERS

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

Exercise 4

Allow students time to read the questions and prepare their answers individually. Do not check answers at this stage.

Exercise 5 2-07

Read out the questions then play the audio. Students listen and note down which questions each person answers. Check answers with the class.

ANSWERS

1 Charlie: a, b, h, c 2 Conor: b
3 Fran: f, g, d

5 VOCABULARY AND LISTENING • Adjectives: Health

I can understand specific information in interviews about health.

THINK! What can you do if you want to be healthy?

sit on the sofa play video games eat vegetables drink fizzy drinks drink juice or water exercise

Health quiz

1

It's 6 p.m. and you're really hungry. What's best?
a. Eat some snacks.
b. Don't eat. Wait for dinner.
c. Go to a restaurant before dinner.

2

You're thirsty. What drink is the healthiest?
a. water
b. juice
c. cola

3

Your temperature is 39°C. Are you ill?
a. No, you're well.
b. Yes, you're very ill. Go to a doctor now!
c. You aren't well. Go home and go to bed.

4

You can run 100 metres in eleven seconds. Are you ... ?
a. unfit
b. normal
c. really fit

5

You can't sleep and you're tired every morning. What's best?
a. Don't go to bed late.
b. Eat a lot before you go to bed.
c. Don't go to school. Sleep more.

6

What is a couch* potato?
a. a vegetable
b. a person who is very lazy and stays on the sofa a lot
c. a person who is very hungry

*couch = sofa

1 Check the meanings of the words in the box. Then complete the definitions with five of the words.

active unhealthy unfit well hungry
fit full tired lazy healthy #

You go to hospital if you're ill.

- 1 A / An person does a lot of activities.
- 2 When you're you want to eat.
- 3 Good food and good habits are
- 4 A / An person exercises a lot.
- 5 When you don't sleep, you're

2 2-06 What are the opposites of the adjectives in sentences 1–4 in exercise 1? Use the words in the box. Listen and check.

ill – well

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3 Work in pairs. Look at the *Health quiz* and choose the best answer a, b or c.

4 Read the *Health check questionnaire* and answer the questions.

Health check questionnaire – are you fit and healthy?

- a. Do you think you're active or lazy?
- b. How many hours do you usually sleep?
- c. Do you prefer sitting on the sofa or going out?
- d. Do you usually eat healthy food?
- e. What do you eat if you're really hungry?
- f. Do you like doing sports?
- g. How far can you run?
- h. Are you lazy at weekends?

5 2-07 Listen to three interviews. Which questions a–h in exercise 4 does each person answer?

1 Charlie – a, ... 2 Conor 3 Fran

6 2-07 Listen again and answer the questions.

- 1 How many hours does Charlie normally sleep?
- 2 Is Charlie a couch potato? Why / Why not?
- 3 Why is Conor really tired?
- 4 What sports does Fran do?
- 5 What healthy and unhealthy food does she eat?

7 USE IT! Work in pairs. Ask and answer the questions in the *Health check questionnaire*. Who is fitter and healthier?

Exercise 6 2-07

Allow students time to read the questions. Point out that in this exercise students must listen carefully for specific information. Play the audio again. Students listen and answer the questions. Check answers with the class.

ANSWERS

- 1 Eight or nine hours
- 2 No, he isn't. He likes going out and doing sport.
- 3 He's studying for exams.
- 4 She runs and swims.
- 5 Healthy foods: pasta, chicken; Unhealthy foods: desserts and chocolate

Optional activity: Listening

Write these questions on the board. Who ...

- 1 can run 41 kilometres?
- 2 isn't very fit at the moment?
- 3 doesn't like staying in bed?
- 4 sleeps for 6 or 7 hours?

Students work in pairs and discuss the answers to the questions from memory. Play the audio again for them to check their answers.

ANSWERS

1 Fran 2 Conor 3 Charlie 4 Conor

Exercise 7 USE IT!

Students work in pairs to ask and answer the questions. Discuss what students could do to become fitter and healthier.

More practice

Workbook page 38

Practice Kit

Assessment

Five-minute test, Teacher's Resource Disk

5 LANGUAGE FOCUS • Verb + -ing • Imperatives • should / shouldn't

I can talk about likes and dislikes and give advice / instructions.

Verb + -ing

- 1 Look at the examples. Then answer the questions in Rules 1–2.

Do you prefer sitting on the sofa or going out?
I like playing video games, but I also like going out.
I like running and swimming.

RULES

- What form of verb comes after *like*, *prefer*, *hate* and *don't mind*?
- What is the spelling of the -ing forms of the verbs *run*, *sit* and *swim*?



- 2 Think of two things that you love doing, two things that you don't mind doing and three things that you hate doing. Write sentences and then compare in a group to find out about your friends' likes and dislikes.

I love eating pizza.

Really? I love swimming in the sea.

Imperatives

- 3 Look at the examples of imperatives. How do we make the negative form? Find examples in the *Health quiz* on page 66.

Eat some snacks.
Wait for dinner.

- 4 Add more classroom rules with DOs and DON'Ts using imperatives.

DOs	DON'Ts
1. Pay attention in class.	1. Don't come to school late.
2. Keep the classroom clean.	2. Don't litter in class.
3. Use kind words.	3. Don't cheat in the exam.

- 5 Complete the sentences with the affirmative and negative imperative forms of the verbs in the box.

drink visit ask play go eat



- 1 this before August 2020. 2 this place.



- 3 this water. 4 right here.

should / shouldn't

- 6 Look at the examples. Then choose the correct answers to complete the Rules.

You should eat more vegetables.
You shouldn't go to bed late.
She shouldn't be lazy at school.

RULES

We use *should / shouldn't* to give advice / give an instruction.
The *he / she / it* forms of *should / shouldn't* are different / the same.

- 7 Your friend wants to be healthy. Complete the advice using *should / shouldn't*.

- stay up / late
You shouldn't stay up late.
- eat / fruit and vegetables
- do / exercise
- drink / fizzy drinks
- sit / on the sofa all day

- 8 USE IT! Work in groups. Compare your advice in exercise 7. Who has got the best advice?

What's the best advice for a friend who wants to be healthy?

My advice is exercise, don't go to bed late and you should eat healthy food.

Finished?

Write five important rules for your class. Use imperative forms.

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Exercise 4

Students use imperatives to write about the classroom rules (Dos and Don'ts). Check the answers with the whole class and see who got the most correct answers.

ANSWERS

Students' own answers

Exercise 5

Focus on the first picture and elicit the answer. Students complete the sentences with the correct imperative forms. With **weaker classes**, students could work in pairs. Check answers with the class. With **stronger classes**, ask students to write alternative sentences for some of the pictures, e.g. *Don't go left*. (picture 4).

ANSWERS

1 Eat 2 Visit 3 Don't drink 4 Go

Exercise 6

Read the example sentences to the class, or ask for a confident volunteer. Ask students to read the rules and choose the correct options.

ANSWERS

give advice, the same

Exercise 7

Go through the example with the class and show how the prompts are expanded to make full sentences. Students can work in pairs to complete the rest of the sentences. Remind them to consider whether the prompt gives good or bad advice.

ANSWERS

1 You shouldn't stay up late. 2 You should eat fruit and vegetables. 3 You should do exercise. 4 You shouldn't drink fizzy drinks. 5 You shouldn't sit on the sofa all day.

Exercise 8 USE IT!

Put students into small groups to compare their answers and decide which advice is best. Ask them to choose the two best pieces of advice for each situation. Ask groups in turn to report back and discuss as a class which is the best advice.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their rules individually then compare with another fast finisher. Alternatively, ask fast finishers to read their rules to the class. Write the rules on the board and elicit more from other students.

More practice

Workbook page 39

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Verb + -ing • Imperatives • should / shouldn't

Aim

Talk about likes and dislikes and give advice / instructions.

Warm-up

With books closed, ask: *What sports do you like doing? Which ones do you hate doing?* Elicit a range of answers and write some sentences on the board, e.g. *I like playing football. I hate running.* Underline the -ing forms and explain that in English some verbs are often followed by an -ing form. Ask students to translate the sentences into their own language.

Verb + -ing

Exercise 1

Read out the examples, then read through the rules with the class and elicit the

answers. Check answers with the class. Play the grammar animation.

ANSWERS

- the -ing form
- running, sitting, swimming

Exercise 2

Students write their sentences individually. Put them into small groups to compare their sentences.

ANSWERS

Students' own answers.

Imperatives

Exercise 3

Read out the examples of imperatives and ask students how to make them negative. Elicit a few answers, then ask them to check in the quiz in exercise 3 on page 66.

ANSWERS

- Don't eat.
Don't go to bed late.
Don't go to school.

Speaking • In a café

Aim

Order food and drink in a café.

THINK!

Read the questions with the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Is the food nice? How much do you usually pay?*

ANSWERS

Students' own answers.

Exercise 1

Students read the menu and complete it with the words in the box. Check answers and check that students understand *plain*, *vegetarian options* and *mineral water*. Ask individual students which things they like and dislike on the menu.

ANSWERS

1 cheese 2 chicken 3 chips
4 burger 5 juice

Exercise 2 2.08

Play the audio once for students to listen. Play it again, pausing after each price for students to repeat.

ANSWERS

Students' own answers.

Exercise 3 2.09

Read through the glossary with the class. Put students into pairs to read and say the prices. Play the audio. Students listen and check their answers. Check answers with the class.

ANSWERS

1 two pounds twenty-five
2 one euro
3 fifty cents
4 three dollars eighty-five
5 seven dollars twenty
6 ninety-nine pence

Optional activity: Speaking

For more practice of prices, divide the class into teams and write a selection of prices on the board. Teams take turns choosing a price to say. If they get it right, they get a point and the price is crossed off. If they make a mistake, they lose a point and the price remains on the board. Continue until all the prices have been crossed off. See which team has the most points.

Exercise 4 2.10

Allow students time to read the dialogue, look at the menu and calculate the price. Elicit some possible answers, but do not confirm the answer at this stage. Play the video or audio for students to check. Discuss as a class if Aaron's meal is healthy or unhealthy.

5 SPEAKING • In a café

I can order food and drink in a café.

THINK! What is your favourite restaurant or café? What kind of food and drink do you usually eat there?

Waitress Hi there, can I help you?
Aaron Yes, can I have a cheese sandwich, please?
Waitress Sure. Would you like salad or chips with that?
Aaron Erm ... chips, please.
Waitress Dessert?
Aaron No, thanks.
Waitress Anything else?
Aaron Oh yes, I'll have a cola, please.
Waitress OK. That's , please.
Aaron Here you are.
Waitress Thank you.



3 2.09 Read and say the prices. Listen and check.

1 £2.25 2 €1.00 3 €0.50
4 \$3.85 5 \$7.20 6 £0.99

GLOSSARY

\$ = dollar(s) and cents £ = pound(s) and pence
€ = euro(s) and cents

4 2.10 Read the dialogue, look at the menu and calculate the total price. Then watch or listen and check. Is Aaron's meal very healthy?

5 Look at the dialogue and complete these Key Phrases. Then practise the dialogue with a partner. Use different items from the menu in exercise 1.

KEY PHRASES

Ordering food

1 I help you?
2 Can I , please?
3 Would you (with that)?
4 else?
5 I'll , please.
6 , please.

6 **USE IT!** Work in pairs. Prepare and practise two dialogues using the Key Phrases and the situations below. Use the menu in exercise 1.

Situation A: You're very hungry and you love desserts! You've got £10.

Situation B: You're a vegetarian and you don't like cola. You've got £6.

TODAY'S MENU

TASTY LAMB BURGER

plain £4.50
with 'c' £5.00

Sandwiches

'c' £2.80
cheese £2.50

EXTRAS

+ 'c' £1.20
+ salad £1.50

VEGETARIAN OPTIONS

vegetarian lasagne £4.45
vegetarian 'b' £4.00

Drinks

'j' £1.80
cola £1.80
mineral water £0.90

DESSERTS

All desserts £2.25

2 2.08 Listen and say the prices.

1 £4.50 four pounds fifty
2 £1.00 one pound
3 £1.20 one pound twenty
4 £4.95 four pounds ninety-five
5 £0.80 eighty pence

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ANSWERS

£2.50 + £1.20 + £1.80 = £5.50
His meal isn't very healthy.

Exercise 5

Students look at the dialogue again and complete the key phrases. Check answers, and check that students understand all the key phrases. Put students into pairs to practise the dialogue using different items from the menu in exercise 1.

ANSWERS

1 Can 2 have a cheese sandwich
3 like salad or chips 4 Anything
5 have a cola 6 That's £5.50

Optional activity: Speaking

Play the audio or video again, pausing after each of the key phrases. Get students to repeat the key phrases, and encourage them to copy the intonation on the recording.

Exercise 6 USE IT!

Put students into pairs and tell them to swap roles after situation A. Allow students time individually to decide what they are going to order. Students then prepare and practise their dialogues. Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

For more speaking practice, get students to work in pairs and prepare their own menu, using different foods from pages 62 and 63. Monitor and help while they are working. Students can swap menus with another pair and practise ordering food again.

More practice

Student book page 83

Practice Kit

5

WRITING • A food blog

I can write a food blog using sequencing words.

THINK! Who cooks in your family? What do they usually cook? Do you like cooking?

Sally's

EASY MENU BLOG



Hi. Here's my menu for today.

First, I eat some nuts.

Next, I've got these fun egg salads for the starter.

Then, the main course is mini pizzas with tuna, red pepper and olives. Simple ingredients but great!

Finally, my favourite: dessert! It's hot fruit with ice cream. Chop fruit, cook it with sugar and serve with ice cream. So yummy!

Enjoy your meal! Join me tomorrow for another menu.

GLOSSARY

tuna red pepper olives ingredients
chop starter main course dessert

1 Check the meanings of the words in the glossary. Then read Sally's blog. What does she have for the starter? What is her favourite part of the meal?

2 Complete the Key Phrases with words from Sally's blog.

KEY PHRASES

Writing a food blog

- 1 ingredients but
- 2 So
- 3 Enjoy your
- 4 Join me

Language Point: Sequencing

3 Look at the words and phrases in blue in the blog. Which two have the same meaning?

4 Order pictures and sentences a-d. Then complete the sentences with the words in exercise 3.

Chả giò / Nem rán / Vietnamese spring rolls

- a. place the filling on a rice paper and fold. ☐
- b. mix the ingredients together. ☐
- c. serve with dipping sauce and vegetables. ☐
- d. deep fry the rolls in oil. ☐

5 USE IT! Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a food blog.

B THINK AND PLAN

- 1 What is the name of your blog?
- 2 What is on your menu?
- 3 What are the ingredients?
- 4 How often do you write your blog?

C WRITE

Write your blog. Look at the model text again for ideas. Use photos if possible.

D CHECK

- presentation of blog
- grammar
- sequencing



Food and health 69

ANSWERS

She has egg salads. Her favourite part of the meal is the dessert.

Exercise 2

Students read the key phrases and complete them using words from Sally's blog. Check answers with the class and check that students understand all the key phrases.

ANSWERS

- 1 Simple, great
- 2 yummy
- 3 meal
- 4 tomorrow

Language point: Sequencing

Exercise 3

Focus attention on the words in blue in the blog. Discuss with the class what the words and phrases mean, and which two have the same meaning. Ask students to translate the words and phrases into their own language. Point out the commas after *First*, *After that* and *Finally*.

ANSWERS

Next and Then

Exercise 4

Focus on the pictures and ask: What's Sally making? (Vietnamese Spring Rolls).

Ask students to order the pictures and the sentences. Check the answers then ask students to complete the sentences with the correct ordering words.

Check the answers by asking students to read out the completed recipe in the correct order.

ANSWERS

- a Then/ Next
- b First
- c Finally
- d Next/ Then

Optional activity: Writing

Ask students to close their books. Write the following gapped sentences on the board:

- 1 _____ some fruit.
- 2 _____ it with sugar.
- 3 _____ with ice cream.

Put students into pairs to complete the sentences from memory. They can then check their answers in the blog. Elicit that the verbs are all imperatives, and point out that we use imperatives to give instructions about cooking food. Elicit some other possible imperatives for cooking instructions, e.g. *Add some sugar / salt, Stir for five minutes, Don't cook for too long*. Write these on the board to help students when they write their blogs.

ANSWERS

- 1 Chop
- 2 Cook
- 3 Serve

Exercise 5 USE IT!

Read the task with the class. Students answer the questions and plan their blog. Review Sally's blog again with the class and point out that the sequencing words are used at the beginning of each paragraph. Students write their blog. This can be set for homework. Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 41

Practice Kit

End-of-unit activities

Progress Review 3, Student book pages 82-83

* Vocabulary and language focus worksheet, Teacher's Resource Disk

** Vocabulary and language focus worksheets, Teacher's Resource Disk

*** Vocabulary and language focus worksheets, Teacher's Resource Disk

Speaking worksheets, Teacher's Resource Disk

Writing • A food blog

Aim

Write a blog about food using sequencing words.

THINK!

Ask the questions to the class and elicit answers from individual students. Encourage students to share their experiences with the class and ask more questions to encourage them to speak more, e.g. *What things can you cook? What would you like to cook? Do you think it's important to learn how to cook?*

ANSWERS

Students' own answers.

Exercise 1

Read through the words in the glossary with the class and make sure students understand them. Students read the blog and answer the questions, then compare their answers in pairs. Check answers with the class.

5 CLIL • Science: Food and nutrients

Aim

Understand and talk about nutrients.

Warm-up

With books closed, ask: *What's a healthy lunch?* Put students into pairs and ask them to write down food items for a healthy lunch. Ask pairs in turn to tell the class their ideas and make notes on the board. Point to some of the ideas on the board and ask: *Why is this healthy?* Elicit a few ideas then teach the word *nutrients*. Explain that healthy food has nutrients in it, which help keep us healthy. Tell students they are going to learn about the nutrients in food.

Exercise 1 2•11

Students work in pairs to check the meanings of the words. Check answers with the class and that students understand all the words. Students then read the text and complete it with the correct words. They compare answers in pairs. Play the audio. Students listen and read, checking their answers.

ANSWERS

1 Protein 2 Carbohydrates
3 Vitamins 4 diseases 5 Minerals
6 fat 7 fat 8 Water

Exercise 2

Students read the text again and decide if the sentences are true or false. They can compare their answers in pairs. With **stronger classes**, students could discuss the sentences first and decide if they think they are true or false from memory, then check their answers by reading the text. Check answers with the class. Ask students to explain why the false sentences are not correct.

ANSWERS

1 False 2 True 3 False 4 True
5 True 6 False

Exercise 3

Students work in pairs to read the sentences and write the names of the foods. Check answers with the class.

ANSWERS

1 butter 2 olive oil 3 milk 4 beans
5 chocolate

Exercise 4

Look at the dinner plate with the class and check that students know the words for all the things on it. Students work in pairs to say what nutrients there are in each food group. Check answers with the class.

ANSWERS

1 vitamins, minerals, water

5 CLIL • Science: Food and nutrients

I can understand a text about nutrients.

- 1 2.11 Check the meanings of the words in the box and complete the text. Read and listen to the text and check your answers.

water minerals fat (x2) protein
vitamins diseases carbohydrates

Nutrients in food

There are six main types of nutrients.

1 makes you strong. There is a lot of this in meat, fish, milk, eggs, beans and nuts.

2 give us energy. There are a lot of these in bread, pasta, rice and potatoes.

3 are important nutrients in the food we eat and you can find them in different types of food. People who don't get many of these in their food can get 4

5 are important for strong teeth and bones. You can find them in meat, fish, milk, vegetables and nuts.

This nutrient has got the most energy and is good for our skin and hair. The 6 in food such as butter, chocolate, chips, burgers and crisps is unhealthy, but the 7 in food like olive oil, nuts and some fish is healthy.

8 is also a very important nutrient. You can't live for more than one or two days without it. There's a lot of this in fruit, vegetables and juice, too.





- 2 Read the text again. Are the sentences **True** or **False**?

- There isn't any protein in beans.
- You can get diseases if you don't eat a lot of vitamins.
- Minerals are good for healthy teeth.
- Carbohydrates have got the most energy.
- Some types of fat are good for you.
- There isn't any water in vegetables.

70 CLIL

- 2 carbohydrates
3 protein
4 fat
5 protein, minerals

Exercise 5 USE IT!

Ask two confident students to read out the example question and answer. Elicit one or two more questions that students will need to ask, e.g. *What carbohydrates do you usually eat? Do you eat meat or fish every day?* Students work in pairs to ask and answer questions and complete the table. They then draw a dinner plate for their partner. Ask some students to tell the class about their partner's food and discuss how healthy it is.

ANSWERS

Students' own answers.

- 3 Read the sentences and write the names of the food in the text.

- It's got animal fat in it. It's from milk. We put it on bread.
- It's got vegetable fat in it. It's in a bottle. We put it on salads. It's very healthy.
- It's got a lot of protein in it. It's white. We drink it.
- These have got a lot of protein. You can cook them or eat them in a salad. They can be different colours.
- It's brown and very sweet. It's delicious, but it's got a lot of fat.

- 4 Look at the picture of the dinner plate. What nutrients are there in the five food groups?



- 5 **USE IT!** Work in pairs. What do you eat every day? Ask and answer questions with your partner to complete the table. Then use the information to draw a dinner plate for your partner. Who eats the healthiest food?

	Group 1: Fruits and vegetables	Group 2: Bread, pasta, etc.	Group 3: Meat, fish, etc.	Group 4: Fat	Group 5: Milk, cheese, yoghurt, etc.
..... (name)	an apple, some green beans	some bread, some potatoes			
..... (name)					

What kind of fruit do you eat every day?

I eat an apple.

Optional activity: Speaking

Put students into groups of four. Ask them to imagine they are in charge of their school canteen. Ask them to plan three healthy lunches for students. Tell them they must make sure they include foods from all the different food groups, and their lunches must be tasty! Ask groups in turn to present their ideas to the class. The class could vote for their favourite lunches.

1 GUESS THE FOOD. Work in pairs. Look at the words in the box. One student chooses a word and makes a sentence about it. The other student listens and guesses the food.

burger pasta raisins meat juice
sweets rice vegetables nuts crisps
cheese pear olives tuna

It's got bread and meat. It's unhealthy.

Burger?

2 MEMORY GAME. Play in groups. Make sentences with *a, an, a lot of, some* and *many*. Follow the instructions.

- Student A says, 'In my kitchen, there's a lot of pasta.'
- Student B says, 'In my kitchen, there's a lot of pasta and an apple.'
- Who can remember everybody's words?

3 Find five adjectives about health on the plates. Write the words.

1 elhayth

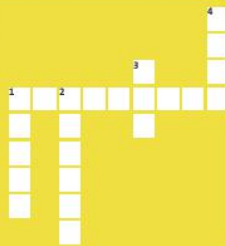
2 ullf

3 lewl

4 eviact

5 fti

4 Complete the crossword with the opposites of the adjectives from exercise 3.

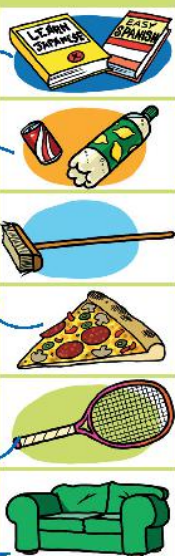


5 Follow the lines and complete the sentences with the verb + -ing.



Sue likes eating pizza.

- 1 Mel enjoys
- 2 David doesn't like
- 3 Sophia really likes
- 4 Harry doesn't mind
- 5 Rob and Steve love



6 THE 'PLEASE' GAME. Work in groups. Follow the instructions.

- One student gives instructions to the other students using imperatives.
- If you hear 'please', do the action. If you don't hear 'please', don't do the action!
- If you make a mistake, you are out of the game. The winner is the last student in the game.

PUZZLES AND GAMES • Food and health 71

Exercise 4

Students complete the crossword with the opposites of the adjectives from exercise 3. Check answers with the class.

ANSWERS

Down: 1 unfit 2 hungry 3 ill 4 lazy
Across: 1 unhealthy

Exercise 5

Read out the example answer and point out that students must add a suitable verb and noun to complete the sentences.

You could do this as a race. With **weaker classes**, you could write the verbs and nouns on the board in a jumbled order to help students, e.g. *drink, sit, do, play, learn / languages, housework, the sofa, fizzy drinks, tennis*. Check answers with the class.

With **stronger classes**, ask students to write two more sentences about things they like and don't like doing. Students can compare their sentences in pairs.

Ask some students to tell the class about their partner.

ANSWERS

- 1 learning languages
- 2 playing tennis
- 3 sitting on the sofa
- 4 doing housework
- 5 drinking fizzy drinks

Exercise 6

Read out the instructions for the game and brainstorm some possible instructions, e.g. *Stand up, Sit down, Write your name, Open your school bag*. The instructions could also include things that students have to mime, e.g. *Play tennis, Eat a burger*. Put students into groups to play the game. Set a time limit and see which students are still in the game at the end of that time.

Alternatively, you could play the game with the whole class. Choose a student to give instructions, or give the instructions yourself. Continue until there is only one student left in the game.

ANSWERS

Students' own answers.

Assessment

Unit 5 tests, Teacher's Resource Disk

Puzzles and games

Exercise 1

Read out the instructions and the example dialogue. Students take turns saying a sentence about a type of food for their partner to guess. With **weaker classes**, students could work in pairs to prepare some sentences, then work in groups of four to read their sentences to each other and guess the words. As an extension, students could write one more sentence about a different kind of food from pages 62 and 63. Their partner must guess the food.

ANSWERS

Students' own answers.

Exercise 2

Read out the example and explain the game. Starting at the front of the class, students take turns repeating the list of items and adding one more. If students make a mistake, they are out of the game.

Continue until only a few students remain in the game. They are the winners.

ANSWERS

Students' own answers.

Exercise 3

Students work individually or in pairs to unscramble the adjectives. You could do this as a race. Check answers with the class.

As an extension, students could choose three more adjectives from page 66 and write them as jumbled words. They can swap with a partner and try to unscramble the words they have been given.

ANSWERS

- 1 healthy 2 full 3 well
- 4 active 5 fit

Unit summary

Vocabulary

Sports: *athletics, basketball, climbing, cycling, football, golf, gymnastics, hockey, horse-riding, rugby, sailing, skiing, swimming, tennis, volleyball, wrestling; ball, champion, competition, fan, match, Olympic Games, player, race, stadium, team*

X Games: *become, compete (in), decide, do, go, learn, start, travel, watch, win*

Language focus

there was(n't), there were(n't)

was(n't), were(n't)

Past simple: affirmative

Past time expressions

Speaking

I can talk about what I did at the weekend.

Writing

I can write a profile of a sports star using paragraphs.

Vocabulary • Sports

Aim

Talk about different sports.

Background

Rugby sevens, also known as seven-a-side, is a variant of rugby union in which teams are made up of seven players, instead of the usual fifteen. Both men and women can play the game. It was introduced for the first time at the 2016 Summer Olympic Games in Rio de Janeiro, Brazil.

THINK!

Ask the question to the whole class and elicit answers from different students. Ask more questions to encourage students to say more, e.g. *Can you play this sport in your town / city? Do you do this sport at your school? Do you know someone who does this sport?*

ANSWERS

Students' own answers.

Exercise 1 2-12

Students match the sports with the pictures. They can use their dictionaries to check the different sports words, if necessary. With **weaker classes**, students could work in pairs to do this. With **stronger classes**, you could do it as a race. Play the audio for students to listen and check. Check that students understand all the sports and drill pronunciation

6 Sports

VOCABULARY • Sports

I can ask and answer about different sports.

Culture p80

Extra listening and speaking p115

THINK! What sports are popular in your country?

1 2-12 Match the words in the box with pictures 1-16. Then listen and check. Which sports do you like?

football basketball tennis wrestling
athletics rugby volleyball
gymnastics hockey climbing golf sailing
swimming skiing cycling horse-riding



2 Check the meanings of the words in blue in the Sports quiz. Then do the quiz in pairs or teams.

SPORTS QUIZ

HOW MUCH DO YOU KNOW ABOUT SPORT?

DO THE QUIZ. SCORE ONE POINT
FOR EVERY CORRECT ANSWER.
THEN LOOK AT THE KEY.

1 Can you name an American basketball player?

2 Which country are these hockey fans from?

3 What is the longest event in an athletics competition?

4 What's the most famous cycling race in the world?

ANSWERS

- 1 LeBron James, Kobe Bryant, etc.
- 2 Canada
- 3 50 kilometre race walk
- 4 The Tour de France
- 5 Barcelona (the Camp Nou stadium)
- 6 Japan
- 7 b
- 8 Four
- 9 50 metres
- 10 Two

of difficult words such as *athletics* and *gymnastics*. Have a class discussion about who likes which sport.

ANSWERS

- 1 football 2 horse-riding 3 tennis
- 4 swimming 5 athletics 6 cycling
- 7 climbing 8 gymnastics 9 skiing
- 10 volleyball 11 golf 12 hockey
- 13 wrestling 14 sailing 15 rugby
- 16 basketball

Exercise 2

Students read the quiz and check the meanings of the blue words in their dictionaries. Check they understand all the words. With **weaker classes**, read out the quiz and elicit the blue words. Put students into pairs or small groups to read the quiz again and answer as many questions as they can. You could set a time limit for this. Check answers with the class and ask students to add up their scores. See who got the most correct answers, then allow students time to read the key, to see what it says about their scores.



ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually and ask and answer with another fast finisher. Alternatively, ask them to read their questions to the class. See if other students can answer them.

More practice

Workbook page 42

Assessment

Five-minute test, Teacher's Resource Disk

Optional activity: Vocabulary

Write a gapped sports word on the board, e.g. s _ _ i _ _ g (skiing). Ask students to guess the word. Students work in pairs to write five gapped sports words. They then close their books, swap with another pair and try to complete the words they have been given. See which pair completes all five words correctly.

Exercise 3 2-13

Allow students time to read through the questions. Play the video or audio for students to watch or listen and answer the questions. Check answers with the class.

ANSWERS

- Yes, she does swimming.
- He watches football on TV.
- He wants to try skiing.

Exercise 4 2-13

Play the video or audio again for students to watch or listen and complete the key phrases. Check answers with the class.

ANSWERS

- swimming
- getting up early every morning
- school
- basketball
- skiing

Exercise 5 USE IT!

Read out the example question, then allow students time to reform the questions in exercise 4 to ask a partner. With **weaker classes**, do this with the whole class and write the questions on the board. Students then ask and answer the questions in pairs. Ask some students to tell the class if their partner is sports crazy. See who is the most sports crazy in the class.

Reading

• The Olympics then and now

Aim

Read for specific information.

THINK!

Read the questions with the class and elicit possible answers. Tell students the answers, and see who gave the correct answers.

ANSWERS

Students' own answer; Cricket is not in the Olympics.

Exercise 1

Focus on the text. With **weaker classes**, you could use the dates to revise and practise saying dates in English. Point to each date in turn and elicit how to say it. Students read and note down the sports that are mentioned. They can compare their answers in pairs. Check answers with the class and check that students understand *marathon*.

ANSWERS

swimming, marathon / running, golf, rugby

Exercise 2 2-14

Allow students time to read the sentences. Point out that for this task they need to read and listen carefully to find specific information. Point out that they can use the dates and other clues to find the relevant part of the text quickly. Then they need to listen carefully to see if each sentence is true or false. With **stronger classes**, students could correct the false sentences. Students can compare their answers in pairs. Check answers with the class and encourage students to give evidence from the text to support their answers.

ANSWERS

1 False (There were only silver and bronze medals.) 2 True 3 False (She was from Denmark.) 4 True 5 False (They were Olympic sports for the first time in 2016.)

Optional activity: Reading

Write these questions on the board:

- Where were the first modern Olympic Games?
- When did the Olympic flag first appear?
- How old was the youngest medallist in the history of the games?
- When did a runner with no shoes win the marathon?

Students answer the questions. They read or listen to find each answer.

ANSWERS

1 Greece 2 1920 3 12 4 1960

6 READING • The Olympics then and now

I can read for specific information.

THINK! When and where are the next Olympic Games? Which sport in the box is NOT in the Olympics?

cricket sailing rugby golf football

OLYMPICS TIMELINE

1896

The first modern Olympic Games were in Greece. There were silver medals for winners and bronze medals for second place. There weren't any gold medals.

1916

In 1916, 1940 and 1944, there weren't any games because of war.

1920

There wasn't an Olympic flag until 1920. The flag of every country in the world has got one of the five Olympic colours in it.

1936

Twelve-year-old swimmer Inge Sorensen from Denmark was the youngest medallist in Olympic history.

1960

Abebe Bikila from Ethiopia was the first African to win a gold medal after running a marathon without shoes.

2016

There were two new events in Rio in 2016 – golf and rugby were the first new events in nearly 100 years.

2020

In 2020, there was a global problem and they moved the games to 2021.

74 Sports

1 Read the text. What sports does it mention?

2 2-14 Read and listen to the text and write True or False.

- There were gold medals in the first Olympic Games.
- There weren't any games in 1916.
- Inge Sorensen was a swimmer from Ethiopia.
- Abebe Bikila was a marathon runner.
- Golf and rugby were Olympic sports for the first time in 2012.

3 **VOCABULARY PLUS** Use a dictionary to check the meanings of the words in blue in the text.

4 **USE IT!** Work in pairs. Which piece of information in the text do you think is the most interesting? What sports do you like watching in the Olympics?

Exercise 3 VOCABULARY PLUS

Students check the meanings of the words in blue. Discuss the meanings with the class. You could ask students to translate the words into their own language to check understanding.

ANSWERS

Students' own answers.

Workbook page 46 exercise 5

Optional activity: Vocabulary plus

Write the following gapped sentences on the board:

- A ____ wins a competition.
- A ____ wins a medal.
- A ____ swims.

Students complete the sentences with the blue words from the text. Check answers with the class.

ANSWERS

1 winner 2 medallist 3 swimmer

Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then discuss the questions in pairs. Ask some students to report back to the class. Discuss as a class which sports students enjoy watching. Ask more questions to extend the discussion, e.g. *Which sports do you find boring? Which would you like to try? Which would you like to see live?* See which sports are the most and least popular with the class.

ANSWERS

Students' own answers.

More practice

Workbook page 46

Practice Kit

there was(n't), there were(n't)

1 Complete the examples from the text on page 74.

Then choose the correct words in the Rules.

- 1 two new events in Rio in 2016.
2 an Olympic flag until 1920.

RULES

- 1 We use *there was* and *there wasn't* with singular / plural nouns.
2 We use *there were* and *there weren't* with singular / plural nouns.

2 Complete the text with affirmative and negative forms of *there was* and *there were*.

The first marathon

2,500 years ago¹ a war between Greece and Persia and² a lot of battles.³ a big battle in a place called Marathon, which the Greeks won*. This was important news, but⁴ any internet and⁵ any telephones. So a man called Pheidippides ran* to Athens with news of the battle. He ran about forty-one kilometres.⁶ any good roads, so it was a difficult journey. When he arrived in Athens, he died.

*won = past of win, ran = past of run.

3 Complete the sentences with affirmative and negative forms of *there was* and *there were*. Use *many*, *any* or *a / an*.

2,500 years ago ...

- 1 ... rich footballers.
2 ... chariot races.
3 ... country called Persia.
4 ... sport called skateboarding.
5 ... messengers.
6 ... iPads.

4 USE IT! Work in pairs. Compare your sentences in exercise 3.

was(n't), were(n't)

5 Complete the sentences about the Olympics timeline text on page 74. Then complete the rule.

- 1 There silver medals for winners.
2 Inge Sorenson the youngest medallist.
3 Abebe Bikila from Ethiopia the first African to win a gold medal.
4 Golf an Olympic sport until 2016.
5 There any games in 2020.

RULE

was and *were* are the past forms of
The negative forms of *was* and *were* are and

6 Complete the sentences with *was* and *were* and your own ideas.

- 1 born in I was born in Hồ Chí Minh City.
When I younger, my favourite sport
2 The number one song last week
3 My first words
4 My favourite films last year
5 My favourite day last week
6 When I younger, my hobbies
7 My last meal

7 USE IT! Work in groups. Compare your sentences in exercise 6.

Finished?

Think of more differences between life 100 years ago and now. Use *there was*, *there were*, *was* and *were*.



Sports 75

Language focus • *there was(n't), there were(n't) • was(n't), were(n't)*

Aim

Talk about past events.

Warm-up

With books closed, ask students what they can remember about the Olympic Games. Elicit a few ideas, then read out the following dates: 1986, 1920, 2016, 2020. See if students can remember what happened. Write sentences with *was* and *were* on the board. Students open their books to check their answers. Underline *was* and *were* on the board and elicit that they refer to the past.

there was(n't), there were(n't)

Exercise 1

Read out the examples and ask students to translate them into their language. Students then find examples of negative forms. Elicit the negative forms and write them on the board. Read out the questions and elicit the answers. Then read through the rules with the class and elicit the correct words.

ANSWERS

- 1 There were 2 There wasn't
Rules: 1 singular 2 plural

Exercise 2

Draw students' attention to the glossary at the bottom of the text. Students read the text and complete it with the correct forms. Check answers with the class.

ANSWERS

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

Exercise 3

Focus on the first prompt and elicit the answer. Students complete the sentences with the correct forms. Check answers with the class.

ANSWERS

- 1 ... there weren't any rich footballers.
2 ... there were many chariot races.
3 ... there was a country called Persia.
4 ... there wasn't a sport called skateboarding.
5 ... there were many messengers.
6 ... there weren't any iPads.

Exercise 4 USE IT!

Put students into pairs or groups of four to compare their sentences and decide which are the same and which are different.

ANSWERS

Students' own answers.

was(n't), were(n't)

Exercise 5

Students complete the sentences with the correct words from the text on page 74. Students complete the rule. Check answers with the class. Play the grammar animation.

ANSWERS

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

Rule: *is* and *are*; *wasn't* and *weren't*

Exercise 6

Read out the example. Students complete the sentences with their own ideas.

Exercise 7 USE IT!

Students compare their answers in pairs. Ask them to listen to their partner's sentences and choose one interesting thing to tell the class about their partner.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class, omitting *was* / *wasn't* / *were* / *weren't*. See if other students can guess the missing words.

More practice

Workbook page 43

Assessment

Five-minute test, Teacher's Resource Disk

Vocabulary and listening • X Games: Regular and irregular verbs

Aim

Understand specific information in a programme about the X Games.

THINK!

Read out the questions and check that students understand *dangerous*. Elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Why is this sport dangerous? Would you like to try this sport?*

ANSWERS

Students' own answers.

Exercise 1 2.15

Use the photos to teach *skateboarding*. Also teach *BMX* and *motocross*. Read through the verbs with the class and check that students understand them all. Students read the text and the four sentences, and match the verbs with their past forms. Play the audio for students to listen and check their answers. Tell them not to worry about the options in the sentences at this stage.

ANSWERS

1 learned 2 started 3 went 4 won
5 travelled 6 became 7 watched
8 did 9 competed 10 decided

Optional activity: Vocabulary

Write these collocations on the board:

- to ___ a competition / a medal
- to ___ TV / a film / a football match
- to ___ a language / to ski
- to ___ in a race / in a competition

Ask students to complete the collocations with verbs from exercise 1. Check answers with the class.

ANSWERS

1 win 2 watch 3 learn 4 compete

Exercise 2 2.16

Read the task and make sure students understand they must choose who is talking from column A and the phrases they hear from column B. Point out that they are listening for the general meaning, so they don't need to understand every word. Play the audio. Students listen and choose the correct answers.

ANSWERS

2, 6

Exercise 3 2.16

Refer students back to the sentences after the text. Allow them time to read the sentences and the options. Point

6 VOCABULARY AND LISTENING • X Games: Regular and irregular verbs

I can understand specific information in a programme about the X Games.

THINK! What sports are difficult and dangerous? Are these sports popular in your country?

X GAMES SUPERSTARS

Sports in the X Games are always exciting and often dangerous. The games **started** in 1995 when 500,000 fans **travelled** to Newport in the USA and **watched** sports like BMX, skateboarding and motocross. Our programme today looks at two skateboarders who **decided** to learn to skateboard when they were very young. They **competed** in the X Games and **became** big stars – Tom Schaar, the youngest gold medalist in the history of the games, and Alana Smith, the youngest silver medalist.

1 She / He **learned** to skate when she / he was
a. four b. seven c. nine

2 She / He first **went** to the X Games in
a. Barcelona b. Miami c. Shanghai

3 She / He **did** a trick called
a. 900 b. 1080 c. 540 McTwist

4 She / He **won** an X Games medal when she / he was
a. ten b. twelve c. fourteen

1 2.15 Check the meanings of verbs 1–10. Then read the text and sentences 1–4. Match verbs 1–10 with the past simple forms in blue. Listen and check.

- | | |
|----------|-----------|
| 1 learn | 6 become |
| 2 start | 7 watch |
| 3 go | 8 do |
| 4 win | 9 compete |
| 5 travel | 10 decide |

2 2.16 Listen to information about Alana Smith and Tom Schaar. From column A, choose who is talking. From column B, choose where they are.

- | A | B |
|-------------------------|-----------------------|
| 1 parents talking | 4 at school |
| 2 sports fans talking | 5 at the X Games Asia |
| 3 Alana and Tom talking | 6 on a TV programme |

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out that students must listen carefully to hear the specific information they need. Play the audio again. Students listen and choose the correct answers for Alana and Tom. Students check and complete their answers.

ANSWERS

Alana: 1 b 2 a 3 c 4 b

Tom: 1 a 2 c 3 b 4 b

Optional activity: Listening

Dictate these sentences to the class, or write them on the board.

- Alana watched the X Games when she was five.
- She won a gold medal when she was twelve.
- Tom Schaar was on this programme one year ago.
- A 1080 is an easy trick.

Play the audio. Ask students to listen again and correct the sentences. Check answers with the class.

ANSWERS

- Alana watched the X Games when she was six.
- She won a silver medal when she was twelve.
- Tom Schaar was on this programme two years ago.
- A 1080 is a very difficult trick.

Exercise 4 USE IT!

Point out to students that most of the questions need the base form of the verb, but one question needs the *-ing* form. Check the questions with the class, then put students into pairs to ask and answer them.

ANSWERS

- learn 2 travel 3 become
 - winning, competing 5 do
- Students' own answers.

More practice

Workbook page 44

Practice Kit

Assessment

Five-minute test, Teacher's Resource Disk

Past simple: affirmative

- 1 Look at the examples and complete Rules 1–3 with *have got* or *haven't got*.

compete (regular)

I *competed* in the Olympics.

They *competed* in the X Games.

win (irregular)

She *won* an X Games medal.

We *won* at the X Games.



RULES

- Regular verbs past simple forms ending in *-ed*.
- Irregular verbs past simple forms ending in *-ed*.
- Verbs in the past simple the same form for *I, you, he, she, it, we* and *they*.

- 2 Read the Study Strategy. Then complete the *Young sports superstars* text with the past simple form of the verbs in blue.

STUDY STRATEGY

Learning irregular verbs

It's important to check the past simple forms of verbs and learn the irregular ones. Put the verbs in groups of ten and try learning a different group every week.

- 3 **2.17 PRONUNCIATION: -ed endings**

Listen and repeat the words. Which letters come before the *-ed* ending in list 3?

- /t/ practised, watched
- /d/ travelled, played
- /ɪd/ started, decided

YOUNG SPORTS SUPERSTARS

PHAN THỊ HÀ THANH

Phan Thị Hà Thanh ¹.....(*start*) gymnastics when she was six. She ².....(*go*) to an athletic training centre in Hải Phòng. In 2011, she was the first Vietnamese gymnast who ³.....(*win*) a world medal for Việt Nam and she ⁴.....(*compete*) in the Olympic Games in 2012 and 2016.



Past time expressions

- 4 Look at the examples and answer the questions.

- How do you say the words in blue in your language?
 - Do we put *ago* before or after a past time expression?
- He *first* competed *when he was* twelve.
She *last* competed in 1981.
He was on this programme two years *ago*.

KEY PHRASES

Past time expressions

last Tuesday / weekend / week / year / August in August / 2014
on Friday / Sunday
when I was ten
ten minutes / two weeks / a month ago

- 5 **USE IT!** Write sentences using the past simple and the Key Phrases. Then compare with other people in the class. Are any of your sentences the same?

- I last (play) sport ...
I last played sport on Saturday.
I first (watch) the Olympics ...
I last (do) my English homework ...
I first (come) to this school ...
I first (swim) in a pool ...
I last (see) a good film ...

Finished?

Write true and false statements about your life. Use the verbs on this page.

MARTIN ODEGAARD

Martin Odegaard, from Norway, ⁵.....(*become*) a professional footballer at fifteen and ⁶.....(*score*) great goals for his club. He first ⁷.....(*play*) international football before he was sixteen. A lot of famous clubs were interested in him and he ⁸.....(*train*) with some of them. Finally, in 2015, Real Madrid ⁹.....(*give*) him a contract.



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ANSWERS

- 1 *have got* 2 *haven't got* 3 *have got*

Language note

With most regular verbs, we add *-ed* to the base form of the verb: *play – played*.

With verbs ending in *-e*, we just add *-d*: *compete – competed*.

Exercise 2

Read the study strategy with the class and refer students to the irregular verbs list on page 76 of the Workbook. Students complete the text with the correct forms of the verbs. Point out that students should check all the verbs in blue on the irregular verbs list, and if some verbs are not on the list, they can assume these verbs are regular. Check answers with the class and elicit which verbs are regular and which are irregular.

ANSWERS

- 1 *started* 2 *went* 3 *won*
4 *competed* 5 *became* 6 *scored*
7 *played* 8 *trained* 9 *gave*

Exercise 3 2.17

PRONUNCIATION: -ed endings

Play the audio once for students to listen then play it again, pausing after each verb for students to repeat. Ask the question to the class and elicit the answer.

ANSWERS

't' and 'd'

Past time expressions

Exercise 4

Read out the examples of past time expressions, then read out the questions and discuss the answers with the class.

ANSWERS

- 1 *Students' own answers.*
2 *after*

Exercise 5 USE IT!

Read through the key phrases with the class and check that students understand them all. Read out the example sentence and elicit one or two more examples. Students then write their sentences individually, with their own ideas. With **weaker classes**, elicit the past simple verb forms first, then ask students to write their sentences. Put students into small groups to compare their sentences. Ask them to note down whose sentences are the same as theirs. Ask some students to tell the class which of their sentences were the same as their classmates'.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?**

activity. Students can write their true and false statements individually then compare with another fast finisher. Alternatively, ask fast finishers to read their statements to the class. Ask the class to guess whether each statement is true or false.

More practice

Workbook page 45

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Past simple: affirmative • Past time expressions

Aim

Talk about events in the past.

Warm-up

With books closed, ask: *What can you remember about Alana and Tom?* Elicit some answers and write some past simple sentences on the board, e.g. *She won a silver medal. He learned to skateboard when he was four.* Underline the verbs and explain that they are in the past simple tense. Tell students they are going to study this now.

Past simple: affirmative

Exercise 1

Read out the examples, then read through the rules with the class and elicit the answers. Play the grammar animation.

Speaking • Last weekend

Aim

Talk about what you did at the weekend.

THINK!

Read the question with the class and elicit a range of answers from individual students, e.g. *It was fine. It was really nice. A bit boring!*

ANSWERS

Students' own answers.

Exercise 1 2-18

Students read the gapped dialogue and complete it with the correct words. Play the video or audio for students to watch or listen and check their answers.

ANSWERS

1 was 2 was 3 went 4 Was
5 were 6 won 7 were

Exercise 2 2-18

Students cover the dialogue and try to complete the key phrases from memory. Play the video or audio again for students to listen and check their answers. Check answers with the class and check that students understand all the key phrases.

ANSWERS

1 How 2 That's 3 Who 4 Why
5 Why 6 when

Optional activity: Speaking

Play the video or audio again, pausing after each of the key phrases and getting students to repeat them. Encourage students to copy the intonation on the recording.

ANSWERS

Students' own answers.

Exercise 3 2-19

Read through the phrases with the class and check that students understand everything. Play the audio. Students listen and note down the phrases that they hear.

ANSWERS

- 1 It wasn't great. I went to the cinema on Saturday. The film was really boring.
- 2 It was brilliant. I went to a tennis match. The game was amazing.
- 3 It was OK. I went to a restaurant with my parents. The food was nice.

6 SPEAKING • Last weekend

I can talk about what I did at the weekend.

THINK! Think of three answers for the question 'How was your weekend?'.

Alfie Hey, Lois. How are things?
Lois Oh hi, Alfie. Good, thanks. How ¹..... your weekend?
Alfie It ²..... great, thanks. I ³..... to a football match on Saturday.
Lois Really? ⁴..... it good?
Alfie Yes, it was brilliant. There ⁵..... a lot of goals. United ⁶..... 3–2 in the end.
Lois That's good news! Who ⁷..... you with?
Alfie My brother. Why don't you come next time?
Lois Sure. Why not? Text me when you're going, OK?
Alfie OK then. Bye, Lois.
Lois Bye.



- 1 2-18 Complete the dialogue. Then watch or listen and check. Why was Alfie happy on Saturday?

- 2 2-18 Look at the Key Phrases. Cover the dialogue and try to complete the Key Phrases. Then watch or listen and check.

KEY PHRASES

Talking about the weekend

- 1 was your weekend?
- 2 good / bad news!
- 3 were you with?
- 4 don't you come next time?
- 5 Sure. not?
- 6 Text me you're going.

- 3 2-19 Look at the phrases. Then listen to three mini-dialogues. Which phrases do you hear?

It was	brilliant.	I went	to a concert
It wasn't	cool.	...	on a trip.
	OK.		to a tennis match.
	great.		to the cinema on
			Saturday.
			to a restaurant
			with my parents.

The	music	was	bad.
	place(s)	wasn't	boring.
	players	were	nice.
	food	weren't	amazing.
	game		strange.
	film		interesting.
			terrible.

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Exercise 4

Demonstrate the activity by getting a student to ask you about your weekend. Answer using phrases from exercise 3, then ask a confident student about their weekend and elicit an answer. Put students into pairs to practise mini-dialogues. Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Focus on each picture in turn and, with the whole class, build up a possible dialogue using some of the key phrases from exercise 2 and phrases from exercise 3. Put students into pairs to prepare and practise their own dialogues.

ANSWERS

Students' own answers.

- 4 Work in pairs. Practise mini-dialogues using the phrases in exercises 2 and 3.

How was your weekend?

It was cool. I ...

- 5 **USE IT!** Work in pairs. Look at the pictures. Imagine that you went to a football match or basketball game last weekend. Prepare and practise new dialogues with the phrases in exercises 2 and 3.



Optional activity: Speaking

Students could work individually and think about something they really did last weekend, or invent something. They then practise new dialogues in pairs, using the key phrases and phrases from exercise 3. With **weaker classes**, students can prepare their dialogue first. With **stronger classes**, encourage students to improvise, and to use intonation to make their dialogue sound natural. Ask some pairs to perform their dialogues for the class.

More practice

Student book page 85

Practice Kit

6

WRITING • A sports star

I can write a profile of a sports star using paragraphs.

THINK! Name five famous international sports stars. Who is the most famous sports star in your country? What is his / her sport?

Usain Bolt

- 1 Usain Bolt is an athlete from Jamaica. He was born on 21st August 1986 in Sherwood Content. He lives in Kingston now.
- 2 Bolt first competed in sprint races as a schoolboy. At sixteen, he became the youngest ever world junior champion for 200 metres.
- 3 Bolt broke world records in 100- and 200-metre races. He also won gold medals at the Olympics in Beijing and London. He's one of the most successful athletes.



- 1 Read the profile. Where was Usain Bolt born? When was his first world champion?
- 2 Look at the Key Phrases. Which phrases do we use in paragraphs 1–3? Read the profile again and check.

KEY PHRASES

Profile of a sports star

- 1 He/ She is from
- 2 He/ She was born
- 3 He/ She competed in
- 4 He/ She won
- 5 He/ She broke
- 6 He/ She is one of the

Language Point: Paragraphs

- 3 Read the text again. Match three topics from a–e with paragraphs 1–3.
 - a. His life now
 - b. Greatest moments
 - c. Basic information
 - d. Problems
 - e. Early career

SKILLS STRATEGY

A profile should contain three paragraphs:

- Introduce the person (their name, place of birth, birthday and where they live).
- Write about the important events in their early life.
- Write about their most significant achievements. Finally, add a general comment as a summary.

- 4 **USE IT!** Read the Skills Strategy. Then follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a profile of a sports star for a website.

B THINK AND PLAN

- 1 Think of a sports star who you like.
- 2 Find information about the person and choose the most important points.
- 3 Make notes using the Key Phrases and the paragraph titles in exercise 3.

C WRITE

Write the profile using your notes.

D CHECK

- past simple verb forms
- past time expressions
- paragraphs

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Writing • A sports star

Aim

Write a profile of a sports star using paragraphs.

THINK!

Ask the questions to the class and elicit answers from individual students. Encourage students to share their knowledge and talk about sports stars they are interested in. Ask further questions to encourage them to speak more, e.g. *Why is this person famous? Do you admire them? Why? / Why not?*

ANSWERS

Students' own answers.

Exercise 1

Focus on the profile and elicit what students know about Usain Bolt. Students read the profile and answer the questions. Students can compare their answers in pairs. Check answers with the class.

ANSWERS

In Sherwood Content, Jamaica.
In 2002.

Exercise 2

Put students into pairs to read the key phrases and discuss in which paragraph of the profile each one would be used. Students can read the profile again to check their answers. Check answers with the class.

ANSWERS

Paragraph 1: 1 and 2
Paragraph 2: 3
Paragraph 3: 4, 5 and 6

Language point: Paragraphs

Exercise 3

Read through the topics with the class and make sure students understand them all. Students match three topics with the three paragraphs in the profile. Check answers with the class. Point out that students should try to structure their own writing into clear paragraphs.

ANSWERS

Paragraph 1: c

Paragraph 2: e

Paragraph 3: b

Optional activity: Writing

Ask students to close their books. Write the following gapped sentences on the board:

- 1 He was born ____ 21st August 1986.
- 2 He ____ lives in Kingston.
- 3 He first competed ____ a schoolboy.
- 4 He became the youngest ever world junior champion ____ the age of 16.
- 5 He ____ world record in 100- and 200-metre races.

Put students into pairs to complete the sentences from memory. They can then check their answers in the profile. Elicit or point out that we use *first* and *after that* for ordering events, and we use the other phrases for saying exactly when something happened. Point out that we say *on* 21st August, but we say *in* 1986.

ANSWERS

1 on 2 now 3 as 4 at 5 broke

Exercise 4 USE IT!

Students read the skills strategy before doing exercise 4. Read the task with the class. Students read through the 'think and plan' section. Students write their profile. This can be set for homework. Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 47

Practice Kit

End-of-unit activities

Progress review 3, Student book pages 84–85

* Vocabulary and language focus worksheet, Teacher's Resource Disk

** Vocabulary and language focus worksheets, Teacher's Resource Disk

*** Vocabulary and language focus worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's Resource Disk

6 Culture • Football vs. basketball

Aim

Understand a text about football and basketball.

Warm-up

With books closed, ask: *Who likes football? Which teams do you support? Where do they play? What are the main football competitions?* Elicit a few answers, and ask: *What do you know about basketball? Where is it popular? How do you play it?* Elicit a range of answers.

Background

Football, known as soccer in the USA, is the world's most popular sport. It is played and watched in most countries in the world.

Tickets to New York Yankees baseball games cost from \$20 - 25, whereas tickets to Manchester United games cost around £80.

Exercise 1

Students look at the photos and work in pairs to answer the questions. Elicit a few possible answers. Students then read the text and check their answers. Check answers with the class.

ANSWERS

- 1 basketball player 2 captain
3 stadium 4 fan 5 teams

Exercise 2 2-20

Students read and listen to the text and answer the questions. Check answers with the class.

ANSWERS

- 1 1989
2 The FIFA World Cup and the AFC Asian Cup
3 In Hà Nội
4 No, you can watch athletics events and concerts.
5 Yes, it is.
6 On the internet
7 Music and dancing

6 CULTURE • Football vs. basketball

I can understand a text about football and basketball.

1 Match the words in the box with 1-5.

fan basketball player
stadium captain teams



Two national teams

Football (or soccer) is the most popular sport in Việt Nam. In 1989, the Vietnam Football Federation began, and in 1991, the national team started to play in international games. The team now plays in competitions such as the FIFA World Cup and the AFC Asian Cup.

2 2-20 Read and listen to the text. Then answer the questions.

- When did the Vietnam Football Federation begin?
- What competitions does the team play in?
- Where is the Mỹ Đình stadium?
- Can you only watch football at Mỹ Đình?
- Is basketball a new sport in Việt Nam?
- How did lots of people watch the 2019 basketball competition?
- What other things can you see at basketball games?

3 YOUR CULTURE Answer the questions. Use the internet to help you find the information you need.

- Can you name three national football players or basketball players?
- Where and when is the next match for the national football team?
- Where does the national basketball team train?
- Do you play basketball or football at school?
- What skills do you need to be good at football? What skills do you need for basketball?

4 USE IT! Prepare and practise an interview with a famous sports star. Follow the instructions.

- Work in pairs. One of you is a famous sports star and the other is an interviewer.
- Prepare some questions and answers.
- Act out the interview in class.

The national team plays at the Mỹ Đình stadium in Hà Nội. There are athletics events here as well as football matches. You can even go to music concerts!

Basketball is quite a new sport in Việt Nam. In 2019, the national championship was in Hồ Chí Minh City. The games were on the internet so everyone could enjoy them. The competitions are fast and fun, and there is music and dancing before and after the game.

80 CULTURE

Exercise 3 YOUR CULTURE

Students answer the questions. They can use the internet to find the information if they have access in class. They can compare their answers in pairs. Discuss the answers with the class.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

As a class, brainstorm some famous sports stars that students could role-play interviews with, then elicit some questions they could ask. Put students into pairs to prepare and practise their interviews. Ask some pairs to act out their interviews for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

For homework, ask students to choose another famous sports club. Tell them they can choose a football club, or they can choose a different sport such as basketball or tennis. Ask them to note down information about the club they have chosen, e.g. when it started, who its famous players are, etc.

In the next lesson, put students into small groups to present their clubs to each other. Ask some students to tell the class something interesting that they learned about a famous club.



- 1 Use the grid to find the first and last letters of sports 1–8. Then write the sports.

	A	E	I	O	U
P	a	g	m	s	y
T	b	h	n	t	z
G	c	i	o	u	
S	d	j	p	v	
M	e	k	q	w	
B	f	l	r	x	

PE BA

gf = golf

- BA BE
- PA PO
- TE PU
- BI PU
- PE PO
- SO BE
- SE GI
- TO PO



- 2 **SPORT ART.** Work in groups. Write the names of the sports on page 72 on pieces of paper. One student takes a piece of paper and draws the sport. The others guess. The winner is the person who guesses the most sports.

- 3 **MEMORY GAME.** Work in pairs. Follow the instructions.

- Put four to eight objects on your desk.
- Look at the objects for ten seconds and remember them.
- One student closes his / her eyes.
- The other student takes the objects from the desk and hides them.
- The student opens his / her eyes and says what object(s) was / were on the desk using *there was / there were*. For example, *There was a pen. There was a ruler. There were three books. There was an apple.* The student gets a point for every correct sentence.
- Repeat the game with different objects. Who can get the most points?

- 4 Join the letters to find regular and irregular past simple forms.

- STA
- WE
- W
- TRAV
- BEC
- LEA
- WAT
- D
- COMP
- DEC

- NT
- ETED
- RTED
- ID
- RNED
- IDED
- ON
- AME
- CHED
- ELLED

- 5 Complete the sentences.

Then write the past simple form of the missing verbs in the puzzle. Then use the letters in the grey boxes to make a mystery word.

France won the football World Cup in 2018.

The mystery word is _____

- Phan Thị Hà Thanh born in Việt Nam.
- Usain Bolt the world record in Beijing.
- Phaidippides from Marathon to Athens.
- Nguyễn Thị Ánh Viên 3 gold medals at the SEA Games 27.
- My dad to the match on Saturday.
- I all my homework last night.
- The 2016 Olympics in Rio.



minute to look at them. Ask them to close their eyes, and remove the objects. Elicit sentences about what objects were on the desk, and write them on the board.

ANSWERS

Students' own answers.

Exercise 4

Students join the letters to find the past simple forms. With **weaker classes**, students could work in pairs for this activity. With **stronger classes**, you could do it as a race. Check answers with the class and elicit which verbs are regular and which are irregular.

As an extension, you could ask students to choose three of the verbs and write example sentences for them. Ask some students to read their sentences to the class.

ANSWERS

- 1 went 2 won 3 travelled
4 became 5 learned 6 watched
7 did 8 competed 9 decided

Exercise 5

Students complete the sentences, then write the verbs from the sentences into the puzzle. They then look at the grey boxes and find the mystery word. With **weaker classes**, you could encourage students to look back through the unit to find the past simple forms. With **stronger classes**, do not allow students to look back, and you could do it as a race. Check answers and elicit the mystery word. Elicit some example sentences using the mystery word.

ANSWERS

- 1 was 2 broke 3 ran 4 won
5 went 6 did 7 were
Mystery word: skate

Assessment

Unit 6 tests, Teacher's Resource Disk

Puzzles and games

Exercise 1

Focus on the example and demonstrate how the co-ordinates work to identify the first and last letters of each sport. They then write the sports. With **weaker classes**, students could work in pairs for this activity. With **stronger classes**, you could do it as a race.

As an extension, students could work in pairs and use the grid to write clues for the first and last letters of two more sports. They could swap with another pair and race to write the sports they have been given.

ANSWERS

- football
- athletics
- hockey
- rugby
- gymnastics
- volleyball
- judo
- tennis

Exercise 2

Divide students into small groups. Each group writes the names of the sports on page 72 onto individual pieces of paper, and places them face down on their desk. They then take turns picking up a piece of paper and drawing the sport. Their classmates must guess the sports. See who guessed the most sports correctly.

ANSWERS

Students' own answers.

Exercise 3

Read through the task with the class and make sure students know what they have to do. Tell them they must include more than one of some objects, e.g. two pens or three books. Put students into pairs to play the memory game. Monitor while students are working and make sure they are using *there was / were* correctly. See who gets the most points overall.

Alternatively, you could play the game with the whole class. Put a selection of objects on your desk and give students a

13

1	How	2	was	3	went
4	good	5	were	6	news
7	with	8	don't	9	when

14

- 1 Andy Murray's full name is Andrew Baron Murray.
- 2 He's a tennis player from Scotland.
- 3 He was born on 15th May 1987.
- 4 Murray first competed in tennis matches when he was at school.
- 5 At the age of 17 he won the Junior US Open.
- 6 He won a gold medal at the Olympics.
- 7 He's one of the most successful British tennis players.

- 8 1 hockey 2 athletics
3 team 4 Olympic 5 cycling
6 championship 7 Skiing
8 football
9 1 medallist 2 winner
3 spectator 4 competitor
5 swimmer
10
1 There weren't 2 weren't
3 was 4 There were
5 There was 6 were
7 There wasn't 8 wasn't
11
1 False 2 False 3 True
4 True 5 False 6 True
12
1 watched 2 swam
3 travelled 4 became
5 scored 6 competed

Unit summary

Vocabulary

Describing people: Height and build: *average build, average height, overweight, short, slim, tall*; Hair: *bald, black, blonde, curly, dark brown, light brown, grey, long, red, short, spiky, straight*; Face and eyes: *blue, brown, green, grey, round, square, thin*; Other features: *beard, glasses, moustache, sunglasses*

Life events: *be born, die, get a job, get a qualification, get married, go to school, go to university, grow up, have children, leave school, travel*

Language focus

Past simple: affirmative and negative
Past simple: questions

Speaking

I can role-play an interview with a famous person.

Writing

I can write biographical questions and answers for a magazine.

Vocabulary

• Describing people

Aim

Describe people.

Background

Lady Gaga (born 1986) is an American singer, songwriter and actor, whose real name is Stefani Joanne Angelina Germanotta. She has had many hit songs in the USA and the UK, and as well as her singing, she is known for her extreme costumes on stage.

Emma Watson (born 1990) is an English actor who became famous at the age of 11 when she played Hermione in the *Harry Potter* film series. She has acted in more films, such as *Beauty and the Beast* and *Little Women*. She is a UN Women Goodwill Ambassador.

Johnny Depp (born 1963) is an American actor who is best known for his role as Captain Jack Sparrow in the *Pirates of the Caribbean* films. More recently, he appeared in the *Fantastic Beasts* and *Where to Find Them* films.

Yiruma (born 1978) is a South Korean pianist and composer. He started to learn the piano when he was five and is now one of the best known pianists in the world. His recorded music, YouTube videos and concerts are popular with millions of fans.

7

Growing up

VOCABULARY • Describing people
I can describe people.

THINK! Which famous people do you like? Why?

1 Complete 1–6 with the words in the box.

moustache round red long green short

2 2.23 Listen and repeat the words in exercise 1. Which words describe you?
I'm short and slim. My hair is ...

3 2.24 **PRONUNCIATION: Diphthongs**
Listen. Which word is the odd one out?

- 1 /aɪ/ light, height, hair, quite
- 2 /aʊ/ round, brown, board, mouth
- 3 /ɪə/ height, beard, ear, we're
- 4 /eə/ their, bald, fair, hair

MAKE YOUR OWN AVATAR

HEIGHT AND BUILD

tall average height 1.

overweight average build slim

HAIR

2. short curly spiky straight bald

black grey dark brown light brown 3. blonde

FACE AND EYES

4. square thin

blue brown 5. grey

OTHER FEATURES

glasses beard sunglasses 6.

Keanu Reeves (born 1964) is a Canadian actor who usually appears in action films. His most famous film series are *The Matrix* and *John Wick*.

Angelina Jolie (born 1975) is an American actor and humanitarian. She has appeared in many films including *Lara Croft* and *Maleficent*. Nowadays, she spends more time trying to help women who suffer because of war.

Park Hang-seo (born 1959) is a South Korean football manager who manages the Việt Nam national football team. With the Vietnamese under-23 and under-22 teams, he won the AFF Championship in 2018 and the gold medal at the Southeast Asian Games in 2019.

THINK!

Ask the questions to the whole class and elicit answers. Ask more questions to encourage students to say more, e.g. *Who are your favourite singers / actors?* *Which famous person would you most like to meet? Why?*

ANSWERS

Students' own answers.

Exercise 1

Students look at the pictures and complete 1–6 with the correct words. They can use their dictionaries to check any meanings they don't know. With **weaker classes**, students could work in pairs to do this. Check answers with the class and check that students understand all the words.

ANSWERS

1 short 2 long 3 red 4 round
5 green 6 moustache

Exercise 6 USE IT!

Focus attention on the *Who's who* quiz again. Students choose the correct words in descriptions 1–7 and then match the descriptions to photos a–g. Ask students to name the famous people and see who guessed the most people correctly. Students compare their answers in pairs using the key phrases. Check answers with the class.

ANSWERS

- 1 straight, b (Lady Gaga)
- 2 straight, c (Yiruma)
- 3 a moustache, e (Johnny Depp)
- 4 long, f (Angelina Jolie)
- 5 glasses, d (Park Hang-seo)
- 6 black, a (Keanu Reeves)
- 7 light, g (Emma Watson)

Optional activity: Vocabulary

Write the vocabulary from exercise 1 in a jumbled order on the board, then ask students to close their books. Put students into small groups. Ask groups in turn to choose a word and say a true sentence about one of their classmates using the word, e.g. *Ana's got long hair*. If the sentence is correct, the group gets a point and the word is crossed off the board. Continue until all the words have been crossed off. See which group has the most points.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their descriptions and work with another fast finisher to identify the people. Alternatively, ask them to read their descriptions to the class. See if other students can guess the people.

More practice

Workbook page 48

Assessment

Five-minute test, Teacher's Resource Disk

- 4 2.25 Watch or listen. Look at photos a–g. Which photos are the people talking about?



- 5 2.25 Watch or listen again. Which key phrases does Lewis use?

KEY PHRASES

Guessing answers

I think it's ...
I'm not sure.
I don't think it's ...

Maybe / Perhaps it's ...
I'm sure it's ...

- 6 **USE IT!** Choose the correct words in descriptions 1–7. Then match the descriptions to photos a–g and name the famous people. Compare with a partner using the Key Phrases.

I think description 1 is ...

I'm not sure. I don't think it's ...

- 1 As a child this singer had **straight / curly** hair. Now her hair sometimes looks very different!

- 2 This musician has short, **straight / curly** black hair.

- 3 This actor has sometimes got **sunglasses / a moustache** in films. In real life, he's also got glasses.

- 4 This actor had **long / short**, straight, dark brown hair in this film. She's got long hair now, too!

- 5 This sports coach is bald now and he has a **beard / glasses**.

- 6 This actor had long **black / red** hair when he was young. Now he has long hair and a beard.

- 7 This actor was in her first film at the age of eleven when she had long, **light / dark** brown hair.

Finished?

Write a description of a friend in the class.



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Exercise 2 2-23

Play the audio once for students to listen. Play it again, pausing after each word for them to repeat. Ask students to write two or three sentences about themselves, using words from exercise 1. Students can compare their sentences in pairs. Ask some students to tell the class which words describe them.

ANSWERS

Students' own answers.

Exercise 3 2-24

PRONUNCIATION: Diphthongs

Play the first four words and elicit which one is the odd one out. Point out that all of these sounds are diphthongs, which are made up of two vowel sounds pronounced together, although in number 3, *ear*, the two vowel sounds /ɪə/, are pronounced more noticeably as two sounds. Play the audio. Students listen and identify the odd ones out. Play the audio again to check answers, and get students to repeat some of the words with diphthongs.

ANSWERS

- 1 hair 2 board 3 height 4 bald

Exercise 4 2-25

Focus attention on the *Who's who?* quiz. Play the video or audio. Students watch or listen and guess which photos the people are talking about, then compare their answers in pairs. Check answers with the class.

ANSWERS

- 1 photo a 2 photo g 3 photo b

Exercise 5 2-25

Read through the key phrases with the class and check that students understand them all. Play the video or audio again. Students watch or listen and identify the key phrases that are used. Check answers with the class.

ANSWERS

I'm not sure. I think it's ...

Reading • Childhood photos

Aim

Understand the general idea of a text.

THINK!

Read the questions with the class and put students into small groups to discuss their answers. Ask some students to tell the class how one of their classmates looked different five years ago.

ANSWERS

Students' own answers.

Exercise 1

Read out the question. Explain that although there is only one question to answer, students must read the whole text in order to answer it because it is asking about the general meaning. Tell students not to worry if they don't understand all the details of the text, but just to read for the general meaning. Students read and answer the question. Check the answer with the class.

ANSWER

C

Exercise 2 2•26

Allow students time to read the sentences. Point out that for this task students need to read and listen carefully to find specific information, to decide if the sentences are true or false. With **stronger classes**, students could correct the false sentences. Play the audio. Students can compare their answers in pairs. Check answers with the class and encourage students to give evidence from the text to support their answers.

ANSWERS

1 False (Sometimes she was tired or sad.)
2 True 3 False (From one day to the next she didn't change a lot.) 4 True

Optional activity: Reading

Write the following questions on the board or dictate them to the class:

- How old do you think Suman was when Munish took the first photo?
- What did Suman do when she was tired and sad?
- When did Munish take the final photo of Suman for the picture?

Students discuss the answers in pairs from memory, then check their ideas in the text. Check answers with the class.

ANSWERS

- A few hours old / less than one day old
- She didn't look at the camera
- On her 18th birthday

7 READING • Childhood photos

I can understand the general idea of a text.

THINK! Did you look very different last week and five years ago? How?

A LIFE IN PHOTOS

On 23 January 1996, Munish Bansal took a photo of his new baby daughter Suman.

Every day after that, Munish took another photo of his daughter, sometimes in the morning, sometimes in the afternoon.

Sometimes Suman was tired or sad and she didn't want to look at the camera, but she was usually happy.

From one day to the next Suman didn't change a lot, but every year she grew or changed a little.

On her eighteenth birthday, 6,575 days after she was born, Munish took a photo of his daughter as usual. But in this photo, she was an adult.

Munish collected all of the 6,575 photos, made one big picture from them, and gave it to her as a present.



- 1 Look at the picture. What is special about it?
Read and check your answer.

- Munish made the picture when his daughter was eight years old.
- Munish took 6,575 days to make the picture of his daughter.
- Munish made the picture from 6,575 photos of his daughter.

- 2 2.26 Read and listen to the text and write True or False.

- Munish didn't take photos when Suman was sad.
- Munish took a photo of his daughter at a different time every day.
- Suman is quite different in the photos from one day to the next.
- Suman was an adult when she received the present.

- 3 VOCABULARY PLUS Check the meanings of the words in blue in the text.

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Exercise 3 VOCABULARY PLUS

Focus on the words in blue in the text and elicit that they are all past simple forms. Students check the meanings of the verbs and find the infinitive forms. Check answers with the class and elicit which verbs are regular and which are irregular.

ANSWERS

Students' own answers.

Workbook page 52 exercise 5

Optional activity: Vocabulary plus

Put students into pairs. Ask them to write three example sentences using the blue past simple verbs from the text. Ask pairs in turn to read out one of their sentences, omitting the verb. See if other students can guess the missing verbs.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then discuss the questions in pairs. Ask some students to report back to the class. Discuss as a class what most families have photos of. Ask more questions to extend the discussion, e.g. *How often do you take photos? What do you usually take photos of? Do you take them on a camera or your phone? How many photos do you have on your camera / phone? Do you sometimes take photos of yourself? See what students most often take photos of.*

ANSWERS

Students' own answers.

More practice

Workbook page 52

Practice Kit

7 LANGUAGE FOCUS • Past simple: affirmative and negative

I can talk about situations and events in the past.

Past simple: affirmative and negative

- 1 Study the examples. Find other examples of the negative form in the text. How do we form the past simple negative? Read the Rule to check. She had glasses. She **didn't** have glasses.



RULE

To form the past simple negative of an ordinary verb, we use **didn't** + verb in the base form.

- 2 Write the opposite forms of the sentences.

She had curly hair when she was a baby. She **didn't** have curly hair when she was a baby.



- I read a book last night.
- My brother didn't start a new school last year.
- We played basketball yesterday.
- My cousin gave me a present for my birthday.
- I didn't like playing football when I was young.
- My best friend didn't go on holiday last year.

- 3 Complete the text with the affirmative or negative form of the verbs.

A life in film

Between the ages of ten and twenty, Daniel Radcliffe (act) in eight Harry Potter films. In that time he (not make) other films and he (not go) to school. A tutor (give) special classes to all of the actors.

Sometimes very young actors have problems because their lives aren't normal, but Daniel (not have) a bad time. He (love) the job and (have) a lot of friends and fun.



- 4 Complete the conversation with the correct form of the verbs in the box.

start have want not like
love get not have

Jack Look at these old photos! You look very young.
Hannah Yes, I was five in that photo. I blond hair when I was young.
Jack It isn't blonde now, it's light brown.
Hannah It was curly too. My mum it, but I it! I straight hair like my friends.
Jack I think curly hair is great!
Hannah I glasses when I was five.
Jack I them when I was seven.
Jack I wearing glasses when I was seven, too!

- 5 Write about your experiences. Use the affirmative or negative form of the verbs.

- ... (live) in another city when I was younger.
- ... (have) different colour hair when I was a baby.
- ... (like) sweets when I was young.
- ... (go) to another country last year.
- ... (see) a good film last month.
- ... (watch) sport on TV last night.
- ... (play) video games last weekend.
- ... (visit) my grandparents in January.
- ... (eat) soup yesterday.

- 6 USE IT! Work in pairs. Compare your sentences in exercise 5.

I lived in another city when I was younger.

Me, too! I lived in Bến Tre.

Really? I didn't. I lived here.

Finished?

Write about what you did last weekend.

To check answers, read out the original sentence and elicit the answer from the class.

ANSWERS

- I didn't read a book last night.
- My brother started a new school last year.
- We didn't play basketball yesterday.
- My cousin didn't give me a present for my birthday.
- I liked playing football when I was young.
- My best friend went on holiday last year.

Exercise 3

Students complete the text with the correct verb forms. Remind students that for the affirmative verbs they need to think about whether they are regular or irregular. Check answers with the class.

ANSWERS

- acted
- didn't make
- didn't go
- gave
- didn't have
- loved
- had

Exercise 4

Complete the first gap with the class, helping them to find the correct verb in the box. Students can complete the rest of the activity in pairs.

If you have a confident class, ask two volunteers to read out the completed dialogue.

ANSWERS

- had
- loved
- didn't like
- wanted
- didn't have
- got
- started

Exercise 5

Students complete the sentences with their own ideas. Ask one or two students to read out some of their sentences.

ANSWERS

- I lived / didn't live
- I had / didn't have
- I liked / didn't like
- I went / didn't go
- I saw / didn't see
- I watched / didn't watch
- I played / didn't play
- I visited / didn't visit
- I ate / didn't eat

Exercise 6 USE IT!

Students compare their answers in pairs. Ask some students to tell the class something they learned about their partner.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class, omitting the verbs. See if other students can complete the sentences with the correct verb forms.

More practice

Workbook page 49

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Past simple: affirmative and negative

Aim

Talk about situations and events in the past.

Warm-up

With books closed, write these sentences on the board: Munish took a photo of his daughter. Sometimes Suman was tired or sad. She wasn't happy. Focus on the underlined words. Ask students what the infinitive forms of *took* and *was* / *wasn't* are. Tell students that *took* is the affirmative past simple form of *take*, *was* is also the affirmative past simple form of *be*, and *wasn't* is the negative past simple form of *be*. Write *do drive cut make have* on the board and ask students to write the affirmative past simple forms. Students can use their own dictionaries.

Past simple: affirmative and negative

Exercise 1

Read out the examples and the rule. Students find more examples in the text. Play the grammar animation.

ANSWERS

didn't want, didn't change

Language note

Irregular verbs behave in the same way as regular verbs in the negative form of the past simple. They use the base form of the verb, not the irregular past simple form, e.g. *He didn't take a photo.* (NOT *He didn't took a photo.*)

Exercise 2

Go through the example with the class and show how the verb changes form. Let students work in pairs for support if needed.

Vocabulary and listening • Life events

Aim

Listen for specific biographical information.

THINK!

Read out the questions and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *In what situations is it useful to be very tall? In what situations is it a problem?*

ANSWERS

Students' own answers.

Exercise 1 2-27

Focus on the photos and the table. Ask students to imagine how tall Robert was. Ask students to read the text, ignoring the gaps, and try to work out the meanings of the verbs and phrases in blue. Check answers, and check that students understand all the verbs and phrases. Students write the past simple forms. Play the audio for them to listen and check.

ANSWERS

went to school, left school, went to university, got a qualification, got a job, got married, had children, travelled, died

Exercise 2 2-28

Read out the question and elicit a few possible answers. Encourage students to predict and speculate, and point out that this can help them understand a listening text better. Play the audio. Students listen and check their answers.

ANSWER

People liked him.

Exercise 3 2-28

Students read the skills strategy before doing exercise 3. Allow students time to read the gapped sentences again. Read out each gapped sentence in turn and elicit what kind of information is missing, e.g. a name, number, date, etc. Play the audio again. Students listen and complete the text. Play the audio again, if necessary, for students to check and complete their answers. Check answers with the class.

ANSWERS

1 1918 2 two brothers 3 two sisters
4 normal 5 seventeen 6 spoke
7 800 8 twenty-two 9 feet

7

VOCABULARY AND LISTENING • Life events

I can listen for specific biographical information.

THINK! Do you know any very tall people? What are the good and bad things about being very tall?

Robert Wadlow: The Gentle Giant

The story of the tallest man who ever lived

When was he born?

In February 1918 in Alton, Illinois, in the USA.

Where did he grow up and go to school?

In Alton.

Did he have any brothers and sisters?

Yes, he did. He was the oldest of five children. He had 2 and 3. They were all a 4 height.

At what age did he leave school?

He left school when he was 5.

Did he go to university?

Yes, he did, but he left and he didn't get a qualification.

How did he become famous?

He appeared in a circus.

What did people call him?

People called him the Giant of Illinois or the Gentle Giant because he 6 very quietly.

Where did he get a job?

He got a job with the shoe company that made his special shoes.

Did he get married and have children?

No, he didn't.

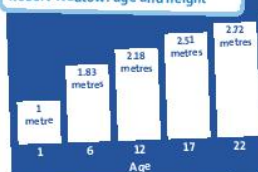
Did he travel much?

Yes, he did. He visited 7 different towns in the USA when he travelled for the shoe company.

When did he die?

He died at the age of 8 because of a problem with one of his 9.

Robert Wadlow: age and height



1 2-27 Read the text about Robert Wadlow and check the meanings of the phrases in blue. Write the past simple form of the verbs. Listen and check.

grow up - grew up

2 2-28 Do you think people in the USA liked or disliked Robert? Listen to a podcast about him and check your answer.

SKILLS STRATEGY

Before you listen again, you should

- read the sentences with the gaps.
- try to predict what the gaps will be.
- listen to the recording while reading the text.
- write down the answers.

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Optional activity: Listening

Dictate these sentences to the class, or write them on the board:

- 1 Robert was taller than his father by the age of eight.
- 2 At school, they made a special chair for him.
- 3 Robert left university because he didn't enjoy it.
- 4 Robert stopped growing when he was 18.

Play the audio. Ask students to listen again and correct the sentences. Check answers with the class.

ANSWERS

- 1 Robert was taller than his father by the age of six.
- 2 At school, they made a special desk for him.
- 3 Robert left university because it was difficult for him.
- 4 Robert never stopped growing.

Exercise 4

Students write sentences about a person in their family. Encourage them to write both affirmative and negative sentences. Ask some students to read some of their sentences to the class. Correct any errors.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Ask two students to read out the examples. Point out that we use *Really?* to express surprise. Students compare their sentences in pairs. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

More practice

Workbook page 50
Practice Kit

Assessment

Five-minute test, Teacher's Resource Disk

7 LANGUAGE FOCUS • Past simple: questions

I can ask questions about events in the past.

- 1 Look at the questions about Robert Wadlow in the text on page 90 again and complete the table. Which word is in all of the questions?

Question word	Auxiliary verb	Subject	Main verb	Other words
—	1.....	he	2.....	any brothers and sisters?
—	Did	3.....	go to	university?
4.....	did	he	become	famous?
What	did	5.....	call	him?
When	6.....	he	7.....?	

- 2 Order the words to make past simple questions. There is one extra word in each sentence.

- here / you / did / do / grow up / ?
- where / what / live / did / he / ?
- does / he / get a job / did / ?
- how / travel / did / they / travels / ?
- did / finished / when / he / finish / ?

- 3 Read the information about the Vietnamese scholar Lê Quý Đôn. Write questions using the words in blue.

LÊ QUÝ ĐÔN: A Vietnamese Scholar



- He lived in the 18th century. (When ... ?)
- He was a poet, a scholar, and a government official. (Who ... ?)
- In 1760, Lê Quý Đôn went to China as an ambassador. (Where ... ?)
- Yes, he was the principal of the National University situated in the Văn Miếu in Hà Nội. (Was ... ?)
- No, He had many works of the old Vietnamese literature. (Did ... ?)
- He passed away in 1784 when he was 58 years old. (How ... ?)
- In many places in Việt Nam, they name major schools after him. (What ... ?)

- 4 Look at the paragraph. Complete the parts in blue with your ideas. Then work in pairs. Ask questions (a maximum of twenty) to find the information in your partner's paragraph. You can only answer 'Yes, I did' or 'No, I didn't'.

Last weekend I went to (a famous city) and went to the cinema with (a famous actor / actress). Then we had dinner with (a famous sports star) and we talked and danced for (two / three / four) hours.

Did you go to London? No, I didn't.

- 5 USE IT! Complete the questions with the past simple form of the verbs. Then ask and answer the questions with a partner.

- (you / live) here when you were younger?
- What (you / do) last weekend?
- When (you / last / go) to the cinema?
- What film (you / see)?
- Who (you / go) with?
- (you / do) any sports last weekend?
- (you / play) any video games yesterday?
- (you / have fun) on your last holiday?

Finished?

What is the longest question that you can make using the past simple?



Growing up 91

Language focus • Past simple: questions

Aim

Ask questions about events in the past.

Warm-up

With books closed, ask what students can remember about Robert Wadlow. Ask questions to elicit more information, e.g. *Where did he grow up? At what age did he leave school? Did he travel much?* Write one or two questions on the board and elicit possible answers. Students can open their books to check the answers. Focus on the questions on the board and ask students what tense they are in (past simple). Tell students they are going to learn about questions in the past simple now.

Exercise 1

Students complete the table with the questions from page 90. Check answers, and ask which word is in all the questions. Play the grammar animation.

ANSWERS

- 1 Did 2 have 3 he 4 How
5 people 6 did 7 die
The word *did* is in all the questions.

Language note

We use *do / does* to form questions in the present simple, and we use *did* in the past simple: *What do you do? What did you do?* The form *did* is the same for all persons, and it comes before the subject: *Did he grow up in Alton?* (NOT *He did grow up in Alton?*)

Exercise 2

Students order the words to make questions, leaving out the extra word in each sentence. With **weaker classes**, students can work in pairs. Check answers with the class.

ANSWERS

- Did you grow up here?
- Where did he live?
- Did he get a job?
- How did they travel?
- When did he finish?

Exercise 3

Read out the first sentence of information and elicit the correct question. Students read the remaining information and write the questions. Check the answers.

ANSWER

- When did he live?
- Who was he?
- Where did Lê Quý Đôn go as an ambassador in 1760?
- Was he the principal of the National University situated in the Văn Miếu in Hà Nội?
- Did he have a few works of the old Vietnamese literature?
- How old was he when he passed away in 1784?
- What do they do in many places in Việt Nam?

Exercise 4

Read out the task and demonstrate by thinking of your own ideas to complete the paragraph. Get students to ask you questions to guess the information. You can only answer *Yes, I did.* or *No, I didn't.* Students can have a maximum of 20 questions. Students then complete their paragraphs individually. Put them into pairs to ask and answer questions.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students complete the questions. With **weaker classes**, students could work in pairs. With **stronger classes**, students could add one or two more questions of their own to ask a partner. Students work in pairs to ask and answer the questions.

ANSWERS

- Did you live here when you were younger?
 - What did you do last weekend?
 - When did you last go to the cinema?
 - What film did you see?
 - Who did you go with?
 - Did you do any sports last weekend?
 - Did you play any video games yesterday?
 - Did you have fun on your last holiday?
- Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually, then compare with another fast finisher. Alternatively, ask fast finishers to read their questions to the class. Ask the class to listen to see whose is the longest.

More practice

Workbook page 51

Assessment

Five-minute test, Teacher's Resource Disk

Speaking • Role-play: an interview with a famous person

Aim

Role-play an interview with a famous person.

THINK!

Read the question with the class and elicit a range of questions that students could ask their favourite singer or actor. Write some possible questions on the board.

ANSWERS

Students' own answers.

Exercise 1 2-29

Students read the gapped interview and complete it with the correct sentences a–d. Play the video or audio for students to listen and check their answers.

ANSWERS

1 c 2 a 3 d 4 b

The pop star is from Texas / the USA.

Exercise 2 2-29

Students find the key phrases in the interview and note down who says each one. Play the video or audio again for students to listen and check their answers. Check answers with the class and check that students understand all the key phrases.

ANSWERS

Interviewer: 1, 4, 6

Pop star: 2, 3, 5

Exercise 3

Students practise the dialogue from exercise 1 in pairs.

Exercise 4

Read the study strategy with the class. Ask students to look at the situation. Students work individually or in pairs to think of follow-up questions for 1–5 in the table. Elicit possible questions from students. With **weaker classes**, you could do this as a brainstorming session with the whole class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Play the interview again, pausing after the key phrases and the words and phrases in exercise 4. Get students to repeat the words and phrases, copying the intonation on the recording. Point out to students that they can use intonation to sound interested when they are listening to someone.

7 SPEAKING • Role-play: an interview with a famous person

I can role-play an interview with a famous person.

THINK! Imagine that you can interview your favourite singer or actor. What questions do you want to ask?

Interviewer	Hi. It's great to meet you. I've got a few questions for you, if that's OK.
Pop star	Sure. Go ahead.
Interviewer	Great. So, when did you decide to become a singer?
Pop star	Good question. ¹
Interviewer	Really? How old were you? ²
Interviewer	That's interesting. Where did you go to school?
Pop star	Erm, in Texas at first, but then we moved to New York.
Interviewer	Cool! Did you enjoy living there?
Pop star	Sure. ³
Interviewer	OK. One more question. What was the most exciting moment in your career?
Pop star	Mmm. That's a difficult one. ⁴
Interviewer	Ah yes, of course. That was great. Thanks for your time.
Pop star	You're welcome.



Interviewer (Gareth)

Pop star (Jasmine)

3 Practise the dialogue with a partner.

4 Read the Study Strategy. Look at the situation and then think of some follow-up questions for 1–5 in the table.

STUDY STRATEGY

Improving your speaking

You can have more interesting conversations in English if you:

- react to what people say.
- ask them questions to find out more information.

I went to England when I was young.

Really?
That's interesting.
Cool!
Yes, of course.

- 1 Why ... ?
- 2 When ... ?
- 3 Where ... ?
- 4 What ... ?
- 5 ... ?

5 **USE IT!** Work in pairs. Prepare and practise interviews with a famous person. Use the Key Phrases, the Study Strategy and ideas from the list below.

Interview questions

When did you become a ... ?
When did you get married to ... ?
What did you look like when you were ... ?
How did you feel when ... ?
When did you first ... ?

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Exercise 5 USE IT!

Students work in pairs to choose a famous person and prepare and practise an interview with them. Encourage students to use their imagination, and tell them their interview doesn't have to be completely serious! Ask some pairs to perform their interviews for the class. Tell them not to mention the name of the person. See if other students can guess the famous people from the interviews.

ANSWERS

Students' own answers.

Optional activity: Speaking

Refer students back to the questions in exercise 5 on page 92. Put them with a new partner and ask them to ask and answer the questions again. This time they should use a range of words and phrases to react to what their partner is saying, and they should ask more questions to find out more information. Ask students to report back on how interested their partner sounded when they were listening and reacting.

More practice

Student book page 107
Practice Kit

7 WRITING • A description of a person

I can describe a person's physical appearance and behaviour.

THINK! Who is your favourite celebrity? Can you describe him / her?

Chris Hemsworth

Chris Hemsworth is a famous Australian actor. He's best known for his roles in the films *Thor* and *Snow White and the Huntsman*.

He's very tall (1.90 metres), strong and good-looking. Chris has got fair hair and blue eyes. He's sometimes got a beard and a moustache.



He's busy, but he spends lots of time outdoors with his three children. He becomes a superhero in both films and his everyday life!

1 Read the article and look at the words in blue. What do we use them for?

2 Complete the Key Phrases with words in the description.

KEY PHRASES

A description of a person

- 1 He / She is a actor.
- 2 He / She is for
- 3 He / She is and
- 4 He / She's got
- 5 He / She is but he / she
- 6 He / She becomes a

Language Point: Punctuation

3 Match 1-7 with a-g to complete the sentences.

We use

- 1 an exclamation mark (!)
 - 2 a question mark (?)
 - 3 a capital letter (A, B, C, ...)
 - 4 a comma (,)
 - 5 an apostrophe (') (for example, *we're*, *Susan's*)
 - 6 a full stop (.)
 - 7 words in italics (for example, *Thor*, *Coco*)
- a. at the beginning of a sentence and with names, countries, nationalities and names of books, films and songs.
 - b. in lists and for pauses.
 - c. at the end of a sentence.
 - d. at the end of a question.
 - e. when we say the title of a book, film or song.
 - f. for an exclamation or an imperative.
 - g. in short forms and to show possession.

4 Rewrite the text with the correct punctuation.

jennifer lawrence is an american actor she was born in kentucky she is tall and shes got blonde hair and blue eyes jennifers most famous role was a girl called katniss everdeen in the hunger games

5 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a description of your favourite celebrity.

B THINK AND PLAN

- 1 Which person do you want to describe?
- 2 Who is he / she? What is he / she famous for?
- 3 What does he / she look like?
- 4 How does he / she behave?

C WRITE

Write a description of a person. Use the right adjectives, nouns and verbs to describe his / her appearance and behaviour.

D CHECK

- word order in descriptions
- meanings of adjectives, nouns and verbs
- punctuation

Growing up 93

Language point: Punctuation

Exercise 3

Students match the sentence halves. Check answers with the class and check that students understand how to use the different punctuation marks. Discuss any differences in punctuation between English and the students' own language.

ANSWERS

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

Exercise 4

Students rewrite the text with the correct punctuation, then compare their answers in pairs. Check answers by getting students in turn to come and write a sentence from the text on the board with the correct punctuation.

ANSWERS

Jennifer Lawrence is an American actor. She was born in Kentucky. She is tall and she's got blonde hair and blue eyes. Jennifer's most famous role was a girl called Katniss Everdeen in *The Hunger Games*.

Optional activity: Writing

For extra punctuation practise, dictate the following sentences and questions to the class:

- 1 That was an amazing film!
- 2 I've seen the first, second and third film in the series.
- 3 Who played Harry in the *Harry Potter* films?
- 4 Where was Robert Wadlow's hometown?

Tell students to think carefully about the punctuation as they write them. Check answers by writing the sentences on the board. See if students can remember the answers to the two questions.

Writing • Description of a person

Aim

Describe a person's physical appearance and behaviour.

THINK!

Ask the questions to the class and elicit answers from individual students. Encourage students to share their knowledge and talk about celebrities they are interested in. Ask more questions to encourage them to speak more, e.g. *Why do you like / admire this person? Where did you find out this information about them? Do you enjoy learning about celebrities' lives? Why? / Why not?*

ANSWERS

Students' own answers.

Exercise 1

Students read the article, look at the blue words and answer the question.

ANSWERS

To describe a person's physical appearance and behaviour

Exercise 2

Students complete the key phrases with words from the article. Check answers with the class.

ANSWERS

- 1 famous
- 2 best-known / the role(s) in ...
- 3 tall/ strong/ good-looking
- 4 fair hair, blue eyes, a beard and a moustache.
- 5 busy/ spends a lot of time outdoors with ...
- 6 superhero

Exercise 5 USE IT!

Read the task with the class. Students plan their questions and answers and write their article. This can be set for homework. Remind students to check their grammar, spelling and punctuation carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 53

Practice Kit

End-of-unit activities

Progress Review 4, Student book pages 106-107

* Vocabulary and language focus worksheets, Teacher's Resource Disk

** Vocabulary and language focus worksheets, Teacher's Resource Disk

*** Vocabulary and language focus worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's Resource Disk

7 CLIL • Language and literature:

The Adventures of Tom Sawyer

Aim

Read and understand an extract from a work of literature.

Warm-up

With books closed, ask: *Do you like reading literature? What books do you like reading? Why do you like these books?* Elicit a range of answers. To involve more students in the discussion, as books are mentioned ask: *Is there a film of this book? Who likes this film?* Encourage students to express their own opinions.

Background

The Adventures of Tom Sawyer was written by the American writer Mark Twain and first published in 1876. The novel tells the story of Tom's adventures with a group of friends, which include spending time on Jackson's Island. While they are on the island, Tom becomes aware that the boys' families believe they have drowned in the river. He decides to return home just in time for his own funeral. Huckleberry Finn, mentioned in the extract, appears as the main character in a later novel by Twain: *The Adventures of Huckleberry Finn*, published in 1884.

Exercise 1

Students work in pairs to check the meanings of the words. Check answers with the class and check that students understand all the words. Students then complete the sentences with the correct words. Check answers with the class.

ANSWERS

- 1 the dark 2 run away 3 pipe
4 sleep out

Exercise 2

Allow students time to read through the questions. Students read the text and answer the questions. They can compare their answers in pairs. Check answers with the class.

ANSWERS

- He was scared / he saw Injun Joe's face in the dark.
- He wanted to get away / do something exciting.
- Three (Tom, Joe, Huck)
- On Jackson's Island.
- They thought it was very good / the best dinner in the world.

7

CLIL • Language and literature:

The Adventures of Tom Sawyer

I can read and understand an extract from a work of literature.

1 Check the meanings of the words in the box and complete the sentences.

pipe sleep out
the dark run away

- We got up when it was 3 a.m., so we left the campsite in
- We wanted to because there were a lot of insects near the river.
- Smoking a is bad for your health.
- If you in summer, you can look at the stars in the night sky.

2 Read the text. Then answer the questions.

- Why couldn't Tom sleep?
- Why did Tom want to go to Jackson's Island?
- How many boys went to the island?
- Where did they make a fire?
- What did they think of their dinner?

3 2.30 Read and listen to the text. Find a person or place for sentences 1–4.

- Someone Tom didn't like
- A place with boats
- The place where the boys went to sleep out
- Tom and Joe's friend

4 USE IT! Work in pairs. What did Tom and his friends do the next day? Write a short paragraph. Then compare with another pair.

The next day the boys got up at 8 a.m.
Then they ...

THE ADVENTURES OF TOM SAWYER

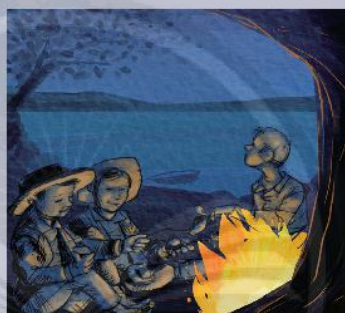
Summer came, and there was no school. Tom didn't want to think about Muff Potter and Injun Joe, but it wasn't easy. At night, in bed, he saw Joe's face in the dark, and he couldn't sleep.

One hot summer day he and Joe Harper were down by the Mississippi River. They fished and talked.

"Let's get away from here!" - said Tom.

"Let's go and do something exciting somewhere."

"OK", said Joe. "But what? And where?"



"Let's run away. Let's sleep out under the trees on Jackson's Island, a desert island," said Tom. "Let's ask Huck Finn, get something to eat and don't let anyone else know."

That night three boys in a small boat went down to Jackson's Island. They had some bread and some meat, and Huck had his pipe, too. They cooked the meat over the fire and had the best dinner in the world. Soon they stopped talking, their eyes closed and they slept.

94 CLIL

Extract from Oxford Bookworms Library: *The Adventures of Tom Sawyer* by Mark Twain, retold by Nick Ballard

Exercise 3 2-30

Students read and listen to the text and find a person or place to match each sentence. Check answers with the class.

ANSWERS

- Muff Potter / Injun Joe
- Mississippi River
- Jackson's Island
- Huck Finn

Exercise 4 USE IT!

Read out the example beginning of the next paragraph and elicit some ideas about what the boys did the next day, e.g. *looked for food, caught some fish, built a shelter*. Ask questions to encourage students to think about how the story continued, e.g. *Do you think they slept well? How did they feel in the morning?* Put students into pairs to write a short paragraph. Put pairs together into groups of four to compare their paragraphs. Ask some pairs to tell the class what was similar in their paragraphs and what was different.

Optional activity: Speaking

Write these adjectives on the board:

intelligent brave adventurous honest

Check that students understand the words, then ask: *Which of these words describes Tom Sawyer? Why?* Elicit a range of answers and encourage students to explain their answers, e.g. *He's intelligent because he thinks about getting food before they go to the island. He's brave because he isn't scared to sleep out at night. He isn't very honest because he doesn't tell his family where he's going.* Ask students to think about other teenage characters that they know in books, films or TV series. Elicit a few suggestions, e.g. *Harry Potter*. Put students into small groups to discuss which teenage characters they admire and why. Ask groups to tell the class about a character they admire.



1 Read the sentences and complete the table. Then draw the men's faces.

Rob wears glasses.
The man with long hair has got a moustache.
Simon's hair is brown and curly.
Neil has got brown eyes.
The man with blue eyes has got a square face.
The man with a beard isn't next to the man with glasses.
The man with spiky hair has grey eyes and is on the right.
Neil and Rob have got thin faces.
The man with blonde hair wears glasses.
The man with black hair is between Simon and Rob.

	Simon	Neil	Rob
Hair colour			
Hair style			
Eyes			
Face			
Other			glasses



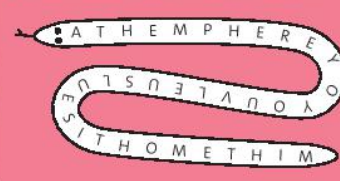
2 PAST SIMPLE TENNIS. Play in pairs. Follow the instructions.

Student A: Say a verb to Student B.

Student B: Say the past simple form of the verb. Then say a different verb to Student A.

eat ate

3 WORDSNAKE. Find seven object pronouns.



4 Unscramble the words to find five life events.

- egt drmirera get married
1 egt a obj
2 rvgo pu
3 eevla lshoc
4 og ot syniurvtel
5 avhe dilercnh

5 FIND SOMEONE WHO ... Walk around the class and ask questions. Write a different name for each question.

Find someone who ...

	Name
1 ate pizza yesterday.	
2 went to bed at midnight last weekend.	
3 didn't go to the cinema last month.	
4 played video games yesterday.	
5 didn't have long hair two years ago.	
6 lived in another city when they were younger.	
7 read a good book last year.	

Did you eat pizza yesterday? Yes, I did.

ANSWERS

A T H E M P H E R E Y O U V L E U S L
U E S I T H O M E T H I M

Exercise 4

Students unscramble the words to find the life events. With **weaker classes**, students could work in pairs for this activity. With **stronger classes**, you could do it as a race. Check answers with the class.

As an extension, you could ask students to choose two more life events from page 90 and write them as scrambled words. Students can swap with a partner and try to unscramble them.

- 1 get a job
- 2 grow up
- 3 leave school
- 4 go to university
- 5 have children

Exercise 5

Read out the instructions and explain to students that they must find a different person to answer 'yes' to each of the questions. With **weaker classes**, go through the chart and elicit the questions that students should ask, e.g. *Did you eat pizza yesterday?*

Allow students to stand up and walk around the classroom. Tell them they must only ask one question to each classmate they come across then move on.

Monitor while students are working and make sure they are asking and answering their questions in English. Continue until one student has filled in all the names. Alternatively, set a time limit and see who has completed the most names in the time allowed.

As an extension, you could brainstorm five different questions with the class, and students could repeat the activity.

ANSWERS

Students' own answers.

Assessment

Tests, Teacher's Resource Disk

Puzzles and games

Exercise 1

Read out the first sentence and point out the example answer in the chart. Students work individually or in pairs to read the sentences and complete the chart, then draw the three faces. With **stronger classes**, you could do this as a race. Check answers with the class and see whose drawings are the most accurate.

ANSWERS

	SIMON	NEIL	ROB
Hair colour	brown	black	blonde
Hair style	curly	long	spiky
Eyes	blue	brown	grey
Face	square	thin	thin
Other	beard	moustache	glasses

Exercise 2

Demonstrate the activity with a confident student, then put students into pairs to

play the game. Set a time limit and ask students to note down how many past simple forms they manage to say correctly within the time. See which pair managed to say the most.

To make it more challenging, students could say a sentence using a past simple form rather than just saying the verb, e.g. *eat – I ate a banana; watch – I watched TV.* You could play this version of the game with the whole class, with students racing to put their hands up to say a sentence as each verb is suggested.

ANSWERS

Students' own answers.

Exercise 3

Students find the object pronouns in the wordsnake. With **stronger classes**, you could do this as a race. Check answers with the class. You could elicit one or two example sentences using the object pronouns. Alternatively, ask students to write the corresponding subject pronouns.

Unit summary

Vocabulary

Means of transport: *ship, trolleybus, boat, tram, subway train, plane, cable car, bus, train, ferry*

Weather conditions: *cloudy, cold, foggy, hot, icy, rainy, snowy, stormy, sunny, windy*

Language focus

be going to: affirmative, negative and questions

will and *won't*

Speaking

I can make offers and promises.

Writing

I can write a postcard about my visit.

Vocabulary • Means of transport

Aim

Talk about public and private means of transport.

Background

Millions of people have their holidays every year. Choosing a suitable means of transport is very important. Everyone has their own choice, depending on their time, purpose and finance.

THINK!

Ask the questions to the whole class and read through the means of transport in the box with the class. Check that students distinguish between *train*, *tram*, *trolleybus* and *subway train*. Elicit a few answers, then put students into pairs to discuss the question. Ask some pairs to tell the class by what means they both go on holiday. Ask further questions to encourage students to say more, e.g. *Can you go by subway train in Việt Nam?* *Do you have ferries in your town?* *Where can you see a tram or a trolleybus?* *Why do some people go by train, but not by plane?* ...

ANSWERS

Students' own answers.

8 Going away

VOCABULARY • Means of transport

I can talk about means of transport.

Culture p104

Extra listening and speaking p117

THINK! How do you travel when you go on holiday?

ship plane trolleybus cable car boat bus tram train subway train ferry

1 2-31 Look and match photos 1-10 with the words in the box. Listen and check.

2 Which means of transport have you got in your country?



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Exercise 1 2-31

Students look at the means of transport (Picture 1 to Picture 10). They can use their dictionaries to help, if necessary. With **weaker classes**, students could work in pairs or small groups for this. With **stronger classes**, you could do it as a race. Play the audio to check their answers. Check answers with the class and check that students understand all the words.

ANSWERS

- 1 bus
- 2 plane
- 3 ferry
- 4 tram
- 5 subway train
- 6 trolleybus
- 7 cable car
- 8 ship
- 9 train
- 10 boat

Exercise 2

Students discuss in pairs or small groups which means of transport from exercise 1 they have got in their town or in Việt Nam. Ask some pairs to tell the class which means they choose both.

ANSWERS

Students' own answers.

TRAVEL QUIZ

- 1 If you cross a channel or a river, which means do you choose?
a. a train b. a ship c. a ferry
- 2 If you travel between hills and mountains, which means do you choose?
a. cable car b. tram c. bus
- 3 Trolleybuses and trams cannot move without
a. petrol b. coal c. electricity
- 4 You cannot see a on a street.
a. bus b. subway train c. tram
- 5 A can travel between continents.
a. cable car b. plane c. boat
- 6 A can travel in a small river.
a. ship b. boat c. bus
- 7 The first system in the world is The London Underground.
a. ferry b. subway c. bus
- 8 A trolleybus travels on streets while a travels on railways.
a. bus b. tram c. boat

3 Work in pairs. Do the *Travel Quiz* and compare your answers.

4 2.32 Listen and complete the Key Phrases.

KEY PHRASES

Talking about means of transport

- 1 I love / like going on
- 2 When you go away, you should choose a suitable
- 3 You should choose a when you travel in a river.
- 4 You should go by when you go to another country.
- 5 You can avoid traffic jams when you go by

5 **USE IT!** Work in groups. Imagine that you are going on holiday. Choose holiday A or B. Which means of transport should you choose? Why?

Holiday A:
You are in Việt Nam and you want to go to Bangkok, Thailand.



Holiday B:
You are in Việt Nam and you want to go to Moscow, Russia.



Finished?

Think of more means of transport you often see in your town or your countryside. Make a list.



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Optional activity: Vocabulary

Say: *You use this to travel from one place to another in a city in Việt Nam.* Elicit the word (bus). Put students into pairs to write three more clues for the items on page 96, then ask them to close their books. Put pairs together into groups of four to read their clues to each other and guess the items. Students can repeat in a different group for more practice. See which pair guessed all the words correctly.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their lists and then compare with another fast finisher. Alternatively, ask them to read their lists to the class. Explain any words that students do not know, and ask other students if they also choose the same means of transport.

More practice

Workbook page 54

Assessment

Five-minute test, Teacher's Resource Disk

Exercise 3

Students do the quiz individually then compare their answers with a partner. Check answers with the class and see who got all the answers right.

SUGGESTED ANSWERS

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

Exercise 4 2.32

Focus on the means of transport in exercise 1 again. Play the video or audio. Students watch or listen and write the means of transport from exercise 1 which the people mention. With **weaker classes**, students could work in pairs or small groups for this activity. Check answer with the class.

ANSWERS

1 holiday 2 means of transport
3 boat 4 plane 5 subway train

Exercise 5 USE IT!

Read through the two holidays with the class and make sure students understand everything. Put them into groups and ask them to choose which holiday to discuss. Students work individually within their groups and suggest the means of transport. Then ask students to use their own ideas to discuss in their groups, showing the reasons why they choose the means of transport. Ask groups in turn to tell the class what they decided.

ANSWERS

Students' own answers.

Reading • Summer holidays

Aim

Read for detailed information.

THINK!

Read the question with the class and ask more questions to give students more ideas to talk about, e.g. *Do you go away with your family? Where do you go? What do you like doing on holiday? If you stay at home do you get bored? What do you do with your friends?* Put students into small groups to discuss their answers. Ask some students to tell the class something they learned about one of their classmates.

ANSWERS

Students' own answers.

Exercise 1

Use the photos to teach *Eiffel Tower*, *caves* and *bay*. Check the students understand *tennis*. Allow students time to read sentences 1-6. Explain that they must read for detailed information to match each sentence to one of the people. Students read and answer the questions. Check answers with the class.

ANSWERS

1C 2M 3J 4M 5J 6C

Exercise 2 2-34

Read through the sentences with the class. Point out that for this task students need to read and listen carefully for specific information. They shouldn't use prior information. With stronger classes, you could ask students to correct the false sentences. Students can compare their answers in pairs. Check answers with the class.

ANSWERS

- 1 False (Ciara is going to spend a week in Paris.)
- 2 False (They are going to learn how to play tennis with a new sports teacher.)
- 3 True

Optional activity: Reading

Write these questions on the board:

- 1 How does Ciara know that Paris is expensive?
- 2 Where is Martin going to learn to play tennis?
- 3 Why is Jason going to take some photos with his friends?

Check answers with the class.

ANSWERS

1 From reading her guidebook 2 At school 3 Because it is magnificent inside the caves

Exercise 3 VOCABULARY PLUS

Students check the meanings of the adjectives in blue. Discuss the meanings with the class. You could ask students

8

READING • Summer holidays

I can read for detailed information.

THINK! What do you normally do in the summer holidays?

HOME ABOUT US CLASSES

Class news

What are you going to do this summer? This week some of the students in Class 6A write about their summer plans.

I'm going to spend a week in Paris! I'm so excited! We're going to travel by train. I bought a guidebook last week and Paris looks really cool, but very expensive.
Ciara

I'm not going away. Boring! Some of my friends are going to learn how to play tennis with the new sports teacher. I'm going to join them. And we're going to have a drink after each tennis class.
Martin

I'm going to visit some caves in Hả Long Bay. It is in Quảng Ninh Province, Việt Nam. Hả Long Bay is a natural wonder of the world. I'm going to explore Sừng Sốt Cave and Thiên Cung Cave with my Vietnamese friends. It is magnificent inside the caves, and we can take awesome photos together.
Jason

Post your comments now.

1 Read the text and write C (Ciara), M (Martin) or J (Jason).

This person ...

- 1 bought a guidebook last week.
- 2 isn't going to go away this summer.
- 3 has got Vietnamese friends.
- 4 is going to have a drink with friends.
- 5 is going to explore some caves.
- 6 is going to spend time in an expensive city.

2 2-33 Read and listen to the text and write True or False.

- 1 Ciara is going to Paris next week.
- 2 Martin plans to teach some of his new friends how to play tennis.
- 3 Jason likes to take amazing photos with his friends.

3 VOCABULARY PLUS Use a dictionary to check the meanings of the adjectives in blue in the text.

4 USE IT! Work in groups. Which holiday do you prefer, Ciara's, Martin's or Jason's? Why? Where did you go on your last holiday? What did you do?

98 Going away

to translate the words into their own language to check understanding.

ANSWERS

Students' own answers.

Workbook page 58 exercise 5

Optional activity: Vocabulary Plus

Write these adjectives on the board:

- | | |
|-------------|----------------|
| 1 unamazing | 4 unimpressive |
| 2 cheap | 5 interesting |
| 3 uncool | 6 old |

Students work in pairs to match the blue adjectives in the text to their opposites 1-6. Check answers with the class and check that students understand all the adjectives. Point out the prefix *un-* in *unamazing* and explain that with some adjectives we can form an opposite by adding *un-*. Elicit or give one or two more examples, e.g. *unhappy*, *unlucky*.

ANSWERS

- | | | |
|---------------|-------------|--------|
| 1 awesome | 2 expensive | 3 cool |
| 4 magnificent | 5 boring | 6 new |

Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then discuss the questions in pairs. Ask some students to tell the class something they learned about their partner. Discuss as a class what there is to do in the students' own town or city in the summer. Ask more questions to encourage them to say more, e.g. *What about sports? Is there a swimming pool? Did you go there last summer? What about music and drama? Are there any festivals?*

ANSWERS

Students' own answers.

More practice

Workbook page 58

Practice Kit

- 1 Look at the text on page 98 again and complete the examples. Then choose the correct words in Rules 1–2.

- 1 We're travel by train.
- 2 I going away.
- 3 What you going to do this summer?

RULES

- 1 We use *be going to* to talk about present / future plans and intentions.
- 2 We make questions with *be / do + pronoun or noun + going to + verb*.

- 2 Complete the sentences with the affirmative or negative form of *be going to* and the verbs in brackets.

- I'm going to see (see) a film at the cinema. ✓
They aren't going to go (go) to school tomorrow. X
- 1 You (visit) your grandparents tomorrow. ✓
 - 2 They (travel) by train. X
 - 3 Lily (buy) a guidebook for Hà Nội. ✓
 - 4 I (take) my phone or my tablet. X
 - 5 We (stay) in a modern hotel. ✓
 - 6 Pavel (study) Vietnamese next year. X

- 3 **2.34 PRONUNCIATION: Question stress and rhythm** Listen and repeat the questions. Underline the stressed words in each question.

Where are you going to stay?

- 1 Are you going to buy a torch?
- 2 What are we going to see?
- 3 How is she going to travel?
- 4 Are we going to stay in a tent?

- 4 Look at the examples and complete Rules 1–4.

- 1 Lydia **will** feel tired but happy.
- 2 It'll be hot and sunny.
- 3 I **won't** be very hungry.
- 4 Will there be many cyclists?
Yes, there **will**. / No, there **won't**.
- 5 What will the weather be like?

RULES

- 1 We use to make affirmative sentences about future predictions. The short form is
- 2 We use *will not* for negative sentences. The short form is
- 3 In questions, we use + noun / pronoun + verb.
- 4 In short answers, we use *Yes / No + pronoun + /*

- 5 Nick and his family are going to move from London to Australia. Write questions and answers about his future.

Nick / like / Australia? ✓

Will Nick like Australia? Yes, he will.

- 1 Nick's family / live / in a big house? X
- 2 Nick / make / many new friends? ✓
- 3 Nick / learn / a new language? X
- 4 be / hot and sunny / in December? ✓
- 5 Nick's family / have a barbecue on the beach / in January? ✓
- 6 Nick's friends in London / visit / him next summer? X



- 6 **USE IT!** Work in pairs. Make five predictions about your partner's future. Say if you agree or not.

I think you'll go to university.

No, I don't think I will.

I don't think you'll write a book.

I think I will.

Finished?

Write predictions about your future.

Going away 99

audio once, then play it again, pausing for students to underline the stressed words. Check answers and play the audio again, pausing for students to repeat.

ANSWERS

- 1 Are you going to buy a torch?
- 2 What are we going to see?
- 3 How is she going to travel?
- 4 Are we going to stay in a tent?

Exercise 4

Write on the board: *It will be sunny tomorrow. It won't be hot.* Underline *will* and *won't*. Ask: *Are these sentences about plans? (no) Are they predictions about the future? (yes).* Tell students they are going to learn how to make predictions in English. Read the examples with the class, then go through the rules and elicit the correct words to complete them. Play the grammar animation.

ANSWERS

- 1 will, 'll 2 won't 3 will 4 will / won't

Exercise 5

Read out the example question and answer, then read out the next prompt and elicit the question and answer. Students write the remaining questions and answers. Check answers by asking pairs of students to read out the questions and answers.

ANSWERS

- 1 Will Nick's family live in a big house?
No, they won't.
- 2 Will Nick make many new friends? Yes, he will.
- 3 Will Nick learn a new language? No, he won't.
- 4 Will it be hot and sunny in December? Yes, it will.
- 5 Will Nick's family have a barbecue on the beach in January? Yes, they will.
- 6 Will Nick's friends in London visit him next summer? No, they won't.

Exercise 6 USE IT!

Write on the board: *become famous, travel around the world.* Elicit other ideas for things that might happen in the future, e.g. *win the lottery, live in another town or city, write a book.* Put students into pairs. Ask them to make predictions about their partner's future. In pairs, they tell each other their predictions and respond.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their predictions individually and then read their predictions to the class, omitting *will* or *won't*, e.g. *I... get married.* See if the class can guess the missing word. Ask: *Who is going to have the best future?*

More practice

Workbook page 55

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • *be going to*: affirmative, negative and questions • *will* and *won't*

Aim

Talk about future plans and intentions and make predictions about the future.

Warm-up

With books closed, ask students what they can remember about the summer plans on page 98. Elicit ideas and write sentences with *be going to* on the board. Focus on the sentences and ask: *Do they refer to the past, present or future? (future).* Underline the verb in each sentence and tell students they are going to learn how to talk about future plans.

Exercise 1

Students look back at the text and complete the examples. Check answers,

then read through the rules with the class and elicit the correct words to complete them. Play the grammar animation.

ANSWERS

- 1 going to 2 'm not 3 are
Rules: 1 future 2 be

Exercise 2

Students complete the sentences with the correct forms of *be going to*, then compare their answers in pairs. Check the answers.

ANSWERS

- 1 're going to visit
- 2 aren't going to travel
- 3 's going to buy
- 4 'm not going to take
- 5 're going to stay
- 6 isn't going to study

Exercise 3 **2.34 PRONUNCIATION: Question stress and rhythm**

Play the example and point out how the underlined words are stressed (said slightly louder and with more intonation). Play the

Vocabulary and listening • Weather conditions

Aim

Ask and answer about the weather.

THINK!

With books closed, ask students if they prefer hot or cold weather. Elicit a few answers from individual students. Encourage them to give reasons for their answers. Put students into pairs to think of as many weather words as they can in English. Check answers and write the words on the board. Check that everyone understands all the words.

ANSWERS

Students' own answers.

Exercise 1 2-35

Students use their dictionaries to check the meanings of the words in the box and match some of the words to the photos. Play the audio for students to listen and check. Check answers with the class. Point out the pronunciation of *icy* and *cloudy*.

POSSIBLE ANSWERS

- 1 rainy, cloudy 2 hot, sunny
3 cold, snowy, icy 4 foggy, cloudy, cold

Exercise 2

Students read the texts and complete them with the correct weather words. Check answers with the class. Ask students which place they would most like to visit and why.

ANSWERS

- 1 rainy 2 hot 3 cold 4 icy
5 windy 6 foggy 7 stormy

Exercise 3 2-36

Focus on the photo of Stephanie and ask students what they think she is going to do in Antarctica. Elicit a few possible ideas, e.g. *study animals, learn about climate change*. Play the audio for students to listen and check their answers.

ANSWER

She's going to walk to the South Pole and study / take photos of the ice in Antarctica.

Exercise 4

Read the study strategy with the class. Explain to students that guessing before you listen gives you an idea of the kind of information you are listening for, so it helps you to focus when you listen. Put students into pairs to read the questions and answers in exercise 5 and guess the answers. Discuss some possible answers with the class, but do not confirm them at this stage.

ANSWERS

Students' own answers.

8

VOCABULARY AND LISTENING • Weather conditions

I can ask and answer about the weather.

THINK! Do you like hot or cold weather? How many different types of weather can you say in English?

Extreme weather around the world

The wettest place

Mawsynram in India is one of the wettest places in the world. This small village in India gets about 12,000 millimetres of rain every year.

The hottest place

Death Valley in California is the hottest place in the USA. The highest temperature ever was 56.7°C in 1913! Although it can be really ²....., it can also be very ³..... at night, with temperatures below 0°C.

The coldest place

Vostok Station in Antarctica is probably the coldest place on Earth. The lowest temperature ever was -89.2°C in 1983! Antarctica is the ⁴..... continent at the South Pole, with about 87% of the world's ice. It can also be very ⁵..... The strongest wind ever was 327 kilometres an hour in 1972.

The foggiest place

The foggiest place in the world is Argentina in Canada. About 200 days every year are ⁶..... Newfoundland can also be very ⁷....., with a lot of thunder and lightning.

- 1 **235** Check the meanings of the words in the box. What words can you match to photos 1-4? Listen and check.

sunny cold foggy windy icy snowy
hot rainy cloudy stormy

- 2 Complete the texts with some of the words in exercise 1.

- 3 **236** Listen to an interview with explorer Stephanie Lowe. What do you think she is going to do in Antarctica? Listen and check your answer.

- 4 Read the Study Strategy. Then read the questions in exercise 5 carefully. Are there any answers you can guess now?

STUDY STRATEGY

Guessing answers before listening:

- Before listening, read the questions carefully.
- See how many answers you can guess.

100 Going away

- 5 **236** Listen again and choose the correct answers.

- Stephanie is also a ...
a. teacher
b. photographer
c. doctor
- 98% of Antarctica is ...
a. ice
b. snow
c. water
- In Antarctica Stephanie will see ...
a. polar bears
b. polar bears and penguins
c. penguins and whales
- The weather in November will be ...
a. sunny, windy and cold
b. sunny and cold
c. cold and rainy
- The temperature will be about ...
a. -13°C b. -33°C c. -30°C
- She'll communicate with her friends and family with a special ...
a. mobile phone
b. laptop
c. radio

- 6 **USE IT!** Work in pairs. Choose a city for your next summer holiday. Ask and answer questions about the weather of that city. Use the phrases in the box and the words in exercise 1.

in spring / summer / autumn / winter
last weekend today yesterday

What's the weather like today?

It's hot and sunny.

Exercise 5 2-36

Play the audio again for students to listen and choose the correct answers. Check answers with the class and see how many answers students managed to guess correctly.

ANSWERS

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

Optional activity: Listening

Write these questions on the board:

- In what month is Stephanie going to visit Antarctica?
- How many seasons are there in Antarctica?
- What equipment is Stephanie going to take?
- What is there going to be at the research centre?

Put students into pairs to predict the answers, then play the audio again for students to check and complete their answers. Check answers with the class.

ANSWERS

- November
- Two (summer and winter)
- Special clothes, waterproofs, sunglasses, water bottles, a penknife, sun cream, a tent, a sleeping bag and a special laptop
- Telephones, computers, nice meals and hot water

Exercise 6 USE IT!

Read through the prompts in the box and check that students understand the four seasons. Elicit some possible questions about weather, e.g. *What will the weather be like next week?* With **weaker classes**, write some model questions on the board. Students ask and answer questions in pairs.

More practice

Workbook page 56
Practice Kit

Assessment

Five-minute test, Teacher's Resource Disk

8 LANGUAGE FOCUS • First conditional • Complex sentences

I can talk about conditions and their results.

- 1 Study the examples in the table. In your notebook, complete the Rules with **condition** and **result**.

Condition	Result
If you go to a café today, if we don't leave soon,	you'll have a great time. we'll be late.
Result	Condition
You'll have a great time We'll be late	if you go to a café today. if we don't leave soon.
Questions	
Will you leave me alone if it rains,	if I tell you? what will we do?

RULES

- We use the first conditional to talk about a condition in the future and the result of this condition.
- We describe the with **if** + present simple.
- We describe the with **will** + infinitive.
- The sentence can start with the or the result. If it starts with the result, we don't use a comma.
- We never use **if** + **will**: **if you will go, I'll be happy.** X

- 2 Choose the correct words.

SUPERSTITIONS FROM AROUND THE WORLD

- If it rains when someone moves house, they **'re** / **'ll be** rich. (Iceland)
- If you **'re** / **'ll be** the seventh son of a seventh son, you'll have special powers. (Ireland)
- Your money will disappear if you **put** / **will put** your wallet on the floor. (Brazil)
- If you **see** / **will see** a spider in your house, people **visit** / **will visit** you. (Turkey)
- You **'ll lose** / **lose** your memory if you **have** / **'ll have** a haircut before an exam. (Việt Nam)

- 3 The first conditional sentence is a kind of complex sentence. A complex sentence has **ONE** independent clause and at least one dependent clause.

- If you go to school today ... (dependent clause)
- ... you will meet an interesting person. (independent clause)

Now put I.C (independent clause) or D.C (dependent clause) into the brackets.

- These persons will be very positive and patient () if you are friendly and polite to them ().
- If you listen to this person (), you will learn a lot ().
- You won't learn anything () unless you listen to him ().

REMEMBER

- One independent clause → Simple sentence
- At least two independent clauses → Compound sentence
- One independent clause and at least one dependent clause → Complex sentence

- 4 **USE IT!** Work in pairs. Ask and answer first conditional questions. Use **what**, **where** and **who**, the words in the box and your own ideas.

do / finish your homework early tonight?
go / sunny at the weekend?
meet / go to the park later?
buy / go shopping tomorrow?

What will you do if you finish your homework early tonight?

If I finish it early, I'll go out and meet some friends.

Finished?

What horoscope sign is your partner? In your notebook, write a horoscope prediction for him or her.

Going away 101

Exercise 3

Show the clause "if you go to school today" and ask students if it expresses a complete thought. Make sure students say that it doesn't express a complete thought.

Show the clause "you will meet an interesting person" and ask students if it expresses a complete thought. Make sure students say that it does express a complete thought.

Then show the explanation: A dependent clause is a group of words that contains a subject and verb but does not express a complete thought but an independent clause is a group of words that contains a subject and verb and expresses a complete thought.

Tell students to work in pairs and put I.C or D.C into the brackets. Ask them to compare the results. Make sure all students have the right answers.

ANSWERS

1 I.C – D.C 2 D.C – I.C 3 I.C – D.C

Exercise 4 USE IT!

Read the example question with the class. Elicit other possible answers to the example question. Students ask and answer the questions in pairs. With **weaker classes**, ask them to write out their questions first, and check them together before they go into their pairs. Monitor round the class and correct any errors. Put students in new pairs and get them to repeat the activity. Ask some students to tell the class about their partner's plans.

Finished?

Refer **fast finishers** to the **Finished?** activity. When students have written their horoscopes, they can compare them with another fast finisher. Ask some students to read out their horoscopes to the rest of the class.

More practice

Workbook page 57

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • First conditional

Aim

Talk about conditions and their results.

Warm-up

Write **superstition** on the board. Ask students to explain what superstition means, e.g. *it's something a lot of people believe, it's a belief that something you see or do will lead to something good or bad happening*. Elicit examples of superstitions that they have heard of, e.g. *When you put up an umbrella in the house, it means you'll have bad luck. If you see a black cat, you'll be lucky*. Don't worry about what tenses they use to talk about the superstitions at this stage. With **weaker students**, you can even ask them to use their own language.

Exercise 1

Students study the table. Check that they understand what **condition** means. Elicit: *a likely possible situation in the future*. Ask students to complete the rules. Check answers with the class.

ANSWERS

Rules:

- condition
- result
- condition

Exercise 2

Students read the text and choose the correct verb forms. Check answers with the class. Ask them if they have heard of any of these superstitions. For consolidation, you could ask students to underline the conditions and circle the results in each sentence.

ANSWERS

- 'll be
- 're
- put
- see, will visit
- 'll lose, have

Speaking • Offers and promises

Aim

Make offers and promises.

THINK!

Read the question with the class and elicit a few answers from individual students.

ANSWERS

Students' own answers.

Exercise 1 2.37

Allow students time to read the gapped dialogue. Check that students understand *picnic*. Play the video or audio for students to watch or listen and complete the dialogue with the words in the box. Check answers with the class.

ANSWERS

1 hot and sunny 2 a picnic 3 drinks
4 my house

Exercise 2 2.37

Students read the skills strategy before doing exercise 2. Check that students understand the difference between an offer (something you say you can do for someone) and a promise (something you say you will definitely do). Read through the key phrases with the class. Ask students to find the key phrases in the dialogue, then play the audio or video again. Students decide if the key phrases are for making offers or promises. Check answers with the class and check that students understand all the key phrases. Students then practise the dialogue in pairs.

ANSWERS

1 O 2 O 3 P 4 P 5 O 6 P 7 P

Exercise 3 2.38

Ask two confident students to read out the first mini-dialogue. Elicit the correct answer. Play the audio. Students choose the correct answers for the remaining mini-dialogues. Play the audio again for students to check their answers.

ANSWERS

1 I'll ask Naomi to come too.
2 I'll be there at three.
3 I can bring some chicken.
4 won't

Optional activity: Speaking

Ask students to close their books. Read out the first lines of the mini-dialogues from exercise 3 in a random order. See if students can remember the correct responses.

8 SPEAKING • Offers and promises

I can make offers and promises.

THINK! Look at the photo of Zoe and Aaron. What do you think they are talking about?

Zoe Look! It says it'll be ¹ this weekend. Let's go to the beach.
Aaron That's a good idea! Let's take ²
Zoe Cool! I can bring some pizza.
Aaron I can make some sandwiches.
Zoe Great! I'll ask Hannah to bring some ³
Aaron Right. I'll text Jim and see if he wants to come, too.
Zoe Let's meet at ⁴ at 9 a.m.
Aaron OK. I'll be at your house at nine.
Zoe Don't be late, Aaron, and don't forget the sandwiches ... and the sun cream!
Aaron I won't ... I promise.



1 2.37 Read the Skills Strategy. Then watch or listen and complete the dialogue with the words in the box. Who are they going to invite?

SKILLS STRATEGY

Before you watch or listen, you should

- read the words in the box.
- try to predict which words will fill the gaps.

a picnic drinks hot and sunny my house

2 2.37 Watch or listen again. Which key phrases are for making offers and which are for making promises? Write O (offers) or P (promises). Then practise the dialogue with a partner.

KEY PHRASES

Making offers and promises

- 1 I can bring (some pizza).
- 2 I can make (some sandwiches).
- 3 I'll ask (Hannah) to (bring some drinks).
- 4 I'll text (Jim) and see if (he) wants to come too.
- 5 My (mum) can drive us to the beach.
- 6 I'll be (at your house at nine).
- 7 I won't I promise.

3 2.38 Choose the correct responses in the mini-dialogues. Listen and check.

- 1 A It'll be cold and wet on Saturday. Let's stay at home.
B Good idea! I'll ask Naomi to come too. / I promise.
- 2 A It'll be rainy tomorrow. Why don't you come to my house in the afternoon?
B Great! I'll be there at three. / I won't.
- 3 A It'll be hot and sunny tomorrow afternoon. Let's have a barbecue.
B Cool! I can bring some chicken. / I can play football.
- 4 A Let's meet outside the sports centre at 8 p.m. Don't be late!
B OK. I'll / won't be late ... I promise.

4 USE IT! Work in pairs. Look at the situations and choose A or B. Prepare and practise a new dialogue. Use the Key Phrases and the dialogue in exercise 1 to help you.

Situation A: It will be cold and rainy this weekend. You want to watch a DVD with some friends.

Situation B: It will be hot and sunny this weekend. You want to go to the park.

102 Going away

Exercise 4 USE IT!

Students work in pairs to choose a situation and prepare a new dialogue. With **weaker classes**, choose one of the situations and build up a dialogue with the class, asking students to contribute each line in turn. Students can then work in pairs to prepare a dialogue based on the other situation. Ask some pairs to perform their dialogues for the class. Ask other students to listen and note down how many offers and promises they hear.

ANSWERS

Students' own answers.

Optional activity: Speaking

Brainstorm some more things that students might want to do if it is going to be hot and sunny or cold and rainy at the weekend, e.g. *play tennis, go to the swimming pool, go to the beach, go to the cinema*. Put students into new pairs to practise a new dialogue. Encourage students this time not to prepare their dialogue in advance, but to try to speak naturally, just using the key phrases to help them. Ask students to report back on how easy or difficult they found this.

More practice

Student book page 109

Practice Kit

THINK! Imagine you are going on a trip to another city. What interesting things are there to do?

Dear Mum and Dad,
I'm having a great time here!
My friends, Giang, Minh, and I are visiting Hoàn Kiếm Lake. They are going to take me to West Lake because we want to go boating and enjoy *bánh tôm*, a speciality in Hà Nội. It's cool and wet because it's in autumn. I will see you again in 3 days. I miss you so much.
Love,
Adele

TO: Susan & Ken
32 Park Street
London
UK



1 Read the postcard. Where is Adele from? Where is she now? What is she doing?

2 Complete the Key Phrases. Then look at the postcard and check your answers.

KEY PHRASES

Writing a postcard about your visit

- 1 I'm having
- 2 I'm with my friends.
- 3 I'm going to
- 4 It's
- 5 I will

Language Point: because

3 Study the example. Match sentences 1–5 with reasons a–e. Then combine the sentences using *because*.

It's cool and wet because it's in autumn.

- 1 I hope it will be hot tomorrow.
 - 2 We're going to pack our suitcases.
 - 3 My brother wants to buy a guidebook.
 - 4 Samir lives in France.
 - 5 We're going to take our waterproofs.
- a. His dad works there.
 - b. We're going to go away tomorrow.
 - c. It will be rainy on Saturday.
 - d. He's going to travel to Japan in the summer.
 - e. I want to go to the beach.

4 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Imagine you are visiting a city. Think about what you are doing and going to do. Write a postcard to your parents or your friends.

B THINK AND PLAN

- 1 Who are you writing to?
- 2 How do you feel?
- 3 What are you doing and going to do? Why?
- 4 What is the weather like? Why?
- 5 What will you do next?

C WRITE

Step 1: Start your postcard
Dear ...,
Step 2: Talk about your activities
I'm ...
I'm going to ...
I will ...
Step 3: End your writing nicely
I miss ...
Love,
<your name>

D CHECK

- *be going to* and *will*
- *because*
- spelling and punctuation

- 2 b We're going to pack our suitcases because we're going to go away tomorrow.
- 3 d My brother wants to buy a guidebook because he's going to travel to Japan in the summer.
- 4 a Samir lives in France because his dad works there.
- 5 c We're going to take our waterproofs because it will be rainy on Saturday.

Optional activity: Writing

Write the following gapped sentences on the board:

- 1 I _____ it won't rain.
- 2 The weather will be hot, so we're _____ to swim or we're _____ to have a picnic.

Ask students to complete the sentences. Check answers with the class and check that students understand that we use *I hope* to express a wish about the future, and we use *be going to* to talk about future plans. Encourage students to use these when they write their own email in exercise 4.

ANSWERS

- 1 hope 2 going, going

Optional activity: Writing

Elicit how Adele begins and ends her email. Elicit other possible ways of ending an email, e.g. *Write soon*, *Hope to hear from you soon*, *Looking forward to hearing from you*, *See you soon*.

Exercise 4 USE IT!

Read the task with the class. Students answer the questions and plan their postcard. Read through the paragraph plan with the class and check that students understand everything. Students then write their postcard. This can be set for homework. Remind students to check their grammar, spelling and punctuation carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 59

Practice Kit

End-of-unit activities

Progress Review 4, Student book pages 108–109

* Vocabulary and language focus worksheet,

Teacher's Resource Disk

** Vocabulary and language focus worksheets,

Teacher's Resource Disk

*** Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's

Resource Disk

Writing • An email

Aim

Write a postcard about your visit.

THINK!

Read out the question and elicit answers from individual students. Ask more questions to encourage them to speak more, e.g. *What places are popular with tourists in your town or city? Are there any interesting museums? What fun things can you do? Are there any other towns or cities you could visit in your area?*

ANSWERS

Students' own answers.

Exercise 1

Students read the postcard and answer the questions. Check the answers with the class.

ANSWERS

Adele is from the UK
She is in Hà Nội now
She is visiting Hoàn Kiếm Lake.

Exercise 2

Students complete the key phrases from memory then check in the postcard. Check the answers with the class and check that students understand all the key phrases.

ANSWERS

- 1 a great time here
- 2 visiting Hoàn Kiếm Lake
- 3 to West Lake to go boating and enjoy *bánh tôm*
- 4 cool and wet
- 5 see you again in three days

Language point: because

Exercise 3

Read out the example and ask students to translate *because* into their own language. Students match the sentence halves and write sentences with *because*. Check answers with the class.

ANSWERS

- 1 e I hope it will be hot tomorrow because I want to go to the beach.

8 Culture • Theme parks in Japan

Aim

Talk about theme parks and rides.

Warm-up

With books closed, ask: *Do you like theme parks?* Check that students understand what a theme park is, then ask: *Do you sometimes go to theme parks? Which ones do you go to? What kinds of rides do you like going on?* Elicit a range of answers from individual students.

Exercise 1

Students work in pairs to check the meanings of the words and decide what they can see in the photos. Check answers with the class and check that students understand all the words.

ANSWERS

- 1 cosplay 2 water ride
3 rollercoaster 4 thrill ride

Exercise 2

Read out the question and elicit a few possible answers, e.g. *restaurants, shops*. Students then read and check their answers. Check answers with the class.

ANSWERS

You can find rollercoasters, rides (thrill rides, family rides, water rides), shops, cafés, restaurants, shows and concerts.

Exercise 3 2-39

Students read and listen to the text again and answer the questions. Check answers with the class.

ANSWERS

- 1 More than 100
2 1983
3 No, they are very safe.
4 A thrill ride
5 You can dress up in historical costumes and visit attractions.
6 You can go shopping, have a drink or a meal.

Exercise 4 YOUR CULTURE

Brainstorm some theme parks in the students' own country. Students then choose a theme park, find information about it online and complete the table. Students can do this in class if they have access to the internet, or for homework.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students work in pairs to tell each other about their theme parks. Ask some pairs to tell the class about one of the theme parks they talked about. Discuss as a class

8 CULTURE • Theme parks in Japan

I can talk about theme parks and rides.

- 1 Check the meanings of the words in the box. Then look at photos 1–4. What can you see in the photos?

cosplay thrill ride
water ride rollercoaster



- 2 What places can you find in a theme park? Read the text and check your answers.

Theme parks, Japan

Theme parks are very popular in Japan and there are more than 100 parks with lots of things to see and do. Tokyo Disneyland opened in 1983. It was the first Disney theme park outside the US.

The rides at modern Japanese theme parks are fast and exciting – but they are very safe. The bravest people can go on the 'thrill rides' – these are scary rides that use a lot of expensive technology.

Other theme parks in Japan are about the Japanese way of life. For example, at Edo Wonderland Nikko Edomura, you can dress up in historical clothes and visit attractions such as a Ninja Trick Maze.

Theme parks have more than just rides and rollercoasters. There are also shops, cafés, restaurants, shows and concerts.

104 CULTURE

- 3 239 Read and listen to the text and answer the questions.

- 1 How many theme parks are there in Japan?
- 2 When did Tokyo Disneyland open?
- 3 Are theme park rides dangerous?
- 4 What kind of ride can be scary?
- 5 What can you do at Edo Wonderland?
- 6 What other things can you do at theme parks?

- 4 YOUR CULTURE Write about a theme park in your country. Use the internet to help you find the information you need.

Name of theme park	
Location	
Opening hours	
Best part	
Other things you can do	

- 5 USE IT! Work in pairs. Tell your partner about your theme park in exercise 4.

which theme parks look the most exciting and why.

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into small groups and ask them to design a new ride for a theme park. Tell them to decide first what type of ride it will be (thrill ride, family ride, etc.) and then work out the details. They should draw a picture if possible and prepare a description to present to the class. Monitor and help while they are working. Ask groups in turn to present their rides to the class. Encourage other students to ask questions to get more details. The class can vote for their favourite new ride.

1 How do you travel on your holiday? Add vowel(s) (A, E, I, O or U) to the words in the bus. Then write the words.



2 Work in pairs. Use the code to complete the weather forecast. Then use the code to write a weather forecast for your partner.

1	2	3	4	5	6	7	8	9
Y	S	O	C	N	R	L	I	D

1MR3T2 YMk0TS - stormy
It will be 9734¹....., 158A6².....
and 1958W³.....tomorrow morning
and it will be 155U2⁴.....in the
afternoon.

3 A BOARD GAME. Work in pairs. You need a dice. Take turns rolling the dice and moving from START to FINISH. If you land on a blue, red or green square, follow the instructions in the coloured box.

If you land on a **green** square, roll the dice again and answer a question with *will / won't*:

- 1 = Where will you live when you're thirty?
- 2 = How many languages will you speak when you're twenty-five?
- 3 = Will you be famous in the future?
- 4 = How many countries will you visit in your life?
- 5 = What will you do when you're sixty-five?
- 6 = What will the weather be like tomorrow?

If you land on a **blue** square, roll the dice again and answer a question with *be going to*:

- 1 = What are you going to do after school today?
- 2 = What time are you going to get up tomorrow?
- 3 = Are you going to go on holiday this year?
- 4 = Is your teacher going to give you any homework today?
- 5 = What are you going to do this weekend?
- 6 = How are you going to go home today?

If you land on a **red** square, roll the dice again and follow the instructions:

- 1 = go back five spaces
- 2 = miss a turn
- 3 = go back to the start
- 4 = miss a turn
- 5 = go back to the start
- 6 = miss a turn



Exercise 3

Read through the instructions with the class and make sure students know what they have to do. Explain that when they land on a blue, red or green square, they roll the dice again and then answer the question or follow the instruction based on the number that they roll. Students play the game in pairs.

As an extension, brainstorm some different questions using *will* and *be going to*, and write them on the board. Students could play the game again using the new questions. Alternatively, students could work in pairs and write different questions using *will* and *be going to*. They could then swap questions with another pair and play the game again.

Assessment

Unit 8 tests, End-of-term 2 tests, End-of-year tests, Teacher's Resource Disk

Puzzles and games

Exercise 1

Students work individually or in pairs to add vowels to the words and then write them. With **stronger classes**, you could do this as a race. Check answers with the class.

As an extension, students could work in pairs and write three more words from page 96 without vowels. They could swap with another pair and try to write the words.

ANSWERS

1 BUS 2 TRAM 3 BOAT 4 CAR
5 PLANE 6 FERRY 7 CABLE CAR
8 SUBWAY TRAIN

Exercise 2

Students work individually or in pairs to use the code to complete the weather forecast. Explain to students that, for each word, they must use the code to find the missing letters, then put the letters in the correct order. With **stronger classes**, you could do this as a race. Check answers with the class. Students then use the code to write a weather forecast for their partner.

ANSWERS

1 cold 2 rainy 3 windy 4 sunny

1 Extra listening and speaking • Asking for and giving personal information

Aim

Understand and give personal information.

Warm-up

With books closed, write on the board:

Name:

Age:

Birthday:

Brothers and sisters:

Elicit details from a confident student and complete the information on the board. Point to the information on the board and elicit that it is personal information. Ask when we might give our personal information to someone, and elicit that we might do this when we meet someone for the first time, for example, if a new student comes to the school. Tell students they are going to practise doing this in English.

Exercise 1 3.02

Allow students time to read through the questions. Play the audio. Students listen and write the correct answers. Play the audio again, if necessary, for students to check and complete their answers. Check answers with the class.

ANSWERS

1 Kate 2 Brown 3 England
4 January 5 Eleven 6 four

Exercise 2 3.03

Read through the key phrases with the class and make sure students understand them all. Play the audio. Students listen and tick the questions they hear. Check answers with the class.

ANSWERS

Questions 1, 3, 4, 6 and 7

Exercise 3 3.03

Allow students time to read through the information in the table. Play the audio again. Students listen and complete the table. Allow students to compare their answers in pairs, then play the audio again for them to check and complete their answers. Check answers with the class.

ANSWERS

1 twelve
2 Munich in Germany
3 quite big, but very friendly
4 modern, near the city centre, quite small, but very nice
5 brother
6 Peter

1 Options

EXTRA LISTENING AND SPEAKING • Asking for and giving personal information

I can understand and give personal information.

1 3.02 Listen to the dialogue and write the correct answers.

- What's your first name?
Mary
- What's your surname?
Green
- Where are you from?
Australia
- When's your birthday?
It's in July
- How old are you?
Twelve
- Have you got any brothers or sisters?
Yes, I've got three brothers.

2 3.03 Study the Key Phrases. Then listen to a conversation about a new student and tick (✓) the questions you hear.



KEY PHRASES

Asking for personal information

- What's your first name?
- What's your surname?
- How old are you?
- Where are you from?
- When's your birthday?
- What's (your town) like?
- Have you got any brothers or sisters?

3 3.03 Listen to the conversation again and complete the table about Tobias.

1 Age	
2 Where from	
3 What (town) like	
4 What (house in Brighton) like	
5 Brothers or sisters	
6 Brothers' or sisters' names	

4 3.04 Listen and repeat the dialogue.

Sara Hello, I'm Sara. What's your name?
Lili Lili, I'm the new girl.
Sara Welcome to Manchester, Lili!
Lili Thanks.
Sara How old are you?
Lili I'm eleven.
Sara Where are you from?
Lili I'm from Hà Nội in Việt Nam. My mum's Vietnamese and my dad's English.
Sara Cool! What's Hà Nội like?
Lili It's very big and really noisy!
Sara Have you got any brothers or sisters?
Lili I've got one brother and one sister.

5 USE IT! Work in pairs. Imagine one of you is a new student from another country. Choose person A or B. Prepare and practise a new dialogue using the Key Phrases and the dialogue in exercise 4.



Name	Eriko Yamada	Liam Turner
Age	eleven	twelve
Where from	Tokyo, Japan	Witney, England
What (town) like	modern, noisy, exciting	small, quiet, safe
Brothers or sisters	one brother	three sisters

110 EXTRA LISTENING AND SPEAKING

Optional activity: Listening

Ask: What do we learn about Luke from the conversation? Elicit a few ideas, then play the audio again for students to listen and check their ideas. Check answers with the class.

ANSWERS

He's twelve, like Tobias. He thinks Brighton is a great city. He's got a sister called Becca. She's ten and she's really annoying.

Exercise 4 3.04

Play the audio once for students to listen to the dialogue and read it. Play it again, pausing after each line for students to repeat. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Read through the information in the table with the class and make sure students understand everything. Students practise their dialogue in pairs. With **weaker classes**, students may need time to prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice. Students can swap roles and practise again.

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into new pairs. Students can practise the dialogue again using their own personal information, or they could invent their own personal information to practise with. Encourage them not to prepare their dialogue this time, but to improvise, referring to the key phrases, if necessary. Ask some pairs to perform their dialogue for the class.

2 Options EXTRA LISTENING AND SPEAKING • Talking about timetables

I can tell the time and say when I do things.

1 Match the clocks with the times in the box.

quarter past nine twenty-to twelve five past seven twenty-five past two
quarter to eleven ten to two half past six three o'clock



2 3.05 Listen and write the times you hear. Then listen and repeat.

1 10.20

3 3.06 Listen to a phone conversation. How many sports does Vicky ask about?

4 3.06 Study the Key Phrases. Then listen to the conversation again and complete the timetable.

KEY PHRASES

Talking about timetables

What time does the swimming pool open / close?
What time does it start / finish?
At eight o'clock.
From quarter to five to quarter past six on Monday.

	MONDAY	TUESDAY	WEDNESDAY
Swimming pool	9.45 a.m. 8 p.m.	10.30 a.m. 1	9.45 a.m. 8 p.m.
Judo			2 6 p.m.
3	4.45 p.m. 4		

5 3.07 Listen and repeat the dialogue.

Alex: What time is the swimming pool open on Wednesday?
Receptionist: It's open from quarter to ten to eight o'clock.
Alex: When's basketball?
Receptionist: It's on Tuesday at quarter to four.
Alex: What time does it finish?
Receptionist: It finishes at quarter past five.

6 USE IT! Work in pairs. Look at the poster. Prepare and practise a new dialogue using the Key Phrases and the dialogue in exercise 5.

ARE YOU INTERESTED IN FOOTBALL?

Then come and play football at Hoa Lư Sports Centre!

Contact us for more information.

EXTRA LISTENING AND SPEAKING 111

ANSWERS

1 10.20 2 11.55 3 6.35 4 11.10
5 8.30 6 2.45

Optional activity: Speaking

For extra practice, ask students to draw three more clocks with different times on. Put them into pairs to practise saying the times. Ask some students to come and draw one of their times on the board and say it for the class.

Exercise 3 3.06

Read out the question then play the audio. Students listen and answer the question. Check the answer with the class.

ANSWER

Two: judo and table tennis.

Exercise 4 3.06

Read through the key phrases with the class and check that students understand everything. Allow students time to read through the timetable. Check they understand *a.m.* and *p.m.* Play the audio again. Students listen and complete the timetable. Check answers with the class.

ANSWERS

1 5.45 p.m. 2 4.30 p.m.
3 Table tennis 4 6.15 p.m.

Exercise 5 3.07

Play the audio once for students to listen to the dialogue and read it. Play it again, pausing after each line for students to repeat. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

ANSWERS

Students' own answers.

Exercise 6 USE IT!

Read through the information on the poster with the class and make sure students understand everything. Students practise their dialogue in pairs. With **weaker classes**, students may need time to prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice. Students can swap roles and practise again.

ANSWERS

Students' own answers.

Optional activity: Speaking

Students work in pairs to make their own timetable of sports at a sports centre. They can then role-play another dialogue using this information, or they could swap timetables with another pair and practise with the timetable they are given. Encourage them not to prepare their dialogue this time, but to improvise, referring to the key phrases, if necessary.

2 Extra listening and speaking • Talking about timetables

Aim

Tell the time and say when you do things.

Warm-up

Focus on the pictures of sports in exercise 4 and ask: *Do you do any of these sports? Which do you do? What other sports do you do? When do you do them?* Elicit a range of answers from students and encourage them to say the days and times when they do each sport. Point to the timetable in exercise 4 and elicit the word *timetable*. Elicit or point out that a timetable tells us when things happen.

Exercise 1

Students work in pairs to match the clocks with the times. With **stronger classes**, you could do this as a race. Check answers with the class.

ANSWERS

1 three o'clock
2 five past seven
3 quarter past nine
4 twenty-five past two
5 half past six
6 twenty to twelve
7 quarter to eleven
8 ten to two

Exercise 2 3.05

Play the audio and ask students to write the times they hear. Check answers by asking students to come and draw each time on the board as a clock, or write it as a digital clock. Play the audio again, pausing after each time for students to repeat.

3 Extra listening and speaking • Phoning a friend

Aim

Telephone a friend.

Warm-up

With books closed, ask: *How many times a day do you use your phone?* Elicit a few answers, then ask: *What do you use it for?* Discuss the different ways students use their phones, e.g. *to text or chat to friends, take photos, access the internet*, etc. Ask: *How often do you phone your friends?* Elicit a range of answers.

Exercise 1

Focus on the photos and explain that Holly is the girl in the big photo. Ask where Holly is and elicit a few answers. Do not check the answer at this stage.

ANSWER

She's at an aquarium.

Exercise 2 3-08

Play the audio. Students listen and check their answer to exercise 1. Check this answer with the class, then ask which animal Holly likes best.

ANSWER

She likes the sharks best.

Exercise 3 3-08

Read through the key phrases with the class and make sure students understand them all. Students match the key phrases with the responses. Play the audio for students to listen and check their answers. Play it again, pausing after each line for students to repeat. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

ANSWERS

- 1 Yeah. That sounds good.
- 2 I'm at the aquarium with Aisha.
- 3 Sure.
- 4 Hi, there.
- 5 Yeah, it's great!
- 6 Fine, thanks.

Optional activity: Speaking

Ask students to cover the dialogue in exercise 2 and focus on the key phrases. Tell them they are going to test their partner on the responses. Put students into pairs. They take turns reading out one of the key phrases. Their partner must give the correct response. They can check their answers in the dialogue.

3

Options

EXTRA LISTENING AND SPEAKING • Phoning a friend
I can telephone a friend.

1 Look at the photo. Where is Holly?



2 3-08 Listen to the dialogue and check your answer in exercise 1. Which animal does Holly like best?

- Holly Hello.
Dylan Hey, Holly. It's Dylan.
Holly Hi there. How are you?
Dylan Fine, thanks. Where are you now?
Holly I'm at the aquarium with Aisha.
Dylan Really? Is it good there?
Holly Yeah, it's great! There are a lot of different types of fish, but the sharks are the most interesting.
Dylan Oh, you can see sharks there? Cool! Do you want to meet later?
Holly Yeah. That sounds good.
Dylan OK, great! Give me a call.
Holly Sure. See you later.

3 3-08 Match the Key Phrases with the responses in blue in the dialogue. Then listen again and practise the dialogue.

KEY PHRASES

Talking on the phone

- | | |
|------------------------------|---------------------|
| 1 Do you want to meet later? | 4 It's (Dylan). |
| 2 Where are you now? | 5 Is it good there? |
| 3 Give me a call. | 6 How are you? |

4 3-09 Complete the mini-dialogue with the Key Phrases. Listen and check. Then practise the mini-dialogue.

- Steve Hi, Anna. 1 Steve.
Anna Hi there! 2?
Steve I'm at the skateboard park with Mo.
Anna Really? 3?
Steve Yeah, it's fun. 4?
Anna OK. 5
Steve Sure. See you later.

5 USE IT! Work in pairs. Prepare and practise a new dialogue using the Key Phrases and the dialogue in exercise 2. Use the ideas in the box or your own ideas.

shopping centre café park
sports centre friend's house



112 EXTRA LISTENING AND SPEAKING

Exercise 4 3-09

Students complete the mini-dialogue with the key phrases. With **weaker classes**, students can work in pairs for this. Play the audio for students to listen and check their answers. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

ANSWERS

- 1 It's
- 2 Where are you now
- 3 Is it good there
- 4 Do you want to meet later
- 5 Give me a call

Exercise 5 USE IT!

Students practise their own dialogue in pairs. With **weaker classes**, students may need time to prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice. Encourage stronger students to improvise and use their own ideas. Students can swap roles and practise again.

ANSWERS

Students' own answers.

4 EXTRA LISTENING AND SPEAKING • Comparing two pictures

I can compare two pictures.

1 Match pictures 1–6 with the words in the box.

rucksack folder laptop uniform
scissors whiteboard



2 3.10 Study the Key Phrases. Then listen to the conversation and complete the table.

KEY PHRASES

Comparing pictures

What can you see (on the wall)?
Is there a / an ... in your picture?
How many (pens) are there?
What colour is / are the ... ?
What is / are the (teacher / students) doing / wearing?
In my picture there's a / an ... / there are / aren't some / any ...

	Joe's picture	Ellie's picture
Number of students	1	2
Whiteboard?	3	4
Things on the wall	5	6

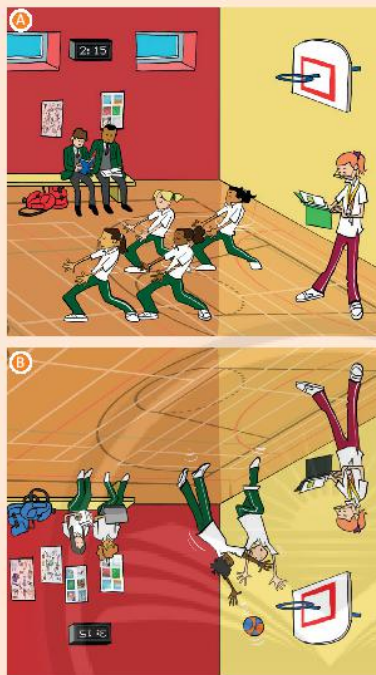
3 3.10 Listen again. Read the sentences and write E (Ellie's picture) or J (Joe's picture).

- There's a teacher in this person's picture.
- A student is listening to music in this person's picture.
- The students are chatting in this person's picture.
- The students aren't wearing uniforms in this person's picture.
- There's a poster of a giraffe in this person's picture.
- There's one window in this person's picture.

4 3.11 Listen and repeat the dialogue.

Holly What can you see in your picture?
Lidia I can see a clock, three posters and a whiteboard on the wall.
Holly Is there a window?
Lidia No, there isn't.
Holly How many students are there?
Lidia There are five students.
Holly What are the students wearing in your picture?
Lidia They're wearing school uniforms.
Holly OK, now it's your turn. Ask me some questions about my picture.

5 USE IT! Work in pairs. One student looks at picture A and the other looks at picture B. Ask and answer questions using the Key Phrases. What are the differences in picture B?



EXTRA LISTENING AND SPEAKING 113

4 Extra listening and speaking • Comparing two pictures

Aim

Compare two pictures.

Warm-up

Focus on the two pictures in exercise 5 and ask: *Are they the same or different?* Elicit that some parts are the same and some are different. Ask: *What's the same? What are the differences?* Elicit a few answers, then explain that what students are doing is comparing the two pictures. Tell them they are going to practise this.

Exercise 1

Students match the pictures with the words. Check answers, and check that students understand the words. Model pronunciation of *uniform* and *scissors*.

ANSWERS

1 whiteboard 2 laptop 3 scissors
4 folder 5 uniform 6 rucksack

Exercise 2 3.10

Read through the key phrases with the class and make sure students understand them all. Allow students time to read the information in the table. Play the audio. Students listen and complete the table. Play the audio again, if necessary, for students to check and complete their answers. Check answers with the class.

ANSWERS

1 three 2 two 3 yes 4 no 5 a clock and two posters 6 a poster

Exercise 3 3.10

Allow students time to read through the sentences. Play the audio. Students listen and write E or J for each sentence. Allow students to compare their answers in pairs. Play the audio again for them to check and complete their answers. Check answers with the class.

ANSWERS

1 J 2 J 3 E 4 E 5 E 6 J

Optional activity: Listening

Write the following words and phrases on the board:

OK. Well, ... So, ... Let's see ...

Play the audio again for students to listen and note down who uses these words and phrases. Check answers with the class and elicit that we use these words and phrases while we are thinking about what to say next. Encourage students to use them in their own speaking.

ANSWERS

Joe: OK, Well, So, Let's see

Ellie: OK, Well

Exercise 4 3.11

Play the audio once for students to listen to the dialogue and read it. Play it again, pausing after each line for students to repeat. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Put students into pairs to compare the pictures. Use the pictures to teach *sports hall* and *bench*. With **weaker classes**, brainstorm some questions students could ask, e.g. *How many students are doing sport? What sport are they doing? How many posters are there on the wall in your picture? How many students are sitting down in your picture? What are they doing? Is there a rucksack on the bench?* Tell students to find as many differences as they can. Discuss with the class what the differences are. See who spotted the most differences.

ANSWERS

There are 10 differences:

In picture B:

- The clock says 3.15.
- There are four posters on the wall and no windows.
- There are two rucksacks on the gym bench.
- The rucksacks are blue.
- There are four students in the gym (two boys and two girls).
- Two girls are sitting on the bench.
- One of the girls on the bench is using a laptop.
- The girls are all wearing a PE kit.
- Two boys are playing basketball.
- The teacher's folder is black.

5 Extra listening and speaking • Shopping at the market

Aim

Buy things at the market.

Warm-up

With books closed, ask: *Is there a market in your town / city? What can you buy there?* Elicit a few answers, then ask: *Do you ever go to the market? What's the difference between a market and a supermarket?* Elicit answers from individual students. Elicit or point out that at the market you have to ask someone for the things you want, rather than just putting them in your trolley. Tell students they are going to practise shopping at the market.

Exercise 1

Read through the key phrases with the class and make sure students understand them all. Students practise saying the weights in pairs. Check answers with the class.

ANSWERS

- six hundred and fifty grams
- two kilos
- a hundred grams / one hundred grams
- three and a half kilos
- five kilos
- five hundred grams

Exercise 2 3.12

Play the audio. Students listen and write the weights they hear. Allow students to compare their answers in pairs. Play the audio again for them to check and complete their answers. Check answers with the class.

ANSWERS

- three quarters of a kilo
- 2 900 grams
- seven and a half kilos
- one kilo
- 125 grams
- 825 grams

Exercise 3 3.13

Ask students to match the fruit to the photos. Check answers, then play the audio. Students listen and tick the things Emma buys. Check answers with the class.

ANSWERS

- 1, 2, 3 and 6

Exercise 4 3.13

Read through the key phrases and check that students understand everything. Allow students time to read the sentences. Play the audio again. Students listen and decide if the sentences are true or false, and correct the false sentences. Allow students to compare their answers in pairs. Play the audio again for them to check and complete their answers. Check answers with the class.

5 Options

EXTRA LISTENING AND SPEAKING • Shopping at the market

I can buy things at the market.

1 Study the Key Phrases. Then say weights 1–6.

KEY PHRASES

Saying weights

100 g = a / one hundred grams
325 g = three hundred and twenty-five grams
675 g = six hundred and seventy-five grams
1 kg = a / one kilo
 $\frac{1}{2}$ kg = half a kilo
 $2\frac{1}{2}$ kg = two and a half kilos
 $\frac{1}{4}$ kg = a quarter of a kilo

- | | |
|---------|---------------------|
| 1 650 g | 4 $3\frac{1}{2}$ kg |
| 2 2 kg | 5 5 kg |
| 3 100 g | 6 500 g |

2 3.12 Listen and write the weights you hear.

Then listen and repeat.

1 $\frac{3}{4}$ kg

3 3.13 Match the fruit to photos 1–8. Then listen to Emma shopping at the market. Tick (✓) the things she buys.

green beans strawberries tomatoes
pears apples grapes bananas oranges



114 EXTRA LISTENING AND SPEAKING

ANSWERS

- True
- False (She wants half a kilo of grapes.)
- False (They're expensive.)
- False (They're 50p each.)
- False (She buys some red apples.)
- False (She wants three bananas.)
- True

Optional activity: Listening

Write these questions on the board:

- How much does Emma pay for the grapes?
- How much are the strawberries per kilo?
- How many pears does Emma buy?
- How many bananas does she buy?

Students can discuss the answers in pairs. Play the audio again for them to listen and check. Check answers with the class.

ANSWERS

- 1 £3.65 2 £10 3 two 4 three

Exercise 5 3.14

Play the audio once for students to listen to the dialogue and read it. Play it again, pausing after each line for students to

4 3.13 Study the Key Phrases. Listen to the conversation again and write True or False. Correct the false sentences.

KEY PHRASES

Buying things at the market

Good morning. What would you like?
How much is / are ... ?
It's / They are ...
I'd like ..., please.
Is that everything?
How much is that?

- Emma wants to make a fruit salad.
- First she wants half a kilo of apples.
- The strawberries are cheap.
- One pear costs 40p.
- Emma buys some green apples.
- Emma also wants three oranges.
- The shopping costs £7.55.

5 3.14 Listen and repeat the dialogue.

Woman Good morning. What would you like?
George I'd like a kilo of pears, please.
Woman They're £175 a kilo.
George That's fine. Can I have three red peppers, please?
Woman Sure. Here you are.
George Thanks.
Woman Anything else?
George Yes. 250 grams of green beans.
Woman OK, here you go. Is that everything?
George Yes, thanks. How much is that?
Woman That's £4.30, please.
George Here you are.
Woman Thanks. Bye!
George Bye.

6 USE IT! Work in pairs. Imagine you want to buy the fruit in the picture. Prepare and practise a new dialogue using the Key Phrases and the dialogue in exercise 5.



repeat. In pairs, they practise the dialogue. Encourage them to copy the intonation they heard on the audio.

Exercise 6 USE IT!

Students practise their dialogue in pairs. With **weaker classes**, students may need time to prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice. Students can swap roles and practise again.

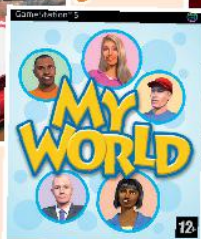
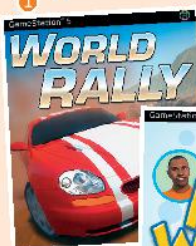
Optional activity: Speaking

Put students into pairs and ask them to prepare their own price list of five different fruits and vegetables. They could use pounds, euros, dollars or their own currency. Students then practise again using their own price list, or swap lists with another pair and practise again using the list they are given. Encourage them not to prepare their dialogue this time, but to improvise, referring to the key phrases, if necessary. Ask some pairs to perform their dialogue for the class.

6 Options EXTRA LISTENING AND SPEAKING • Talking about video games

1 Match the games with the categories in the box.

sport strategy driving and racing
action and adventure simulation



2 3.15 Study the Key Phrases. Then listen to a conversation about video games and complete the table.

KEY PHRASES

Talking about video games

What do / did you think of it?
It is / was fun / great / exciting.
It is / was boring / complicated / terrible / violent.
What's your score for it?
8/10 = eight out of ten

	Elsa's game	Finn's game	Chen's game
Title	My World	3	5
Opinion	1	4	terrible
Score	2	8/10	6

3 3.15 Listen again. Choose the correct words.

- In Elsa's game the players are helpers / designers.
- Elsa was bored after one hour / day.
- Finn's game has got very good / bad graphics.
- You create / drive cars in Finn's game.
- In Chen's game the characters / rules are complicated.

4 3.16 Listen and repeat the dialogue.

Sanjay Which game did you play?
Steph I played Goal. It's a football game.
Sanjay What did you think of it?
Steph It was great. You play football for a top team.
Sanjay What's your score for it?
Steph Nine out of ten.

5 USE IT! Work in pairs. Tell your partner about a video game that you like. Use the Key Phrases and the questions in the box to help you.

What's the name of the game?
What type of game is it?
What do you do in the game?
What do you think of it?



EXTRA LISTENING AND SPEAKING 115

6 Extra listening and speaking • Talking about video games

Aim

Talk about video games.

Warm-up

With books closed, ask: *Do you play video games? What games do you play? Which are your favourites?* Elicit answers from individual students and ask further questions to encourage them to say more, e.g. *How often do you play? How much time do you spend playing games? Do you play alone or with other people? Do you have a favourite game?*

Exercise 1

Students work in pairs to match the games with the categories. Check answers with the class and model pronunciation of *strategy* and *simulation*.

ANSWERS

- driving and racing
- simulation
- action and adventure
- strategy
- sport

Exercise 2 3.15

Read through the key phrases with the class and make sure students understand them all. Allow students time to read through the table. Play the audio. Students listen and complete the table, then compare their answers in pairs. Check answers with the class.

ANSWERS

- fun/good, then boring
- 6/10
- World Rally
- great/exciting
- Hero
- 4/10

Exercise 3 3.15

Allow students time to read through the sentences. Play the audio again. Students listen and choose the correct words. Allow students to compare their answers in pairs. Play the audio again for them to check and complete their answers. Check answers with the class.

ANSWERS

- designers
- hour
- good
- drive
- rules

Optional activity: Listening

Write the following questions on the board or dictate them to the class:

Which game ...

- involves people being hurt?
- takes place in more than one country?
- involves creating your own character?
- looks very realistic?

Students can discuss the answers in pairs. Play the audio again for them to listen and check their answers. Check answers with the class.

ANSWERS

- Hero
- World Rally
- My World
- World Rally

Exercise 4 3.16

Play the audio once for students to listen to the dialogue and read it. Play it again, pausing after each line for students to repeat. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students practise their dialogue in pairs. With **weaker classes**, students may need time to prepare their ideas individually before they practise their dialogues. With **stronger classes**, students can go straight into the practice.

ANSWERS

Students' own answers.

Optional activity: Speaking

Ask students to work in pairs and prepare a short presentation of a video game for the class. It can be a game they like or play, or one they have seen other people playing. Encourage them to describe the game and give their opinions of it. Put pairs into small groups to give their presentations to each other. Tell each group to choose one of the presentations to present to the class. Ask groups in turn to give their presentations to the class. The class could vote for its favourite game overall.

7 Extra listening and speaking • Describing people

Aim

Talk about people in a photo.

Warm-up

With books closed, ask students if they often take photos of their family and friends. Ask if they enjoy showing the photos to other people or sharing them online. See who in the class takes very few photos and who takes a lot.

Exercise 1

Students work in pairs to match the photos with the activities. Check answers with the class.

ANSWERS

1 B 2 C 3 A

Exercise 2 3•17

Read through the key phrases with the class and make sure students understand them all. Play the audio. Students listen and complete the sentences with the correct names. Check answers with the class.

ANSWERS

1 Amy 2 Jack 3 Beth

Exercise 3 3•17

Allow students time to read the questions. Play the audio again. Students listen and answer the questions. Allow students to compare their answers in pairs. Play the audio again for them to check and complete their answers. Check answers with the class.

ANSWERS

- 1 He went to see the doctor.
- 2 Chocolate cakes
- 3 Beth
- 4 Suzi

Exercise 4 3•18

Play the audio once for students to listen to the dialogue and read it. Play it again, pausing after each line for students to repeat. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

ANSWERS

Students' own answers.

7

Options

EXTRA LISTENING AND SPEAKING • Describing people

I can talk about people in a photo.

1 Look at photos A–C. Match the photos with the activities.

- 1 a school trip
- 2 a family reunion
- 3 an after-school club

2 3•17 Study the Key Phrases. Listen and complete the sentences about photo A with the correct names.

Amy Jack Beth

KEY PHRASES

Talking about a photo

at the back in the middle next to
on the left on the right

- 1 is in the middle.
- 2 is next to Amy.
- 3 is on the right.



116 EXTRA LISTENING AND SPEAKING

3 3•17 Listen again and answer the questions.

- 1 Why wasn't Mark in the photo?
- 2 What did they make?
- 3 Who made the best cake?
- 4 Who took the photo?

4 3•18 Look at photo B. Listen and repeat the dialogue.

- Mark Hey Suzi. I've got a good photo. It's from our school trip last year.
- Suzi Who's that on the left with the long curly hair?
- Mark That's Kirsten. She's in Grade 6. She's great at climbing.
- Suzi Is that you in the middle?
- Mark Yes. Why?
- Suzi I didn't recognise you! And who's that on the right?
- Mark That's Ben. I love his new glasses.

5 USE IT! Work in pairs. Look at photo C. Imagine this is your family. Then ask and answer questions using the Key Phrases.

Who's the woman in the middle?

That's my grandma. She's a great cook.



Exercise 5 USE IT!

Students practise their dialogue in pairs. With **weaker classes**, students may need time to prepare their ideas individually before they practise. With **stronger classes**, students can go straight into the practice. Students can swap roles and practise again.

ANSWERS

Students' own answers.

Optional activity: Speaking

If students have photos on their phones, they could work in small groups and show a photo to their classmates. They could ask and answer questions about their photos using the key phrases. Alternatively, ask students to bring a photo of their family or friends to the next lesson. Put them into groups to present their photos to their classmates and ask and answer questions using the key phrases. Ask some students to show their photos to the class and encourage other students to ask questions about them.

1 Match symbols 1–5 with the words in the box.

sun cloud temperature wind rain



2 3.19 Study the Key Phrases. Then listen to the weather forecast and complete the table with the information.

KEY PHRASES

Talking about the weather

What will the weather be like (tomorrow)?

There'll be some (rain).

in the north / south / east / west

on the north coast

twenty-two degrees (22°C)

	Edinburgh	London	Brighton
Type of weather	1	3	5
Temperature	2	4	6

3 3.19 Listen again and answer the questions.

- What's the weather like today?
- What day of the week is the weather forecast for?
- What will the weather be like near Aberdeen?
- What month is it?
- Why is it cooler on the south coast?

4 3.20 Listen and repeat the dialogue.

- Anita I'm going to be in Brighton at the weekend. What will the weather be like?
- Sam I think it'll be sunny.
- Anita What about the temperature?
- Sam It'll be about twenty degrees.
- Anita Will it be windy?
- Sam Yes, it will.

5 USE IT! Work in pairs. Look at the map. Prepare and practise a new dialogue using the Key Phrases and the dialogue in exercise 4.



EXTRA LISTENING AND SPEAKING 117

8 Extra listening and speaking • The weather forecast

Aim

Say what the weather will be like next weekend.

Warm-up

With books closed, write *weather forecast* on the board and elicit the meaning. Ask students where they can find the weather forecast (on TV or radio, online, in newspapers). Ask students when they check the weather forecast and if it is usually accurate. Elicit a range of answers from individual students.

Exercise 1

Students work in pairs to match the symbols with the words. Check answers with the class and check that students understand all the words.

ANSWERS

- 1 temperature 2 rain 3 sun
4 cloud 5 wind

Exercise 2 3.19

Read through the key phrases with the class and make sure students understand them all. Allow students time to read through the table. Play the audio. Students listen and complete the table. Check answers with the class.

ANSWERS

- 1 cloudy
2 21 degrees
3 cloudy with some sun
4 27 degrees
5 (very) windy
6 20 degrees

Exercise 3 3.19

Allow students time to read through the questions. Play the audio again. Students listen and answer the questions. Allow students to compare their answers in pairs. Play the audio again for them to check and complete their answers. Check answers with the class.

ANSWERS

- 1 (Lovely and) sunny
2 Saturday
3 Rainy and not very hot (seventeen degrees)
4 August
5 Because it's very windy.

Exercise 4 3.20

Play the audio once for students to listen to the dialogue and read it. Play it again, pausing after each line for students to repeat. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students practise their dialogue in pairs. With **weaker classes**, students may need time to prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice. Students can swap roles and practise again.

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into new pairs. Ask them to draw a weather map of their country for Saturday or Sunday of the following weekend. Ask them to guess what the weather will be like. Students can practise again using their own map, or they could swap maps with another pair and practise using the map they are given. Ask students to keep their weather maps to see whose is the most accurate for next weekend.

1 Song • I'm the King

Aim

Understand a song about places.

Warm-up

With books closed, put students into pairs and give them two minutes to write as many words for places in cities as they can. Bring students' ideas together on the board and check that they understand all the words. Make sure the list on the board includes: *library, square, station, pool, cinema, park, castle, beach, zoo and factory*. See which pair wrote the most words. Tell students they are going to listen to a song about places.

Exercise 1 3•21

Read through the glossary with the class and make sure students understand the words. Play the audio. Students listen and note down how many places are mentioned. They can compare their answers in pairs. Check answers with the class.

ANSWERS

eighteen (street, library, square, school, station, shops, hotel, pool, cinema, park, market, café, restaurant, castle, zoo, factories, house)

Exercise 2 3•21

Play the audio. Students listen again and choose the correct words. Check answers with the class.

ANSWERS

1 popular 2 city 3 clean 4 nice
5 cheaper 6 zoo 7 station

Exercise 3

Students match the sentence halves to make sentences about the song. They can compare their answers in pairs. Check answers with the class and elicit which sentence matches the picture.

ANSWERS

1 c 2 b 3 e 4 a 5 d
Sentence 1c matches the picture.

Exercise 4

Students decide if the sentences are true or false and correct the false sentences. They can compare their answers in pairs. Check answers with the class.

ANSWERS

1 True
2 True
3 False (His / My friends are very noisy.)
4 False (Tea is cheaper in the café.)
5 True

1

Options

SONG • I'm the King

I can understand a song about places.

I'm the King

I walk down the street from the library to the square.
I go past the school – I'm ¹popular / welcome there.

I take a bus at the station,
And the shops are where I see my friends and all the people there.

I'm the king, I'm the king,
In my ²city / town I'm the king.
Is there a hotel? Yes.
A pool? Yes.
A cinema? Yes.
A school? Yes.

My city is cool, and I'm no fool: I'm the king.
In my city it's friendly and ³clean / green.
There's a park and a market and I live in between.

I walk or take the bus;
I cycle while I sing
In my city (here's the thing)
I'm the king.

There's a really ⁴nice / old park where we go and play.
My friends are very noisy, so I don't stay.
I go to the café for a cup of tea.
It's ⁵cheaper / better than the restaurant, and that's great for me.

I'm the king, I'm the king,
In my city I'm the king.
Is there a castle? Yes.
A ⁶zoo / beach? Yes.
Any factories? Yes.
Things to do? Yes.

My city is cool, and I'm no fool: I'm the king.
Come to my city: come and look –
From the ⁷station / café to my house, it's ten minutes on foot.
Take the coach or take the train –
There are a lot of good things,
And in my city (now you sing)
I'm the king.

GLOSSARY

fool: a person who is not intelligent
coach (in the UK): a bus that goes between cities

1 3.21 Listen to the song. How many places are mentioned?

2 3.21 Listen again and choose the correct words in the song.

3 Match phrases 1–5 with phrases a–e to make sentences about the song. Which sentence matches the picture?



- | | |
|-----------------------|-------------------|
| 1 I'm popular | a. is friendly. |
| 2 The station is near | b. my house. |
| 3 There's a park | c. at the school. |
| 4 My city | d. fool. |
| 5 I'm no | e. where we play. |

4 Look at the song again. Are the sentences True or False? Correct the false sentences.

I take a bus to the square.
False. I walk to the square.

- 1 I see my friends at the shops.
- 2 I live between the market and the park.
- 3 My friends are quiet.
- 4 Tea is cheaper in the restaurant.
- 5 I walk from the station to my house.

5 USE IT! Work in pairs. Ask your partner about his / her ideal town or city. How many of your ideas are the same? Use Is there ...?, Are there ...? and How many ...?.

Exercise 5 USE IT!

Allow students time to prepare their ideas on their ideal town or city individually. Encourage them to write sentences with *There is / There are* about their ideal place. Read out the sentence prompts and elicit some possible questions that students could ask, e.g. *Is there a zoo? Are there any parks? How many cafés are there?* Students work in pairs to ask and answer questions about their ideal towns and cities. Ask some pairs to tell the class which things were the same, and which were different.

ANSWERS

Students' own answers.

song

I Can Tell You

I can tell you what I know.
Where is a good place to go?
I can tell you what's dangerous,
Like how big can a gorilla ¹.....?

Can a scorpion ²..... a man?
Which animals live on land?
How far can an eagle see?
You can find out if you listen to me.

The smallest scorpions can kill a man.
Gorillas can grow to 250 kilos.
An eagle is small, but it can ³.....
About a kilometre further than me.
Ostriches are the tallest birds.
A whale is the biggest mammal in the world.
A lion is beautiful, but it isn't tame.
How many animals can you name?

Errrr, elephant, eagle, camel, panda.
I like butterflies, mmmm oh. And a
Spider, a snake: they can ⁴..... a frog.
A gorilla, an ostrich – how about a dog?

I can tell you what I know.
How far is the North from the South Pole?
I can tell you something interesting,
Like which animal can ⁵..... and swim.

What has got wings, legs and a tail?
What ⁶..... in a shell, but isn't a snail?
How heavy is a human baby?
You can find out if you listen to me.

From pole to pole is over twenty thousand
kilometres.
A frog can jump and ⁷.....
A tortoise has got a shell and feet as well,
And a parrot's got a tail, legs and wings.

A baby weighs up to four and a half kilos.
A mouse is smaller than an elephant's toes.
A camel can ⁸..... six months without a
drink.
How many animals do you know – can you
think?

Errrr penguin, starfish, a mouse and a bat,
Hedgehog, crocodile – and what about a cat?
Scorpion, dolphin, a monkey and a rat,
An octopus and a fish, how many is that?

1 3.22 Match the animals in the box with photos 1–12. Listen to the song. Which animal is not in the song?

hedgehog dolphin scorpion eagle
lion tiger mouse starfish whale
tortoise parrot gorilla



2 3.22 Complete the song with the words in the box. Then listen again and check.

survive lives jump kill eat
swim grow see

3 Answer the questions with animals from the song.

- Which animal is the biggest mammal?
- Which animal is the tallest bird?
- Which animal has got a shell?
- Which animal can see very far?
- Which animal can survive with very little water?
- Which two animals eat frogs?

4 USE IT! Work in pairs. Follow the instructions.

- One student chooses an animal in exercise 1.
- The other student asks questions to find the name of the animal. He / She can only ask ten questions.
- The other student can only answer 'Yes' or 'No'.

Is this animal big?

Yes.

Can it swim?

No.

SONG 119

Exercise 2 3.22

Read through the words in the box with the class and check that students understand them all. Students work in pairs to complete the song with the correct words. Play the audio. Students listen again and check their answers. Check answers with the class.

ANSWERS

1 grow 2 kill 3 see 4 eat 5 jump
6 lives 7 swim 8 survive

Exercise 3

Check that students understand *shell*. Students answer the questions with animals from the song then compare their answers in pairs. Check answers with the class.

ANSWERS

1 Whale 2 Ostrich 3 Tortoise
4 Eagle 5 Camel 6 Spider and snake

Exercise 4 USE IT!

Read through the task with the class. Demonstrate by telling the class you have chosen an animal. They must ask you questions to guess it, but you can only answer 'Yes' or 'No'. Answer the questions as students ask them, and make a note on the board each time you answer one. See if students can guess the animal in ten questions. Students then work in pairs to think of animals and guess them. Stop the activity after a few minutes and see who managed to guess the most animals in that time.

ANSWERS

Students' own answers.

3 Song • I Can Tell You

Aim

Understand a song about animals.

Warm-up

With books closed, put students into pairs and give them two minutes to write as many words for animals as they can. Bring students' ideas together on the board and check that they understand all the words. Make sure the list on the board includes: *ostrich, elephant, camel, panda, butterfly, spider, snake, frog, dog, penguin, bat, cat, monkey, rat, octopus* and *fish*. See which pair wrote the most words. Tell students they are going to listen to a song about animals.

Exercise 1 3.22

Students work in pairs to match the animal words with the photos. Check answers with the class. Read through the glossary with the class and make sure students understand the words. Play the audio. Students listen and note down which animal is not in the song. Check the answer with the class.

ANSWERS

1 gorilla 2 eagle 3 whale 4 lion
5 tortoise 6 parrot 7 mouse
8 starfish 9 hedgehog 10 scorpion
11 dolphin 12 tiger
'Tiger' is not mentioned in the song.

5 Song • Delicious

Aim

Understand a song about food and health.

Warm-up

With books closed, put students into pairs and give them two minutes to write as many words for different kinds of food as they can. Bring students' ideas together on the board and check that they understand all the words. Make sure the list on the board includes: *eggs, bread, juice, pasta, chips, beans, meat and salad*. See which pair wrote the most words. Point to the words on the board and ask: *Which foods are healthy?* Elicit a few ideas. Tell students they are going to listen to a song about food and health.

Exercise 1

Students work in pairs to identify the foods in the picture. Check answers with the class.

POSSIBLE ANSWERS

bread, sandwich, chips, juice, beans, meat, eggs, salad, pasta

Exercise 2 3-23

Read out the title of the song and check that students understand *delicious*. Allow students time to read quickly through the song. Explain that the verses are in the wrong order. Play the audio. Students listen and put the verses in the correct order. Check answers with the class.

ANSWERS

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

Exercise 3 3-23

Play the audio. Students listen again and decide which foods from exercise 1 are mentioned. They can compare their answers in pairs. Check answers with the class.

ANSWERS

sandwich, juice, meat, eggs, salad, pasta

Exercise 4

Students decide if the sentences are true or false, and correct the false sentences. They can compare their answers in pairs. Check answers with the class.

ANSWERS

- 1 False (She's usually fit and healthy.)
- 2 True
- 3 True
- 4 False (She doesn't eat much meat.)
- 5 False (She loves running and swimming.)

5

Options

SONG • Delicious

I can understand a song about food and health.

Delicious

- ☐ a. I like cooking lunch,
But I'm sometimes very lazy.
Would you like a sandwich?
I can make something tasty.
- ☐ b. Do you prefer sitting on the sofa
And playing video games?
I love running and swimming,
And I hope you like the same.
- Mmm delicious – what's your favourite?
Mmm delicious – what do you want to eat?
Tell me what you really like,
And you can have breakfast with me.
- ☐ c. First I have some eggs.
I eat some every day.
Next I drink a lot of juice,
And after that I say:
- ☐ d. We can go to a restaurant
And choose a healthy snack.
I'll have a salad; you'll have pasta,
And then we can walk back.
- Mmm delicious – what's your favourite?
Mmm delicious – what do you want to eat?
Tell me what you really like,
And you can have lunch with me.
- ☐ e. I'm usually fit and healthy:
I exercise a lot.
Then I enjoy my breakfast –
I like it when it's hot.
- ☐ f. I love eating pasta,
but I don't eat much meat.
What are the things
You usually eat?
- Mmm delicious – what's your favourite?
Mmm delicious – what do you want to eat?
Tell me what you really like;
And you can have dinner with me.

- 1 Look at the picture. What different types of food can you see?



- 2 3-23 Listen to the song. Put the verses in the correct order.

- 3 3-23 Listen to the song again. Which foods in exercise 1 are mentioned in the song?

- 4 Are the sentences about the singer True or False? Correct the false sentences.

- 1 She's normally lazy and unhealthy.
- 2 She eats eggs every day.
- 3 She can cook.
- 4 She eats a lot of meat.
- 5 She doesn't like running and swimming.

- 5 Choose the correct words in the box for sentences 1–6.

tasty snack breakfast healthy
pasta juice

- 1 You drink this. It's fruity.
- 2 A kind of food, for example, spaghetti and lasagne
- 3 The first meal of the day
- 4 A word that means the same as *delicious*
- 5 Something small to eat between meals
- 6 Food that is good for you is ...

- 6 USE IT! Work in pairs. Ask and answer the questions.

- 1 Which meal do you prefer: breakfast, lunch or dinner? Why?
- 2 Do you prefer eating healthy or unhealthy food? Why?
- 3 What snacks do you usually eat?
- 4 What food is popular in your country?

120 SONG

Exercise 5

Students read the sentences and choose the correct words. They can compare their answers in pairs. Check answers with the class.

ANSWERS

1 juice 2 pasta 3 breakfast 4 tasty
5 snack 6 healthy

Exercise 6 USE IT!

Allow students time to prepare their answers individually. Students then work in pairs to ask and answer the questions. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

song
The Story of Your Life

This is the story, the story of your life.
 Who, what, when, how and where.
 Where did you live, and when did you leave
 there?
 The story of your life.

Where did you live when you were young?
 When you were ¹at school did you have fun?
 I've got more questions – here's a difficult
 one:
 What did you look like when you were
 young?

I lived in a ²town when I was young.
 We ³walked to the beach for holiday fun.
 I had red hair and my eyes were blue.
 I was slim with glasses when I left school.
 When I grew up I was very ⁴short.
 I had a ⁵beard, but I wasn't bald.
 Ask another question, but don't take too
 long
 Because I don't think this is a very good
 song.
 A very good song.

This is the story, the story of your life.
 Who, what, when, how and where.
 Where did you live, and when did you leave
 there?
 The story of your life.

Did you go to university when you ⁶finished
 school?

Did you get a job? Was it fun?
 I've got more questions – here's another one:
 What did you want to ⁷do when you were
 young?

When I left school, I ⁸found a job,
 I didn't ⁹work much, but I learned a lot.
 I ¹⁰tried to be in a football team
 And be on TV playing a lot of sport.
 Ask another question,
 A more interesting one,
 Because I don't think this is a very good
 song.
 A very good song.



1 3.24 Look at the picture and listen to the
 song. Which boy is in the song?

2 3.24 Look at the song and correct the words
 in blue. Then listen again and check.

3 Match phrases 1–5 with phrases a–e to make
 questions.

- 1 Where did you
- 2 What did you look
- 3 Who was your best
- 4 How did you
- 5 When did you start

- a. friend when you
were nine?
- b. come to school
this morning?
- c. like when you
were seven?
- d. live when you
were young?
- e. learning English?

4 Answer the questions in exercise 3. Compare
 with a partner.

5 USE IT! Work in pairs. Imagine you are
 sixty years old. Talk about *The Story of Your Life*
 with the ideas in the box or your own ideas. Who
 has got the most interesting life?

I was born in ... I grew up in ...
 When I was young, I ... When I left school, I ...
 I wanted to be a / an ... My first job was ...

SONG 121

7 Song • The Story of Your Life

Aim

Understand a song about life events.

Warm-up

With books closed, ask students to work individually and write down five life events in order. Put students into pairs to compare their answers and add any new life events from their partner's list to their list. Put pairs together into groups of four to compare lists and add any new life events from their classmates to their list. Elicit words for life events from the class, and see which group has ended up with the longest list. Tell students they are going to listen to a song about life events.

Exercise 1 3.24

Focus on the three boys and elicit some sentences to describe each one, e.g. *Boy 1 is very tall and he has red hair.* Play the audio. Students listen and decide which boy is in the song. They can compare their answers in pairs. Check answers with the class.

ANSWER

Boy 1

Exercise 2 3.24

Students work in pairs to correct the words in blue in the song. Play the audio. Students listen again to check their answers.

ANSWERS

1 on holiday 2 city 3 went 4 tall
 5 moustache 6 left 7 be 8 got
 9 travel 10 wanted

Exercise 3

Students match the phrases to make questions. Check answers with the class.

ANSWERS

1 d 2 c 3 a 4 b 5 e

Exercise 4

Students ask and answer the questions in pairs. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Allow students time to prepare their answers individually. Encourage them to use their imagination and imagine they have had an interesting and fun life. Elicit some of the questions students can ask, e.g. *Where were you born? Where did you grow up? What did you look like when you were young? What did you do when you left school? What did you want to be? What was your first job? With weaker classes, you could write some questions on the board for them to refer to. Students then work in pairs to ask and answer questions about their lives. Ask some students to tell the class about their partner's life. See who in the class has the most interesting life.*

ANSWERS

Students' own answers.

Workbook answer key

Starter unit

Vocabulary page 4

- 1 1 sport 2 skateboarding 3 animals 4 video games 5 music 6 cycling 7 photography
The extra word is: reading
- 2 1 cycling 2 photography 3 reading 4 friends 5 games 6 internet
- 3 1 art 2 watching 3 films 4 shopping 5 chatting 6 meeting 7 sport 8 cooking
- 4 1 in 2 into 3 at 4 not 5 favourite 6 don't
- 5 Students' own answers.

Language focus page 5

- 1 1 's 2 're 3 'm not 4 isn't 5 aren't
- 2 1 'm 2 's 3 're 4 's 5 's 6 're 7 'm 8 're
- 3 1 She isn't interested in reading.
2 We aren't good at basketball.
3 The book isn't very good.
4 My brothers aren't into photography.
5 I'm not fifteen.
6 You aren't from Ankara.
7 He isn't my friend.
8 We aren't in our house.
- 4 1 is thirteen. She's from Izmir. 2 are eleven. They're from Liverpool. 3 Students' own answers.
- 5 1 It; his 2 They; her 3 It; my 4 We; their 5 He; our
- 6 1 a it 2 c us 3 b him 4 b them 5 a you 6 c her

Vocabulary page 6

1

P	E	N	W	X	V	U	Z	L	G	N	H	N
K	Q	Y	P	D	H	C	O	A	T	O	F	K
S	U	D	E	S	K	L	M	P	K	T	K	W
P	K	F	H	L	S	O	Q	T	Q	E	X	U
E	P	S	Z	E	G	C	K	O	D	B	N	V
A	K	H	C	F	J	K	W	P	R	O	J	E
K	G	E	J	X	Y	P	Y	G	A	O	P	L
E	I	L	H	T	A	B	L	E	W	K	M	N
R	H	F	W	P	D	K	Q	C	E	H	N	B
X	D	M	E	Z	B	I	U	X	R	V	R	H
B	A	G	F	G	P	O	S	T	E	R	T	J
M	O	B	I	L	E	P	H	O	N	E	F	K

- 2 1 It isn't a notebook. It's a pen. 2 It isn't a dictionary. It's a bag. 3 It isn't a coat. It's a book. 4 It isn't a pen. It's a laptop. 5 It isn't a bag. It's a coat.

- 3 1 on 2 under 3 in 4 opposite 5 between 6 next to

- 4 The notebook is between the dictionary / book and the speaker.
The poster is on the wall. / The poster is above the table.
The pen is near the laptop.
The clock is in the drawer.
The bag is under the table.
The coat is on the table.
The coat is next to the mobile phone.

Language focus page 7

- 1 1 Tony's 2 teacher's 3 Eva's 4 friends' 5 photos
- 2 1 the teachers' table / the teacher's table
2 Betty's mobile phone 3 our friends' house / our friend's house 4 Sam's teacher 5 the student's bag
- 3 1 mine 2 hers 3 theirs 4 yours
- 4 1 am 2 'm not 3 Is 4 is 5 isn't 6 Are 7 are 8 aren't
- 5 Students' own answers.

Vocabulary page 8

- 1 1 old 2 small 3 expensive 4 interesting 5 popular 6 boring 7 horrible
- 2 1 nice 2 boring 3 cheap 4 slow 5 unpopular 6 bad 7 old 8 small
- 3 1 new 2 fast 3 small 4 big 5 good 6 popular
- 4 Students' own answers.

Language focus page 9

- 1 1 Those 2 This 3 These 4 That 5 This
- 2 1 has 2 haven't 3 got 4 got 5 Has 6 have 7 has 8 haven't 9 hasn't
- 3 1 haven't got; 've got 2 hasn't got; 's got 3 've got; haven't got 4 's got; hasn't got 5 haven't got; 've got 6 has got; hasn't got
- 4 1 Have; got; Yes, they have. 2 Has; got; Yes, she has. 3 Have; got; No, they haven't. 4 Has; got; No, she hasn't.
- 5 Students' own answers.

Vocabulary page 10

- 1 1 d the USA 2 a Turkey 3 c the UK 4 d Thailand 5 b Japan 6 a Việt Nam 7 c Australia
- 2 1 American 2 Spanish 3 Brazil 4 Australian 5 Japan 6 British
- 3 1 Mexican 2 Egyptian 3 Turkish 4 Indian 5 Vietnamese 6 Brazilian
- 4 Students' own answers.

Language focus page 11

- 1 1 Who 2 Where 3 What 4 Who 5 Where 6 What
 2 1 Where's; b Hà Nội 2 Who are; a Frozen 3 Where's;
 c the USA 4 Who's; a tennis 5 What's; b dollar
 3 Students' own answers.
 4 1 and 2 or 3 but 4 or 5 but 6 and
 5 1 but 2 and 3 but 4 and 5 and 6 but 7 or
 8 or

Unit 1 Towns and cities

Vocabulary page 12

- 1 1 library 2 train station 3 market 4 bridge
 5 cinema 6 bus station 7 park
 2 1 school 2 café 3 theatre 4 flats 5 street
 6 sports centre 7 shopping centre 8 office building
 3 1 There's a bridge. 2 There's a market. 3 There's a
 shop. 4 There's a square. / There's a park. 5 There's a
 hotel.
 4 Students' own answers.

Language focus page 13

- 1 1 a 2 are 3 some 4 isn't 5 an 6 aren't 7 any
 2 1 There isn't a theatre near here.
 2 There's a nice sports centre in my area.
 3 There are some pretty trees in the park.
 4 There aren't any monuments in the square.
 5 There isn't a five-star hotel in the town.
 3 1 Are 2 is 3 are 4 some 5 isn't 6 aren't
 7 are 8 There
 4 Students' own answers.
 5 1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 X

Vocabulary and listening page 14

1

Q	U	I	E	T	U	N	Z	L	P	L
K	A	S	C	V	Q	O	Y	P	F	F
Y	D	I	R	T	Y	I	E	R	R	Q
H	C	J	E	B	W	S	H	E	I	Q
U	G	L	Y	N	X	Y	O	T	E	F
B	F	A	Q	S	K	P	Z	T	N	T
W	C	L	E	A	N	T	C	Y	D	A
V	E	X	M	F	U	J	T	L	L	K
D	A	N	G	E	R	O	U	S	Y	Z

Positive
 clean
 friendly
 safe
 pretty
 quiet

Negative
 dangerous
 dirty
 noisy
 ugly

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

- 3 1 London 2 French 3 cinema 4 old 5 next to
 6 ugly
 4 Students' own answers.

Language focus page 15

- 1 **Short adjectives:** taller, bigger, dirtier, nicer, older,
 uglier
Long adjectives: more comfortable, more exciting,
 more interesting
Irregular: worse, further, better
 2 1 Shops are more expensive than markets.
 2 The shopping centre is noisier than the library.
 3 That park is bigger than this square.
 4 The train station is further from my house than the
 cinema.
 5 Those houses are worse than these flats.
 6 The sports centre is cleaner than the swimming pool.
 7 Turkey is hotter than Britain.
 3 1 Darlton is quieter than Burley.
 2 Darlton is cleaner than Burley.
 3 Burley is more dangerous than Darlton.
 4 Darlton is safer than Burley.
 5 Burley is uglier than Darlton.
 6 Burley is cheaper than Darlton.
 7 Darlton is more expensive than Burley.
 8 Darlton is friendlier than Burley.
 4 Students' own answers.

Reading page 16

- 1 b near
 2 1 D 2 B 3 E 4 A
 3 1 true 2 false 3 true 4 false 5 true 6 false
 4 1 The station is called Paddington.
 2 It's open from 10 a.m.
 3 There is St James's Park in Miniland.
 4 There are about 40 million bricks.
 5 Students' own answers.
 6 Students' own answers.
 5 1 chefs 2 fantastic; horrible 3 passengers; cabins
 4 climbing wall; exciting 5 swimming pool

Writing page 17

- 1 1 There are some pretty parks near here.
 2 The Shard is a modern building.
 3 Is there a friendly café in Station Street?
 4 This is a really clean shopping centre.
 5 That isn't a very safe swimming pool.
 6 My school has got a really fantastic library.
 2 1 No, they aren't very clean.
 2 Yes, there are some pretty squares here.
 3 Yes, it's got a really new shopping centre.
 4 They're in a quiet street.
 5 No, they're very safe.
 6 It's in a really small town.
 3 1 north of England 2 270 km 3 800,000
 4 fantastic restaurants 5 with modern shops
 6 shopping 7 football team 8 exciting 9 friendly
 10 Manchester and Sheffield 11 far 12 more
 4 Students' own answers.

Unit 2 Days

Vocabulary page 18

- 1 In the morning: have breakfast, go to school, have classes
In the evening: do my homework, have dinner, relax on the sofa, go to bed, sleep
- 2 1 go to school 2 have classes 3 chat with friends
4 get home 5 do my homework 6 help with the housework
- 3 1 b wash 2 d have 3 a study 4 c play 5 d watch
6 b brush
- 4 1 teeth 2 face 3 breakfast 4 sister 5 housework
6 bed 7 minutes 8 foot 9 next 10 home

Language focus page 19

- 1 1 Robert never plays football.
2 They are always friendly.
3 I normally do my homework.
4 Marina and Julia are often late.
5 We usually have dinner.
6 Is your class often quiet?
- 2 1 plays 2 play 3 don't 4 doesn't 5 don't
- 3 1 My sister watches TV a lot.
2 I don't get up late on Mondays.
3 My dad makes breakfast at the weekend.
4 My older brothers don't go to bed early.
5 You help with the housework.
6 My mum doesn't play video games.
- 4 1 get up; 8.00 2 plays football 3 play tennis
4 goes; train 5 go; bus 6 studies; French 7 study;
Spanish 8 finishes; 3.00 9 finish; 4.00
- 5 Students' own answers.

Vocabulary and listening page 20

- 1 Across
2 give 5 visit 6 make 7 invite
- Down
1 celebrate 2 go out 3 dance 4 sing
- 2 1 play 2 celebrate 3 invites 4 wears 5 visit
6 have
- 3 1 ✓ have a big meal
2 ✓ play music
3 ✓ dance
4 ✗ wear a costume
5 ✓ sing a song
6 ✓ watch fireworks
7 ✓ visit friends
8 ✗ give big presents
- 4 1 False 2 False 3 True 4 True 5 False 6 True
- 5 Students' own answers.

Language focus page 21

- 1 1 do 2 don't 3 Does 4 does 5 doesn't 6 Do
7 do 8 don't

- 2 1 Do; sing; don't. 2 Do; wear; do 3 Does; play; doesn't 4 Do; visit; do 5 Does; go; does 6 Do; give; don't 7 Does; watch; doesn't
- 3 1 How do you go to school? 2 Do you play football?
3 do 4 What time do you start? 5 Does he like football 6 does
- 4 1 Does Khalid get up late? No, he doesn't.
2 Do you get up late? Yes, I do. / No, I don't.
3 Do Sarah and Ann watch videos? No, they don't.
4 Does Khalid watch videos? Yes, he does.
5 Do you watch videos? Yes, I do. / No, I don't.
6 Do Sarah and Ann go out with friends? Yes, they do.
7 Does Khalid go out with friends? No, he doesn't.
8 Do you go out with friends? Yes, I do. / No, I don't.

Reading page 22

- 1 1 doesn't close 2 difficult
- 2 1 True 2 False 3 True 4 False
- 3 1 open 2 dangerous 3 clothes 4 early
5 breakfast 6 chat
- 4 1 It is dangerous because it is dark and very cold.
2 The day in winter is three hours long.
3 When school finishes, the children put on their warm clothes and walk home.
4 and 5 Students' own answers.
- 5 1 father 2 aunt; uncle 3 grandson; granddaughter
4 brother; sister 5 daughter; son 6 grandmother; grandfather

Writing page 23

- 1 1 incorrect 2 correct 3 incorrect 4 correct
5 correct 6 incorrect
- 2 1 She also dances.
2 He's also very noisy.
3 We also like music videos.
4 There's also a theatre.
5 But I'm also really friendly.
- 3 1 March 2 Thursday 3 books 4 famous
people in books 5 wear costumes 6 do quizzes
7 interesting 8 fun
- 4 Students' own answers.

Unit 3 Wild life

Vocabulary page 24

- 1 1 gorilla 2 giraffe 3 fish 4 frog 5 rabbit
6 ostrich
- 2 1 There are three elephants.
2 There's one giraffe.
3 There are four crocodiles.
4 There are two eagles.
5 There are five butterflies.
6 There are two snakes.
7 There are three frogs.
8 There's one scorpion.

- 3 1 giraffe 2 octopus 3 camel 4 scorpion
5 elephant 6 spider

- 4 **Big land animals:** bear, gorilla, students' own answers
Underwater creatures: octopus, whale, students' own answers
Flying animals: bat, students' own answers
Birds: eagle, students' own answers

Language focus page 25

- 1 **Short adjectives:** the strangest, the noisiest, the hottest
Long adjectives: the most beautiful, the most common, the most exciting, the most famous
Irregular: the worst, the furthest, the best
- 2 1 biggest; b blue whale 2 oldest; c 250
3 most common; a rabbit 4 longest; c Southeast Asia
5 busiest; b Berlin
- 3 1 the most colourful 2 the best 3 the most expensive 4 the hottest 5 the oldest 6 the friendliest 7 the most interesting 8 the worst
- 4 Students' own answers.

Vocabulary and listening page 26

- 1 1 fly 2 climb 3 drink 4 jump 5 hear 6 run
7 kill
- 2 1 fly 2 communicate 3 move 4 grow 5 swim
6 survive
- 3 1 a thousand 2 six 3 900 4 run; swim
5 fish; birds
- 4 1 are 2 can't 3 isn't 4 are 5 aren't 6 can
- 5 Students' own answers.

Language focus page 27

- 1 1 can't 2 Can 3 swim 4 can 5 can't
- 2 1 can make 2 can't swim 3 can dance 4 can't fly
5 can play 6 can't speak 7 can run
- 3 1 It might be cold in Italy in November.
2 That bear might be dangerous.
3 You might see a snake in the mountains.
4 An elephant might live for sixty years.
5 That fish might be a shark.
- 4 1 How fast can an elephant run? 40 km an hour
2 How cold is the North Pole? -34°C
3 How heavy is a panda? 100 kg
4 How many people are there in the UK? 65 million
5 How tall can an ostrich grow? 2.7 metres
- 5 Students' own answers.

Reading Page 28

- 1 b go on a long journey
- 2 1 E 2 B 3 A 4 D
- 3 1 North 2 longest 3 day 4 cold 5 can
- 4 1 The butterflies are orange and black.
2 Their journey is more than 4,500 kilometres.
3 They usually start their journey in September or October.
4 They sometimes fly at 1.6 kilometres in the sky.

- 5 Students' own answers.

- 5 1 colourful 2 rare 3 dull 4 common

Writing page 29

- 1 1 Are you interested in small creatures such as rabbits?
2 You can help animals in different ways. For example, you can adopt a gorilla.
3 I love TV programmes about big animals like camels or giraffes.
4 At this zoo, you can see different bears such as black bears and pandas.
5 They often visit hot places like Australia and India.
- 2 1 She loves exciting books like *Harry Potter*.
2 Mary has got interests such as photography and music.
3 Some modern cities are very big. For example, London and New York.
4 My uncle goes to different countries such as Turkey and Italy.
5 Some animals are in danger. For example, elephants and gorillas.
- 3 1 South Africa 2 Tanzania 3 one metre 4 tallest
5 eighteen kilos 6 eighty kilometres an hour.
7 frogs / snakes 8 snakes / frogs 9 can jump
10 kill 11 smaller numbers 12 hunting
- 4 Students' own answers.

Unit 4 Learning world

Vocabulary page 30

1

A	R	T	J	Y	H	X	R	B	U	C
Z	E	K	S	W	M	O	U	V	F	F
P	N	J	C	F	A	M	I	Q	R	A
S	G	H	I	S	T	O	R	Y	H	E
H	L	B	E	U	H	F	K	B	B	C
E	I	Z	N	M	S	T	H	E	F	B
K	S	A	C	X	B	I	C	T	D	H
R	H	Q	E	C	E	N	K	W	A	P
G	E	O	G	R	A	P	H	Y	O	S

- 2 1 art 2 maths 3 geography 4 English / Spanish
5 Spanish / English 6 history 7 PE
- 3 1 textbook 2 teacher 3 homework 4 genius
5 notebook 6 class
- 4 Students' own answers.

Language Focus page 31

- 1 1 is 2 are 3 am not 4 isn't 5 aren't 6 playing
- 2 1 is watching TV.
2 are running in the park.
3 is dancing.
4 'm singing a song.
5 are having lunch.
6 is sitting on the bus.

- 7 are making clothes.
8 is doing homework.
- 3 1 Ahmed is asking a question. He isn't reading.
2 I'm not listening. I'm playing a game with Richard.
3 You're talking to the teacher. You aren't sitting down.
4 Mary and Vicky aren't answering the questions.
They're helping a new student.
5 Harry is working on the computer. He isn't writing in his notebook.
6 We aren't speaking English. We're looking in the dictionary.
- 4 Students' own answers.

Vocabulary and listening page 32

- 1 1 makes notes 2 checks 3 repeat 4 knows
5 learn 6 reads 7 understand 8 concentrate
9 practises 10 listens
- 2 1 is writing 2 'm asking 3 is reading 4 aren't concentrating. 5 are listening. 6 is spelling
- 3 2 a listen to songs 3 d revise with friends 4 f learn at evening classes 5 b read books 6 e make notes
- 4 1 Alex 2 Sam 3 Sylvie 4 Rebecca and Kim
5 Layla 6 Yusuf
- 5 Students' own answers.

Language focus page 33

- 1 1 am 2 'm not 3 Is 4 is 5 isn't 6 Are 7 are 8 aren't
- 2 1 Is Ethan talking to the teacher? Yes, he is.
2 Is Matt listening to music? No, he isn't.
3 Are James and Oliver playing tennis? No, they aren't.
4 Is Eva sitting under the tree? Yes, she is.
5 Are Molly and Mariam eating lunch? Yes, they are.
6 Is Rupert walking? No, he isn't.
- 3 1 'm doing 2 gives 3 finish 4 don't usually have 5 Does your teacher often give 6 'm working 7 helps 8 's playing 9 isn't answering 10 are you doing
- 4 Students' own answers.

Reading page 34

- 1 c go out on boats in the school day.
- 2 1 True 2 False 3 False 4 True 5 False 6 True
- 3 1 B 2 C 3 F 4 A 5 D 6 E
- 4 1 They're wearing school uniforms.
2 It's special because it's one of the most beautiful lakes in England.
3 Lessons finish at 4.00.
4 They use the school's boats.
5 Students' own answers.
6 Students' own answers.
- 5 1 primary 2 boat 3 private 4 secondary

Writing page 35

- 1 1 so 2 and 3 so 4 or 5 so 6 so 7 and 8 so
- 2 1 good at art, so I help my sister.
2 elephant is old, so it can't run.
3 into films, so I go to the cinema.
4 hasn't got a pen, so he can't write.
5 got an exam, so we're revising.
6 flat is noisy, so I go to the library.
- 3 1 mountains 2 beautiful 3 quiet 4 medium
5 200 students 6 7.00 7 breakfast 8 start lessons
9 break 10 have lunch 11 photography, art and geography 12 are working 13 are taking
14 climbing, swimming, fishing and running
15 climbing
- 4 Students' own answers.

Unit 5 Food and health

Vocabulary page 36

- 1 1 chicken 2 eggs 3 soup 4 crisps 5 fish
6 burgers 7 juice 8 cheese
- 2 1 nuts 2 apple 3 sandwiches 4 meat 5 salad
6 fizzy drinks 7 juice 8 water 9 pasta
- 3 2 water 3 beans 4 bread 5 sweets 6 chips
7 rice 8 cheese
The extra word is: sandwich
- 4 Students' own answers.

Language focus page 37

- 1 1 U 2 C 3 U 4 C 5 U 6 C 7 C 8 U 9 C
10 U
- 2 1 a lot of 2 some 3 some 4 many 5 much
6 any 7 any
- 3 1 How many; s 2 How much
3 How many; s 4 How much 5 How many; es
6 How much 7 How much 8 How many; s
- 4 1 a lot of 2 many / a lot of 3 any 4 a lot of
5 some 6 any 7 much / a lot of 8 some
- 5 Students' own answers.

Vocabulary and listening page 38

- 1 1 active; lazy 2 unfit; fit 3 healthy; unhealthy
4 well; ill 5 hungry; thirsty
- 2 1 tired 2 unfit 3 thirsty 4 ill 5 healthy 6 lazy
7 hungry 8 fit
- 3 1 a P; b -; c B 2 a B; b -; c P 3 a P; b B; c -
- 4 1 True 2 True 3 False 4 True 5 False 6 False
- 5 Students' own answers.

Language focus page 39

- 1 1 swimming 2 doing 3 sitting 4 revising
5 cycling 6 eating

- 2 1 hate getting up 2 loves cycling 3 don't mind cycling 4 hates chatting 5 like chatting 6 love playing 7 likes playing

3 Students' own answers.

- 4 1 We should revise for our exams.
2 You should try to be more active.
3 You shouldn't be lazy at school.
4 You should eat healthy food every day.
5 I should sleep for eight hours every night.

- 5 1 wear 2 Don't be 3 don't chat 4 listen 5 Don't write 6 don't use 7 Don't eat 8 do

Reading page 40

1 c a special meal.

2 1 C 2 E 3 B 4 F 5 A

3 1 False 2 False 3 True 4 True 5 True 6 False

- 4 1 The children are aged eight to twelve.
2 Twenty-four children can go on *Junior Masterchef* every year.
3 They are working very fast because they haven't got much time – only two hours.
4 She makes vegetable soup, pasta and a chocolate dessert.
5 Students' own answers.
6 Students' own answers.

- 5 1 dessert 2 enormous 3 dish 4 vitamins 5 bowl

Writing page 41

1 1 First 2 Next 3 Then 4 Finally

2 1 First 2 can 3 or 4 After 5 with 6 got 7 Next 8 types 9 Finally 10 your

3 1 Italy 2 cold 3 salad 4 (Italian) cheese 5 pizza 6 vegetables 7 (Italian) meat 8 famous 9 ice cream 10 place

4 Students' own answers.

Unit 6 Sports

Vocabulary page 42

1 1 cycling 2 horse-riding 3 wrestling 4 basketball 5 tennis 6 golf

2 1 horse-riding 2 athletics 3 volleyball 4 wrestling 5 football / basketball 6 basketball / football 7 hockey 8 climbing 9 skiing

3 1 fan 2 match 3 ball 4 player 5 stadium 6 champion 7 team 8 race 9 competition

4 Students' own answers.

Language focus page 43

1 1 an 2 There were 3 some 4 There wasn't 5 a 6 There weren't 7 any

2 1 There were a lot of buses with fans.
2 There wasn't a train station near the stadium.
3 There weren't any famous players in our team.

- 4 There was a very good player on the other team.
5 There wasn't a nice café in the stadium.
6 There was a great sports shop next to the stadium.
7 There were a lot of goals in the match.

- 3 1 weren't; were 2 was; wasn't 3 wasn't; was 4 weren't; were 5 wasn't; was

4 Students' own answers.

Vocabulary and listening page 44

1 1 became 2 decided 3 did 4 went 5 started 6 travelled 7 watched 8 won

2 1 did 2 watched 3 learned 4 became 5 started 6 travelled 7 competed 8 won

3 1 c youngest 2 a four 3 b parents 4 c unhappy 5 a small 6 c bronze

4 1 USA 2 weekend 3 nine 4 three or four 5 Canada 6 2 p.m.

- 5 1 Tom went to the theatre.
2 Tom learned some French verbs.
3 Tom competed in a football competition.
4 Tom started tennis lessons.
5 Tom won a medal.
6 Tom watched a football match on TV.

Language focus page 45

1 1 played 2 ago 3 watched 4 last 5 went 6 July

2 1 Grace ran 100 metres.
2 Tamer swam 200 metres.
3 Emily won a medal.
4 Anne and Vicky watched the competitions.
5 Jake and Ben played volleyball.
6 Kemal scored a goal.

3 1 when 2 ago 3 last 4 week 5 in 6 first

4 Students' own answers.

Reading page 46

1 b has different information about wheelchair basketball.

2 1 F 2 B 3 C 4 E 5 D

3 1 False 2 False 3 True 4 True 5 False 6 True

- 4 1 It was in the USA.
2 The first Paralympic Games were in 1960.
3 There were eight sports.
4 The winners were the British team.
5 They are forty minutes long.
6 Students' own answers.

5 1 spectators 2 medallist 3 winner 4 competitors

Writing page 47

1 A 3 B 1 C 2

2 1 He was born on
2 first played football
3 at the age of
4 continued to play
5 after that he won
6 He is one of the

- 2 Neymar first played football when he was a young boy ...
 3 Neymar first played for Brazil ...
- 3 1 British 2 was born 3 1997 4 United Kingdom
 5 sisters 6 was six 7 was eleven
 8 British gymnastics team 9 four gold medals
 10 2014 11 most successful 12 2014
- 4 Students' own answers.

Unit 7 Growing up

Vocabulary page 48

- 1 1 b square 2 d blue 3 a tall 4 f blonde
 5 g moustache 6 e slim 7 c straight
- 2 1 red 2 thin 3 overweight 4 round 5 blonde
 6 sunglasses
- 3 1 slim 2 short 3 curly 4 square 5 average
 height 6 spiky 7 glasses 8 thin 9 short
 10 long 11 round 12 sunglasses
- 4 1 light 2 blue 3 round 4 short 5 bald
 6 moustache 7 slim 8 overweight 9 glasses
 10 spiky 11 tall
- 5 Students' own answers

Language focus page 49

- 1 1 visited 2 took 3 didn't live 4 didn't visit
 5 didn't take
- 2 1 a 2 b 3 c 4 b 5 a 6 b
- 3 1 enjoyed 2 didn't study 3 saw 4 didn't phone
 5 ate 6 didn't visit 7 didn't teach 8 had
- 4 1 thought 2 saw 3 shouted 4 didn't answer
 5 didn't hear 6 met 7 tried 8 ate 9 didn't enjoy
- 5 1 She revised for the maths exam.
 2 She didn't make notes about Việt Nam.
 3 She took some photos for art.
 4 She didn't help with the housework.
 5 She played tennis with Samira.
 6 She didn't read more of that new book.

Vocabulary and listening page 50

- 1 a 4 b 1 c 5 d 3 e 8 f 7 g 6 h 2
- 2 1 went to school 2 left school 3 didn't go
 4 didn't get a qualification 5 got a job 6 travelled
- 3 1 south 2 61 3 theatre 4 Pauline 5 the USA
 6 March
- 4 1 True 2 True 3 False 4 False 5 True 6 False
- 5 Students' own answers.

Language focus page 51

- 1 1 win 2 did 3 didn't 4 What 5 did 6 win
- 2 1 Did you get up; Yes, I did. / No, I didn't.
 2 Did you get; Yes, I did. / No, I didn't.
 3 Did your teacher give; Yes, he/she did. / No, he/she didn't.

- 4 Did you have; Yes, I did. / No, I didn't.
 5 Did you relax; Yes, I did. / No, I didn't.
 6 Did you watch; Yes, I did. / No, I didn't.

- 3 1 did you eat 2 did he get up 3 did you go
 4 (words) did you learn 5 did you finish 6 did you listen
- 4 Students' own answers.

Reading page 52

- 1 1 camera 2 happy
- 2 a 7 b 3 c 1 d 5 e 4 f 8 g 6 h 2
- 3 1 True 2 False 3 True 4 False 5 False
- 4 1 He was sad because his holiday photos were on it.
 2 It was ninety-seven km from Byron Bay.
 3 He was in front of a monument or in a famous place.
 4 He's home in the UK.
 5 He's a nice person.
- 5 1 grew 2 made 3 gave 4 took 5 collected

Writing page 53

- 1 1 life? 2 quiet! 3 Sasha's 4 Do 5 Turkish
 6 actor. 7 book,
- 2 1 He lives in the city of Los Angeles.
 2 He's interested in music, golf and football.
 3 He's got a daughter. Her name is Willow.
 4 I like Will Smith a lot.
 5 Do you like him too?
- 3 1 She is a famous writer. She is from Wales.
 2 Where does she live?
 3 What did she study at university?
 4 What does she look like?
 5 When did she become a famous writer? Why?
- 4 Students' own answers.

Unit 8 Going away

Vocabulary page 54

- 1 Across
 4 airplane 5 ferry 6 subway train
 Down
 1 bus 2 cable car 3 boat
- 2 1 automobile 2 trams 3 boats 4 airplane
 5 subway train
- 3 1 ferry 2 cable car 3 helicopter 4 bicycle
 5 spaceship 6 truck
- 4 Students' own answers.

Language focus page 55

- 1 1 's 2 're 3 'm not 4 isn't 5 aren't 6 Am 7 Is
 8 Are 9 am 10 'm not 11 is 12 isn't 13 are
 14 aren't
- 2 1 My mum is going to take a suitcase.
 2 I'm going to carry a small waterproof.
 3 My brother isn't going to study.
 4 I'm not going to do any homework.
 5 We aren't going to watch TV.

- 3 1 am I going to sleep
2 Is Jo going to be
3 are we going to do
4 Are you going to help
- 4 1 won't 2 Will 3 take 4 will 5 won't
- 5 1 'I'll be 2 won't rain 3 won't need 4 'I'll need
5 'I'll give 6 'I'll enjoy 7 won't forget
- 6 Students' own answers

Vocabulary and listening page 56

- 1 1 stormy 2 foggy 3 snowy 4 cold 5 sunny
6 windy 7 icy 8 cloudy 9 hot
- 2 1 snowy 2 sunny 3 foggy 4 hot 5 rainy 6 icy
- 3 1 19 2 sunny 3 foggy 4 waterproofs 5 camping
6 hot; sunny
- 4 1 a year 2 often changes / changes a lot 3 April
4 rainy 5 south 6 big
- 5 Students' own answers.

Language focus page 57

- 1 1 leave 2 won't 3 don't 4 will 5 Will 6 finish
- 2 1 won't hear 2 finds 3 gets up 4 sees 5 won't
go 6 will they sit
- 3 1 If it's hot, I'll wear a T-shirt.
2 We'll catch the train if we run.
3 They won't play football if it rains.
4 If you don't eat, you'll feel hungry.
5 What will they do if it's very cold?
- 4 1 'I'll bake 2 will we do 3 rains 4 ask 5 'I'll say
6 doesn't feel 7 won't come
- 5 Students' own answers

Reading page 58

- 1 1 big 2 bus 3 teachers
- 2 1 F 2 C 3 E 4 B 5 D
- 3 1 school 2 two 3 outdoor clothes 4 water bottles
5 tree
- 4 1 Because they need time for all the children and
teachers to get on the buses.
2 Some special teachers at the centre are going to
teach them about tree climbing.
3 They're going to walk in the (huge) woods around the
centre.
4 They're going to be back at around 5.15.
5 Students' own answers.
- 5 1 awesome 2 expensive 3 new 4 boring
5 magnificent

Writing page 59

- 1 1 because 2 so 3 and 4 because 5 so 6 or
- 2 1 because he's ill.
2 because it's very expensive.
3 because we're hungry.
4 because I can't speak Italian.
5 because he's very fit.

- 6 because I'm really hot.
- 7 because it's an interesting subject.
- 8 because it was really exciting.

- 3 1 plans 2 Friday evening 3 6.30 4 going to drive
5 an hour 6 going to stay 7 small house near the
sea 8 Saturday 9 going to spend time 10 trunks
11 Sunday 12 my dad's small boat 13 waterproofs
14 8.00
- 4 Students' own answers.

Cumulative review

Starter unit – Unit 2 page 60

- 1 Possible answers
a clock on a bridge, shops, a street, people
old, pretty, nice, interesting, clean
- 2 The clock on a bridge.
- 3 1 north 2 a big market 3 a clock on a bridge
4 two parades 5 play music 6 dance in the streets
- 4 They want to visit the clock and the castle.
- 5 1 castle 2 map 3 ten 4 mum 5 clock
- 6 Students' own answers.

Starter unit – Unit 4 page 61

- 1 They're at the zoo.
They're looking at a giraffe.
- 2 It's about the giraffes at London Zoo.
She's learning about some of the most important
animals in danger.
- 3 1 How many; over a million people
2 Who; a zookeeper
3 What; hunting
4 How many; around 80,000
- 4 Yes, she can take photos.
- 5 1 1,000 2 five 3 fifty-five 4 two 5 twenty
- 6 Students' own answers.

Starter unit – Unit 6 page 62

- 1 They're playing beach volleyball.
Students' own answers.
- 2 She's training because she's in a beach volleyball
competition tomorrow.
- 3 1 really 2 doesn't mind 3 cycling 4 fast
5 healthy 6 afternoon 7 is
- 4 The other team were the champions.
- 5 1 False 2 True 3 False 4 True 5 False
- 6 Students' own answers.

Starter unit – Unit 8 page 63

- 1 A kind of pasta, may be from Italy.
- 2 Natalie is going to have a city tour without a tourguide,
use a map and go to the opera house.
- 3 1 d 2 a 3 e 4 b 5 c

- 4 He thinks it will be sunny.
- 5 **Adam:** crisps, chicken sandwiches
Michael: nuts, sweets
Alex: apples, grapes
Ollie: juice
- 6 Students' own answers.

Language focus practice

Starter unit page 64

- 1 1 I'm from the UK.
 2 William and Lewis are brothers.
 3 You aren't into video games.
 4 David isn't good at football.
 5 We aren't fourteen.
 6 They're into skateboarding.
- 2 1 They 2 She 3 We 4 You 5 It 6 He
 3 1 our 2 his 3 my 4 Its 5 her 6 Their
 4 1 us 2 them 3 him 4 me 5 her
- 5 1 Where is Mary's notebook?
 2 This is the children's classroom.
 3 What are the teachers' names?
 4 I like Maria's photos.
 5 Ryan and Ann's house is next to my house.
- 6 1 a 2 b 3 a 4 b
 7 1 Are; aren't 2 Is; isn't 3 Are; are 4 Is; is

Starter unit page 65

- 8 1 Those 2 That 3 These 4 This 5 those 6 this
 9 1 've got 2 've got 3 's got 4 've got 5 's got
 6 've got
- 10 1 She's got three sisters.
 2 You haven't got a notebook.
 3 We've got a friend in Spain.
 4 He hasn't got a big desk.
 5 Jasmine and Ava have got a nice teacher.
 6 I haven't got a good camera.
- 11 1 Have you got a sister?; have
 2 Has your friend got a pet?; hasn't
 3 Has Amira got two brothers?; has
 4 Have they got a nice house?; have
 5 Have we got a new teacher?; haven't
- 12 1 Who 2 Where 3 What 4 Where 5 What
 13 1 but 2 or 3 and 4 but 5 or 6 and

Unit 1 page 66

- 1 1 isn't 2 are 3 is 4 aren't 5 isn't 6 are
 2 1 any 2 any 3 a 4 a 5 some 6 a 7 a 8 the
 9 an 10 - 11 some 12 an 13 a 14 the
 3 1 How; two 2 Is; is 3 there; there 4 How; many
 5 many; There's

- 4 1 Are there any pens in your bag? Yes, there are. / No, there aren't.
 2 Is there a library in your school? Yes, there is. / No, there isn't.
 3 How many students are there in your class? There are ...
 4 Are there any interesting places near your school? Yes, there are. / No, there aren't.
 5 How many posters are there in your bedroom? There are ...
- 5 1 prettier 2 easier 3 faster 4 worse 5 hotter
 6 more comfortable 7 safer 8 further
 9 more expensive 10 newer
- 6 1 more popular than 2 nicer than 3 bigger than
 4 friendlier than 5 better than 6 more interesting than 7 younger

Unit 2 page 67

- 1 1 chat 2 studies 3 play 4 goes 5 love 6 eats
- 2 1 My grandfather doesn't get up early.
 2 I don't do my homework at school.
 3 They don't help with the housework.
 4 We don't go to school on foot.
 5 You don't like the new shopping centre.
- 3 1 do; get up 2 does; work 3 do; come 4 do; read
 5 does; go
- 4 1 Does your mum work; Yes, she does. / No, she doesn't.
 2 Do your friends play football; Yes, they do. / No, they don't.
 3 Does your best friend study; Yes he / she does. / No, he / she doesn't.
 4 Do you go; Yes, I do. / No, I don't.
 5 Do you live; Yes, I do. / No, I don't.
 6 Does your dad have; Yes, he does / No, he doesn't.
- 5 1 You normally / usually help at home.
 2 I sometimes play computer games.
 3 This street is always dirty.
 4 She often cleans the car.
 5 The people are sometimes friendly.
 6 Freddie never walks to school.
 7 My mum rarely goes to the cinema.

Unit 3 page 68

- 1 1 the best 2 the oldest 3 the strangest
 4 the most beautiful 5 the most modern 6 the noisiest 7 the most boring 8 the heaviest
- 2 1 Bag C is the most expensive.
 2 Bag B is the smallest.
 3 Bag A is the biggest.
 4 Bag C is the best.
 5 Bag A is the worst.
- 3 1 Can Kemal play a musical instrument?
 2 My uncle can speak English.
 3 Our cat can't run very fast.
 4 My grandmother can make clothes.
 5 Elephants can't survive in a very cold place.
 6 Can frogs jump high?
- 4 1 wear 2 might be 3 might see 4 might be
 5 might be

- 5 1 How high is this mountain?
- 2 How fast can a whale swim?
- 3 How long is a scorpion?
- 4 How big is the national park?
- 5 How far can a giraffe see?
- 6 How cold is the North Pole?

Unit 4 page 69

- 1 1 swimming 2 drinking 3 running 4 practising
5 sitting 6 repeating 7 surviving 8 flying
- 2 1 's washing 2 'm not using 3 isn't studying
4 'm chatting 5 isn't eating 6 're helping
- 3 1 are you cooking 2 is she teaching 3 is she singing
4 are they going 5 are they flying 6 is he studying
- 4 1 Are you concentrating on this TV programme? No, I'm not.
2 Are we practising our pronunciation? Yes, we are.
3 Are you sitting in my chair? No, I'm not.
4 Is your sister making some new clothes? Yes, she is.
5 Are they revising for their history exam? Yes, they are.
6 Is he reading that book about animals? No, he isn't.
- 5 1 watch 2 's playing 3 doesn't work 4 plays
5 talks 6 isn't working 7 're watching 8 's talking

Unit 5 page 70

- 1 **Countable:** boy, camera, cinema, lesson
Uncountable: food, fruit, music, pollution, rain
- 2 1 an 2 some 3 some 4 an 5 some 6 a 7 an
8 a 9 some 10 any 11 some 12 a 13 some
14 any
- 3 1 How many 2 much 3 How much 4 a lot
5 many 6 How many 7 a lot 8 How much
- 4 1 Osman likes going to the cinema.
2 We prefer sitting on the sofa.
3 I don't mind chatting in English.
4 Do you like playing tennis?
5 She hates swimming in the sea.
6 Denisa doesn't like cooking at home.
7 My brothers hate making notes in class.
- 5 1 Drink 2 Get up 3 Don't kill 4 Listen 5 Don't talk
6 Repeat 7 Don't sing
- 6 1 should listen 2 should eat 3 shouldn't give
4 shouldn't be 5 should do

Unit 6 page 71

- 1 1 There were 2 there was 3 there weren't 4 there was
5 There wasn't; there was 6 There weren't
- 2 1 He was a famous skiing champion.
2 All the players were very good.
3 She wasn't in the gymnastics competition.
4 This football book wasn't expensive.
5 Were you excited about the match?
6 Was he interested in that golf magazine?
- 3 1 You were very fast in the race.
2 Our teacher was really happy this morning.
3 Merve and Esra weren't in the park earlier.
4 The journey wasn't very long.
5 I was really tired this afternoon.

- 6 Ryan wasn't at school today.

- 4 1 was 2 competed 3 travelled 4 went
5 practised 6 had 7 were 8 won 9 wasn't
10 were 11 became 12 weren't 13 came 14 was
- 5 1 ago 2 last 3 when 4 In 5 week 6 October

Unit 7 page 72

- 1 1 didn't start 2 talked 3 didn't practise 4 visited
5 didn't see 6 went 7 didn't become 8 won
9 didn't have 10 knew
- 2 1 We didn't take a photo of that film star.
2 Ann saw the new James Cameron film.
3 That actress didn't have blonde hair.
4 He read the *Harry Potter* book.
5 Those actors didn't become very famous.
6 I knew the answer to his question.
7 She didn't sing a song from the film.
8 It rained last night.
- 3 1 didn't like; preferred 2 didn't do; studied; watched
3 didn't have; went; swam 4 didn't see; got up; left;
ran; didn't get
- 4 1 Did Burak score a goal in the match? Yes, he did.
2 Did your friends go to London yesterday. Yes, they did.
3 Did Helen start university last year? No, she didn't.
4 Did you practise your English in the UK? Yes, I did.
5 Did we go that café two weeks ago? No, we didn't.
6 Did you spend time with your grandparents at the weekend? Yes, I / we did.

Unit 8 page 73

- 1 1 're going to visit
2 isn't going to make
3 'm not going to put
4 're going to have
5 is going to take
6 's going to talk
- 2 1 Where are you going to stay?
2 Are your parents going to swim in the river?
3 What are you going to eat?
4 Is your dad going to do a barbecue?
5 Are you going to take your washbag?
6 When are you going to come back?
- 3 1 'll be 2 won't need 3 'll become 4 won't enjoy
- 4 1 'll carry 2 won't be 3 'll text 4 won't forget
- 5 1 d If you bring some water, I'll carry it in my rucksack.
2 b I won't be happy if it rains on our holiday.
3 a I'll bring my skateboard if we go to the park.
4 c If I go shopping, I'll leave my camera in the hotel.
- 6 1 go; 'll need 2 'll learn; go 3 don't get up; 'll be
4 don't take; 'll get

Student Book audio scripts

Starter unit

Page 6 Exercise 1 1•02

- | | |
|-------------------|------------------|
| 1 chatting online | 9 music |
| 2 reading | 10 video games |
| 3 meeting friends | 11 watching TV |
| 4 art | 12 films |
| 5 photography | 13 skateboarding |
| 6 cycling | 14 cooking |
| 7 sport | 15 shopping |
| 8 animals | |

Page 6 Exercise 2 1•03

Hi! I'm Kate. I'm twelve and I'm from Oxford in the UK. I'm into sport and I'm good at basketball. Apart from sport, I like music and chatting online. I'm not interested in shopping.

This is my brother Jack. Jack isn't into sport. He's into video games and his favourites are football games. Jack isn't on his computer 24 hours a day – he and his friends like skateboarding, but they aren't very good!

Our parents, Jen and Ed, like books and they're into reading. My mum is interested in photography and her photos are really good. Our mum and dad are good at cooking. Italian food is their favourite.

And you and your family? What are your hobbies and interests?

Page 6 Exercise 3 1•04

- 1 I'm interested in music.
- 2 I'm not interested in cycling.
- 3 I'm into films and watching TV.
- 4 I'm not into reading.
- 5 I like shopping and meeting friends.
- 6 I don't like chatting online.
- 7 I'm good at skateboarding.
- 8 I'm not good at art.
- 9 My favourite animals are dogs.

Page 8 Exercise 1 1•05

- | | |
|----------------|----------------|
| 1 poster | 9 dictionaries |
| 2 speaker | 10 shelf |
| 3 laptop | 11 pen |
| 4 table | 12 notebook |
| 5 drawer | 13 desk |
| 6 mobile phone | 14 coat |
| 7 clock | 15 chair |
| 8 board | 16 bag |

Page 8 Exercise 2 1•06

- 1 The dictionaries are on the shelf.
- 2 The teacher's mobile is in the drawer.
- 3 The laptop is between the speakers.
- 4 The students' chairs are under their desks.
- 5 The poster is next to the teacher's table.
- 6 Harry's coat is on his chair.
- 7 Eva's bag is under her desk.
- 8 The clock is near the board.
- 9 The board is opposite the students' desks.
- 10 Harry's pen is on his notebook.

Page 10 Exercise 1 1•08

- nice – horrible
old – new
slow – fast
good – bad
expensive – cheap
small – big
popular – unpopular
interesting – boring

Page 11 Exercise 4 1•09

B = Ben, M = Maria

B It's Father's Day tomorrow. Have you got a present for Dad?

M Yes, I have. I've got this book about cooking.

B Oh, that's nice. I haven't got a present.

M No? That's OK – we've got an hour in town. Has Dad got a good pen?

B Yes, he has.

M OK, I've got an idea. Look – these mobile phone covers aren't very expensive.

B Mmm. Dad hasn't got a mobile cover.

M They've got really nice ones in this shop.

B Thanks, Maria. That's a really good idea.

Page 12 Exercise 1 1•10

- | | |
|----------------------------------|-------------------------------|
| 1 Canada is in America. | 7 Spain is in Europe. |
| 2 Egypt is in Africa. | 8 Thailand is in Asia. |
| 3 Italy is in Europe. | 9 The Philippines is in Asia. |
| 4 Japan is in Asia. | 10 The UK is in Europe. |
| 5 Morocco is in Africa. | 11 The USA is in America. |
| 6 New Zealand is in Australasia. | 12 Việt Nam is in Asia. |

Page 13 Exercises 2 and 3 1•11

M = Man, W = Woman

M OK. Where's Neymar Junior from?

W Erm, I think he's from Spain. And you?

M I'm not sure. I think he's from Brazil.

W Brazil. Yes, that's right. He's from Brazil.

M Right then. What's a taco?

W Ooh, I don't know. And you?

M I think it's an animal from Africa.

W An animal? From Africa? Mmm. I'm not sure. Is it food?

M Food? Ah yes. It's Italian food. OK, last question: Who's Usain Bolt?

W Usain Bolt? I think he's a sports star.

M Oh yes, that's right. He's American, and he runs really fast.

W Yes, he does, but I think he's from Jamaica, not the USA.

Unit 1

Page 14 Exercise 1 1•12

- | | |
|------------|---------------|
| 1 library | 5 square |
| 2 park | 6 shop |
| 3 hotel | 7 bus station |
| 4 monument | 8 markets |

- | | |
|------------------|--------------------|
| 9 cinema | 12 theatre |
| 10 restaurants | 13 bridge |
| 11 train station | 14 office building |

Page 14 Exercises 2 and 3 1-13

I = Interviewer, Si = Simon, L = Lewis, So = Sophie, B = Ben

1 Simon

I Is your town a good place to live?

Si Yes, I think so. It's great that there are a lot of things to do in the evening. There are some cafés, cinemas, restaurants, things like that. It's an interesting place to live.

I Have you got a favourite place in your town?

Si Yes, my favourite place is a French restaurant. I really like French food. There isn't a theatre here but I like living in this town.

2 Lewis

I Tell me about your city. Do you like it here?

L Yes, it's OK here. I like it. We've got a sports centre near our house, and it's great that there are some parks in the city too.

3 Sophie and Ben

I What do you think of your town?

So Erm ... well, we've got a library near our house. There's an old bridge and a monument too ...

B Yes, it isn't very exciting really.

So Well, there's a café.

B Yeah, but there's one café and it's at the bus station.

So Yes, there aren't any good shops here.

B Yeah, it isn't very good to be honest.

So No, it isn't great really.

Page 18 Exercise 1 1-15

- | | |
|-----------------|-------------------------|
| 1 clean / dirty | 4 dangerous / safe |
| 2 noisy / quiet | 5 friendly / unfriendly |
| 3 ugly / pretty | 6 modern / old |

Page 18 Exercises 3 and 4 1-16

I = Interviewer, E = Emma, L = Lukas, D = Dwayne, C = Chloe, H = Harriet

1 Emma

I Hi. Can I ask you – what's your favourite place in town?

E Erm, the shopping centre, I think.

I The shopping centre? Why's that?

E I don't know. My friends go there.

I And you prefer this and not the park near your house, for example?

E Yes, the park's dirty. This is cleaner and I like the shops.

I OK. Thanks.

2 Lukas

L My favourite place? I don't know, but, maybe the bike shop.

I The bike shop? Really? There are a lot of people with bikes in this town. When you go to school, do you prefer the bus or your bike?

L My bike. The bus is more expensive AND it's slower.

I But bikes are more dangerous?

L Mmm ... yes, they are.

3 Dwayne

I What's your favourite place in town?

D Oh, erm, I'm not sure. Well, I'm not from here. I'm from New York, in the USA.

I Oh right.

D Oxford is a nice city though, nicer than New York, I think.

I Really, why?

D New York is more modern – I like older places.

4 Chloe and Harriet

I Hi there. A quick question. What's your favourite place in town?

C Gino's pizza restaurant!

I Really?

C Yes. I think Gino's is great. But my friend Harriet prefers Luigi's.

H Yeah. Luigi's pizzas are bigger.

C Maybe, but they're better in Gino's and the people are friendlier there.

H OK, yes, that's true.

Page 20 Exercises 1 and 2 1-18

W = Woman, C = Chris

W Excuse me. Are we near the bus station here?

C Erm ... have you got a map? Yes, look, we're here and the bus station is in North Street.

W Oh, OK. How far is it from here?

C It's about ten minutes on foot.

W Right, thanks. And are there any shops around here?

C No, but there are some shops in the High Street. That's five minutes by bus from here.

W That's great. Thanks for your help.

C You're welcome.

Unit 2

Page 24 Exercise 1 1-20

- brush your teeth, wash your face, go to bed, sleep
- have breakfast, have lunch, have dinner
- go to school, get home
- watch TV, relax, play video games, chat online
- study, have classes, do their homework, help with the housework

Page 24 Exercises 3 and 4 1-21

I = Interviewer, P = Paul, L = Lydia, M = Michelle, G = Georgia, S = Sophie

1 Paul

I Tell me about your morning routine.

P Well I often get up at about 5 o'clock in the morning, and have breakfast at 5.30.

I Really? That's early.

P Yes, well I'm a doctor. My work sometimes starts very early.

I A doctor? That's interesting.

2 Lydia

I Can you describe your morning routine?

L Well, I get up early and I always have breakfast before I go to school. I normally go to school by bus but the buses aren't very good, so I'm often late for school.

3 Michelle

I What do you usually do in the evening?

M Well, the children normally go to bed at about 9 o'clock... then I sit on the sofa and relax... I often watch TV or a film. I usually go to bed at about 11.30. I never go to bed early!

4 Georgia and Sophie

I What do you normally do after school?

G I always do my homework after school.

S Yes, me too.
 G No!
 S OK, that isn't true. I usually watch TV or play video games. Then we have dinner at about 8 o'clock.
 I Do you help with the housework?
 G Erm, not really.
 S Me neither. I sometimes chat online with friends after dinner. I'm usually in bed at about 10.

Page 27 Exercise 3 🎧 1-23

- 1 studies
- 2 watches
- 3 aches
- 4 makes
- 5 watches

Page 28 Exercises 3 and 4 🎧 1-24

Z = Zoe, W1 = Woman 1, W2 = Woman 2, M = Man
 Z The streets look really pretty.
 W1 Yes, I love the Tet festival. It's for Lunar New Year. People decorate the streets.
 Z It looks lovely. These red envelopes are nice.
 W1 Yes, they're for money.
 Z For money? Really?
 W1 Yes – adults give money to children in the envelopes. It gives them good luck for the new year.
 Z That's nice.
 W1 Yes, it is. Children are happy at Lunar New Year!

Z What do you do before Lunar New Year?
 M Well, people clean their houses.
 Z They clean?
 M Yes, it's very important for Vietnamese people that things are new for the Lunar New Year. People decorate their homes with flowers, too.
 Z Ah, OK, and do you have a special meal?
 M Yes, we do. There's a lot of different food, and we often eat vegetarian food.
 Z Ah, OK. When's that?
 M That's on the first day of the Lunar New Year festival.
 Z Where do you eat?
 M At my grandmother's house. It's a very big meal.
 Z Who does she invite?
 M Oh, she invites all the family!
 Z Is that typical Vietnamese music?
 W2 Yes, that's the lion dance. Look – it's outside the restaurant.
 Z Does the lion stop at all the restaurants?
 W2 Yes, it does.
 Z That's amazing. What's that?
 W2 It's OK. Those are fireworks. Do you like fireworks?
 Z Erm – No, I don't. I think they're dangerous.
 W2 No, they're not dangerous. But they're very noisy!

Page 30 Exercises 2 and 3 🎧 1-25

D = Daisy, G = Gareth
 D Hi. It's International Day at the school on Saturday.
 G Oh yes. What's on?
 D A lot of things. Look!
 G Mmm. What do you want to do?
 D Well, I'm not really interested in the cooking class.
 G No? I like the sound of the concert in the afternoon.
 D Right, and what about the disco?

G Yes, OK. Let's go to the dance competition and the concert. Then we can go to the disco in the evening.
 D OK. Great.

Page 34 Exercise 4 🎧 1-27

T = Teacher, L = Lucy

T Hello, Lucy! How are you? Is the new school OK for you?
 L Yes, it's great! But it's different to my school at home. There are more students here and it's noisier.
 T Yes, it *is* quite noisy sometimes!
 L The library at school is good. That's my favourite place. It's really quiet.
 T Yes, it's a nice part of the school. And what about the town?
 L Well, the town is smaller than my home town. I love the shops here – they're very modern, and I like the town square. Well, it's prettier than the big square at home – that's *really* dirty!
 T Oh, right.
 L My home town is better for sport. The sports centre is older here and I think the climbing wall isn't very safe – it's quite dangerous!
 T Oh dear!
 L But the swimming pool here is good. It's very clean – cleaner than the pool back home.
 T Great. Well ... it's good to talk to you again, Lucy.
 L Yes, thank you. Bye.

Page 36 Exercise 11 🎧 1-28

I = Interviewer, G = Grace

I What celebrations are there in your town, Grace?
 G Well ... there's a big carnival every July. It's really great and lots of people go in it. My brother Richard is always in the big parade – he plays music ... he's very good.
 I And what do you do, Grace?
 G I dance in the parade. I'm usually near my two sisters.
 I What do they do?
 G Well, my older sister Emma sings – she's a fantastic singer. And my younger sister Holly gives small presents to all the children in the streets!
 I Presents?
 G Yes, just small things like sweets.
 I And what about your parents? Do they go in the parade?
 G Yes, my dad goes in it – he's got a lion costume and he usually wears that. My mum often makes costumes for the parade, but she doesn't go in it. She watches the parade in the street.
 I And do you like the carnival?
 G Oh yeah. It's my favourite day of the year! It's very noisy, but it's fun.

Unit 3

Page 38 Exercises 1 and 2 🎧 1-29

I = Interviewer, S = Simon, R = Ray, L = Liane, G = Georgia

1 Simon

I Hi, Simon. Do you want to play our animal identification game?
 S Sure.
 I OK, look at the photo. What do you think it is?
 S I've got no idea. It looks like a frog. Is it a frog?

I No, it isn't. In fact it's a kind of fish!
 S Really? That's a very strange fish.

2 Ray

I Hi, Ray. Do you want to play an animal identification game?
 R Yes. OK.
 I OK, listen to this please. What animal do you think this is?
 R I don't know. It sounds like a dog.
 I Listen again.
 R Oh I know, is it a wolf?
 I Yes, it is.

3 Liane

I Hi, Liane. Would you like to play an animal ID game?
 L Yes, why not?
 I OK. Listen and tell us what animal you hear.
 L Right... That's a strange sound. I've got no idea. Maybe it's an elephant.
 I No, it's a camel.

Page 38 Exercise 4 1-31

- | | |
|-------------|-------------|
| 1 frog | 7 rabbit |
| 2 elephant | 8 whale |
| 3 butterfly | 9 crocodile |
| 4 snake | 10 ostrich |
| 5 gorilla | 11 bat |
| 6 eagle | |

Page 39 Exercise 5 1-32

- (sound of a camel)
- (sound of a whale blowing)
- (sound of a monkey)
- (sound of an eagle)
- (sound of a frog)
- (sound of a bat)

Page 42 Exercise 1 1-34

- Can elephants hear with their ears and their feet?
- How big can a gorilla grow?
- Some scorpions are dangerous. Can a scorpion kill a human?
- Camels don't drink a lot of water. How many months can a camel survive without water?
- How far can an eagle see? It can see a small animal from a distance of ...
- Ostriches can't fly, but how fast can they run?

Page 42 Exercises 3 and 4 1-35

P1 = Presenter 1, P2 = Presenter 2

P1 Hello and welcome to *WildLife*. Today's programme is about animals and what they can do. OK, let's start with a big animal. Is it true that all elephants can hear long distances with their ears AND their feet?
 P2 Yes, it is. They can 'hear' other elephants by feeling sounds in the ground with their feet.
 P1 Wow, that's amazing! Here's another big animal. That's the sound of gorillas – animals which can grow to around 250 kilos. They're big, strong and intelligent, and that helps them survive.
 P2 Yes, but small animals can also survive. Look, I've got one here.
 P1 Eugh! I don't like scorpions! Tell me, can they kill people?
 P2 Some of them can. This one can.
 P1 But it's very small.

P2 Yes, some of the smallest ones are the most dangerous.
 P1 Eugh! I prefer this animal.
 P2 What's that?
 P1 A camel. Camels have got very different skills. They don't drink a lot – they can survive six months without water.
 P2 OK. Now it's my turn: eagles can see small animals from a distance of one kilometre; ostriches can't fly, but they're the tallest, heaviest and fastest birds. They can run more than sixty kilometres an hour.
 P1 That IS amazing. So, what can humans do?
 P2 We can communicate.
 P1 But a lot of animals communicate. Listen ... whales, monkeys...
 P2 Yes, but we can speak, and I think that is our most important skill.
 P1 Mmm. OK. Now let's speak to ...

Page 44 Exercise 4 1-36

- How fast can the fastest person run?
- How many countries are there in the world?
- How tall is an adult giraffe?
- How long is an adult crocodile?
- How far is the North Pole from the South Pole?

Page 44 Exercise 2 1-37

L = Lottie, D = Dad

L Dad.
 D Yes?
 L Is it OK if I watch that wildlife programme on TV?
 D No, I'm afraid you can't.
 L But Dad, why not? It's really good.
 D I'm sorry, but it's time for dinner.
 L Oh, OK. Can I watch TV later, then?
 D Yes, of course you can.
 L Great. Thanks, Dad.

Page 46 Exercise 2 1-38

Vertebrates

Vertebrates are animals with backbones. The following groups are the different types of vertebrates.

Fish

Fish are cold-blooded animals and they live in water. They have got scales and fins. They haven't got lungs. They have got gills instead.

Mammals

All mammals are warm-blooded and they feed their babies milk. Most mammals live on land, for example humans and dogs. However, some mammals, like whales, live in water, but they haven't got gills. Mammals have all got lungs.

Birds

Birds live on land, but some of them look for food in water. They have got feathers, two legs and two wings. Some birds like ostriches and kiwis can't fly. All birds lay eggs.

Amphibians

When amphibians are young, they live in water and they haven't got lungs. When they are adult, they have got lungs and four legs, for example, frogs and toads.

Reptiles

Most reptiles live on land. They have got lungs and scales, but not gills. They haven't got any wings or feathers, and they haven't got any hair. They are cold-blooded animals and many of them live in warm places.

Unit 4

Page 48 Exercise 1 1-39

- 1 Are you good at PE?
- 2 When's our next geography exam?
- 3 Are you a maths genius?
- 4 Is your science notebook organised?
- 5 Have we got an ICT class tomorrow?
- 6 Do you study other languages like Spanish?
- 7 Have you got history homework today?
- 8 Do you think that our English textbook is interesting?
- 9 How many art teachers are there in the school?

Page 49 Exercises 3 and 4 1-40

I = Interviewer, G = Georgia, S = Sophie, Le = Lewis, Ly = Lydia, B = Ben

1 Georgia

- I** What's your favourite day at school?
G That's easy! Wednesday's my favourite day because I've got my two favourite subjects – maths and geography. I'm a maths genius!
I Have you got any maths or geography homework today?
G Yes, I've got a bit of maths homework but our geography teacher doesn't give us homework. Yay!

2 Sophie

- I** Tell me about your worst day at school.
S Well, my worst day ... yes, I've got a worst day. That's Tuesday, art class day! Our art teacher is very strict. In fact, that's today ...

3 Lewis

- I** What subjects aren't you good at?
Le I'm not great at science. We've got science on Thursdays, so I don't like Thursdays. Thursday is definitely my worst day because we have three hours of science. Yuk!

4 Lydia and Ben

- I** What subjects do you like?
Ly I love history. I'm really good at history because it's easy for me to remember dates. I also enjoy French because I think it's a beautiful language.
B Yeah, Lydia's great at French. I'm OK at French, but I prefer Spanish.

Page 51 Exercise 3 1-42

B1 = Boy 1, W1 = Woman 1, W2 = Woman 2, M1 = Man 1, M2 = Man 2, Mu = Mum, C = Chloe, P = Presenter, B2 = Boy 2, M3 = Man 3

1

- B1** Mummy, Mummy! Look – a doggie.

2

- W1** Lovely day.
W2 Yes, it's beautiful.

3

- M1** This fish is excellent, Peter.
M2 Yes, it is. It's a very good restaurant.

4

- Mu** Chloe!
C Yes, Mum?
Mu That's not bad!
C Thanks, Mum.

5

- P** And these amazing creatures are becoming extinct.
B2 Wow! Ellie! Come and watch this programme.

6

- M3** Where is it? Aha ... Missed it! OK. Where are you now? ...
Right ... I've got you this time ...

Page 52 Exercises 3 and 4 1-44

I = Interviewer, M = Mario, Ma = Mark, P = Peter, H = Hannah

1

- I** So, Mario, you're a football player. Are you learning English?
M Yes, I am, because I live here and I play football here.
I What are you doing now?
M I'm watching TV. It's good for my English!
I Is English difficult?
M It's OK. My listening is not so good.

2

- I** Mark, Peter, police officers in London are learning languages.
Ma That's right.
I Are you learning the same language?
Ma No, we aren't. I'm learning Russian and Peter's learning Arabic.
I Why are you studying those languages?
P Because a lot of people from different countries live in London or visit London.
I What are you doing now, Mark?
Ma I'm checking new vocabulary on the internet.
I Is Russian difficult?
Ma For me, yes. It's got different letters. Reading and writing are difficult.

3

- I** Hannah, what language are you studying?
H Kanji.
I Really? At school?
H Yes. We've got a teacher from Japan.
I What are you doing now?
H I'm revising for my exams now.
I Is Kanji a difficult language?
H Yes, it's very difficult. The pronunciation – the sounds are difficult, but I like it.
I Can you say goodbye in Kanji?
H Yes – *sayonara*.

Page 54 Exercise 1 1-45

J = Jasmine, Z = Zac

- J** Hi, Zac. What are you doing?
Z Oh, I'm revising. We've got a French exam tomorrow. Remember?
J Oh yes.
Z You're good at French, Jasmine. Can you help me with something, please?

J Yeah, sure.
 Z How do you say 'tomorrow' in French?
 J Erm ... it's 'demain'.
 Z Sorry, can you say that again, please?
 J Yes, it's 'demain'.
 Z How do you spell that?
 J D-E-M-A-I-N.
 Z Great. Thanks, Jasmine.

Page 54 **Exercise 2** 🎧 1-46

/eɪ/ A, H, J, K
 /i:/ B, C, D, E, G, P, T, V
 /e/ F, L, M, N, S, X, Z
 /aɪ/ I, Y
 /əʊ/ O
 /ju:/ Q, U, W
 /ɑ:/ R

Page 58 **Exercise 4** 🎧 1-48

P = Presenter, L = Lily

P Part of our *Animals in Danger* programme today is about polar bears. We've got Lily Taylor with us from Manchester University. So, Lily, polar bears are in danger and are now very rare.

L Yes, we think there are only about 20,000 polar bears now in the world.

P That's not many for a species.

L Not at all.

P Tell us more about them.

L Well, polar bears are very interesting creatures and today, we know a lot more about them than before. They are very big animals and they can grow to about 240 or 250 kilos. They've also got good eyes. They can see things far away and in colour, too.

P Oh, that's interesting.

L They can jump more than two metres out of the water and they can also move fast.

P How fast can they run?

L They can sometimes run at forty kilometres an hour.

P Wow. That's fast for a big animal.

L Yes, they can run far, too, and also swim for a long time. Some polar bears swim for days to find food!

P Really?

L Yes, up to nine days, we think.

P Wow. That's a long time.

L They can live for months without any food. But they're big animals and of course, food is one of the most important things for them.

P Well, thank you very much for all the information about these amazing animals. For more facts about polar bears you can look at our website ...

Page 60 **Exercise 12** 🎧 1-49

I = Interviewer, J = Jack

I What language are you studying, Jack?

J I'm learning French at school.

I Have a look at these learning strategies. Which ones do you use?

J Er ... well ... not all of them. Mmm ... I've always got a notebook in class and I write new vocabulary in there.

I OK.

J And when the teacher says a new word, I normally repeat it. It's good for my pronunciation. It's important to practise pronunciation, I think.

I Yes, that's true.

J Mmm ... check words in a dictionary? I haven't got a dictionary. But I often check new words on the internet at home.

I What about questions in class?

J I don't normally ask questions in class. But my friend Ben asks questions *all the time* – so I don't need to!

I And what about at home?

J Yes, I read easy French comics at home sometimes. I'm reading a good comic at the moment. But I don't really listen to French songs on the internet or the radio. And ... do I concentrate at home? Yes, I always concentrate when I'm doing my homework! Then I can finish it and go and play football.

I Good idea!

Unit 5

Page 62 **Exercise 1** 🎧 2-02

- | | |
|--------------|-----------------|
| 1 sandwich | 11 nuts |
| 2 apple | 12 fizzy drinks |
| 3 juice | 13 egg |
| 4 meat | 14 salad |
| 5 rice | 15 bread |
| 6 chips | 16 pasta |
| 7 beans | 17 chicken |
| 8 vegetables | 18 water |
| 9 rice | 19 soup |
| 10 sweets | |

Page 63 **Exercise 3** 🎧 2-03

/ɪ/ short vowel - fish, fizzy

/i:/ long vowel - beans, meat
 cheese, eat, chicken, meal, drink, chips

Page 63 **Exercises 4 and 5** 🎧 2-04

I = Interviewer, L = Lydia, S = Sophie, B = Ben, G = Georgia

1 Lydia and Sophie

I What's your favourite school lunch?

L Well, I quite like chicken salad.

S Yuk! I hate chicken. My favourite school lunch is probably fish and chips. Mmm, I love fish and chips. It's SO good!

2 Ben

I Which school lunch do you like?

B Erm, I really don't like many school meals. I don't mind pasta, I suppose.

I Anything else?

B I like burgers, and I love burgers with cheese.

I Is that your favourite food?

B Yes, burgers are my favourite food.

3 Georgia

I What do you think of your school lunches?

G Well I live near my school, so I normally have lunch at home with my dad.

I What kind of food does he make for lunch?

G He usually makes simple things like sandwiches or soup.

I Is he a good cook?

G Yes, he's a great cook – I really like his vegetable soup.

Page 64 **Exercise 2** 🎧 2-05

M = Man, W = Woman

- M** The sports interview... sumo style
Those sumo wrestlers are big! How much do they weigh?
- W** Most top wrestlers weigh more than 140 kilos. The heaviest are around 190 kilos.
- M** Is it a popular sport?
- W** Well, there aren't many sumo wrestlers these days. It isn't a healthy lifestyle.
- M** What's their typical day?
- W** They get up early and train from 5 a.m. until about 1 p.m.
- M** What do they have for breakfast?
- W** They don't have breakfast – so they're very hungry at lunchtime and they eat a lot!
- M** What do they have for lunch?
- W** They have a special dish called *chankonabe*. There's a lot of meat or fish in *chankonabe* and there are also a lot of vegetables.
- M** Is it healthy?
- W** Well, it's full of vitamins and there isn't much fat in it but they eat enormous quantities – sometimes six or seven bowls, and then maybe five bowls of rice.
- M** But they exercise a lot.
- W** Yes, but not after meals. After lunch they sleep, then they get up and eat more *chankonabe*.
- M** Do they ever eat any different foods?
- W** Yes, some eggs, salads, some desserts maybe; but always *chankonabe*. So, if you want to be sumo size, eat and sleep a lot. If not, maybe do sports which are healthier!

Page 66 **Exercise 2** 🎧 2-06

ill – well

- 1 active – lazy
- 2 hungry – full
- 3 healthy – unhealthy
- 4 fit – unfit

Page 66 **Exercises 5 and 6** 🎧 2-07

I = Interviewer, Ch = Charlie, C = Conor, F = Fran

- 1**
- I** So, Charlie are you fit and healthy?
- Ch** Yes, I think I'm quite fit and healthy.
- I** So do you think you're active or lazy?
- Ch** Erm... quite active.
- I** OK. How many hours do you usually sleep?
- Ch** Normally about eight or nine every day.
- I** OK. And are you lazy at the weekends?
- Ch** No, not really. I don't like staying in bed.
- I** Do you prefer sitting on the sofa or going out?
- Ch** I like playing video games, but I also like going out and doing sport. I'm not a couch potato!
- I** OK.
- 2**
- I** Conor, are you fit and healthy?
- C** Healthy, yes, but not very fit at the moment.
- I** Why's that?
- C** I'm studying for exams and I'm really tired.
- I** How many hours do you usually sleep?
- C** Mmm. Maybe six or seven.
- I** And is that OK?
- C** No, my advice when you're studying is: don't go to bed late! You can't do exams if you're tired.
- I** OK. Thanks.

3

- I** Fran, are you fit and healthy?
- F** I'm quite healthy and very fit.
- I** Do you like doing sports then?
- F** Yes, I like running and swimming.
- I** How far can you run?
- F** Well, I run marathons, so I can run about forty-one kilometres.
- I** Wow! So what do you eat before a marathon?
- F** The night before a marathon I usually eat pasta and chicken.
- I** Do you normally eat healthy food?
- F** No, I don't. I love making desserts and eating chocolate.
- I** Aha!

Page 70 **Exercise 1** 🎧 2-11

Nutrients in food

There are six main types of nutrients.

Protein makes you strong. There is a lot of this in meat, fish, milk, eggs, beans and nuts.

Carbohydrates give us energy. There are a lot of these in bread, pasta, rice and potatoes.

Vitamins are important nutrients in the food we eat and you can find them in different types of food. People who don't get many of these in their food can get diseases.

Minerals are important for strong teeth and bones. You can find them in meat, fish, milk, vegetables and nuts. This nutrient has got the most energy and is good for our skin and hair. The fat in food such as butter, chocolate, chips, burgers and crisps is unhealthy, but the fat in food like olive oil, nuts and some fish is healthy.

Water is also a very important nutrient. You can't live for more than one or two days without it. There's a lot of this in fruit, vegetables and juice, too.

Unit 6

Page 72 **Exercise 1** 🎧 2-12

- | | |
|----------------|---------------|
| 1 football | 9 skiing |
| 2 horse-riding | 10 volleyball |
| 3 tennis | 11 golf |
| 4 swimming | 12 hockey |
| 5 athletics | 13 wrestling |
| 6 cycling | 14 sailing |
| 7 climbing | 15 rugby |
| 8 gymnastics | 16 basketball |

Page 73 **Exercises 3 and 4** 🎧 2-13

I = Interviewer, Li = Liane, Le = Lewis, R = Ray

1 Liane

- I** Do you do any sports?
- Li** Yes, I do. I like swimming. I'm really into it.
- I** And how often do you swim?
- Li** Every morning. I'm in a swimming club.
- I** So, what's the best thing about swimming?
- Li** Winning! I'm very competitive! My personal best for 100 metres is one minute twelve seconds.
- I** And the worst thing?
- Li** I don't enjoy getting up early every morning. I get up at half past five ...

2 Lewis

I What's your favourite sport?

Le Oh football – definitely. I'm in the school team, I love watching football on TV and playing it on my games console!

I Who's your favourite team?

Le I like Manchester United. They're the best team.

3 Ray

I What do you think about sport?

R I like most sports.

I What's your favourite?

R I'm a basketball fan. I play a lot at school and I love the Los Angeles Lakers.

I Are there any sports you want to try?

R Yes, I want to try skiing. I think it looks fun!

Page 76 Exercise 1 2-15

- | | |
|----------------------|----------------------|
| 1 learn – learned | 6 become – became |
| 2 start – started | 7 watch – watched |
| 3 go – went | 8 do – did |
| 4 win – won | 9 compete – competed |
| 5 travel – travelled | 10 decide – decided |

Page 76 Exercises 2 and 3 2-16

P1 = Presenter 1, P2 = Presenter 2

P1 Hi, and welcome to *Skateboard Superstars*.

P2 And today we're looking at some exciting X Games history, starting with the amazing Alana Smith.

P1 You're a big fan of Alana, right, Jayne?

P2 Yeah, she's a really fantastic skater. She says she watched the X Games when she was six and then asked her parents for a skateboard. She finally learned to skateboard when she was seven. Five years later she became a big, big star when she did a 540 McTwist in a competition.

P1 Yeah I remember. And her first X Games were in Barcelona in 2013.

P2 Correct, and there at the age of twelve she won a silver medal.

P1 What a star!

P2 So who is your skating superstar, Greg?

P1 Well Jayne, I'm a big fan of Tom Schaar, who was on this programme two years ago. He learned to skate when he was only four years old.

P2 That's young!

P1 Yeah, it is. And the same as Alana, Tom won his first X Games medal at the age of twelve.

P2 Cool! Where was that?

P1 That was at the X Games Asia in 2012 in Shanghai. And Tom became really famous for a trick called a 1080 – a very, very difficult trick. He did it in a competition, he was twelve years old, it was a special moment and we can watch a video of that now.

P2 OK...here it is... Tom Schaar and a 1080...

Page 78 Exercises 1 and 2 2-18

A = Alfie, L = Lois

A Hey Lois. How are things?

L Oh hi Alfie. Good thanks. How was your weekend?

A It was great, thanks. I went to a football match on Saturday.

L Really? Was it good?

A Yes, it was brilliant. There were a lot of goals. United won 3-2 in the end.

L That's good news! Who were you with?

A My brother. Why don't you come next time?

L Sure. Why not? Text me when you're going, OK?

A OK then. Bye Lois.

L Bye.

Page 78 Exercise 3 2-19

1

Boy 1 Hi Peter. How was your weekend?

Boy 2 Erm. It wasn't great. I went to the cinema on Saturday. The film was really boring.

2

Girl 1 Hi Kathy. How was your weekend?

Girl 2 Oh it was brilliant, thanks. I went to a tennis match and the game was amazing.

3

Boy 1 Hi Rachel. How was your weekend?

Girl 1 It was OK thanks. I went to a restaurant with my parents and the food was nice.

Page 82 Exercise 4 2-21

This is a nice picture of some of our family and friends on a walk. You can see my dad – he's very fit and he loves sport. He's in sports clothes. There's my Aunt Helen – she's my dad's older sister. She's very active and she loves walking. Near Aunt Helen, there's also my dad's friend Paul. He's in sports clothes, too, but he's really unfit! He's very lazy and he never does much exercise. You can also see my sister Sarah. It's a hot day and she's very thirsty. Then there's my brother Tom – he's always hungry! And not far from Tom, there's my brother David. He's ill in this photo ... he isn't very well at all. And there's Sarah's friend Kate. She's very tired. I think Kate goes to bed late sometimes. And that's all the people in the photo.

Page 84 Exercise 11 2-22

J = John, K = Kate

J Here we are at the end of the Winter X Games – the games for dangerous and exciting winter sports. So, Kate, who was your favourite competitor?

K I think it was Hannah Burton in the women's snowboarding. She won the gold medal in last night's competition. She won the silver last year.

J Yes, I watched the event. She did a lot of very difficult tricks last night. The spectators were really happy!

K Yes, she's an amazing competitor. She only started to snowboard when she was fifteen – and she's eighteen now. She went on a skiing holiday in the mountains with her family and she became very interested in snowboarding. She learned to snowboard in only two weeks!

J Really?

K I think at first some of the tricks were easier for her because she was good at gymnastics when she was younger.

J Well, that's interesting. Thanks, Kate.

Unit 7

Page 86 Exercise 2 2-23

Height and build

tall, average height, short

overweight, average build, slim

Hair

long, short, curly, spiky, straight, bald
black, grey, dark brown, light brown, red, blonde

Face and eyes

round, square, thin
blue, brown, green, grey

Other features

glasses, beard, sunglasses, moustache

Page 87 Exercises 4 and 5 2-25

**I = Interviewer, Ly = Lydia, Le = Lewis, B = Ben,
Li = Liane, R = Ray**

I Look at the photo. Who do you think this person is?

Ly Is it a famous person?

I Yes, it is. A famous person when they were a teenager.

Le Well, it's a man ... He's got small brown eyes ...

Ly Yes and a thin face ...

Le I'm not sure. I don't think he's a sports star or a musician.

Ly I think he's an actor.

Le So, an actor with long dark hair.

Ly Yes, has he got long hair now?

Le I know. I think it's Keanu Reeves.

2 Ben

I Look at the photo. Who do you think this person is?

B I'm not sure. Is it a famous person?

I Yes, it is.

B OK, well I can see it's a girl ... and she's got long, light brown hair.

I I can give you a clue ... she still has long hair now, but it's darker ...

B Is she a singer?

I No, she isn't. Try again. She's an English actor.

B In that case, it's Emma Watson.

3 Liane

I Look at the photo. Who do you think this person is?

Li Hmm ... I'm not sure. Is it a famous person?

I Yes, she's a famous singer.

Li Is it Lorde? She's got dark brown hair.

I No, it isn't. These days, this singer often changes her hair colour and wears weird clothes.

R Well, in that case, I think it's Lady Gaga.

Page 90 Exercise 1 2-27

- 1 grow up – grew up
- 2 go to school – went to school
- 3 leave school – left school
- 4 go to university – went to university
- 5 get a qualification – got a qualification
- 6 get a job – got a job
- 7 get married – got married
- 8 have children – had children
- 9 travel – travelled
- 10 die – died

Page 90 Exercises 2 and 3 2-28

M = Man, W = Woman

M Robert Wadlow was born in February 1918 in the town of Alton, Illinois in the USA. He grew up and went to school there, and people in the town loved him. He grew very quickly. At the age of six, he was taller than his father. That was a problem at school, so they made a special desk for him.

W Robert was the oldest of five children. He had two brothers and two sisters who were a normal height. When Robert left school at the age of seventeen, he was 2.48 metres tall. He went to university, but it was difficult for him, so he left.

M Robert became famous in the USA when he appeared in a famous circus. People called him the Alton giant, the giant of Illinois. People also called him the gentle giant because he spoke very quietly.

W Robert never stopped growing. Robert got a job with the shoe company that made his special shoes and travelled around the country with his father. They went to 800 different towns in the USA and Robert became more famous.

M Sadly, Robert died at the age of twenty-two because of a problem with one of his feet. People were very sad when Robert died.

Page 92 Exercises 1 and 2 2-29

T = Teacher, G = Gareth, J = Jasmine

T OK, Jasmine, Gareth, it's your turn. Gareth, remember you're the journalist. Jasmine, you're the pop star.

G Hi. It's great to meet you. I've got a few questions for you, if that's OK.

J Sure. Go ahead.

G Great. So, when did you decide to become a singer?

J Good question. I decided when I was at school.

G Really? How old were you?

J Oh, about ten, I think.

G That's interesting. Where did you go to school?

J Erm, in Texas at first, but then we moved to New York.

G Cool! Did you enjoy living there?

J Sure. It was quite exciting to be in a big city.

G OK. One more question. What was the most exciting moment in your career?

J Mmm. That's a difficult one. I guess it was when I sang with Beyoncé last year.

G Ah yes, of course. That was great. Thanks for your time.

J You're welcome.

Unit 8

Page 96 Exercise 1 2-31

- 1 bus
- 2 plane
- 3 ferry
- 4 trolleybus
- 5 subway train
- 6 tram
- 7 cable car
- 8 ship
- 9 train
- 10 boat

Page 97 **Exercise 4** 🎧 2-32

- 1 I love/ like going on holiday / vacation.
- 2 When you go away, you should choose a suitable means of transport.
- 3 You should choose a boat/ a ship/ a ferry when you travel in a river.
- 4 You should go by plane/ by bus/ by ship when you go to another country.
- 5 You can avoid traffic jams when you go by tram/ by trolleybus/ by subway.

Page 100 **Exercise 1** 🎧 2-35

- 1 rainy, cloudy
- 2 hot, sunny
- 3 cold, snowy, icy
- 4 foggy, cloudy, cold

Page 100 **Exercises 3 and 5** 🎧 2-36

I = Interviewer, S = Stephanie

- I** Today I'm talking to explorer, Stephanie Lowe. She's going to go on a trip to Antarctica in November. What are you going to do there, Stephanie?
- S** I'm going to walk to the South Pole.
- I** Walk?! To the South Pole?! Why?
- S** Well, I'm an explorer and a photographer. I'm going to take photos of the ice in Antarctica.
- I** Of course, it's very icy there!
- S** Yes, 98% of Antarctica is ice.
- I** Wow! Why are you going to go in November?
- S** Because it's summer there. There are only two seasons in Antarctica, summer and winter.
- I** Really?
- S** Yes. It isn't sunny in winter. It's night for six months. And in summer, it never gets dark.
- I** What about animals? Will you see any polar bears?
- S** No, I won't. Polar bears live in the Arctic! But I hope I'll see some penguins and whales. They live in Antarctica.
- I** Oh, yeah! What equipment are you going to take?
- S** A lot, for example special clothes, waterproofs, sunglasses, water bottles, a penknife and some sun cream!
- I** Sun cream?
- S** Yes. It won't be hot, but it'll be sunny in November.
- I** What will the temperature be like?
- S** It'll be very cold, of course. It's very windy in Antarctica and the wind changes the temperature. In November, the temperature will be about -30°C! So a very good tent and sleeping bag will also be important.
- I** How will you talk to your friends and family at home?
- S** I'm going to take a special laptop. But at the research centre at the South Pole, there'll be telephones and computers, so communicating will be easier. There'll also be nice meals and hot water at the centre!
- I** Well, good luck, Stephanie! I hope we'll see you next year after the ...

Page 102 **Exercises 1 and 2** 🎧 2-37

Z = Zoe, A = Aaron

- Z** Look! It says it'll be hot and sunny this weekend. Let's go to the beach.
- A** That's a good idea! Let's take a picnic.

- Z** Cool! I can bring some pizza.
- A** I can make some sandwiches.
- Z** Great! I'll ask Hannah to bring some drinks.
- A** Right. I'll text Jim and see if he wants to come, too.
- Z** Let's meet at my house at 9 a.m. My mum can drive us to the beach.
- A** OK. I'll be at your house at nine.
- Z** Don't be late, Aaron, and don't forget the sandwiches ... or the sun cream!
- A** I won't ... I promise.

Page 102 **Exercise 3** 🎧 2-38

- 1**
- Girl 1** It'll be cold and wet on Saturday. Let's stay at home.
- Girl 2** Good idea! I'll ask Naomi to come too.
- 2**
- Boy 1** It'll be rainy tomorrow. Why don't you come to my house in the afternoon?
- Boy 2** Great! I'll be there at 3.
- 3**
- Girl 1** It'll be hot and sunny tomorrow afternoon. Let's have a barbecue.
- Boy 1** Cool! I can bring some chicken.
- 4**
- Girl 1** Let's meet outside the sports centre at 8 p.m. Don't be late!
- Girl 2** OK. I won't be late ... I promise.

Page 106 **Exercise 4** 🎧 2-40

Welcome to this week's *Amazing Lives*. To start with this week, we're looking at the life of a French woman called Jeanne Calment.

Jeanne Calment was born on 21st February 1875 in the town of Arles in the south of France, and she spent all her life there.

She lived a very quiet life in her hometown and she only became famous in her later years. And why did she become well known? Because she lived to a very old age. At the age of 113, in 1988, she became the world's oldest living person. And she continued to live for a long time after that. She said that she lived for a long time because she ate very healthy food – but she also liked chocolate, and she ate a lot of chocolate every week!

She was also famous because she met the well-known artist Vincent van Gogh when she was thirteen years old. And at the age of 114, she appeared in a film called *Vincent and Me* – it was about the life of the famous artist.

Jeanne Calment died on 4th August 1997 at the age of 122. At that time, she was the oldest living person ever.

Page 108 **Exercise 12** 🎧 2-41

We're going to look at the weather for next week – some of this will change, so listen again nearer the time for more information.

We'll start with Scotland ... and for most of next week, it'll be cold for this time of year, with temperatures around 1 or 2°C at night and 4 or 5°C in the day. And in the far north of Scotland, it'll probably be snowy early in the week.

The north of England will be very wet and it'll be rainy all day on Tuesday and Wednesday. So take your waterproofs with you when you go out.

Wales will be dry for most of next week, but it'll become more and more windy on Thursday and Friday.

Now, moving down to the west of England – again, it'll be dry here, and it will be nice and sunny, too, for most of the time. They've got the best of the weather there for next week.

And finally, London will be cloudy for a lot of the week. The good news is – it won't be rainy ... but you won't see much sun.

And that's all for the weather. Listen again at the same time tomorrow.

Plus Options Unit 1

Page 110 Exercise 1 🎧 3•02

M = Man, G = Girl

M What's your first name?

G Kate.

M What's your surname?

G Brown.

M Where are you from?

G England.

M When's your birthday?

G It's in January.

M How old are you?

G Eleven.

M Have you got any brothers or sisters?

G Yes, I've got four brothers.

Page 110 Exercises 2 and 3 🎧 3•03

L = Luke, T = Tobias

L Hello. Are you the new boy?

T Yes, I am.

L Hi, I'm Luke. Welcome to Brighton!

T Hello, Luke.

L What's your first name?

T It's Tobias.

L And how old are you, Tobias?

T I'm twelve.

L Cool! Me too! Where are you from?

T I'm from Munich in Germany. My dad's got a job here in Brighton. He's British but my mum's German.

L Wow! Munich. What's it like?

T It's quite big but it's a very friendly city.

L OK. Brighton's a great city.

T Yes, it is.

L What's your house like here in Brighton?

T It's a modern house near the city centre. It's quite small but it's very nice. My house in Munich is a lot bigger though.

L Have you got any brothers or sisters?

T Yes. I've got one brother. His name's Peter. He's only five though.

L I've got a sister. Her name's Becca and she's ten and she's really annoying!

T Oh dear!

L So, tell me a bit more about ...

Plus Options Unit 2

Page 111 Exercise 2 🎧 3•05

1 twenty past ten

2 five to twelve

3 twenty-five to seven

4 ten past eleven

5 half past eight

6 quarter to three

Page 111 Exercises 3 and 4 🎧 3•06

M = Man, V = Vicky

M Hello, Holloway Sports Centre. Can I help you?

V Yes. What time does the swimming pool open today?

M Let's see. What's the day today?

V It's Tuesday.

M Tuesday, of course! The swimming pool opens at half past ten today.

V And what time does it close?

M It usually closes at eight o'clock, but it closes at quarter to six today.

V I see.

M Can I help you with anything else?

V Er ... yes. When's judo? Is it today?

M No, it isn't. Judo is on Wednesday at half past four.

V What time does it finish?

M Well, the timetable says six o'clock, but it usually finishes at ten past six.

V And when's table tennis?

M Let's see ... table tennis. Table tennis is from quarter to five to quarter past six on Monday.

V That's great. Thanks for your help.

M You're very welcome. Bye bye.

Plus Options Unit 3

Page 112 Exercise 1 🎧 3•09

S = Steve, A = Anna

S Hi, Anna. It's Steve.

A Hi, there! Where are you now?

S I'm at the skateboard park with Mo.

A Really? Is it good there?

S Yeah, it's fun. Do you want to meet later?

A OK. Give me a call.

S Sure. See you later.

Plus Options Unit 4

Page 113 Exercises 2 and 3 🎧 3•10

J = Joe, E = Ellie

J OK, Ellie. We're working together on this activity. It's a picture of a classroom. Is there a teacher in your picture?

E No, there isn't.

J How many students are there?

E There are only two students in the class.

J OK. Well, in my picture there's a teacher at the front of the class and there are three students.

E What are the students doing in your picture?

J One student is listening to music, one is working on a laptop and the other one is cutting some paper with some scissors.

E Interesting ... the students in my picture are chatting. Are the students in your picture wearing school uniforms?
 J Yes, they are.
 E The students in my picture aren't wearing uniforms. OK. Is there a whiteboard in your picture?
 J Yes, there is.
 E I can't see a whiteboard in my picture.
 J OK. So, what can you see on the wall?
 E Well, there's a poster of a giraffe and there are two windows.
 J OK. In my picture, there's a clock on the wall and there are two posters, one of a panda and one of an elephant.
 E How many windows are there in your picture?
 J There's one window in my picture.
 E There are two windows in mine.
 J Are there any more differences? Let's see ...

Plus Options Unit 5

Page 114 Exercise 2 🎧 3-12

- 1 three quarters of a kilo
- 2 900 grams
- 3 seven and a half kilos
- 4 one kilo
- 5 125 grams
- 6 825 grams

Page 114 Exercises 3 and 4 🎧 3-13

M = Man, E = Emma

M Good morning. What would you like?
 E Well, I want to make a fruit salad. How much is a kilo of grapes?
 M They're £7.00 a kilo.
 E OK. Can I have half a kilo, please?
 M That's a bit more. It's £3.65.
 E That's fine. How much are the strawberries?
 M They're £2.50 for a quarter of a kilo.
 E That's expensive!
 M Would you like some?
 E No, thanks. Can I have two pears, please?
 M Sure. The pears are fifty pence each.
 E That's fine.
 M Anything else?
 E Yes, I'd like a kilo of those red apples, please ... oh yes and three bananas.
 M OK ... is that everything?
 E Yes, thanks. How much is that?
 M That's £7.55 please.
 E Here you are.
 M Thanks, that's great. Enjoy your fruit salad! Bye!
 E Thanks, bye!

Plus Options Unit 6

Page 115 Exercises 2 and 3 🎧 3-15

I = Interviewer, E = Elsa, F = Finn, C = Chen

I Elsa, which game did you play?
 E *My World*.
 I What type of game is that?
 E It's a simulation game.
 I What did you think of it?
 E It was fun. You design an avatar.
 I What's your score for it?

E Umm, six out of ten because it was good, but after an hour it became boring.
 I Finn, what about you?
 F I played *World Rally*. You drive fast cars in different countries.
 I What did you think of it?
 F It was great. The graphics are fantastic. It's like real life.
 I And what's your score for it?
 F Eight out of ten because it's a really exciting game.
 I Now, Chen. You played an action and adventure game.
 C Yeah. That's right, I played *Hero*.
 I What did you think of it?
 C It was terrible. The rules are complicated and it's very violent.
 I What's your score for it?
 C Four out of ten because it wasn't easy to play.

Plus Options Unit 7

Page 116 Exercises 2 and 3 🎧 3-17

S = Suzi, M = Mark

S Hi Mark. How are you?
 M Oh hi Suzi. I'm good, thanks.
 S I didn't see you at the cookery club after school yesterday.
 M No. I went to see the doctor.
 S That's a shame.
 M Why?
 S We made some amazing chocolate cakes. They were delicious ... Look. Here's a photo.
 M Who's that in the middle?
 S That's Amy.
 M Really? I didn't recognise her.
 S Probably because she isn't wearing her glasses.
 M Who's the boy next to Amy?
 S That's Jack Dutton from Grade 5.
 M Jack Dutton! No way ... at cookery club!
 S Yes. He's got short hair now and he likes cooking.
 M Cooking ... and eating. And who's that on the right?
 S That's Beth. Her cake was the best!
 M It's a great photo – who took it?
 S I did!
 M So, where are the cakes then?
 S Good question ...

Plus Options Unit 8

Page 117 Exercises 2 and 3 🎧 3-19

P = Presenter, W = Weatherwoman

P And now it's time for the weather forecast. Jilly, it's lovely and sunny today, but what will the weather be like at the weekend?
 W Well, Brian, we'll see some different types of weather on Saturday. It'll be rainy on the north coast of Scotland and near Aberdeen, and it won't be very hot for this time of year, only seventeen degrees. It'll be cloudy in Edinburgh, but it'll also be hotter, twenty-one degrees. In the south of England, it'll be typical weather for August in London – cloudy, with some sun and it'll feel hot. Highest temperatures will be twenty-seven degrees. But it'll be very windy on the south coast near Brighton so temperatures will be a bit cooler there, twenty degrees. So, there'll be some rain, cloud and sun – the usual weather for summer in the UK!
 P And what about Sunday? Will it be ...?

Plus Options Unit 1 Song

Page 118 Exercises 1 and 2 🎧 3•21

I'm the King

I walk down the street from the library to the square.
I go past the school, I'm popular there.
I take a bus at the station,
And the shops are where
I see my friends and all the people there.

I'm the king, I'm the king,
In my city I'm the king.
Is there a hotel? Yes
A pool? Yes
A cinema? Yes
A school? Yes

My city is cool, and I'm no fool: I'm the king.
In my city it's friendly and clean.
There's a park and a market and I live in between.
I walk or take the bus;
I cycle while I sing
In my city (here's the thing)
I'm the king.
There's a really nice park where we go and play.
My friends are very noisy, so I don't stay.
I go to the café for a cup of tea.
It's cheaper than the restaurant, and that's great for me.

I'm the king, I'm the king,
In my city I'm the king.
Is there a castle? Yes
A zoo? Yes
Any factories? Yes
Things to do? Yes

My city is cool, and I'm no fool: I'm the king.
Come to my city, come and look –
From the station to my house, it's ten minutes on foot.
Take the coach or take the train –
There are a lot of good things,
And in my city (now you sing)
I'm the king.

Plus Options Unit 3 Song

Page 119 Exercises 1 and 2 🎧 3•22

I Can Tell You

I can tell you what I know.
Where is a good place to go?
I can tell you what's dangerous,
Like how big can a gorilla grow?

Can a scorpion kill a man?
Which animals live on land?
How far can an eagle see?
You can find out if you listen to me.

The smallest scorpions can kill a man.
Gorillas can grow to 250 kilos.
An eagle is small but it can see
About a kilometre further than me.
Ostriches are the tallest birds.

A whale is the biggest mammal in the world.
A lion is beautiful, but it isn't tame.
How many animals can you name?

Errrr, elephant, eagle, camel, panda.
I like butterflies, mmmm oh. And a
Spider, a snake: they can eat a frog,
A gorilla, an ostrich – how about a dog?

I can tell you what I know.
How far is the North from the South Pole?
I can tell you something interesting,
Like which animal can jump and swim.

What has got wings, legs and a tail?
What lives in a shell, but isn't a snail?
How heavy is a human baby?
You can find out if you listen to me.

From pole to pole is over twenty thousand kilometres.
A frog can jump and swim.
A tortoise has got a shell and feet as well
And a parrot's got a tail, legs and wings.

A baby weighs up to four and a half kilos.
A mouse is smaller than an elephant's toes.
A camel can survive six months without a drink.
How many animals do you know – can you think?

Errrr penguin, starfish, a mouse and a bat
Hedgehog, crocodile – and what about a cat?
Scorpion, dolphin, a monkey and a rat
An octopus and a fish, how many is that?

Plus Options Unit 5 Song

Page 120 Exercises 2 and 3 🎧 3•23

Delicious

I'm usually fit and healthy,
I exercise a lot,
Then I enjoy my breakfast –
I like it when it's hot.
First I have some eggs.
I eat some every day.
Next I drink a lot of juice,
And after that I say:

Mmm delicious – What's your favourite?
Mmm delicious – What do you want to eat?
Tell me what you really like;
You can have breakfast with me.

I like cooking lunch
But I'm sometimes very lazy.
Would you like a sandwich?
I can make something tasty.

I love eating pasta,
but I don't eat much meat.
What are the things
You usually eat?

Mmm delicious – What's your favourite?
Mmm delicious – What do you want to eat?

Tell me what you really like;
And you can have lunch with me.
Do you prefer sitting on the sofa
And playing video games?
I love running and swimming,
And I hope you like the same.
We can go to a restaurant
And choose a healthy snack.
I'll have a salad; you'll have pasta,
And then we can walk back.
Mmm delicious – What's your favourite?
Mmm delicious – What do you want to eat?
Tell me what you really like;
And you can have dinner with me.

Plus Options Unit 7 Song

Page 121 Exercises 1 and 2 3•24

The Story of Your Life

This is the story, the story of your life.
Who, what, when, how and where.
Where did you live, and when did you leave there?
The story of your life.

Where did you live when you were young?
When you were on holiday did you have fun?
I've got more questions – here's a difficult one:
What did you look like when you were young?

I lived in a city when I was young.
We went to the beach for holiday fun.
I had red hair and my eyes were blue,
I was slim with glasses when I left school.
When I grew up, I was very tall,
I had a moustache, but I wasn't bald.
Ask another question, but don't take too long
Because I don't think this is a very good song.
A very good song.

This is the story, the story of your life.
Who, what, when, how and where.
Where did you live, and when did you leave there?
The story of your life.

Did you go to university when you left school?
Did you get a job? Was it fun?
I've got more questions – here's another one:
What did you want to be when you were young?

When I left school, I got a job,
I didn't travel much, but I learned a lot.
I wanted to be in a football team
And be on TV playing a lot of sport.
Ask another question,
A more interesting one
Because I don't think this is a very good song,
A very good song.



Workbook audio scripts

Unit 1

Page 14 Exercises 2 and 3 02

Je = Jessica, D = Dan, B = Bradley, L = Lily, Ja = Jane, C = Charlie, K = Karen

1

Je Hello, I'm Jessica. Can I ask you a quick question for our school survey?

D Yes, sure.

Je What's your favourite building?

D Er ... mmm ... There's a modern office building in London – it's near my dad's office. It's called the Heron Tower. I like it a lot.

Je Oh ... why?

D It's more exciting and interesting than a lot of new buildings. And it's very tall!

Je Thank you.

2

B Hi! My name's Bradley. Can I ask you... what's your favourite building?

L Mmm ... I don't know. Maybe the nice French café here in town? Opposite the cinema.

B Yes, I know. Near the library?

L Yes. It's a very pretty building and it's cleaner and more comfortable than the modern coffee shops in town. It's a very friendly place, too.

B Yes, that's true.

3

B Hello there! I've got a quick question for you. What's your favourite building?

Ja My favourite building? Oh, I think it's the train station in York – my home town.

B Why's that?

Ja It's a fantastic old building – it's more than a hundred years old. It's noisier than some smaller stations, but it's great. And it's got an amazing café!

B Thanks.

4

Je Hi. We've got a question for you!

C Oh ... OK.

Je What's your favourite building?

C I don't know ... Maybe the sports centre next to my school? It's newer and more modern than the school!

Je Thanks very much.

5

B Hello there! Can I ask you a question?

K Yes.

B What's your favourite building?

K I'm not sure ... Oh, I know! It's the big library in the old part of town. It's very pretty and it's nicer than that ugly new cinema next to it!

B Ha ha! You're right.

Unit 2

Page 20 Exercises 3 and 4 03

I = Interviewer, A = Andrew

I Hi, Andrew. Thank you for being here today. What's an important day of the year for you?

A Well ... that's easy. It's Hogmanay – the 31st of December, the last day of the year. It's called New Year's Eve in other parts of the UK. Here in Scotland it's very important.

I And what do you do?

A A lot of different things really. We usually start early. We invite friends and family to our home and we all have a big meal at around 7 p.m. After that, we play music and dance – old Scottish dances. They're often very fast!

I And what do you wear? Special clothes?

A Oh no, no. We don't wear special costumes or anything. Not at my house!

I OK.

A Later, at 12 a.m., we sing an old song. It's called 'Auld Lang Syne'. Then we go out into the streets and watch the fireworks. There are always a lot of those!

I Do you go to bed after that?

A Oh no ... I visit my friend Dan, and his family. I usually give him one or two small presents – perhaps money or food. It's a special thing we do here in Scotland – it's called 'first footing'.

I Oh ... that's interesting.

A Then I go to bed at about two in the morning. And I get up very late the next day!

I Great. Thanks very much.

Unit 3

Page 26 Exercises 3 and 4 04

Today, we're in the Everglades National Park in Florida – it's one of the biggest national parks in the south of the USA and it's the home of many interesting animals, like the famous American crocodile. There are about a thousand of these crocodiles in the USA and they all live here in Florida. They can't normally survive in cold places – they never go further north than Florida. The water here in the park is never very cold.

The crocodiles are big animals – they can grow up to six metres long and they can be heavy, too – sometimes about 900 kilograms. But they can move quite fast – they can run at about sixteen kilometres an hour. And they're fast in the water – they can swim at about thirty kilometres an hour. Of course, there's one question people always ask when they visit the National Park: are the crocodiles dangerous to humans? The answer is usually 'no'. They normally eat fish or sometimes they jump high out of the water and eat small birds. They're not really interested in people. If you're a visitor here, don't worry!

Unit 4

Page 32 Exercises 3 and 4 05

I = Interviewer, S = Sam, Y = Yusuf, L = Layla, R = Rebecca, K = Kim, A = Alex, S = Sylvie

1

I What language are you learning, Sam?

S I'm learning German. I've got a lot of family in Germany, aunts and uncles ... and some of them don't speak English. I'm practising German grammar on my phone at the moment. It's great – I can do it on the bus!

2

I Yusuf, are you learning any languages at the moment?

Y Well, I normally speak Arabic at home ... but I'm learning more English, too. I'm listening to some English songs in my car today – it's really great for my English.

3

I Are you studying a language, Layla?

L Yes, I'm doing French at school. I've got an important French exam on Friday and I'm revising a lot with my friends – it's the best thing for my French.

4

I So ... Rebecca and Kim, what language are you learning?

R We're studying Vietnamese. It's quite difficult.

K But we're going to evening classes at the moment – they're really interesting.

R Yeah, we want to visit Viet Nam next year.

I Great – well, good luck with your classes, and I hope you have a great trip.

5

I Are you learning any languages, Alex?

A I'm learning Turkish for my work. I'm reading some easy books in Turkish at the moment – I think I can improve my Turkish faster like this.

6

I Sylvie, are you learning a new language?

S I'm learning Italian, but I'm not very good at the grammar! I'm here in the library today and I'm making *a lot of* notes. Look at my notebook! It's not bad for one afternoon!

Unit 5

Page 38 Exercises 3 and 4 06

I = Interviewer, P = Poppy, B = Ben

I So, Poppy, let's start with your answers to the quiz.

Question 1: 'It's a hot day and you're thirsty. What do you drink?'

P Well, I drink a lot of water every day. I never have fizzy drinks and I don't drink much juice ... so, it's 'a'.

I What about you, Ben?

B Well, like Poppy, I don't have fizzy drinks, but I don't drink much water either. If it's a hot day, maybe some cold juice ... so it's the last answer.

I Now, question two: 'It's 11 a.m. and you're hungry. What do you eat?' What's your answer, Poppy?

P It's a small sandwich – I have my school dinner quite late and I don't want to be hungry. And I don't eat many unhealthy snacks, like crisps, and we have fruit with our school dinners, so it's the sandwich.

I And Ben?

B Perhaps a healthy snack, like some fruit. I love fruit! We can't eat crisps or chocolate at our school, and I usually have sandwiches for lunch ... so, it's answer 'a' for me.

I Question three, Poppy. 'It's 9.30 on Saturday morning. What are you doing?'

P Well I don't like getting up late, so it's not 'b'. I think I'm walking into town with friends. I'm usually a very active person – but I don't do much sport – I play basketball after school sometimes, that's all ... so I'm not very fit. It's the first answer for me.

B That's easy! I'm active and fit most of the time. But I love my bed on a Saturday morning. I get up at about 10 a.m. I *am lazy sometimes* ... so I don't think it's 'a' or 'c' – it's 'b'.

I And now the next question ...

Unit 6

Page 44 Exercises 3 and 4 07

I = Interviewer, R = Ryan

I Good afternoon and welcome to *Winter Olympics Special*! Today, we're talking to seventeen-year-old ski jumper Ryan Jones from the USA. Ryan is one of the youngest competitors here at the Winter Olympics.

R Hi there!

I So, tell us how it all started.

R Well, I first learned to ski at the age of four. Skiing is very popular in my area – I live near the Rocky Mountains in the USA. I went skiing every weekend with my parents.

I That sounds great.

R Yeah. Then, when I was nine, the Winter Olympics were on TV and I watched the ski jumping. And from that moment I started to talk about ski jumping lessons! I was very excited!

I And were your parents happy about that?

R No, not really. But in the end I started ski jumping lessons when I was fourteen. At first, I did very small jumps – three or four metres! But then I became better and better.

I Great!

R And last year, at the age of sixteen, I travelled to Canada for an important competition and I did a jump of 180 metres. I won the bronze medal!

I Wow! That's amazing. Well, thank you. And of course, you can see Ryan tomorrow in the ski jump on *Winter Olympics Special* – our programme starts at 2 p.m. every day.

Unit 7

Page 50 Exercises 3 and 4 08

Pauline Musters was born on 26th February 1876 in a small village in the south of the Netherlands and she grew up there, too. When she was a baby, she was only thirty centimetres long. And as an adult she was sixty-one centimetres tall – that makes her the shortest woman who ever lived.

From an early age, Pauline appeared at the theatre. At first, people came to look at her because she was very small. But later she learned to dance and people came to watch her amazing dancing, too.

People loved Pauline and she had many different names. Perhaps her most famous name was 'Princess Pauline.' She often had very beautiful clothes, like a princess.

Pauline became very famous at a young age. She was popular in the Netherlands and also in many other places. She travelled to a number of different countries. She went to

Germany, France, the USA and the UK. A lot of people came to see her in all these places.
Her last visit was to the USA in 1894. She appeared at an important theatre in New York on New Year's Eve. But she became very ill on her visit, and she died on 1st March 1895, far from her home. She was only nineteen years old. People were very sad when she died.

Unit 8

Page 56 Exercises 3 and 4 109

A = Andy, B = Ben AM = Andy's mum

A Where are you going to go this summer, Ben?

B In July, we're going to visit my grandmother's sister. She lives in San Francisco, in the USA.

AM San Francisco! I worked there for a year when I was younger. It's a great city. You'll have a nice time.

B What will the weather be like?

AM Well, it won't be cold. I think it'll be about 19°C in July. But the weather will probably change a lot every day. You see, the weather often changes there.

B Oh, OK.

AM Yes, the summers are famous in San Francisco. Often the weather is better at other times of the year! For example, it's often sunnier in April than in July.

B Oh no! Will it be sunny some of the time?

AM Oh yes. It'll probably be sunny when you get up in the morning. But then in the afternoon, it'll sometimes be really foggy – it's very strange! You can't see the things near you!

B Oh ...

AM And it'll be rainy, too, from time to time – so you'll need to take your waterproofs with you. But I don't think you'll need them very often.

B OK. And where are you going to go this summer?

A We're going to go camping in the south of Italy – we've got a new tent. It's really big.

B And what will the weather be like there?

A It'll be hot and sunny all the time, I think.

AM Yes, that's right.

B Maybe I can go there next year.

Cumulative review, Starter unit to Unit 2

Page 60 Exercises 4 and 5 110

H = Holly, S = Sarah

H Hi, Sarah. Mr Swift says we've got an hour before lunch.

S Great. What do you want to do, Holly?

H Well, I'm not into shopping ... and I'm not very interested in the market or the shopping centre. What about you?

S I really like the sound of the castle.

H Yes, great.

S Is it far from here?

H I'm not sure. Have you got a map?

S Yes ... it's in my bag ... ah, look. It's not far from here. It's about ten minutes on foot, I think.

H Cool. And what about the famous clock? That clock on the bridge.

S Oh yeah. My mum wants a photo of it! I've got my new camera.

H Mmm ... now, where is it on this map? Ah ... it's in the street next to here. Yes, I think it's really near.

S Great. Let's go to the clock first and then visit the castle.

H That's a good idea.

Cumulative review, Starter unit – Unit 4

Page 61 Exercises 4 and 5 111

Z = Zoo Keeper, H = Hannah

Z Welcome to the 'Meet the Giraffes' experience. You can see our three giraffes over there at the moment – they're just drinking some water. Now, first ... have you got any questions about giraffes?

H Yes, I've got a question. Erm ... How heavy is a giraffe?

Z Good question! It's about 1,000 kilograms. That's heavier than five big gorillas!

H Really? And also, how fast can a giraffe run?

Z Well, a giraffe can run up to fifty-five kilometres an hour, but not for very long.

H That's quite fast.

Z Yes, it is. Now, about the 'Meet the Giraffes' experience. Remember – please be very careful with the giraffes here today at the zoo. Do you have any questions about what to do?

H Can we give them that special food over there?

Z Yes, of course. But only two students can give them food at a time.

H And is it OK to touch the giraffes?

Z No ... no, sorry. I'm afraid you can't. The giraffes don't like that.

H And can I take photos of the giraffes?

Z Yes, of course you can. That's OK.

H And how long have we got with the giraffes?

Z Well, you're starting your visit now ... and you've got until 11 a.m. – that's twenty minutes with the giraffes.

H OK, thank you.

Cumulative review, Starter unit – Unit 6

Page 62 Exercises 4 and 5 112

S = Sia, J = Jasmine

S Hello, Jasmine! How are things?

J Oh hi, Sia! Good, thanks.

S How was your weekend?

J It was great, thanks. You know I'm really into beach volleyball?

S Mm hm.

J Well, I was in a big competition in Brighton on Sunday.

S Really? Was it good?

J Yeah, it was a lot of fun. And it was *really* popular ... there were hundreds of players and fans there. My mum and dad came, too, of course, and my sister. We were there all day.

S Great! And what about your team? Were you the winners?

J Well, we won our first three matches in the morning, so we were in the final in the afternoon. But we were very tired, and the other team were better than us. So, in the end, they won. But it was a very exciting match.

S That's good news you were in the final.

J Thanks. Why don't you come with us next time? There's another competition soon. I think it's in the last week of July.

S Sure. Why not? Text me when you're going.

J OK. See you soon. Bye!

Cumulative review, Starter unit – Unit 8

Page 63 Exercises 4 and 5 13

M = Michael, A = Adam

M Hello.

A Hey, Michael. It's Adam.

M Hi, Adam. How are you?

A Fine, thanks. I'm excited about tomorrow!

M Me too! Let's make a plan!

A OK. Let's meet at 7.30. We're going to start at 8.00.

M Great idea. I think we need to take a lot of food on the walk. It's twenty-five kilometres!

A Yes, let's take a *really* big picnic! I think it'll be sunny at lunchtime tomorrow so we can sit down and eat it.

M Yes, a *huge* picnic is a great idea! But we won't have time to stop. We need to win the race!

A Oh yes, that's true. OK, I can bring some crisps, and sandwiches ... perhaps chicken? What do you think?

M Oh yes! I love chicken sandwiches ... and I can bring some nuts and sweets.

A Cool! And we need some fruit ... I'll ask Alex to bring some fruit.

M Yes. Apples and grapes are always good. Yes, ask him to bring those. And I'll text Ollie and see if he can bring some juice.

A Great idea. That's important, because I think it'll be quite hot. We'll have our water bottles, but juice will be good, too. Don't forget to text Ollie!

M I won't. I promise!



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