TRẦN CAO BỘI NGỌC (Chủ biên) – VŨ VẠN XUÂN – TRẦN NGUYỄN THỤY THOẠI LAN

TIẾNG ANH 7

Friends Plus

Teacher's Guide

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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Contents

Introduction

Introducing *Tiếng Anh 7 Friends Plus* 3
Components of the course 4
Student Book at a glance 6
Workbook at a glance 10
Tiếng Anh 7 Friends Plus methodology 12
Evaluation and testing 14
Tiếng Anh 7 Friends Plus Classroom Presentation Tool 15
Student Book contents 16

Teaching notes

Starter unit T18
Unit 1 T22
Unit 2 T32
Unit 3 T44
Unit 4 T54
Unit 5 T66
Unit 6 T76
Unit 7 T88
Unit 8 T98
Tiếng Anh 7 Friends Plus Options T110
Workbook answer key 122
Student Book audio scripts 132
Workbook audio scripts 141

Introducing *Tiếng Anh 7 Friend 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 7 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 the work, 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 7 Friend 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 7 Friend Plus has been designed to be flexible, so that it can be used in streamed school systems, mixed-ability classes, and varying teaching loads. With ***Tiếng Anh 7 Friend 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 7 Friend 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 7 Friend 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

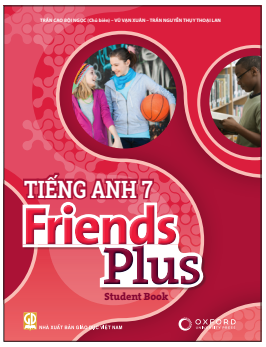
Tiếng Anh 7 Friend Plus follows a tried and tested structure in the presentation and practice of language, but it also gives you the flexibility to introduce newer teaching methods into your class when you are ready. For example, the **CLIL** in the Student Book and the **Curriculum extra worksheets** 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 7 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



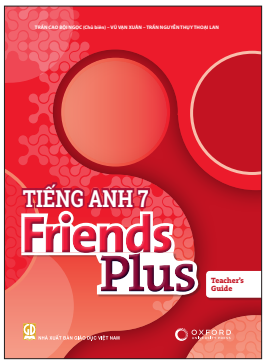
The **Student Book** contains:

- 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* ... statements 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 7 Friends Pluss*** **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 **Irregular verbs** list, and 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, and an **Irregular verbs** list.



The **Teacher's Guide** contains:

- an introduction with information on ***Tiếng Anh 7 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 Book and Workbook.

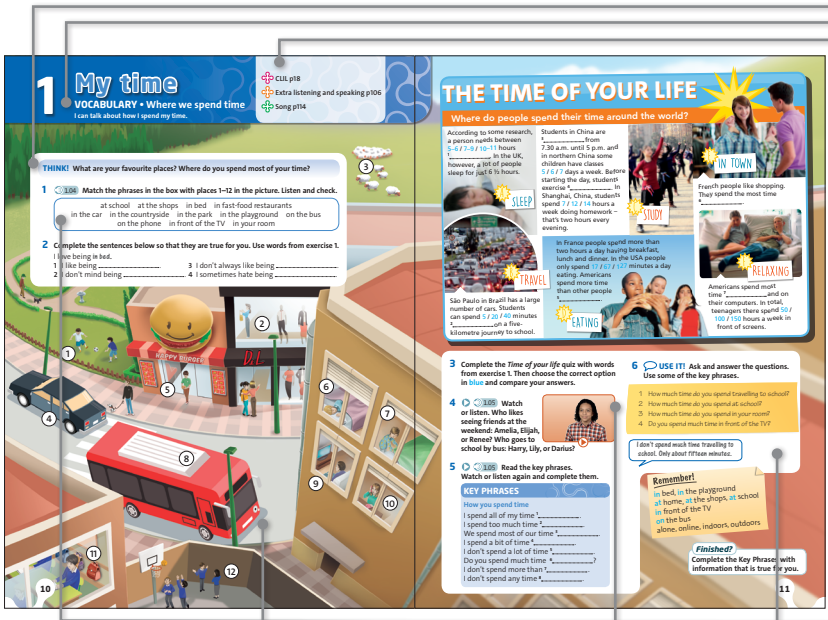
The **classroom presentation tool** contains:

- 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.
- optional **subtitles** in English.

Tiếng Anh 7 Friends Plus - Student Book at a glance

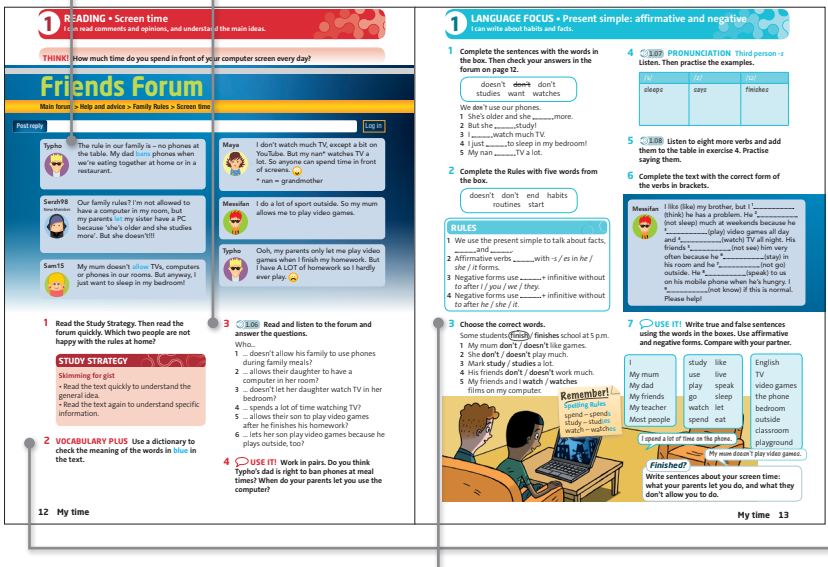
There are **eight units** and a *Starter unit* in the Student Book. Each unit has **seven lessons**, and a **CLIL** or **Culture section**. Each lesson provides material for one classroom lesson of approximately 45 minutes. .

Core teaching units



Lesson 1

- This lesson occupies two pages although it is still designed for one lesson in class.
- The **Think!** questions encourage students to start thinking about the unit topic.
- 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 **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 models 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.

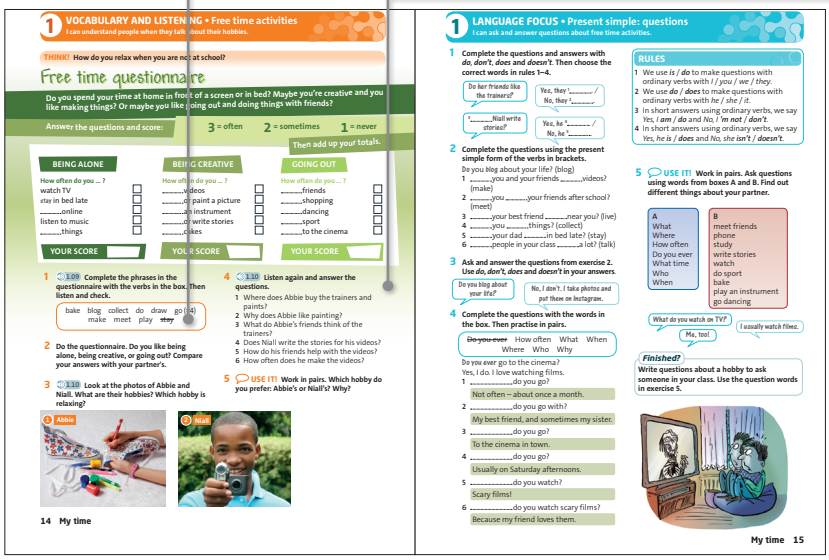


Lesson 2

- A **reading text** contextualises the first vocabulary set and models grammar structures which students will study in the following lesson.
- A variety of **comprehension** exercise practises the vocabulary and develops reading **sub-skills**.
- The **Vocabulary plus** section highlights key new vocabulary from the reading text and encourages dictionary use. 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 **grammar practice exercises** are often topic-based.

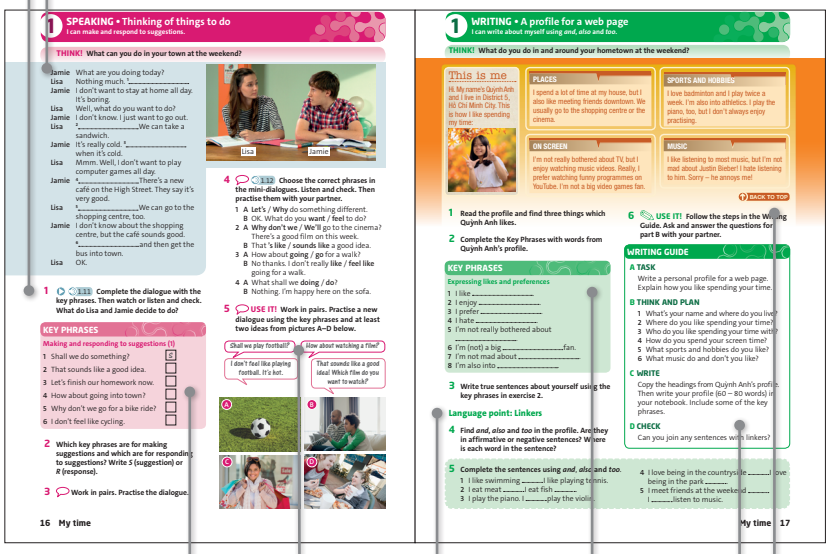


Lesson 4

- The **second vocabulary set** is presented and practised.
- A variety of **comprehension** exercises practises the vocabulary and develops listening **sub-skills**.
- The **listening activities** contextualise the vocabulary set and model grammar structures which students will study in the following section.

Lesson 5

- The **second grammar section** presents and practises one or more grammar structures.

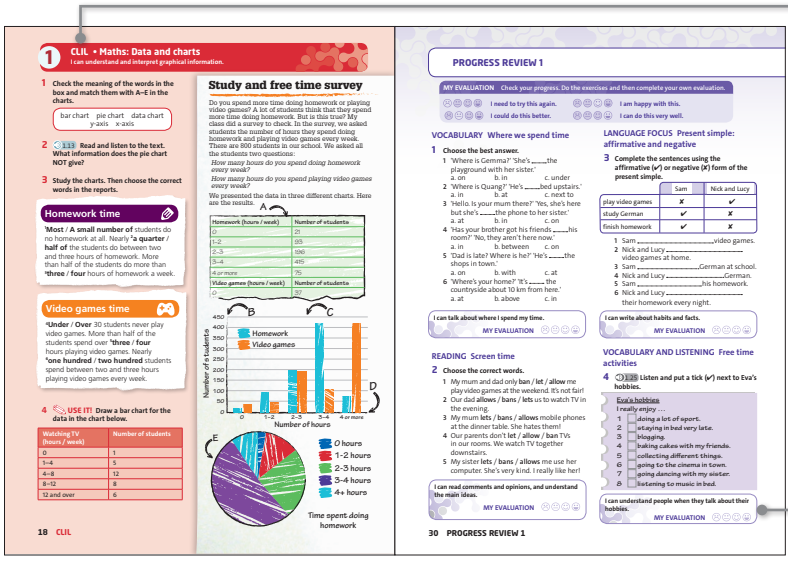


Lesson 6

- There is a double page of **productive skills practice** in every unit, which further recycles and consolidates language practised in the unit.
- A whole page is devoted to **speaking skills** with a functional focus.
- The **speaking model** presents the target dialogue and language.
- The **functional video** allows students to watch the speaking model being used. The video also has an **audio version** on the Class audio CD.
- The **Key phrases** section highlights useful structures which students can use in their own speaking dialogue.
- **Speaking activities** lead students step-by-step towards producing their own dialogues. This 'presentation, practice and production' approach is suitable for mixed-ability classes and offers achievable goals.

Lesson 7

- A whole page is devoted to **writing skills**.
- The lesson always begins by looking at a **writing model** and studying the language, structure and format.
- The **Key phrases** section highlights useful structures which students can use in their own writing task.
- The **Language point** presents and practises useful writing skills and structures, such as punctuation and paragraphs.
- The **Writing guide** encourages students to think and plan before writing a specific task.This supported approach increases students' linguistic confidence.



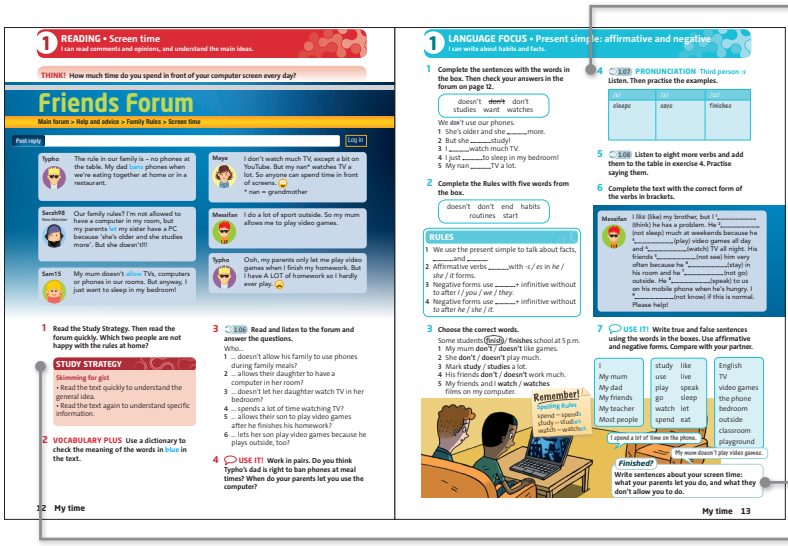
Lesson 8

- 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.

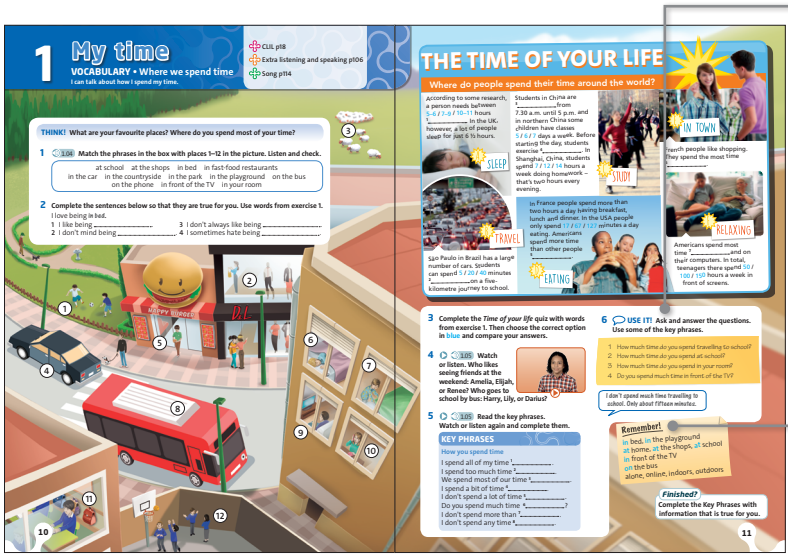
Progress review

- 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

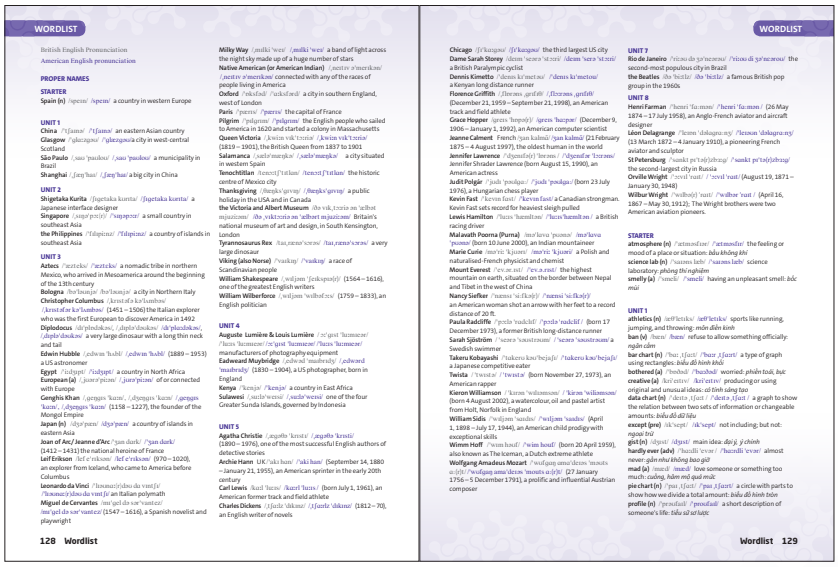
Other features of the Student Book



- 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.
- 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, personalized, or creative way. This is the **productive aim** of the lesson as described by the ***I can ...*** statement.
- A **Remember!** post-it offers a reference point to a grammar or vocabulary item they have met before. This quick reminder will help them complete the relevant activity.



WORDLIST

British English Pronunciation
American English pronunciation

PROPER NAMES

STARTER

Spain (n) /spein/ /spein/ a country in western Europe

UNIT 1

China /'tʃaina/ /'tʃaina/ an eastern Asian country
Glasgow /'glæzgəʊ/ /'glæzgoʊ/ a city in west-central Scotland
São Paulo /ˌsau 'paulou/ /ˌsau 'paulou/ a municipality in Brazil
Shanghai /ˌʃæŋ'hai/ /ˌʃæŋ'hai/ a big city in China

UNIT 2

Shigetaka Kurita /ʃigetaka kuɾita/ /ʃigetaka kuɾita/ a Japanese interface designer
Singapore /ˌsiŋə'pɔ:/ /ˈsiŋəpoɾ/ a small country in southeast Asia
the Philippines /'filipi:nz/ /'filipinz/ a country of islands in southeast Asia

UNIT 3

Aztecs /'æztɛks/ /'æztɛks/ a nomadic tribe in northern Mexico, who arrived in Mesoamerica around the beginning of the 13th century
Bologna /bə'ləʊnjə/ /bə'loʊnjə/ a city in Northern Italy
Christopher Columbus /ˌkɹɪstəfə kə'lʌmbəs/ /ˌkɹɪstəfəɹ kə'lʌmbəs/ (1451 – 1506) the Italian explorer who was the first European to discover America in 1492
Diplodocus /dɪ'plɒdəkəs/, /dɪplə'dəʊkəs/ /dɪ'plɑdəkəs/, /dɪplə'doʊkəs/ a very large dinosaur with a long thin neck and tail
Edwin Hubble /ˌedwɪn 'hʌbl/ /ˌedwɪn 'hʌbl/ (1889 – 1953) a US astronomer
Egypt /'i:dʒɪpt/ /'iːdʒɪpt/ a country in North Africa
European (a) /ˌjʊərə'pi:ən/ /ˌjʊɹə'piːən/ of or connected with Europe
Genghis Khan /ˌgengɪs 'kɑ:n/, /ˌdʒengɪs 'kɑ:n/ /ˌgengɪs 'kɑːn/, /ˌdʒengɪs 'kɑːn/ (1158 – 1227), the founder of the Mongol Empire
Japan (n) /dʒə'pæn/ /dʒə'pæn/ a country of islands in eastern Asia
Joan of Arc/ Jeanne d'Arc /ˌdʒəʊn dɑ:k/ /ˌdʒoʊn dɑɹk/ (1412 – 1431) the national heroine of France
Leif Eriksson /ˌlef ɛ'rɪksən/ /ˌlef ɛ'ɹɪksən/ (970 – 1020), an explorer from Iceland, who came to America before Columbus
Leonardo da Vinci /ˌlɪəna:dəʊ də 'vɪntʃi/ /ˌliənaɹdoʊ də 'vɪntʃi/ an Italian polymath
Miguel de Cervantes /mɪ'gel də sə'vantɛz/ /mɪ'gel də səɹ'vantɛz/ (1547 – 1616), a Spanish novelist and playwright
Milky Way /ˌmɪlkɪ 'weɪ/ /ˌmɪlkɪ 'weɪ/ a band of light across the night sky made up of a huge number of stars
Native American (or American Indian) /ˌneɪtɪv ə'merɪkən/ /ˌneɪtɪv əˈmeɹɪkən/ connected with any of the races of people living in America
Oxford /'ɒksfəd/ /'ɑksfəɹd/ a city in southern England, west of London
Paris /'pærɪs/ /'pæɹɪs/ the capital of France
Pilgrim /'pɪlgrɪm/ /'pɪlgɹɪm/ the English people who sailed to America in 1620 and started a colony in Massachusetts
Queen Victoria /ˌkwi:n vɪk'tɔ:rɪə/ /ˌkwiːn vɪk'toɹiə/ (1819 – 1901), the British Queen from 1837 to 1901
Salamanca /ˌsælə'mæŋkə/ /ˌsælə'mæŋkə/ a city situated in western Spain
Tenochtitlan /tɛnɔtʃ'ti:tlan/ /tɛnɔtʃ'tiːtlan/ the historic centre of Mexico city
Thanksgiving /ˌθæŋks'gɪvɪŋ/ /ˌθæŋks'gɪvɪŋ/ a public holiday in the USA and in Canada
the Victoria and Albert Museum /ðə vɪk,tɔrɪə ən 'ælbət mju:zɪəm/ /ðə vɪkˌtoɹiə ən 'ælbəɹt mjuˌzɪəm/ Britain's national museum of art and design, in South Kensington, London
Tyrannosaurus Rex /tɪˌræn,nəʊ'sɔ:rəs/ /tɪˌɹænəˈsoɹəs/ a very large dinosaur
Viking (also Norse) /'vaɪkɪŋ/ /'vaɪkɪŋ/ a race of Scandinavian people
William Shakespeare /ˌwɪljəm 'ʃeɪkspɪə(r)/ (1564 – 1616), one of the greatest English writers
William Wilberforce /ˌwɪljəm 'wɪlbəfɔ:s/ /ˈwɪljəm 'wɪlbəɹfoɹs/ (1759 – 1833), an English politician

UNIT 4

Auguste Lumière & Louis Lumière /ɔ:'gʊst 'lu:mjɛə/ /'lʊɪs 'lu:mjɛə/ /ɔ:'gʊst 'lu:mjɛə/ /'lʊɪs 'lu:mjɛə/ manufacturers of photography equipment
Eadweard Muybridge /ˌedwɑ:d 'maɪbrɪdʒ/ /ˌedwɑɹd 'maɪbɹɪdʒ/ (1830 – 1904), a US photographer, born in England
Kenya /'kenjə/ /'kenjə/ a country in East Africa
Sulawesi /ˌsu:lə'wesɪ/ /ˌsuːlə'weɪsi/ one of the four Greater Sunda islands, governed by Indonesia

UNIT 5

Agatha Christie /ˌægəθə 'krɪstɪ/ /ˌæɡəθə 'kɹɪstɪ/ (1890 – 1976), one of the most successful English authors of detective stories
Archie Hahn UK:/'ɑ:tʃɪ hɑ:n/ /'ɑɹtʃi hɑn/ (September 14, 1880 – January 21, 1955), an American sprinter in the early 20th century
Carl Lewis /kɑ:l 'luːɪs/ /kɑɹl 'luːɪs/ (born July 1, 1961), an American former track and field athlete
Charles Dickens /ˌtʃɑ:lz 'dɪkɪnz/ /ˌtʃɑɹlz 'dɪkɪnz/ (1812 – 70), an English writer of novels

WORDLIST

Chicago /ʃɪ'kɑ:gəʊ/ /ʃɪ'kɑɹgoʊ/ the third largest US city
Dame Sarah Storey /deɪm 'seərə 'stɔ:rɪ/ /deɪm 'seɹə 'stɔɹi/ a British Paralympic cyclist
Dennis Kimetto /'dɛnɪs kɪ'metəʊ/ /'dɛnɪs kɪ'metoʊ/ a Kenyan long distance runner
Florence Griffith /ˌflɒrəns ˌgrɪfɪθ/ /ˌflɔɹəns ˌgɹɪfɪθ/ (December 21, 1959 – September 21, 1998), an American track and field athlete
Grace Hopper /greɪs 'hɒpə/ /ɡɹeɪs 'hɑpəɹ/ (December 9, 1906 – January 1, 1992), an American computer scientist
Jeanne Calment French /ʒan kalmã/ /ʒan kalmã/ (21 February 1875 – 4 August 1997), the oldest human in the world
Jennifer Lawrence /'dʒenɪfə(r) 'lɒrəns/ /'dʒɛnɪfəɹ 'lɔɹəns/ Jennifer Shrader Lawrence (born August 15, 1990), an American actress
Judit Polgár /'jʊdɪt 'pɒlgɑ:/ /'jʊdɪt 'pɑlgɑɹ/ (born 23 July 1976), a Hungarian chess player
Kevin Fast /'kevɪn fɑ:st/ /'kɛvɪn fɑst/ a Canadian strongman. Kevin Fast sets record for heaviest sleigh pulled
Lewis Hamilton /'lu:ɪs 'hæmɪltən/ /'luːɪs 'hæmɪltən/ a British racing driver
Malavath Poorna (Purna) /mə'lɑ:vəθ 'pʊənə/ /məˈlɑvəθ 'puɹnə/ (born 10 June 2000), an Indian mountaineer
Marie Curie /mə'ri: 'kjʊərɪ/ /məˈɹiː ˈkjʊɹi/ a Polish and naturalised-French physicist and chemist
Mount Everest /ˌev.ər.ɪst/ /ˈɛvɹ.ə.ɹɪst/ the highest mountain on earth, situated on the border between Nepal and Tibet in the west of China
Nancy Siefker /'nænsɪ 'si:fkə(r)/ /'nænsi 'siːfkəɹ/ an American woman shot an arrow with her feet to a record distance of 20 ft.
Paula Radcliffe /'pɔ:lə 'rædklɪf/ /'pɔɹlə 'ɹædklɪf/ (born 17 December 1973), a former British long-distance runner
Sarah Sjöström /ˈsɑ:rə 'ʃø:strøm/ /ˈsɑɹə 'ʃøːstɹøm/ a Swedish swimmer
Takeru Kobayashi /'tɑ:keru kəu'bejaʃi/ /'tɑkeɹu koʊ'bejaʃi/ a Japanese competitive eater
Twista /'twɪstə/ /'twɪstə/ (born November 27, 1973), an American rapper
Kieron Williamson /'kɪərən 'wɪljəmsən/ /'kiəɹən 'wɪljəmsən/ (born 4 August 2002), a watercolour, oil and pastel artist from Holt, Norfolk in England
William Sidis /'wɪljəm 'saɪdɪs/ /'wɪljəm 'saɪdɪs/ (April 1, 1898 – July 17, 1944), an American child prodigy with exceptional skills
Wimm Hoff /'wɪm hɒf/ /'wɪm hɔf/ (born 20 April 1959), also known as The Iceman, a Dutch extreme athlete
Wolfgang Amadeus Mozart /'wʊlfgaŋ əmə'deɪəs 'mɔʊts ɑ:(r)t/ /'woʊlfgaŋ əmə'deɪəs 'moʊts ɑ:(r)t/ (27 January 1756 – 5 December 1791), a prolific and influential Austrian composer

UNIT 7

Rio de Janeiro /'ri:əʊ də ʒə'neərəʊ/ /'ɹiːoʊ di ʒəˈneəɹoʊ/ the second-most populous city in Brazil
the Beatles /ðə 'bi:tlz/ /ðə 'biːtlz/ a famous British pop group in the 1960s

UNIT 8

Henri Farman /'henɪ 'fɑ:mən/ /'hɛnɹi 'fɑɹmən/ (26 May 1874 – 17 July 1958), an Anglo-French aviator and aircraft designer
Léon Delagrange /'leɪɔn 'dɒlagrɑ:nʒ/ /'leɪɔn 'dɑlagɹɑnʒ/ (13 March 1872 – 4 January 1910), a pioneering French aviator and sculptor
St Petersburg /ˌsɑnkt pi:tə(r)zbɜ:g/ /ˌsɑŋkt pɛtəɹzbɜɹg/ the second-largest city in Russia
Orville Wright /'ɔrvɪl 'raɪt/ /'ɔɹvɪl 'ɹaɪt/ (August 19, 1871 – January 30, 1948)
Wilbur Wright /'wɪlbə(r) 'raɪt/ /'wɪlbəɹ 'ɹaɪt/ (April 16, 1867 – May 30, 1912). The Wright brothers were two American aviation pioneers.

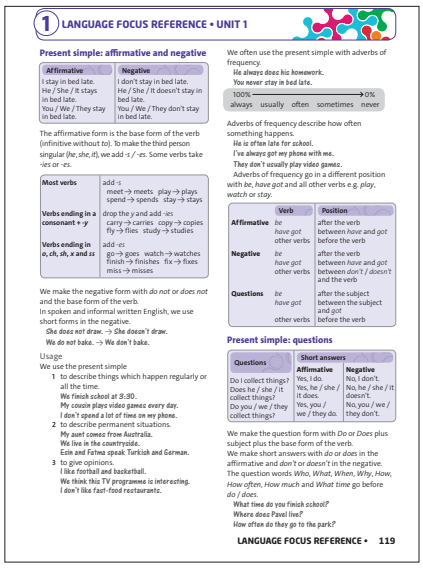
STARTER

atmosphere (n) /'ætməsfɪə/ /'ætməsfɪəɹ/ the feeling or mood of a place or situation: *bầu không khí*
science lab (n) /'saɪəns læb/ /'saɪəns læb/ science laboratory: *phòng thí nghiệm*
smelly (a) /'smelɪ/ /'smɛli/ having an unpleasant smell: *bốc mùi*

UNIT 1

athletics (n) /æθ'letɪks/ /æθ'lɛtɪks/ sports like running, jumping, and throwing: *môn điền kinh*
ban (v) /bæn/ /bæn/ refuse to allow something officially: *ngăn cấm*
bar chart (n) /'bɑ:ɹ ʧɑ:ʧ/ /'bɑɹ ʧɑɹt/ a type of graph using rectangles: *biểu đồ hình khối*
bothered (a) /'bɒðəd/ /'bɑðəɹd/ worried: *phiền toái, bực*
creative (a) /kɹi'eɪtɪv/ /kɹiˈeɪtɪv/ producing or using original and unusual ideas: *có tính sáng tạo*
data chart (n) /'deɪtə ʧɑ:ʧ/ /'deɪtə ʧɑɹt/ a graph to show the relation between two sets of information or changeable amounts: *biểu đồ dữ liệu*
except (pre) /ɪk'sept/ /ɪkˈsept/ not including; but not: *ngoại trừ*
gist (n) /ʤɪst/ /ʤɪst/ main idea: *đại ý, ý chính*
hardly ever (adv) /'hɑ:dlɪ 'evə(r)/ /'hɑɹdli 'evəɹ/ almost never: *gần như không bao giờ*
mad (a) /mæd/ /mæd/ love someone or something too much: *cuồng, hâm mộ quá mức*
pie chart (n) /'paɪ ʧɑ:ʧ/ /'paɪ ʧɑɹt/ a circle with parts to show how we divide a total amount: *biểu đồ hình tròn*
profile (n) /'prəʊfaɪl/ /'proʊfaɪl/ a short description of someone's life: *tiểu sử sơ lược*

- The alphabetical **Focus 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)



1 LANGUAGE FOCUS REFERENCE • UNIT 1

Present simple: affirmative and negative

Affirmative	Negative
I stay in bed late. He / She / It stays in bed late. You / We / They stay in bed late.	I don't stay in bed late. He / She / It doesn't stay in bed late. You / We / They don't stay in bed late.

The affirmative form is the base form of the verb (infinitive without *to*). To make the third person singular (*he, she, it*), we add *-s / -es*. Some verbs take *-ies* or *-es*.

Most verbs	add *-s* meet → meets play → plays spend → spends stay → stays
Verbs ending in a consonant + *y*	drop the *y* and add *-ies* carry → carries copy → copies fly → flies study → studies
Verbs ending in *o, ch, sh, x* and *ss*	add *-es* go → goes watch → watches finish → finishes fix → fixes miss → misses

We make the negative form with *do not* or *does not* and the base form of the verb.
In spoken and informal written English, we use short forms in the negative.
She does not draw. → *She doesn't draw.*
We do not bake. → *We don't bake.*

Usage
We use the present simple
1 to describe things which happen regularly or all the time.
We finish school at 3.30.
My cousin plays video games every day.
I don't spend a lot of time on my phone.
2 to describe permanent situations.
My aunt comes from Australia.
We live in the countryside.
Esin and Fatma speak Turkish and German.
3 to give opinions.
I like football and basketball.
We think this TV programme is interesting.
I don't like fast-food restaurants.

We often use the present simple with adverbs of frequency.
He always does his homework.
You never stay in bed late.

100% → 0%
always usually often sometimes never

Adverbs of frequency describe how often something happens.
He is often late for school.
I've always got my phone with me.
They don't usually play video games.
Adverbs of frequency go in a different position with *be, have got* and all other verbs e.g. *play, watch* or *stay*.

	Verb	Position
Affirmative	*be* *have got* other verbs	after the verb between *have* and *got* before the verb
Negative	*be* *have got* other verbs	after the verb between *have* and *got* between *don't / doesn't* and the verb
Questions	*be* *have got* other verbs	after the subject between the subject and *got* before the verb

Present simple: questions

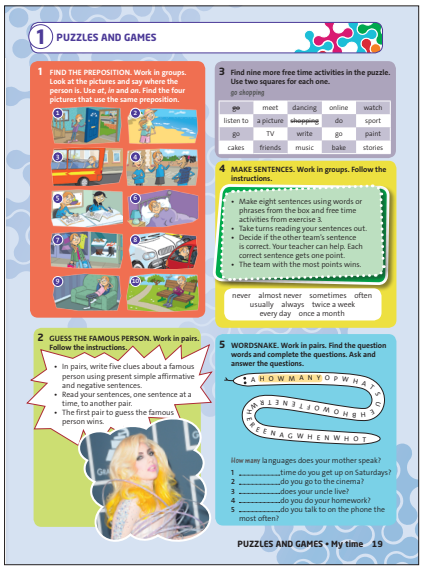
Questions	Short answers	
	Affirmative	**Negative**
Do I collect things? Does he / she / it collect things? Do you / we / they collect things?	Yes, I do. Yes, he / she / it does. Yes, you / we / they do.	No, I don't. No, he / she / it doesn't. No, you / we / they don't.

We make the question form with *Do* or *Does* plus subject plus the base form of the verb.
We make short answers with *do* or *does* in the affirmative and *don't* or *doesn't* in the negative.
The question words *Who, What, When, Why, How, How often, How much* and *What time* go before *do / does*.
What time do you finish school?
Where does Pavel live?
How often do they go to the park?

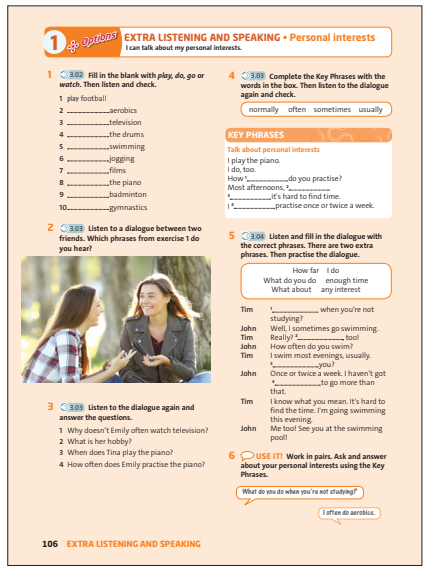
- The **Language Focus Reference** section provides grammar explanations covering form and usage.

Tiếng Anh 7 Friends Plus Options

The ***Tiếng Anh 7 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**.



- There are eight **Puzzles and Games** sections. These provide fun games and activities for the vocabulary and grammar structures in each unit.

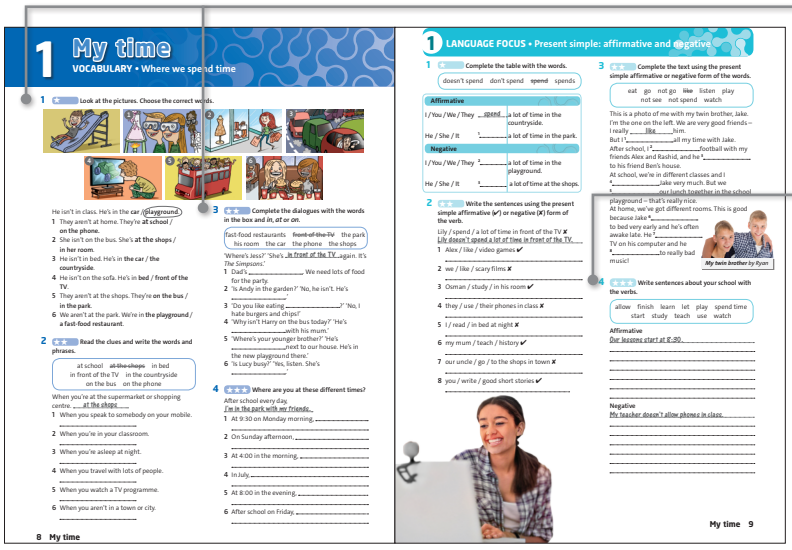


- There are eight **Extra listening and speaking** pages, which give further practice in these skills and focus on natural, functional language.



- There are four **Song** sections, which review the language the students have covered up to that point.

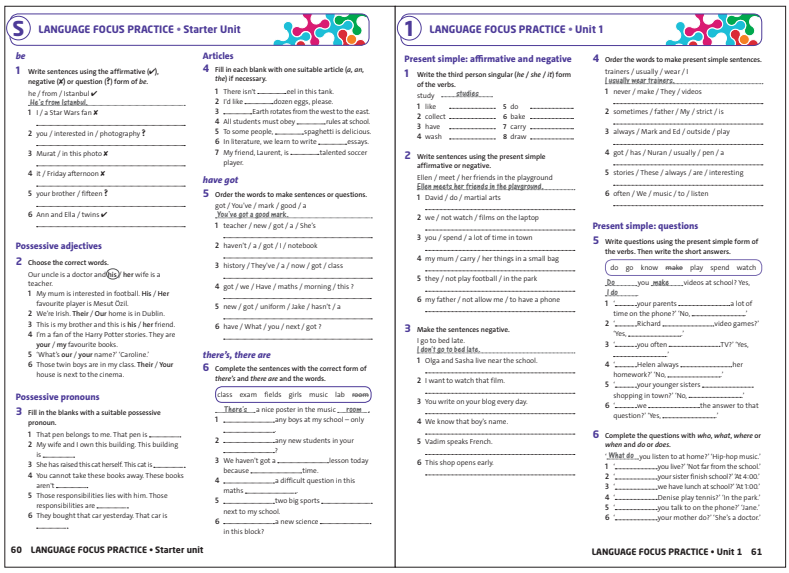
Tiếng Anh 7 Friends Plus Workbook at a glance



- The Workbook includes exercises in **grammar**, **vocabulary** and **skills**, which mirror the language and skills work in the Student 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 practice** section for each unit, which **reviews** all of the grammar structures in the unit.



S LANGUAGE FOCUS PRACTICE • Starter Unit

be

1 Write sentences using the affirmative (✔), negative (✘) or question (?) form of *be*.

he / from / Istanbul ✔
He's from Istanbul.
1 I / a Star Wars fan ✘
2 you / interested in / photography ?
3 Murat / in this photo ✘
4 it / Friday afternoon ✘
5 your brother / fifteen ?
6 Ann and Ella / twins ✔

Possessive adjectives

2 Choose the correct words.

Our uncle is a doctor and (his) / her wife is a teacher.
1 My mum is interested in football. **His** / **Her** favourite player is Mesut Özil.
2 We're Irish. **Their** / **Our** home is in Dublin.
3 This is my brother and this is **his** / **her** friend.
4 I'm a fan of the Harry Potter stories. They are **your** / **my** favourite books.
5 'What's **our** / **your** name?' 'Caroline.'
6 Those twin boys are in my class. **Their** / **Your** house is next to the cinema.

Possessive pronouns

3 Fill in the blanks with a suitable possessive pronoun.

1 That pen belongs to me. That pen is _____.
2 My wife and I own this building. This building is _____.
3 She has raised this cat herself. This cat is _____.
4 You cannot take these books away. These books aren't _____.
5 Those responsibilities lies with him. Those responsibilities are _____.
6 They bought that car yesterday. That car is _____.

Articles

4 Fill in each blank with one suitable article (*a, an, the*) if necessary.

1 There isn't _____eel in this tank.
2 I'd like _____dozen eggs, please.
3 _____Earth rotates from the west to the east.
4 All students must obey _____rules at school.
5 To some people, _____spaghetti is delicious.
6 In literature, we learn to write _____essays.
7 My friend, Laurent, is _____talented soccer player.

have got

5 Order the words to make sentences or questions.

got / You've / mark / good / a
You've got a good mark.
1 teacher / new / got / a / She's
2 haven't / a / got / I / notebook
3 history / They've / a / now / got / class
4 got / we / Have / maths / morning / this ?
5 new / got / uniform / Jake / hasn't / a
6 have / What / you / next / got ?

there's, there are

6 Complete the sentences with the correct form of *there's* and *there are* and the words.

(class) exam fields girls music lab room
There's a nice poster in the music _room_.
1 _____any boys at my school – only _____.
2 _____any new students in your _____?
3 We haven't got a _____lesson today because _____time.
4 _____a difficult question in this maths _____.
5 _____two big sports _____ next to my school.
6 _____a new science _____ in this block?

60 LANGUAGE FOCUS PRACTICE • Starter unit

1 LANGUAGE FOCUS PRACTICE • Unit 1

Present simple: affirmative and negative

1 Write the third person singular (*he / she / it*) form of the verbs.

study *studies*
1 like _____ 5 do _____
2 collect _____ 6 bake _____
3 have _____ 7 carry _____
4 wash _____ 8 draw _____

2 Write sentences using the present simple affirmative or negative.

Ellen / meet / her friends in the playground
Ellen meets her friends in the playground.
1 David / do / martial arts
2 we / not watch / films on the laptop
3 you / spend / a lot of time in town
4 my mum / carry / her things in a small bag
5 they / not play football / in the park
6 my father / not allow me / to have a phone

3 Make the sentences negative.

I go to bed late.
I don't go to bed late.
1 Olga and Sasha live near the school.
2 I want to watch that film.
3 You write on your blog every day.
4 We know that boy's name.
5 Vadim speaks French.
6 This shop opens early.

4 Order the words to make present simple sentences.

trainers / usually / wear / I
I usually wear trainers.
1 never / make / They / videos
2 sometimes / father / My / strict / is
3 always / Mark and Ed / outside / play
4 got / has / Nuran / usually / pen / a
5 stories / These / always / are / interesting
6 often / We / music / to / listen

Present simple: questions

5 Write questions using the present simple form of the verbs. Then write the short answers.

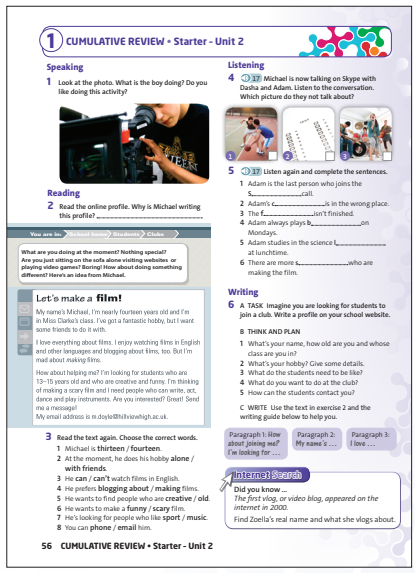
(do) go know make play spend watch
_Do_ you _make_ videos at school? Yes, *I do*.
1 '_____your parents _____a lot of time on the phone?' 'No, _____.'
2 '_____Richard _____video games?' 'Yes, _____.'
3 '_____you often _____TV?' 'Yes, _____.'
4 '_____Helen always _____her homework?' 'No, _____.'
5 '_____your younger sisters _____ shopping in town?' 'No, _____.'
6 '_____we _____the answer to that question?' 'Yes, _____.'

6 Complete the questions with *who, what, where* or *when* and *do* or *does*.

What do you listen to at home?' 'Hip-hop music.'
1 '_____you live?' 'Not far from the school.'
2 '_____your sister finish school?' 'At 4:00.'
3 '_____we have lunch at school?' 'At 1:00.'
4 '_____Denise play tennis?' 'In the park.'
5 '_____you talk to on the phone?' 'Jane.'
6 '_____your mother do?' 'She's a doctor.'

LANGUAGE FOCUS PRACTICE • Unit 1 61

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



1 CUMULATIVE REVIEW • Starter - Unit 2

Speaking

1 Look at the photo. What is the boy doing? Do you like doing this activity?

Reading

2 Read the online profile. Why is Michael writing this profile?

You are in: Richard Rooney > Students > Clubs

What are you doing at the moment? Nothing special? Are you just sitting on the sofa alone visiting websites or playing video games? Boring! How about doing something different? Here's an idea from Michael.

Let's make a film!

My name's Michael, I'm nearly fourteen years old and I'm in Miss Clarke's class. I've got a fantastic hobby, but I want some friends to do it with.

I love everything about films. I enjoy watching films in English and other languages and blogging about films, too. But I'm mad about making films.

How about helping me? I'm looking for students who are 13–15 years old and who are creative and funny. I'm thinking of making a scary film and I need people who can write, act, dance and play instruments. Are you interested? Great! Send me a message!
My email address is m.doyle@hillviewhigh.ac.uk.

3 Read the text again. Choose the correct words.

1 Michael is **thirteen** / **fourteen**.
2 At the moment, he does his hobby **alone** / **with friends**.
3 He **can** / **can't** watch films in English.
4 He prefers **blogging about** / **making** films.
5 He wants to find people who are **creative** / **old**.
6 He wants to make a **funny** / **scary** film.
7 He's looking for people who like **sport** / **music**.
8 You can **phone** / **email** him.

Listening

4 17 Michael is now talking on Skype with Dasha and Adam. Listen to the conversation. Which picture do they not talk about?

5 17 Listen again and complete the sentences.

1 Adam is the last person who joins the S_____call.
2 Adam's c_____is in the wrong place.
3 The f_____isn't finished.
4 Adam always plays b_____on Mondays.
5 Adam studies in the science l_____ at lunchtime.
6 There are more s_____who are making the film.

Writing

6 A TASK Imagine you are looking for students to join a club. Write a profile on your school website.

B THINK AND PLAN

1 What's your name, how old are you and whose class are you in?
2 What's your hobby? Give some details.
3 What do the students need to be like?
4 What do you want to do at the club?
5 How can the students contact you?

C WRITE Use the text in exercise 2 and the writing guide below to help you.

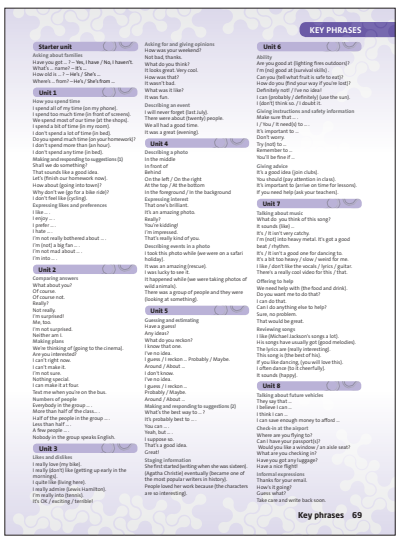
Paragraph 1: How about joining me? I'm looking for ….
Paragraph 2: My name's … .
Paragraph 3: I love … .

Internet Search

Did you know …
The first vlog, or video blog, appeared on the internet in 2000.
Find Zoella's real name and what she vlogs about.

56 CUMULATIVE REVIEW • Starter - Unit 2

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



KEY PHRASES

Starter unit
Asking about families
Have you got …? – Yes, I have. / No, I haven't.
What's … name? – It's …
How old is …? – He's / She's …
Where's … from? – He's / She's from …

Unit 1
How you spend time
I spend all of my time (on my phone).
I spend too much time (in front of screens).
We spend most of our time (at the shops).
I spend a bit of time (in my room).
I don't spend a lot of time (in bed).
Do you spend much time (on your homework)?
I don't spend more than (an hour).
I don't spend any time (in bed).
Making and responding to suggestions (1)
Shall we do something?
That's a (really) good idea.
Let's (finish our homework now).
How about (going into town)?
Why don't we (go for a bike ride)?
I don't feel like (cycling).
Expressing likes and preferences
I like …
I enjoy …
I prefer …
I hate …
I'm not really bothered about …
I'm (not) a big fan …
I'm not mad about …
I'm into …

Unit 2
Comparing answers
What about you?
Of course.
Not me/not.
Really?
Not really.
I'm surprised!
Me, too.
I'm not surprised.
Neither am I.
Making plans
We're thinking of (going to the cinema).
That sounds (terrible)!
I can't (go).
I can't make it.
I'm not sure.
Nothing special.
I can make it at four.
Text me when you're on the bus.
Numbers of people
Everybody in the group …
More than half of the class…
Half of the people in the group …
Less than half …
A few people …
Nobody in the group speaks English.

Unit 3
Likes and dislikes
I really love (my bike).
I really (don't) like (getting up early in the morning).
I quite like (living here).
I really admire (Lewis Hamilton).
I'm really into (tennis).
It's OK / exciting / terrible!
Asking for and giving opinions
How was your weekend?
Not bad, thanks.
What do you think?
It looks great. Very cool.
How was that?
It wasn't bad.
What was it like?
It was fun.
Describing an event
I will never forget (last July).
There were about (twenty) people.
We all had a good time.
It was a great (evening).

Unit 4
Describing a photo
In the middle
In front of
Behind
On the left / On the right
At the top / At the bottom
In the foreground / In the background
Expressing interest
That one's brilliant.
It's an amazing photo.
Really?
You're kidding!
I'm impressed.
That's really kind of you.
Describing events in a photo
I took this photo while (we were on a safari holiday).
It was an amazing (rescue).
I was lucky to see it.
It happened while (we were taking photos of wild animals).
There was a group of people and they were (looking at something).

Unit 5
Guessing and estimating
Have a guess!
Any ideas?
How many do you reckon?
I know that one.
I've no idea.
I guess. / I reckon … Probably. / Maybe.
Around / About …
I don't know.
I've no idea.
I guess. / I reckon …
Probably. / Maybe.
Around / About …
Making and responding to suggestions (2)
What's the best way to …?
It's probably best to …
You can …
Yeah, but …
I suppose so.
That's a good idea.
Great!
Staging information
She first started (writing when she was sixteen).
(Agatha Christie) eventually (became one of the most popular writers in history).
People loved her work because (the characters are so interesting).

Unit 6
Ability
Are you good at (lighting fires outdoors)?
I'm (no) good at (survival skills).
Can you (tell what fruit is safe to eat)?
How do you (find your way if you're lost)?
Definitely not! / I've no idea!
I can (probably / definitely) (use the sun).
I (don't) think so. / I doubt it.
Giving instructions and safety information
Make sure that …
I / You / It need(s) to …
It's important to …
Don't worry.
Try (not) to …
Remember to …
You'll be fine if …
Giving advice
It's a good idea (join clubs).
You should (pay attention in class).
It's important (not to arrive on time for lessons).
If you need help (ask your teachers).

Unit 7
Talking about music
What do you think of this song?
It sounds (like) …
It's / It isn't very catchy.
I'm (not) into heavy metal. It's got a good beat / rhythm.
It's / It isn't a good one for dancing to.
It's a bit too heavy / slow / weird for me.
I like / don't like the vocals / lyrics / guitar.
There's a really cool video for this / that.
Offering to help
We need help with (the food and drink).
Do you want me to do that?
I can do that.
Can I do anything else to help?
Sure, no problem.
That would be great.
Reviewing songs
I like (Michael Jackson's songs a lot).
His songs have usually got (good melodies).
The lyrics are (really interesting).
This song is (the best of his).
If you like dancing, (you will love this).
I often dance (to it cheerfully).
It sounds (happy).

Unit 8
Talking about future vehicles
They say that …
I believe I can …
I think I can …
I can save enough money to afford …
Check-in at the airport
Where are you flying to?
Can I have your passport(s)?
Would you like a window / an aisle seat?
What are you checking in?
Have you got any luggage?
Have a nice flight!
Informal expressions
Thanks for your email.
How's it going?
Guess what!
Take care and write back soon.

Key phrases 69

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

Tiếng Anh 7 Friends Plus methodology

Vocabulary

Two vocabulary sets are presented in each unit of ***Tiếng Anh 7 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. Onestar ctivities 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 7 Friends Plu***s 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 section. This inductive method helps students to engage with the language, which in turn should help them to remember it.

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 7 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 ame 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 Guide 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 7 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 7 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 7 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 anguage 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 7 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 7 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 learned

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 units. 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 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** in the Student Book 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

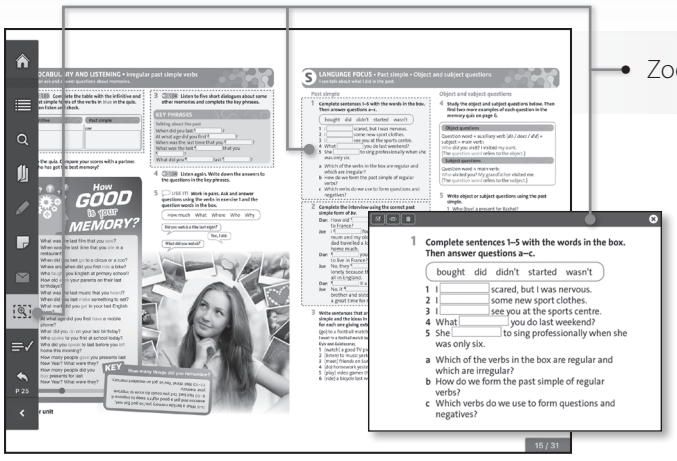
Deliver heads-up lessons with the classroom presentation tool.

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.

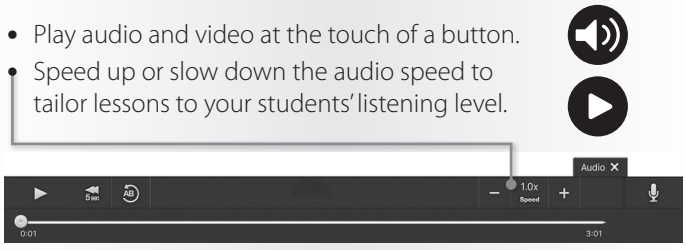
Play audio and video at the touch of a button and launch activities straight from the page. These easy-to-use tools mean lessons run smoothly.

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.

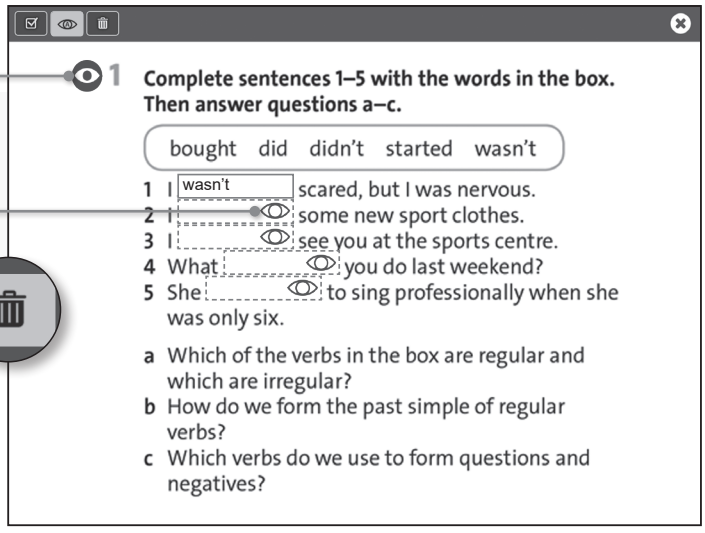
Take your classroom presentation tool with you and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page – all with one account.



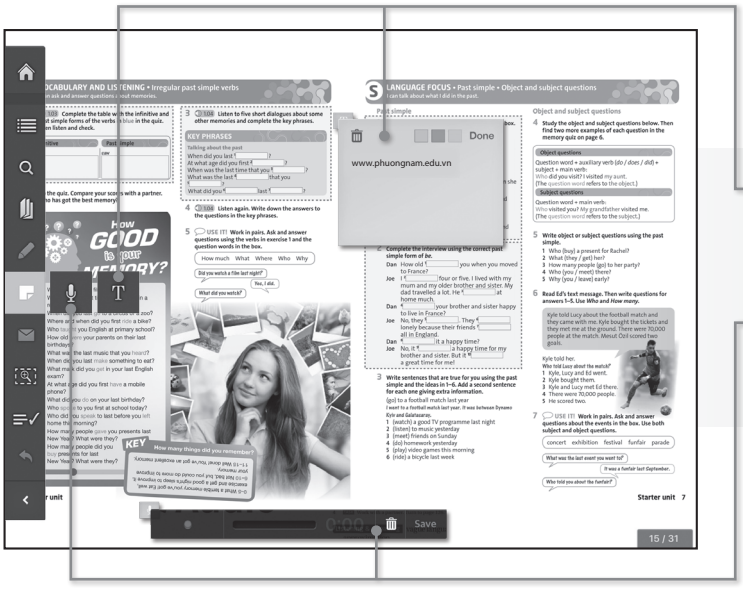
- Zoom in to focus your students' attention on a single activity.



- 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 *English Plus* Second Edition audio.

Example screens taken from iPad IOS version

Student Book contents

UNIT	VOCABULARY	LANGUAGE FOCUS	
Starter Unit	p6 Family *brother*, *father*, *husband*, etc. **Key phrases:** Asking about families	p7 *be* Possessive adjectives Possessive pronouns Articles	

UNIT	VOCABULARY	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING	
1 My time	p10 Where we spend time *at school*, *at the shops*, etc. **Key phrases:** How you spend time	p12 Screen time **Vocabulary plus:** *allow*, *ban*, *let*, etc. **Study strategy:** Skimming for gist	p13 Present simple: affirmative and negative **Pronunciation:** Third person *-s*	p14 Free time activities *watch TV*, *listen to music*, *meet friends*, etc.	
CLIL: Maths: Data and charts p18		Puzzles and games p19			
2 Communication	p20 Communication *email*, *letter*, *card*, etc. **Key phrases:** Comparing answers	p22 Emojis **Vocabulary plus:** *colourful*, *funny*, *international*, etc.	p23 Present continuous: affirmative and negative **Study strategy:** Finding spelling rules **Pronunciation:** Sentence stress	p24 On the phone *be engaged*, *call back*, *hang up*, etc.	
Culture: English is all around p28		Puzzles and games p29			
PROGRESS REVIEW 1 p30					
3 The past	p34 People and places *poor*, *popular*, *brilliant*, *brave*, etc. **Key phrases:** Likes and dislikes	p36 Museum exhibits **Vocabulary plus:** *museum*, *building*, *exhibition*, etc.	p37 *was*, *were* *there was*, *there were*	p38 Common verbs *stay*, *help*, *visit*, *see*, etc. **Pronunciation:** Regular past simple verbs	
Culture: Thanksgiving p42		Puzzles and games p43			
4 In the picture	p44 Actions and movement *hold*, *stand in*, *jump up*, *sit on*, etc. **Key phrases:** Describing a photo	p46 A moment in time **Vocabulary plus:** *ice-cream sticks*, *success*, *start-up*, etc. **Study strategy:** Predicting content **Language point:** *Although*	p47 Past continuous: affirmative and negative	p48 Adjectives and adverbs *slow / slowly*, *brave / bravely*, *good / well*, etc.	
CLIL: The history of animation p52		Puzzles and games p53			
PROGRESS REVIEW 2 p54					
5 Achieve	p58 Units of measurement *billion*, *century*, *decade*, etc. **Key phrases:** Guessing and estimating	p60 Meals for medals **Vocabulary plus:** *scrambled*, *soft-boiled*, *nutrients*, etc.	p61 Making comparisons	p62 Jobs and skills *programmer*, *professor*, *inventor*, etc. **Pronunciation:** /ə/ in jobs	
CLIL: Science: Average speed p66		Puzzles and games p67			
6 Survival	p68 Survival verbs *build*, *find*, *follow*, *climb*, etc. **Key phrases:** Ability	p70 Jungle challenge **Vocabulary plus:** *competitive*, *fit*, *bossy*, etc.	p71 *will* and *won't* in the first conditional **Study strategy:** Speaking clearly	p72 Survival equipment *compass*, *first-aid kit*, *map*, etc.	
CLIL: Technology: GPS and survival p76		Puzzles and games p77			
PROGRESS REVIEW 3 p78					
7 Music	p82 Music and instruments *rap*, *samba*, *lyrics*, etc. **Key phrases:** Talking about music	p84 A song **Vocabulary plus:** *reality*, *hit*, *star*, etc.	p85 *be going to*, *will* and *be going to* **Study strategy:** Remembering grammar	p86 Star qualities: adjectives and nouns *ambition / ambitious*, *charm / charming*, *energy / energetic*, etc. **Pronunciation:** Syllables	
Culture: A young entrepreneur p90		Puzzles and games p91			
8 I believe I can fly	p92 Future vehicles *economical*, *spacious*, *self-driving*, etc. **Key phrases:** Talking about future vehicles	p94 No limit **Vocabulary plus:** *fossil fuels*, *lossless*, *renewable*, etc.	p95 Connecting ideas **Pronunciation:** Consonant clusters	p96 Boarding time *yellow sign*, *gate*, *shuttle*, etc. **Study strategy:** Gaining details	
Culture: High flyers p100		Puzzles and games p101			
PROGRESS REVIEW 4 p102					

	VOCABULARY	LANGUAGE FOCUS
	p8 School *book*, *class*, *exercise*, etc. Prepositions of time	p9 *have got* *there's*, *there are*

	LANGUAGE FOCUS	SPEAKING	WRITING
	p15 Present simple: questions	p16 Thinking of things to do **Key phrases:** Making and responding to suggestions (1)	p17 A profile for a web page **Key phrases:** Expressing likes and preferences **Language point:** Linkers
	Extra listening and speaking: Personal interests p106		**Song:** A good idea p114
	p25 Present continuous: questions Present simple and present continuous **Pronunciation:** Diphthongs	p26 Making plans over the phone **Key phrases:** Making plans	p27 A report on a survey **Key phrases:** Numbers of people (*everybody*, *more than half*, etc.) **Language point:** Contrasting ideas
	Extra listening and speaking: Can I take a message? p107		
	p39 Past simple affirmative, negative and questions, Regular and irregular verbs **Study strategy:** Learning irregular verbs **Pronunciation:** Rhythm and intonation	p40 Your weekend **Key phrases:** Asking for and giving opinions	p41 A special event **Key phrases:** Describing an event **Language point:** Sequencing
	Extra listening and speaking: A special event p108		**Song:** Before I met you p115
	p49 Past continuous: questions Past simple and past continuous **Pronunciation:** Word stress in questions	p50 Expressing interest **Key phrases:** Expressing interest	p51 The story of a rescue **Key phrases:** Describing events in a photo **Language point:** Linking words
	Extra listening and speaking: Finding things p109		
	p63 Ability: *can* and *could* Questions with *How ... ?*	p64 Making and responding to suggestions **Key phrases:** Making and responding to suggestions (2)	p65 A biographical web page **Study strategy:** Selecting information **Key phrases:** Staging information **Language point:** Paragraphs and topic sentences
	Extra listening and speaking: Making a complaint p110		**Song:** How long? p116
	p73 *must* and *should* **Pronunciation:** /ʌ/ in *must* and silent /t/ in *mustn't*	p74 Giving instructions **Key phrases:** Giving instructions and safety information	p75 A blog **Key phrases:** Giving advice **Language point:** Imperatives
	Extra listening and speaking: Expressing opinions p111		
	p87 *be going to*: questions Present continuous for future arrangements	p88 Organising an event **Key phrases:** Offering to help	p89 Song reviews **Key phrases:** Reviewing songs **Language point:** Pronouns
	Extra listening and speaking: Buying tickets p112		**Song:** When will you be famous? p117
	p97 Infinitives Quantifiers	p98 At the airport check-in **Key phrases:** Check-in at the airport	p99 Emails **Key phrases:** Informal expressions **Language point:** Reason and result
	Extra listening and speaking: Directions p113		

Unit summary

Vocabulary

Family: *aunt, brother, child, cousin, dad, daughter, granddaughter, grandfather, grandmother, grandson, husband, mum, nephew, niece, partner, sister, son, twin, uncle, wife*

Language focus

be

Possessive adjectives

Question words

have got

there's, there are

Vocabulary • Family

Aim

Talk about your family.

Warm-up

With books closed, write the word *family* on the board. Ask: *How many people are there in your family? Who are they? How old are they?* Elicit answers from individual students and write vocabulary for family members on the board, e.g. *mother, father, brother.*

Exercise 1

Students work in pairs to match the names in the notes with the people in the photos. Check answers with the class and check that students understand all the blue words.

ANSWERS

1 Hannah 2 Tony 3 Joanne 4 Matt
5 Melanie 6 John 7 Michael
8 Luke 9 Sally 10 Nico

Exercise 2 1•02

Students read the text again and match the blue words with their opposites. Allow students time to compare their answers in pairs, then play the audio for students to listen and check. Check answers with the class and check that students understand all the words. Play the audio again, pausing after words with difficult pronunciation (e.g. *nephew, niece*) for students to repeat.

ANSWERS

sister – brother, uncle – aunt, husband – wife, son – daughter, nephew – niece, dad – mum, grandfather – grandmother, grandson – granddaughter

Exercise 3

Read the Remember! box on the possessive *'s* with the class. Point out the difference between *my brother's friends* (one brother) and *my brothers' friends* (more than one brother). Point out that when there are two names, we only use one possessive *'s*: *Lucy and Hannah's mum* (NOT ~~*Lucy's and Hannah's mum.*~~) Students write the names. Check answers with the class. With **stronger classes** or fast finishers, students could write one or two more clues for names, using possessive *'s*. Ask them to read their clues to the class. Other students race to say the names.

ANSWERS

1 Sally 2 Matt 3 Luke 4 Joanne
5 Tony 6 Lucy and Hannah

Exercise 4 USE IT!

Read through the key phrases with the class and make sure students understand them all. Allow students time to read the questions and prepare their answers individually, then put students into pairs to ask and answer the questions. Read out the first question and elicit how the blue words could be changed, e.g. *Have you got any cousins? Have you got any aunts and uncles?* Allow students time to write some more questions individually, then put them into pairs to ask and answer them.

Ask some students to tell the class about their partner's family.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

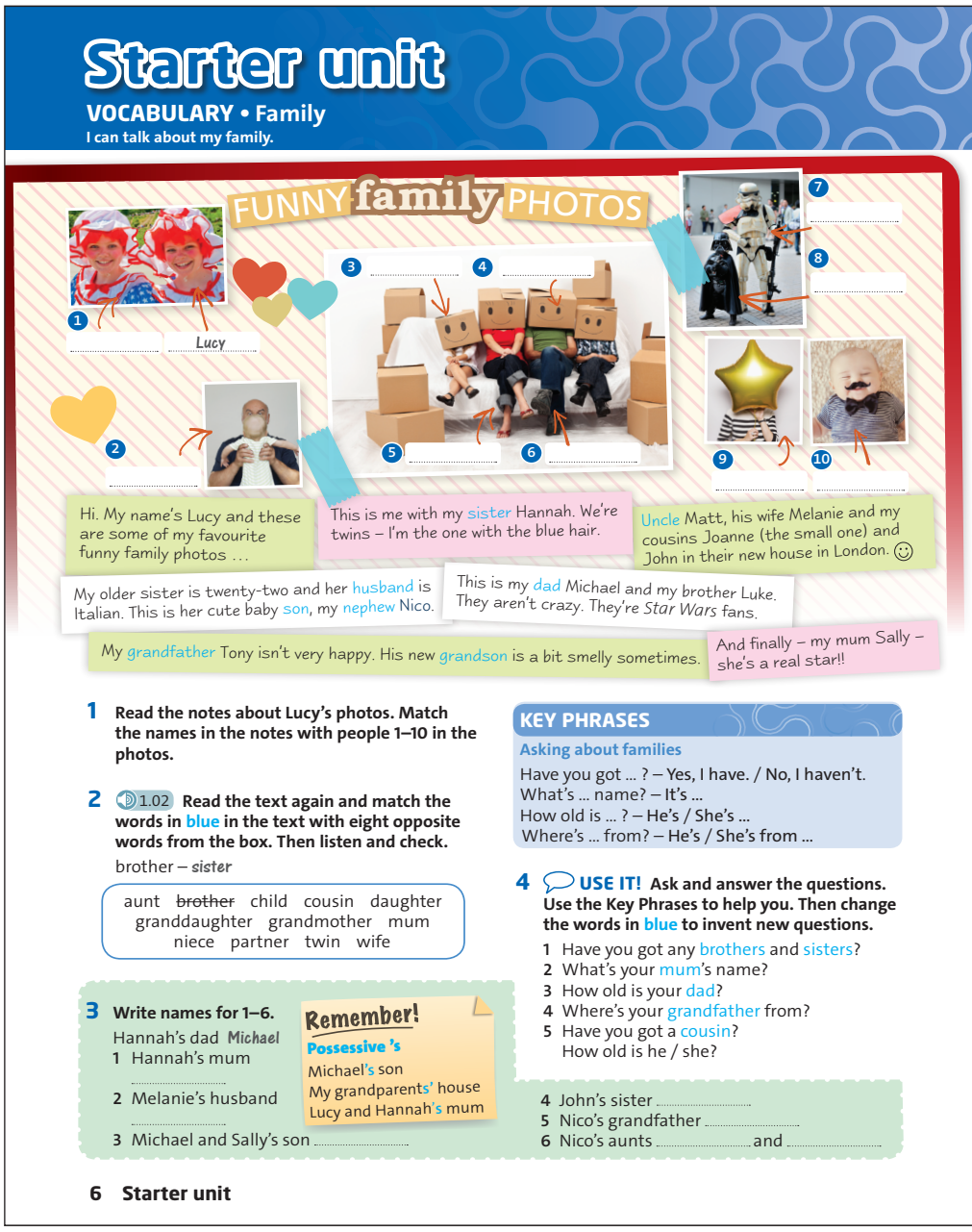
If students have their phones with them, ask them to find one or two photos of their family to show their classmates. Put students into small groups to show their photos and explain who the people are. Encourage other students to ask questions to get more information, e.g. *How old is he / she?* Monitor while students are working, and make sure they are speaking in English. Ask who in each group has the funniest family photo.

ANSWERS

Students' own answers.

More practice

Workbook page 4



LANGUAGE FOCUS • *be* • Possessive adjectives • Possessive pronouns • Articles

I can ask and answer questions about places.

be

1 **Look for examples of the verb *be* in the text on page 6. How many examples can you find? Compare with your partner.**

Affirmative ✓

I'm the one …

Negative ×

Tony isn't very happy.

2 **Write true sentences using affirmative and negative forms of *be*.**

1 I ..... from Nha Trang.
2 We ..... in Việt Nam.
3 It ..... Monday morning.
4 Lucy's photos ..... funny.
5 These sentences ..... difficult.
6 I ..... good at photography.

3 **Complete the questions and answers.**

Are you a *Star Wars* fan?
Yes, *I am.* No, *I'm not.*

1 ..... blue your favourite colour?
Yes, ... No, ...
2 ..... your friends interested in football?
Yes, ... No, ...
3 ..... your dad a teacher?
Yes, ... No, ...

4 **Make new questions. Change the words in blue in exercise 3. Ask your partner.**

Possessive adjectives and possessive pronouns

5 **Complete the table with possessive adjectives and possessive pronouns.**

Subject pronouns	Possessive adjectives	Possessive pronouns
I		
you		
he		
she		
we		
they		

6 **Complete the dialogue with the correct subject pronouns, possessive adjectives and possessive pronouns.**

Mr Watts Hi. What's [1] ..... name?
Sophie I'm Sophie.
Mr Watts Sophie, [2] ..... 'm your teacher. [3] ..... name is Watts and these are two of your new classmates. [4] ..... names are Eva and Rick.



Sophie Hi!
Eva Hi, Sophie. Come with us. You see, the other classes are on the first floor but [5] ..... is on the second floor.



Rick This is your first day, right? Don't worry about Mr. Watts. [6] ..... 's OK but his wife is our geography teacher, and she's very strict.
Eva Here we are! Sophie, this is your desk. [7] ..... is next to yours. We can be best friends.
Rick Hey! [8] ..... isn't only yours. She can be my best friend, too.
Sophie Thanks so much for being nice to me.

Articles

7 **Fill in the blanks with *a, an, the* or zero article.**

1 ..... principal of my school is very friendly.
2 We are going to have ..... English test tomorrow.
3 Are you interested in ..... physics or ..... English?
4 Danny wanted ..... bicycle for his last birthday.
5 It takes Olivia ..... hour to get to work every day.
6 What's ..... highest mountain in your country?

8 **USE IT! Ask and answer questions about your classroom, using articles (*a, an, the* or zero articles).**

What's that on the wall? — *It's a clock.*

Language focus • *be* • Possessive pronouns and possessive adjectives • Articles

Aim

Ask and answer questions about places.

Warm-up

With books closed, write these sentences on the board: *I ___ the one with blue hair. My older sister ___ 22.* Elicit the missing words (*am, is*) and elicit that these are both forms of the verb *be*.

be

Exercise 1

Students copy the table and add examples of *be* from the text. You could set a time limit for this, to make it competitive. Bring students' ideas together on the board and see who found the most examples.

ANSWERS

Affirmative: My name's Lucy / these are / This is me / We're twins / I'm the one … / My older sister is 22 / her husband is Italian / This is her cute baby son / His new grandson / Nico is a bit smelly … / This is my dad / They're Star Wars fans / she's a real star!
Negative: Tony isn't very happy / They aren't crazy

Exercise 2

Students write sentences that are true for them. Check answers with the class. With **stronger classes** or fast finishers, students could write more true sentences using *be*. Ask them to read their sentences to the class, omitting the form of *be*. Other students can complete the sentences.

ANSWERS

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

Exercise 3

Students complete the questions and answers with the correct words. Check answers with the class.

ANSWERS

1 Is, it is, it isn't
2 Are, they are, they aren't
3 Is, he is, he isn't

Exercise 4

Students change the blue words in exercise 3 and make new questions. Put students into pairs to ask and answer the questions. Ask some students to tell the class something about their partner.

ANSWERS

Students' own answers.

Possessive adjectives and possessive pronouns

Exercise 5

Demonstrate by holding up a book and saying: ***I** am a teacher – this is **my** book and those are **yours**.* Students work in pairs to complete the table with correct possessive adjectives and possessive pronouns. Check answers.

ANSWERS

I - my - mine, you - your - yours, he - his - his, she - her - hers, we - our - ours, they - their - theirs

Language note

The possessive adjective *their* is often confused with the adverb *there* and the contracted verb form *they're* (= they are). Students need to learn the difference between these words.

Exercise 6

Students complete the dialogue with the correct words. Check answers with the class.

ANSWERS

1 your 2 I 3 My 4 Their 5 ours
6 He 7 Mine 8 She

Articles

Exercise 7

Students fill in the blank with *a / an / the /* zero article. Check that students understand all the answers.

ANSWERS

1 The 2 an 3 zero article; zero article
4 a 5 an 6 the

Exercise 8 USE IT!

Students work in pairs asking and answering questions about their classroom, using articles (*a, an, the* or zero articles). Check the answers.

ANSWERS

Students' own answers.

More practice

Workbook page 5

Vocabulary and listening • School

Aim
Talk about timetables.

Warm-up

With books closed, ask students what their favourite subjects at school are. Elicit some words for school subjects and write them on the board. Ask: *What other words do you know to do with school?* Elicit a few ideas, e.g. *teacher*, *student* and write them on the board.

Exercise 1 1•03

Read out the definition of *lab* at the bottom of the dialogue, and refer students to the Remember! box about *thousand*. Play the audio. Students read and listen, then work in pairs to complete the table with the blue words and add more words. Check answers with the class and bring together all the words on the board. Check that students understand all the words. Make sure the list of subjects includes *biology, geography, art* and *chemistry* and all the subjects that students study.

ANSWERS
Subjects: science, maths, history
Other words: lab, timetable, homework, tests, teachers, students

Exercise 2

Students use their dictionaries to check the meaning of the blue words and choose the correct words to complete the sentences. With **weaker classes**, students can work in pairs for this. Point out that *exercise* and *class* have more than one meaning, so students should look for a meaning related to school in their dictionaries. Check answers with the class and check that students understand all the blue words. Students work in pairs to write sentences about their school. Ask pairs in turn to read their sentences to the class. Point out that in English nouns can be combined to make compound nouns such as *maths book, history exam, music teacher.* Discuss with students how they say these things in their language, and if their language uses compound nouns.

ANSWERS
1 room 2 teacher 3 exams
4 homework 5 book 6 notes

VOCABULARY AND LISTENING • School

I can talk about timetables.

Mark Excuse me, is this the science lab*?
Jenny Erm, no, there aren't any science labs in this block. You're the new boy, right? We haven't got science this morning.
Mark Oh. What have we got now? I haven't got my timetable.
Susan Here, take this. I've got a spare copy.
Mark Thanks. Ah, OK. We've got maths now.
Jenny Yeah. Who have we got for maths this year?
Susan Mr Waldron. That means a lot of homework and tests. And there's a new history teacher, look.
Mark How many teachers are there here?
Jenny I don't know. A lot. There are a thousand students here.
Mark A thousand and one, including me. Mmm – double history on Friday afternoon. That's tough.
Susan Yes. Welcome to our world!

*lab (laboratory) = a special room in school where you learn science



Remember!
a thousand = 1,000
a thousand and one = 1,001

1 1.03 **Read and listen to the dialogue. Then complete the table with the words in blue in the dialogue. Add more words to the table.**

Subjects	Other words
science	*lab*

2 **Check the meaning of the words in blue and choose the correct words. Then write sentences about your school.**

1 The music room / exercise is always cold.
2 Miss Atkins is our new English notebook / teacher.
3 Geography exams / rooms are always difficult.
4 I haven't got French teacher / homework today.
5 It's on page 36 of the maths book / class.
6 Your history notes / timetables are very neat.

3 **USE IT! Talk about your timetable using the prepositions of time.**

I've got biology at 9:45 on Tuesday.
I've got a break at 11:00 every day.

	MONDAY	TUESDAY	WEDNESDAY
09:45	Maths	Biology	History
10:30		Geography	
11:00	Break	Break	Break
11:45	Art	Literature	Languages
12:30	Physics		Physics

Exercise 3 USE IT!

Read through the subjects in the timetable with the class and make sure students understand them all. Allow students time to prepare their questions individually, then put them into pairs to look and talk about their timetable using prepositions of time. Check the answers.

ANSWERS
Students' own answers.

Optional activity: Vocabulary

Write the following words on the board in a jumbled order:
history, maths, art, music, science, geography, biology, chemistry, book, teacher, room, exercise, exam, class, notes, homework.

Point to the words on the board and elicit that they can be used to form compound nouns such as *maths teacher*. Divide the class into teams and give them three minutes to write as many sentences as they can with different compound nouns using the nouns on the board. Ask teams in turn to read their sentences to the class. Correct any mistakes and ask students to discount sentences with mistakes. See which team wrote the most correct sentences.

ANSWERS
Students' own answers.

More practice
Workbook page 6

S LANGUAGE FOCUS • *have got* • *there's, there are*

I can talk about my school and school subjects.

have got

1 **Look at the examples from the dialogue on page 8. What are the *he / she / it* forms of the words in bold?**

Affirmative

1 We've **got** maths now.

Negative

2 I **haven't got** my timetable.

Questions

3 What **have** we **got** now?

2 **Look at the photos. Complete the sentences with the correct forms of *have got*.**

May and Orla *have got* school ties. ✓
1 Conor ..... a school tie. ×
2 He ..... a laptop. ✓
3 May and Orla ..... backpacks. ✓
4 They ..... laptops. ×
5 They ..... good marks. ×
6 Conor ..... a very good mark. ✓





3 **Write six questions with the correct forms of *have got* and the words in the boxes. Then work in pairs. Ask and answer your questions.**

you your friends your teacher this class the school this book	interesting nice good difficult modern old	science lab marks furniture classrooms exercises teachers posters

there's, there are

4 **Complete the sentences. Then check your answers in the dialogue on page 8. When do we use *any*?**

1 There ..... a new history teacher.
2 There ..... a thousand students here.
3 How many teachers ..... there here?
4 There ..... science labs in this block.

5 **Complete the quiz with *there are, is there* or *are there*. Then answer the questions.**

Subjects Quiz

1 How many countries ..... in ASEAN?
2 ..... a president in your country?
3 ..... fifteen players in a football team. True or False?
4 ..... any numbers smaller than zero?
5 ..... oxygen in water?

6 **Complete the text with the correct forms of *be* and *have got*.**

Our school

In our school there are about a thousand students. There [1] ..... thirty classrooms and there [2] ..... a big sports field next to the school. There [3] ..... only boys here. There [4] ..... any girls. The school [5] ..... a new science lab, but we [6] ..... a computer lab and there [7] ..... many computers in the classes. I like the school because there [8] ..... a good atmosphere.

7 **USE IT! Write a short paragraph (60 – 80 words) about your school using *there's, there are, has got* and *have got*.**

Language focus • *have got* • *there's, there are*

Aim

Talk about your school and school subjects.

Warm-up

With books closed, ask: *What classes have you got today?* Elicit answers and write on the board: *We've got (maths) today. (Ana) has got (music) today.* Underline the forms of *have got* and ask students to translate the sentences into their own language. Explain that we can use *have got* to talk about possessions and also school subjects.

have got

Exercise 1

Read out the examples and elicit the *he / she / it* forms of the verbs.

ANSWERS

1 He / She / It has got
2 He / She / It hasn't got
3 What has he / she / it got?

Language note

In short answers, we use *have / has*, not *have got / has got*: *Have you got maths today? Yes, I have.* (NOT ~~*Yes, I've got.*~~)

Exercise 2

Students complete the sentences with the correct verb forms. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

1 hasn't got 2 has got 3 have got
4 haven't got 5 haven't got 6 has got

Exercise 3

Allow students time to read through the words in the boxes. Check they understand everything. Elicit one or two questions as examples and point out that we put the subject between *have / has* and *got*: *Has your teacher got … ?* Students write six questions. Ask some students to read out their questions. Correct any errors and elicit some example short answers. Put students into pairs to ask and answer their questions.

there's, there are

Exercise 4

Students work in pairs to complete the sentences then check their answers in the dialogue on page 6. Check answers with the class and make sure students understand the sentences. We use *any* (in negative and interrogative sentences, and also in positive sentences when the meaning is negative) to give information about the quantity of something. *any* can be used with uncountable and countable nouns.

ANSWERS

1 is 2 are 3 are 4 aren't any

Language note

We use *there is* with singular nouns and *there are* with plural nouns: *There are three maths teachers.* (NOT ~~*There is three maths teachers.*~~) The word order in the question forms is: *Is there an exam?* (NOT ~~*There is an exam?*~~)

Exercise 5

Students complete the quiz with the correct verb forms and answer the questions. Check answers with the class. With **stronger classes** or fast finishers, students could write one more quiz question with *is there? / are there?* Ask them to read their questions to the class and see if other students can answer them.

ANSWERS

1 are there (10 countries)
2 Is there (Students' own answers.)
3 There are (true)
4 Are there (Yes, there are.)
5 Is there (Yes, there is.)

Exercise 6

Students complete the text with the correct verb forms. Check answers with the class.

ANSWERS

1 are 2 is 3 are 4 aren't 5 has got
6 haven't got 7 aren't 8 is

Exercise 7 USE IT!

Students write a paragraph about their school. With **weaker classes**, read out the first line of the paragraph in exercise 6 and elicit how students can change it to make it true for their school. Encourage them to use this paragraph as a basis for their own. With **stronger classes**, encourage students to add their own ideas and interesting information about their school. Ask some students to read their paragraph to the class. Ask other students to note down examples of *there's, there are* and *have / has got*.

More practice
Workbook page 7

Unit summary

Vocabulary

Where we spend time: *at school, at the shops, in bed, in fast-food restaurants, in front of the TV, in your room, in the car, in the countryside, in the park, in the playground, on the bus, on the phone*

Free time activities: *bake cakes, blog, collect things, do sport, draw or paint pictures, go dancing, go online, go shopping, go to the cinema, make videos, meet friends, play an instrument, stay in bed*

Language focus

Present simple: affirmative and negative

Present simple: questions

Speaking

I can make and respond to suggestions.

Writing

I can write about myself using *and*, *also* and *too*.

Vocabulary • Where we spend time

Aim

Talk about how you spend your time.

THINK!

Read the questions with the class. Give some examples of possible favourite places, e.g. a shopping centre or park. Elicit from individual students what their favourite places are and where they spend time. Alternatively, students discuss the questions in pairs. Ask pairs to report back to the class.

ANSWERS

Students' own answers.

Exercise 1 1•04

Students match the words with the places in the picture. With **weaker classes**, students could work in pairs. With **stronger classes**, students could do this as a race. Play the audio for students to check their answers. Check that students understand all the words.

ANSWERS

1 in the park
2 at the shops
3 in the countryside
4 in the car
5 in fast-food restaurants
6 in bed
7 in your room
8 on the bus
9 in front of the TV
10 on the phone
11 at school
12 in the playground



Exercise 2

Check that students understand *don't mind*. Read out the example answer and elicit one or two more. Students complete the phrases with their own ideas. Ask some students to tell the class their ideas.

ANSWERS

Students' own answers.

Exercise 3

Focus on the quiz and explain that *have the time of your life* is an expression meaning to have fun. Students read the quiz and complete it with the correct words. Read through the information in the Remember! box with the class. Point out that the use of prepositions in English may not be the same as in the students' own language. With **weaker classes**, ask students to read each section of the quiz in turn and complete it. Check the answers and check that students understand everything before they move on to the next section.

Students read the quiz again and choose the correct options in blue. Students compare their answers in pairs. Check answers with the class.

ANSWERS

1 in bed
2 in the car
3 at school
4 in the playground
5 in fast-food restaurants
6 at the shops
7 front of the TV
A 7-9 hours
B 40 minutes
C 7 days, 14 hours
D 67 minutes
F 50 hours



Optional activity: Vocabulary

With books closed, write the nouns from exercises 1 and 3 on the board, e.g. *school, room, phone*. Put students into teams. Teams take it in turns to choose a noun and say a sentence using it and the correct preposition, e.g. *I like being at school. I don't mind being in my room.* If the sentence is correct, the team gets a point and the noun is crossed off. Continue until all the words have been practised. See which team has the most points.

ANSWERS

Students' own answers.

Exercise 4 1•05 page 132

Read out the questions, then play the video or audio for students to watch or listen and answer the questions. Check answers with the class. (If you are using the audio-only version, please see the audio script on page 145 for names of speakers.)

ANSWERS

Renee likes seeing friends.
Darius goes to school by bus.

Exercise 5 1•05 page 132

Allow students time to read the key phrases. Check that they understand them all. Play the video or audio again for students to complete them. Check answers with the class.

ANSWERS

1 on my phone
2 in front of screens
3 at the shops
4 in my room
5 in bed
6 on your homework
7 an hour
8 in bed

Optional activity: Video / Listening

Write the following questions on the board:

Which person …

1 likes playing games on the computer?

2 doesn't mind being alone?

3 spends 30 minutes a day on homework?

4 doesn't like staying in bed?

Students work in pairs to answer the questions from memory. Play the video or audio again for students to check their answers.

ANSWERS

1 speaker 3
2 speaker 1
3 speaker 4
4 speaker 2

Optional activity: Key phrases

Write the following gapped sentence on the board:

I spend about 40 minutes on the bus ____ to school.

Elicit the missing word *getting*. Point out that after the phrase *spend time* we can use a phrase such as *at home* (*I spend a lot of time at home.*) or we can use an *-ing* form of a verb (*I spend a lot of time doing my homework.*).

Point out to students that they will use this structure in the next exercise.

Exercise 6 USE IT!

Read through the questions with the class. Allow students time to prepare their answers individually. Put them into pairs to ask and answer the questions. Remind them to listen to their partner's answers. Ask some students to tell the class something about their partner.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students can complete the phrases individually and compare with another fast finisher. Alternatively, ask them to read some of their phrases to the class. Ask other students if the sentences are also true for them.

More practice
Workbook page 8

Assessment
Five-minute test, Teacher's Resource Disk

Reading • Screen time

Aim

Read comments and opinions, and understand the main ideas.

THINK!

Read the question with the class and explain that it also includes time spent on tablets and phones.

Allow students a little time to add up how much time they spend in front of screens, then ask individual students the question and elicit a range of answers. Ask more questions to encourage students to say more, e.g. *What do you do on your computer / phone? When do you spend time on it?*

ANSWERS

Students' own answers.

Exercise 1

Focus on the text and elicit that it is an online forum where people write comments and share ideas. Read through the study strategy with the class. Point out to students that when they are skimming a text, they shouldn't worry if there are words they don't understand. They should read quickly to the end and just focus on understanding the general idea of the text. Read out the question. Students then read the forum quickly to find the answers. You could set a time limit to encourage students to read quickly. Check answers with the class.

ANSWERS

Serzh98 and Typho

Exercise 2 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words. Check that students understand the words and point out the different patterns: *let someone* + infinitive without *to* (*let my sister have a computer*) / *allow someone* + infinitive with *to* (*allow me to play*).

ANSWERS

Students' own answers.

Workbook page 12 exercise 5

Exercise 3 1•06

Allow students time to read through the questions, then play the audio. Students read and listen and answer the questions. Check answers with the class.

ANSWERS

1 Typho's dad
2 Serzh98's parents
3 Sam15's mum
4 Maya's nan
5 Typho's parents
6 Messifan's mum



1 READING • Screen time

I can read comments and opinions, and understand the main ideas.

THINK! How much time do you spend in front of your computer screen every day?

Friends Forum

Main forum > Help and advice > Family Rules > Screen time

Post reply | Log in

Typho
The rule in our family is – no phones at the table. My dad bans phones when we're eating together at home or in a restaurant.

Maya
I don't watch much TV, except a bit on YouTube. But my nan* watches TV a lot. So anyone can spend time in front of screens.
* nan = grandmother

Serzh98 New Member
Our family rules? I'm not allowed to have a computer in my room, but my parents let my sister have a PC because 'she's older and she studies more'. But she doesn't!!!

Messifan
I do a lot of sport outside. So my mum allows me to play video games.

Typho
Ooh, my parents only let me play video games when I finish my homework. But I have A LOT of homework so I hardly ever play.

Sam15
My mum doesn't allow TVs, computers or phones in our rooms. But anyway, I just want to sleep in my bedroom!

1 Read the Study Strategy. Then read the forum quickly. Which two people are not happy with the rules at home?

STUDY STRATEGY

Skimming for gist

- Read the text quickly to understand the general idea.
- Read the text again to understand specific information.

2 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text.

3 1.06 Read and listen to the forum and answer the questions.

Who...
1 ... doesn't allow his family to use phones during family meals?
2 ... allows their daughter to have a computer in her room?
3 ... doesn't let her daughter watch TV in her bedroom?
4 ... spends a lot of time watching TV?
5 ... allows their son to play video games after he finishes his homework?
6 ... lets her son play video games because he plays outside, too?

4 USE IT! Work in pairs. Do you think Typho's dad is right to ban phones at meal times? When do your parents let you use the computer?

12 My time

Optional activity: Reading

Write the following sentences on the board:

1 Serzh98's sister doesn't spend much time doing homework.
2 Sam15 would like to watch TV in her bedroom.
3 Maya watches TV a lot.
4 Typho doesn't often play video games.

Students work in pairs to read the forum again and decide if the sentences are true or false. Check answers with the class.

ANSWERS

1 true
2 false (She doesn't want to watch TV in her bedroom.)
3 false (She doesn't watch much TV.)
4 true

Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then ask and answer them in pairs. Explain to students that they can include tablets and phones, as well as computers. Ask some students to report back on their partner's opinions.

ANSWERS

Students' own answers.

More practice

Workbook page 12

1 LANGUAGE FOCUS • Present simple: affirmative and negative

I can write about habits and facts.

1 **Complete the sentences with the words in the box. Then check your answers in the forum on page 12.**

doesn't ~~don't~~ don't
studies want watches

We *don't* use our phones.
1 She's older and she ..... more.
2 But she ..... study!
3 I ..... watch much TV.
4 I just ..... to sleep in my bedroom!
5 My nan ..... TV a lot.

2 **Complete the Rules with five words from the box.**

doesn't don't end habits
routines start

RULES

1 We use the present simple to talk about facts, ... and .....
2 Affirmative verbs ..... with *-s / es* in *he / she / it* forms.
3 Negative forms use ..... + infinitive without *to* after *I / you / we / they*.
4 Negative forms use ..... + infinitive without *to* after *he / she / it*.

3 **Choose the correct words.**

Some students finish / **finishes** school at 5 p.m.
1 My mum **don't** / **doesn't** like games.
2 She **don't** / **doesn't** play much.
3 Mark **study** / **studies** a lot.
4 His friends **don't** / **doesn't** work much.
5 My friends and I **watch** / **watches** films on my computer.

4 1.07 **PRONUNCIATION** Third person *-s*

Listen. Then practise the examples.

/s/	/z/	/ɪz/
sleeps	*says*	*finishes*

5 1.08 **Listen to eight more verbs and add them to the table in exercise 4. Practise saying them.**

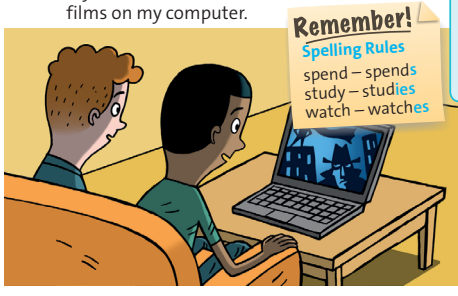
6 **Complete the text with the correct form of the verbs in brackets.**

Messifan

I *like* (like) my brother, but I [1] ..... (think) he has a problem. He [2] ..... (not sleep) much at weekends because he [3] ..... (play) video games all day and [4] ..... (watch) TV all night. His friends [5] ..... (not see) him very often because he [6] ..... (stay) in his room and he [7] ..... (not go) outside. He [8] ..... (speak) to us on his mobile phone when he's hungry. I [9] ..... (not know) if this is normal. Please help!

7 **USE IT!** **Write true and false sentences using the words in the boxes. Use affirmative and negative forms. Compare with your partner.**

I	study	English
My mum	like	TV
My dad	use	video games
My friends	play	the phone
My teacher	go	bedroom
Most people	watch	outside
	spend	classroom
		playground



Remember!
Spelling Rules
spend – spends
study – studies
watch – watches

I spend a lot of time on the phone.

My mum doesn't play video games.

Finished?
Write sentences about your screen time: what your parents let you do, and what they don't allow you to do.

Language focus • Present simple: affirmative and negative

Aim
Write about habits and facts.

Warm-up

Write these gapped sentences on the board: *My dad ___ phones. My mum ___ TVs in our rooms*. Refer students back to the text on page 10 to complete the sentences. (*My dad* ***bans*** *phones. My mum* ***doesn't allow*** *TVs in our rooms.*) Elicit that the verbs are in the present simple form.

Exercise 1

Students complete the sentences with the correct words then check their answers in the text on page 10. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS
1 studies 2 doesn't 3 don't 4 want 5 watches

Exercise 2

Students complete the rules with the correct words then compare their answers in pairs. Check answers with the class then read the spelling rules with the class.

ANSWERS
1 habits / routines, routines / habits
2 end 3 don't 4 doesn't

Language note

In the present simple affirmative, we add *-s* to most verbs in the *he / she / it* form: *He bans phones.* (NOT ~~*He ban phones.*~~)

Verbs that end in a consonant + *-y* change to *-ies*: *study – studies*, *carry – carries*. Verbs that end in a vowel + *-y* just add *-s*: *play – plays*, *stay – stays*.

Verbs that end in *-sh* or *-tch* add *-es*: *watch – watches*, *wash – washes*.

Exercise 3

Students choose the correct words. Read through the information in the Remember! box with the class. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS
1 doesn't 2 doesn't 3 studies
4 don't 5 watch

Exercise 4 1.07 PRONUNCIATION Third person *-s*

Model pronunciation of the three sounds in isolation, then play the audio for students to listen. Play the audio again, pausing for students to repeat individually and chorally.

Exercise 5 1.08

Play the audio, pausing after each verb for students to add it to 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
/s/: lets, works
/z/: spends, lives, plays, allows, studies
/ɪz/: watches

Exercise 6

Students read the text and complete it with the correct verb forms. Check answers with the class and ask students if they know anyone who plays video games too much.

ANSWERS
1 think 2 doesn't sleep 3 plays
4 watches 5 don't see 6 stays
7 doesn't go 8 speaks 9 don't know

Exercise 7 USE IT!

Read out the example sentences and elicit a few more examples. Students write their sentences individually then compare with a partner and guess which of their partner's sentences are false. Ask some students to read their sentences to 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. Ask other students if they have the same rules in their house.

More practice
Workbook page 9

Assessment
Five-minute test, Teacher's Resource Disk

Vocabulary and listening • Free time activities

Aim
Understand people when they talk about their hobbies.

THINK!
Read the question with the class and elicit responses from individual students. Ask more questions to encourage longer answers, e.g. *Where do you do this? Who with? How much time do you spend doing this?*

ANSWERS
Students' own answers.

Exercise 1 1•09
Students complete the questionnaire with the correct verbs. With **weaker classes**, students could work in pairs. Play the audio for students to listen and check their answers. Check that students understand all the phrases.

ANSWERS
go, collect, make, draw, play, blog, bake, meet, go, go, do, go

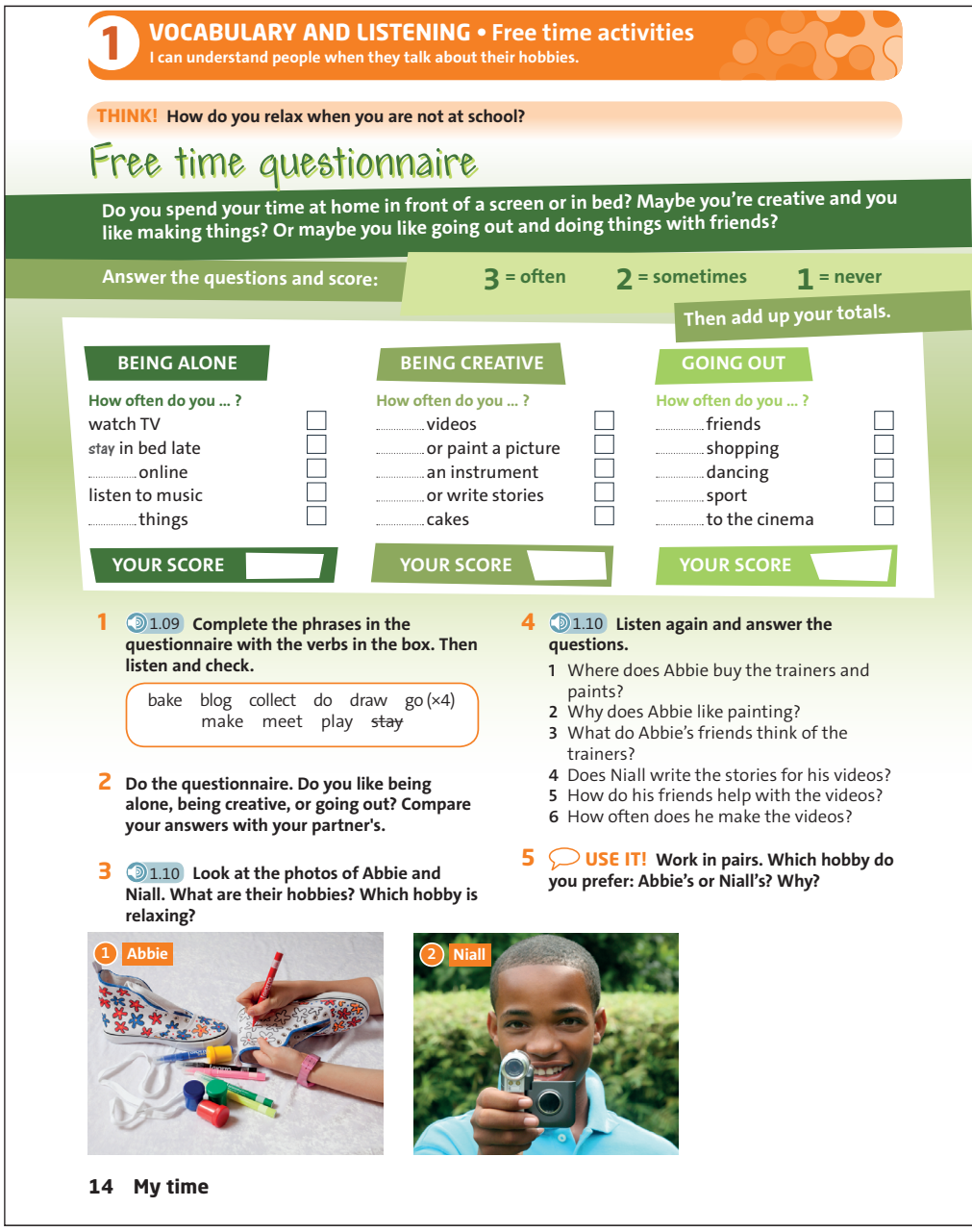
Exercise 2
Read through the scoring system in the quiz and make sure students understand what they have to do. Students do the questionnaire then compare their answers with a partner. Ask some students what the quiz says about them, and ask if they agree.

ANSWERS
Students' own answers.

Optional activity: Vocabulary
Write the second part of the phrases from the quiz on the board, e.g. *TV, in bed late, online*, etc. and write the adverbs of frequency from the quiz on the board (*often, sometimes, never*). Ask students to close their books and put them into teams. Teams take turns to choose a phrase and say a sentence using the phrase and an adverb of frequency, e.g. *I sometimes watch TV.* If the sentence is correct, the team gets a point and the phrase is crossed off. Continue until all the phrases have been practised. See which team has the most points.

Exercise 3 1•10 page 132
Focus on the photos and elicit the two hobbies. Ask which hobby is relaxing and why. Play the audio. Students listen and check the answers.

ANSWERS
1 Abbie paints trainers.
2 Niall makes videos.
Abbie's hobby is relaxing.



1 VOCABULARY AND LISTENING • Free time activities
I can understand people when they talk about their hobbies.

THINK! How do you relax when you are not at school?

Free time questionnaire

Do you spend your time at home in front of a screen or in bed? Maybe you're creative and you like making things? Or maybe you like going out and doing things with friends?

Answer the questions and score: 3 = often 2 = sometimes 1 = never

Then add up your totals.

BEING ALONE
How often do you ... ?
watch TV
stay in bed late
.....online
listen to music
.....things
YOUR SCORE

BEING CREATIVE
How often do you ... ?
.....videos
.....or paint a picture
.....an instrument
.....or write stories
.....cakes
YOUR SCORE

GOING OUT
How often do you ... ?
.....friends
.....shopping
.....dancing
.....sport
.....to the cinema
YOUR SCORE

1 1.09 Complete the phrases in the questionnaire with the verbs in the box. Then listen and check.
bake blog collect do draw go (×4) make meet play ~~stay~~

2 Do the questionnaire. Do you like being alone, being creative, or going out? Compare your answers with your partner's.

3 1.10 Look at the photos of Abbie and Niall. What are their hobbies? Which hobby is relaxing?

4 1.10 Listen again and answer the questions.
1 Where does Abbie buy the trainers and paints?
2 Why does Abbie like painting?
3 What do Abbie's friends think of the trainers?
4 Does Niall write the stories for his videos?
5 How do his friends help with the videos?
6 How often does he make the videos?

5 USE IT! Work in pairs. Which hobby do you prefer: Abbie's or Niall's? Why?

1 Abbie

2 Niall

14 My time

Exercise 4 1•10 page 132
Allow students time to read the questions. Play the audio again. Students listen and answer the questions. Check answers with the class.

ANSWERS
1 She buys them online.
2 Because it's a very relaxing hobby.
3 They like them.
4 Yes, he does.
5 They act in the videos.
6 He makes the videos two to three times a year.

Optional activity: Listening
Write these sentences on the board:
1 The trainers and paints don't cost much money.
2 Abbie always gives the trainers to friends.
3 Niall hasn't got a good camera.
4 Niall makes videos for songs.
Students work in pairs and decide from memory if the sentences are true or false. Ask them to correct the false sentences. Play the audio again for them to check their answers.

ANSWERS
1 true
2 false (She sometimes gives them to people.)
3 false (He has got a good camera.)
4 true

Exercise 5 USE IT!
Allow students time to prepare their answers individually then put them into pairs to discuss. Ask some pairs to tell the class what they agree about.

ANSWERS
Students' own answers.

More practice
Workbook page 10

Assessment
Five-minute test, Teacher's Resource Disk

1 LANGUAGE FOCUS • Present simple: questions

I can ask and answer questions about free time activities.

1 **Complete the questions and answers with *do*, *don't*, *does* and *doesn't*. Then choose the correct words in rules 1–4.**

Do her friends like the trainers?

Yes, they [1] ..... / No, they [2] .....

[3] ..... Niall write stories?

Yes, he [4] ..... / No, he [5] .....

2 **Complete the questions using the present simple form of the verbs in brackets.**

Do you *blog* about your life? (blog)

1 ..... you and your friends ..... videos? (make)
2 ..... you ..... your friends after school? (meet)
3 ..... your best friend ..... near you? (live)
4 ..... you ..... things? (collect)
5 ..... your dad ..... in bed late? (stay)
6 ..... people in your class ..... a lot? (talk)

3 **Ask and answer the questions from exercise 2. Use *do*, *don't*, *does* and *doesn't* in your answers.**

Do you blog about your life?

No, I don't. I take photos and put them on Instagram.

4 **Complete the questions with the words in the box. Then practise in pairs.**

~~Do you ever~~ How often What When Where Who Why

Do you ever go to the cinema?
Yes, I do. I love watching films.

1 ..... do you go?
Not often – about once a month.
2 ..... do you go with?
My best friend, and sometimes my sister.
3 ..... do you go?
To the cinema in town.
4 ..... do you go?
Usually on Saturday afternoons.
5 ..... do you watch?
Scary films!
6 ..... do you watch scary films?
Because my friend loves them.

RULES

1 We use ***is*** / ***do*** to make questions with ordinary verbs with *I* / *you* / *we* / *they*.
2 We use ***do*** / ***does*** to make questions with ordinary verbs with *he* / *she* / *it*.
3 In short answers using ordinary verbs, we say *Yes, I* ***am*** / ***do*** and *No, I* ***'m not*** / ***don't***.
4 In short answers using ordinary verbs, we say *Yes, he* ***is*** / ***does*** and *No, she* ***isn't*** / ***doesn't***.

5 **USE IT! Work in pairs. Ask questions using words from boxes A and B. Find out different things about your partner.**

A	B
What	meet friends
Where	phone
How often	study
Do you ever	write stories
What time	watch
Who	do sport
When	bake
	play an instrument
	go dancing

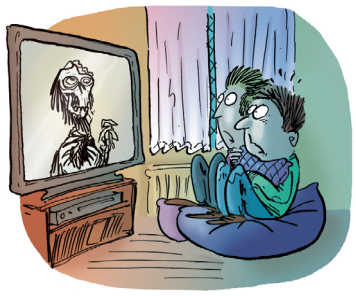
What do you watch on TV?

I usually watch films.

Me, too!

Finished?

Write questions about a hobby to ask someone in your class. Use the question words in exercise 5.



Language focus • Present simple: questions

Aim

Ask and answer questions about free time activities.

Warm-up

Refer students back to the photos of Abbie and Niall on page 12. Ask: *What does Abbie do? Does Niall make videos?* Write the questions on the board and elicit the answers. Underline the verb forms and elicit that the questions are in the present simple.

Exercise 1

Students complete the questions and answers. Check answers with the class. Students then choose the correct words to complete the rules. Check answers with the class. With **weaker classes**, read through the rules with the class and elicit the answers.

ANSWERS

1 do 2 don't 3 Does 4 does
5 doesn't
Rules: 1 do 2 does 3 do, don't
4 does, doesn't

Language note

In the question form, *do* / *does* comes before the subject: *Do they like trainers?* (NOT ~~*They do like trainers?*~~)

We do not add *-s* to the main verb in the *question* form: *Does he write stories?* (NOT ~~*Does he writes stories?*~~)

Exercise 2

Read out the example and elicit another example from the class. Students complete the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS

1 Do, make 2 Do, meet 3 Does, live
4 Do, collect 5 Does, stay 6 Do, talk

Exercise 3

Allow students time to prepare their answers to the questions. Students then ask and answer the questions in pairs. Ask some students to tell the class something they learned from their partner.

ANSWERS

Students' own answers.

Exercise 4

Read out the example and elicit another example from the class. Students complete the questions with the words in the box. Check answers with the class and check that students understand all the question words.

ANSWERS

1 How often 2 Who 3 Where
4 When 5 What 6 Why

Exercise 5 USE IT!

Ask two confident students to read out the example. Point out that we can use *Me, too!* to agree with someone. Allow students time to prepare ten questions individually. Ask some students to read their questions to the class. Correct any errors. Students work in pairs to ask and answer their questions. Remind students to listen carefully to their partner's answers. Ask some students to tell the class something they found out about their partner.

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 them to read their questions to the class. Elicit answers from other students.

More practice

Workbook page 11

Assessment

Five-minute test, Teacher's Resource Disk

Speaking • Thinking of things to do

Aim
Make and respond to suggestions.

THINK!
Read the question with the class and elicit responses from individual students. Encourage students to talk about their own opinions and experiences of their own town.

ANSWERS
Students' own answers.

Exercise 1 1•11
Students read the gapped dialogue and complete it with the key phrases. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the question about Lisa and Jamie and elicit the answer.

ANSWERS
1 Shall we do something?
2 Why don't we go for a bike ride?
3 I don't feel like cycling
4 How about going into town?
5 That sounds like a good idea.
6 Let's finish our homework now
They decide to get the bus into town / go to a café in town.

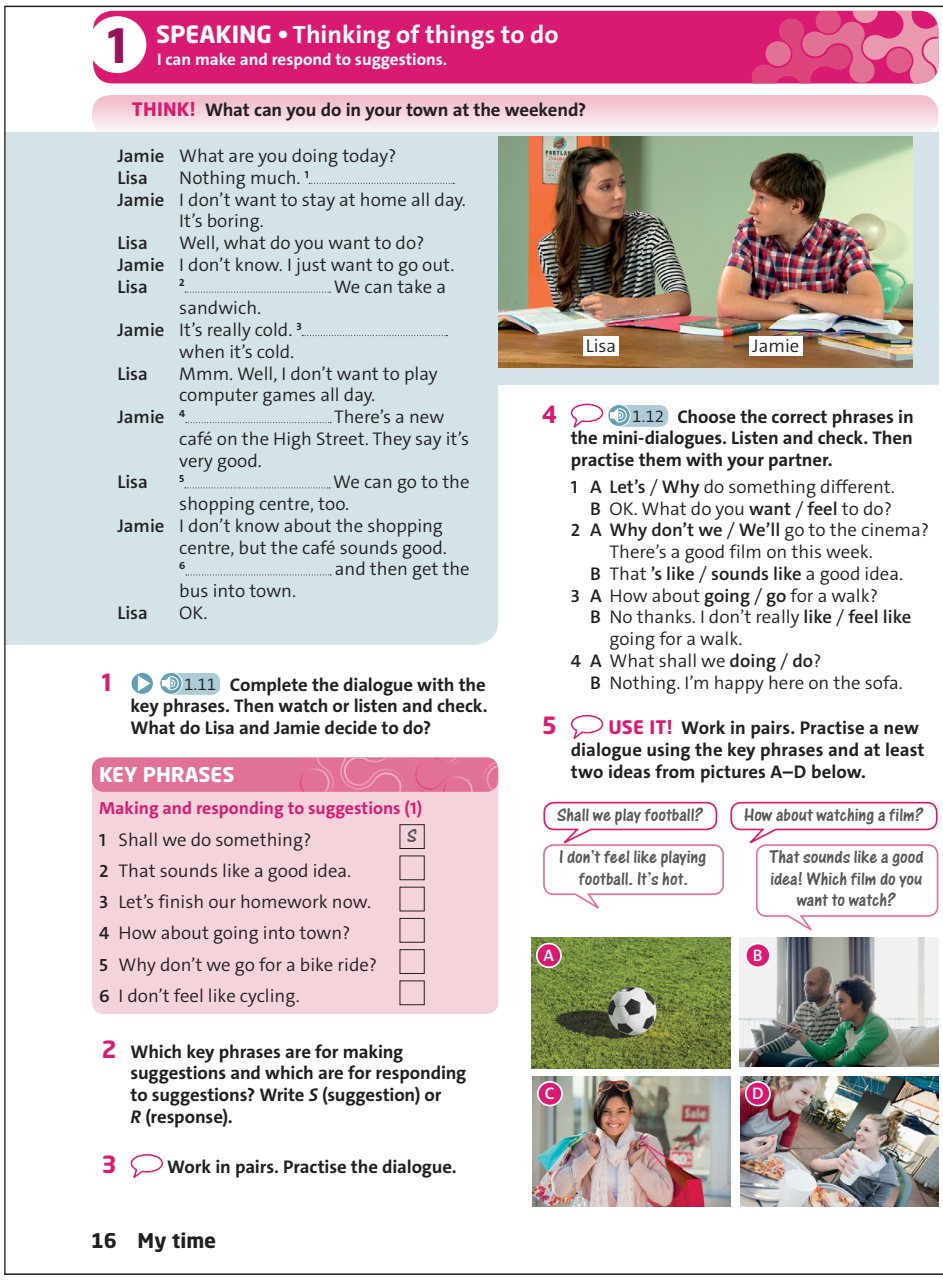
Exercise 2
Students read the key phrases and categorise them. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS
1 S 2 R 3 S 4 S 5 S 6 R

Optional activity: Key phrases
Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 3
Students work in pairs to practise the dialogue.

Exercise 4 1•12
Students read the mini-dialogues and choose the correct answers. Play the audio for them to listen and check their answers. Play the audio again and tell students to listen carefully to the pronunciation and intonation. Students then practise the mini-dialogues in pairs.



1 SPEAKING • Thinking of things to do
I can make and respond to suggestions.

THINK! What can you do in your town at the weekend?

Jamie What are you doing today?
Lisa Nothing much. [1] .....
Jamie I don't want to stay at home all day. It's boring.
Lisa Well, what do you want to do?
Jamie I don't know. I just want to go out.
Lisa [2] ..... We can take a sandwich.
Jamie It's really cold. [3] ..... when it's cold.
Lisa Mmm. Well, I don't want to play computer games all day.
Jamie [4] ..... There's a new café on the High Street. They say it's very good.
Lisa [5] ..... We can go to the shopping centre, too.
Jamie I don't know about the shopping centre, but the café sounds good. [6] ..... and then get the bus into town.
Lisa OK.

1 1.11 **Complete the dialogue with the key phrases. Then watch or listen and check. What do Lisa and Jamie decide to do?**

KEY PHRASES
Making and responding to suggestions (1)

1	Shall we do something?	S
2	That sounds like a good idea.	
3	Let's finish our homework now.	
4	How about going into town?	
5	Why don't we go for a bike ride?	
6	I don't feel like cycling.	

2 **Which key phrases are for making suggestions and which are for responding to suggestions? Write *S* (suggestion) or *R* (response).**

3 **Work in pairs. Practise the dialogue.**

4 1.12 **Choose the correct phrases in the mini-dialogues. Listen and check. Then practise them with your partner.**
1 A **Let's / Why** do something different.
B OK. What do you **want / feel** to do?
2 A **Why don't we / We'll** go to the cinema? There's a good film on this week.
B That **'s like / sounds like** a good idea.
3 A How about **going / go** for a walk?
B No thanks. I don't really **like / feel like** going for a walk.
4 A What shall we **doing / do**?
B Nothing. I'm happy here on the sofa.

5 **USE IT! Work in pairs. Practise a new dialogue using the key phrases and at least two ideas from pictures A–D below.**

Shall we play football? *I don't feel like playing football. It's hot.*
How about watching a film? *That sounds like a good idea! Which film do you want to watch?*

ANSWERS
1 Let's, want
2 Why don't we, sounds like
3 going, feel like
4 do

Optional activity: Key phrases
With books closed, write these suggestions on the board:
1 How about go for a pizza?
2 Why we don't stay at home?
3 Let's we watch a film.
4 We shall meet some friends?
Students work in pairs to correct the mistakes in the suggestions. Check answers with the class.

ANSWERS
1 How about going for a pizza?
2 Why don't we stay at home?
3 Let's watch a film.
4 Shall we meet some friends?

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.

More practice
Student Book page 31 (exe 6)

1 WRITING • A profile for a web page

I can write about myself using *and*, *also* and *too*.

THINK! What do you do in and around your hometown at the weekend?

This is me

Hi. My name's Quỳnh Anh and I live in District 5, Hồ Chí Minh City. This is how I like spending my time:



PLACES

I spend a lot of time at my house, but I also like meeting friends downtown. We usually go to the shopping centre or the cinema.

SPORTS AND HOBBIES

I love badminton and I play twice a week. I'm also into athletics. I play the piano, too, but I don't always enjoy practising.

ON SCREEN

I'm not really bothered about TV, but I enjoy watching music videos. Really, I prefer watching funny programmes on YouTube. I'm not a big video games fan.

MUSIC

I like listening to most music, but I'm not mad about Justin Bieber! I hate listening to him. Sorry – he annoys me!

BACK TO TOP

1 Read the profile and find three things which Quỳnh Anh likes.

2 Complete the Key Phrases with words from Quỳnh Anh's profile.

KEY PHRASES

Expressing likes and preferences

1 I like .....
2 I enjoy .....
3 I prefer .....
4 I hate .....
5 I'm not really bothered about .....
6 I'm (not) a big ..... fan.
7 I'm not mad about .....
8 I'm also into .....

3 Write true sentences about yourself using the key phrases in exercise 2.

Language point: Linkers

4 Find *and*, *also* and *too* in the profile. Are they in affirmative or negative sentences? Where is each word in the sentence?

5 Complete the sentences using *and*, *also* and *too*.

1 I like swimming ..... I like playing tennis.
2 I eat meat ..... I eat fish .....
3 I play the piano. I ..... play the violin.
4 I love being in the countryside ..... I love being in the park .....
5 I meet friends at the weekend ..... I ..... listen to music.

6 USE IT! Follow the steps in the Writing Guide. Ask and answer the questions for part B with your partner.

WRITING GUIDE

A TASK

Write a personal profile for a web page. Explain how you like spending your time.

B THINK AND PLAN

1 What's your name and where do you live?
2 Where do you like spending your time?
3 Who do you like spending your time with?
4 How do you spend your screen time?
5 What sports and hobbies do you like?
6 What music do and don't you like?

C WRITE

Copy the headings from Quỳnh Anh's profile. Then write your profile (60 – 80 words) in your notebook. Include some of the key phrases.

D CHECK

Can you join any sentences with linkers?

Writing • A profile for a web page

Aim

Write about yourself using *and*, *also* and *too*.

THINK!

Ask the question to the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *How often do you do this? Who do you do it with? Why do you enjoy it?*

ANSWERS

Students' own answers.

Exercise 1

Students read the profile and find three things that Quỳnh Anh likes, then compare their answers in pairs. Check the answers.

ANSWERS

meeting friends downtown; badminton; athletics; piano; watching music videos; funny programmes; listening to most music

Exercise 2

Students complete the key phrases with words from the profile. Check answers and check that students understand all the phrases. Remind them that we use the *-ing* form of verbs after verbs such as *like, enjoy* and *prefer*.

ANSWERS

1 meeting friends downtown / listening to most music
2 watching music videos
3 watching funny programmes on YouTube
4 listening to him
5 TV
6 video games
7 Justin Bieber
8 athletics

Exercise 3

Students write five true sentences about themselves using the key phrases. Encourage them to use some of the less familiar phrases (e.g. *I'm not really bothered about …*), as well as verbs such as *like* and *enjoy*. Students can compare their sentences in pairs. Ask some students to read some of their sentences to the class.

Language point: Linkers

Exercise 4

Elicit or explain that we use linkers to join ideas together. Students work in pairs to find the words in the profile and answer the questions. Check answers with the class, and elicit or explain that these three linkers are all used to link similar ideas. Point out that we can use *and* and *also* together in the same sentence (… *and I also like* …). We can also use *and* and *too* in the same sentence (… *and I play the piano, too*). We can't use *also* and *too* in the same sentence.

ANSWERS

They're in affirmative sentences. *and* and *also* are in the middle of a sentence. *and* comes between two full clauses. *also* comes before a main verb (*I also like* …) or after the verb *be* (*I'm also into* …). *too* comes at the end of a phrase, and is preceded by a comma.

Exercise 5

Elicit the first missing linker as an example. Students complete the sentences with the correct linkers. Check the answers.

ANSWERS

1 and 2 and, too 3 also 4 and, too 5 and, also

Optional activity: Writing

Ask students to write three sentences about themselves using *and*, *also* and *too*. Ask some students to read their sentences to the class.

Exercise 6 USE IT!

Read the task with the class. Students answer the questions and plan their text. Read through the headings in Quỳnh Anh's profile with the class and explain to students that they should use the same headings in their profile. Students write their profile. This can be set for homework. Remind students to check their grammar and spelling carefully.

More practice

Workbook page 13

End-of-unit activities

* Vocabulary and grammar photocopiables, Teacher's Resource Disk
** Vocabulary and grammar photocopiables, Teacher's Resource Disk
*** Vocabulary and grammar photocopiables, Teacher's Resource Disk
Speaking photocopiables, Teacher's Resource Disk

1 CLIL • Maths: Data and charts

Aim
Understand and interpret graphical information.

Warm-up
With books closed, ask students how many of them watch a popular TV programme, e.g. *Who watches 'X Factor'?* Ask students to put their hands up, and write the numbers of those who watch and those who don't watch on the board. Explain to students that you have just carried out a survey to see which TV programmes they watch. Ask how you can show the numbers you have collected.

Exercise 1
Students work in pairs to check the meaning of the words and match them with A–E in the charts. Check the answers.

ANSWERS
A data chart B y axis C bar chart
D x-axis E pie chart

Exercise 2 3•26
Play the audio. Students read and listen to the text and decide what information the pie chart doesn't give. Check the answer.

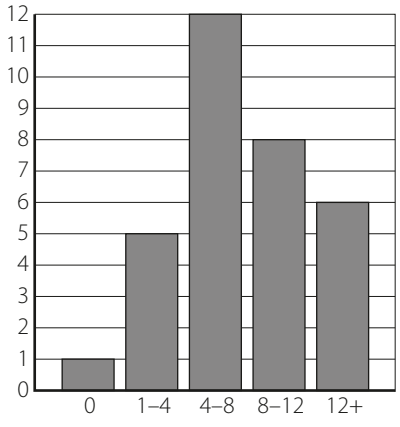
ANSWER
It doesn't give information about the numbers of students in each group.

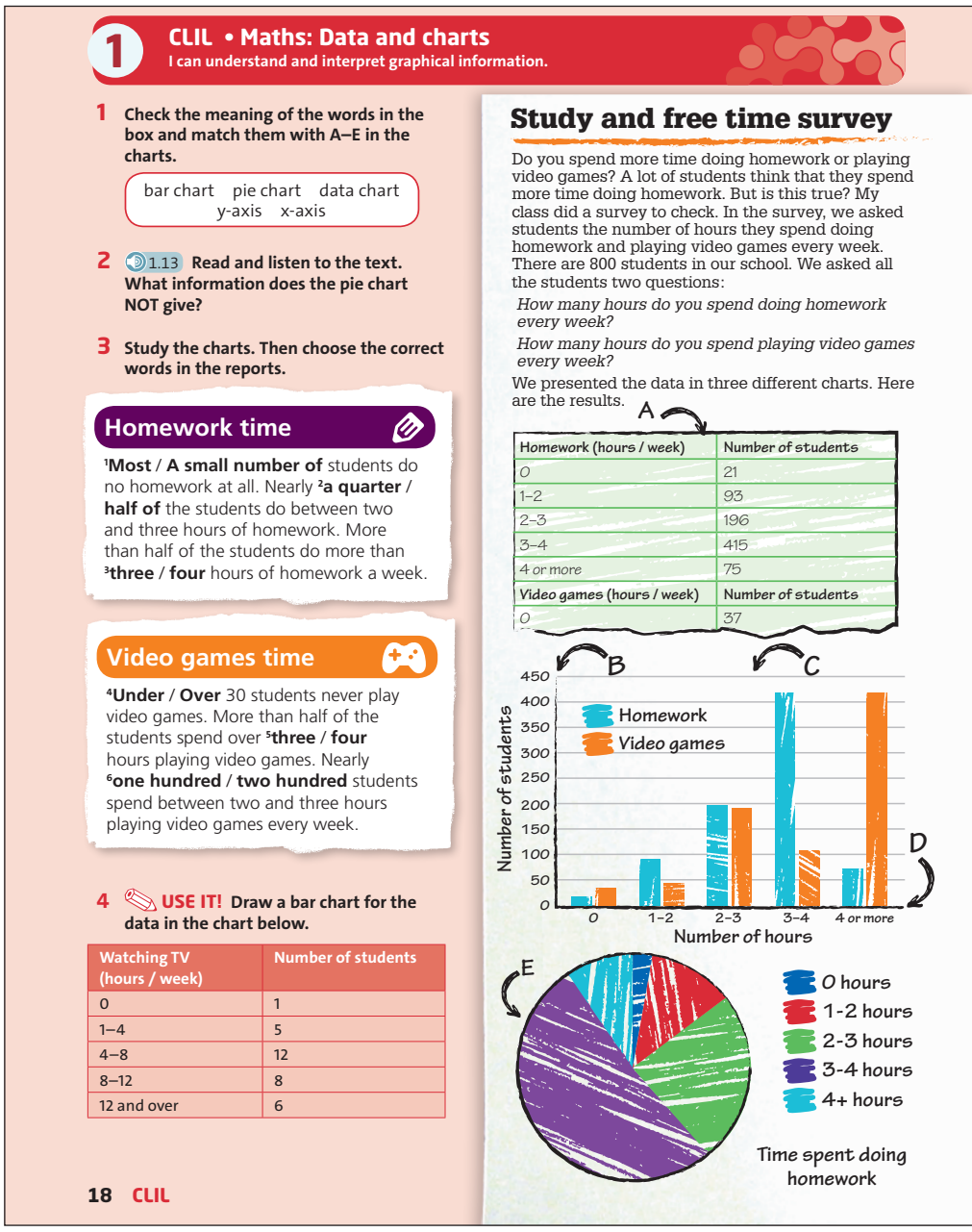
Exercise 3
Students work in pairs to study the charts and choose the correct words in the reports. Check answers with the class.

ANSWERS
1 A small number 2 a quarter
3 three 4 Over 5 four 6 two hundred

Exercise 4 USE IT!
Students work in pairs and draw a bar chart for the data in the table. Tell them to refer to the bar chart on the page to help them. Check the answers.

ANSWER





1 CLIL • Maths: Data and charts
I can understand and interpret graphical information.

1 Check the meaning of the words in the box and match them with A–E in the charts.

bar chart pie chart data chart
y-axis x-axis

2 1.13 Read and listen to the text. What information does the pie chart NOT give?

3 Study the charts. Then choose the correct words in the reports.

Homework time

[1]**Most / A small number of** students do no homework at all. Nearly [2]**a quarter / half of** the students do between two and three hours of homework. More than half of the students do more than [3]**three / four** hours of homework a week.

Video games time

[4]**Under / Over** 30 students never play video games. More than half of the students spend over [5]**three / four** hours playing video games. Nearly [6]**one hundred / two hundred** students spend between two and three hours playing video games every week.

4 USE IT! Draw a bar chart for the data in the chart below.

Watching TV (hours / week)	Number of students
0	1
1–4	5
4–8	12
8–12	8
12 and over	6

Study and free time survey

Do you spend more time doing homework or playing video games? A lot of students think that they spend more time doing homework. But is this true? My class did a survey to check. In the survey, we asked students the number of hours they spend doing homework and playing video games every week. There are 800 students in our school. We asked all the students two questions:

How many hours do you spend doing homework every week?

How many hours do you spend playing video games every week?

We presented the data in three different charts. Here are the results.

A

Homework (hours / week)	Number of students
0	21
1–2	93
2–3	196
3–4	415
4 or more	75
Video games (hours / week)	Number of students
0	37

B C

D

E

Time spent doing homework

Optional activity: Writing
Tell students they are going to conduct a class survey on the topics on page 18. Brainstorm some questions to ask in the survey, e.g.

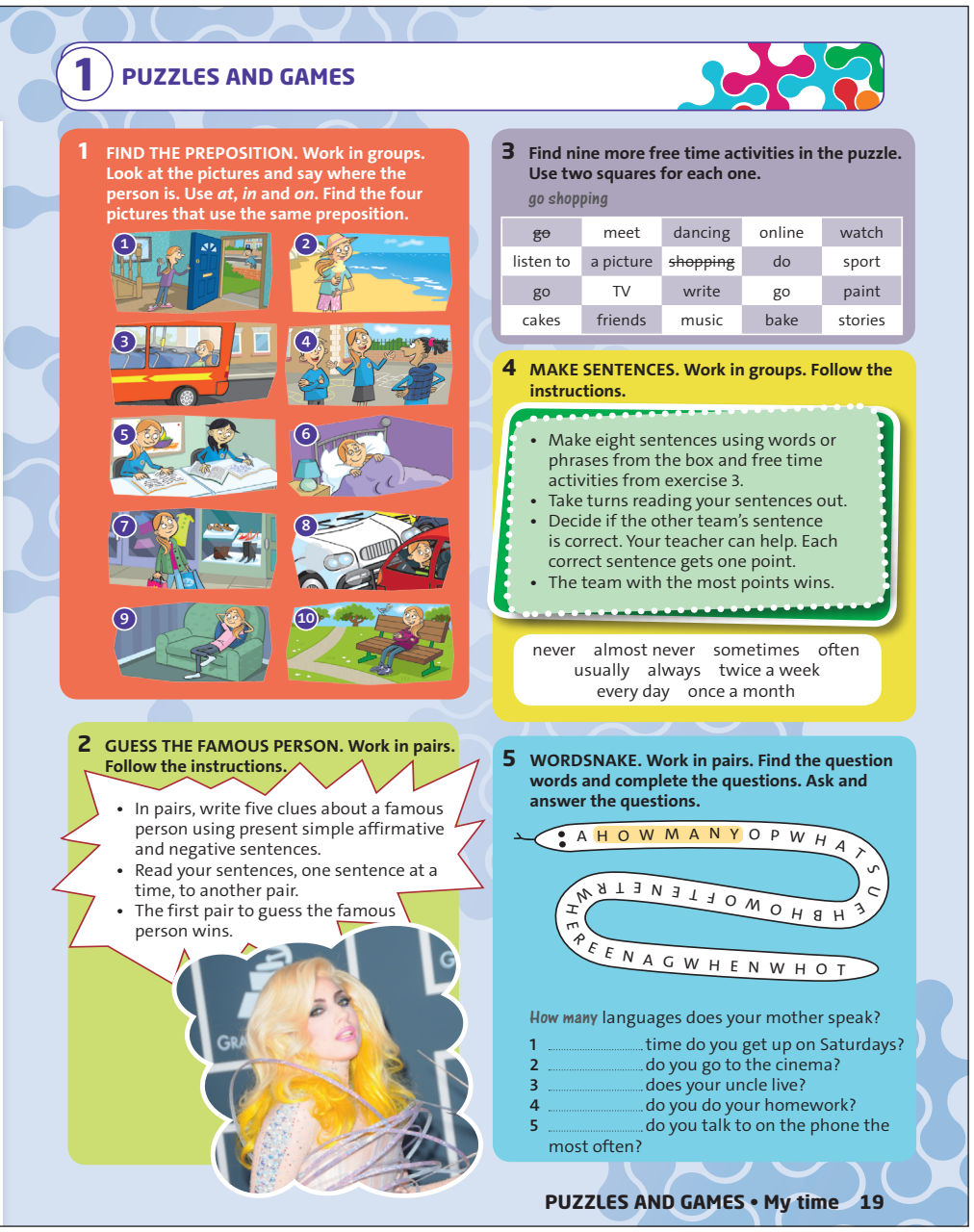
1 How many hours do you spend watching TV per week? 0 / 1–2 / 3–4 / 5–6 / 7 or more
2 How many hours do you spend doing homework each week? 0 / 1–2 / 3–4 / 5–6 / 7 or more
3 How many hours do you spend playing video games each week? 0 / 1–2 / 3–4 / 5–6 / 7 or more

Ask the questions to the class and ask students to note down the number for each answer.

Put students into pairs to draw charts to represent the data and write a brief report to describe the survey results. You could pin students' reports and charts on the classroom wall.

ANSWERS
Students' own answers.

More practice
CLIL extension photocopiable, Teacher's Resource Disk



Puzzles and games

Exercise 1

Divide the class into three teams. Students work in their teams to say where each person is, using *at*, *in* and *on*, and find the four pictures which use the same preposition. You could do it as a race to make it fun. Check answers with the class.

ANSWERS

1 at home
2 on the beach
3 on the bus
4 in the playground
5 at school
6 in bed
7 at the shops
8 in the car
9 on the sofa
10 in the park

The four pictures that use the same preposition are: 4, 6, 8, and 10.

Exercise 2

Read out the instructions. Put students into pairs to choose a famous person and write five clues.

Put pairs together into groups of four. Pairs take it in turns to read their clues to each other and guess the famous people. Tell students they can have one guess after each clue. The first pair to guess the famous person correctly in each group wins.

You could also do this as a whole class activity. Students write their clues in pairs then read them to the class. The first student to guess the famous person gets a point. See who has the most points at the end.

ANSWERS

Students' own answers.

Exercise 3

Students find nine more free time activities. They could work in pairs for this, and you could do it as a race. Check answers with the class.

As an extension, mime one of the activities, e.g. baking a cake. Students race to guess the activity. Ask students in turn to mime one of the activities. Their classmates guess the activities.

ANSWERS

meet friends, go dancing, listen to music, do sport, bake cakes, write stories, paint a picture, go online, watch TV

Exercise 4

Divide the class into groups. Students work in their groups to write their sentences. Encourage them to look back at examples in the unit and notice the position in the sentence of the different frequency phrases.

Ask groups in turn to read out one of their sentences. The other groups decide if the sentence is correct, with you acting as the final judge. Award a point for each correct sentence. See which group has the most points at the end.

As an extension, discuss the rules for the position of the frequency expressions in a sentence. Elicit that we use the frequency adverbs such as *never* and *usually* before the main verb (*I never watch TV.*) and we use the expressions such as *every day* and *twice a week* at the end of a sentence (*I watch TV twice a week.*).

ANSWERS

Students' own answers.

Exercise 5

Students work in pairs to find the question words and complete the questions. You could do this as a race, to make it more fun.

Check answers with the class. Students then ask and answer the questions in pairs. Ask some students to tell the class something about their partner.

ANSWERS

A***HOWMANY***OP***WHAT***SUEHB***HOW******OFTEN***ETR***WHERE***ENAG***WHENWHO***T

1 What
2 How often
3 Where
4 When
5 Who

Unit summary

Vocabulary

Communication: *card, letter, email, face-to-face conversations, emojis, emoticons, instant messaging, landline, mobile phone, social media, symbols, text message, video chat*

On the phone: *be engaged / busy, call back, dial a number, download a ringtone, hang up, leave a voicemail, put on speakerphone, send a text message*

Language focus

Present continuous: affirmative and negative

Present continuous: questions

Present simple and present continuous

Speaking

I can make plans with friends.

Writing

I can use *but* and *however* to contrast results.

Vocabulary • Communication

Aim

Talk about how you communicate today.

THINK!

Put students into pairs to name five different ways of communicating. Refer them to the photos for ideas, and allow them to use their dictionaries to help. You could set a time limit for this, to make it competitive. Bring students' ideas together on the board and check that students understand all the words. Alternatively, brainstorm five different ways of communicating with the whole class.

ANSWERS

Students' own answers.

Exercise 1 1•14

Students match the blue words with the photos. With **weaker classes**, students could work in pairs for this. With **stronger classes**, students could do it as a race. Play the audio for students to check their answers. Play the audio again, pausing after words with difficult pronunciations for students to repeat, e.g. *symbols, emojis, social media.*

ANSWERS

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



Exercise 2

Read through the survey with the class and check that students understand everything, including the frequency adverbs at the bottom. Students do the survey individually then compare their answers in pairs. Ask some pairs to tell the class which of their answers are the same and which are very different. Discuss as a class which are the most popular means of communication in the class and why. Encourage as many students as possible to join in, talk about their own experiences and express their opinions.

Background

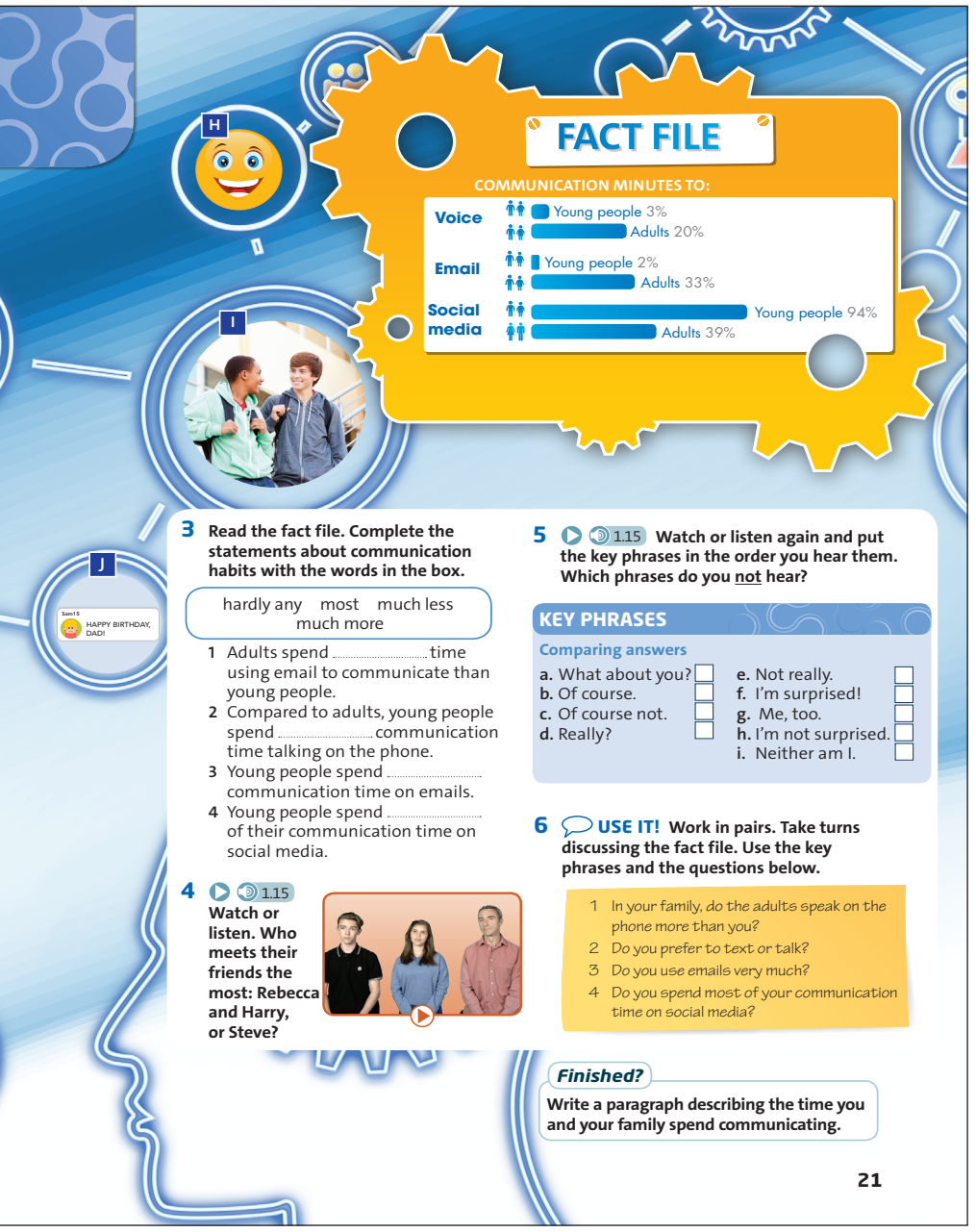
Emoticons are symbols which are used in emails and text messages to represent emotions. The first emoticons used punctuation marks, but actual faces soon became more popular, e.g. ☺ and ☹. Emojis are more sophisticated emoticons that are used in text messaging to represent a range of different things, from facial expressions to types of weather, etc. The first emojis were created in Japan in 1999. Students will learn more about emojis on page 20.

Exercise 3

Read through the fact file with the class and elicit what the figures mean (e.g. young people only spend 3% of their communication time using their voices, whereas adults spend 20% of their communication time speaking). Read out the first gapped sentence and elicit the correct words to complete it (*much more*). Students then complete the remaining sentences. With **weaker classes**, students could work in pairs for this. With **stronger classes**, students could write one more sentence based on the information in the fact file. Check answers with the class and check that students understand all the words in the box.

ANSWERS

1 much more 2 much less
3 hardly any 4 most



Optional activity: Vocabulary

Put students into small groups and ask them to cover the communication survey on page 20. One student in each group can look at their copy of the survey and act as judge. The other students take it in turns to point to one of the photos and say the correct word. If they are correct, the judge awards them a point and this photo is now out of the game. If they are not correct, the judge tells them they are incorrect, but doesn't give away the correct word. Students continue until they have named all the forms of communication. The student with the most points in each group is the winner.

ANSWERS

Students' own answers.

Exercise 4 1•15 page 132

Read out the question, then play the video or audio for students to watch or listen and answer the question. Check the answer with the class. (If you're using the audio-only version, please see the audio script on page 132 for names of speakers.)

ANSWER

Rebecca and Harry meet their friends the most.

Optional activity: Video / Listening

Write the following questions on the board:

Who …

1 usually uses instant messaging?
2 spends a lot of time on the phone?
3 is not surprised at the facts about emails?
4 doesn't often have face-to-face conversations with friends?

Students work in pairs to answer the questions from memory. Play the video or audio again for students to check their answers.

ANSWERS

1 Rebecca and Harry 2 Steve
3 Rebecca and Harry 4 Steve

Exercise 5 1•15 page 132

Allow students time to read the key phrases. Check that they understand them all. You could ask them to translate the phrases into their own language, to check understanding. Play the video or audio again for students to write the key phrases in the order they hear them. Point out that not all the key phrases are used, but they should note down the ones they hear. Check answers with the class.

ANSWERS

1 b 2 d, h, i 3 f 4 d, f, g
The key phrases aren't used:
Of course not.
Not really.

Optional activity: Key phrases

Play the video or audio again, pausing after each question. See if students can remember the responses, then play it for them to check their answers. Point out the additional phrases *Me neither* and *Absolutely*.

Exercise 6 USE IT!

Read through the questions with the class. Allow students time to prepare their answers individually. Put them into pairs to ask and answer the questions. Remind them to listen to their partner's answers. Ask some students to tell the class something about their partner.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students can write their paragraph individually and compare with another fast finisher. Alternatively, ask some fast finishers to read their paragraphs to the class. Ask other students which parts of the paragraph are true for their families.

More practice

Workbook page 14

Assessment

Five-minute test, Teacher's Resource Disk

Reading • Emojis

Aim
Identify the main topics in an article.

THINK!
Read the question with the class and discuss with the students why people use emoticons and when they are used.

ANSWERS
Students' own answers.

Exercise 1
Read out the title of the text, then read through the list of topics with the class and check that students understand them all. Ask: *Which topics do you think are included in the article?* Elicit a few ideas, but don't confirm them at this stage. Ask students to read the article quickly to identify the main topics and write them in order. Point out to students that they don't need to understand all the details of the article at this stage, but they just need to identify the main topics. Check answers with the class.

ANSWERS
1 A 2 C 3 E 4 D

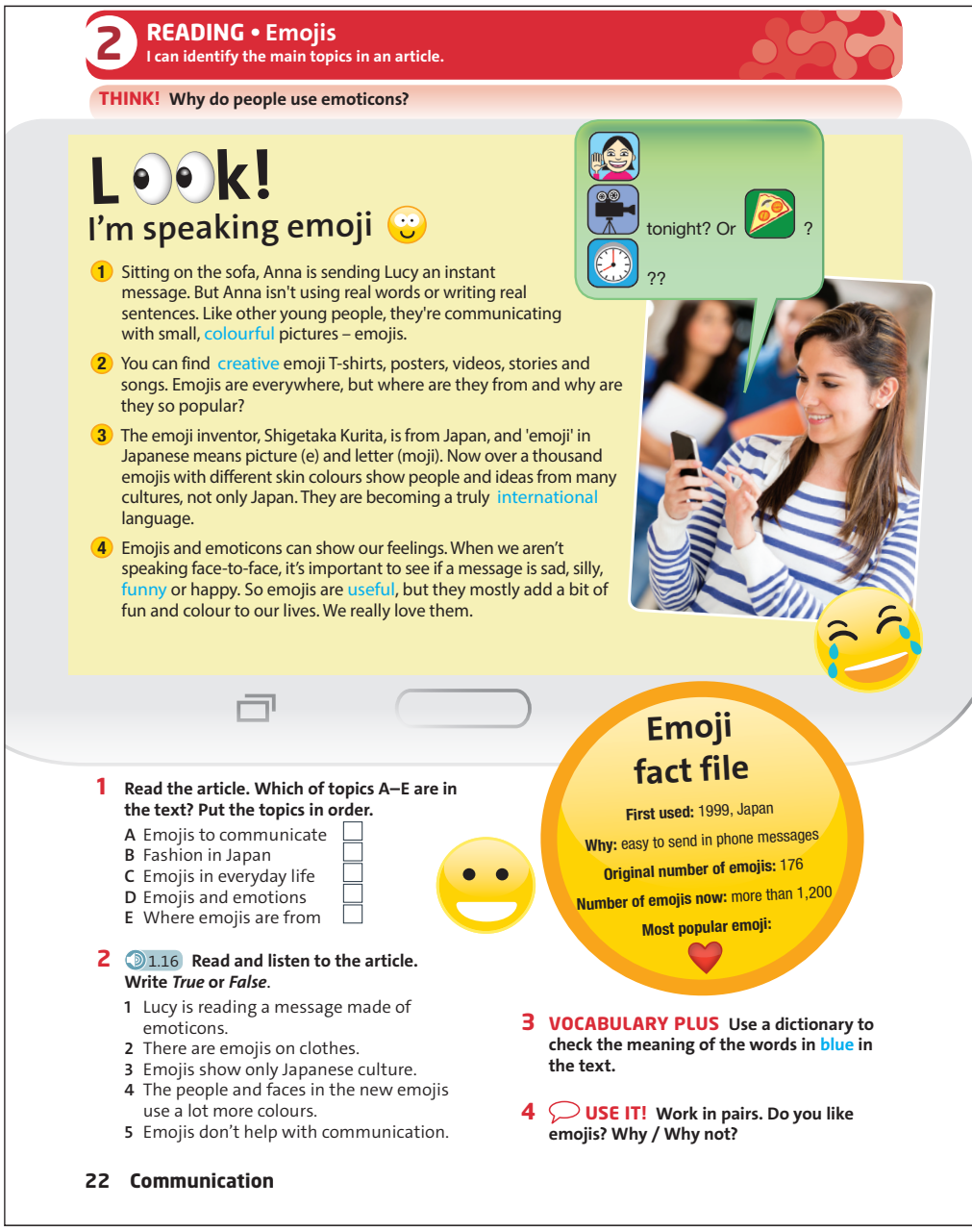
Exercise 2 1•16
Allow students time to read through the sentences, then play the audio. Students read and listen and decide if the sentences are true or false. With **stronger classes**, you could ask students to correct the false sentences. Check answers with the class.

ANSWERS
1 false (She is reading a message made of emojis.)
2 true
3 false (They show ideas from many cultures.)
4 true
5 false (They can show people's feelings.)

Exercise 3 VOCABULARY PLUS
Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first, then check in a dictionary. Check that students understand all the words.

ANSWERS
Students' own answers.

Workbook page 20 exercise 5



2 READING • Emojis
I can identify the main topics in an article.

THINK! Why do people use emoticons?

Look!
I'm speaking emoji

1 Sitting on the sofa, Anna is sending Lucy an instant message. But Anna isn't using real words or writing real sentences. Like other young people, they're communicating with small, colourful pictures – emojis.
2 You can find creative emoji T-shirts, posters, videos, stories and songs. Emojis are everywhere, but where are they from and why are they so popular?
3 The emoji inventor, Shigetaka Kurita, is from Japan, and 'emoji' in Japanese means picture (e) and letter (moji). Now over a thousand emojis with different skin colours show people and ideas from many cultures, not only Japan. They are becoming a truly international language.
4 Emojis and emoticons can show our feelings. When we aren't speaking face-to-face, it's important to see if a message is sad, silly, funny or happy. So emojis are useful, but they mostly add a bit of fun and colour to our lives. We really love them.

tonight? Or ?
??

1 **Read the article. Which of topics A–E are in the text? Put the topics in order.**
A Emojis to communicate ☐
B Fashion in Japan ☐
C Emojis in everyday life ☐
D Emojis and emotions ☐
E Where emojis are from ☐

2 1.16 **Read and listen to the article. Write *True* or *False*.**
1 Lucy is reading a message made of emoticons.
2 There are emojis on clothes.
3 Emojis show only Japanese culture.
4 The people and faces in the new emojis use a lot more colours.
5 Emojis don't help with communication.

Emoji fact file
First used: 1999, Japan
Why: easy to send in phone messages
Original number of emojis: 176
Number of emojis now: more than 1,200
Most popular emoji:

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

4 **USE IT!** **Work in pairs. Do you like emojis? Why / Why not?**

22 Communication

Optional activity: Reading
Write the following questions on the board:
1 Who made the first emojis?
2 Where can you find emojis?
3 In what way are emojis more international now?
4 Why do we love emojis?

Students work in pairs to read the article again and answer the questions. Check answers with the class.

ANSWERS
1 Shigetaka Kurita
2 on T-shirts, posters, videos, in stories and songs
3 They show different skin colours.
4 We love them because they are fun.

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 on their partner's opinions. If you have time at the end of the lesson, you could put students into pairs and ask them to design their own emoji. Students could then present their emojis to each other in small groups and explain when they would use it. Each group could choose one emoji to present to the class. The class could vote for their favourite overall.

ANSWERS
Students' own answers.

More practice
Workbook page 18

2 LANGUAGE FOCUS • Present continuous: affirmative and negative

I can describe what's happening in a picture.

1 **Complete the sentences with the words in the box. Check your answers in the text on page 22. Then choose the correct words in the Rules.**

are becoming aren't speaking
is sending isn't using

1 Anna ..... Lucy an instant message.
2 Anna ..... real words.
3 They ..... a truly international language.
4 We ..... face-to-face.

2 **Read the Study Strategy. Then write the *-ing* form of the verbs. Check your answers in the text on page 22.**

1 become .....
2 use .....
3 send .....
4 speak .....
5 sit .....
6 write .....

STUDY STRATEGY

Finding spelling rules

Sometimes the final letter of a verb can show you how to spell the continuous form.

- Look at verbs that end in *-e*. Do you keep or delete the *-e* before you add *-ing*?
- Look at verbs that end in a short vowel and then a consonant. What letter is added before *-ing*?

3 **Look at picture A. Complete sentences 1–5 using affirmative and negative forms of the present continuous.**

1 A man, a woman and a dog ..... (sit) in a boat.
2 The man ..... (have) a conversation.
3 The woman ..... (listen).
4 She ..... (sleep).
5 The dog ..... (point) to a sign.

A



RULES

1 We use the present continuous to talk about **things happening now / habits**.
2 We make the present continuous with the verb ***do* / *be*** and the ***-ing* / base** form of a verb.
3 We don't usually use some verbs in the present continuous. Two of these are ***be* / *live*** and ***make* / *have*** **(possession)**.

4 1.17 **PRONUNCIATION** Sentence stress

When we speak, we often put stress on content words. Content words carry important information.
LINDA is DANCING.
PETER is READING a STORY.

We don't put stress on structure words. Structure words make a sentence grammatically correct. For example, *am - is - are* are structure words in the present continuous tense.

Read and highlight the words we put stress on. Then listen and check.

1 They aren't having a fantastic holiday!
2 The man is helping the dog.
3 The dog is swimming.
4 The woman isn't sleeping.
5 The man is speaking on the phone.

B



5 **USE IT!** **Look at picture B. Read the sentences from exercise 4. Say if the sentences are True or False.**

Finished?

Find another picture in this book and describe it to your partner.

Language focus • Present continuous: affirmative and negative

Aim

Describe what's happening in a picture.

Warm-up

Write on the board: *Anna ___ on the sofa.* Refer students back to the text on page 20 to find the missing verb (*is sitting*). Complete the sentence on the board and underline the verb. Ask: *Is the verb in the present simple?* (no) Elicit that it is in the present continuous.

Exercise 1

Students complete the sentences with the correct words, then check their answers in the text on page 20. With **weaker classes**, students could work in pairs for this. Check answers, then ask students to read the rules and choose the correct words to complete them. Check answers with the class. With **weaker classes**, read out the rules and elicit the correct answers from the class.

ANSWERS

1 is sending 2 isn't using
3 are becoming 4 aren't speaking

Rules:

1 things happening now
2 *be, -ing*
3 *be, have* (possession)

Language note

In the present continuous affirmative, we use the *-ing* form of the verb: *He's eating*. (NOT ~~*He's eat*~~ or ~~*He's eats.*~~)

We also need to use the correct form of *be*: *I'm eating*. (NOT ~~*I eating.*~~)

In the negative form, we use *'m not, isn't, aren't* + *-ing*: *He isn't eating*. (NOT ~~*He doesn't eating.*~~)

Exercise 2

Read through the study strategy with the class. Give an example of a verb ending in *-e* (*write*), and one ending in a short vowel and a consonant (*sit*). Refer students back to the text on page 20 to find how they are spelled in the *-ing* form. Elicit the answers to the questions.

Elicit other verbs that end in *-e* and elicit the *-ing* form (e.g. *give – giving, have – having*) and elicit other verbs that end in a short vowel and a consonant (e.g. *run – running, chat – chatting*).

Students write the *-ing* form of the verbs and check their answers in the text. Check answers with the class.

ANSWERS

Study strategy: You delete the *-e* before you add *-ing*.
We repeat the final consonant before we add *-ing*.
1 becoming 2 having 3 sending
4 speaking 5 sitting 6 writing

Exercise 3

Read out the first gapped sentence and elicit the missing verb. Students complete the sentences with the correct verb forms. Check answers with the class.

ANSWERS

1 are sitting 2 is having
3 is saying 4 isn't listening
5 is sleeping 6 is pointing

Exercise 4 1•17

Play the example sentences twice, then read them out, putting stress on content words. Students repeat the examples. Explain what the content words are and what structure words are. Students work in pairs to read and listen to sentences 1-5. Ask some students to read their sentences to the class. Don't confirm if they are true or false, but correct any errors.

Exercise 5 USE IT!

Ask students to look at picture B and read sentences 1-5 of exercise 4. Use sentence 1 as the example. Ask students: Is sentence 1 true or false. Ask two students to answer if it is true or false. Corrrect the answer with the class. Students work in pairs to do sentences 2-5. One asks and the other answers. As feedback, ask who guessed correctly if all their partner's sentences were true or false.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students can prepare their descriptions individually then work in pairs to describe the pictures to each other. Alternatively, ask them to read their descriptions to the class, saying which unit the picture is in, but not which page it is on. Other students try to identify the pictures.

More practice
Workbook page 15

Assessment
Five-minute test, Teacher's Resource Disk

Vocabulary and listening • On the phone

Aim
Understand and use telephone messages.

THINK!
Put students into pairs to ask and answer the questions. Encourage them to ask more questions to find out more information, e.g. *How often do you phone / text? What do you talk about?* Ask some students to tell the class what they learned about their partner.

ANSWERS
Students' own answers.

Exercise 1 1•18 page 133
Allow students time to read through the phrases. Play the first extract and elicit which phrase it matches (C). Play the rest of the audio. Students listen and match the extracts with the phrases. Allow students to compare their answers in pairs, then play the audio again for them to check their answers. Check answers with the class and check that students understand all the phrases.

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

Exercise 2 1•19
Students match the sentence halves. Allow them to compare their answers in pairs then play the audio. Students listen and check their answers. Check answers with the class.

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

Exercise 3 1•20 page 133
Play the audio. Students listen and note down who says each phrase from exercise 2. Check answers with the class.

ANSWERS
1 Anthony 2 Andrew's grandmother
3 David's mum 4 David 5 Janet
6 Ollie

2 VOCABULARY AND LISTENING • On the phone
I can understand and use telephone language.

THINK! Which person do you phone most often? Who do you text most often?



1 1.18 **Listen and match phrases A–H with what you hear (1–8). Listen again and check.**

A	be engaged / busy	E	hang up
B	call back	F	leave a voicemail
C	dial a number	G	put on speakerphone
D	download a ringtone	H	send a text message

2 1.19 **Match 1–6 with a–f. Listen and check.**

1 I'm afraid ...	a. I haven't got any credit.
2 His phone's ringing, ...	b. ... but he's not answering.
3 Wait! Wait! Please, ...	c. Can you speak up?
4 Sorry, I can't hear you.	d. ... you've got the wrong number.
5 Oh, I need to top up my phone.	e. ... don't hang up.
6 Hello, is that Susan?	f. No, it's Janet.


David's mum


David

3 1.20 **Listen to three conversations. Write who says phrases 1–6 in exercise 2.**


Ollie


Janet

4 USE IT! **Work in pairs. Imagine you are in the following situations. Think of your answers and then explain your reasons to your partner.**

1 You are in town with friends. Your mum calls you. Do you ...
   a. answer your phone?
   b. pretend you can't hear it?
   c. answer, but say that the line is bad and hang up?
2 You are talking to a friend on the phone in a public place. Your friend can't hear you. Do you ...
   a. explain that the line is bad, hang up and call later?
   b. continue the call and speak up?
   c. hang up and send a message?
3 You send an instant message to a friend with important news. Your friend doesn't answer. Do you ...
   a. forget about it and wait for your friend's response?
   b. think your friend is ignoring you and feel angry?
   c. call to tell your friend to look at the message?



Andrew's grandma


Anthony







Exercise 4 USE IT!
Allow students time to read the situations and think about their answers. Put them into pairs to explain their answers and give reasons.

ANSWERS
Students' own answers.

More practice
Workbook page 16

Assessment
Five-minute test, Teacher's Resource Disk

2 LANGUAGE FOCUS • Present continuous: questions • Present simple and present continuous

I can write about what is happening now, and what happens regularly.

Present continuous: questions

1 **Match questions 1–4 with answers a–d. Then choose the correct words in rules 1–2.**

1 Are the boys watching TV?
2 What are they chatting about?
3 Is Becky answering questions?
4 What's she doing with her mum?

a. She's cooking.
b. Yes, she is.
c. They're chatting about sport.
d. No, they aren't.

RULES

1 In the present continuous we make questions using the verb ***be*** / ***do*** / ***have***.
2 We make short answers with a pronoun, like *I*, *we*, etc., and the verb ***be*** / ***do*** / ***have***.

2 1.21 **PRONUNCIATION** Diphthongs

Listen. Choose the words whose underlined part is pronounced differently from that of the others.

1	br<u>ea</u>k	st<u>ea</u>k	gr<u>ea</u>t	p<u>ea</u>r
2	s<u>ou</u>nd	sh<u>ou</u>t	gr<u>ou</u>nd	sh<u>ou</u>lder
3	b<u>ea</u>r	cl<u>ea</u>r	h<u>ea</u>r	n<u>ea</u>r
4	ch<u>oi</u>r	ch<u>oi</u>ce	n<u>oi</u>se	<u>oi</u>l
5	h<u>air</u>	f<u>ail</u>	l<u>air</u>	f<u>air</u>

3 **Order the words to make questions. Then ask and answer the questions with your partner.**

1 you / are / listening to / your teacher / ?
2 your teacher / what / doing / is / ?
3 speaking / the person next to you / is / ?
4 are / you / near a window / sitting / ?
5 are / talking a lot / the people in your class / ?
6 what / thinking / are / you / ?

4 **Read the examples and then complete the Rules.**

I often listen to music on my phone.
I'm listening to a great song at the moment.

RULES

1 We use the present ..... for actions in progress.
2 We use the present ..... for routines or repeated actions.

Present simple and present continuous

5 **Complete the interview with the present simple or present continuous form of the verbs.**

ANIMAL COMMUNICATION



Dr Wenger, what's your job exactly? What do you do?
I study animal communication.
And what [1] ..... (you / study) at the moment?
At the moment I [2] ..... (work) with scientists in Miami. We [3] ..... (study) dolphins.
Yes, these photos are interesting. What [4] ..... (you / do) in this photo?
We [5] ..... (listen) to the sounds of the dolphins. They usually [6] ..... (make) different sounds when they are happy and when they're sad.
The second photo is great. [7] ..... (they play)?
Yes, they often [8] ..... (play). It's another type of communication.
Very interesting. Thanks, Dr Wenger.



6 **USE IT!** **Write present simple and present continuous questions using the words in the box and your own ideas. Then ask and answer the questions with your partner.**

are does phone what you
your sister call get bad reception
hang up how often talk to
the wrong number when where who
why your brother your parents

Finished?

Write questions about people in your class.

Language focus • Present continuous: questions • Present simple and present continuous

Aim

Write about what's happening now and what happens regularly.

Warm-up

Refer students back to the pictures in exercise 3 on page 24. Ask one or two questions, e.g. *Who is Anthony talking to? What is David doing?* Elicit the answers, then write the questions on the board. Elicit that they are in the present continuous and we use this to talk about things that are happening now.

Present continuous: questions

Exercise 1

Students match the questions with the answers and choose the correct words to complete the rules. Check answers with the class. With **weaker classes**, ask students to do the matching task, then read out the rules and elicit the answers.

ANSWERS
1 d 2 c 3 b 4 a
Rules: 1 *be* 2 *be*

Exercise 2 1•21 PRONUNCIATION Diphthongs

Use sentence 1 as an example. Play the audio. Students listen and repeat each word. After 4 words, stop and ask students to identify the word whose underlined part is pronounced differently from that of the other three words. Students answer. Give the correction by writing phonetic symbols. Play the audio. Students work in pairs and do sentences 2-5. Correct the sentences with the class..

Exercise 3

Students order the words to make questions. Check answers with the class, then put students into pairs to ask and answer the questions. Ask some questions to the class and elicit answers.

ANSWERS
1 Are you listening to your teacher?
2 What is your teacher doing?
3 Is the person next to you speaking?
4 Are you sitting near a window?
5 Are the people in your class talking a lot?
6 What are you thinking?
Students' own answers.

Exercise 4

Read out the examples, then ask students to complete the rules with the correct words. Check answers with the class.

ANSWERS
1 continuous 2 simple

Language note

We often use adverbs of frequency with the present simple: *I often send emails.* We use phrases such as *at the moment* and *right now* with the present continuous.

Present simple and present continuous

Exercise 5

Students complete the interview with the correct verb forms. Point out to students that they can use clues in the text to help them choose the correct verb form. Check answers with the class.

ANSWERS
1 are you studying 2 am working
3 are studying 4 are you doing
5 are listening 6 make
7 Are they playing 8 play

Exercise 6 USE IT!

Elicit or give one or two examples, e.g. *How often do you call your parents? What is your brother doing at the moment?* Allow students time to write their questions individually. Students work in pairs to ask and answer their questions. Remind students to listen carefully to their partner.

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 them to read their questions to the class. Elicit answers from other students.

More practice
Workbook page 17

Assessment
Five-minute test, Teacher's Resource Disk

Speaking • Making plans over the phone

Aim
Make plans with friends.

THINK!
Read the question with the class and elicit responses from individual students. Encourage students to talk about their own opinions and experiences.

ANSWERS
Students' own answers.

Exercise 1 1•22
Students read the gapped dialogue and complete it with the phrases in the box. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the questions about Anna and Mike and elicit the answers.

ANSWERS
1 at home 2 having coffee 3 cinema
4 are you doing 5 cousin 6 film
7 bus
Mike wants to go to the cinema.
Anna is waiting to Skype her cousin in Canada.

Exercise 2 1•22
Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and try to remember who said them, and which phrases aren't used. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS
Mike: We're thinking of going to the cinema. / Are you interested? / Text me when you're on the bus.
Anna: I can't right now. / I can make it at four.
Not used: I can't make it. / I'm not sure. / Nothing special.

Optional activity: Key phrases
Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 3
Students work in pairs to practise the dialogue.

2 SPEAKING • Making plans over the phone
I can make plans with friends.

THINK! When you want to tell friends something important, do you phone or text?

Anna Hello?
Mike Hi, Anna. It's Mike.
Anna Hi there. How are things?
Mike Good. Are you [1] .....?
Anna Yes. Why?
Mike Well, I'm [2] ..... with Sally in town. We're thinking of going to the [3] ..... Are you interested?
Anna I'd like to come, but I can't right now.
Mike What [4] .....?
Anna I'm waiting to Skype my [5] ..... in Canada. What time's the [6] .....?
Mike It's at four o'clock.
Anna Oh, that's OK. I can make it at four. That's lots of time to Skype and then get the [7] ..... into town.
Mike Cool! Text me when you're on the bus.
Anna OK. See you later.



1 1.22 **Complete the dialogue with the phrases in the box. Then watch or listen and check. What does Mike want to do? Why can't Anna meet Mike now?**

are you doing | at home | bus | cinema | cousin | film | having coffee

2 1.22 **Read the Key Phrases. Cover the dialogue and try to remember who says the phrases, Anna or Mike. Which key phrases are not used? Watch or listen again and check.**

KEY PHRASES
Making plans
1 We're thinking of going to the cinema. ☐
2 Are you interested? ☐
3 I can't right now. ☐
4 I can't make it. ☐
5 I'm not sure. ☐
6 Nothing special. ☐
7 I can make it at four. ☐
8 Text me when you're on the bus. ☐

3 **Work in pairs. Practise the dialogue.**

4 1.23 **Put the dialogue in the correct order. Listen and check. Then practise it with your partner.**
☐ A Oh, right. Text me later when you're free, OK?
☐ A Bye.
! A We're thinking of playing football. Are you interested?
☐ A Why? What are you doing?
☐ B I can't right now. Maybe later.
☐ B OK then. Bye.
☐ B Nothing special. I'm doing my homework.

5 **USE IT! Work in pairs. Read the situation. Practise a new dialogue using the key phrases and the dialogue in exercise 1 to help you.**

Student A: Phone student B and ask if he / she's interested in going shopping.

Student B: Ask student A for details and say that you aren't sure: you're playing video games at the moment, and you're winning. Ask if you can go another time.

26 Communication

Exercise 4 1•23
Students read the dialogue and put it in the correct order. Play the audio for them to listen and check their answers. Play the audio again and tell students to listen carefully to the pronunciation and intonation. Students then practise the dialogue in pairs.

ANSWERS
1 A We're thinking of playing football. Are you interested?
2 B I can't right now. Maybe later.
3 A Why? What are you doing?
4 B Nothing special. I'm doing my homework.
5 A Oh, right. Text me later when you're free, OK?
6 B OK then. Bye.
7 A Bye.

Optional activity: Key phrases
Write these phrases on the board:
1 We're thinking to go for a pizza.
2 I not sure.
3 I can make at six o'clock.
4 Text to me when you're on the bus.
Students work in pairs to correct the mistakes. Check answers with the class.

ANSWERS
1 We're thinking of going for a pizza.
2 I'm not sure.
3 I can make it at six o'clock.
4 Text me when you're on the bus.

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.

More practice
Student Book page 33 (exe 13)

2 WRITING • A report on a survey

I can use *but* and *however* to contrast results.

THINK! What is your favourite song in English? Do you listen to many songs in English?

Language survey: Report

These are the results of our survey on using foreign languages. The results are from interviews with eight people in our class of thirteen, so more than half of the class.

Learning and speaking

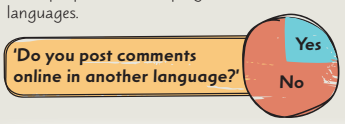
Everybody in the group is learning a second language and a few people speak more than two languages. One or two people are thinking of studying languages in the future, but nobody in the group speaks English outside class.

Internet and social media

Half of the people in the group visit websites which are in other languages. However, less than half of the survey group post comments or messages online in another language.

Other media

Everybody in the group listens to English songs, but only a few people watch TV programmes or films in other languages.



Communication survey: questions

Are you learning a second language at the moment?
Do you speak more than two languages?
Do you ever speak English outside class?
Do you ever visit websites that are in another language?
Do you ever post comments or messages in another language?
Do you ever listen to English songs?
Do you watch films or TV programmes in another language?

1 Read the language survey report. How many people are there in the class? How many people watch TV programmes in another language?

2 Complete the Key Phrases from the text. Which key phrases are followed by a verb in the singular form?

KEY PHRASES

Numbers of people

Everybody [1] ..... group
More than half [2] .....
Half [3] ..... in the group
[4] ..... than half
A [5] ..... people
[6] ..... in the group speaks English.

Language point: Contrasting ideas

3 Find the words *but* and *however* in the survey. Do they come at the beginning, middle or end of a sentence?

4 Match 1–4 with a–d.

1 Everybody speaks English in class, but ...
2 Everybody reads in their own language. However, ...
3 Everybody listens to songs in English. However, ...
4 A few people know three languages, but ...

a. only a few people read in a second language.
b. songs in English are more difficult to understand.
c. everybody is learning English.
d. nobody speaks English outside class.

5 **USE IT!** Follow the steps in the Writing Guide.

WRITING GUIDE

A TASK

Do another survey with the questions in the communication survey and in about 60 – 80 words, write a report about the results.

B THINK AND PLAN

1 Ask the questions in your survey and make a note of the results.
2 Decide which of the phrases in the language point you need to use.

C WRITE

Paragraph 1: Introduction
Paragraph 2: Question topics

- Learning and speaking
- Internet and social media
- Other media

D CHECK

- expressions of quantity
- *but* and *however*
- the layout and neatness of your report

Writing • A report on a survey

Aim

Use *but* and *however* to contrast results.

THINK!

Ask the questions to the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Who are your favourite singers? Which songs do you find easy to understand in English?*

ANSWERS

Students' own answers.

Exercise 1

Read out the Communication survey questions and explain that when you do a survey you often write a report with the results. Students read the report and answer the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS

There are 13 people in the class. Only a few people watch TV programmes in another language.

Exercise 2

Point out the person icons next to the key phrases, are to indicate how many people each phrase refers to. Students complete the key phrases with words from the report. Check answers and check that students understand all the phrases.

ANSWERS

1 in the 2 of the class
3 of the people 4 Less 5 few
6 Nobody

Language point: Contrasting ideas

Exercise 3

Students find the examples of the two words and answer the question. Check answers with the class and elicit or explain that these linkers are used to link contrasting ideas. Point out that *but* is preceded by a comma (e.g. *Everybody listens to English songs, but only a few people watch TV programmes*). *However* is followed by a comma (e.g. *However, less than half post comments*).

ANSWERS

However comes at the beginning of a sentence; *but* comes in the middle of a sentence.

Exercise 4

Students match the sentence halves. Check answers with the class. With **stronger classes**, students could write their own alternative endings for the sentences.

ANSWERS

1 d 2 a 3 b 4 c

Exercise 5 USE IT!

Read the task with the class, then copy the following table onto the board:

	yes	no
learning second language?		
speak more than two languages?		
speak English outside class?		
visit websites in another language?		
listen to English songs?		
watch films / TV programmes in another language?		

Ask each of the survey questions in turn and complete the numbers of students in the yes / no columns. Ask students to copy the table and results. Students write their report. This can be set for homework. Remind students to use some of the key phrases, and *but* and *however*. Remind them to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 19

End-of-unit activities

*** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
**** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
***** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
Speaking photocopiable, Teacher's Resource Disk

Culture • English is all around

Aim

Talk about English Proficiency Index in the world.

Warm-up

With books closed, ask: *Can you speak English? How long is it since you started to learn English? Did you get any certificate in English last year? What is it? Elicit some examples of English certificates and ask: Do you want to get them? Which one would you like to get? Then say: If you want to know how good your English is, you should do a test by Education First. After doing the test, you will know your EPI, which means English Proficiency Index. Your EPI shows you how good your English is.*

Exercise 1 1•24

Play the audio. Students read and listen to the text, underlining the countries and their EPI. Ask students: *What is the EPI of . . . ?*. Students answer the questions. Correct the answers and let students work in groups to fill in the table. Students show the tables to the class. Give the correct answers.

ANSWERS

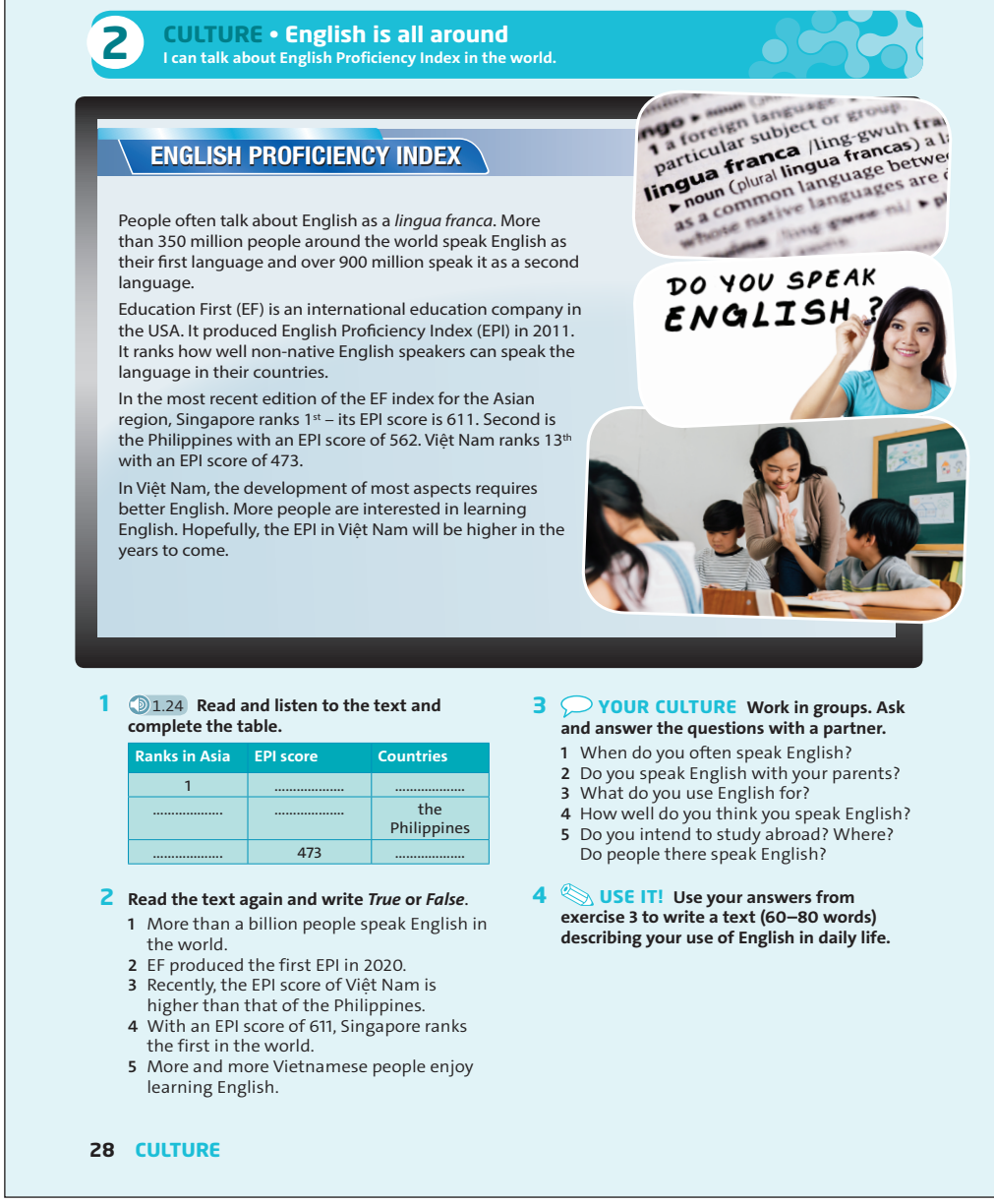
1 611 – Singapore
2 562 – the Philippines
3 473 – Việt Nam

Exercise 2

Read sentence 1 to the class and write it on the board. Ask students: *What is the most important detail in this sentence?* Students answer the question. Underline more than a billion and ask students to look for this detail in the text. Ask students: *How many people speak English as their first language? How many people speak it as a second language?* Students answer the questions. Ask students: *Do more than a billion people speak English in the world?* Students answer the question. Confirm that sentence 1 is true. Students work in pairs and do sentences 2-4. Check answers with the class.

ANSWER

1 True 2 False 3 False
4 False 5 True



2 CULTURE • English is all around
I can talk about English Proficiency Index in the world.

ENGLISH PROFICIENCY INDEX

People often talk about English as a *lingua franca*. More than 350 million people around the world speak English as their first language and over 900 million speak it as a second language.

Education First (EF) is an international education company in the USA. It produced English Proficiency Index (EPI) in 2011. It ranks how well non-native English speakers can speak the language in their countries.

In the most recent edition of the EF index for the Asian region, Singapore ranks 1st – its EPI score is 611. Second is the Philippines with an EPI score of 562. Việt Nam ranks 13th with an EPI score of 473.

In Việt Nam, the development of most aspects requires better English. More people are interested in learning English. Hopefully, the EPI in Việt Nam will be higher in the years to come.

1 1.24 **Read and listen to the text and complete the table.**

Ranks in Asia	EPI score	Countries
1	.....	.....
.....	.....	the Philippines
.....	473	.....

2 **Read the text again and write *True* or *False*.**

1 More than a billion people speak English in the world.
2 EF produced the first EPI in 2020.
3 Recently, the EPI score of Việt Nam is higher than that of the Philippines.
4 With an EPI score of 611, Singapore ranks the first in the world.
5 More and more Vietnamese people enjoy learning English.

3 YOUR CULTURE **Work in groups. Ask and answer the questions with a partner.**

1 When do you often speak English?
2 Do you speak English with your parents?
3 What do you use English for?
4 How well do you think you speak English?
5 Do you intend to study abroad? Where? Do people there speak English?

4 USE IT! **Use your answers from exercise 3 to write a text (60–80 words) describing your use of English in daily life.**

28 CULTURE

Exercise 3 YOUR CULTURE

Allow students time to prepare their ideas individually. Put them into pairs to ask and answer the questions. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Let students write a text as an assignment and collect their papers after some days. Choose the best writings and hold a small exhibition in the class.

ANSWERS

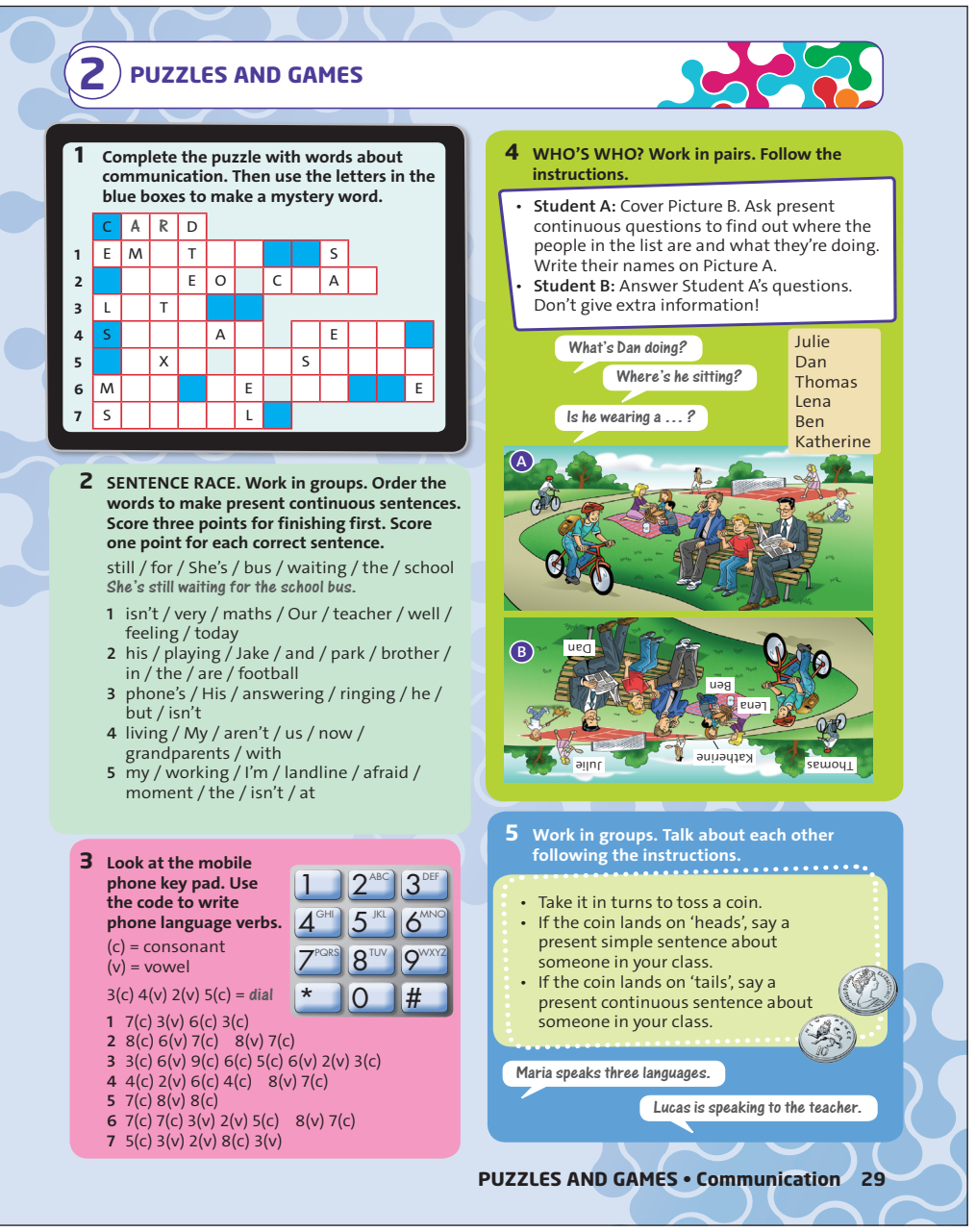
Students' own answers.

Optional activity: Speaking

Ask students to imagine they accidentally meet some foreigners who are looking for the post office (or something else like that). Ask them to take the roles of the foreigners and Vietnamese students. Students will help the foreigners to find the way to the post office.

ANSWERS

Students' own answers.



Puzzles and games

Exercise 1

Students complete the puzzle then find the mystery word. With **weaker classes**, you could allow students to look back through the unit to help them. With **stronger classes**, you could do it as a race.

ANSWERS

1 emoticons 2 video chat 3 letter
4 social media 5 text message
6 mobile phone 7 symbols
Mystery word: conversations

Exercise 2

Divide the class into three teams (or more if you have a large class). Teams race to order the words to make present continuous sentences. Award three points to the team that finishes first, and one point for each correct sentence. See which team has the most points overall.

As an extension, students could work in pairs and write another sentence using the present continuous. Monitor and help while they are working, and make sure their sentence is correct. They can then rewrite the sentence as a jumbled sentence and swap with another pair. The two pairs race to unscramble each other's sentences.

ANSWERS

1 Our maths teacher isn't feeling very well today.
2 Jake and his brother are playing football in the park.
3 His phone's ringing, but he isn't answering.
4 My grandparents aren't living with us now.
5 I'm afraid my landline isn't working at the moment.

Exercise 3

Students use the code to write the verbs. They could work in pairs for this, and you could do it as a race. Check answers with the class.

As an extension, students could write a sentence using each of the verbs.

ANSWERS

1 send 2 top up 3 download
4 hang up 5 put 6 speak up
7 leave

Exercise 4

Students work in pairs and follow the instructions. Tell them the aim is to name all the people in the picture as quickly as possible by asking questions to identify them.

As an extension, students could write three true / false questions about the picture. They then close their books and work in pairs. They take turns to read their sentences to their partner and guess whether their partner's sentences are true or false.

ANSWERS

Students' own answers.

Exercise 5

Students work in groups of four to say sentences about each other, using the present simple and present continuous. With **stronger classes**, to make it more challenging, you could specify that once a verb has been used by someone in the group, it cannot be reused, so students need to think of a different verb to use each time.

Monitor while students are working and correct any typical errors in a feedback session at the end.

ANSWERS

Students' own answers.

Progress review 1 page 30

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

2 1 let 2 allows 3 bans 4 allow 5 lets

3 1 doesn't play 2 play 3 studies 4 don't study 5 finishes 6 don't finish

4 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✓ 7 ✗ 8 ✓

5 1 Where do you go at the weekend?
2 Do you meet your friends in town?
3 Does your brother make videos?
4 Do your parents listen to music?
5 Does you cousin do martial arts?
6 When do your friends watch TV?
7 Where does your sister go to the cinema?
8 How often do you stay in bed late?

6 1 Shall 2 don't 3 want 4 don't 5 feel 6 baking 7 like 8 Let's

7 1 spending my time 2 a lot of time 3 also 4 too 5 don't enjoy 6 really bothered 7 about watching 8 not a big

PROGRESS REVIEW 1

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

☹ 😐 🙂 😀 I need to try this again. / I could do this better.
☹ 😐 🙂 😀 I am happy with this. / I can do this very well.

VOCABULARY Where we spend time

1 **Choose the best answer.**

1 'Where is Gemma?' 'She's ..... the playground with her sister.'
a. on b. in c. under
2 'Where is Quang?' 'He's ..... bed upstairs.'
a. in b. at c. next to
3 'Hello. Is your mum there?' 'Yes, she's here but she's ..... the phone to her sister.'
a. at b. in c. on
4 'Has your brother got his friends ..... his room?' 'No, they aren't here now.'
a. in b. between c. on
5 'Dad is late? Where is he?' 'He's ..... the shops in town.'
a. on b. with c. at
6 'Where's your home?' 'It's ..... the countryside about 10 km from here.'
a. at b. above c. in

I can talk about where I spend my time.
MY EVALUATION ☹ 😐 🙂 😀

READING Screen time

2 **Choose the correct words.**

1 My mum and dad only **ban / let / allow** me play video games at the weekend. It's not fair!
2 Our dad **allows / bans / lets** us to watch TV in the evening.
3 My mum **lets / bans / allows** mobile phones at the dinner table. She hates them!
4 Our parents don't **let / allow / ban** TVs in our rooms. We watch TV together downstairs.
5 My sister **lets / bans / allows** me use her computer. She's very kind. I really like her!

I can read comments and opinions, and understand the main ideas.
MY EVALUATION ☹ 😐 🙂 😀

LANGUAGE FOCUS Present simple: affirmative and negative

3 **Complete the sentences using the affirmative (✔) or negative (✘) form of the present simple.**

	Sam	Nick and Lucy
play video games	✘	✔
study German	✔	✘
finish homework	✔	✘

1 Sam ..... video games.
2 Nick and Lucy ..... video games at home.
3 Sam ..... German at school.
4 Nick and Lucy ..... German.
5 Sam ..... his homework.
6 Nick and Lucy ..... their homework every night.

I can write about habits and facts.
MY EVALUATION ☹ 😐 🙂 😀

VOCABULARY AND LISTENING Free time activities

4 1.25 **Listen and put a tick (✔) next to Eva's hobbies.**

Eva's hobbies
I really enjoy …
1 ☐ doing a lot of sport.
2 ☐ staying in bed very late.
3 ☐ blogging.
4 ☐ baking cakes with my friends.
5 ☐ collecting different things.
6 ☐ going to the cinema in town.
7 ☐ going dancing with my sister.
8 ☐ listening to music in bed.

I can understand people when they talk about their hobbies.
MY EVALUATION ☹ 😐 🙂 😀

LANGUAGE FOCUS Present simple: questions

5 **Write questions using the present simple.**

1 where / you / go / at the weekend ?
2 you / meet / your friends in town ?
3 your brother / make / videos ?
4 your parents / listen / to music ?
5 your cousin / do / martial arts ?
6 when / your friends / watch / TV ?
7 where / your sister / go / to the cinema ?
8 how often / you / stay / in bed late ?

I can ask and answer about free time activities.
MY EVALUATION ☹ 😐 🙂 😀

SPEAKING Thinking of things to do

6 **Choose the correct words.**

Maya Hey, Grace. What are you doing this afternoon?
Grace Nothing really. ¹**Will / Shall / Do** we do something together?
Maya Yeah. I ²**don't / doesn't / aren't** want to watch TV all afternoon. It's boring!
Grace What do you ³**go / know / want** to do?
Maya I don't know.
Grace Why ⁴**don't / doesn't / not** we go swimming?
Maya I don't ⁵**know / want / feel** like going swimming. It's cold today.
Grace I know! How about ⁶**baking / bake / bakes** a cake?
Maya That sounds ⁷**as / like / of** a good idea!
Grace ⁸**Let / Let's / Let us** start now.

I can make and respond to suggestions.
MY EVALUATION ☹ 😐 🙂 😀

WRITING A profile for a web page

7 **Complete the text with the words and phrases.**

about watching a lot of time also
don't enjoy not a big really bothered
spending my time too

Myprofile.com



Hi! I'm Trung and this is how I like [1] .....

Places

I spend [2] ..... at my cousin's house. I [3] ..... like meeting my friends in the park.

Sports and hobbies

I love sport and I play football twice a week. I play the guitar, [4] ....., but I [5] ..... practising.

On screen

I'm not [6] ..... about watching videos on YouTube, but I love playing video games.

I'm not mad [7] ..... TV.

Music

I enjoy listening to music, but I'm [8] ..... boy band fan. I hate listening to them!

I can write about myself using *and*, *also* and *too*.
MY EVALUATION ☹ 😐 🙂 😀

VOCABULARY Communication

8 **Match the words from A with the clues from B.**

A	B
1 conversation	a. A smiley face or a small picture you put in an email
2 card	b. When you talk to somebody on your phone or computer and you can see them
3 landline	c. When you talk to somebody face-to-face
4 letter	d. A short message you send with your mobile
5 text message	e. A symbol like this :) or this :(
6 video chat	f. Something you send to a person on their birthday or a special day
7 symbol	g. A type of phone that isn't a mobile
8 emoji	h. A message you write on some paper and put in an envelope

I can talk about how I communicate today.
MY EVALUATION ☹ 😐 🙂 😀

READING Emojis

9 **Fill in the blanks with the words in the box.**

international useful creative colourful funny

1 Nick is a very .....person. He likes writing, singing and drawing.
2 Your brother is very ..... . I always laugh when I read his posts on social media.
3 Emojis are an .....language.
4 I like .....photos. I don't like black and white pictures.
5 Emojis are..... . People communicate different ideas with them.

I can identify the main topics in an article.
MY EVALUATION ☹ 😐 🙂 😀

LANGUAGE FOCUS Present continuous: affirmative and negative

10 **Write affirmative (✔) or negative (✘) sentences using the present continuous.**

1 my cousin / study / English and German ✔
.....
2 I / have / my lunch ✔
.....
3 you / read / your book ✘
.....
4 Quang and Mai / use / video chat ✔
.....
5 my friend / do / that difficult homework ✘
.....
6 we / swim / in the sea ✘
.....

I can describe what's happening.
MY EVALUATION ☹ 😐 🙂 😀

VOCABULARY AND LISTENING On the phone

11 1.26 **Listen to Anna making some phone calls. Match calls 1–6 with situations a–f.**

Anna ...
a. ☐ hasn't got any credit and needs to top up.
b. ☐ speaks to a different person and needs to call back.
c. ☐ needs to speak up.
d. ☐ can't speak to her friend. Her phone is engaged.
e. ☐ has got the wrong number.
f. ☐ leaves voicemail.



I can understand and use telephone language.
MY EVALUATION ☹ 😐 🙂 😀

LANGUAGE FOCUS Present continuous: questions; Present simple and present continuous

12 **Complete the sentences using the present simple or present continuous form of the verbs.**

1 We .....(not have) homework on Tuesdays.
2 Jo and Clare .....(do) the exam now.
3 Where's Ilya? .....he ..... (listen) to some music in his room?
4 I always .....(go) to bed at 9:30.
5 Hoa is on her laptop now. She ..... (not help) with the housework.
6 What time .....you .....(start) school every morning?

I can write about what's happening now, and what happens regularly.
MY EVALUATION ☹ 😐 🙂 😀

SPEAKING Making plans over the phone

13 **Complete the phone conversation then practise with your partner.**

Are you interested?
How are things?
Text me when you arrive.
What time is the match?
What are you doing?

Mark Hi, Andy. It's Mark.
Andy Oh, hi! [1].....
Mark Good, thanks. Are you at home?
Andy Yes. Why?
Mark I'm walking into town with Ben. We are thinking of going to that football match. [2].....
Andy I can't right now.
Mark [3].....
Andy Nothing special. I'm helping my dad clean the car. [4].....
Mark At 3:00.
Andy Oh, 3.00? That's OK. The car is nearly finished.
Mark OK! [5].....

I can make plans with friends.
MY EVALUATION ☹ 😐 🙂 😀

WRITING A report on a survey

14 **Put the paragraphs in the correct order.**



A
In the survey, almost everyone is studying for the school exams next week. However, a few of them do not seem to be ready.

B
In the previous exams, all the 20 students passed the exams, but only 6 of them got high grades.

C
Most of the students study for two hours every night, but some students spend only one hour. Our school exams are often harder than those of other schools. However, only a few students in our class feel worried about them. Why? Maybe they are good students.

D
The students may be good. However, they should try their best not only to pass the exams but also to surpass themselves.

E
These are the results of our survey on exam preparation. There are 26 students in our class, but the results are from interviews with 20 of them.

I can use *but* and *however* to contrast results.
MY EVALUATION ☹ 😐 🙂 😀

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

9 1 creative 2 funny 3 international 4 colourful 5 useful

10 1 My cousin is studying English and German.
2 I'm having my lunch.
3 You aren't reading your book.
4 Zeynep and Merve are using video chat.
5 My friend isn't doing that difficult homework.
6 We aren't swimming in the sea.

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

12 1 don't have 2 are doing 3 Is; listening 4 go 5 isn't helping 6 do; start

13 1 How are things?
2 Are you interested?
3 What are you doing?
4 What time is the match?
5 Text me when you arrive.

14 E A C B D

Unit summary

Vocabulary

People and places: *alive, awful, boring, brave, brilliant, cruel, dead, enormous, exciting, familiar, kind, poor, popular, rich, terrible, tiny, uncommon, unpopular, useful, useless*

Common verbs: *come, eat, explore, feel, find, get, give, go, have, help, leave, look, meet, see, stay, take, travel, visit, watch*

Language focus

was, were

there was, there were

Past simple affirmative, negative and questions, regular and irregular verbs

Speaking

I can give my opinion on past events.

Writing

I can order events in the past using sequencing words.

Vocabulary • People and places

Aim

Express what you like and don't like.

THINK!

Read the questions with the class and elicit the answers. Briefly review how to say years from different centuries by writing a selection of dates on the board, e.g. *1865, 1288, 1601, 1912*. Elicit how to say them in English and discuss whether this is the same or different in the students' own language.

ANSWERS

There are 100 years in a century and 1,000 years in a millennium.

Exercise 1

Focus on the text and elicit that it is a timeline (a way of showing historical events in order). Pre-teach *slave, astronomer* and *VIP* (very important person). Also teach the verbs *die, invent* and *invade*. Students work in pairs to read the text and complete it. Check answers with class. Ask which of the people in the text students know about.

ANSWERS

A 17th century B 20th century
C 18th century D 15th century
E 14th century

Exercise 2 1•27

Students choose the correct adjectives to complete the text. They can use their dictionaries to help them. Allow students time to compare their answers in pairs, then play the audio for them to listen and check their answers. Check answers with the class and check that students understand all the adjectives.

ANSWERS

1 exciting 2 rich 3 dead 4 familiar
5 brave 6 useless 7 brilliant
8 cruel 9 popular 10 enormous

Exercise 3

Brainstorm some ideas of people, places and events that students know, e.g. Commander-in-chief Trần Hưng Đạo defeating the Mongol fleet in battle at the mouth of the Bạch Đằng River in 1288, Uncle Hồ becoming the President of Việt Nam in 1945, General Võ Nguyên Giáp commanding the Việt Nam People's Army and gaining victories in Điện Biên Phủ in 1952. Put students into pairs to make notes using adjectives from the text. Put pairs together into groups of four to compare their notes and choose one event to tell the class about. Invite groups in turn to tell the class about an event. Ask other groups to listen for adjectives from the timeline.

ANSWERS

Students' own answers.

Exercise 4

Focus on the *People from the past* text and check students understand that these are based on fictional interviews with people from the past. Read out the first quote and elicit the adjective from the timeline (*cruel*). Students read the rest of the text and find four more adjectives. Check answers with the class.

ANSWERS

1 familiar 2 enormous 3 exciting
4 terrible 5 useful





Optional activity: Vocabulary

Say: *I don't like England. The English are horrible! I want to defeat their army.* Elicit which person from the text is speaking (Joan of Arc). Put students into pairs and ask them to write another quote from the past, said by someone in the text (including the parts A–E). Tell them their quote must include one of the adjectives from the text. Ask pairs in turn to read their quotes to the class. Other students can guess who is speaking.

Exercise 5 1•28 page 134

Point out the five questions in the *People from the past* text. Play the video or audio for students to watch or listen and decide which question each person is answering. Check answers with the class. (If you're using the audio-only version, please see the audio script on page 134 for names of speakers.)

ANSWERS

1 a person who you admire
2 the place where you live
3 your favourite invention
4 a game or activity you like
5 something you really don't like

Exercise 6 1•28 page 134

Allow students time to read the key phrases. Play the video or audio again for them to complete the phrases. Check answers with the class and check that students understand all the phrases. Ask which of the completed phrases are true for them.

ANSWERS

1 my bike
2 getting up early in the mornings
3 living here
4 Lewis Hamilton
5 tennis

Optional activity: Key phrases

Ask students to read the *People from the past* text again and find more examples of the key phrases.

ANSWERS

1 It's OK here.
2 I really admire Joan of Arc.
3 I'm really into writing plays.
4 I really don't like losing battles.
5 I really love the telescope.

Exercise 7 USE IT!

Allow students time to prepare their answers individually. Remind them to use some of the key phrases. Put them into pairs to ask and answer the interview questions. Remind them to ask 'Why?' to learn more information. Ask some students to tell the class something they learned bout their partner.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students can do the writing individually and compare with another fast finisher. Alternatively, ask some fast finishers to read what they have written to the class. Ask other students what else they know about the events.

More practice
Workbook page 20

Assessment
Five-minute test, Teacher's Resource Disk

Reading • Museum exhibits

Aim
Use photos to help you understand a text.

THINK!
Read the sentence with the class and elicit some ideas for exciting and boring places for a school visit. Encourage as many students as possible to join in and encourage them to give reasons for their answers. Alternatively, put students into pairs to brainstorm ideas, then ask pairs to report back to the class, giving reasons for their answers.

ANSWERS
Students' own answers.

Exercise 1
Focus on the photos and elicit what they show (clothes, dinosaur bones, a car). Explain to students that taking time to look at photos before they read a text can help them to predict what they will read and can help them understand the text better. Put students into pairs to look at the photos and answer the questions. Elicit some possible answers from the class, then ask students to read the reports and check their answers. Check answers with the class.

ANSWERS
1 clothes, dinosaur bones, cars
2 car from 1964
3 Students' own answers.

Background
Located at 2 Nguyễn Bỉnh Khiêm street, Bến Nghé ward, District 1, Hồ Chí Minh City, and built by the French nearly a century ago (1929), the History Museum of Hồ Chí Minh City contains a historical and cultural collection of over 43,000 documents and artifacts in which 12 national treasures are of priceless value.

The Natural History Museum of London, opened in 1881, contains over 80 million specimens from the natural world, including stuffed animals, rock samples and dinosaur skeletons. The National Motor Museum is in the village of Beaulieu in the south of England. It has over 250 vehicles and has regular exhibitions, including an exhibition of James Bond cars in 2012.

Exercise 2 1•29
Allow students time to read the gapped sentences, then play the audio. Students read and listen and complete the sentences. Check answers with the class.

3 READING • Museum exhibits
I can use photos to help me understand a text.

THINK! Think of an exciting place and a boring place for a school trip.

Seeing History

What was the last museum you were at? Was it good? What was your favourite exhibit? Send us your reports of the best things to see on holiday this year.

Mai Last week I was with my friends in the History Museum of Hồ Chí Minh City. There was an interesting royal clothing exhibition from the Nguyễn Dynasty (1802 – 1945). The clothes looked expensive and fancy but I'm sure they weren't comfortable at all.



Tim Our last school trip to the Natural History Museum wasn't boring but surprising. The building was beautiful, the food in the café was brilliant and the exhibits were really interesting. The most popular were the dinosaurs. The Diplodocus was 26 metres long. And the Tyrannosaurus Rex got 15-centimetre-long teeth.



Jess My school trip to a farm was terrible. There weren't any exciting animals and the café wasn't very good. But it was great fun at the National Motor Museum last week. There were many cars and motorbikes in the collection. Bluebird, the fastest car in 1964 was my favourite. Was it strange? – Yes, it was very big and long.



1 **Look at the photos on this page. Answer the questions. Then read the reports and check your answers.**
1 What are the objects in the photos?
2 How old do you think the Bluebird is?
3 Can you think of words to describe the objects in the photos?

2 1.29 **Read and listen to the reports. Complete the sentences with the information from the text.**
1 The exhibition of ..... was in the History Museum of Hồ Chí Minh City.
2 The clothes were expensive but .....
3 Tim was happy with the food in the ..... at the .....
4 ..... and ..... are both types of dinosaur.
5 The ..... wasn't a very interesting place.
6 ..... was a very fast car in the ..... Museum.

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

4 **USE IT!** **Work in pairs. Which of the museums on the website do you think is the most interesting? Where is it? What is in it?**

ANSWERS
1 royal clothing
2 uncomfortable
3 café, Natural History Museum
4 Diplodocus, Tyrannosaurus Rex
5 farm
6 Bluebird, National Motor

Exercise 3 VOCABULARY PLUS
Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS
Students' own answers.

Workbook page 28 exercise 5

Optional activity: Reading
Write these sentences on the board:
1 Mai thinks the clothes were comfortable to wear.
2 The Tyrannosaurus Rex was 15 metres long.
3 The food at the farm wasn't very nice.
4 Bluebird was quite a small car.

Students work in pairs to read the reports again and decide if the sentences are true or false.

ANSWERS
1 false (She thinks they were uncomfortable.)
2 false (Its teeth were 15 cm long.)
3 true
4 false (It was very big.)

Exercise 4 USE IT!
Allow students time to prepare their answers individually. They then discuss the question in pairs. Ask some students to tell the class about museums that they and their partner think are interesting.

ANSWERS
Students' own answers.

More practice
Workbook page 24

3 LANGUAGE FOCUS • *was, were* • *there was, there were*

I can write about significant events in the past.

was, were

1 **Complete the sentences with *was, were, wasn't* or *weren't*. Then check your answers in the text on page 36.**

1 Last week I ..... with my friends in the History Museum of Hồ Chí Minh City.
2 The clothes ..... comfortable at all.
3 The school trip to the Natural History Museum ..... boring.
4 The exhibits ..... really interesting.
5 ..... Bluebird strange?
Yes, it ..... very big and long.

2 **Look at the sentences in exercise 1. Then complete the Rules using the correct form of *was* or *were*.**

RULES

1 In affirmative sentences, we use *was* or ..... .
2 In negative sentences, we use ..... or *weren't*.
3 In *yes / no* questions, we use ..... / *were* + subject + phrase.
4 In short answers, we use *yes / no* + pronoun + ... / *wasn't* or *were / weren't*.

3 **Complete the sentences with *was, were, wasn't* and *weren't*.**

Mai and her friends *were* in the History Museum of Hồ Chí Minh City last week. ✓
1 The clothing exhibition ..... boring. ✗
2 Bluebird ..... a motorbike. ✗
3 The Nguyễn Dynasty ..... from 1802 to 1945. ✓
4 ..... the Natural History Museum interesting? Yes, it ..... ✓
5 ..... the dinosaurs unpopular?
No, they ..... ✗

4 **Write questions and short answers for the sentences in exercise 3.**

Were Mai and her friends in the History Museum of Hồ Chí Minh City last week?
Yes, they were.

there was, there were

5 **Choose the correct words.**

1 There **was / were** a car from 1964.
2 There **was / were** lots and lots of cars.
3 There **wasn't / weren't** a good café.
4 There **wasn't / weren't** any exciting animals.

6 **Write sentences about an event in your town / city last year. Use *There was* and *There were*. Think about:**

the place the date the number of people
music famous people

It was in the town centre. It was in May last year ...



7 **USE IT! Write questions with *was* and *were* and the words in the box. Then ask and answer the questions with your partner.**

When Where Who What

1 ..... you at 8 o'clock this morning?
2 ..... your first teacher?
3 ..... Lê Quý Đôn?
4 ..... your last English test?
5 ..... your first visit to a museum?
6 ..... the last SEA Games?

Where were you at 8 o'clock this morning?
I was on the bus.

Finished?

Write quiz questions about the museum on the website you know.

Language focus • *was, were* • *there was, there were*

Aim
Write about significant events in the past.

Warm-up

Ask what students can remember about the museum reports on page 36. Elicit a few ideas, then ask: *When was Mai in the History Museum of Hồ Chí Minh City? How did the clothes look?* Elicit answers and write on the board: *Mai was in the History Museum of Hồ Chí Minh City last week. The clothes looked expensive and fancy.* Underline *was* and *were* and elicit that they are the past forms of *is* and *are*.

was, were

Exercise 1

Students complete the sentences from the text on page 30. Check the answers.

ANSWERS
1 was 2 weren't 3 wasn't
4 were 5 Was, was

Exercise 2

Students work in pairs to look at the sentences and complete the rules. With **weaker classes**, read through the rules with the class and elicit the answers.

ANSWERS
1 were 2 wasn't 3 was 4 was

Language note
We use *was* for *I, he, she* and *it*, and *were* for *we, you* and *they*: *They were interesting*. (NOT ~~*They was interesting.*~~)

Exercise 3

Students complete the sentences with the correct verb forms. Check answers with the class.

ANSWERS
1 wasn't 2 wasn't 3 was
4 Was, was 5 Were, weren't

Exercise 4

Read out the example and elicit another example. Students then write the remaining questions and answers. Check answers with the class.

ANSWERS
1 Was the clothes exhibition boring? No, it wasn't.
2 Was Bluebird a motorbike? No, it wasn't.
3 Were the clothes expensive? Yes, they were.
4 Was the Natural History Museum interesting? Yes, it was.
5 Were Mai and her friends in the History Museum of Hồ Chí Minh City last year? No, they weren't.

there was, there were

Exercise 5

Students choose the correct words to complete the sentences. Check answers with the class and elicit that we use *there was* to talk about one person or thing in the past, and we use *there were* to talk about more than one person or thing.

ANSWERS
1 was 2 were 3 wasn't 4 weren't

Exercise 6

Elicit some ideas for events that students could write about. Students write their sentences. With **weaker classes**, students could work in pairs. Ask some students to read their sentences to the class. Discuss as a class which events were fun, and which were boring.

ANSWERS
Students' own answers.

Exercise 7 USE IT!

Read out the first gapped question and elicit the full question form. Students write the remaining questions. Ask some students to read the questions to the class. Correct any errors. Allow students time to prepare their answers to the questions individually, then put them into pairs to ask and answer them.

ANSWERS
1 Where were 2 Who was 3 Who was
4 When was 5 When / Where was
6 When was
Students' own answers.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students can prepare their questions individually then work in pairs to ask and answer them. Alternatively, ask them to read their questions to the class.

More practice
Workbook page 21

Assessment
Five-minute test, Teacher's Resource Disk

Vocabulary and listening • Common verbs

Aim
Describe a journey.

THINK!
Read out the questions and elicit a few possible answers. Put students into pairs to discuss the questions. Ask some pairs to tell the class their ideas and reasons. Discuss as a class where it would be interesting to go and why.

ANSWERS
Students' own answers.

Exercise 1 1•30
Read out the first diary extract and elicit the correct verbs. Students read the rest of the text and choose the correct verbs. Play the audio for students to listen and check their answers. Check answers with the class and check that students understand all the verbs.

ANSWERS
1 met 2 helped 3 explored 4 saw
5 travelled 6 visited 7 stayed
8 watched 9 went 10 found
11 looked 12 took 13 came 14 had
15 gave 16 felt 17 left

Exercise 2 1•31
Students find the past forms of the verbs and decide which are regular and irregular. Play the audio for students to listen and check their answers. Check the answers.

ANSWERS
come – came, eat – ate, explore – explored, feel – felt, find – found, get – got, give – gave, go – went, have – had, help – helped, leave – left, look – looked, meet – met, see – saw, stay – stayed, take – took, travel – travelled, visit – visited, watch – watched
The irregular verbs are: see, go, leave, meet, feel, have, find, come, give, take, get, eat

Exercise 3 1•32 PRONUNCIATION: Regular past simple verbs
Play the audio and point out the different ways of pronouncing the past simple ending. Play the audio again, pausing after each verb for students to repeat.

Exercise 4 1•33
Play the audio. Students listen and add the verbs to the table. Allow students time to compare their answers in pairs, then play the audio again for them to check. Check answers with the class. Play the audio again, pausing after each verb for students to repeat.



3 VOCABULARY AND LISTENING • Common verbs
I can describe a journey.

THINK! You're a time traveller. Where in a past time do you want to go? Why?

My Time Travels

I [1]**stayed / met** a boy and [2]**helped / visited** him with his homework.

I [3]**explored / came** my town and [4]**gave / saw** my school.

I [5]**travelled / saw** to Egypt and [6]**visited / met** the Pyramids.

I [7]**met / stayed** for three hours in Brazil and [8]**gave / watched** a football match.

I [9]**went / saw** to the year 1990 and I [10]**found / ate** my grandparents.

The dinosaurs [11]**met / looked** unfriendly, so I [12]**saw / took** a photo and [13]**came / felt** home quickly.

I [14]**had / got** lunch with Queen Victoria in London and I [15]**met / gave** her a photo.

I [16]**felt / had** sick on the journey to the moon, so I [17]**visited / left** after an hour.

1 1.30 **Read Jade's time travel diary. Choose the correct verbs. Then listen and check.**

2 1.31 **Find the past forms of these verbs in the diary. Which verbs are irregular? Listen and check.**

come eat explore feel find get give go have help leave look meet see stay take travel visit watch

come – came

3 1.32 **PRONUNCIATION** Regular past simple verbs **Listen and repeat the verbs.**

/t/	/d/	/ɪd/
helped	stayed	visited

4 1.33 **Listen to eight more verbs and add them to the table in exercise 3. Practise saying them.**

5 1.34 **Listen to Jade's time travel diary. Put pictures A–H in the correct order.**

6 **USE IT!** **Work in pairs. Describe a journey using five of the verbs in exercise 2.**

I travelled to Phú Quốc with my parents last summer. We stayed …

38 The past

ANSWERS
/t/ talked, watched, looked
/d/ explored, travelled, listened
/ɪd/ started, wanted

Optional activity: Vocabulary
Put students into teams. Read out the sentences from the time travel diary using the incorrect verbs, e.g. *I stayed a boy and visited him with his homework.* Teams race to provide the correct sentences.

Exercise 5 1•34 page 134
Play the audio. Students listen and put the pictures in the correct order. Check answers with the class.

ANSWERS
C, F, E, B, A, D, G, H

Exercise 6 USE IT!
Put students into pairs to describe a journey. Point out that the journey doesn't have to be a real one, and they can use their imagination. Ask pairs in turn to tell the class about their journey. Ask whose journey sounds exciting.

ANSWERS
Students' own answers.

More practice
Workbook page 22

Assessment
Five-minute test, Teacher's Resource Disk

3 LANGUAGE FOCUS • Past simple: affirmative, negative and questions; regular and irregular verbs

I can describe recent past events in my personal life.

Past simple

1 **Choose the correct option a or b. Then check your answers in the text on page 38.**

1 Where did Jade see the Pyramids?
a. In Egypt **b.** In Rome
2 The dinosaurs looked ...
a. friendly. **b.** unfriendly.
3 She ... dinner with Queen Victoria in London.
a. had **b.** didn't have
4 Did Jade watch a football match in Brazil?
a. Yes, she did. **b.** No, she didn't.

2 **Study the sentences in exercise 1. Then choose the correct words in the Rules.**

RULES

1 The past simple form of a verb is **the same** / **different** for all persons.
2 In negative sentences, we use *didn't* + the **base** / **past simple** form of the verb.
3 In questions, we use (question word) *did* + subject + the **base** / **past simple** form of the verb.

3 **Order the words to make sentences and questions.**

1 her grandparents / talk / Jade / did / to / ?
2 you / rice / do / noodles / or / like / ?
3 visited / Jim / summer / Nha Trang / last
4 meet / your / where / parents / did / ?
5 we / yesterday / play / didn't / football

4 1.35 **PRONUNCIATION** Rhythm and intonation

When we put stress on a word, it has a strong beat.
When we don't put stress on a word, it has a weak beat.
Mary was here yesterday. (• - • •)
The voice falls on the final stressed syllable of a group of words (falling intonation), common in wh-questions.
Where was Mary yesterday? (- - - ↘)
The voice rises at the last syllable of the last word (rising intonation) in yes / no questions.
Was Mary here yesterday? (- - - ↗)
We use fall-rise intonation when we are not sure.
Do you like tea or coffee? (- - -↗ - ↘)

Read the sentences in exercise 3, paying attention to the rhythm and intonation. Listen and check.

5 **Read the Study Strategy. Follow instructions 1–3.**

STUDY STRATEGY

Learning irregular verbs

1 Find ten past tense verbs in excercise 1 on page 38.
2 When you find a new verb, check the irregular verbs list on page 127. Then add the verb to your list.
3 Memorise five irregular verbs every week.

Regular and irregular verbs

6 **Complete the text with the past simple form of the verbs in brackets.**

A disappointing day

Last Saturday I **went** (go) to a football match with friends. We [1] ..... (travel) by bus and the journey [2] ..... (take) two hours.We [3] ..... (arrive) late, so we [4] ..... (not have) time for lunch. After half an hour it [5] ..... (start) to rain. I [6] ..... (not have) a coat so I [7] ..... (get) very wet. Our team [8] ..... (not play) well. They [9] ..... (lose) 5–0. It [10] ..... (not be) a very good day.



7 **USE IT!** **Work in pairs. Ask and answer about your recent past events.**

Did you have pizza last night?

No, I didn't. I had phở.

Finished?

Imagine you went back in time. Write a description of where you went, what you did, and who and what you saw.

Language focus • Past simple affirmative, negative and questions, regular and irregular verbs

Aim

Describe recent past events in your personal life.

Warm-up

With books closed, write on the board some of the past verb forms from page 38. Put students into pairs and ask them to write the infinitive forms of the verbs. Check the answers and elicit that the forms on the board are in the past simple form.

Past simple

Exercise 1

Students work in pairs to choose the correct options then check their answers in the text on page 38. Check answers with the class.

ANSWERS
1 a 2 b 3 b 4 a

Exercise 2

Students work in pairs to study the sentences and choose the correct words in the rules. With **weaker classes**, read out the rules and elicit the correct answers from the class.

ANSWERS
1 the same 2 base 3 base

Exercise 3

Students order the words to make sentences and questions. Check answers with the class.

ANSWERS
1 Did Jade talk to her grandparents?
2 Do you like rice or noddles?
3 Jim visited Nha Trang last summer.
4 Where did your parents meet?
5 We didn't play football yesterday.

Exercise 4 1•35 PRONUNCIATION Rhythm and intonation

Read the example sentences twice, then ask students to repeat. Explain what falling intonation is, what rising intonation is, and what fall-rise intonation is. Students work in pairs to read and listen to sentences 1-5 in exercise 3. Ask some students to read their sentences to the class. Don't confirm if they are true or false, but correct any errors.

Exercise 5

Read the study strategy with the class and point out the irregular verbs list in the Student book. Put students into pairs to find ten verbs on page 38 that they think they should learn. Discuss their ideas as a class.

You could ask students to learn the verbs they have chosen, then test each other in pairs in the next lesson.

Regular and irregular verbs

Exercise 6

Students complete the text with the correct past simple forms. Check answers with the class and elicit which verbs are regular and irregular.

ANSWERS
1 travelled 2 took 3 arrived
4 didn't have 5 started 6 didn't have
7 got 8 didn't play 9 lost 10 wasn't

Exercise 7 USE IT!

Read out the example and point out to students that when they answer the questions, they will need to use the correct past simple forms. With **weaker classes**, you could read out each sentence in turn and elicit the past simple form of the verb. Put students into pairs to ask and answer the questions. Encourage them to ask more questions, to find out more details.

ANSWERS
Students' own answers.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students can write their descriptions individually then compare them with another fast finisher. Alternatively, ask them to read their descriptions to the class. Ask other students which place they would most like to visit and why.

More practice
Workbook page 23

Assessment
Five-minute test, Teacher's Resource Disk

Speaking • Your weekend

Aim
Give your opinion on past events.

THINK!
Read the question with the class and elicit responses from individual students. Ask more questions, e.g. *Who did you do this with? Where did it happen?* Encourage students to talk about their own opinions and experiences.

ANSWERS
Students' own answers.

Exercise 1 1•36
Students read the dialogue and choose the correct words to complete it. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the questions about Mark and Sarah and elicit the answers.

ANSWERS
1 How 2 ago 3 do 4 brilliant
5 friends 6 was
Mark played football and got a haircut. He met some friends for a picnic on Sunday.
Sarah's weekend wasn't brilliant. She stayed at her friend Jenny's house, but Jenny was sick so she didn't sleep much and was too tired to do anything on Sunday.

Exercise 2 1•36
Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and try to complete them from memory. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS
1 your weekend 2 bad 3 do you
4 great 5 cool 6 was 7 brilliant
8 like 9 fun

Optional activity: Key phrases
Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

ANSWERS
Students' own answers.

Exercise 3
Students work in pairs to practise the dialogue.

3 SPEAKING • Your weekend
I can give my opinion on past events.

THINK! Say three things you did last weekend. Did you have fun?

Sarah Hey, Mark. [1]**How / What** was your weekend?
Mark Not bad, thanks. I played football and I got a haircut. What do you think?
Sarah It looks great. Very cool. I got a haircut, too.
Mark When?
Sarah Two weeks [2]**before / ago**. But nobody noticed.
Mark Oh dear. So, what about you? What did you [3]**go / do**?
Sarah Well, I stayed at my friend Jenny's house on Saturday night.
Mark Oh, right. How was that?
Sarah It wasn't [4]**bad / brilliant**. Jenny was sick so I didn't sleep much and I was too tired to go out on Sunday.
Mark Bad luck! I met some [5]**family / friends** for a picnic on Sunday.
Sarah Really? What [6]**was / were** it like?
Mark It was fun.
Sarah Oh, you had a much better weekend. Can I come out with you next time?



1 1.36 **Choose the correct words in the dialogue. Then watch or listen and check. What did Mark do? Did Sarah have a good weekend?**

2 1.36 **Cover the dialogue and complete the Key Phrases. Watch or listen again and check.**

KEY PHRASES
Asking for and giving opinions
How was [1]……?
Not [2]……, thanks.
What [3]…… think?
It looks [4]……. Very [5]…….
How [6]…… that?
It wasn't [7]…….
What was it [8]……?
It was [9]…….

3 **Practise the dialogue with your partner.**

4 1.37 **Cover the dialogue and the Key Phrases. Complete the mini-dialogues. Listen and check. Practise them with your partner.**
1 A How [1]…… weekend?
B Not [2]……. I went shopping on Saturday. I bought these headphones.
[3]…… think?
A [4]…… cool.
2 A What [5]…… at the weekend?
B Well, I went to the cinema on Saturday evening. I saw *The Fast and the Furious*.
A [6]…… like?
B [7]…… brilliant, to be honest.

5 **USE IT! Work in pairs. Read the situation. Practise a new dialogue about your weekend using the Key Phrases.**

Student A: Tell student B about your weekend. You did something different each day and enjoyed your weekend.

Student B: You only did one thing at the weekend. It wasn't great. Tell student A why.

How was your weekend? / Not bad, thanks. / What did you do? / I went to a football match on Saturday.

40 The past

Exercise 4 1•37
Put students into pairs and ask them to cover the dialogue in exercise 1 and the key phrases. Students complete the mini-dialogues with the correct words. Play the audio for them to listen and check their answers. Play the audio again and tell students to listen carefully to the pronunciation and intonation. Students then practise the mini-dialogue in pairs.

ANSWERS
1 was your 2 bad 3 What do you
4 Very 5 did you do 6 What was it
7 It wasn't

Optional activity: Speaking
With books closed, put students into pairs and ask them to decide who is Student A and who is Student B. Explain that you are going to dictate a dialogue, starting with a line for Student A. Students should write down their lines of the dialogue only. Dictate the following dialogue to the class, without pausing to show where the speaker changes:

How was your weekend?
Not bad, thanks. I went for a pizza with some friends.
How was it?
It wasn't brilliant! What about you? What did you do?
Some friends came round and we watched a film.
Really? What was it like?
It was really cool!
Students work in their pairs to practise the dialogue, using the lines they have written down. Ask some students to perform their dialogue for the class.

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.

More practice
Student Book page 55 (exe 6)
Workbook page 31



3 WRITING • A special event
I can order events in the past using sequencing words.

THINK! What special days or events do you celebrate with your friends and family?

'Tell us about a memorable event in your life and you can win a new smartphone.'

WIN

My family's party

I'll never forget last July. That's when my big sister and her boyfriend decided to get married, and my parents had a fantastic party at our house to celebrate.

First, my mum and I went shopping for food and drink. At six o'clock, my sister's friends arrived for the party. At seven o'clock, my dad started the barbecue in the garden and after that we cooked potatoes and burgers. It was a very warm night. We ate the food and then Dad started the firework display – that was a great surprise. Finally, at about eleven o'clock, everyone went home.

There were about twenty people and we all had a good time. Only our dog didn't enjoy the party. He stayed in the house – he didn't like the noise of the fireworks! It was a great evening and I was really happy.

Jack

1 Read the text. Why did Jack's parents have a party? Who did not enjoy the party?

2 Complete the Key Phrases with words from the text.

KEY PHRASES

Describing an event

I will never forget [1] .....
There were about [2] ..... people.
[3] ..... had a good time.
It was a great [4] .....

Language point: Sequencing

3 Read the text again and find the sequencing words.

first after that then finally

4 Look at the sequencing words in bold and put sentences A–E in the correct order. Which word describes the beginning of an event, and which word describes the end?

Best party ever!!

A At 8 o'clock my friends arrived. ☐
B Finally all my friends went home. ☐
C First my mum and I prepared food and drink for the party. ☐
D I opened my presents and then we had something to eat. ☐
E After that everybody danced. ☐

5 USE IT! Follow the steps in the Writing Guide. Ask and answer the questions for part B with your partner.

WRITING GUIDE

A TASK

In about 60 – 80 words, write three paragraphs about one of these events:
• A wedding • *Tet* holiday • A party

B THINK AND PLAN

1 What and when was the event?
2 What happened first?
3 What happened after that?
4 How many people were there?
5 How did you feel after the event?

C WRITE

Paragraph 1: Introduction
I'll never forget ...
Paragraph 2: Event
First ... After that ... Then ... Finally ...
Paragraph 3: Conclusion
It was a great evening.

D CHECK

• Past simple forms
• Sequencing words: *first*, *after that*, *then*, *finally*

Writing • A special event

Aim
Order events in the past using sequencing words.

THINK!

Ask the question to the class and elicit answers from indi encourage students to say more, e.g. *What do you usually do to celebrate? Do you eat a special meal? Do you take photos to help you remember the event?*

ANSWERS
Students' own answers.

Exercise 1

Students read the text and answer the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS
They had a party because Jack's sister and her boyfriend decided to get married. The dog didn't enjoy the party.

Exercise 2

Students complete the key phrases with words from the text. Check answers and check that students understand all the phrases.

ANSWERS
1 last July 2 twenty 3 We all
4 evening

Language point: Sequencing

Exercise 3

Students find the sequencing words in the text. Check answers with the class and check that students understand all the words. Elicit or explain that we use these sequencing words to make it clear in what order things happened.

ANSWERS
First, my mum …, after that we cooked …, then Dad started …, Finally, at about …

Exercise 4

Students put the sentences in the correct order. With **weaker classes**, students could work in pairs for this. Check answers with the class. Elicit which word describes the beginning of an event, and which describes the end.

ANSWERS
1 C 2 A 3 D 4 E 5 B
first is used at the beginning of an event and *finally* is used at the end.

Optional activity: Writing

Write on the board:
First, …
Then …
After that …
Finally, …
Put students into pairs. Ask them to complete the sentences to describe a party or other special event, without saying what the event is for. Put pairs together into groups of four. They take turns to read their sentences to each other and try to guess what the special event was. Ask who guessed correctly.

ANSWERS
Students' own answers.

Exercise 5 USE IT!

Read the task with the class. Students answer the questions and plan their text.

Read through the paragraph structure with the class. Students write their paragraphs. This can be set for homework.

Remind students to check their grammar and spelling carefully.

ANSWERS
Students' own answers.

More practice
Workbook page 25

End of unit activities
Cumulative Review, Workbook page 56
*** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
**** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
***** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
Speaking photocopiable, Teacher's Resource Disk

Culture • Thanksgiving

Aim

Talk about a festival in your country.

Warm-up

With books closed, ask: *What festivals are there in your country? Which are the most important festivals each year? Why?* Elicit a few ideas, e.g. *Christmas* and ask: *How do you usually celebrate these festivals?* Elicit a range of answers.

Background

As Thanksgiving takes places on a Thursday, many American families take the Friday as a holiday and enjoy a long weekend together. After eating their Thanksgiving dinner, many people watch professional American football games either on TV or live, or they watch the traditional Macy's Thanksgiving Day parade. This huge parade with lots of colourful floats takes place in New York, organised by the department store chain Macy's. Millions of people watch it, either on the streets of New York or on TV.

Exercise 1

Students work in pairs to check the meaning of the words. Check their answers and check that they understand that *corn* refers to sweetcorn, rather than to the grain. Students then work in their pairs to look at the pictures and answer the questions. Elicit a few possible answers, but don't confirm them at this stage.

ANSWERS

1 People are eating a traditional Thanksgiving meal together.
2 1621

Exercise 2 1•38

Play the audio. Students read and listen to the text and check their answers to exercise 1.

Exercise 3

Students read the text again and answer the questions. Check answers with the class.

ANSWERS

1 Turkey, corn and potatoes
2 America
3 They were very cold and they didn't have enough food.
4 The Native Americans showed them.
5 The Pilgrims and the Native Americans



3 CULTURE • Thanksgiving
I can talk about a festival in my country.

1 **Check the meaning of the words in the box. Then look at the pictures and answer the questions.**

turkey pumpkin corn
harvest hunt settler

1 What is happening in picture A? What are people eating?
2 When did the event in picture B take place?
a. 1500 b. 1621 c. 1756

2 1.38 **Read and listen to the text and check your answers to exercise 1.**

Thanksgiving Day

Americans celebrate the Thanksgiving holiday on the fourth Thursday of November. Families meet for a special meal including turkey, corn, potatoes and pumpkin pie – a popular dessert. Then families do activities together or watch TV.

The Thanksgiving festival celebrates the first harvest of the Pilgrims – a group of religious settlers. In September 1620, they left England for America on a ship – the Mayflower. That winter, when they arrived, they were very cold and didn't have enough food. So half of them died. A Native American leader, Squanto, visited the settlers. His people showed the settlers how to grow corn and vegetables and how to hunt animals for food.

In autumn 1621, after a good harvest, the Pilgrims held a big celebration to thank God. They invited the Native Americans. For three days, they ate together. Also, they played games, sang songs and danced. It was the start of a long tradition.

3 **Read the text again and answer the questions.**

1 What do people eat on Thanksgiving Day?
2 Where did the Pilgrims arrive in 1620?
3 Why did many settlers die in the first winter?
4 How did they learn to grow food?
5 Who went to the first Thanksgiving meal?

4 YOUR CULTURE **Choose a festival in your hometown / city. Then ask and answer the questions with your partner.**

1 When is the festival?
2 Where is it?
3 What do people celebrate?
4 How do they celebrate it?
5 Do people have special food?
6 Do they do special activities?

5 USE IT! **Write a short description (35 – 50 words) of a festival in Việt Nam. Use your answers in exercise 4 to help you.**

42 CULTURE

Exercise 4 YOUR CULTURE

Allow students time to read the questions and prepare their ideas individually. Put them into pairs to ask and answer the questions. Discuss the answers with the class.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students write their descriptions individually. Put them into small groups to compare their answers. Discuss as a class what students enjoy and don't enjoy about festivals in their country.

ANSWERS

Students' own answers.

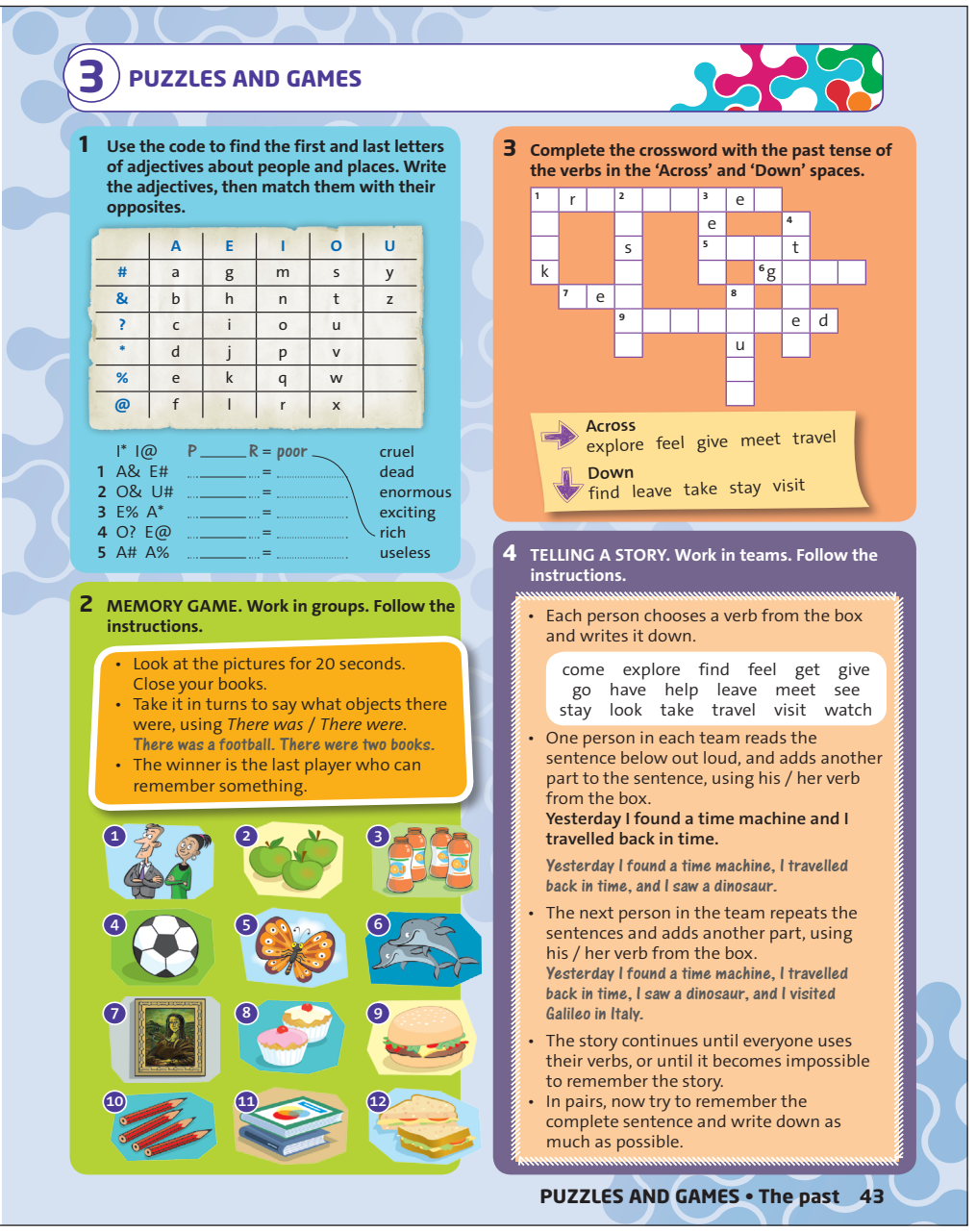
Optional activity: Speaking

For homework, ask students to find out about a festival in another part of the world. Brainstorm some ideas with the class or suggest a few ideas, e.g. Saint Patrick's Day in Ireland, Diwali in India, Carnival in Brazil. Ask students to find information online and prepare a short presentation on the festival.

In the next lesson, put students into small groups to present their festivals to each other and choose their favourite to present to the class. Ask groups in turn to present their favourite festival to the class. Discuss as a class which festivals students would like to take part in and why.

ANSWERS

Students' own answers.



Puzzles and games

Exercise 1

Point to the example and explain that students have to use the code to find the first and last letters of the adjectives, then complete them and match them to their opposites. With **weaker classes**, students could work in pairs for this. With **stronger classes**, you could do it as a race.

ANSWERS

1 boring – exciting
2 tiny – enormous
3 kind – cruel
4 useful – useless
5 alive – dead

Exercise 2

Focus on the pictures with the class and check that students know the words for all the things.

Read out the instructions, then divide the class into groups of three. Explain that two people will play the game, and the third person will be the referee.

Allow students 20 seconds to look at the pictures, then ask the students who will be playing the game to close their books. They take it in turns to say what objects there were. The referee confirms whether their memory is right. Players continue until one of them can't remember any more objects.

Students can swap roles and play again.

ANSWERS

Students' own answers.

Exercise 3

Students complete the crossword. They could work in pairs for this, and you could do it as a race. Check answers with the class.

As an extension, students could write a sentence using each of the verbs in the past simple form.

ANSWERS

Across: 1 travelled 5 felt 6 gave 7 met 9 explored
Down: 1 took 2 visited 3 left 4 stayed 8 found

Exercise 4

Read out the instructions and check that students understand what they have to do.

Divide the class into teams of seven or eight students. Students follow the instructions and build up their story. Ask each team to tell their complete story to the class.

Alternatively, you could do this activity with the whole class. Write the verbs on the board and go around the class, with students each adding a sentence in turn until the story becomes too long to remember.

ANSWERS

Students' own answers.

Unit summary

Vocabulary

Actions and movement: *climb up, hang from, hold, jump up, kick, lie on, sit on, stand in, pick up, walk on*

Adjectives and adverbs: *bad, badly, brave, bravely, careful, carefully, comfortable, comfortably, creative, creatively, easy, easily, happy, happily, patient, patiently, polite, politely, quiet, quietly, rude, rudely, slow, slowly, good, well, fast*

Language focus

Past continuous: affirmative and negative

Past continuous: questions

Past simple and past continuous

Speaking

I can show that I'm interested in a topic.

Writing

I can write a description of an event using linking words.

Vocabulary • Actions and movement

Aim

Describe a photograph.

THINK!

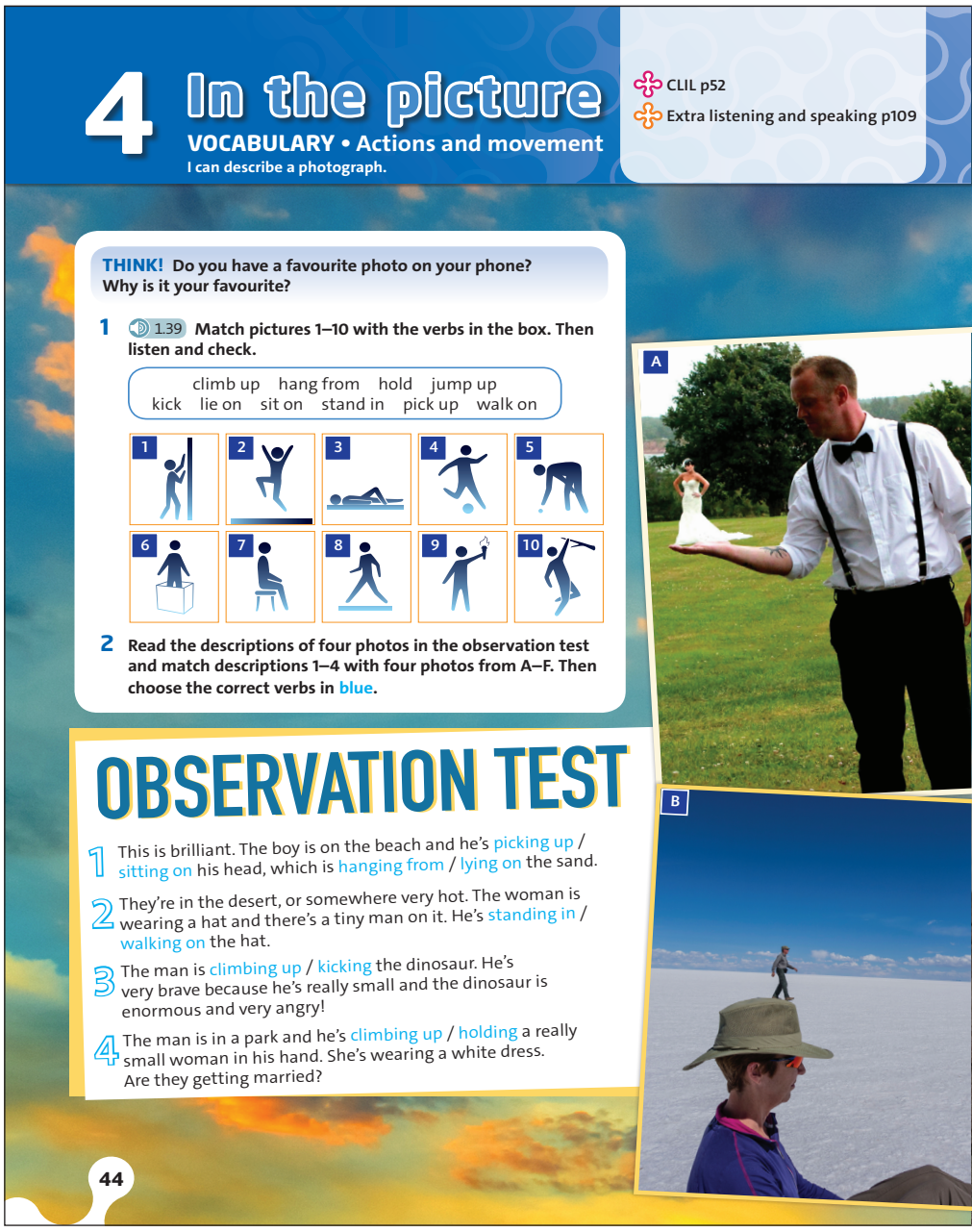
Ask: *Do you take photos on your phone? What do you usually take photos of?* Elicit answers from individual students. Ask: *Do you have a favourite photo on your phone? Why is it your favourite? What does it show?* Elicit answers from individual students. Alternatively, students could discuss the questions in pairs. Ask some students to tell the class about their partner's favourite photo. If students have their phones with them, you could allow them to show their partner their favourite photo.

ANSWERS

Students' own answers.

Exercise 1 1•39

Students match the pictures with the verbs in the box. With **weaker classes**, students could work in pairs for this. Play the audio for students to check their answers. Check answers with the class and make sure students understand all the verbs. Play the audio again, pausing after words with difficult pronunciation for students to repeat, e.g. *climb*.



ANSWERS

1 climb up 2 jump up 3 lie on
4 kick 5 pick up 6 stand in 7 sit on
8 walk on 9 hold 10 hang from

Exercise 2

Focus on the photos and use them to teach *desert*. Students read the descriptions and match them with four of the photos (A–F). Check answers, then ask students to read the descriptions again and choose the correct words to complete them. Check answers with the class and ask: *Which photo do you like best? Why?*

ANSWERS

1 D 2 B 3 C 4 A
1 picking up, lying on
2 walking on
3 kicking
4 holding

Optional activity: Vocabulary

Put students into pairs and ask them to cover the descriptions in the Observation test. Ask them to choose one of the photos and describe it using verbs from exercise 1. Remind them that we use the present continuous to talk about things that are happening now. Students can check their answers by looking at the descriptions again.

ANSWERS

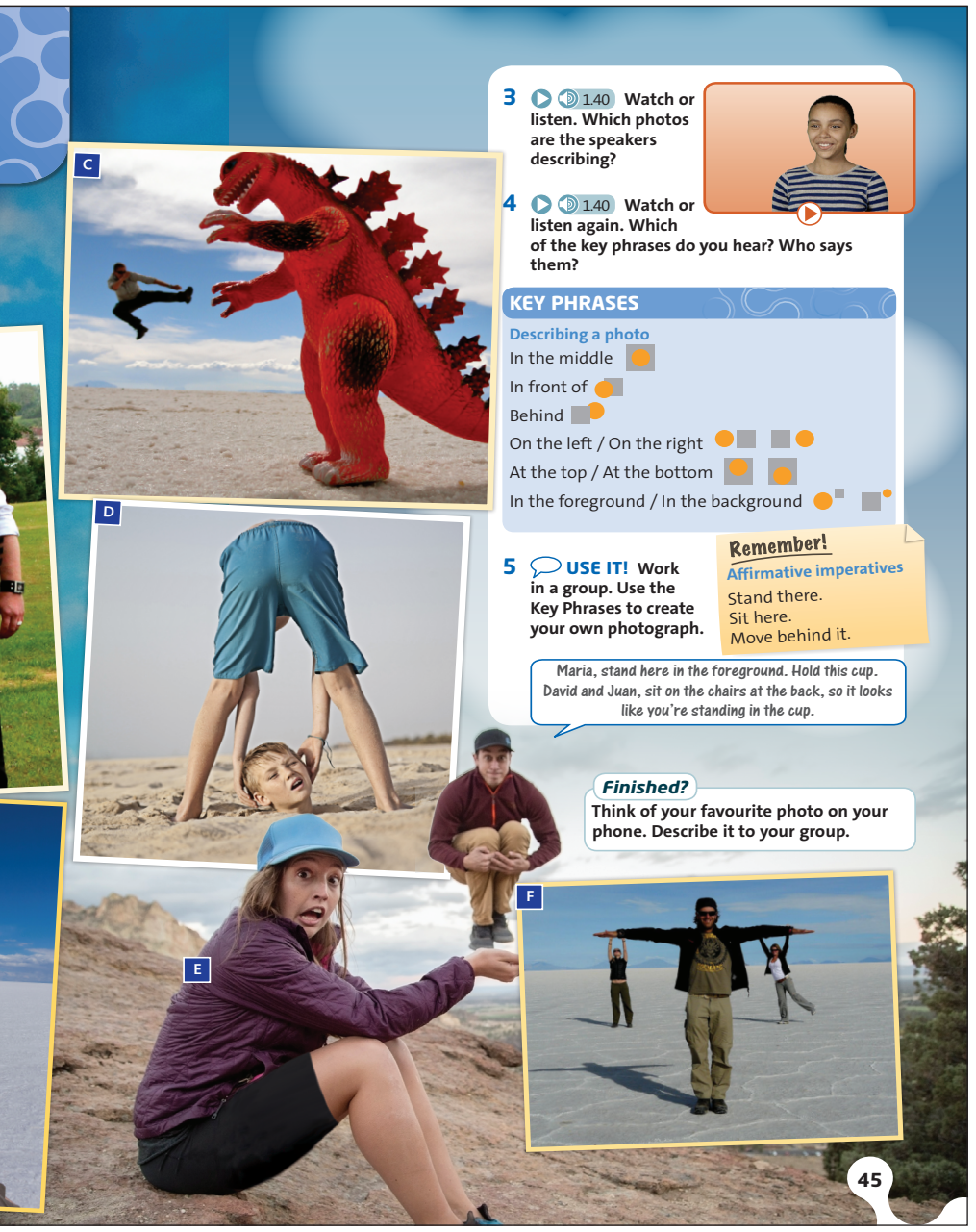
Students' own answers.

Optional activity: Vocabulary

Play a miming game to practise the vocabulary. Sit on the edge of your desk and ask: *What am I doing?* Elicit the answer (*You're sitting on the desk*). Ask students in turn to choose one of the verbs and mime it. Their classmates guess the verbs.

ANSWERS

Students' own answers.



Exercise 3 1•40 page 134

Read out the question, then play the video or audio. Students watch or listen and identify the photos the speakers are describing. Check answers with the class. (If you're using the audio-only version, please see the audio script on page 134 for names of speakers.)

ANSWERS
1 F 2 E 3 F 4 E

Exercise 4 1•40 page 134

Read through the key phrases with the class and use the graphics to elicit or teach the meaning. Play the video or audio again for students to watch or listen and note down the phrases they hear. Check answers with the class.

ANSWERS
In the middle (Lilly)
In front of (Elijah)
Behind (Rebecca)
On the left / right (Lilly)
In the foreground / In the background (Rebecca)

Optional activity: Key phrases

Write the following gapped sentences on the board:

1 I ___ see people in an open space.
2 It looks ___ there are two people hanging from his arms.
3 ___ a woman holding a really small man.
4 He ___ small because he's behind her.

Put students into pairs and ask them to complete the sentences from memory. Play the video or audio again for them to check. Point out that these are also useful phrases for describing photos.

ANSWERS
1 can 2 like 3 There's 4 looks

Optional activity: Key phrases

Put students into pairs and ask them to prepare a description of one of the other photos, using some of the key phrases. Ask some pairs to read their descriptions to the class. Other students can identify the photo and note down key phrases that they hear.

ANSWERS
Students' own answers.

Exercise 5 USE IT!

Read out the task, then read through the information in the Remember! box with the class. With **stronger classes**, you could elicit or teach some more useful imperatives, e.g. *Hold your arms out. Bend over. Lean forwards / back. Smile! Look worried.*

Put students into small groups. Allow them time to plan their photograph, then allow them to position themselves ready to take it. Monitor to make sure they are giving instructions in English. If students have their phones with them, they could take their photo and show it to the class.

ANSWERS
Students' own answers.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students can work in their groups to describe their favourite photos. They could then show the photo to the group, to check if the description was accurate.

More practice
Workbook page 26

Assessment
Five-minute test, Teacher's Resource Disk

Reading • A moment in time

Aim
Predict what an article is about using the title and photos.

THINK!
Read the question with the class and elicit some ideas. Ask more questions to encourage students to say more, e.g. *Should you throw some rubbish (paper, bottles, cans…) away? Why or why not?*

ANSWERS
Students' own answers.

Exercise 1
Read the study strategy with the class. Point out to students that they will find it easier to understand a text if they take time to look at photos and the title and try to predict what it is about before they read it.

Exercise 2
Ask students to look at the photos. Elicit what the people are doing, and ask students to guess which countries they are in. Students read the article quickly to check their ideas.

ANSWERS
Students' own answers.

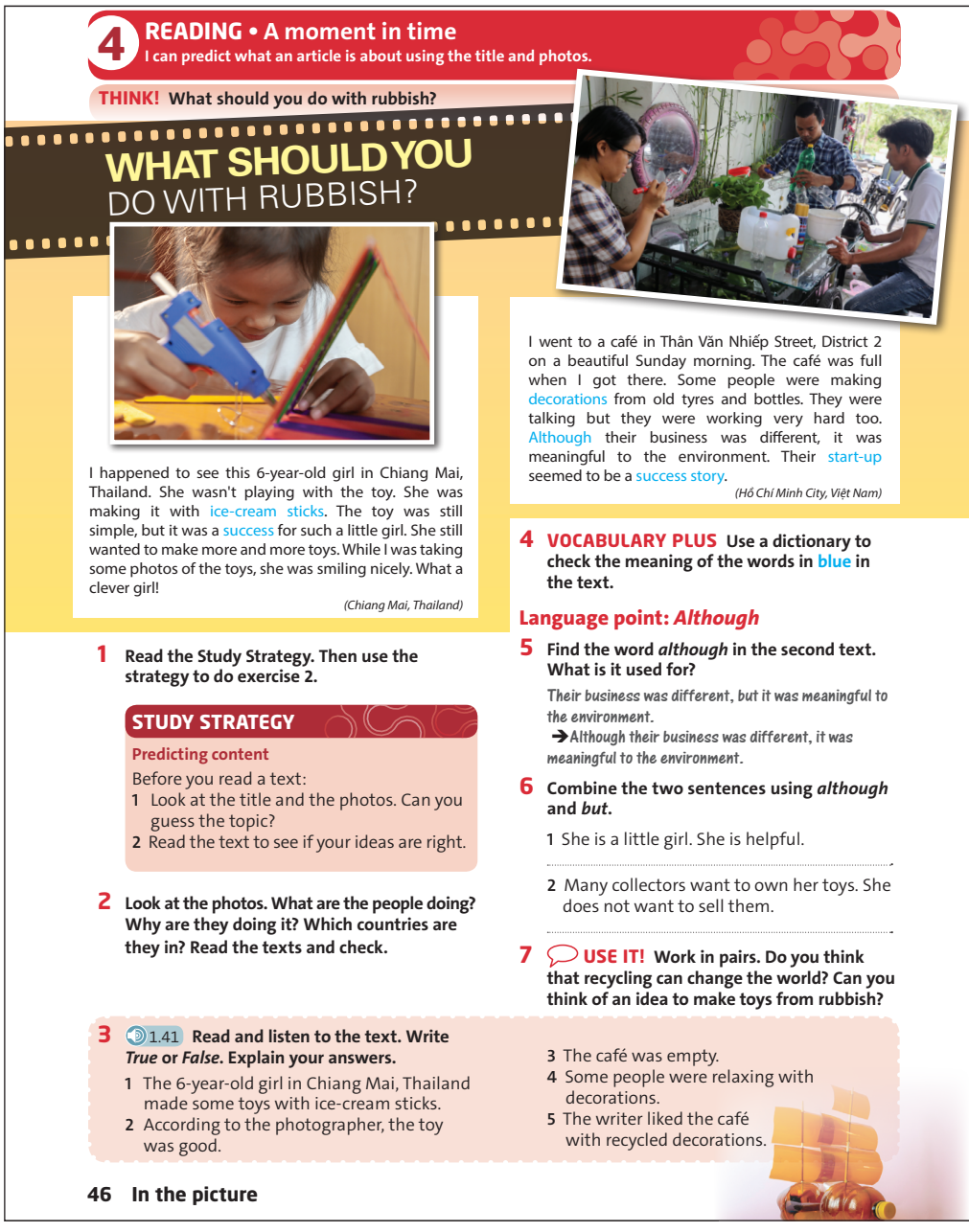
Background
Chiang Mai (meaning "New City" in Thai), is the largest city in northern Thailand and the capital of Chiang Mai Province. It is 700 km north of Bangkok in a mountainous region. The climate is warm and hot all year round, though during the dry season it can be much cooler at nighttime than in the daytime.

Exercise 3 1•41
Allow students time to read through the sentences, then play the audio. Students read and listen and decide if the sentences are true or false. With **stronger classes**, you could ask students to correct the false sentences. Check answers with the class.

ANSWERS
1 *False* ((She was making a toy with ice-cream sticks.)
2 *True*
3 *False* (The café was full.)
4 *False* (They were making decorations from old tyres and bottles. They were talking but they were working very hard too.)
5 *True*

Exercise 4 VOCABULARY PLUS
Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS
Students' own answers.



4 READING • A moment in time
I can predict what an article is about using the title and photos.

THINK! What should you do with rubbish?

WHAT SHOULD YOU DO WITH RUBBISH?

I happened to see this 6-year-old girl in Chiang Mai, Thailand. She wasn't playing with the toy. She was making it with ice-cream sticks. The toy was still simple, but it was a success for such a little girl. She still wanted to make more and more toys. While I was taking some photos of the toys, she was smiling nicely. What a clever girl!
(Chiang Mai, Thailand)

I went to a café in Thân Văn Nhiếp Street, District 2 on a beautiful Sunday morning. The café was full when I got there. Some people were making decorations from old tyres and bottles. They were talking but they were working very hard too. Although their business was different, it was meaningful to the environment. Their start-up seemed to be a success story.
(Hồ Chí Minh City, Việt Nam)

1 Read the Study Strategy. Then use the strategy to do exercise 2.

STUDY STRATEGY
Predicting content
Before you read a text:
1 Look at the title and the photos. Can you guess the topic?
2 Read the text to see if your ideas are right.

2 Look at the photos. What are the people doing? Why are they doing it? Which countries are they in? Read the texts and check.

3 1.41 Read and listen to the text. Write *True* or *False*. Explain your answers.
1 The 6-year-old girl in Chiang Mai, Thailand made some toys with ice-cream sticks.
2 According to the photographer, the toy was good.
3 The café was empty.
4 Some people were relaxing with decorations.
5 The writer liked the café with recycled decorations.

4 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text.

Language point: *Although*

5 Find the word *although* in the second text. What is it used for?
Their business was different, but it was meaningful to the environment.
➔ *Although their business was different, it was meaningful to the environment.*

6 Combine the two sentences using *although* and *but*.
1 She is a little girl. She is helpful.
.....
2 Many collectors want to own her toys. She does not want to sell them.
.....

7 USE IT! Work in pairs. Do you think that recycling can change the world? Can you think of an idea to make toys from rubbish?

Workbook page 36 exercise 5

Optional activity: Reading
Write the following questions on the board:
1 What did the girl want to do with ice-cream sticks?
2 What was she doing while the writer was taking some photos of the toys?
3 Where was the café and when did the writer go there?
4 What did the writer say about the people at the café?

Students work in pairs to read the article again and answer the questions. Check answers with the class.

ANSWERS
1 She wanted to make more and more toys.
2 She was smiling nicely while he was taking some photos of the toys.
3 He went to a café in Thân Văn Nhiếp Street, District 2 on a beautiful Sunday morning.
4 Although their business was different, it was meaningful to the environment.

Exercise 5
Have students focus on the example and allow them time to find out the use of *although*. Check the answer with the class.

ANSWERS
You use *although* to introduce a subordinate clause containing a statement which contrasts with the statement in the main clause.

Exercise 6
Allow students time to combine the sentences using *although* and *but*. Remind students to pay attention to the punctuations. Check the answers with the class.

ANSWERS
1 She is a little girl, but she is helpful. Although she is a little girl, she is helpful.
2 Many collectors want to own her toys, but she does not want to sell them. Although many collectors want to own her toys, she does not want to sell them.

4 LANGUAGE FOCUS • Past continuous: affirmative and negative

I can describe what was happening when a photograph was taken.

1 **Complete the sentences with the words in the box. Then check your answers in the text on page 46.**

was wasn't were weren't

1 The little girl ..... smiling nicely.
2 She ..... playing with the toy.
3 She ..... making toys with ice-cream sticks.
4 Some people ..... singing.
5 They ..... making decorations from tyres and bottles.

2 **Look at the sentences in exercise 1. Then choose the correct words in the Rules.**

RULES

1 We use the past continuous to talk about **a finished action / an action in progress** in the past.
2 We form the past continuous with ***did / was (were)*** and the ***-ing*** / **base** form of the verb.
3 We form the negative of the past continuous with ***wasn't (weren't) / didn't*** and the **base** / ***-ing*** form of the verb.

3 **Complete the text using the past continuous form of the verbs in brackets.**

Photographer David Slater [1] ..... (visit) Sulawesi, an island in Indonesia. He [2] ..... (photograph) the monkeys there and they [3] ..... (jump) all over his camera and camera bag. One of the bravest monkeys [4] ..... (play) with the camera, and it took a photo. The monkey took over 100 photos that day, but the one that became a classic was this photo: the monkey [5] ..... (smile) when he took the selfie.

4 **Write true sentences about today. Use the affirmative or negative form of the past continuous.**

I / sleep / at 8.30 a.m.
I wasn't sleeping at 8.30 a.m.
1 my dad / work / 9 a.m.
2 my friends / walk / to school at 8 a.m.
3 it / rain / early this morning
4 I / ride / my bike / at 8.15 a.m.
5 My family / sleep / at 5 a.m.

5 **USE IT! Work in pairs. Look at the photo and imagine you saw the event. Describe what was happening. Use the questions to help you.**



1 Where did the event happen?
2 What were you doing when you saw this?
3 What were the children doing?
4 What was the girl in blue T-shirt doing?



Finished?
Finish the monkey's story: 'I was sitting in a tree in Indonesia one day ...'

Exercise 7 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 their ideas.

More practice
Workbook page 36
Practice Kit Reading 4

Language focus • Past continuous: affirmative and negative

Aim
Describe what was happening when a photograph was taken.

Warm-up

Ask what students can remember about the story of the people on page 46. Elicit a few ideas, then ask: *Was the girl playing with a toy?* Elicit answers and write on the board: *She wasn't playing with the toy. She was making it with ice-cream sticks.* Underline the verbs and elicit or explain that they are in the past continuous form.

Exercise 1

Students complete the sentences with the correct words then check their answers in the text on page 46. Check answers with the class.

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

Exercise 2

Students work in pairs to look at the sentences and complete the rules. With **weaker classes**, read through the rules with the class and elicit the answers.

ANSWERS
1 an action in progess 2 was (were)
3 wasn't (weren't)

Language note

In the past continuous, we use *was / wasn't* for *I / he / she / it* forms, and we use *were / weren't* for *we / you / they* forms: *They were working.*
(NOT ~~*They was working.*~~)

Exercise 3

Focus on the photo of the monkey on the phone and ask: *Who do you think took this photo?* Elicit a few ideas, then ask students to read the text quickly, ignoring the gaps, to find out. (The monkey took it as a selfie.) Students complete the text with the correct verb forms in brackets. Check answers with the class.

ANSWERS
1 was visiting
2 was photographing
3 were jumping
4 was playing
5 was smiling

Exercise 4

Read out the example sentence and elicit another example. Students then write the remaining sentences. Allow students time to compare their answers in pairs, then check answers with the class. With **stronger classes**, students or fast finishers could write one more sentence about what they were / weren't doing earlier.

ANSWERS
1 My dad was / wasn't working at 9 a.m.
2 My friends were / weren't walking to school at 8 a.m.
3 It was / wasn't raining early this morning.
4 I was / wasn't riding my bike at 8.15 a.m.
5 My family was / wasn't sleeping at 5 a.m.

Exercise 5 USE IT!

Focus on the photo and check that students know the words *collect* and *rubbish bag*. Allow students time to prepare their answers to the questions individually, then put them into pairs to discuss what was happening in the photo. Ask some students to tell the class their ideas.

ANSWERS
Students' own answers.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students can prepare their story individually then work in pairs. Alternatively, ask them to read their stories to the class. Ask other students which stories they enjoyed listening to and why.

More practice
Workbook page 27

Assessment
Five-minute test, Teacher's Resource Disk

Vocabulary and listening • Adjectives and adverbs

Aim

Listen to someone describing photos, and understand the main ideas.

THINK!

Ask students what photographs they prefer: people, places or sport. Elicit answers, and encourage students to give reasons for their answers.

ANSWERS

Students' own answers.

Exercise 1 1•42

Students read the texts and choose the correct words. Play the audio for students to check their answers. Check answers with the class and check that students understand all the words.

ANSWERS

1 easy 2 fast 3 patient
4 comfortable 5 quietly 6 rude
7 happily 8 politely 9 slowly
10 carefully 11 creative 12 bad
13 good 14 creatively

Exercise 2

Students complete the table with the adjectives and adverbs. Check answers with the class. Elicit which adverbs are regular and irregular, and elicit the spelling rules for regular adverbs.

ANSWERS

Adjectives: easy, brave, slow, fast, happy, patient, comfortable, careful, polite, rude, creative, bad, good, quiet
Adverbs: badly, quietly, happily, rudely, politely, well, slowly, patiently, carefully, bravely, creatively, comfortably

Optional activity: Vocabulary

Write these sentences on the board:

a You have to be *patient / patiently* to get good photos.

b You have to wait *patient / patiently* to get good photos.

Students choose the correct words to complete the sentences. Check answers with the class and elicit that we use adjectives to describe nouns, and we use adverbs to say how we do something.

ANSWERS

a patient **b** patiently

Exercise 3 1•43 page 134

Point out that students don't need to understand every word, just the main idea. Play the audio. Students listen and put the photos in the order they are mentioned. Check answers with the class.



4 VOCABULARY AND LISTENING • Adjectives and adverbs
I can listen to someone describing photos, and understand the main ideas.

THINK! What photographs do you prefer: people, places or sport? Why?

Expert tips How to take better photos

A

It isn't [1]easy / brave to photograph wild animals because they are [2]slow / fast. You need to be very [3]happy / patient. Find a [4]comfortable / careful place and sit [5]badly / quietly.

B

Remember, it's [6]polite / rude to take photos of people you don't know. Most people will [7]happily / rudely say yes if you ask [8]politely / well for permission.

C

When people are doing sports, they don't move [9]slowly / patiently, so choose [10]carefully / bravely where you stand. For dangerous sports, the photographer needs to be [11]creative / slow and good at the sport, too.

D

Holiday photos are often [12]bad / slow, so if you want to take a [13]good / quiet photo, think [14]creatively / comfortably and choose unusual angles.

1 1.42 **Read the texts and choose the correct words. Listen and check.**

2 **Complete the table with the adjectives and adverbs in exercise 1.**

Adjectives	Adverbs
bad	badly

3 1.43 **Listen to a photographer explaining how he took these photos. Put photos A–D in the order you hear.**

4 1.43 **Listen again and answer the questions.**

1 What was the squirrel doing in photo A?
2 In photo B, why was the photographer in Asia?
3 In photo C, was the photographer skiing?
4 Where was the photographer in photo C?
5 In photo D, was the photographer standing in the boat?

Remember!

Adjectives	Adverbs
fast	fast
good	well

5 **USE IT!** **Work in pairs. Say how you can do the activities in the box. Use adverbs from exercise 2.**

learn vocabulary read sing
speak to your teacher swim

I can swim fast.

48 In the picture

ANSWERS

1 A 2 C 3 B 4 D

Exercise 4 1•43 page 134

Play the audio again. Students listen and answer the questions. With **stronger classes**, students could answer the questions from memory then listen to check. Check answers with the class.

ANSWERS

1 It was running up and down the tree and eating nuts.
2 He was travelling.
3 Yes, he was.
4 He was on the person's left.
5 No, he was sitting in the boat.

Optional activity: Listening

Write these questions on the board:

1 How long did the photographer wait to get photo A?
2 What sports does he take photos of?
3 What were the people in photo C wearing?
4 Where were the people in photo D?

Students work in pairs to answer the questions from memory. Play the audio again for them to check their answers.

ANSWERS

1 an hour
2 sports that he can do
3 they were wearing traditional clothes
4 they were at one end of a boat

Exercise 5 USE IT!

Focus on the Remember! box and remind students that these two adverbs are irregular. Students work in pairs to say how they do the activities. With **stronger classes**, students can use their own ideas to make more sentences.

More practice
Workbook page 28

Assessment
Five-minute test, Teacher's Resource Disk

4 LANGUAGE FOCUS • Past continuous: questions • Past simple and past continuous

I can talk about travel.

Past continuous: questions

1 **Match questions 1–4 with answers a–d. Then complete the rule.**

1 Was the squirrel eating flowers?
2 Were the two men posing?
3 What were the men doing?
4 Who was skiing?

a. No, it wasn't.
b. Steve's friend.
c. Yes, they were.
d. They were using a computer.

RULE

We form past continuous questions with: (question word) + [1]..... or [2]..... + subject + *-ing* form.

2 **Write questions and answers using the past continuous.**

the men / ride / horses ? ✗
Were the men riding horses? No, they weren't.

1 the squirrel / eat / nuts ? ✓
2 where / your friends / travel this time last year? (in Canada)
3 what / you / do / last night at 8 p.m. ? (watch TV)
4 Maria / swim / in a river ? ✗
5 who / you / talk to / after class yesterday ? (Mary)

3 1.44 **PRONUNCIATION Word stress in questions**

Listen. Which words are stressed in each phrase? Listen again and repeat.

1 Were you sleeping at 7 a.m. yesterday?
2 Was your mum listening to music at 8 p.m. last night?
3 What were you doing on Sunday morning?
4 Who were you talking to before class this morning?

4 **Work in pairs. Ask and answer the questions from exercise 3. Make true answers.**



Past simple and past continuous

5 **Study the sentences. Then complete the Rules with *past simple* and *past continuous*.**

I saw this squirrel **while** I **was photographing** flowers in a park.
I **was photographing** flowers **when** I saw this squirrel.

RULES

1 We use the [1]..... for longer actions in progress and the [2]..... for shorter actions.
2 We often use *when* before the [3]..... and *while* before the [4]..... .

6 **Complete the sentences using the past simple and past continuous form of the verbs in brackets.**

We *saw* (see) the Pyramids while we *were visiting* (visit) Egypt.

1 I ..... (take) photos of my friend while we ..... (cycle).
2 She ..... (climb) when she ..... (have) an accident.
3 We ..... (take) photos of elephants while we ..... (travel) across Đắk Lắk.
4 My parents ..... (not sleep) when I ..... (get) home late last night.

7 **USE IT! Work in pairs. Imagine you travelled around the world. Talk about things you did using the past simple and past continuous. Use the ideas in the table and your own ideas.**

I saw a tiger while I was visiting India.

buy climb eat meet see speak take	while	stay visit work

Finished?

Imagine you travelled around Việt Nam. Write a diary (60 – 80 words) about what you did.

Language focus • Past continuous: questions • Past simple and past continuous

Aim
Talk about travel.

Warm-up

Refer students back to the photos on page 48 and ask: *What was the squirrel doing when the photographer saw it?* Elicit the answer (it was running up and down the tree and eating nuts), then write the question on the board. Underline the verb and elicit that it is the question form of the past continuous.

Past continuous: questions

Exercise 1

Students work in pairs to match the questions with the answers. Check answers, then ask students to read the rule and complete it. With **weaker classes**, read out the rule and elicit the answers.

ANSWERS
1 a 2 c 3 d 4 b
Rules: 1 *was* **2** *were*

Exercise 2

Read out the example. Students write the questions and answers. Check answers with the class.

ANSWERS
1 Was the squirrel eating nuts?
Yes, it was.
2 Where were your friends travelling this time last year?
They were travelling in Canada.
3 What were you doing last night at 8 p.m.?
I was watching TV.
4 Was Maria swimming in a river?
No, she wasn't.
5 Who were you talking to after class yesterday? I was talking to Mary.

Exercise 3 1•44 PRONUNCIATION: Word stress in questions

Play the audio once for students to listen to the questions. Elicit that the main verb is stressed, and *Wh-* words are also stressed, but *was / were* are not stressed. Play the audio again, pausing after each question for students to repeat.

ANSWERS
1 Were you **sleeping** at **7 a.m. yesterday**?
2 Was your **mum listening** to **music** at **8 p.m. last night**?
3 **What** were you **doing** on **Sunday morning**?
4 **Who** were you **talking to** before **class** this **morning**?

Exercise 4

Read out the example. Point out that *was / were* are stressed in short answers. Allow students time to prepare their answers to the questions, then put them into pairs to ask and answer them.

Past simple and past continuous

Exercise 5

Students work in pairs to read the sentences and complete the rules. Check answers with the class.

ANSWERS
1 past continuous 2 past simple
3 past simple 4 past continuous

Exercise 6

Read out the example. Students complete the sentences with the correct verb forms. Check answers with the class.

ANSWERS
1 took, were cycling
2 was climbing, had
3 took, were travelling
4 weren't sleeping, got

Exercise 7 USE IT!

Read out the example. Encourage students to use their imaginations. Encourage them to make notes, but not to write full sentences. Put students into pairs to talk about their imagined experiences. Ask some students to tell the class about their partner's imagined experiences.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students can write their diaries individually then compare them with another fast finisher. Alternatively, ask some fast finishers to read their diaries to the class.

More practice
Workbook page 29

Assessment
Five-minute test, Teacher's Resource Disk

Speaking • Expressing interest

Aim
Show that you're interested in a topic.

THINK!
Read the sentence with the class and elicit responses from individual students. Ask more questions, e.g. *When did you take it? Where was it? Do you think it's a good photo? Why?* Encourage students to talk about their own opinions and experiences.

ANSWERS
Students' own answers.

Exercise 1 1•45
Students read the gapped dialogue and complete it with the correct phrases. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the questions about Julie to the class and elicit the answers.

ANSWERS
1 do you think
2 were you
3 was sitting
4 fell off
5 was cycling
A man fell off his bike. Julie was watching a cycling race when she took the photo.

Exercise 2 1•45
Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and try to remember who said them. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS
Amelia: That one's brilliant It's an amazing photo. Really? I'm impressed!
Julie: You're kidding! That's really kind of you.

Optional activity: Key phrases
Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 3
Students work in pairs to practise the dialogue.

4 SPEAKING • Expressing interest
I can show that I'm interested in a topic.

THINK! Describe the last photo you took on your phone.

Amelia Hey, these are good photos, Julie. Did you take them?
Julie Yes. My new phone takes really good photos. What [1]_____ of this one?
Amelia I like it. That one's brilliant.
Julie Yeah, I'm pleased with it. I was very lucky.
Amelia But the poor guy wasn't lucky! Where [2]_____ when you took it?
Julie I [3]_____ on a wall by the road. He [4]_____ while he [5]_____ past me.
Amelia Well, it's an amazing photo. Was it near here?
Julie No, it was a cycling race near Bristol. I went with my brother.
Amelia Really? Did he take part in the race?
Julie You're kidding! He doesn't even ride a bike.
Amelia Well, it's an amazing photo. I'm impressed!
Julie That's really kind of you. Thanks.



1 1.45 **Complete the dialogue with the phrases in the box. Then watch or listen and check. What happened in Julie's photo? Where was Julie when she took the photo?**

do you think fell off was cycling
was sitting were you

2 1.45 **Look at the Key Phrases. Cover the dialogue and try to remember who says the phrases, Amelia or Julie. Watch or listen again and check.**

KEY PHRASES
Expressing interest

That one's brilliant.	You're kidding!
It's an amazing photo.	I'm impressed.
Really?	That's really kind of you.

3 **Work in pairs. Practise the dialogue.**

4 **Imagine that you took this photo. Think about your answers to these questions.**
1 Where were you?
2 Why were you there?
3 What were the people doing?



5 **USE IT!** **Work in pairs. Prepare a new dialogue. Use the key phrases and your ideas from exercise 4. Then practise your dialogue.**

Did you take this photo?
Yes. What do you think of it?

50 In the picture

Exercise 4
Focus on the photo and ask questions to elicit what it shows, e.g. *What can you see? What are the people doing? Where do you think they are? Why do you think they are doing this?* Students work individually to think about their answers to the questions. Elicit a few possible answers from individual students.

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.

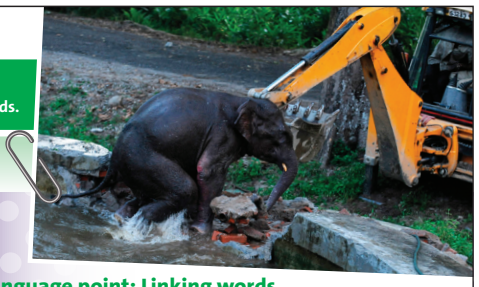
Optional activity: Speaking
Ask students to find an interesting photo on their phone to show to a classmate. Put students into pairs to show their photographs and discuss them, using the key phrases. With **weaker classes**, students could prepare a dialogue first, before they practise it. With **stronger classes**, students could improvise a dialogue based on their photos.
Ask some students to tell the class about their partner's photo.

More practice
Student Book page 57 (exe 14)

4 WRITING • The story of a rescue

I can write a description of an event using linking words.

THINK! When do animals need humans to help them?



An exciting rescue

I took this photo while we were on a safari holiday in Kenya last February. It was an amazing rescue and I was lucky to see it.

It happened while we were taking photos of wild animals. We were driving slowly when we saw a bulldozer. There was a group of people and they were looking at something. There was an elephant. It was in a mud hole and it couldn't get out. The elephant wasn't moving, but it was alive. A bulldozer was breaking the sides of the hole. As soon as it was possible, the elephant climbed out. After a few minutes, it walked away.

The elephant was very lucky to be alive after twelve hours in the hole. The rescuers were very pleased and one of them posted a video of the rescue online.

1 Read the story. Where was the rescue? What was the writer doing?

2 Complete the key phrases from the text in your notebook. Then read the text and check your answers.

KEY PHRASES

Describing events in a photo

I took this photo while ¹….
It was an amazing ²….
I was lucky to ³….
It happened while ⁴….
There was a group of people and ⁵….



Language point: Linking words

3 Read the text again and find the linking words: *after*, *as soon as*, *when*, *while*.

4 Choose the correct linking words.

1 I saw a bear **when** / **while** I was walking in the forest.
2 **As soon as** / **While** I saw it, I climbed a tree.
3 It ran away **while** / **when** my friends arrived.
4 **After a few minutes** / **As soon as**, I climbed down.

5 **USE IT!** Follow the steps in the Writing Guide.

WRITING GUIDE

A TASK

Imagine that you took the photo of a fire rescue. Write a story (60 – 80 words) with the title *An amazing rescue*.

B THINK AND PLAN

1 When and where did the rescue happen?
2 What happened to the people in the photo?
3 Why was the rescue difficult?
4 How did the rescue end?

C WRITE

Paragraph 1: Introduction
I took this photo ...
Paragraph 2: The people and the rescue
There was / There were ...
Paragraph 3: The end and your opinion
The rescuers ...

D CHECK

- *when*, *while*, *as soon as*, *after*
- *There was* / *There were*
- Past simple and past continuous verbs

Writing • The story of a rescue

Aim

Write a description of an event using linking words.

THINK!

Focus on the photo and elicit what is happening. Ask: *When do animals need humans to help them?* Elicit answers from individual students. Prompt students if they are struggling for ideas, e.g. *What about when there is a natural disaster? What about young animals whose mothers have died?*

ANSWERS

Students' own answers.

Exercise 1

Students read the story and answer the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS

The rescue was in Kenya. The writer was taking photos of wild animals.

Exercise 2

Students complete the key phrases with words from the text. Students read the text and check answers. Check that students understand all the phrases.

ANSWERS

1 we were on a safari holiday in Kenya last February
2 rescue
3 see it
4 we were taking photos of wild animals
5 they were looking at something

Language point: Linking words

Exercise 3

Elicit or explain that linking words join ideas together and tell us when different actions happened. Read out the first sentence of the story and elicit that *while* is a linking word. Point out that some linking words may be expressions made up of more than one word. Students work in pairs to find the linking words in the text. Check answers with the class and check that students understand all the words.

ANSWERS

while (lines 1 and 4), when (line 5), as soon as (line 10), after a few minutes (line 11)

Exercise 4

Students choose the correct linking words. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

1 while
2 As soon as
3 when
4 After a few minutes

Optional activity: Writing

Write on the board:

1 As soon as I saw the lion, …
2 I fell off my bike while …
3 I was travelling around Australia when …
4 I pulled the dog out of the water. After a few minutes, …

Put students into pairs. Ask them to complete the sentences with their own ideas. Ask some pairs to read their sentences to the class.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Read the task with the class. Students answer the questions and plan their text.

Read through the paragraph structure with the class. Students write their story. This can be set for homework. Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 31

End of unit activities

Cumulative Review, Workbook page 57
*** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
**** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
***** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
Speaking photocopiable, Teacher's Resource Disk

4 CLIL • Art: The history of animation

Aim
Talk about animation techniques.

Warm-up
With books closed, ask: *What kinds of films do you like watching?* Elicit a few ideas. If students mention any animated films, ask questions about them to elicit the fact that they are animated, e.g. *How did they make that film? Are there actors in it?* If students don't mention any animated films, mention one, e.g. *Toy Story*, and elicit that it is animated. Write *animation* on the board and elicit or teach the meaning. Tell students they are going to learn about animation.

Exercise 1
Students work in pairs to check the meaning of the words and match them with the pictures. Check answers with the class and check that students understand all the words.

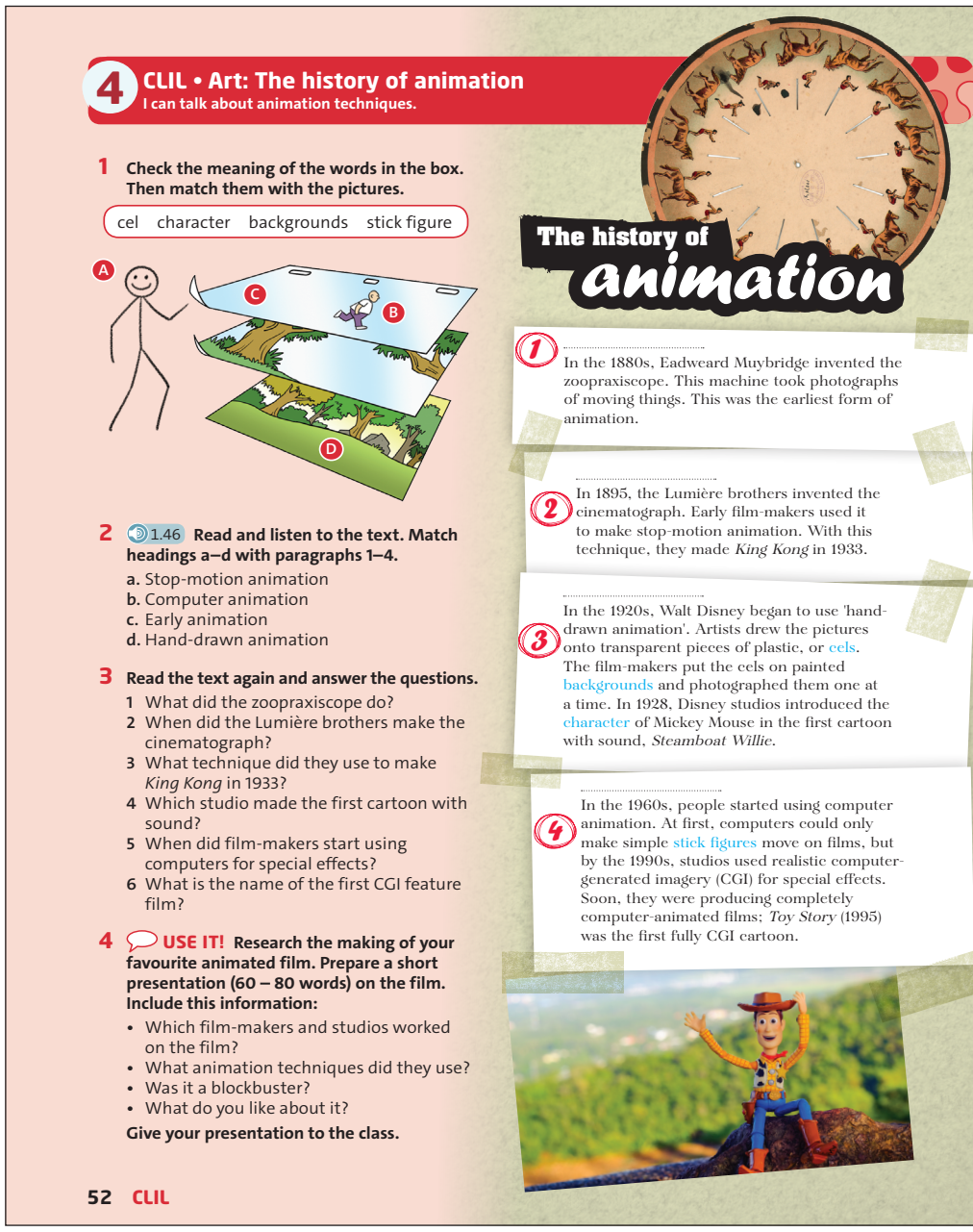
ANSWERS
A stick figure
B character
C cel
D backgrounds

Exercise 2 1•46
Read through the headings with the class and check that students understand *motion* (= *movement*). Play the audio. Students listen and read and match the headings with the paragraphs. Check answers with the class.

ANSWERS
1 c 2 a 3 d 4 b

Exercise 3
Students read the text again and answer the questions. Allow students time to compare the answers in pairs before you check with the class.

ANSWERS
1 The zoopraxiscope took photographs of moving things.
2 The Lumière brothers invented the cinematograph in 1895.
3 They used stop motion animation to make *King Kong* in 1933.
4 Disney studios made the first cartoon with sound.
5 Film-makers started using computers for special effects in the 1960s.
6 The first CGI feature film was *Toy Story*.



4 CLIL • Art: The history of animation
I can talk about animation techniques.

1 **Check the meaning of the words in the box. Then match them with the pictures.**

cel character backgrounds stick figure

2 1.46 **Read and listen to the text. Match headings a–d with paragraphs 1–4.**
a. Stop-motion animation
b. Computer animation
c. Early animation
d. Hand-drawn animation

3 **Read the text again and answer the questions.**
1 What did the zoopraxiscope do?
2 When did the Lumière brothers make the cinematograph?
3 What technique did they use to make *King Kong* in 1933?
4 Which studio made the first cartoon with sound?
5 When did film-makers start using computers for special effects?
6 What is the name of the first CGI feature film?

4 **USE IT! Research the making of your favourite animated film. Prepare a short presentation (60 – 80 words) on the film. Include this information:**
- Which film-makers and studios worked on the film?
- What animation techniques did they use?
- Was it a blockbuster?
- What do you like about it?

Give your presentation to the class.

The history of animation

1 In the 1880s, Eadweard Muybridge invented the zoopraxiscope. This machine took photographs of moving things. This was the earliest form of animation.

2 In 1895, the Lumière brothers invented the cinematograph. Early film-makers used it to make stop-motion animation. With this technique, they made *King Kong* in 1933.

3 In the 1920s, Walt Disney began to use 'hand-drawn animation'. Artists drew the pictures onto transparent pieces of plastic, or cels. The film-makers put the cels on painted backgrounds and photographed them one at a time. In 1928, Disney studios introduced the character of Mickey Mouse in the first cartoon with sound, *Steamboat Willie*.

4 In the 1960s, people started using computer animation. At first, computers could only make simple stick figures move on films, but by the 1990s, studios used realistic computer-generated imagery (CGI) for special effects. Soon, they were producing completely computer-animated films; *Toy Story* (1995) was the first fully CGI cartoon.

52 CLIL

Optional activity: Vocabulary
Write the following definitions on the board:

1 thought of something new (paragraph 1)
2 a way of doing something (paragraph 2)
3 thin and clear, so you can see through it (paragraph 3)
4 pictures (paragraph 4)

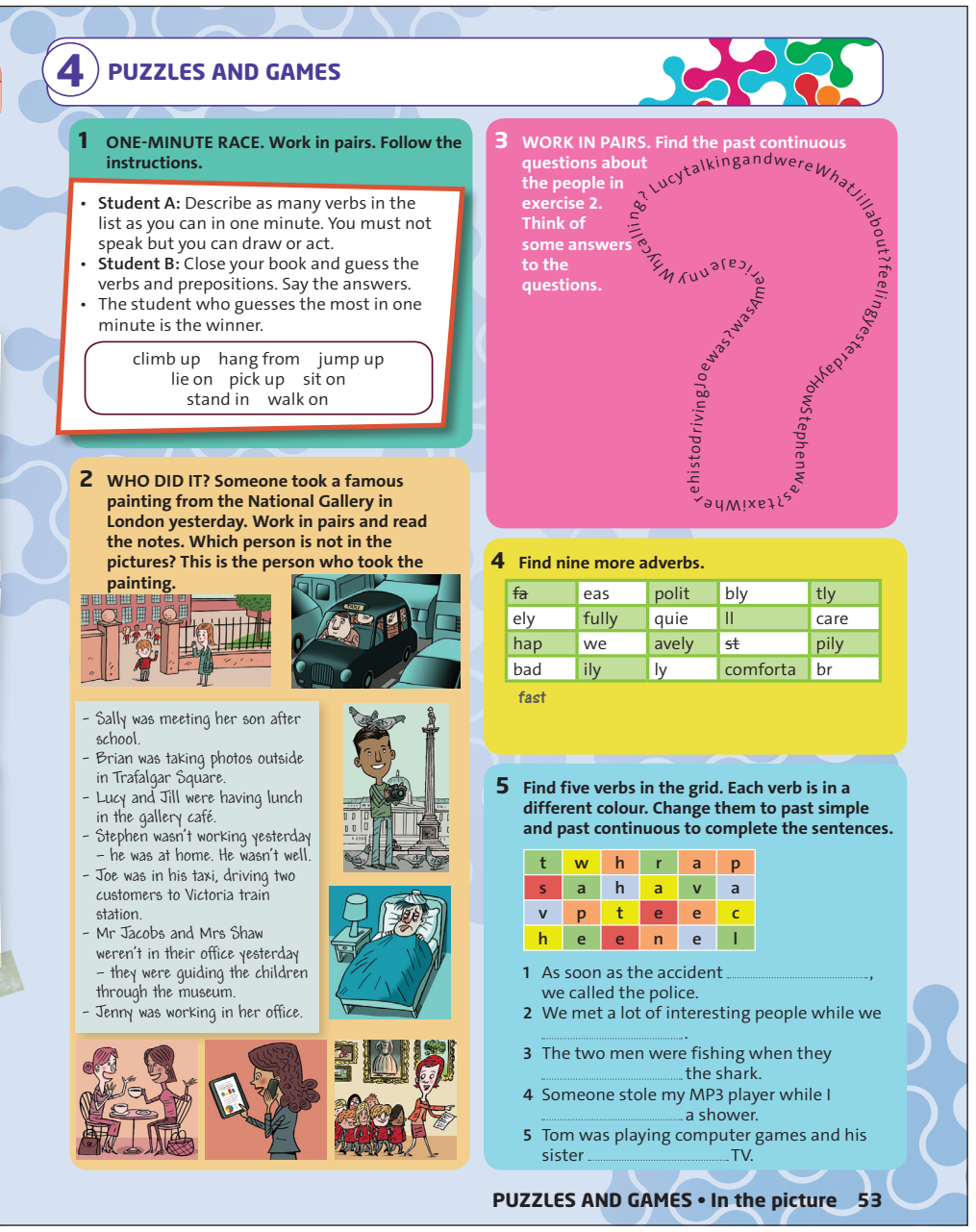
Students work in pairs and find words in the text to match the definitions. With **weaker classes**, write the answers on the board in a jumbled order and ask students to find the words in the text and match them with the definitions. Check answers with the class and check that students understand the words.

ANSWERS
1 invented
2 technique
3 transparent
4 imagery

Exercise 4 USE IT!
Read through the task and questions with the class. Check that students understand everything. Students work individually to do their research and prepare their presentation. Students could do this for homework. Put students into small groups to give their presentations to each other. Ask some students to tell the class which films they enjoyed learning about and why.

ANSWERS
Students' own answers.

More practice
CLIL extension photocopiable, Teacher's Resource Disk
Street art, DVD, iTools



Puzzles and games

Exercise 1

Put students into groups of three and get them to decide which of them is Student A, B and C. Explain that two students will play the game and the third student will time them and keep the scores. Students can use a stopwatch on their phones to time the game.

Students A and B follow the instructions and play the game while Student C times one minute for each and keeps the scores. Students can swap roles and play again.

This could also be done as a team game with the whole class. Divide the class into two teams and invite one student from each team to come to the front of the class. They can bring their book with them, to see the list of verbs, but ask other students to close their books. When you say *Go*, the student from each team who is at the front of the class mimes or draws the verbs for their team mates to guess. Stop the activity after a minute and see which team has guessed the most verbs.

As an extension, students could choose another group of verbs to play the game with.

ANSWERS

Students' own answers.

Exercise 2

Read out the task with the class then put students into pairs. They read the descriptions and match them with the pictures, to find out who took the famous painting. With **stronger classes**, students could do this as a race.

ANSWERS

Mr Jacobs isn't in the pictures.

Exercise 3

Students work in pairs to find the questions and think of answers. Check answers with the class and discuss some possible answers to the questions.

ANSWERS

What were Lucy and Jill talking about?
How was Stephen feeling yesterday?
Where was Joe driving his taxi to?
Why was Jenny calling America?
Students' own answers.

Exercise 4

Point out that the example answer *fast* is formed by putting together two sets of letters from the grid.

Students work individually or in pairs to find nine more adverbs. With **stronger classes**, students could do this as a race.

Check answers with the class and check that students understand all the adverbs.

As an extension, put students into pairs and ask them to write example sentences for three of the adverbs. Put pairs together into groups of four. Students take turns to read their sentences to each other, omitting the adverbs. The pair listening try to guess the adverbs.

ANSWERS

easily, politely, quietly, carefully, happily, well, badly, comfortably, bravely

Exercise 5

Students work individually or in pairs. They find the five verbs, then use them in the past simple or past continuous to complete the sentences. Check answers with the class.

ANSWERS

1 happened
2 were travelling
3 saw
4 was having
5 was watching

Progress review 2 page 54

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

2 1 collection 2 exhibition 3 exhibit 4 buildings

3
1 The tour was very interesting.
2 The tunnels were really old.
3 What was the name of the tour?
4 The visit to the old town wasn't very long.
5 Was the tour guide good?
6 Our teacher was with us on the trip.
7 The tourists weren't scared of the dark.
8 Were your friends at the museum too?

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

5 1 went, didn't enjoy 2 Did; take
3 played, didn't win 4 travelled, didn't visit
5 did; get up 6 came, didn't see 7 Did; find
8 did; leave

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

7 1 forget 2 First, 3 At 4 Then 5 that 6 was
7 weren't 8 Finally 9 were 10 time

PROGRESS REVIEW 2

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

☹ 😐 🙂 😀 I need to try this again. I could do this better.
☹ 😐 🙂 😀 I am happy with this. I can do this very well.

VOCABULARY People and places

1 **Choose the best option.**

1 Bến Thành market is always a/an ..... destination for foreigners.
a. boring b. familiar c. awful
2 I really like my mum because she's always ..... to me.
a. kind b. scary c. confident
3 I'm not mad about long films – they're sometimes slow and .....
a. interesting b. rich c. boring
4 My sister doesn't like very strong coffee. She thinks it's .....
a. brave b. terrible c. sweet
5 In Việt Nam, it is not ..... for kids as well as adults to celebrate Mid-Autumn festivals.
a. uncommon b. familiar c. usual
6 Our grandfather isn't scared of anything. He's a very ..... man.
a. old b. brave c. strong

I can express what I like and don't like. MY EVALUATION ☹ 😐 🙂 😀

READING Museum exhibits

2 **Complete the sentences with the words.**

~~museum~~ buildings collection exhibit exhibition

The oldest ..*museum*.. in the world is the Ashmolean in Oxford.
1 The National Gallery in London is very famous. It's got a ..... of more than 2,300 paintings!
2 There's an ..... of Pablo Picasso's paintings at the art gallery. It's brilliant!
3 My favourite ..... at the War Remnants Museum in Hồ Chí Minh City is the Patton tank.
4 I want to visit the Taj Mahal in India and the Colosseum in Rome – I love interesting old .....

I can use photos to help me understand a text. MY EVALUATION ☹ 😐 🙂 😀

LANGUAGE FOCUS *was, were; there was, there were*

3 **Write sentences using the affirmative (✔), negative (✘) or question (?) form of *was* or *were*.**

1 the tour / very interesting ✔
2 the tunnels / really old ✔
3 what / the name of the tour ?
4 the visit to the old town / very long ✘
5 the tour guide / good ?
6 our teacher / with us on the trip ✔
7 the tourists / scared of the dark ✘
8 your friends / at the museum too ?

I can write about significant events in the past. MY EVALUATION ☹ 😐 🙂 😀

VOCABULARY AND LISTENING Common verbs

4 1.47 **Listen to Lily and Ann talking about a travel programme. Match 1–6 with a–f.**

1 He explored a. some animals.
2 He visited b. South America.
3 He met c. his school friend.
4 He stayed in d. an older man.
5 He took photos of e. the mountains.
6 He helped f. two other travellers.

I can describe a journey. MY EVALUATION ☹ 😐 🙂 😀

LANGUAGE FOCUS Past simple: affirmative, negative and questions; regular and irregular verbs

5 **Complete the sentences using the affirmative, negative or question form of the past simple.**

1 I ..... (go) to the cinema on Saturday, but I ..... (not enjoy) the film.
2 ..... you ..... (take) any good photos on holiday?
3 We ..... (play) volleyball yesterday, but we ..... (not win) the match.
4 Thanh ..... (travel) to New York, but he ..... (not visit) the Statue of Liberty.
5 What time ..... David ..... (get up) this morning?
6 They ..... (come) to the party, but they ..... (not see) any of their friends.
7 ..... Ann and Emma ..... (find) their money?
8 Why ..... she ..... (leave) the class early?

I can describe recent past events in my personal life. MY EVALUATION ☹ 😐 🙂 😀

SPEAKING Your weekend

6 **Choose the correct words.**

George Hey, Peter. [1] ..... was your weekend?
Peter [2] ..... bad, thanks. I played volleyball and then I went shopping. I bought this red sports bag. What do you [3] .....?
George It [4] ..... really cool. I got a new bag, too.
Peter When was that?
George Three weeks [5] ..... But nobody noticed.
Peter Oh no! What about you? What did you [6] ..... at the weekend?
George I went to a football match.
Peter Oh, right. What [7] ..... it like?
George It wasn't [8] ..... My team lost 7–0 and I missed the bus on the way home.
Peter Oh dear!
George Yeah. I think you had a much better weekend!

WRITING A special event

7 **Complete the text with the words. There are two extra words.**

At Finally First forget fun remember that Then time was were weren't

A special day

I will never [1] ..... my older sister's eighteenth birthday barbecue at our house. [2] ....., my mum prepared a lot of nice food. [3] ..... 6 o'clock all the guests arrived for the party. [4] ..... my dad lit the barbecue in the garden and after [5] ..... he started to cook the food.

At 7 o'clock, we all ate in the garden. It [6] ..... a nice, warm evening, so we [7] ..... cold. We all laughed and talked for a long time. [8] ....., at about 10 o'clock, everyone went home.

There [9] ..... thirty people at the barbecue and we all had a great [10] ..... It was a lovely party and we all felt very happy.



I can order events in the past using sequencing words. MY EVALUATION ☹ 😐 🙂 😀

1	a. What	b. How	c. Why
2	a. Isn't	b. No	c. Not
3	a. thinking	b. think	c. thinks
4	a. looks	b. look	c. looked
5	a. before	b. ago	c. early
6	a. go	b. happen	c. do
7	a. was	b. were	c. is
8	a. horrible	b. cruel	c. brilliant

I can give my opinion on past events. MY EVALUATION ☹ 😐 🙂 😀

VOCABULARY Actions and movement

8 **Complete the words.**

1 In the foreground of the photo, my dad is s_ _ _ _ _g o_ his mountain bike.
2 My friend Nga is p_ _ _ _ _ _ _ u_ a beach ball in this holiday picture.
3 In my favourite funny video, a little boy is j_ _ _ _ _g u_ with his baby sister.
4 Is Denis k_ _ _ _ _g a ball in that old picture?
5 In this photo, a man is h_ _ _ _ _g f_ _ _ a tree.
6 On the front of this postcard, some people are w_ _ _ _ _g o_ the beach.
7 My aunt and uncle are c_ _ _ _ _g u_ a mountain in their holiday video.
8 What are you h_ _ _ _ _g in your left hand in that photo?

I can describe a photograph.
MY EVALUATION ☹ 😐 🙂 😀

READING A moment in time

9 **Fill in the blank with one word in the box.**

success Although ice-cream sticks start-up decorations

1 The girl made toys from _____.
2 The toys were simple, but it was a _____ for such a little girl.
3 Some people made _____ from old car tyres and bottles.
4 _____ their business was different, it was meaningful.
5 Their _____ seemed to be a success story.

I can predict what an article is about using the title and photos.
MY EVALUATION ☹ 😐 🙂 😀

LANGUAGE FOCUS Past continuous: affirmative and negative

10 **Write sentences using the affirmative (✔) or negative (✘) form of the past continuous.**

1 we / play volleyball / at 10:30 ✔
_____
2 it / rain / yesterday morning ✘
_____
3 you / listen / in class / today ✘
_____
4 the monkeys / hang from a tree ✔
_____
5 I / watch / that film / earlier ✘
_____
6 Thanh / write / a letter / at 5:00 ✔
_____

I can describe what was happening when a photograph was taken.
MY EVALUATION ☹ 😐 🙂 😀

VOCABULARY AND LISTENING Adjectives and adverbs

11 1.48 **Listen to the photography teacher speaking to the students. Complete the sentences with adjectives or adverbs.**

1 So don't forget, you need to hold the camera _____ at all times.
2 Always move _____ with the camera.
3 When you take photos of people, you need to be very _____.
4 It's important to speak to people _____ and wait _____ until they're ready.
5 Remember to be _____ when you take photos of groups of people.
6 The people weren't smiling _____ and they weren't standing in one group.

I can listen to someone describing photos, and understand the main ideas.
MY EVALUATION ☹ 😐 🙂 😀

LANGUAGE FOCUS Past continuous: questions; Past simple and past continuous

12 **Write past continuous questions.**

1 _____ (your dad / smile) in the holiday photo?
2 Where _____ (they / go) when I saw them yesterday?
3 _____ (it / rain) on the first day of the trip?
4 _____ (we / visit) Rome this time last week?
5 Who _____ (you / sit) next to on the plane?
6 What _____ (she / say) about the trip earlier?

13 **Complete the sentences using the past continuous or past simple form of the verbs.**

1 We _____ (eat) in a restaurant in Hollywood when we _____ (see) that famous film star.
2 Hoa _____ (lose) her camera while she _____ (travel) in South America.
3 It _____ (snow) when they _____ (arrive) in Paris.
4 They _____ (stop) in Oxford while they _____ (drive) across the UK.
5 He _____ (walk) through the museum when he _____ (meet) an old friend.
6 You _____ (take) a wonderful photo while we _____ (stay) in Egypt.

I can talk about travel.
MY EVALUATION ☹ 😐 🙂 😀



SPEAKING Expressing interest

14 **Complete the dialogue then practise with your partner.**

That's really kind of you.
What do you think of it?
I was standing on the beach.
I'm impressed.
But what were those guys doing?

Paul Did you take this photo, Vicky?
Vicky Yes. [1] _____.
Paul It's a fantastic photo. [2] _____.
Vicky They were jumping to the sea from a big rock.
Paul Really? Where were you when you took it?
Vicky [3] _____.
Paul Did you have a go?
Vicky You're kidding!
Paul Well, it's an amazing photo. [4] _____.
Vicky [5] _____ Thanks.

I can show that I'm interested in a topic.
MY EVALUATION ☹ 😐 🙂 😀

WRITING The story of a rescue

15 **Put the paragraphs in the suitable order.**

A
After a few minutes, the horse started to eat some food.

B
As soon as possible, some rescuers came and helped the horse out of the river.

C
I took this interesting photo while I was staying with my aunt last April. It was an amazing rescue.

D
They were looking at something in the water. It was a horse. It wasn't moving much, but it was alive. It was standing in the river and it couldn't get out.

E
It happened while we were visiting a small village. We were walking along near the river when we saw a group of people.

I can write a description of an event using linking words.
MY EVALUATION ☹ 😐 🙂 😀

8 1 sitting on 2 picking up 3 jumping up 4 kicking 5 hanging from 6 walking on 7 climbing up 8 holding

9 1 ice-cream sticks 2 success 3 decorations 4 Although 5 start-up

10 1 We were playing volleyball at 10.30.
2 It wasn't raining yesterday morning.
3 You weren't listening in class today.
4 The monkeys were hanging from a tree.
5 I wasn't watching that film earlier.
6 Thanh was writing a letter at 5.00.

11 1 carefully 2 slowly 3 patient 4 politely, quietly 5 creative 6 happily

12 1 Was your dad smiling 2 were they going 3 Was it raining 4 Were we visiting 5 were you sitting 6 was she saying

13 1 were eating, saw 2 lost, was travelling 3 was snowing, arrived 4 stopped, were driving 5 was walking, met 6 took, were staying

14 1 What do you think of it?
2 But what were those guys doing?
3 I was standing on the beach.
4 I'm impressed.
5 That's really kind of you.

15 C E D B A

Unit summary

Vocabulary

Periods of time, numbers and measurements: *billion, century, day, decade, fraction, half, hour, hundred, kilo, kilometre, metre, millennium, million, minute, week, month, quarter, second, thousand, ton, year*

Jobs and skills: *artist, champion, composer, expert, genius, inventor, mathematician, musician, player, professor, programmer, scientist, winner, writer*

Language focus

Making comparisions

Ability: *can* and *could*

Questions with *How … ?*

Speaking

I can give advice to help people.

Writing

I can order information in a biography using paragraphs and topic sentences.

Vocabulary • Units of measurement

Aim

Make guesses and indicate when you're not sure.

THINK!

Ask the question to the class and elicit a range of answers. Ask: *What world records do you know?* Elicit a range of answers.

ANSWERS

Students' own answers.

Exercise 1 1•49

Put students into pairs to check the meaning of the words in the box and complete the lists. Point out that the lists for time and numbers should be in order from the biggest to the smallest.

Play the audio for students to check their answers. Check answers with the class and check that students understand all the words. Play the audio again, pausing after words with difficult pronunciation for students to repeat, e.g. *century, thousand.*

ANSWERS

1 **Time:** millennium (longest), century, decade, year, month, day, hour, minute, second
2 **Numbers:** billion (biggest), million, thousand, hundred, half, quarter, fraction
3 **Measurements:** ton, kilo, kilometre, metre



Exercise 2 1•50

Focus on the headings in the text and check that students understand *endurance*. Students read the text and complete it with the correct words. Play the audio for students to listen and check their answers. Put students into pairs to discuss which achievements they think are the most amazing. Ask pairs to report back, and ask students if they know any more amazing achievements.

ANSWERS

1 days 2 metres 3 thousand
4 minute 5 second 6 minutes
7 billion 8 decade 9 million
10 kilometre 11 seconds 12 billion
13 metres 14 ton 15 hour

Exercise 3 1•51

Allow students time to read through the numbers. Play the audio for them to listen, then play it again, pausing after each number for them to repeat. Discuss with the class any differences between English and the students' own language in how the numbers are said or written.

Exercise 4 1•52

Put students into pairs to say the numbers. Elicit some possible answers, then play the audio for students to listen and check.

ANSWERS

6 nine point two five
7 five hundred and fifty-five
8 nine thousand and one
9 eighty-two thousand, three hundred and fifty-nine
10 nine million, nine hundred and ninety-nine thousand, nine hundred and ninety-nine



5 1.53 **Look at the list of questions. Then watch or listen to people guessing the answers. Which of the questions do they answer?**

1 How long does a butterfly live?
2 How many people live in Việt Nam?
3 How much does an elephant weigh?
4 How fast can the world's fastest car go?
5 How many minutes are there in a lifetime?
6 How tall is the world's smallest person?
7 How many countries and languages are there in the world?

6 1.53 **Watch or listen again. Read the Key Phrases. Which of the phrases do you hear each person says?**

KEY PHRASES

Guessing and estimating

Have a guess!	I've no idea.
Any ideas?	I guess / I reckon ...
What do you reckon?	Probably / Maybe.
I know that one.	Around / About ...
I don't know.	

7 **USE IT!** **Work in groups. Guess the answers to some of the questions in exercise 5. Use the key phrases.**

How long does a butterfly live? Any ideas?
I've no idea.
Have a guess!
OK, I'd say maybe two months.

Finished?
Write more questions like the ones in exercise 5. Ask the group your questions to see if anyone knows the answers.

59

Optional activity: Vocabulary

If students need more practice of saying numbers, put them into teams and write a selection of numbers on the board. Teams take turns to choose a number and say it. If they say it correctly, they get a point and the number is crossed off. Continue until all the numbers are crossed off. See which team has the most points.

ANSWERS
Students' own answers.

Exercise 5 1•53 page 135

Allow students time to read through the questions, and check they understand everything. Play the video or audio. Students watch or listen and note down which of the questions the people answer. Check answers with the class. (If you're using the audio-only version, please see the audio script on page 135 for names of speakers.)

ANSWERS
1 How long does a butterfly live?
3 How much does an elephant weigh?
4 How fast can the world's fastest car go?
6 How tall is the world's smallest person?

Exercise 6 1•53 page 135

Read through the key phrases with the class and check that students understand them all. Play the video or audio again for students to watch or listen and note down the phrases they hear. Check answers with the class.

ANSWERS
1 I don't know. Any ideas? Maybe
2 What do you reckon? I reckon … I've no idea. I guess … Probably
3 I know that one. Have a guess! Around …
4 I guess … I reckon …

Optional activity: Key phrases

Play the video or audio again, pausing after some of the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 7 USE IT!

Ask two confident students to read out the example answer. Put students into pairs to guess the answers to some of the questions in exercise 5. Encourage them to use a range of key phrases.

Ask some pairs to tell the class their guesses. Students could search online to find answers to the questions for homework. In the next class, discuss the answers that students found, and see who guessed correctly.

ANSWERS
Students' own answers.

Optional activity: Vocabulary

Play a memory game to practise the vocabulary from exercise 1. Say a number from the *Amazing achievements* text, e.g. *96 billion*. Ask students to find what it refers to (96 billion dollars is Warren Buffett's wealth).

Put students into pairs and ask them to study the text and choose four numbers to test their classmates. Ask them to close their books, then put pairs together into groups of four to test each other on their numbers. See which pair got the most correct answers.

ANSWERS
Students' own answers.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students write five more questions individually. Ask them in turn to ask their questions to the class. Encourage other students to guess the answers using the key phrases.

More practice
Workbook page 32

Assessment
Five-minute test, Teacher's Resource Disk

Reading • Meals for medals

Aim
Guess words in a text you don't know by looking at the context.

THINK!
Read the question with the class and elicit some ideas. If students are struggling for ideas, ask more questions to help them, e.g. *How many glasses of water do we need daily? Is sugar (or salt or fat) the biggest problem in our daily meals? How does unhealthy food affect our performance?* Discuss the questions with the class and encourage students to join in and share their knowledge.

ANSWERS
Students' own answers.

Exercise 1
Point out to students that when they read a text, it is often possible to guess the meaning of words they don't know by looking at the context. Students find the words in the text and try to guess their meaning, then compare their ideas in pairs. Discuss the meanings with the class and ask who guessed the meanings correctly.

ANSWERS
Students' own answers.

Exercise 2 1•54
Allow students time to read through the questions, then play the audio. Students read and listen and answer the questions. Check answers with the class.

ANSWERS
1 To become a bodybuilder, you should practise bodybuilding regularly and have a good diet.
2 You can eat eggs most when you practise bodybuilding.
3 A basketball player needs between 2,500 and 5,000 calories a day.
4 Because bananas contain helpful nutrients that make the body feel full of energy.
5 The title shows the importance of a good diet. Your meals can help you achieve medals.

Exercise 3 VOCABULARY PLUS
Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS
Students' own answers.

Workbook page 36 exercise 5



5 READING • Meals for medals
I can guess words in a text I don't know by looking at the context.

THINK! What do you eat to have the best performance?

CAN I BECOME A BODYBUILDER?

Yes, you can. You should practise bodybuilding regularly and have a good diet like this:
- **Breakfast:** scrambled eggs, and vegetables
- **Snack:** whey protein shake, soft-boiled eggs
- **Lunch:** grilled chicken breast, mixed greens, and baked sweet potato
- **Snack:** hard-boiled eggs and carrot sticks
- **Dinner:** fish, green beans with brown rice

Just follow our instructions and you won't look different from a famous bodybuilder.

CAN I JUMP AS HIGH AS NBA* STARS?

No, you cannot if you do not eat as many calories as them. A basketball player needs between 2,500 and 5,000 calories per day. Bananas contain helpful nutrients that make the body feel full of energy. Each banana, on average, contains 30g of carbohydrates, and about 0.01g of vitamin C. Especially, bananas are a rich source of potassium, about 0.4g of each. Potassium reduces a sudden pain in muscles. That is why a wise basketball player often enjoys a banana before or during the game.

1 **Read the text quickly. The following words may be new to you. What do you think they mean? Compare your ideas with a partner's.**

bodybuilder calories carbohydrates average contains muscle

2 1.54 **Read and listen to the text and answer the questions.**
1 What should you do to become a bodybuilder?
2 What can you eat most when you practise bodybuilding?
3 How many calories does a basketball player need a day?
4 Why are bananas good for basketball players?
5 What do you think about the title of the text – Meals for medals?

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

4 **USE IT!** **Work in pairs. Do you think a good diet can bring you medals?**

*NBA (The National Basketball Association): a professional basketball league in North America

60 Achieve

Optional activity: Reading
Write the following sentences on the board:
1 A bodybuilder should have three meals and two snacks per day.
2 A bodybuilder should eat only eggs and vegetables.
3 A banana doesn't contain any carbohydrates.
4 A basketball player often eats bananas.

Students work in pairs to read the text again and decide if the sentences are true or false. Check answers with the class.

ANSWERS
1 true
2 false (He can eat chicken breast, fish, sweet potatoes and green beans with brown rice.)
3 false (Each banana, on average, contains 30g of carbohydrates)
4 true

Exercise 4 USE IT!
Allow students time to prepare the answers individually. Put them into pairs to discuss the question. Invite some students to give their opinions.

ANSWERS
Students' own answers.

More practice
Workbook page 36
Practice Kit Reading 5

5 LANGUAGE FOCUS • Making comparisons

I can compare sporting achievements.

1 **Complete the sentences with the words from the reading text on page 60.**

1 You should practise bodybuilding regularly and have a good diet ..... this.
2 You won't look ..... a famous bodybuilder.
3 Can I jump ..... NBA stars?
4 You cannot if you do not eat ..... calories ..... them.

2 **Look again at exercise 1, then complete the rules with *like, different from, as … as*.**

RULES

1 We can use ..... to show something that is **similar** to something else.
2 We can use ..... to show something that is **not similar** to something else.
3 We can use ..... to express comparison of equality.
4 We also use ..... before and after *many* / *much* + noun.

3 **Look at the information about the athletes. Then complete sentences 1–5 using comparative forms of the adjectives.**

Florence / Archie (fast)
Florence was faster than Archie.
1 Archie / Carl (fast)
2 Carl / Florence (heavy)
3 Carl / Archie (good)
4 Archie / Florence (tall)
5 Archie / Carl (short)

4 **Complete the sentences with *like, different from, as … as*.**

1 Mandy doesn't play tennis ..... well ..... her sister.
2 This art museum is definitely ..... the history museum.
3 Do you think learning Spanish is ..... difficult ..... learning German?
4 That big animal over there looks ..... an elephant.
5 Lan is 1.62 metres tall, but I'm 1.70 metres tall. Her height is ..... mine.

5 **USE IT! Work in pairs. Compare opinions about the things in box B using comparative and superlative forms of the adjectives in box A.**

I think that Manchester United is a better team than Manchester City.

Really? I think Arsenal is the best team.

A bad boring dangerous exciting good healthy horrible intelligent interesting scary tasty unhealthy

B animal city food game month person on TV programme subject team

Finished?

Make comparisons between two famous athletes you know well. Then compare with a partner.



Language focus • Making comparisons

Aim
Compare sporting achievements.

Warm-up

Ask what facts students can remember about the diet for sportsmen. Elicit a few ideas, then ask: *Will you look like a bodybuilder if you follow the diet?* Write on the board: *You won't look different from a bodybuilder if you follow the diet.* Underline the comparative forms and ask students to translate the sentences into their own language. Elicit that we use comparative forms to compare things.

Exercise 1

Students complete the sentences with the correct words from the text on page 60. Check answers with the class.

ANSWERS
1 like
2 different from
3 as high as
4 as many … as

Exercise 2

Students work in pairs to look at the examples and complete the rules. With **weaker classes**, read through the examples and rules with the class and elicit the answers.

ANSWERS
1 like
2 different from
3 as … as
4 as … as

Exercise 3

Read out the first set of prompts and the example answer. Students complete the sentences using the comparative form. Point out that in some sentences students will need to use a negative verb. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS
1 Archie wasn't as fast as Carl.
2 Carl was heavier than Florence.
3 Carl was better than Archie.
4 Archie wasn't as tall as Florence.
5 Archie was shorter than Carl.

Exercise 4

Allow students time to rewrite the sentence by comparing two things that are the same. Check the answers with the class.

ANSWERS
1 as … as
2 different from
3 as … as
4 like
5 different from

Exercise 5 USE IT!

Read through the words in the two boxes and check that students understand everything. With **weaker classes**, elicit which are long adjectives and which are short. Read out the example and elicit one or two more examples. Allow students time to prepare their ideas individually, then put them into pairs to compare their ideas. With **stronger classes**, students can use their own ideas as well as the ones in the boxes. Ask some students to tell the class their ideas and their partner's ideas.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students can write their quiz questions individually, then ask and answer them with another fast finisher. Alternatively, ask students to read their quiz questions to the class. See if other students can answer the questions.

More practice
Workbook page 33

Assessment
Five-minute test, Teacher's Resource Disk

Vocabulary and listening • Jobs and skills

Aim
Understand people talking about skills.

THINK!

Ask: *At what age could you walk? At what age could you talk?* Elicit a range of answers from individual students. Put students into pairs to discuss the questions. Discuss the answers as a class.

ANSWERS
Students' own answers.

Exercise 1 1•55

Students read the texts and choose the correct bold words. Play the audio for students to check their answers. Check answers with the class and check that students understand all the words. Ask students if they know any more about any of the people in the photos.

ANSWERS
1 expert
2 programmer
3 professor
4 scientist
5 winner
6 player
7 champion
8 musician
9 composer
10 writers
11 mathematician
12 genius

Exercise 2 1•56 PRONUNCIATION: /ə/ in jobs

Play the audio once for students to listen to the jobs. Elicit or point out that in British English we don't usually pronounce the /r/ at the end of jobs. Play the audio again, pausing after each word for students to repeat.

Exercise 3 1•57

Play the audio and ask students to find the words in the text in exercise 1. Play the audio again, pausing after each word for students to repeat.

Optional activity: Vocabulary

To practise the vocabulary set in a fun way, play *Twenty Questions*. Tell students you are thinking about a famous person who has one of the skills in exercise 1. Students must ask *yes / no* questions to guess who it is, e.g. *Is it a man? Is he a writer? Is he a scientist?* The student who guesses the correct answer thinks of another famous person who has one of the skills.

ANSWERS
Students' own answers.



Exercise 4 1•58 page 135

Focus on the photo on the bottom left and check that students understand *prodigy*. Allow students time to read the sentences. Play the audio again. Students listen and decide if the sentences are true or false. You could ask them to correct the false sentences. With **stronger classes**, students could decide from memory, then listen to check. Check answers with the class.

ANSWERS
1 true
2 false (He wrote a piece of music when he was eight.)
3 true
4 true
5 false (He had £1.5 million from his art when he was ten.)

Exercise 5 USE IT!

Read out the example sentences and elicit one or two more examples. Allow students time to prepare their ideas individually, then put them into pairs to compare the skills and occupations using comparative and superlative forms. With **stronger classes**, students or fast finishers can make more sentences about different jobs and skills, using their own ideas. Ask some students to tell the class their opinions.

ANSWERS
Students' own answers.

More practice
Workbook page 34

Assessment
Five-minute test, Teacher's Resource Disk

5 LANGUAGE FOCUS • Ability: *can* and *could* • Questions with *How ... ?*

I can talk about prodigies.

Ability: *can* and *could*

1 **Change the words in bold from affirmative to negative, or negative to affirmative, to make sentences.**

1 Most children **can** read until they're six.
2 Mozart **couldn't** compose music when he was five.

2 **Look at the sentences in exercise 1 again and choose the correct words in the Rules.**

RULES

1 We use *can* to talk about the **present / past** and *could* to talk about the **present / past**.
2 We use a base form **with / without** *to* after *can* and *could*.
3 The *he / she / it* form of *can* is ***can / cans***.
4 The negative forms are ***don't can* and *didn't can / can't* and *couldn't***.
5 We **use / don't use** *do* and *did* to make questions with *can* and *could*. For example:
At what age can most people talk?
When could you first speak English?

3 **Complete the text with affirmative and negative forms of *can* and *could*.**



William Sidis
Supergenius

Most people can't read until they're six and they [1]..... usually speak one, two or maybe three languages as children. William Sidis was born in 1898, and when he was eighteen months old, he [2]..... read. Before he was eight he wrote four books and [3]..... speak eight languages. William was a genius with a very high IQ, but in the end he lived a lonely life. He went to university at eleven, but he [4]..... make friends and was very unhappy. William died in 1944. Prodigies [5]..... do special or amazing things, but they [6]..... always find a place in society. Life is sometimes difficult when you're different.

Questions with *How ... ?*

4 **Match 1–6 with a–f to make questions. Can you remember the answers? Ask and answer the questions with your partner.**

1 How much	a. should a bodybuilder have eggs per day?
2 How fast	b. potassium does a banana contain?
3 How high	c. words can Twista rap in a minute?
4 How often	d. was William Sidis when he started reading?
5 How many	e. is Mount Everest?
6 How old	f. could Carl Lewis run?



5 **USE IT! Make questions with *How ... ?* and the words in the table. Then ask and answer the questions with your partner.**

How ...	high	words can you say in ten seconds?
	far	can you keep your eyes open?
	many	is your teacher?
	strict	are you?
	tall	is your town in winter?
	often	does a burger cost?
	cold / hot	are you late for school?
	much	can you run and swim?
	long	can you jump?

How high can you jump?
Just over a metre, I think.

Finished?
Write sentences about things you couldn't do in the past, but that you can do now.

Language focus • Ability: *can* and *could* • Questions with *How ... ?*

Aim
Talk about prodigies.

Warm-up

Ask: *What can child prodigies do?* Elicit some answers and write on the board: *Child prodigies can do amazing things.* Ask: *What could Mozart do when he was eight?* Elicit the answer and write on the board: *Mozart could write music when he was eight.* Underline *can* and *could* and ask: *Which refers to the present?* (*can*) *Which refers to the past?* (*could*). Ask students to translate the sentences into their own language.

Ability: *can* and *could*

Exercise 1

Read out the task and point out that students should change sentence 1 to a negative sentence and sentence 2 to an affirmative one. Students write the sentences. Check answers with the class and check that students understand the sentences.

ANSWERS
1 Most children can't read until they are six.
2 Mozart could compose music when he was five.

Exercise 2

Students work in pairs to look at the sentences in exercise 1 again and choose the correct words in the rules. Check answers with the class.

ANSWERS
1 present, past 2 without 3 *can* 4 *can't* and *couldn't* 5 don't use

Language note
can and *could* come before the subject in questions: *Can he compose music?* (NOT ~~*He can compose music?*~~)

Exercise 3

Students read the text and complete it with the correct forms of *can* and *could*. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS
1 can't 2 could 3 could 4 couldn't 5 can 6 can't

Questions with *How ... ?*

Exercise 4

Students work in pairs to make the questions and try to remember the answers. Ask some students to read out the completed questions. Correct any errors. Elicit some possible answers to the questions, then tell students to look back through the unit to check their answers. See who remembered the answers correctly.

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

Language note
We use *How* + adjective / adverb + verb + subject: *How far is it to the moon?* (NOT ~~*How far it is to the moon?*~~)

Exercise 5 USE IT!

Read out the example and elicit one or two more examples from the class. Allow students time to prepare their questions individually. With **stronger classes**, students could use their own ideas as well as the ones in the table. Put students into pairs to ask and answer their questions. Ask some students to tell the class something they learned from their partner.

ANSWERS
Students' own answers.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students can write their sentences individually then compare them with another fast finisher. Alternatively, ask some fast finishers to read their sentences to the class. Ask other students if the sentences are also true for them.

More practice
Workbook page 35

Assessment
Five-minute test, Teacher's Resource Disk

Speaking • Making and responding to suggestions

Aim
Give advice to help people.

THINK!

Read the questions with the class and put students into pairs to discuss them. Ask individual students to tell the class about their abilities and their partner's. Encourage students to talk about their own opinions and experiences.

ANSWERS
Students' own answers.

Exercise 1 1•59

Students read the dialogue and choose the correct words to complete it. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the question about Kim to the class and elicit the answer.

ANSWERS
1 amazing 2 salsa 3 have
4 money 5 friend 6 fun
Kim wants to learn to dance salsa.

Exercise 2 1•59

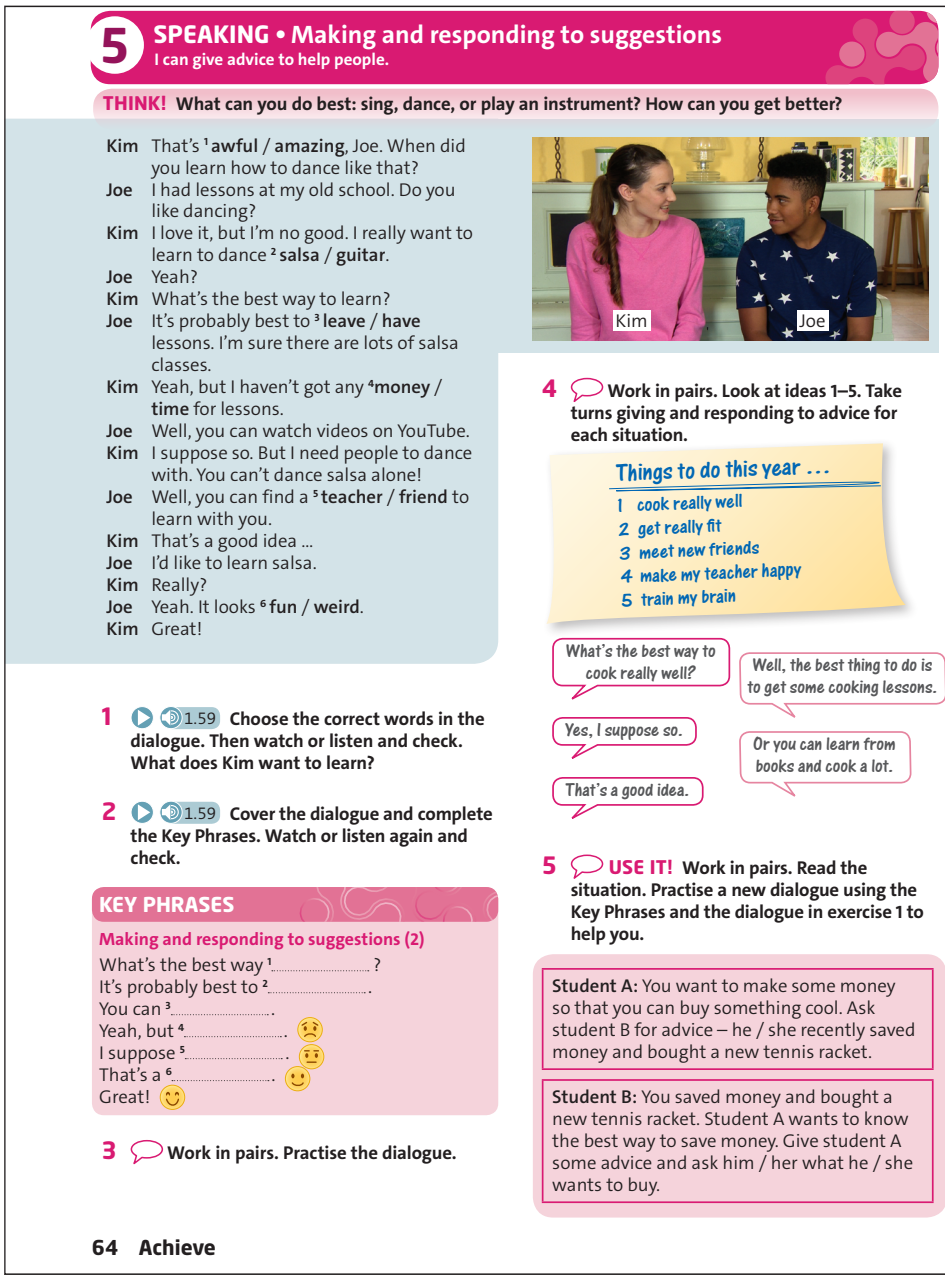
Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and try to complete them from memory. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS
1 to learn
2 have lessons
3 watch videos on YouTube
4 I haven't got any money for lessons
5 so
6 good idea

Optional activity: Key phrases
Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 3

Students work in pairs to practise the dialogue.



5 SPEAKING • Making and responding to suggestions

I can give advice to help people.

THINK! What can you do best: sing, dance, or play an instrument? How can you get better?

Kim That's [1] **awful / amazing**, Joe. When did you learn how to dance like that?
Joe I had lessons at my old school. Do you like dancing?
Kim I love it, but I'm no good. I really want to learn to dance [2] **salsa / guitar**.
Joe Yeah?
Kim What's the best way to learn?
Joe It's probably best to [3] **leave / have** lessons. I'm sure there are lots of salsa classes.
Kim Yeah, but I haven't got any [4] **money / time** for lessons.
Joe Well, you can watch videos on YouTube.
Kim I suppose so. But I need people to dance with. You can't dance salsa alone!
Joe Well, you can find a [5] **teacher / friend** to learn with you.
Kim That's a good idea ...
Joe I'd like to learn salsa.
Kim Really?
Joe Yeah. It looks [6] **fun / weird**.
Kim Great!

1 1.59 **Choose the correct words in the dialogue. Then watch or listen and check. What does Kim want to learn?**

2 1.59 **Cover the dialogue and complete the Key Phrases. Watch or listen again and check.**

KEY PHRASES
Making and responding to suggestions (2)
What's the best way [1]……?
It's probably best to [2]…….
You can [3]…….
Yeah, but [4]……. 😟
I suppose [5]……. 😐
That's a [6]……. 🙂
Great! 😊

3 **Work in pairs. Practise the dialogue.**

4 **Work in pairs. Look at ideas 1–5. Take turns giving and responding to advice for each situation.**

Things to do this year ...
1 cook really well
2 get really fit
3 meet new friends
4 make my teacher happy
5 train my brain

What's the best way to cook really well?
Well, the best thing to do is to get some cooking lessons.
Yes, I suppose so.
Or you can learn from books and cook a lot.
That's a good idea.

5 **USE IT!** **Work in pairs. Read the situation. Practise a new dialogue using the Key Phrases and the dialogue in exercise 1 to help you.**

Student A: You want to make some money so that you can buy something cool. Ask student B for advice – he / she recently saved money and bought a new tennis racket.

Student B: You saved money and bought a new tennis racket. Student A wants to know the best way to save money. Give student A some advice and ask him / her what he / she wants to buy.

64 **Achieve**

Exercise 4

Read through the list of things to do and make sure students understand everything. Ask two confident students to read out the example. Allow students time individually to think about some advice for each situation. Students then work in pairs to give and respond to advice for each situation. Elicit what advice students gave for each situation and discuss which is the best advice for each one.

ANSWERS
Students' own answers.

Exercise 5 USE IT!

Read through the situation with the class and make sure students understand everything. 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
Ask students to work individually and think about a situation they need advice about. Tell them they can use a real situation from their life, or use their imagination to invent one. Put students into small groups. Ask them to take turns to tell their classmates about their situation. Their classmates listen and give advice. Ask some students who gave them the best advice.

More practice
Student Book page 79 (exe 7)

5 WRITING • A biographical web page

I can order information in a biography using paragraphs and topic sentences.

THINK! What famous people from the past do you admire?

Achievements

Agatha Christie

[1]Agatha Christie was a British writer. She was born in England in 1890 and died there in 1976. [2]She first started writing when she was sixteen. Later, when she was a nurse, she had the idea for a detective story and she published her first novel in 1920. She was a very shy person, so she was happier to stay in and write than to meet people.

[3]Agatha Christie eventually became one of the most popular writers in history. She wrote more than sixty novels, as well as plays and poetry, and sold more than two billion books. There are translations of her books in more than 100 languages. People love her works because the characters and the mysteries are so interesting.



1 Read the biography. How old was Agatha Christie when she published her first novel? Why are her books popular?

Language point: Paragraphs and topic sentences

2 Match the blue first line of each paragraph (1–3) with the subject of the paragraph (a–c).

a. Early career
b. Achievements
c. Life

3 Read the Study Strategy. Then read the list of questions. Read the biography again and add more questions to the list.

STUDY STRATEGY

Selecting information

There's a lot of information about people on the internet. You need to decide what information to use for a biography.

Tip: Make a list of questions about the person you're writing about.

Life
What did Agatha Christie do?
Where was she born?
Where did she die?

Early career
When did she first start writing?

Achievements

4 Think of a famous or successful person from the past. Make a list of questions about them. Use the questions in exercise 3 to help you.

5 In your notebook, complete the Key Phrases with words from the text.

KEY PHRASES

Staging information

She first started [1] … .
[2] … eventually [3] … .
People love her works because [4] … .

6 **USE IT!** Follow the steps in the Writing Guide.

WRITING GUIDE

A TASK

Think about your person from exercise 4. Find information about the person and write a short biography (60 – 80 words) for an 'Achievements' web page.

B THINK AND PLAN

Find answers to your list of questions from exercise 4.

C WRITE

Look at your notes and the sections in the model text and decide what information you want to include in each section:
- Life
- Early career
- Achievements

Then write the biography in your notebook. Include the key phrases.

D CHECK

- Comparative and superlative adjectives

Writing • A biographical web page

Aim

Order information in a biography using paragraphs and topic sentences.

THINK!

Ask the question and elicit answers from students. Ask more questions to encourage students to say more, e.g. *Why do you admire this person? What did they do?*

Exercise 1

Ask students what they know about Agatha Christie. Students read the biography and answer the questions. Check answers with the class.

ANSWERS

She was 30 when she published her first novel. Her books are popular because the characters and mysteries are so interesting.

Language point: Paragraphs and topic sentences

Exercise 2

Explain that we use different paragraphs to order a piece of writing and the first sentence of each paragraph (the topic sentence), gives the topic for that paragraph. Put students into pairs to match the blue topic sentences with the subjects. Check answers with the class.

ANSWERS

1 c 2 a 3 b

Exercise 3

Read out the study strategy then read through the list of questions. Students work in pairs to read the biography again and add more questions based on the information in the biography. Check answers with the class.

ANSWERS

Early career: When did she publish her first novel? What was she like? / Was she shy or confident?

Achievements: How many novels did she write? How many books did she sell? Were her books popular in other countries? / How many different translations of her books are there in the world? Why were her books popular? / Why do people love her works?

Exercise 4

As a class, brainstorm some famous people that students could write about. Students choose a famous person and write questions about them. With **weaker classes**, students could do this in pairs. Check answers with the class.

ANSWERS

Students' own answers.

Exercise 5

Students complete the key phrases with words from the text. Check answers with the class and check that students understand all the phrases.

ANSWERS

1 writing when she was sixteen.
2 Agatha Christie
3 became one of the most popular writers in history.
4 the characters and the mysteries are so interesting.

Optional activity: Writing

Write these words and sentences on the board: *eventually later when*

1 She started writing ___ she was 16.
2 ___, she had the idea for a novel.
3 She ___ became a popular writer.

Students work in pairs and complete the sentences with the correct words. Check answers. Point out that we use these time words to order the events in a biography.

ANSWERS

1 when 2 Later 3 eventually

Exercise 6 USE IT!

Read the task. Students answer the questions and plan their text. Students could do the research and writing for homework. Remind students to check their grammar and spelling carefully.

More practice

Workbook page 37

End of unit activities

Cumulative Review, Workbook page 58
*** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
**** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
***** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
Speaking photocopiable, Teacher's Resource Disk

5 CLIL • Science: Average speed

Aim

Calculate speed using distance and time.

Warm-up

Focus on the photos of Lewis Hamilton and Sarah Storey and ask students if they recognize the people. Ask: *How long does it take Sarah Storey to cycle 45 kilometres?* (*60 minutes*). Ask: *How fast does she cycle one lap?* (*19.3 seconds*) *How can you calculate her speed?* Elicit a few answers, and tell students they are going to learn how to calculate speed.

Exercise 1

Focus on the text and pre-teach *freestyle* and *length (of the pool)*. Students work in pairs to read the text and look at the table, then answer the questions. Check answers with the class.

ANSWERS

1 Gomez (36 seconds)
2 Jones (42 seconds)
3 O'Hara
4 Fields

Exercise 2

Students work in pairs to check the meaning of the words in the box. Check that students understand the words correctly, then ask them to work in their pairs to read the equation and answer the questions. Check answers with the class.

ANSWERS

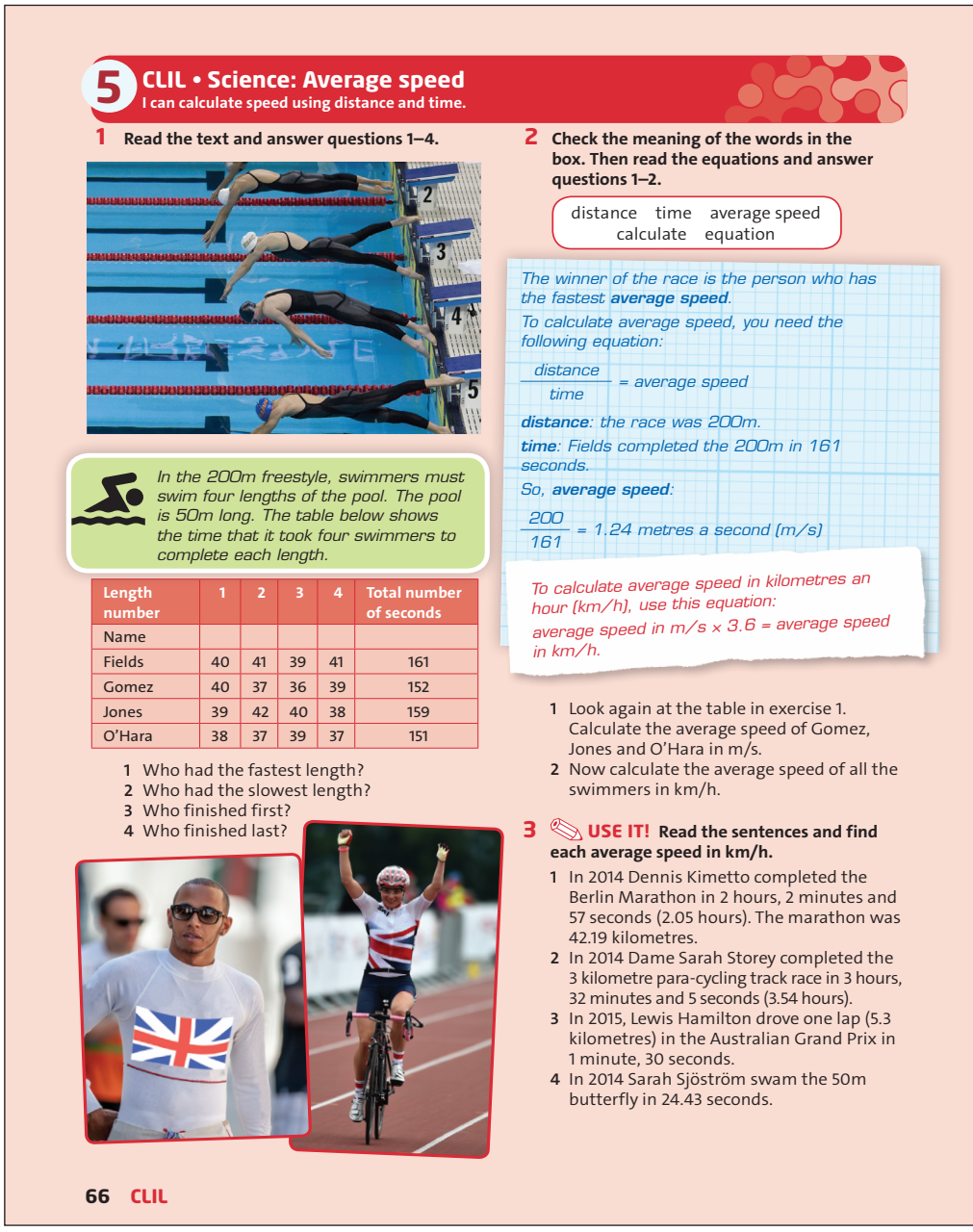
1 Gomez = 1.31 m/s
Jones = 1.25 m/s
O'Hara = 1.32 m/s
2 Fields = 4.46 km/h
Gomez = 4.71 km/h
Jones = 4.5 km/h
O'Hara = 4.75 km/h

Exercise 3 USE IT!

Students work in pairs to read the sentences and calculate the average speed for each one. Put pairs together into groups of four to compare their answers, then check answers with the class.

ANSWERS

1 20.59 km/h
2 0.85 km/h
3 37.58 km/h
4 7.37 km/h



5 CLIL • Science: Average speed
I can calculate speed using distance and time.

1 **Read the text and answer questions 1–4.**

In the 200m freestyle, swimmers must swim four lengths of the pool. The pool is 50m long. The table below shows the time that it took four swimmers to complete each length.

Length number	1	2	3	4	Total number of seconds
Name					
Fields	40	41	39	41	161
Gomez	40	37	36	39	152
Jones	39	42	40	38	159
O'Hara	38	37	39	37	151

1 Who had the fastest length?
2 Who had the slowest length?
3 Who finished first?
4 Who finished last?

2 **Check the meaning of the words in the box. Then read the equations and answer questions 1–2.**

distance time average speed
calculate equation

*The winner of the race is the person who has the fastest **average speed**.*
To calculate average speed, you need the following equation:

$$\frac{\text{distance}}{\text{time}} = \text{average speed}$$

***distance**: the race was 200m.*
***time**: Fields completed the 200m in 161 seconds.*
*So, **average speed**:*

$$\frac{200}{161} = 1.24 \text{ metres a second (m/s)}$$

To calculate average speed in kilometres an hour (km/h), use this equation:
average speed in m/s × 3.6 = average speed in km/h.

1 Look again at the table in exercise 1. Calculate the average speed of Gomez, Jones and O'Hara in m/s.
2 Now calculate the average speed of all the swimmers in km/h.

3 **USE IT! Read the sentences and find each average speed in km/h.**

1 In 2014 Dennis Kimetto completed the Berlin Marathon in 2 hours, 2 minutes and 57 seconds (2.05 hours). The marathon was 42.19 kilometres.
2 In 2014 Dame Sarah Storey completed the 3 kilometre para-cycling track race in 3 hours, 32 minutes and 5 seconds (3.54 hours).
3 In 2015, Lewis Hamilton drove one lap (5.3 kilometres) in the Australian Grand Prix in 1 minute, 30 seconds.
4 In 2014 Sarah Sjöström swam the 50m butterfly in 24.43 seconds.

66 CLIL

Optional activity: Speaking

Use the equations in exercise 2 to teach the words *divided by* and *times*.

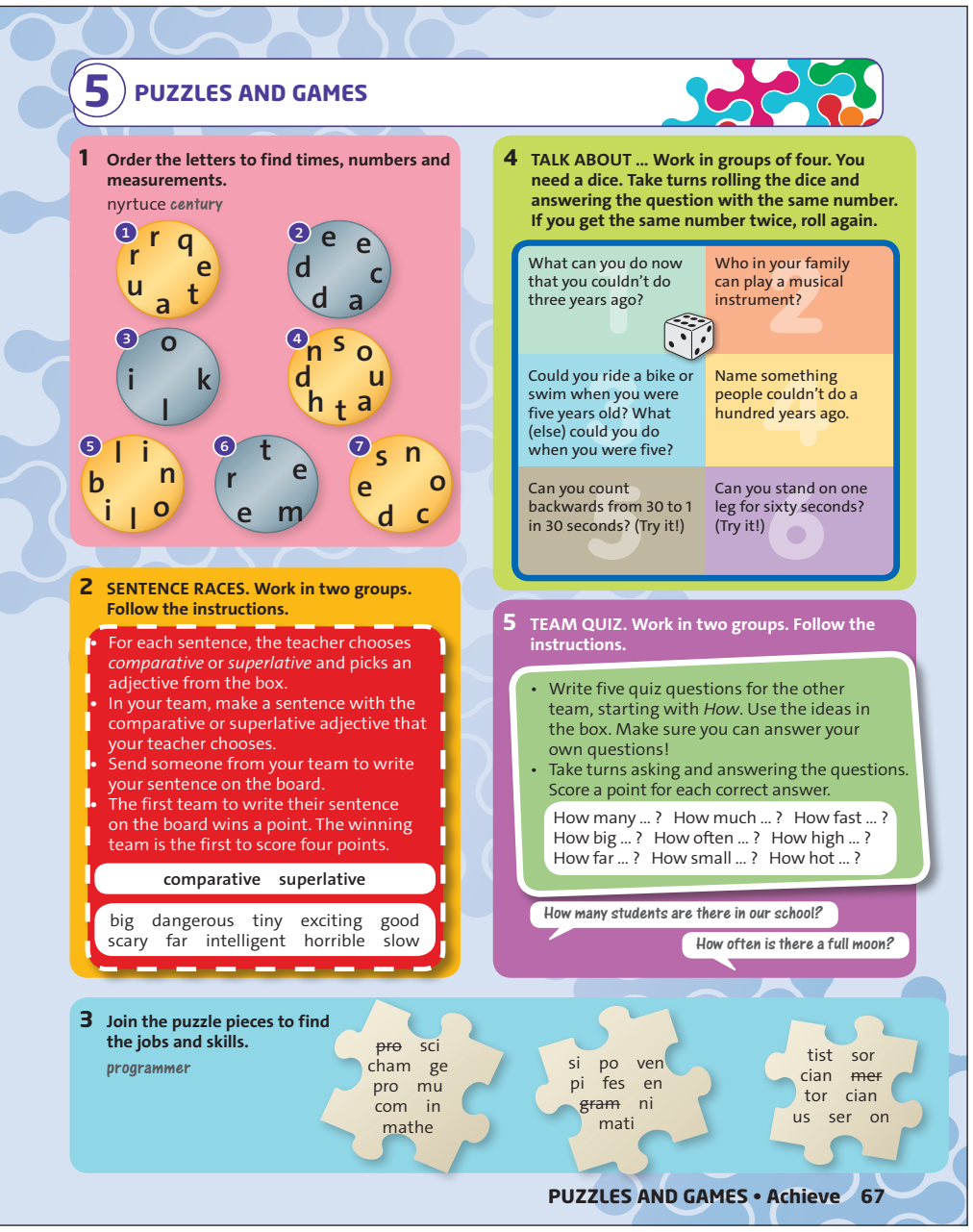
Ask students to close their books, then say: *I can run 400 metres in 52 seconds. How do you calculate my average speed?* Put students into pairs to see how well they can describe the method. Elicit a description from the class, encouraging students to explain the calculation in words rather than writing an equation. Prompt them, if necessary, with key words such as *distance* and *metres per second*. Ask a confident student to come and write the equation on the board. Students can then calculate the speed.

ANSWERS

Students' own answers.

More practice

CLIL extension photocopiable, Teacher's Resource Disk



Puzzles and games

Exercise 1

Students work individually or in pairs to order the letters to find the times, numbers and measurements. With **stronger classes**, you could do this as a race. Check answers with the class. You could elicit an example sentence using each word.

As an extension, students could work individually and make two more jumbled words from page 58. They could swap with a partner and race to order the letters and write the words.

ANSWERS

1 quarter
2 decade
3 kilo
4 thousand
5 billion
6 metre
7 second

Exercise 2

Divide the class into teams and read out the instructions. Ask each team to decide on one of their members who will come to the board to write their sentences.

Call out either 'comparative' or 'superlative' and then an adjective. The first team to write a correct sentence on the board using the adjective gets a point. Continue until all the adjectives have been used. See which team has the most points.

ANSWERS

Students' own answers.

Exercise 3

Students work in pairs to find the jobs and skills. Check answers with the class and check that students understand all the words.

As an extension, tell students that they learned four more words for jobs and skills on page 62. Put them into pairs and give them one minute to try to remember the extra words. Check answers with the class (*winner, writer, player, artist*) and see who remembered the most words.

ANSWERS

scientist, champion, genius, professor, musician, composer, inventor, mathematician

Exercise 4

Put students into groups of four and explain the rules of the game. Tell them that once an idea has been used once in the game, it cannot be used again.

If students don't have a dice, they could write the numbers 1–6 on six small pieces of paper, then shuffle these and choose one for their turn. Students play the game in their groups.

Allow play to continue for a few minutes, then stop the game. Ask some students to tell the class something they learned about their classmates.

ANSWERS

Students' own answers.

Exercise 5

Divide the class into two teams. With **smaller classes**, students could work in their teams to write their quiz questions. With **larger classes**, put students into pairs within their teams and ask them to write their questions.

Ask students from each team in turn to read out one of their questions. If students wrote their questions in pairs, ask a different pair from a team each time it is their team's turn. Teams get a point for each question they answer correctly.

Students could also play this game in groups of four. They write their questions in pairs, then work in groups of four to ask and answer their questions. Students can ask you if they are unsure of any answers.

ANSWERS

Students' own answers.

Unit summary

Vocabulary

Survival verbs: *avoid plants, build a shelter, climb a tree, find drinking water, follow the river, keep cool, light a fire, make a noise, move at night, pick fruit, run away, stand still, stay where you are, use the sun*

Survival equipment: *compass, first-aid kit, knife, lighter, map, mirror, rope, sleeping bag, tent, torch, water bottle*

Language focus

will and *won't* in the first conditional

must and *should*

Speaking

I can give instructions and safety information.

Writing

I can write an advice blog using imperatives.

Vocabulary • Survival verbs

Aim

Talk about what you can do in a challenging situation.

THINK!

Read out the title of the unit and check that students understand *survival*. Read out the task and put students into pairs to name three problems. Bring students' ideas together on the board and ask: *Which are the most serious problems? Why?* Elicit a range of answers.

ANSWERS

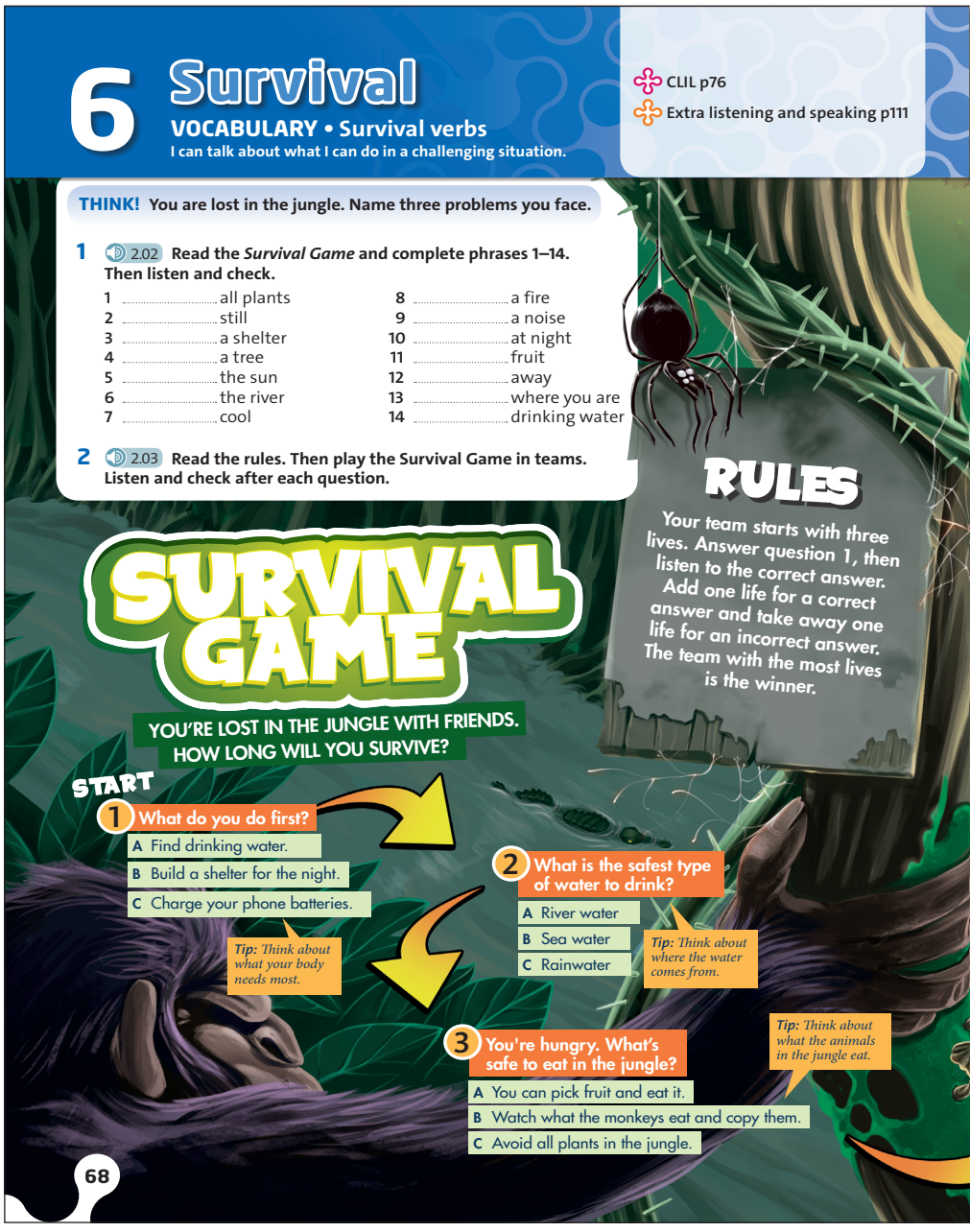
Students' own answers.

Exercise 1 2•02

Students read the survival game and complete the phrases. Allow them time to compare their answers in pairs, then play the audio for them to check their answers. Check answers with the class and check that students understand all the phrases.

ANSWERS

1 avoid 2 stand 3 build 4 climb
5 use 6 follow 7 keep 8 light
9 make 10 move 11 pick 12 run
13 stay 14 find



Exercise 2 2•03

Put students into teams and read out the rules. Ask students to read question 1 and decide on their answer in their teams. Set a time limit of around a minute for this. Play the correct answer for that question and ask students to note their scores. Continue in this way, with students choosing their answers and then listening to check. See which team has the most lives left at the end. Ask: *Which answers do you find most surprising? Why?*

ANSWERS

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

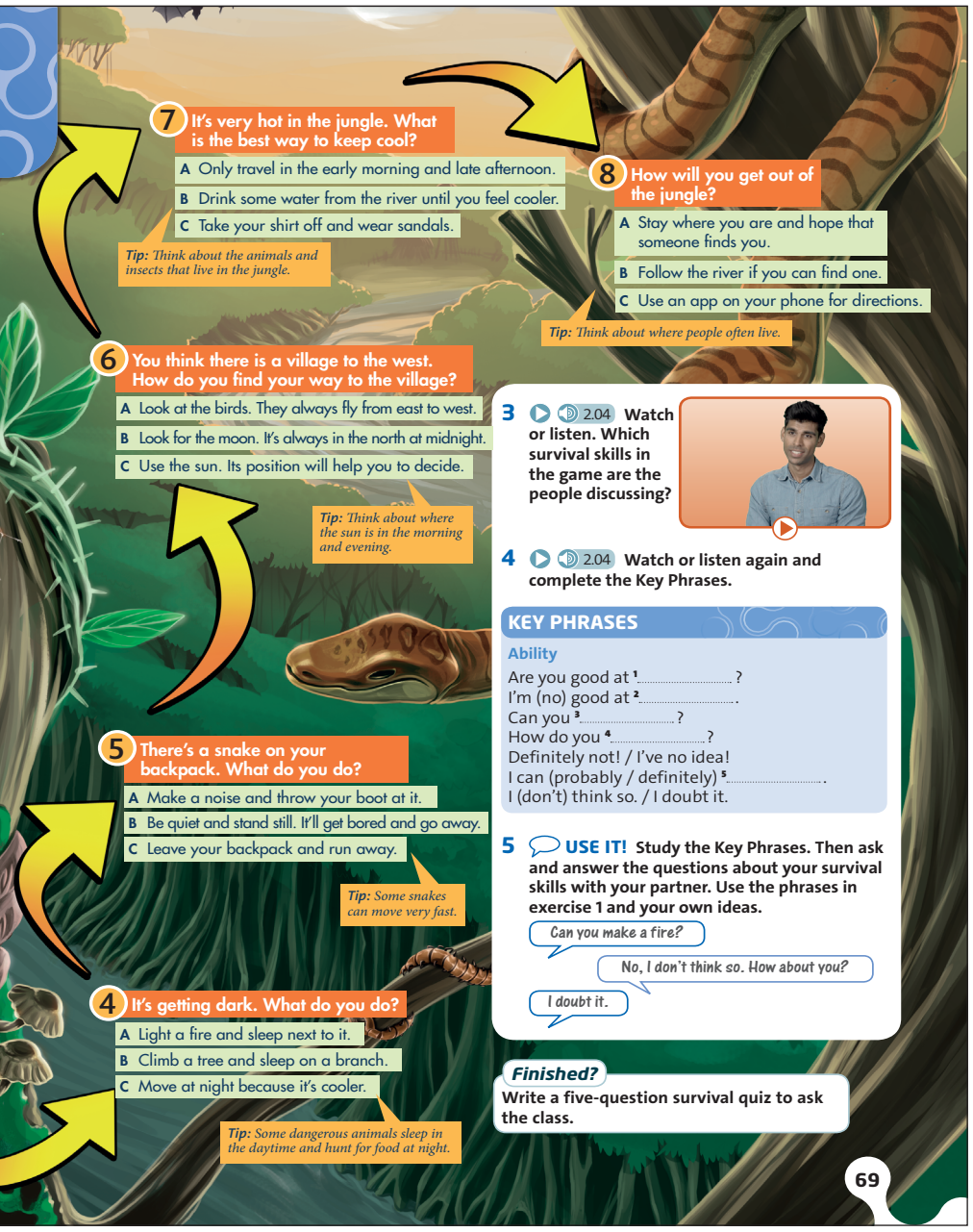
Optional activity: Vocabulary

Write on the board *m_k_ a n__se.* Elicit the completed phrase (*make a noise*). Put students into pairs and ask them to write three more gapped phrases from exercise 1. Tell them they can gap up to half the letters.

Put pairs together into groups of four and ask them to close their books. Pairs swap gapped phrases and try to complete them. When they have completed them all, they should work in their groups to write an example sentence for each one. Ask some groups to read their example sentences to the class.

ANSWERS

Students' own answers.



Exercise 3 2•04 page 136

Read out the question. Play the video or audio. Students watch or listen and note down the survival skills the people discuss. Check answers with the class. (If you're using the audio-only version, please see the audio script on page 136 for names of speakers.)

ANSWERS

Shri: lighting fires
May: picking fruit
Simon: picking fruit
Rebecca: finding your way
Harry: finding your way

Exercise 4 2•04 page136

Allow students time to read through the key phrases. Play the video or audio again for students to watch or listen and complete the phrases. Check answers with the class and check that students understand all the phrases.

ANSWERS

1 lighting fires outdoors
2 survival skills
3 light a fire outdoors / tell what fruit is safe to eat / find your way without a phone or a map
4 find your way if you're lost
5 light a fire outdoors / find my way with a map / use the sun

Optional activity: Key phrases

Play the video or audio again, pausing after some of the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 5 USE IT!

Ask two confident students to read out the example. Elicit some other questions that students could ask, e.g. *Can you build a shelter? How do you light a fire with no matches? Are you good at climbing trees?* With **weaker classes**, write a few questions on the board for students to refer to. Put students into pairs to ask and answer questions about their survival skills. Encourage them to use a range of key phrases.

Ask some pairs to tell the class how well their partner would survive and why.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Put students into pairs and ask them to imagine they are lost in the jungle and have decided to keep an audio diary. Give an example of an audio diary entry, e.g. *It's day two in the jungle. We're very hungry, but we don't want to pick any fruit because it might be dangerous. We need to find a river so that we can follow it. . . .*

Students work in their pairs to prepare an audio diary entry, using some of the vocabulary from exercise 1. Students can either read their diary entries to the class, or, if they have their phones, they could record or video themselves and then work in small groups to compare.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students write a five-question survival quiz individually. Ask them in turn to ask their quiz questions to the class. Discuss the answers as a class.

More practice

Workbook page 38

Assessment

Five-minute test, Teacher's Resource Disk

Reading • Jungle challenge

Aim
Identify text types and predict the content.

THINK!
Read the question with the class and elicit a few ideas. If students are struggling for ideas, ask more questions to help them, e.g. *Do you think you need to be physically strong? Do you need to be intelligent / determined / creative?* Put students into pairs to discuss the questions. Ask pairs to report back on their discussions. Discuss as a class which personal qualities are the most important and why.

ANSWERS
Students' own answers.

Exercise 1
Focus on the text and ask students to look at it, but not read it. Read out the three text types and check that students understand them. Point out that to identify the text type they can look at the title and headings, the layout of the text, the photos, etc. Allow students time to look at the text, then allow them time to compare their ideas in pairs. They then read the text quickly to check their answers.

Discuss the answer with the class and discuss what clues helped them to guess, e.g. the headings, the Survival rating scores, the photos, etc. Ask students if they have watched programmes like this one on TV.

ANSWER
b

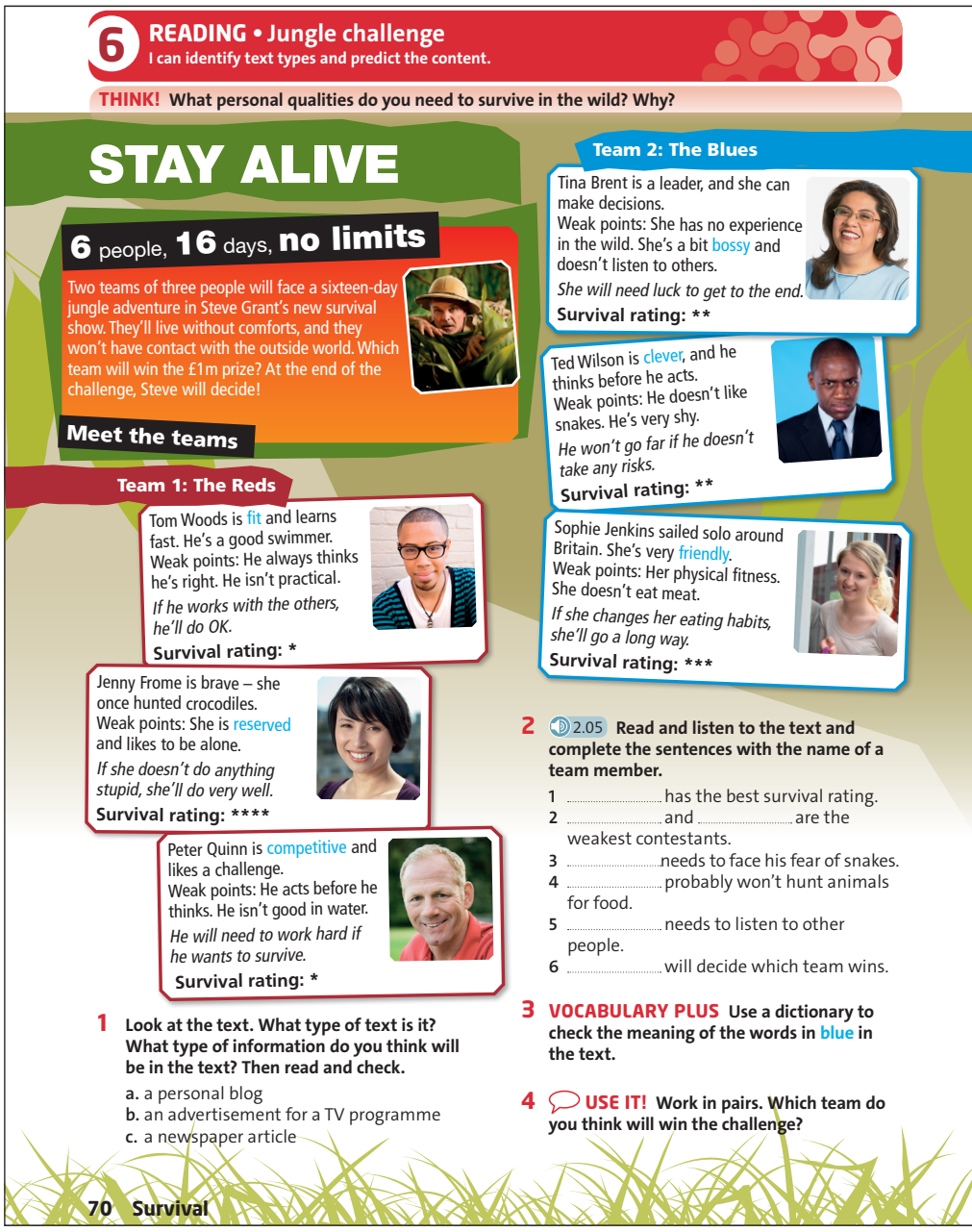
Exercise 2 2•05
Allow students time to read through the sentences, then play the audio. Students read and listen and complete the sentences with the names. Check answers with the class.

ANSWERS
1 Jenny 2 Tom, Peter 3 Ted
4 Sophie 5 Tina 6 Steve Grant

Exercise 3 VOCABULARY PLUS
Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS
Students' own answers.

Workbook page 42 exercise 5



Optional activity: Reading
Write the following questions on the board: Who …

1 has experience of boats?
2 isn't good at making things with his hands?
3 doesn't enjoy swimming?
4 lacks experience of the natural world?
5 enjoys spending time without other people?
6 doesn't make decisions quickly?

Students work in pairs to read the text again and write the correct names. Check answers with the class.

ANSWERS
1 Sophie
2 Tom
3 Peter
4 Tina
5 Jenny
6 Ted

Exercise 4 USE IT!
Put students into pairs to discuss which team they think will win the challenge. Encourage them to note down reasons for their answers.

Put pairs together into groups of four to compare their ideas and agree which team they think will win and why. Ask groups in turn to report back to the class. Encourage other groups to agree or disagree, giving reasons for their opinions.

ANSWERS
Students' own answers.

More practice
Workbook page 42

6 LANGUAGE FOCUS • *will* and *won't* in the first conditional

I can talk about actions and their results.

1 **Match 1–5 with a–e to make sentences. Then match the sentences with the people in the text on page 70.**

1 If she changes her eating habits,	a. if he doesn't take any risks.
2 He won't go far	b. if he wants to survive.
3 If she doesn't do anything stupid,	c. she'll go a long way.
4 He will need to work hard	d. if she wants to get to the end?
5 Who will need luck	e. she'll do very well.

2 **Complete the Rules with *action* or *result*.**

RULES

1 We use the first conditional to talk about an action and the result of this action in the future.
2 We describe the _____ with *if* + the present simple.
3 We describe the _____ with *will* + base form.
4 The sentence can start with the _____ or the result.

3 **Choose the correct words.**

1 I **use** / **'ll use** my phone to get directions if I get lost.
2 If you **take** / **'ll take** warm clothes, you won't get cold.
3 If we find mushrooms on our walk, we **don't pick** / **won't pick** them.
4 Will you pick apples if you **find** / **will find** any on your walk?
5 What **will** / **does** the team leader say if we **get** / **will get** lost?
6 If he **drinks** / **'ll drink** that dirty water, he **is** / **'ll be** ill.

4 **Order the words to make questions.**

1 if / is / you / Will / on Saturday / go out / sunny / it / ?
2 you / stay / rains / at home / it / tonight / Will / if / ?
3 will / early / if / your homework / you / What / do / finish / you / ?
4 get / your parents / a bad school report / if / be / you / Will / angry / ?
5 will / you / money / get / What / buy / for your birthday / if / you / ?

5 **Look at the picture and match 1–5 with a–e to make sentences.**



1 If she brings her phone,	a. insects will bite her feet.
2 If she brings water,	b. she'll be sick.
3 If she brings sandals,	c. it won't work.
4 If she brings warm clothes,	d. she'll be too hot.
5 If she eats fruit she doesn't know,	e. she won't be thirsty.

6 **USE IT! Read the Study Strategy. Work in pairs. Ask and answer the questions in exercise 4. Give some details.**

STUDY STRATEGY

Speaking clearly

1 Read the question before you speak.
2 Practise saying the question quietly. Memorise it.
3 Look at your partner when you speak.

Will you go out if it's sunny on Saturday?

Yes, I will. I'll go to the park. What about you?

If it's sunny, I'll go to the beach.

Finished?

Invent a new team member for the *Stay Alive* programme.

Language focus • *will* and *won't* in the first conditional

Aim

Talk about actions and their results using the first conditional.

Warm-up

Ask students what they can remember about the six people in the survival show. Elicit a few ideas, then ask: *Which person is a vegetarian?* (*Sophie*) *What does she have to do if she wants to win?* (*change her eating habits*). Ask students to find the sentence in the text on page 70 which says this (*If she changes her eating habits, she'll go a long way*). Point out the two clauses in the sentence, and point out that the first clause is an action, and the second clause is a result. Elicit or explain that this is a first conditional sentence, and we use the first conditional to talk about actions and results in the future.

Exercise 1

Students match the sentence halves and match the sentences with the people in the text. Check answers with the class and check that students understand the sentences. Elicit what the action and result are in each sentence.

ANSWERS

1 c Sophie 2 a Ted 3 e Jenny
4 b Peter 5 d Tina

Exercise 2

Students work in pairs to look at the examples and complete the rules. With **weaker classes**, read through the rules with the class and elicit the answers. Reinforce the point that we use the present simple in the *if* clause, not *will*.

ANSWERS

2 action 3 result 4 action

Language note

The negative form of *will* is *won't*. The verb *will* is usually contracted to *'ll* in first conditional sentences where there is a pronoun: *she'll do very well.*

If the action clause comes first, we put a comma between the two clauses. We don't use a comma if the result clause comes first.

Exercise 3

Read out the first set of prompts and elicit the answer as an example. Students complete the sentences. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

1 'll use 2 take 3 won't pick 4 find
5 will, get 6 drinks, 'll be

Exercise 4

Students order the words and write the questions. Check the answers with the class.

ANSWERS

1 Will you go out on Saturday if it is sunny?
2 Will you stay at home tonight if it rains?
3 What will you do if you finish your homework early?
4 Will your parents be angry if you get a bad school report?
5 What will you buy if you get money for your birthday?

Exercise 5

Students look at the picture and match the sentence halves. Check answers with the class. With **stronger classes**, fast finishers could write one more first conditional sentence about the picture.

ANSWERS

1 c 2 e 3 a 4 d 5 b

Exercise 6 USE IT!

Read the study strategy with the class. Allow students time to prepare their answers to the questions and practise asking them. Put them into pairs to ask and answer the questions. Remind them to listen to their partner's answers. Ask some students to tell the class something about their partner.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students can invent a new team member individually then compare with another fast finisher. Alternatively, ask some fast finishers to read their sentences to the class.

More practice

Workbook page 39

Assessment

Five-minute test, Teacher's Resource Disk

Vocabulary and listening • Survival equipment

Aim
Predict some of the things you'll hear.

THINK!
Read out the question and check that students understand *priority*. Elicit a few possible answers. Put students into pairs to discuss the question. Elicit answers from individual students and encourage them to give reasons for their answers. Discuss the answers as a class.

Exercise 1 2•06
Students match the pictures with the words in the box. Play the audio for students to check their answers. Check answers with the class and check that students understand all the words. Play the audio again and point out any difficult pronunciations, e.g. *torch, knife*.

ANSWERS
1 tent 2 sleeping bag 3 rope
4 map 5 water bottle 6 mirror
7 lighter 8 mirror 9 first-aid kit
10 torch 11 knife

Exercise 2
Read out the question and check that students understand *trek*. Students read the introduction and discuss in pairs which objects people are most likely to need. Discuss the answers as a class.

ANSWERS
Students' own answers.

Optional activity: Vocabulary
Say: *You use this to know which direction you are going in.* Ask students to guess the word (*compass*). Put students into pairs to write three more clues for words in exercise 1. Put pairs together into groups of four and ask them to take turns to read their clues to each other. See which pairs guessed all the words correctly.

ANSWERS
Students' own answers.

Exercise 3 2•07 page 136
Read out the question. Point out that students have already tried to predict which objects will be useful (in exercise 2). Point out that predicting words or ideas that you might hear can help you to understand more when you listen. Play the audio. Students listen and answer the question.

ANSWERS
water bottles, tent, sleeping bag, knife, mirror, torch

6 VOCABULARY AND LISTENING • Survival equipment
I can predict some of the things I'll hear.

THINK! You're lost in the desert. What is your first priority?

1 2.06 **Match objects 1–11 in the picture with the words in the box. Then listen and check.**

compass first-aid kit knife lighter
map mirror rope sleeping bag tent
torch water bottle



2 **Read the introduction to *Desert Challenge*. Which objects in exercise 1 will people probably need on a desert trek?**

3 2.07 **Listen to Kay Freeman talking about the survival course she went on. Which equipment from exercise 1 does she say is useful?**

Desert Challenge

Desert Challenge is a tough desert survival course for over-thirteen-year-olds. Participants will spend five days in the desert with experienced guides. The challenge will test your survival skills and you will learn about the desert environment. At the end of the course, participants will receive the Desert Challenge Award. To join the challenge you must be fit and you must prepare very carefully.



4 2.07 **Read the questions. Then listen again and choose the correct answers.**

1 To go on the Desert Challenge course, ...
 a. you must be under thirteen.
 b. you must see a doctor.
 c. you should come with a friend.
2 You must take a lot of water because ...
 a. you'll need it for cooking.
 b. you'll get very thirsty.
 c. you won't find any in the desert.
3 When it gets hot, ...
 a. you mustn't take your clothes off.
 b. you should wear shorts and a T-shirt.
 c. you should drink a lot of water.
4 If you get lost, ...
 a. you should wait for help to arrive.
 b. you should use your mirror to signal for help.
 c. you should use your map to get out of the desert.

5 USE IT! **Work in pairs. Say which objects from exercise 1 are the most useful for survival in this situation and why. Agree on five objects.**
You are planning a two-day trek in Cát Tiên National Park. You are going to camp in the forest.

Our first priority is a water bottle.

Yes, I agree. And we'll also need a tent.

72 Survival

Exercise 4 2•07 page 136
Allow students time to read the questions and possible answers. Play the audio again. Students listen and choose the correct answers. With **stronger classes**, students could choose the correct answers from memory, then listen to check. Check answers with the class.

ANSWERS
1 b 2 c 3 a 4 b

Optional activity: Listening
Write these questions on the board:
1 What does Kay say about you and your group?
2 Why aren't maps useful in the desert?
3 What does Kay say you can you use a torch for?
Put students into pairs to discuss the answers from memory, then play the audio again for them to listen and check. Check answers with the class.

ANSWERS
1 You mustn't leave your group.
2 Because there are no roads or villages.
3 You can use it to signal at night.

Exercise 5 USE IT!
Read out the situation and check that students understand everything. Put them into pairs to discuss which objects are the most useful for survival in this situation. Encourage them to give reasons for their answers. Ask pairs to report back to the class, giving reasons for their answers. Discuss as a class which objects would be the most useful and why.

ANSWERS
Students' own answers.

More practice
Workbook page 40

Assessment
Five-minute test, Teacher's Resource Disk

6 LANGUAGE FOCUS • *must* and *should*

I can make rules and give advice.

1 **Look at these sentences about Kay Freeman's Desert Challenge on page 72. Write *True* or *False*.**

1 You must be fit to go on the Desert Challenge.
2 You mustn't leave the group.
3 You should take a map.
4 You shouldn't wear shorts and a T-shirt.

2 **Study the sentences in exercise 1 and complete the Rules with *must*, *mustn't*, *should* and *shouldn't*.**

RULES

1 We use ..... and ..... to give advice.
2 We use ..... and ..... to talk about a strong obligation.

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

1 You must to have a medical certificate. ✗
2 He should works harder. ✗
3 We should not to camp near a river. ✗
4 They don't must take their dog. ✗

4 **Choose the correct words.**

1 You **should** / **must** watch this film. It's very good.
2 We **should** / **must** wear uniforms at our school.
3 You **shouldn't** / **mustn't** take dogs into the park. It isn't allowed.
4 You **shouldn't** / **mustn't** buy that T-shirt. It's expensive.
5 You **should** / **must** wear a hat. It's very sunny.
6 You **shouldn't** / **mustn't** pick flowers here. That's the rule.

5 **Look at the signs. Write sentences with *should*, *shouldn't*, *must* or *mustn't* and the prompts.**

wear / hat
You should wear a hat.
1 bring / water
2 make / fire
3 use / sunscreen
4 come / between 11 a.m. and 3 p.m.
5 swim / red flag
6 touch / jellyfish
7 bring / your dog



6 2.08 **PRONUNCIATION** /ʌ/ **in *must*, and silent *t* in *mustn't*** **Listen to the sentences. Then listen again and repeat.**

1 You mustn't make a fire.
2 You must stay here.
3 You mustn't wear shorts.
4 You must be quiet.

7 **USE IT!** **Work in pairs. Give advice and make rules for your school. Use the ideas in the box and your own ideas. Then compare your ideas with another pair's.**

arrive on time be polite to teachers
bring a pet do your homework eat in class
run in the corridors shout in the library
wear jewellery work hard

You shouldn't wear jewellery.

You mustn't bring your pet!

Finished?

A friend is going on a forest challenge. Write a paragraph (60 – 80 words) to give him / her some advice. Use the objects in exercise 1 (page 72) and what you remember from the listening in exercise 3 (page 72).

Language focus • *must* and *should*

Aim
Make rules and give advice.

Warm-up

Ask: *What can you remember about Kay's desert challenge? What rules did she mention? What advice did she give?* Elicit some answers and write one or two sentences with *must* and *should* on the board, e.g. *You must take lots of water with you. You should take a mirror.* Underline the modal verbs and explain that we use these verbs to give advice.

Exercise 1

Students read the sentences and decide if they are true or false. Check answers with the class and check that students understand the sentences.

ANSWERS
1 True 2 True 3 False 4 True

Exercise 2

Students work in pairs to look at the sentences in exercise 1 again and complete the rules with the correct words. Check answers with the class.

ANSWERS
1 *should, shouldn't* 2 *must, mustn't*

Language note
must and *should* are followed by an infinitive without *to*: *You must be fit.* (NOT ~~*You must to be fit.*~~) The negative form *mustn't* means 'it isn't allowed': *You mustn't talk in class.*

Exercise 3

Put students into pairs to correct the sentences. Check answers with the class.

ANSWERS
1 You must have a medical certificate.
2 He should work harder.
3 We should not camp near a river.
4 They mustn't take their dog.

Exercise 4

Remind students that we use *must* and *mustn't* for rules, and *should* and *shouldn't* for advice. Students choose the correct words to complete the sentences. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS
1 should 2 must 3 mustn't
4 shouldn't 5 should 6 mustn't

Exercise 5

Focus on the signs and use the pictures to teach *sunscreen* and *jellyfish*. Focus on the first sign and read out the example answer. Students then write sentences for the other signs. Allow students time to compare their answers in pairs then check answers with the class.

ANSWERS
1 You should bring water.
2 You mustn't make a fire.
3 You should use sunscreen.
4 You shouldn't come between 11 a.m. and 3 p.m.
5 You mustn't swim when there's a red flag.
6 You shouldn't touch jellyfish.
7 You mustn't bring your dog.

Exercise 6 2.08 PRONUNCIATION: /ʌ/ in *must*, and silent *t* in *mustn't*

Play the audio once for students to listen to the sentences. Point out that we don't pronounce the *t* in *mustn't*. Play the audio again, pausing after each sentence for students to repeat.

Exercise 7 USE IT!

Read through the ideas in the box with the class and check that students understand everything. Read out the example answers and elicit one or two more examples. Put students into pairs to write their advice and rules. With **stronger classes**, encourage students to use their own ideas as well as the ideas in the box. Put pairs together into groups of four to compare their ideas. Ask some groups to tell the class some of their ideas.

ANSWERS
Students' own answers.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students can write their advice individually then compare with another fast finisher. Alternatively, ask some fast finishers to read their advice to the class. Ask other students if they agree with the advice, and what other advice they could add.

More practice
Workbook page 41

Assessment
Five-minute test, Teacher's Resource Disk

Speaking • Giving instructions

Aim
Give instructions and safety information.

THINK!
Read the questions with the class and put students into pairs to discuss them. Discuss as a class what activities you can do at school and outside school. Ask students what activities they do. Encourage students to talk about their own opinions and experiences.

ANSWERS
Students' own answers.

Exercise 1 2•09
Students read the dialogue and complete it with the correct phrases. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the question about Mark to the class and elicit the answer.

ANSWERS
1 wear 2 small 3 head 4 fast
5 slowly 6 Follow
Mark needs a safety vest and a helmet.

Exercise 2 2•09
Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and try to remember who says them. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS
1 sure 2 to 3 important 4 worry
5 to 6 to 7 if
Amy says all the key phrases.

Optional activity: Key phrases
Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 3
Students work in pairs to practise the dialogue.

Exercise 4 2•10 page 136
Students put the dialogue in the correct order. Allow students time to compare their answers in pairs, then play the audio for them to check. Ask a confident pair to perform the dialogue for the class.

6 SPEAKING • Giving instructions
I can give instructions and safety information.

THINK! What types of sport and activities can you do at school? What about places outside school?

Mark So, is this my bike?
Amy Yes, it is. And here's your safety vest.
Mark A safety vest? Really?
Amy Yes! And make sure that you [1] ..... it when you're on your bike. Every time.
Mark OK. Can you check my helmet? It feels too [2] ..... .
Amy Let's see. Yes, it's fine. It needs to be secure. It's important to protect your [3] ..... .
Mark You won't go too [4] .....?
Amy Don't worry. We'll go [5] ..... . Try not to be nervous or you won't enjoy it.
Mark OK.
Amy Just remember to stay with the group. You'll be fine if you follow my instructions. Are we ready?
Mark Yes.
Amy Let's go, then. [6] ..... me.



1 2.09 **Complete the dialogue with the words in the box. Then watch or listen and check. Which two items of safety equipment does Mark need?**

fast follow head slowly small wear

2 2.09 **Read the key phrases. Cover the dialogue and complete them with one word. Watch or listen again and check.**

KEY PHRASES
Giving instructions and safety information
Make [1] ..... that ...
I / You / It need(s) [2] ....
It's [3] ..... to ...
Don't [4] ..... .
Try (not) [5] ....
Remember [6] ....
You'll be fine [7] ....

3 **Work in pairs. Practise the dialogue.**



4 2.10 **Put the dialogue in the correct order. Listen and check. Then practise it with your partner.**

A You'll be fine if you follow me. ☐
A Let's see. It's fine. Your helmet needs to be secure. OK, are you ready? ☐
A It's important to check your equipment first, Becky. Is your helmet OK? ☐1
A Don't worry. Just go slowly and remember to relax and use your legs. ☐
B Erm, yes, I think so. I'm nervous. ☐
B That's a very big rock! What if I fall? ☐
B It isn't very comfortable. It feels very small. ☐

5 **USE IT!** **Work in pairs. Practise a new dialogue for the situation using the Key Phrases and the dialogue in exercise 1 to help you.**

Student A: You are going to go on a mountain bike trip in the countryside. Ask the instructor to check your equipment. Tell him / her that you are a little scared of cycling in the countryside and ask for instructions.

Student B: You are an instructor at an activity centre and you are taking a group of students on a mountain bike trip in the countryside. Check student A's equipment. Ask if he / she is OK and if he / she has any questions or doubts.

74 Survival

Students then practise the dialogue in pairs.

ANSWERS
A It's important to check your equipment first, Becky. Is your helmet OK?
B It isn't very comfortable. It feels very small.
A Let's see. It's fine. Your helmet needs to be secure. OK, are you ready?
B Erm, yes, I think so. I'm nervous.
A Don't worry. Just go slowly and remember to relax and use your legs.
B That's a very big rock. What if I fall?
A You'll be fine if you follow me.

Exercise 5 USE IT!
Read through the situation with the class and make sure students understand everything. 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
Put students into pairs and ask them to imagine that one of them is going to do a bungee jump. Elicit the safety equipment that they need (*a harness and a helmet*). Ask them to prepare another dialogue in which the instructor checks the equipment and the student then does the jump. Tell them they should use their imagination to make the dialogue as realistic as possible, and they should use some of the key phrases from this page.

Ask some students to perform their dialogues for the class. Ask: *Would you like to do a bungee jump? Why? / Why not?*

More practice
Student Book page 81 (exe 14)

6 WRITING • A blog

I can write an advice blog using imperatives.

THINK! Which part of the school day do you like the most? Why?

How to survive at school



CAO THANH

School is a big part of life, so why not enjoy it? Here are my tips for surviving school.

- Friends are important, but keep away from 'problem people'. If you're friendly and positive, people will like you.
- It's a good idea to join clubs. You'll have more fun.
- Stay confident, and only do what is right for you.
- Dress well. You can look cool in your uniform!
- Don't get behind with your work. You should pay attention in class and do your homework.
- It's important to arrive on time for lessons.
- Don't panic! If you need help, ask your teachers.

1 Read Thanh's blog. Who is the information in this blog for? What advice does Thanh give about school work?

2 Complete the Key Phrases with words from the blog.

KEY PHRASES

Giving advice

It's a good idea to [1] ..... .
You should [2] ..... .
It's important to [3] ..... .
If you need help, [4] ..... .

Language point: Imperatives

3 Cover the text. Can you remember the advice? Complete the sentences. Then read the text and check your answers.

Affirmative ✓

1 ..... confident.
2 ..... well.

Negative ✗

3 Don't ..... behind with work.
4 Don't ..... !

4 Complete the imperative sentences with the verbs in the box.

arrive be organise worry

1 Don't ..... afraid to say what you think.
2 Don't ..... about 'problem people'.
3 ..... your study time.
4 Don't ..... late for lessons.

5 **USE IT!** Follow the steps in the Writing Guide.

WRITING GUIDE

A TASK

Write a blog (60 – 80 words) for students with the title *How to survive homework*.

B THINK AND PLAN

1 What problems do students have with homework?
2 When should you do it?
3 What can you do if it is very difficult?
4 Where can you get help?
5 What about weekends?

C WRITE

Practical advice
It's a good idea to ...
Problems
You should ... if ...

D CHECK

- Your use of imperatives
- *should* and *shouldn't*
- First conditional

Writing • A blog

Aim

Write an advice blog using imperatives.

THINK!

Ask the question to the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Which parts of the school day do you dislike? Why? How could the school improve the school day?*

ANSWERS

Students' own answers.

Exercise 1

Focus on the blog and ask students if they write a blog or read blogs online. Students read the blog and answer the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS

The information is for other students. Thanh advises not to get behind with your work, to pay attention in class and do your homework.

Exercise 2

Students complete the key phrases from the blog. Check answers with the class and check that students understand all the phrases.

ANSWERS

1 join clubs
2 pay attention in class
3 arrive on time for lessons
4 ask your teachers

Language point: Imperatives

Exercise 3

Put students into pairs and ask them to cover the text and try to remember the advice. Check answers with the class and check that students understand all the imperatives. Point out that imperatives are another way of giving advice.

ANSWERS

1 Stay 2 Dress 3 get 4 panic

Exercise 4

Students complete the imperative sentences with the verbs in the box. Check answers with the class. With **stronger classes**, students could add one more imperative sentence with their own ideas.

ANSWERS

1 be 2 worry 3 Organise 4 arrive

Optional activity: Writing

Write the following sentence beginnings on the board:

1 If you're friendly and positive, …
2 If you join clubs, …
3 If you need help, …

Ask students to complete the sentences with information from the blog. Check answers with the class, and point out that we can use first conditional sentences to give advice, by mentioning actions and their results.

POSSIBLE ANSWERS

1 people will like you.
2 you'll have more fun.
3 ask your teachers.

Exercise 5 USE IT!

Read the task with the class. Discuss the questions and elicit some useful advice for students. Students then plan their text.

Read through the notes on writing and checking with the class. 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 43

End of unit activities

Cumulative Review, Workbook page 58
*** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
**** Vocabulary and grammar photocopiables, Teacher's Resourc e Disk**
***** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
Speaking photocopiable, Teacher's Resource Disk

6 CLIL • Technology: GPS and survival

Aim
Understand how GPS works.

Warm-up

With books closed, ask: *If you want to go to a new place, how do you find your way?* Elicit the idea of using GPS, for example, on your phone. Write *GPS* on the board and ask: *What does GPS mean?* Elicit or explain that it stands for 'Global Positioning System', a system for finding your position anywhere in the world. Ask: *Do you know how GPS works?* Elicit a few ideas, then tell students they are going to learn about GPS now.

Exercise 1 2•11

Students work in pairs to check the meaning of the words, then read the text and complete it with the correct words. Play the audio for students to listen and read and check their answers. Check answers with the class and check that students understand all the words in the box.

ANSWERS
1 track
2 receiver
3 speed
4 applications

Exercise 2

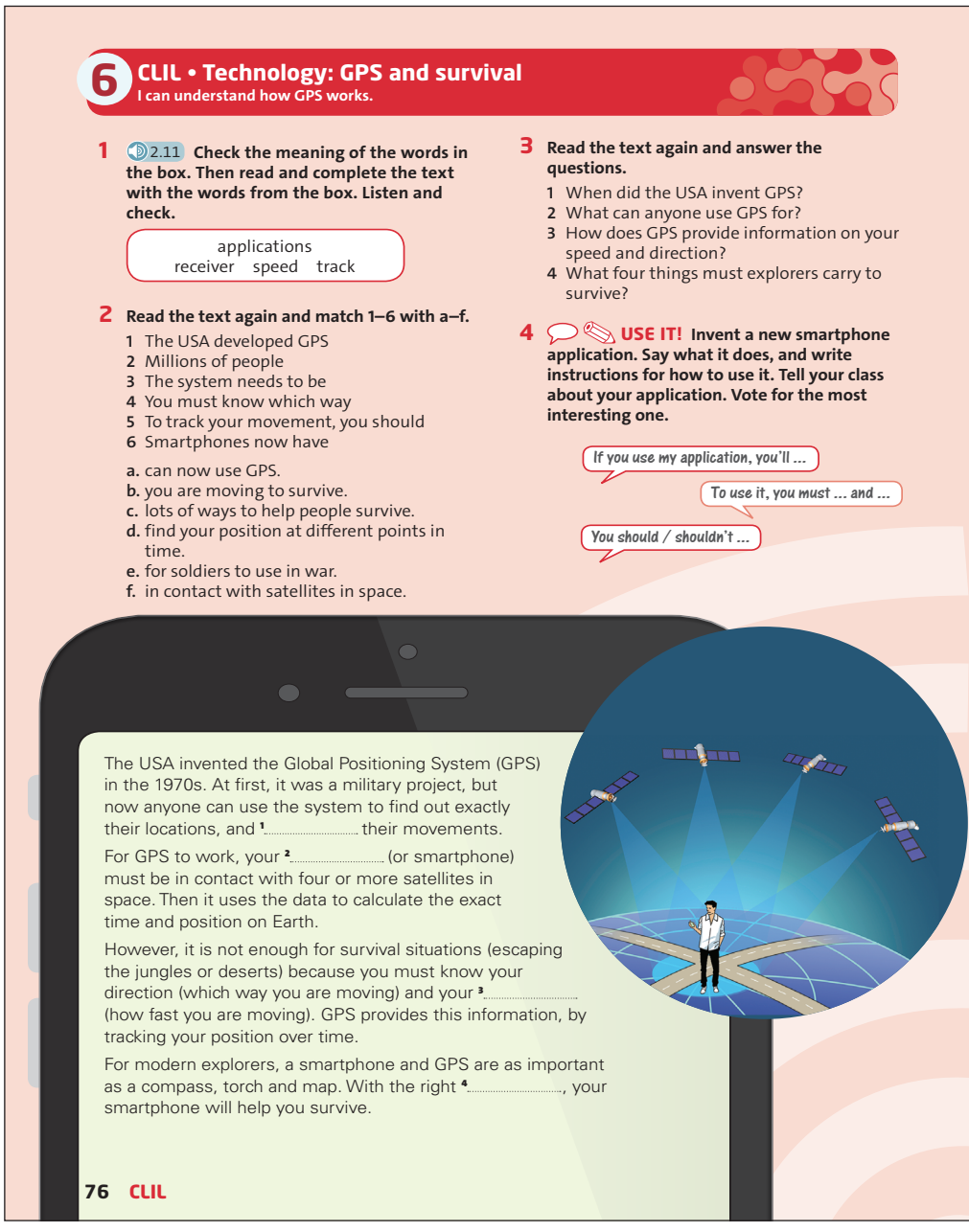
Students read the text again and match the sentence halves. Check answers with the class.

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

Exercise 3

Students work in pairs to read the text again and answer the questions. Encourage them to use their own words where possible in their answers. Check answers with the class.

ANSWERS
1 In the 1970s
2 To find out exactly their locations, and track their movements
3 By tracking your position over time
4 A smartphone and GPS, a compass, torch and map



6 CLIL • Technology: GPS and survival
I can understand how GPS works.

1 2.11 **Check the meaning of the words in the box. Then read and complete the text with the words from the box. Listen and check.**

applications
receiver speed track

2 **Read the text again and match 1–6 with a–f.**

1 The USA developed GPS
2 Millions of people
3 The system needs to be
4 You must know which way
5 To track your movement, you should
6 Smartphones now have

a. can now use GPS.
b. you are moving to survive.
c. lots of ways to help people survive.
d. find your position at different points in time.
e. for soldiers to use in war.
f. in contact with satellites in space.

3 **Read the text again and answer the questions.**

1 When did the USA invent GPS?
2 What can anyone use GPS for?
3 How does GPS provide information on your speed and direction?
4 What four things must explorers carry to survive?

4 **USE IT! Invent a new smartphone application. Say what it does, and write instructions for how to use it. Tell your class about your application. Vote for the most interesting one.**

If you use my application, you'll ...
To use it, you must ... and ...
You should / shouldn't ...

The USA invented the Global Positioning System (GPS) in the 1970s. At first, it was a military project, but now anyone can use the system to find out exactly their locations, and [1]..... their movements.

For GPS to work, your [2]..... (or smartphone) must be in contact with four or more satellites in space. Then it uses the data to calculate the exact time and position on Earth.

However, it is not enough for survival situations (escaping the jungles or deserts) because you must know your direction (which way you are moving) and your [3]..... (how fast you are moving). GPS provides this information, by tracking your position over time.

For modern explorers, a smartphone and GPS are as important as a compass, torch and map. With the right [4]....., your smartphone will help you survive.

76 CLIL

Optional activity: Vocabulary

Write the following definitions on the board:

1 used by soldiers and the army (paragraph 1)
2 correct in every detail (paragraph 2)
3 gives (paragraph 3)
4 people who travel in new places, to learn about them (paragraph 4)

Students work in pairs and find words in the text to match the definitions. With **weaker classes**, write the answers on the board in a jumbled order and ask students to find the words in the text and match them with the definitions. Check answers with the class and check that students understand the words.

ANSWERS
1 military
2 exact
3 provides
4 explorers

Exercise 4 USE IT!

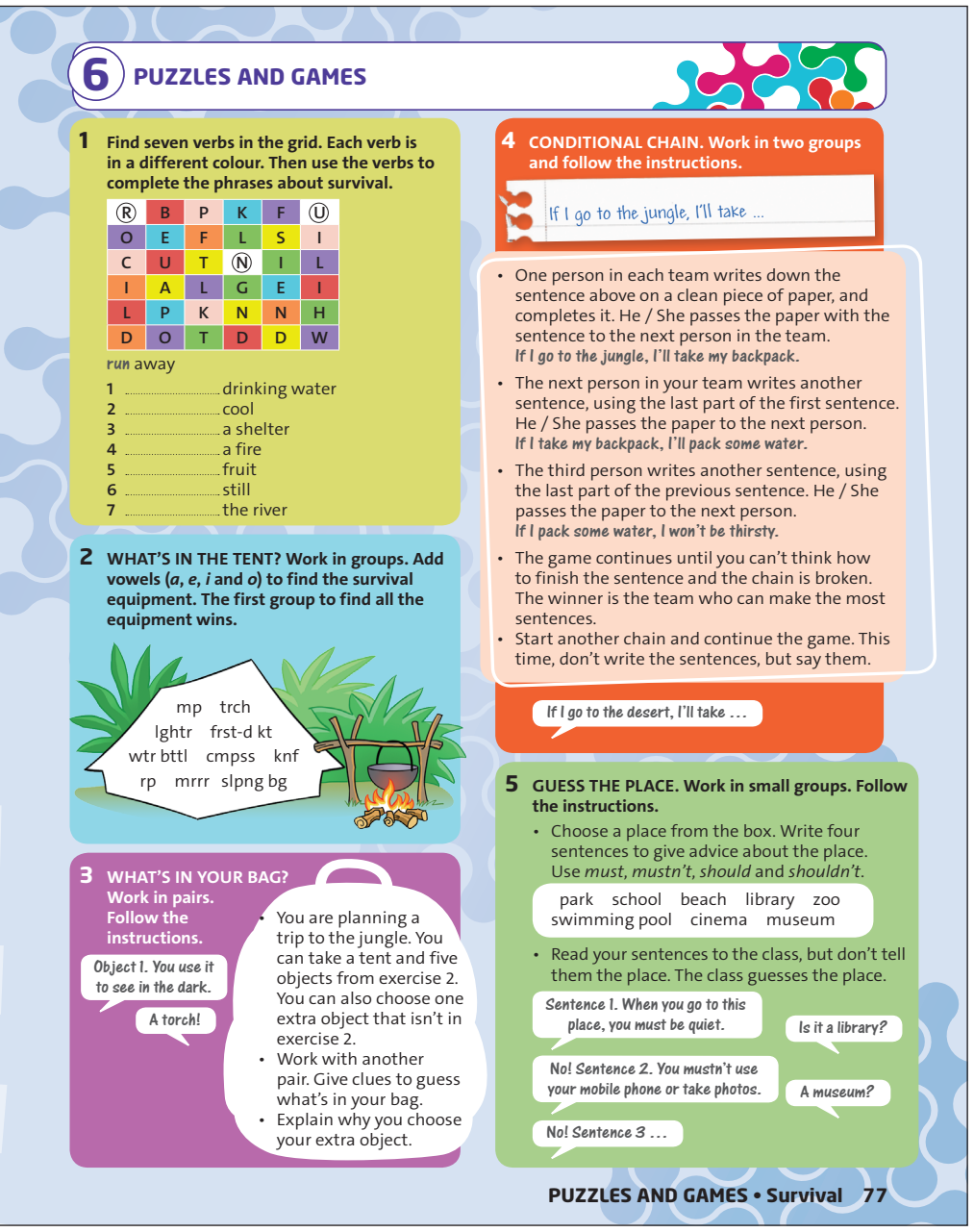
Ask students what their favourite applications are on their phones. Ask them to tell the class what the applications do and how they work. Brainstorm a few ideas for new applications with the class.

Put students into pairs or small groups to invent a new application. They discuss their application and make notes on what it does and how it works. Monitor and help while students are working. Ask pairs or groups in turn to tell the class about their application. Encourage other students to ask questions to get more information. Hold a class vote to choose the most interesting application.

ANSWERS
Students' own answers.

More practice

CLIL extension photocopiable, Teacher's Resource Disk
The RRS *Discovery*, DVD and DVD worksheet



Puzzles and games

Exercise 1

Students work individually or in pairs to find the verbs and complete the phrases. With **stronger classes**, you could do this as a race. Check answers with the class.

As an extension, tell students that they learned 14 survival verbs in this unit, and seven of them are in this grid. Give them two minutes to try to remember the remaining verbs, without looking back through the unit. When time is up, elicit answers and write the verbs on the board. Check that students understand all the verbs, and see who remembered the most verbs.

ANSWERS

1 find
2 keep
3 build
4 light
5 pick
6 stand
7 follow

Exercise 2

Divide the class into small groups and read out the instructions. Say *Go* and ask students to write the correct words. When one group has finished, stop the activity. Ask one member of the group to come and write all the completed words on the board. If the words are correct, this group wins. If there are mistakes, don't tell students what the mistakes are, but continue the activity until another group can write all the words correctly.

ANSWERS

map, torch, lighter, first-aid kit, water bottle, compass, knife, rope, mirror, sleeping bag

Exercise 3

Read out the instructions and check that students understand everything. With **weaker classes**, allow students a minute or two to look back at page 72 to remind themselves of other words for survival equipment. Students work in pairs to give clues and guess the objects.

ANSWERS

Students' own answers.

Exercise 4

Divide the class into two teams. With **larger classes**, you could divide students into groups of six or eight students. Read out the instructions and make sure students understand that the aim is to make the chain as long as possible. Students work in their groups or teams to make chains. See which group manages to produce the longest chain and ask them to read it to the class.

Alternatively, you could do this activity with the whole class. Ask one student to say the first sentence. The next student repeats this sentence and adds the next one. Continue around the room, with each student repeating all the previous sentences and adding one more. Other students can help out with ideas if one student is stuck. See if you can make a chain right around the class!

ANSWERS

Students' own answers.

Exercise 5

Put students into small groups and read out the instructions. Students work in their groups to write their sentences. Ask groups in turn to read their sentences to the class. Ask other students to guess the places.

Students could also play this game in groups of four. They write their sentences in pairs, then work in groups of four to read out their sentences and guess the places.

ANSWERS

Students' own answers.

Progress review 3 page 78

1 1 million 2 month 3 fraction, quarter 4 kilometre 5 millennium 6 kilo 7 metres, seconds 8 century

2 1 bodybuilder 2 eggs 3 calories 4 nutrients 5 reduces

3 1 to 2 as fast 3 more comfortable 4 the laziest 5 from 6 as easy 7 as many

4 1, 3, 4, 6, 8

5 1 Could 2 can 3 can't 4 couldn't 5 could 6 can

6 1 How many 2 How far 3 How tall 4 How much 5 How old 6 How rich

7 1 What's the best way 2 It's probably best to 3 Yeah, but 4 Well, you can 5 That's a good idea. 6 Even better!

8 1 Enid Blyton was a British writer. 2 She was born in England in 1897. 3 She first started writing when she was 16. 5 Enid Blyton eventually became the most famous writer of children's stories. 6 People loved her work because her mysteries were so exciting.

A 1 B 4 C 2 D 5 E 3

PROGRESS REVIEW 3

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

☹ ☹ ☺ ☺ I need to try this again. ☹ ☹ ☺ ☺ I am happy with this.
☹ ☹ ☺ ☺ I could do this better. ☹ ☹ ☺ ☺ I can do this very well.

VOCABULARY Units of measurement

1 **Complete the dialogues with the words in the box.**

century fraction million kilo kilometre metres month quarter seconds millennium

1 'What is the population of Việt Nam?' 'I guess it's more than 98 ..... people.'
2 'What's the hottest ..... in your country?' 'I know that one. It's July, or perhaps August.'
3 'What is 25% as a .....?' 'We think it's a .....'
4 'How far is the station from here?' 'It isn't very far. I'd say it's only about a .....'
5 'Why was the year 2000 important?' 'It was the start of the new .....'
6 'What do we need to make this big cake?' 'I reckon we need about a ..... of sugar.'
7 'How fast can you run 100 .....?' 'I can usually run it in 17 .....'
8 'When was the artist Vincent Van Gogh born?' 'Maybe it was in the 19th ....., but I'm not sure.'

I can make guesses and indicate when I'm not sure. MY EVALUATION ☹ ☹ ☺ ☺

READING Meals for medals

2 **Complete the words.**

1 **Bo**__ __ **bu**__ __ __ __ __ __ should have a good diet.
2 **E**__ __ __ should be in a body builder's breakfast and snacks.
3 Many **ca**__ __ __ __ __ __ should be in a basketballer's meals.
4 They often eat bananas be cause of their good **nu**__ __ __ __ __ __ __.
5 Bananas have potassium and it **re**__ __ __ __ a sudden pain in muscles.

I can guess words in a text I don't know by looking at the context. MY EVALUATION ☹ ☹ ☺ ☺

LANGUAGE FOCUS Making comparisons

3 **Complete the sentences by making comparisons.**

1 This book about football stars is similar ..... the book I bought last week.
2 That volleyball player was amazing. He was ..... (fast) as a tiger.
3 The seats in this stadium are great. They are ..... (comfortable) than our chairs.
4 Robbie gets up late and he never does any sport. He's ..... (lazy) person I know.
5 The new swimming pool is very large. It's different ..... the old pool.
6 This race is very difficult. It's not ..... (easy) as the long race last year.
7 That match is bad! It doesn't attract ..... (many) viewers as the one I saw.

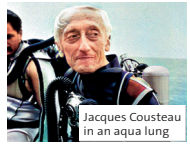
I can make comparisons. MY EVALUATION ☹ ☹ ☺ ☺

VOCABULARY AND LISTENING Jobs and skills

4 2.12 **Listen to the radio programme. Then tick (✔) the boxes.**

What was Jacques Cousteau?

1 ☐ an expert in the underwater world
2 ☐ a mathematician
3 ☐ an inventor
4 ☐ a scientist
5 ☐ a composer
6 ☐ a writer
7 ☐ an artist
8 ☐ a photographer


Jacques Cousteau in an aqua lung

I can understand people talking about skills. MY EVALUATION ☹ ☹ ☺ ☺

LANGUAGE FOCUS Ability: *can* and *could*; Questions with *How ... ?*

5 **Complete the sentences using *can*, *can't*, *could* or *couldn't*.**

1 ..... that child prodigy play the piano when she was two?
2 The boy on TV now ..... remember 1,000 different numbers – he's amazing!
3 My little sister ..... write any words at the moment, but she can read easy sentences.
4 We ..... play tennis when we were ten, but we're good at it now.
5 That famous artist ..... paint well at an early age.
6 How many languages ..... your cousin speak now?

6 **Complete the questions with *How* and the words in the box.**

far many much old rich tall

1 '..... books do you read every year?' 'Over forty. I'm a child prodigy!'
2 '..... can you run in an hour?' 'About six kilometres.'
3 '..... are you now?' 'I'm one metre seventy.'
4 '..... homework do you do?' 'Quite a lot!'
5 '..... is Adam?' 'He's fourteen.'
6 '..... is that young film star?' 'I don't know, but he's got more money than me!'

I can talk about prodigies. MY EVALUATION ☹ ☹ ☺ ☺

SPEAKING Making and responding to suggestions

7 **Complete the dialogue and practise with your partner.**

That's a good idea. | What's the best way
It's probably best to | Even better!
Well, you can | Yeah, but

Tina This *phở* is amazing, Mai! When did you learn how to cook like that?
Mai My mum showed me how to make *phở* about six months ago.
Tina I love Vietnamese cooking, but I'm no good. [1] ..... to learn?
Mai [2] ..... learn from somebody in your family.
Tina [3] ..... nobody in my family can make Vietnamese food.
Mai [4] ..... watch videos online.
Tina I suppose so.
Mai Or you can have some cooking lessons.
Tina [5] .....
Mai Or perhaps I can teach you and we can eat *phở* together!
Tina [6] .....

I can give advice to help people. MY EVALUATION ☹ ☹ ☺ ☺

WRITING A biographical web page

8 **Order the words to make sentences. Then match the sentences with the questions below.**

Enid Blyton

1 British / writer / was / Enid Blyton / a .....
2 born / was / 1897 / England / in / She / in .....
3 sixteen / when / was / she / writing / She first / started .....
4 became / Enid Blyton / eventually / the / famous / most / of / writer / children's stories .....
5 loved / People / her work / were / her mysteries / because / exciting / so .....

A Who was Enid Blyton? ☐
B What did she become? ☐
C Where was she born? ☐
D Why were her books popular? ☐
E When did she first start writing? ☐

I can write a biographical web page. MY EVALUATION ☹ ☹ ☺ ☺

VOCABULARY Survival verbs

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

avoid build climb find pick run stand use

1 Before it's dark, you need to _____ a new shelter with branches.
2 If you see a big bear, try to _____ still.
3 If you're afraid, you can _____ up a tree.
4 Look for a river if you want to _____ some drinking water.
5 You can always _____ away quickly from animals.
6 Don't _____ strange fruit.
7 If you _____ the sun, you can find out where you are. You don't need a map!
8 Remember to _____ all dangerous plants.

I can talk about what I can do in a challenging situation.
MY EVALUATION ☹ 😐 🙂 😀

READING Jungle challenge

10 **Complete the personality adjectives in the text.**

If you want to do well on a TV survival programme, you need the right personal qualities. First of all, it's important to want to win – you need to be ¹_____.
It also helps if you're ²_____ – because you need to climb trees and run away from crocodiles! It's useful to be intelligent, creative and ³_____.
Don't forget to work in a team and listen to others – nobody likes a ⁴_____ person!
If people like you, they will help you, so don't be too quiet and ⁵_____. It's always important to be ⁶_____!

I can identify text types and predict the content.
MY EVALUATION ☹ 😐 🙂 😀

LANGUAGE FOCUS *will* and *won't* in the first conditional

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

1 If she _____ (eat) that dangerous fruit, she _____ (feel) very ill.
2 I _____ (stay) in the shelter if it _____ (rain).
3 If they _____ (not work) hard, they _____ (not win) the survival competition.
4 We _____ (not get) cold if we _____ (take) warm coats.
5 If he _____ (see) a lion, he _____ (be) afraid.
6 Charlie _____ (get) better if he _____ (drink) some water.
7 If you _____ (finish) your homework in time, _____ (you / watch) that adventure programme on TV?
8 What _____ (we / do) if we _____ (lose) our map?

I can talk about actions and their results.
MY EVALUATION ☹ 😐 🙂 😀

VOCABULARY AND LISTENING Survival equipment

12 2.13 **Listen to the conversation between Alex and his dad. Complete the sentences below.**

Alex ...
1 has got two _____ in his bag.
2 has got a new _____.
3 hasn't got a _____.
4 needs to buy a _____.
5 doesn't want to take a _____.
6 can't put the big _____ in his bag.

I can predict some of the things I'll hear.
MY EVALUATION ☹ 😐 🙂 😀

LANGUAGE FOCUS *must* and *should*

13 **Complete the sentences with *must*, *mustn't*, *should* or *shouldn't*.**

1 We _____ swim in the sea today. The weather is very bad and there's a red flag.
2 The exams are finished now. You _____ relax and have a nice time with your friends.
3 You _____ eat in the library. That's the rule.
4 We _____ arrive on time for lessons every day. It's very important.
5 You _____ go to bed late. It isn't a good idea.
6 We _____ cycle to school every day. It's cheaper than the bus.
7 You _____ buy that book. It isn't very good.

I can make rules and give advice.
MY EVALUATION ☹ 😐 🙂 😀

SPEAKING Giving instructions

14 **Complete the dialogue with the phrases. There is one extra phrase.**

make sure that I need You'll be fine it's important to Try not to Remember to

Instructor Hi! Welcome to the climbing wall. There are a few important things to say before you start. Firstly, ¹_____ watch some climbing videos on YouTube. They're useful.
Ethan Cool. ²_____ to do that.
Instructor Then, ³_____ you always wear a helmet when you're here.
Ethan OK. I'll put my helmet on now.
Instructor And keep away from other climbers below you on the wall. ⁴_____ kick their hands.
Ethan OK, but what do you think will happen if I fall?
Instructor Don't worry, you won't fall. We use ropes. ⁵_____ if you climb with ropes.

I can give instructions and safety information.
MY EVALUATION ☹ 😐 🙂 😀

WRITING A blog

15 **Put the paragraphs in the suitable order.**



A
You should start studying early for the exams. Don't wait until the last minute! If you need help with anything, you should speak to your teacher.

B
On the day of the exam, it's important to arrive early. You don't want to be late. Don't panic if you find some questions difficult! If you read them again, you'll understand them.

C
Exams are a big part of life and here are my tips for surviving them.

D
Always pay attention in class and listen to the teacher. It's a good idea to write careful notes in lessons. They'll be useful when you want to revise.

I can write an advice blog using imperatives.
MY EVALUATION ☹ 😐 🙂 😀

9 1 build 2 stand 3 climb 4 find 5 run 6 pick 7 use 8 avoid

10 1 competitive 2 fit 3 clever 4 bossy 5 reserved 6 friendly

11 1 eats, 'll feel
2 'll stay, rains
3 don't work, won't win
4 won't get, take
5 sees, 'll be
6 will get, drinks
7 finish, will you watch
8 will we do, lose

12 1 water bottles 2 sleeping bag 3 knife 4 compass 5 first-aid kit 6 torch

13 1 mustn't 2 should 3 mustn't 4 must 5 shouldn't 6 should 7 shouldn't

14 1 it's important to
2 I need
3 make sure that
4 Try not to
5 You'll be fine

15 C D A B

Unit summary

Vocabulary

Music and instruments: *band, bass, classical, concert, DJ, drums, fans, guitar, hard rock, heavy metal, keyboards, hip-hop, hit, lyrics, music video, piano, pop, rap, rock, salsa, samba, song, traditional, views, violin, vocals*

Star qualities: adjectives and nouns: *ambition, ambitious, charm, charming, confidence, confident, energetic, energy, fame, famous, kind, kindness, strength, strong, success, successful, talent, talented, weak, weakness*

Language focus

be going to; *will* and *be going to*

be going to: questions

Present continuous for future arrangements

Speaking

I can offer to help other people.

Writing

I can write a review of a song using pronouns.

Vocabulary • Music and instruments

Aim

Talk about what music you like and don't like.

THINK!

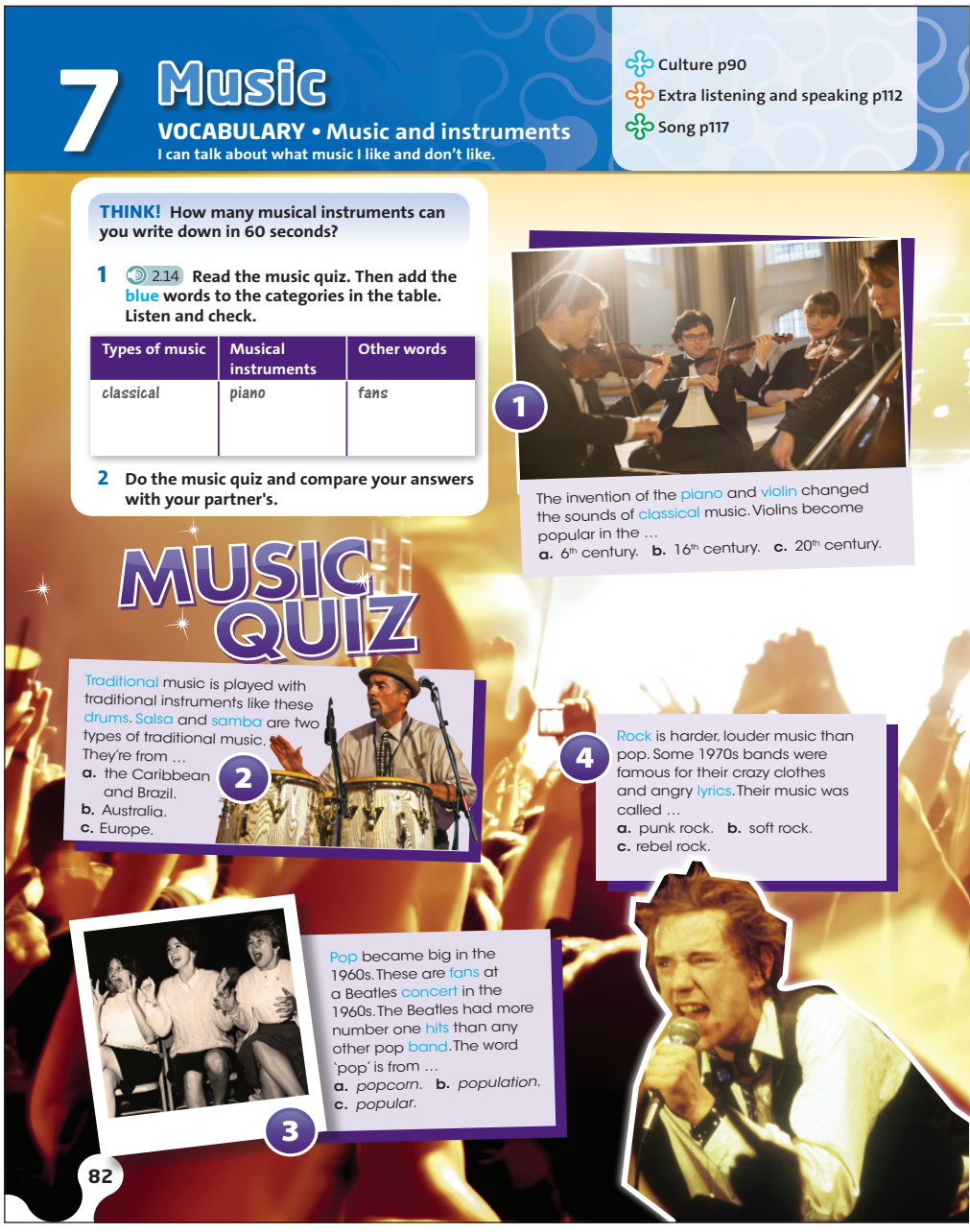
Put students into pairs and give them 60 seconds to write as many musical instruments in English as they can. They can use their dictionaries to help. Bring students' ideas together on the board and check that students understand all the words. See which pair wrote the most instruments correctly.

ANSWERS

Students' own answers.

Exercise 1 2•14

Allow students time to read the music quiz, then put them into pairs to add the blue words to the categories in the table and then add more words. Check answers with the class and check that students understand all the words. As a class, brainstorm more words to add to each category.



ANSWERS

Types of music: classical, traditional, salsa, samba, pop, rock, hard rock, heavy metal, hip-hop, rap

Musical instruments: piano, violin, drums, guitar, bass

Other words: fans, concert, hits, band, lyrics, vocals, DJ

Optional activity: Vocabulary

Say: *This word begins with 'l' and it means the words to a song.* Elicit the word (*lyrics*). Put students into pairs and ask them to write three more clues for words from exercise 1, giving the first letter of the word.

Put pairs together into groups of four and ask them to close their books. Pairs swap clues and try to guess the words. See which pairs guessed all the words correctly.

ANSWERS

Students' own answers.

Exercise 2

Students read the music quiz again and choose the correct answers. Encourage them to use their general knowledge and guess if they aren't sure. Put students into pairs to compare their answers then check with the class. See who got the most correct answers.

ANSWERS

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

Exercise 3 2•15 page 137

Read through the task with the class. Play the first part of the video or audio and elicit the answers. Play the rest of the video or audio. Students watch or listen and write the types of music and draw the correct symbols. Check answers with the class. (If you're using the audio-only version, please see the audio script on page 137 for names of speakers.)



5 Hard rock and heavy metal have very loud vocals, guitars and bass. There's a type of heavy metal called …
a. black metal.
b. hot metal.
c. chilli metal.

6 The first hip-hop and rap came from DJs in …
a. London. b. Rio de Janeiro. c. New York.

3 2.15 **Watch or listen. What type of music does each person listen to, and what do they think of the music they hear? Complete the 'Type of music' column and draw a symbol for each name in the 'Opinion' column.**

like / dislike

Name	Type of music	Opinion	Words and phrases
1 Elijah	reggaeton	☺	
2 Rebecca			
3 Lily			
4 Harry			
5 Renee			

4 2.15 **Watch or listen again. Which of the key phrases do you hear? Fill in the 'Words and phrases' column in exercise 3.**

KEY PHRASES

Talking about music

What do you think of this song?
It sounds (like) …
It's / It isn't very catchy.
I'm (not) into heavy metal.
It's got a good beat / rhythm.
It's / It isn't a good one for dancing to.
It's a bit too heavy / slow / weird for me.
I like / don't like the vocals / lyrics / guitar.
There's a really cool video for this / that.

5 2.16 **USE IT! Listen to three pieces of music. Answer questions 1–3 for each piece.**
1 What type of music is it?
2 What instruments do you hear?
3 What do you think of the music?

Finished?
Write (40 – 60 words) about your favourite piece of music. What type of music is it? How does it sound? Why do you like it?

83

ANSWERS AND SUGGESTED ANSWERS
Elijah: reggaeton, ☺
Rebecca: classical music, ☹
Lily: samba, ☺
Darius: heavy metal, ☹
Renee: folk music, ☹

Exercise 4 2•15 page 137

Read through the key phrases with the class and make sure students understand them all. Play the video or audio again for students to watch or listen and note down the key phrases that each person uses. Check answers with the class.

ANSWERS
Interviewer: What do you think of it?
Elijah: It's a good one for dancing to. / It sounds like …
Rebecca: I'm not into … / It's a bit too slow for me.
Lily: It sounds like … / It's very catchy. / It's got a good beat. / It's a good one for dancing to.
Darius: It's too heavy for me. / It's weird. / I'm not into heavy metal.
Renee: I don't like the beat. / It isn't a good one for dancing to. / I don't like it.

Optional activity: Key phrases

Play the video or audio again, pausing after some of the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 5 2•16 USE IT!

Play the audio, pausing after each piece of music for students to note down their answers to the questions. Put students into pairs to compare their answers. Discuss the answers with the class and encourage students to use some of the key phrases.

ANSWERS
Students' own answers.

Optional activity: Vocabulary

Brainstorm the names of five or six songs that are currently popular and well known. Put students into pairs and ask them to discuss three of the songs, using some of the key phrases. Ask some pairs to tell the class if they and their partner have similar or different tastes.

ANSWERS
Students' own answers.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students write about their favourite piece of music individually. Ask them in turn to tell the class about their chosen piece of music. Ask other students if they agree or disagree, and why.

More practice
Workbook page 44

Assessment
Five-minute test, Teacher's Resource Disk

Reading • A song

Aim
Understand the writer's point of view.

THINK!

Read out the questions with the class and put students into pairs to discuss them. Ask some students to tell the class what song lyrics they like and why.

ANSWERS
Students' own answers.

Exercise 1

Ask students to focus on the Remember! box and explain that abbreviations such as *gonna* are often used in songs or to represent speech in informal writing.

Ask students to read the lyrics quickly and answer the questions. Point out that for this activity students need to read for the general meaning, so they don't need to understand every word. Discuss the answers with the class and ask: *Do you agree with Sam or Laila about Laila's future?*

ANSWERS
1 Laila 2 Sam

Exercise 2 2•17

Allow students time to read through the sentences. Point out that in this activity, students need to work out the writer's opinion or point of view, so the wording in the text may not be exactly the same as it is in the sentences.

Play the audio. Students read and listen and decide if the sentences are true or false. Allow students time to find lines in the song and comments to explain their answers. Check answers with the class.

ANSWERS
1 True (I'm going to be famous – that's all I want to do.)
2 False (I've got the look, the voice; I've got the face.)
3 True (Wake up a second now and take a look at reality.)
4 True (Jan says: You had dreams once Sam!)
5 False (we're going to have cool keyboard and bass)

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS
Students' own answers.

Workbook page 48 exercise 5



7 READING • A song

I can understand the writer's point of view.

THINK! Do you ever sing or learn song lyrics? What song lyrics do you like?

Laila [Chorus] *This is my dream now and dreams can come true*
I'm going to be famous – that's all I want to do
Laila This is my dream, I'm going to make it one day
I don't care what it costs, no I don't care how I pay
I'm not gonna think about the wrongs and rights
Just wanna see my name up there in the bright lights
Give me the drums, guitar, keyboard and bass
Cos I've got the look, the voice; I've got the face
[Chorus] *This is my dream now* …
Sam Well you say that's your dream, but I say that it's insanity
Wake up a second now and take a look at the reality
You'll pay the price, you say, but just what price will you pay?
Listen, I can tell you things in real life ain't so easy
Sing a song a thousand times until it's a hit
At first the words mean somethin' but in the end you won't believe it
Feel like a million dollars while you're singin' that song
But you'll only be a star until the next fool comes along
[Chorus] *This is my dream now* …

1 **Read the song lyrics and answer the questions with *Laila* or *Sam*.**
1 Who has a positive view about Laila's future in music?
2 Who thinks that Laila won't do well?

2 2.17 **Read and listen to the song and the comments again. Write *True* or *False*. Explain your answers with lines from the song.**
I think it's true / false because … says …
1 Laila thinks that fame is more important than other things.
2 She doesn't think that she's got much talent.
3 Sam thinks that Laila doesn't understand the music business.
4 The story in the song is the same as Sam's life.
5 Sam isn't going to write music for the song because it's a rap.

Remember!
gonna = going to
wanna = want to
cos = because
ain't = am not, isn't, aren't, hasn't, haven't

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

4 **USE IT!** **What lines from the song do you like or dislike? Why? Can you think of a title for the song?**

Optional activity: Vocabulary

Write the following definitions on the board:

1 become famous and successful
2 suffer in some way as a result of being successful
3 feel very happy and successful

Students work in pairs to find expressions in the text to match the definitions. Check answers with the class and ask students if they have similar phrases in their language.

ANSWERS
1 make it
2 pay the price
3 feel like a million dollars

Exercise 4 USE IT!

Allow students time to prepare their ideas individually, then put them into pairs to compare their ideas and decide on a suitable title for the song.

Discuss as a class which lines students like and dislike, and discuss possible titles for the song.

ANSWERS
Students' own answers.

More practice
Workbook page 48

7 LANGUAGE FOCUS • *be going to* • *will* and *be going to*

I can talk about plans and predictions for the future.

be going to

1 **Complete the sentences and check your answers on page 84. Then choose the correct words in the rule.**

1 ..... going to be famous.
2 I'm ..... going ..... think about the wrongs and the rights.
3 ..... going to ..... cool keyboard and bass.

RULE

We use *be going to* when we [4]make predictions / talk about plans and intentions.

2 **Study the information and complete the sentences.**

The Plan!

	Laila	Sam
Change the lyrics	✗	✓
Write the music	✓	✗
Go on TV	✗	✓
Make a video	✓	✓
Do a pop version	✗	✗

Laila *isn't going to change* the lyrics.
Sam *is going to change* the lyrics.

1 Sam ..... the music.
2 Laila ..... the music.
3 She ..... on TV.
4 Sam and Laila ..... a video.
5 They ..... a pop version.

3 **Write sentences about your plans and your friends' plans. Use affirmative and negative forms of *be going to* and the ideas in the table.**

I'm not going to sing in class today.

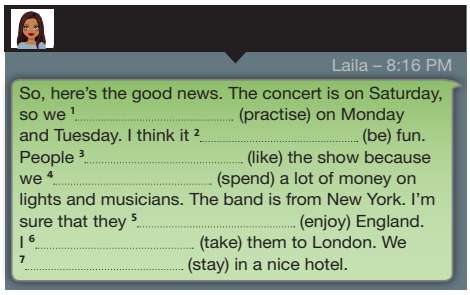
I	sing in class today
My friends and I	become a DJ
One of my friends	go to music class this week
	be in a band one day
	become rich and famous
	listen to some music this evening
	learn to play the drums

will and *be going to*

4 **Look at the examples. Which sentence is a plan and which is a prediction?**

We're going to have cool keyboard and bass.
It'll be a big hit!

5 **Complete sentences with *be going to* (for plans and intentions) or *will* (for predictions) and the verbs in brackets.**



6 **Work in pairs. Read the Study Strategy. Then write examples of two plans and two predictions. Tell your partner about them.**

STUDY STRATEGY

Remembering grammar

1 When you learn a new grammar rule, write example sentences in your notebook.
2 Memorise your sentences and test yourself every week.

7 **USE IT! Imagine that you are forming a band with some friends. Make notes about your plans and predictions for the band. Then tell the class. Use ideas from exercise 3 and your own ideas.**

Khang is going to play the drums.
We aren't going to practise every day, but we'll definitely have a lot of fans.

Finished?

Write some predictions and plans or intentions for next year.

Language focus • *be going to* • *will* and *be going to*

Aim

Talk about plans and predictions for the future using *will* and *be going to*.

Warm-up

Ask students what they can remember about Laila and Sam. Write on the board: *I'm going to make it one day. You'll pay the price.* Ask: *Who says each sentence?* (*Laila says the first and Sam says the second.*) Elicit that the sentences refer to the future. Underline *be going to* and *will*. Tell students they are going to study the two ways of talking about the future.

be going to

Exercise 1

Students complete the sentences then check their answers on page 84. Check answers with the class and check students understand the sentences. Read through the rule with the class and check students understand *prediction*, *plan* and *intention*. Students choose the correct words to complete the rule. Check the answers.

ANSWERS
1 I'm
2 not, to
3 We're, have
4 talk about plans and intentions

Exercise 2

Point to the first line of the table and read out the examples. Students complete the sentences with the correct form of *be going to*. With **weaker classes**, students could work in pairs. Check the answers.

ANSWERS
1 isn't going to write
2 is going to write
3 isn't going to go
4 are going to make
5 aren't going to do

Exercise 3

Read out the example answer. Students write sentences about their plans and their friends' plans. Allow students time to compare their answers in pairs, then ask some students to read some of their sentences to the class.

ANSWERS
Students' own answers.

will and *be going to*

Exercise 4

Students work in pairs to look at the examples and decide which is a plan and which is a prediction. Discuss the answers with the class.

ANSWERS
The first sentence is a plan. The second sentence is a prediction.

Exercise 5

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

ANSWERS
1 are going to practise
2 will be
3 will like
4 are going to spend
5 will enjoy
6 'm going to take
7 are going to stay

Exercise 6

Read the study strategy with the class. Tell students that they will find it easier to remember their sentences if they make them relevant to themselves. Point out that the sentences don't have to be serious. Elicit one or two examples of sentences about plans and predictions. Students write their sentences individually and memorize them. They then tell their plans and predictions to their partner from memory.

Exercise 7 USE IT!

Read the task with the class and ask students to read the example dialogue. Students work in small groups to plan their band and write sentences about their plans and predictions. Ask groups in turn to tell the class their plans and predictions.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students can write their sentences and then compare them with another fast finisher. Alternatively, ask them to read their sentences to the class.

More practice
Workbook page 45

Assessment
Five-minute test, Teacher's Resource Disk

Vocabulary and listening • Star qualities: adjectives and nouns

Aim
Take notes to help you understand important facts.

THINK!
Read out the questions and check that students understand *talent show*. Students discuss the questions in pairs. Elicit answers from individual students and encourage them to give reasons for their answers.

ANSWERS
Students' own answers.

Exercise 1 2•18
Students use their dictionaries to check the meaning of the adjectives and choose the correct words in the sentences. Play the audio for students to check their answers. Check answers with the class and check that students understand all the adjectives. Play the audio again and point out any difficult pronunciations.

ANSWERS
1 Ambitious 2 talented 3 kind
4 Energetic 5 Confident

Exercise 2 2•19 PRONUNCIATION: Syllables
Focus on the example and point out that *amazing* has three syllables. Play the audio once for students to listen, then play it again, pausing after each adjective for students to repeat. Students add the adjectives to the correct column. Check answers with the class.

ANSWERS
1 syllable: kind, strong, weak
2 syllables: charm-ing, fa-mous
3 syllables: a-maz-ing, am-bi-tious, con-fi-dent, suc-cess-ful, tal-ent-ed
4 syllables: en-er-get-ic

Exercise 3 2•20
Students copy the table and complete it with the adjectives from exercise 1. Play the audio for students to check the answers in pairs.

ANSWERS

Noun	Adjective
ambition	ambitious
charm	charming
confidence	confident
energy	energetic
fame	famous
kindness	kind
strength	strong
success	successful
talent	talented
weakness	weak

7 VOCABULARY AND LISTENING • Star qualities: adjectives and nouns
I can take notes to help me understand important facts.

THINK! What talent shows are there on TV in Việt Nam? Do you watch them?



1 2.18 **Check the meaning of the adjectives in blue. Then choose the correct word in each sentence. Listen and check.**
1 Ambitious / Strong people want to do well.
2 If you're good at something, you're talented / famous.
3 When you're nice to people, you're kind / successful.
4 Energetic / Charming people aren't usually tired.
5 Confident / Weak people feel positive about their skills.

2 2.19 **PRONUNCIATION Syllables Listen to the adjectives and repeat. How many syllables are there in each word? Mark the syllables.**

a|maz|ing ambitious charming confident energetic famous kind strong successful talented weak

3 2.20 **Match the adjectives in blue from exercise 1 with the nouns in the table. Listen and check.**

Noun	Adjective
ambition	*ambitious*
charm	
confidence	
energy	
fame	
kindness	
strength	
success	
talent	
weakness	

4 2.21 **Listen to an extract from *The You Factor*. Which contestant gets the highest score, Jason or Kiera?**

5 2.21 **Listen again. Complete the judges' notes.**

	☺	☹
1 Jason	He's got talent He's very 1	He needs 2 ..... If he's 3 ..... he'll be 4 .....
2 Kiera	5 ..... is her biggest 6 ..... She's got a lot of 7	Her voice is 8 .....

6 **USE IT!** **Work in pairs. What qualities do you need to do different jobs?**

doctor drummer farmer judge teacher TV presenter



86 Music

Optional activity: Vocabulary
Write the gapped sentences on the board:
1 Her ___ is to become a famous singer.
2 You will only achieve ___ at school if you work hard.
3 He has a real ___ for dancing.
Students complete the sentences with nouns from exercise 3. Check answers. With **stronger classes**, students could work in pairs and write example sentences for the remaining nouns.

ANSWERS
1 ambition 2 success 3 talent

Exercise 4 2•21 page 137
Play the audio. Students listen and answer the question. Check the answer.

ANSWER
Keira

Exercise 5 2•21 page 137
Play the audio again. Students listen and complete the notes.

ANSWERS
1 charming 5 Energy
2 confidence 6 strength
3 ambitious 7 confidence
4 successful 8 a little weak

Optional activity: Listening
Write the gapped sentences on the board:
1 Jason sang his song ___.
2 If you're ___, you'll be successful.
3 Keira's ___ was fantastic.
Students complete the sentences from memory then listen again to check.

ANSWERS
1 beautifully 2 ambitious 3 dancing

Exercise 6 USE IT!
Students work in pairs to discuss the qualities needed for the jobs.

More practice
Workbook page 46

Assessment
Five-minute test, Teacher's Resource Disk

7 LANGUAGE FOCUS • *be going to*: questions • Present continuous for future arrangements

I can talk about future arrangements.

be going to: questions

1 **Order the words to make questions. Then match questions 1–4 with four answers from a–f.**

1 are / what / we / do / going / to / ?
2 you / are / work / with me / to / going / ?
3 to / give her / we / are / what score / going / ?
4 to the final / go / she / is / to / going / ?

a. Nine.
b. We're going to work.
c. Yes, she is.
d. Yes, I'm going.
e. No, we aren't.
f. Yes, I am.

2 **Imagine you and a friend are organising a trip to the final of *The You Factor*. Write questions for 1–6. Then ask your partner.**

1 How / we / travel ?
2 Where / we / stay ?
3 we / be / on TV ?
4 How much money / you / take ?
5 your parents / go ?
6 the final / be / on TV ?

Present continuous for future arrangements

3 **Match sentences 1–5 with rules a–c.**

1 We're on the train and we're travelling to Dublin.
2 You're coming to the final next week.
3 What are you doing?
4 What are you going to do when you leave school?
5 What are you doing after school?

RULES

a. We use the present continuous when we talk about actions in progress. (See page 23.)
b. We also use the present continuous when we talk about arrangements in the future. We often use a time expression, e.g. *tomorrow*, *at the weekend*, etc.
c. We use *be going to* when we talk about future plans and intentions.

4 **Complete the dialogue with the present continuous form of the verbs in the box. Which sentence is an action in progress and which is an arrangement for the future?**

1 *Action in progress*

ask do feel go revise ~~sing~~ think

Son You sound happy, Mum. Why *are you singing*?
Mum I [1] ..... very happy.
Son That's nice. [2] ..... we ..... anything on Saturday?
Mum Yes! You [3] ..... for your exams, remember? Why [4] ..... you ..... ?
Son Because Rob's [5] ..... to a concert on Saturday and he invited me. Is that OK? Mum? You're very quiet.
Mum Mmm. I [6] ..... .
Son Oh no – don't think! Just say yes ... please!

5 **USE IT! Work in pairs. Ask and answer questions using phrases from the boxes. Use the present continuous.**

Are you doing anything ...
What's happening ...
Are you busy ...

... tomorrow?
... in the holidays?
... after this lesson?
... next weekend?
... this evening?

Are you doing anything this evening?

No, not much. I'm doing my homework and then just watching TV. What about you?

Finished?

Imagine you're in a band and you're going on *The You Factor* in two weeks. Write sentences about your future arrangements to prepare.



Language focus • *be going to*: questions • Present continuous for future arrangements

Aim
Talk about future arrangements.

Warm-up

Ask: *What can you remember about Jason and Keira?* Elicit some answers and ask: *Is Jason going to work on his confidence? Is Keira coming to the final?* Write the questions on the board and elicit the answers. Underline the verb forms in the questions and elicit that they both refer to the future.

be going to: questions

Exercise 1

Students write the questions in the correct order and match them with the correct answers. Check answers with the class and check that students understand the questions.

ANSWERS
1 What are we going to do? b
2 Are you going to work with me? f
3 What score are we going to give her? a
4 Is she going to go to the final? c

Language note
The forms *am / is / are* come before the subject in questions with *be going to*: *Is she going to win?* (NOT ~~*She is going to win?*~~)

Exercise 2

Elicit the first question as an example. Students write the remaining questions. With **weaker classes**, students could work in pairs for this. Ask some students to read their questions to the class. Correct any errors, then put students into pairs to ask and answer the questions. Encourage them to use their imagination in their answers. Ask some students to tell the class about their partner's plans.

ANSWERS
1 How are we going to travel?
2 Where are we going to stay?
3 Are we going to be on TV?
4 How much money are you going to take?
5 Are your parents going to go?
6 Is the final going to be on TV?

Students' own answers.

Present continuous for future arrangements

Exercise 3

Students read the sentences and match them with the rules. Check answers with the class. With **weaker classes**, read through the sentences, then read through the rules and elicit which sentences match each rule.

ANSWERS
1 a 2 b 3 a 4 c 5 b

Language note
We use the present continuous for definite arrangements that are planned and agreed for the future: *I'm meeting my friends at seven o'clock.* (NOT ~~*I will meet my friends at seven o'clock.*~~)

Exercise 4

Students complete the dialogue with the correct verb forms. Check answers with the class then read out each verb form and elicit whether it is an action in progress or a future arrangement.

ANSWERS
1 'm feeling (action in progress)
2 Are / doing (arrangement for the future)
3 're revising (arrangement for the future)
4 are / asking (action in progress)
5 going (arrangement for the future)
6 'm thinking (action in progress)

Exercise 5 USE IT!

Ask two confident students to read out the example. Elicit a few more example questions and answers, then put students into pairs to ask and answer questions using the present continuous. Ask some students to tell the class about their partner's future arrangements.

Finished?

Refer **fast finishers** to the ***Finished?*** activity. Students can write their sentences individually then compare them with another fast finisher. Alternatively, ask some fast finishers to read their sentences to the class. Elicit more ideas from other students.

More practice
Workbook page 47

Assessment
Five-minute test, Teacher's Resource Disk

Speaking • Organising an event

Aim
Offer help to other people.

THINK!

Read out the situation with the class and elicit some ideas for events that students might be helping to organise, e.g. a concert, a sports event, a charity event, etc. Put students into pairs to discuss the best way to tell everyone about the event. Bring students' ideas together on the board and discuss as a class the best way to tell people about the event.

ANSWERS
Students' own answers.

Exercise 1 2•22

Students read the gapped dialogue and complete it with the correct words and phrases. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers.

Check answers with the class, then ask the question about Dan to the class and elicit the answer.

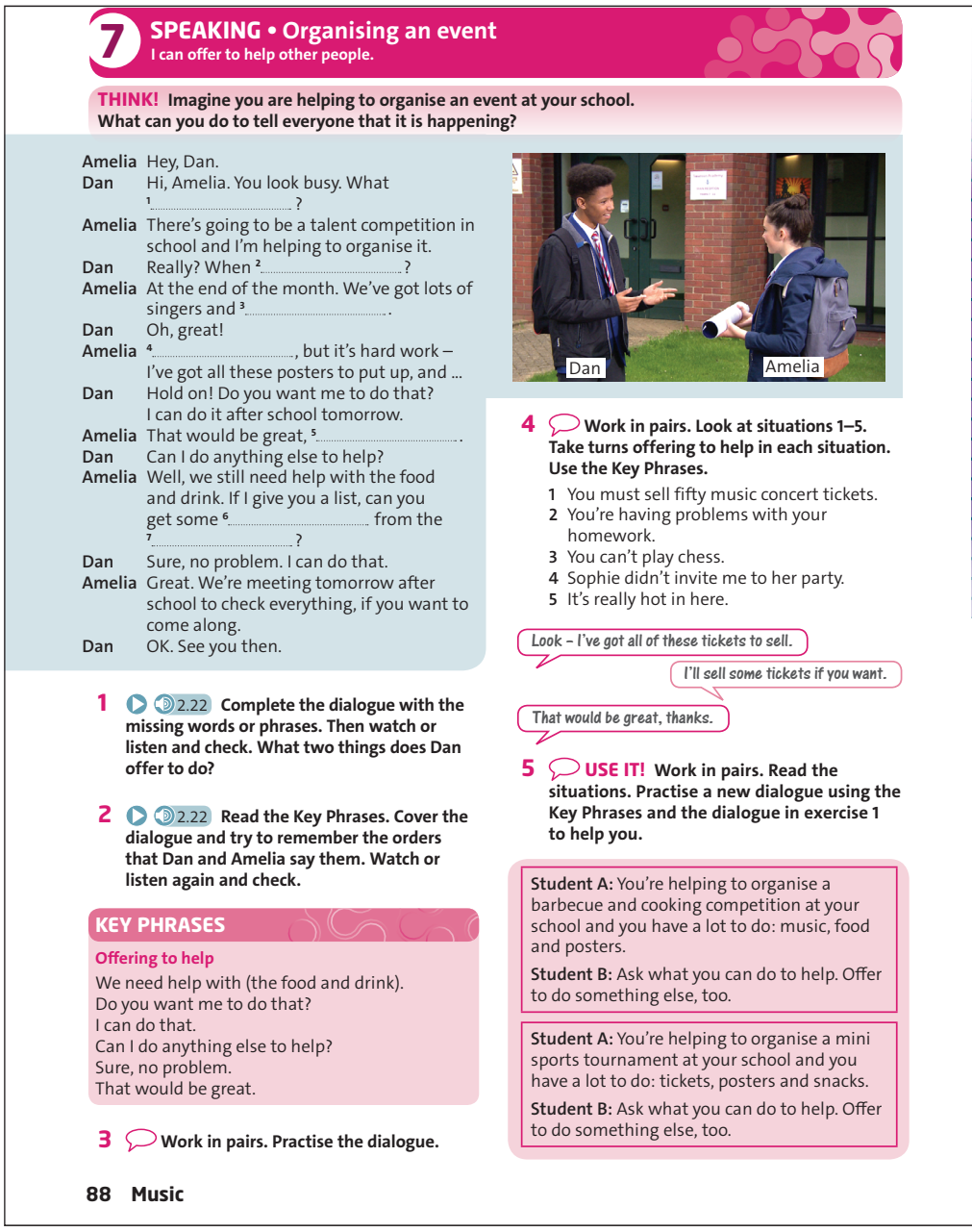
ANSWERS
1 are you doing
2 is it
3 musicians
4 It'll be fun
5 thanks
6 things
7 supermarket
Dan offers to put up posters and get some things from the supermarket.

Exercise 2 2•22

Allow students time to read the key phrases, then put them into pairs and ask them to cover the dialogue in exercise 1. Students try to remember who says the key phrases. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS
Dan: Do you want me to do that?
Amelia: That would be great.
Dan: Can I do anything else to help?
Amelia: We need help with (the food and drink).
Dan: Sure, no problem. I can do that.

Optional activity: Key phrases
Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.



7 SPEAKING • Organising an event
I can offer to help other people.

THINK! Imagine you are helping to organise an event at your school. What can you do to tell everyone that it is happening?

Amelia Hey, Dan.
Dan Hi, Amelia. You look busy. What [1] .....?
Amelia There's going to be a talent competition in school and I'm helping to organise it.
Dan Really? When [2] .....?
Amelia At the end of the month. We've got lots of singers and [3] .....
Dan Oh, great!
Amelia [4] ....., but it's hard work – I've got all these posters to put up, and ...
Dan Hold on! Do you want me to do that? I can do it after school tomorrow.
Amelia That would be great, [5] .....
Dan Can I do anything else to help?
Amelia Well, we still need help with the food and drink. If I give you a list, can you get some [6] ..... from the [7] .....?
Dan Sure, no problem. I can do that.
Amelia Great. We're meeting tomorrow after school to check everything, if you want to come along.
Dan OK. See you then.

Dan Amelia

1 2.22 **Complete the dialogue with the missing words or phrases. Then watch or listen and check. What two things does Dan offer to do?**

2 2.22 **Read the Key Phrases. Cover the dialogue and try to remember the orders that Dan and Amelia say them. Watch or listen again and check.**

KEY PHRASES
Offering to help
We need help with (the food and drink).
Do you want me to do that?
I can do that.
Can I do anything else to help?
Sure, no problem.
That would be great.

3 **Work in pairs. Practise the dialogue.**

4 **Work in pairs. Look at situations 1–5. Take turns offering to help in each situation. Use the Key Phrases.**
1 You must sell fifty music concert tickets.
2 You're having problems with your homework.
3 You can't play chess.
4 Sophie didn't invite me to her party.
5 It's really hot in here.

Look – I've got all of these tickets to sell.
I'll sell some tickets if you want.
That would be great, thanks.

5 USE IT! Work in pairs. Read the situations. Practise a new dialogue using the Key Phrases and the dialogue in exercise 1 to help you.

Student A: You're helping to organise a barbecue and cooking competition at your school and you have a lot to do: music, food and posters.
Student B: Ask what you can do to help. Offer to do something else, too.

Student A: You're helping to organise a mini sports tournament at your school and you have a lot to do: tickets, posters and snacks.
Student B: Ask what you can do to help. Offer to do something else, too.

88 Music

Exercise 3

Students work in pairs to practise the dialogue.

Exercise 4

Read through the situations with the class and check that students understand everything. Ask two confident students to read out the example dialogue. Students then work in pairs and take turns to offer help. Ask some pairs to perform one of their dialogues for the class.

ANSWERS
Students' own answers.

Exercise 5 USE IT!

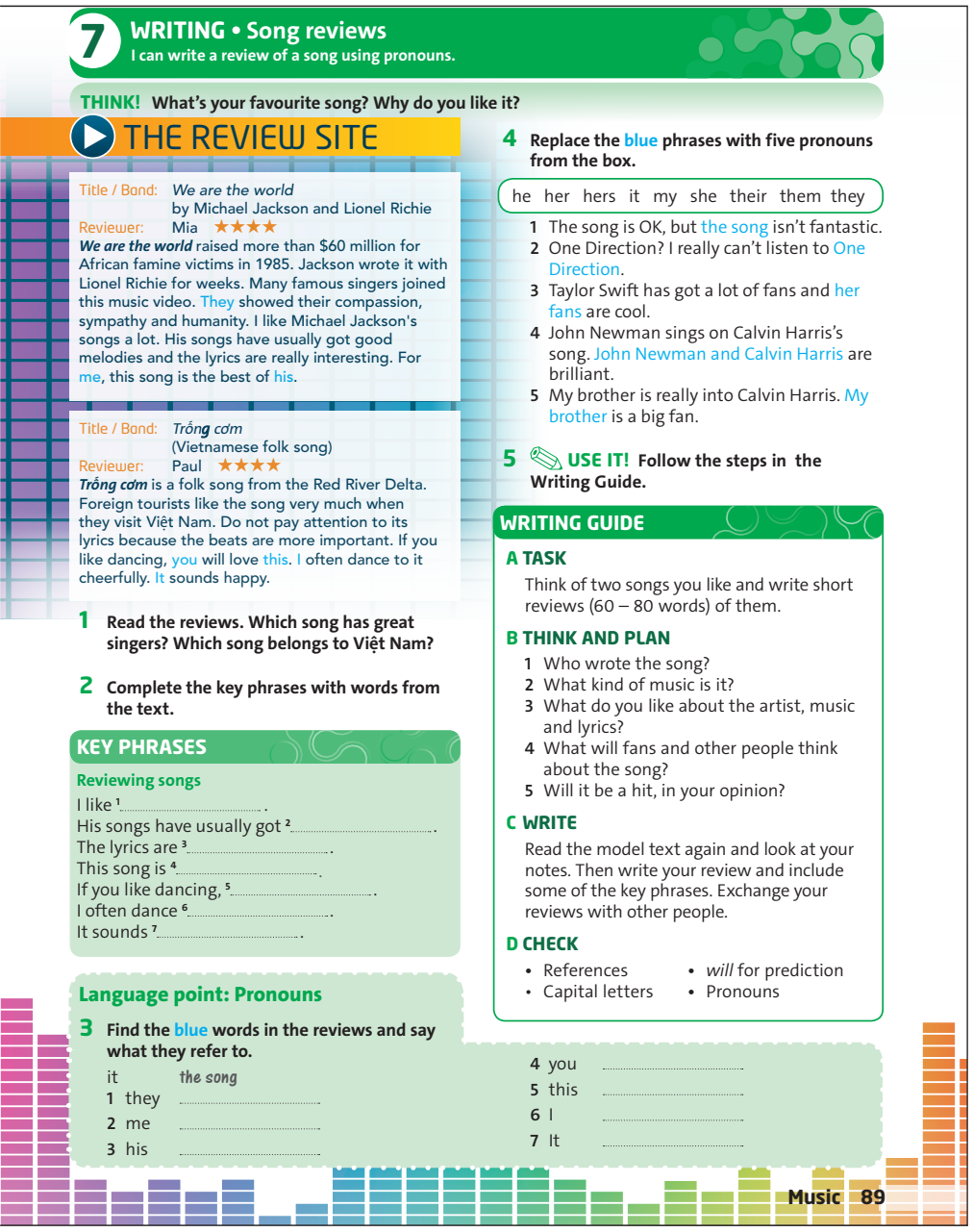
Read through the situation with the class and make sure students understand everything. Students work in pairs to prepare two new dialogues. Ask some students to perform their dialogues for the class.

ANSWERS
Students' own answers.

Optional activity: Speaking
Put students into pairs and ask them to think of an event they would like to organise at their school. Encourage them to use their imagination and think of an event they and their classmates would enjoy. Tell them to think about all the things they need to organise. Put pairs together into groups of four. Pairs take it in turns to present their ideas to each other and offer to help using some of the key phrases.

Ask some students to perform one of their dialogues for the class. The class could vote for the best event idea.

More practice
Student Book page 103 (exe 8)



7 WRITING • Song reviews

I can write a review of a song using pronouns.

THINK! What's your favourite song? Why do you like it?

THE REVIEW SITE

Title / Band: *We are the world* by Michael Jackson and Lionel Richie
Reviewer: Mia ★★★★
We are the world raised more than $60 million for African famine victims in 1985. Jackson wrote it with Lionel Richie for weeks. Many famous singers joined this music video. They showed their compassion, sympathy and humanity. I like Michael Jackson's songs a lot. His songs have usually got good melodies and the lyrics are really interesting. For me, this song is the best of his.

Title / Band: *Trống cơm* (Vietnamese folk song)
Reviewer: Paul ★★★★
Trống cơm is a folk song from the Red River Delta. Foreign tourists like the song very much when they visit Việt Nam. Do not pay attention to its lyrics because the beats are more important. If you like dancing, you will love this. I often dance to it cheerfully. It sounds happy.

1 Read the reviews. Which song has great singers? Which song belongs to Việt Nam?

2 Complete the key phrases with words from the text.

KEY PHRASES

Reviewing songs

I like [1] .....
His songs have usually got [2] .....
The lyrics are [3] .....
This song is [4] .....
If you like dancing, [5] .....
I often dance [6] .....
It sounds [7] .....

Language point: Pronouns

3 Find the blue words in the reviews and say what they refer to.

it *the song*
1 they .....
2 me .....
3 his .....
4 you .....
5 this .....
6 I .....
7 It .....

4 Replace the blue phrases with five pronouns from the box.

he her hers it my she their them they

1 The song is OK, but the song isn't fantastic.
2 One Direction? I really can't listen to One Direction.
3 Taylor Swift has got a lot of fans and her fans are cool.
4 John Newman sings on Calvin Harris's song. John Newman and Calvin Harris are brilliant.
5 My brother is really into Calvin Harris. My brother is a big fan.

5 **USE IT!** Follow the steps in the Writing Guide.

WRITING GUIDE

A TASK
Think of two songs you like and write short reviews (60 – 80 words) of them.

B THINK AND PLAN
1 Who wrote the song?
2 What kind of music is it?
3 What do you like about the artist, music and lyrics?
4 What will fans and other people think about the song?
5 Will it be a hit, in your opinion?

C WRITE
Read the model text again and look at your notes. Then write your review and include some of the key phrases. Exchange your reviews with other people.

D CHECK
- References
- Capital letters
- *will* for prediction
- Pronouns

Writing • Song reviews

Aim
Write a review of a song using pronouns.

THINK!

Read out the questions then put students into pairs to discuss their answers. Ask some students to tell the class about their favourite song. See which songs are the most popular in the class.

ANSWERS
Students' own answers.

Exercise 1

Focus on the two reviews and ask students if they read reviews online or ever write reviews. Students read the reviews and answer the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS
We are the world by Michael Jackson and Lionel Richie
Trống cơm (a Vietnamese folk song)

Exercise 2

Students complete the key phrases from the reviews. Check answers with the class and check that students understand all the key phrases.

ANSWERS
1 Michael Jackson's songs a lot
2 good melodies
3 really interesting
4 the best of his
5 you will love this
6 to it cheerfully
7 happy

Language point: Pronouns

Exercise 3

Ask students to find the example pronoun *it* in the reviews and point out that it refers to the song. Students work in pairs to find the blue words and say what they refer to. Check answers with the class.

ANSWERS
1 the singers 2 reviewer 3 the songs
4 listeners 5 the song 6 reviewer
7 The song

Exercise 4

Write the first sentence on the board and elicit which pronoun can be used to replace the blue words. Students do the remaining sentences using the correct pronouns. Check answers with the class.

ANSWERS
1 it 2 them 3 hers 4 They 5 He

Optional activity: Writing

Write the following sentences on the board:

1 Taylor Swift is a singer.
2 Bruno Mars is very well known.
3 Circa Waves are a band from Liverpool.

Ask students to write a sentence to follow each of the sentences on the board, using pronouns to talk about the singers / band or their music. Ask some students to read their sentences to the class. Ask other students to listen and the spot the pronouns.

ANSWERS
Students' own answers.

Exercise 5 USE IT!

Read the task with the class and elicit one or two example songs that students could write about. Read through the questions with the class and check that they understand everything. Students then plan their reviews.

Read through the notes on writing and checking with the class. Students write their reviews. This can be set for homework.

Remind students to check their grammar and spelling carefully.

ANSWERS
Students' own answers.

More practice
Workbook page 49

End of unit activities
Cumulative Review, Workbook page 59
*** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
**** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
***** Vocabulary and grammar photocopiables, Teacher's Resource Disk**
Speaking photocopiable, Teacher's Resource Disk

7 Culture • A young entrepreneur

Aim
Talk about a young entrepreneur.

Warm-up

With books closed, ask: *What's an 'entrepreneur'?* Elicit that it is someone who sets up their own business and becomes successful. Ask: *Do you know any famous entrepreneurs?* Elicit a few ideas, e.g. Richard Branson, Steve Jobs. Ask: *Do you know any young entrepreneurs?* Elicit a few ideas, then tell students they are going to learn about a young entrepreneur now.

Exercise 1 2•23

Ask students to read the text quickly to find the answer to the questions. Elicit a few possible answers then play the audio. Students read and listen to the text and check their answers. Check answers with the class.

ANSWERS
Jamal Edwards is a young entrepreneur who has started his own TV station, SBTV.

Exercise 2

Students match the blue words with the definitions. Check answers with the class and check that students understand all the blue words.

ANSWERS
1 viewers
2 performing
3 foxes
4 strategy
5 award

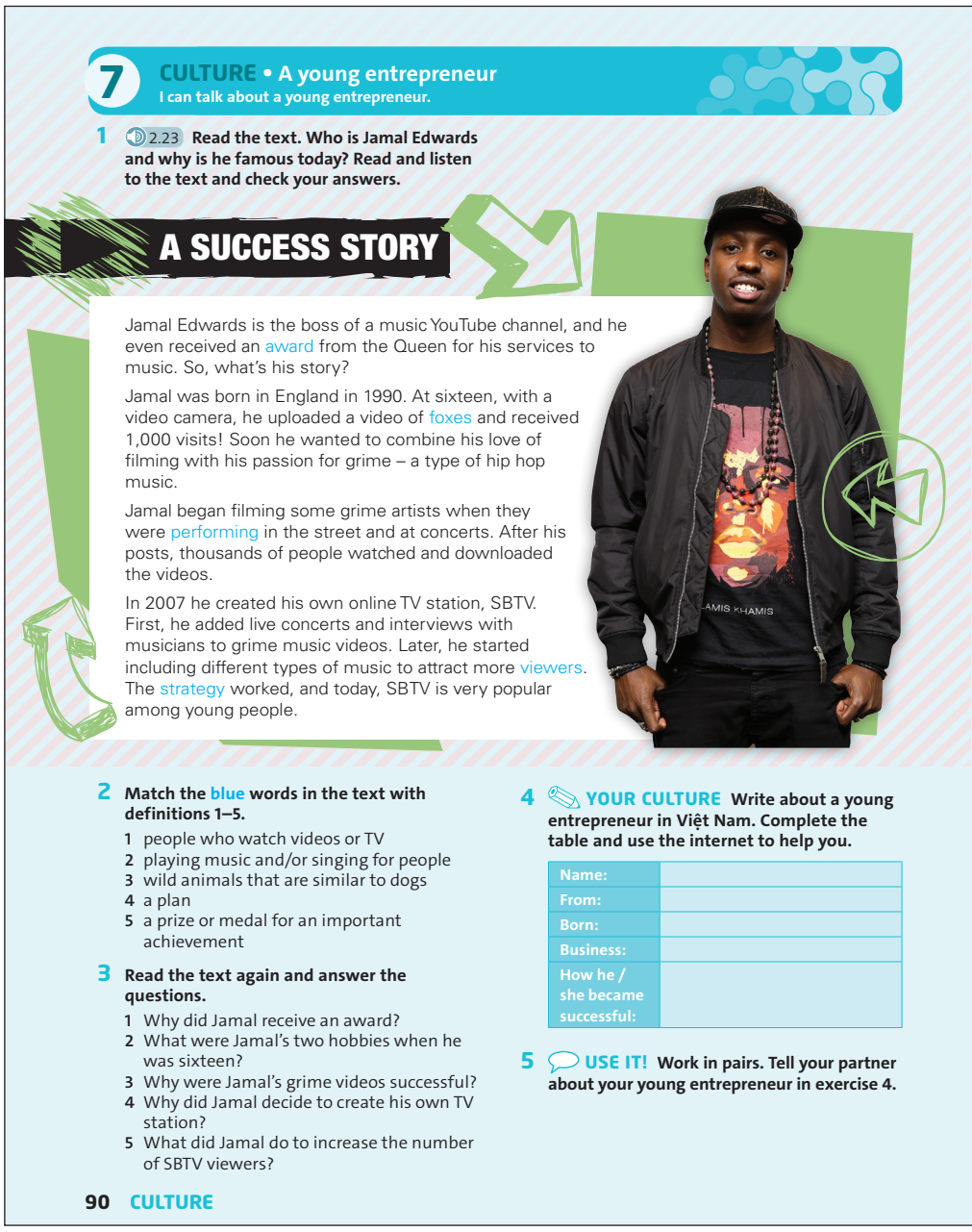
Exercise 3

Students read the text again and answer the questions. Check answers with the class.

1 He received an award for his services to music.
2 Jamal's hobbies were making videos and grime music.
3 Because he added live concerts and interviews with musicians.
4 Because he wanted to combine his love of filming with his passion for grime music.
5 He started including different types of music.

Exercise 4 YOUR CULTURE

Brainstorm some young entrepreneurs from Việt Nam. If students cannot think of any, encourage them to search online to find one. Discuss some possible searches they could do, e.g. 'young entrepreneur (Việt Nam)', 'young business person (Việt Nam)'. Students then choose a young entrepreneur and find information about them online to complete the table.



7 CULTURE • A young entrepreneur
I can talk about a young entrepreneur.

1 2.23 **Read the text. Who is Jamal Edwards and why is he famous today? Read and listen to the text and check your answers.**

A SUCCESS STORY

Jamal Edwards is the boss of a music YouTube channel, and he even received an award from the Queen for his services to music. So, what's his story?

Jamal was born in England in 1990. At sixteen, with a video camera, he uploaded a video of foxes and received 1,000 visits! Soon he wanted to combine his love of filming with his passion for grime – a type of hip hop music.

Jamal began filming some grime artists when they were performing in the street and at concerts. After his posts, thousands of people watched and downloaded the videos.

In 2007 he created his own online TV station, SBTV. First, he added live concerts and interviews with musicians to grime music videos. Later, he started including different types of music to attract more viewers. The strategy worked, and today, SBTV is very popular among young people.

2 **Match the blue words in the text with definitions 1–5.**
1 people who watch videos or TV
2 playing music and/or singing for people
3 wild animals that are similar to dogs
4 a plan
5 a prize or medal for an important achievement

3 **Read the text again and answer the questions.**
1 Why did Jamal receive an award?
2 What were Jamal's two hobbies when he was sixteen?
3 Why were Jamal's grime videos successful?
4 Why did Jamal decide to create his own TV station?
5 What did Jamal do to increase the number of SBTV viewers?

4 YOUR CULTURE **Write about a young entrepreneur in Việt Nam. Complete the table and use the internet to help you.**

Name:	
From:	
Born:	
Business:	
How he / she became successful:	

5 USE IT! **Work in pairs. Tell your partner about your young entrepreneur in exercise 4.**

90 CULTURE

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 the young entrepreneur they chose and choose one to tell the class about. Ask pairs in turn to tell the class about the young entrepreneur they chose. Discuss as a class which young entrepreneurs are the most inspiring.

ANSWERS
Students' own answers.

Optional activity: Speaking

Put students into small groups and tell them they are young entrepreneurs. Ask them to come up with a business idea to turn themselves into millionaires! Tell them they must think about what they are going to make or sell, how they will sell it and who they will sell it to, etc. Monitor and help while students are working, then ask groups in turn to present their ideas to the class. Encourage other students to ask questions to find out more information about each idea. The class can vote for the business idea that is most likely to succeed.

ANSWERS
Students' own answers.



Puzzles and games

Exercise 1

Students find the music words and add them to the correct list. With **stronger classes**, you could do this as a race. Check answers with the class.

As an extension, ask students to close their books. Put them into pairs and give them two minutes to remember other words for musical instruments and types of music that they have learned in this unit. When time is up, elicit answers and write the words on the board. Check that students understand all the words, and see who remembered the most words.

ANSWERS

Musical instruments: piano, bass, violin, keyboards, vocals

Types of music: hard rock, pop, rap, classical

Exercise 2

Focus on the diary and elicit a few sentences about things Ali is going to do. Students then work in pairs and take turns to say sentences about what Ali is and isn't going to do. Students change partners and cover the diary. They take turns to ask questions to test their partner about what Ali is going to do.

Students work individually to make a new diary. They then work in new pairs and take turns to guess what Ali is going to do according to their partner's diary.

ANSWERS

Students' own answers.

Exercise 3

Read out the instructions and point out the example answer. With **weaker classes**, allow students a minute or two to look back at page 86 to remind themselves of the adjectives and nouns they learned. Students use the code to write the words. With **stronger students**, you could do this as a race.

As an extension, you could ask students to complete the table with the related adjectives and nouns.

ANSWERS

	Nouns	Adjectives
1		energetic
2	confidence	
3	kindness	
4	fame	
5		weak
6		ambitious

Exercise 4

Students work in pairs to work out the right order for the school trip. Check answers with the class. Read out the example question and answer and point out that they use the present continuous for arrangements. Students work in pairs to ask and answer questions about the trip using the present continuous.

You could do the second part of the activity as a game. Students work individually to write four questions about the trip. They then close their books and work in pairs to test their partner's memory.

ANSWERS

7:30: Coach leaves school.
9:30: Visit the Natural History Museum.
12:30: Have lunch in a rooftop restaurant.
14:00: Go to see a musical.
17:30: Coach picks up students from the theatre.
19:30: Arrive back at school.

Unit summary

Vocabulary

Means of transport: *flying car, jetpack, flying motorbike, amphibious bus, tunnel bus, self-driving car*

Kinds of energy: *fossil fuels, green sources of energy, solar energy, wind power*

Modifying adjectives: *economical, wonderful, fast, convenient, spacious, self-driving, lossless, environmentally friendly, renewable*

Language focus

Connecting ideas

Infinitives

Quantifiers

Speaking

I can do the check-in at the airport.

Writing

I can write a narrative email using *because* and *so*.

Vocabulary • Future vehicles

Aim

Talk about future means of transport.

THINK!

Ask students: *Can you fly as a bird? Can a car fly? Can a motorbike fly?* Show some pictures or play a video clip of a car running and flying or a motorbike running and flying. Ask students: *Do you want to fly?* and say: *Yes, I believe all of us can fly.*

ANSWERS

Students' own answers.

Exercise 1

Ask students to scan the descriptions 1-6 quickly in 2 minutes and underline the most important details. Let students work in pairs to guess which photos A-F match descriptions 1-6. Students show the answers. Read the answers to the class.

ANSWERS

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



Exercise 2 2•24

Let students work individually. Students underline the names of the means of transport in descriptions 1-6. Play the audio for students to listen and check. Check answers with the class and check that students understand all the names. Explain some new words: amphibious, tunnel, self-driving.

A flying motorbike
B self-driving car
C flying car
D jetpack
E tunnel bus
F amphibious bus

Exercise 3

Let students work in pairs. Students read the words in blue, then read descriptions 1-6 to find out the synonyms. Ask some students to read the answers. Check the answers with the class.

ANSWERS

1 self-driving
2 fast
3 convenient
4 spacious
5 economical
6 wonderful



E

5 Many countries are starting to use tunnel buses. This bus is spacious enough to carry many passengers and it travels quickly during rush hours.

6 Self-driving cars may be your option when you do not want to drive. You can work on the way to your office or relax on the way home.



F

2 2.24 **Find the name for each means of transport. Listen and check.**

3 **Read the description from exercise 1 again. Choose the word in blue with the correct definition.**

1	without drivers	*self-driving*
2	moving quickly	.....
3	suitable for your needs	.....
4	very large	.....
5	saving money	.....
6	extremely good	.....

4 2.25 **Listen to the dialogue. What future means of transport are they talking about?**

5 **USE IT!** **Work in pairs. Talk about a future means of transport. Use the key phrases.**

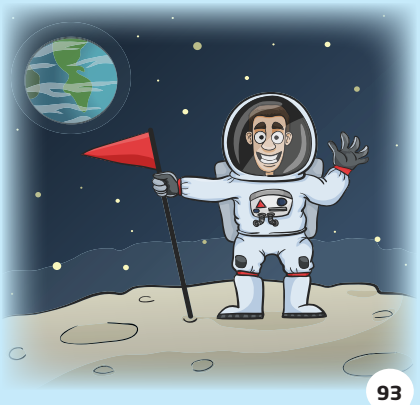
KEY PHRASES

Talking about future vehicles

They say that ...
I believe I can ...
I think I can ...
I can save enough money to afford ...

Finished?

Write a paragraph (60 – 80 words) describing your trip to the moon. (How do you go? How do you feel? Do you like it? ...)



93

Exercise 4 2•25 page 137

Let students work individually. Play the audio for students to listen and check what future means of transport they are talking about. Ask some students to answer the question.

ANSWERS

Flying car

Exercise 5 USE IT!

Let students work in pairs. Explain the key phrases to the. Each student chooses their favorite future means of transport. One tells the other about the means. Check students' dialogues and correct their mistakes. Ask some students to talk about their future means of transport to the class.

ANSWERS

Students' own answers.

Finished?

Refer fast finishers to the Finished? activity. Students can write about their experiences and then compare with another fast finisher. Alternatively, ask some fast finishers to tell the class about their experiences. Ask other students how they feel in that situation.

More practice

Workbook page 50

Reading • No limit

Aim
Identify the main idea in a text.

THINK!
Read out the question and the clue to help students. Elicit the answer.

ANSWER
Students' own answers.

Exercise 1
Let students look at the pictures and ask students if option A or option B is the main idea. Students guess what the answer is. Let students read the text quickly to confirm the answer. Check the answer with the class.

ANSWER
B Green sources of energy

Exercise 2 2•26
Allow students time to read through the sentences, then play the audio. Students read and listen and complete the sentences with the correct words. Allow students time to compare their answers in pairs, then check answers with the class.

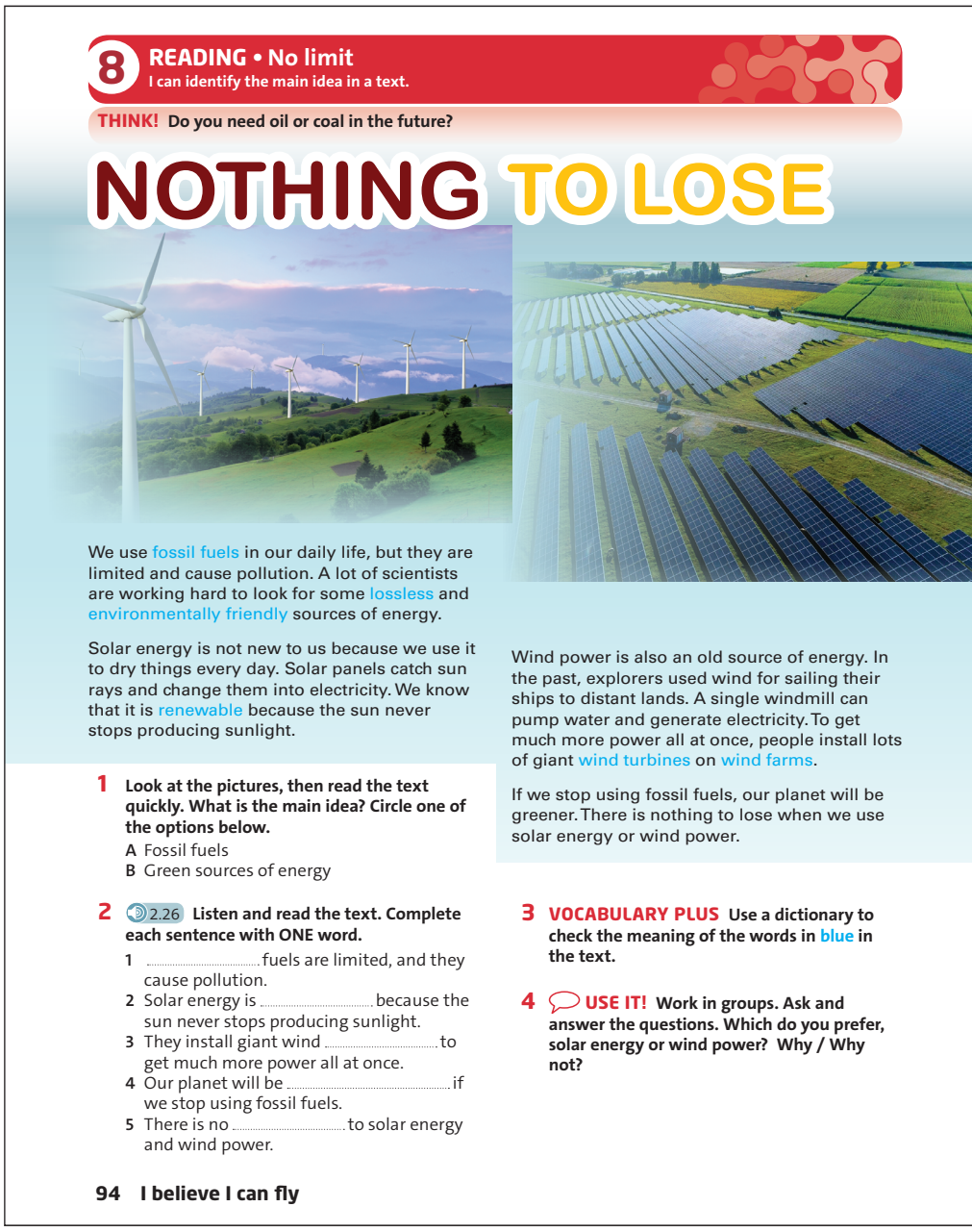
ANSWERS
1 Fossil
2 renewable
3 turbines
4 greener
5 limit

Exercise 3 VOCABULARY PLUS
Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS
Students' own answers.

Exercise 4 USE IT!
Allow students time to prepare their answers individually, then put them into pairs to ask and answer the questions. Ask some students to tell the class if they prefer solar energy or wind power and state the reason.

ANSWERS
Students' own answers.



8 READING • No limit
I can identify the main idea in a text.

THINK! Do you need oil or coal in the future?

NOTHING TO LOSE

We use fossil fuels in our daily life, but they are limited and cause pollution. A lot of scientists are working hard to look for some lossless and environmentally friendly sources of energy.

Solar energy is not new to us because we use it to dry things every day. Solar panels catch sun rays and change them into electricity. We know that it is renewable because the sun never stops producing sunlight.

Wind power is also an old source of energy. In the past, explorers used wind for sailing their ships to distant lands. A single windmill can pump water and generate electricity. To get much more power all at once, people install lots of giant wind turbines on wind farms.

If we stop using fossil fuels, our planet will be greener. There is nothing to lose when we use solar energy or wind power.

1 **Look at the pictures, then read the text quickly. What is the main idea? Circle one of the options below.**
A Fossil fuels
B Green sources of energy

2 2.26 **Listen and read the text. Complete each sentence with ONE word.**
1 ..... fuels are limited, and they cause pollution.
2 Solar energy is ..... because the sun never stops producing sunlight.
3 They install giant wind ..... to get much more power all at once.
4 Our planet will be ..... if we stop using fossil fuels.
5 There is no ..... to solar energy and wind power.

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

4 **USE IT!** **Work in groups. Ask and answer the questions. Which do you prefer, solar energy or wind power? Why / Why not?**

More practice
Workbook page 54

8 LANGUAGE FOCUS • Connecting ideas

I can link the ideas.

1 **Fill in the blanks with the words from the text on page 94.**

1 Solar energy is renewable ..... the sun never stops producing sunlight.
2 Solar panels catch sun rays ..... change them into electricity.
3 We use fossil fuels in our daily life, ... they are limited and cause pollution.
4 There is nothing to lose when we use solar energy ..... wind power.

2 **Look at the sentences in exercise 1 and choose the correct words in the Rules.**

RULES

We use *because, and, but* and *or* to connect ideas.
We use
– ..... for giving additional information.
– ..... for giving different information.
– ..... for giving choices.
– ..... for giving reasons.

3 **Look at pages 27 and 46 again, then fill in the blanks with 3 different words: *Although, however* and *but*.**

1 We use fossil fuels in our daily life, ... they are limited and cause pollution.
2 We use fossil fuels in our daily life; ....., they are limited and cause pollution.
3 ..... we use fossil fuels in our daily life, they are limited and cause pollution.

REMEMBER

The English language has various ways to link ideas. When you connect ideas, you can use **more than one word** but the **positions of the words are different**.

4 **Rewrite the sentences with the words in the brackets.**

1 We should stop using fossil fuels. They cause pollution. (... because ...)
.....
.....
2 We should choose solar energy. Otherwise, we should choose wind power. (... or ...)
.....
.....
3 Wind power is renewable. It is safe. (... and ...)
.....
.....
4 Nuclear power is unlimited. It is unsafe. (, but ...)
.....
.....
5 Nuclear power is unlimited. It is unsafe. (; however, ...)
.....
.....

5 2.27 **PRONUNCIATION Consonant clusters**

A consonant cluster is a group of two or more consonant sounds that are pronounced together with no vowel sound between them.
Listen and circle the words with consonant clusters.

1	scientist	listen	cyclist	fasten
2	single	singer	triangle	ringer
3	climber	plumber	member	timber
4	school	science	scale	scissors
5	changing	singing	bringing	challenge

6 **USE IT!** **Work in pairs. One gives two ideas, and the other connects them.**



Language focus • Connecting ideas

Aim
Link ideas.

Warm-up

Ask what students can remember about sources of energy. Ask: *Who can tell me some fossil fuels? Who can tell me some green sources of energy? Why should we choose green sources of energy?* Remind students to use *because, and, but* and *or* correctly.

Exercise 1

Students choose the correct options then check their answers on page 94. Check answers with the class and check students understand the sentences

ANSWERS
1 because 2 and 3 but 4 or

Exercise 2

Students work in pairs to look at the sentences in exercise 1 and choose the correct words in the rules. Check answers with the class. With **weaker classes**, do this exercise with the whole class.

ANSWERS
1 and 2 but 3 or 4 because

Exercise 3

Students work in pairs to look at the sentences on pages 27 and 46. Ask them to underline *although*, *however* and *but*. Students try to remember the positions of the three words and fill in the blanks of exercise 3. Check answers with the class. With weaker classes, do this exercise with the whole class.

ANSWERS
1 but 2 however 3 Although

Exercise 4

Students work individually to complete the sentences, then work in pairs to compare the answers. Check the answers with the class.

ANSWERS
1 We should stop using fossil fuels because they cause pollution.
2 We should choose solar energy, or we should choose wind power.
3 Wind power is renewable and safe.
4 Nuclear power is unlimited, but it is unsafe.
5 Nuclear power is unlimited; however, it is unsafe.

Exercise 5 2•27 PRONUNCIATION: Consonant clusters

Explain what a consonant cluster is. Give students some examples and make sure all students understand the explanation. Play the audio. Students listen and choose the option they think is the answer. Check answers with the class, and point out that it is important to recognise consonant clusters so as to speak good English.

ANSWERS
1 scientist, cyclist 2 single, triangle
3 member, timber 4 school, scale
5 changing, challenge

Exercise 6 USE IT!

Check that students understand the use of connectives. Ask one student to give ideas and another student to connect the ideas with the most suitable connective. Students work in pairs to practice the use of connectives.

ANSWERS
Students' own answers.

More practice
Workbook page 51

Vocabulary and listening • Boarding time

Aim
Listen for specific information.

THINK!
Read out the question then put students into pairs to discuss them. Tell students that if they prefer not to talk about something serious, they can talk about something simple. Ask some students to tell the class about their thoughts. Ask if other students have had similar thoughts.

ANSWERS
Students' own answers.

Exercise 1 2•28
Ask students to guess what pictures A-D are. Students answer the questions. Play the audio. Students work in pairs and check the answers. Check the answers with the classs.

ANSWERS
A departure information board
B shuttle
C gate
D yellow sign

Exercise 2 2•29 page 138
Ask students to listen and pay attention to specific information. Play the audio. Students work individually and check the answers. Check the answers with the class.

ANSWERS
1 They go to Hồ Chí Minh City.
2 Mike wants to visit Bến Thành Market and the War Remnants Museum.

Exercise 3 2•29
Ask students to listen and pay attention to specific information. Play the audio. Students work in pairs and check the answers. Check the answers with the class.

ANSWERS

Flight number	Departure time	Terminal	Gate
VN-1080	10 o'clock	1	34



8 VOCABULARY AND LISTENING • Boarding time
I can listen to specific information.

THINK! What should you look at when you are going to fly?

1 2.28 **Fill in the blanks with these words. Listen and check.**

yellow sign | departure information board | gate | shuttle

....

2 2.29 **Listen and answer these questions.**
1 Where do Mike and Jane go?
2 What does Mike want to visit?

STUDY STRATEGY
Gaining details
1 Listen and write down the numbers you hear.
2 Try to write down the nouns before the numbers you hear.

3 2.29 **Read the Study Strategy. Listen again and complete the table below.**

Flight number	Departure time	Terminal	Gate

4 2.29 **Listen to the dialogue again and complete the sentences.**
1 Mike and Jane are going to .....
2 They are looking for their flight .....
3 They fly with .....
4 Their flight departs at .....
5 They are going to catch the airport ..... to Terminal 1 and walk to Gate 34.

5 USE IT! **Work in pairs. Imagine you are at the airport and you are going to Hà Nội. Make your own dialogue.**

What's the first thing you want to see when you get to Hà Nội?
Hồ Chí Minh Mausoleum. I really like it.

96 I believe I can fly

Exercise 4 2•29 page 138
Ask students to listen and pay attention to specific information. Play the audio. Students work in pairs and check the answers. Check the answers with the class.

ANSWERS
1 Hồ Chí Minh City
2 information
3 Vietnam Airlines
4 12 o'clock
5 shuttle

Exercise 5 USE IT!
Ask some stronger students to do exercise 5 voluntarily. Students make dialogues.

ANSWERS
Students' own answers.

More practice
Workbook page 52

8 LANGUAGE FOCUS • Infinitives • Quantifiers

I can use quantifiers to express quality and infinitives with *to* or without *to*.

Infinitives

1 **Choose ONE option to complete the sentence.**

1 I really want (to see / see) Bến Thành Market and the War Remnants Museum.
2 Which gate do we need (go / to go) to?
3 We (have to / have) go to Gate 34, Terminal 1.
4 We must (to catch / catch) the shuttle to Terminal 1.

2 **Look at the sentences in exercise 1 and complete the Rules.**

RULES

The infinitive is the basic form of a verb. We can use it with *to* or without *to*.

We use infinitives

– ..... after ordinary verbs like *want, need* and others.
– ..... after modal verbs like *must, should* and others.

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

1 Do you want ..... with me? (go out)
2 Can you ..... me? (help)
3 Would you like ..... with me? (dance)
4 They must ..... hard. (work)
5 You shouldn't ..... late. (stay up)
6 You don't need ..... this exercise. (do)
7 You don't have to ..... her phone. (answer)
8 We must ..... helmets while riding a motorbike. (wear)

Remember!

Typical mistakes

English learners often have mistakes like these:

– We ~~haven't to go~~ to school on Sundays. (don't have to go)
– He/ She ~~hasn't to wear~~ uniforms. (doesn't have to wear)

4 **Write the negative and interrogative forms of these affirmative sentences.**

1 Susan has to get up early.
..... ?
2 Peter has to do five exercises.
..... ?
3 They have to wear ties at work.
..... ?
4 People have to wear masks at public places.
..... ?

Quantifiers

5 **Fill in the blanks with *some, any* or *a lot of / lots of*.**

Remember!

We use lots of / a lot of with countable and uncountable nouns.

1 Let's stop and get ..... petrol at the petrol station.
2 There are ..... cars on the street, so they cause traffic jams every day.
3 If we don't use ..... fossil fuels, our environment won't be polluted.
4 People use ..... solar panels to replace non-renewable sources of energy.

6 **USE IT!** **Work in pairs. Tell the other what you *want to* do, *need to* do and *must* do when you go home every day.**

Finished?

Think of more sentences using infinitives with *to* or without *to*.

ANSWERS

1 Susan doesn't have to stay up late.
Does Susan have to stay up late?.
2 Peter doesn't have to do five exercises.
Does Peter have to do five exercises?
3 They don't have to wear ties at work.
Do they have to wear ties at work?
4 People don't have to wear masks at public places.
Do people have to wear masks at public places?

Quantifiers

Exercise 5

Get students to fill in the blank with suitable answers. Check the answers with the class.

ANSWERS

1 some 2 a lot of / lots of 3 any
4 a lot of / lots of

Exercise 6 USE IT!

Check that students understand the use of infinitives. Students work in pairs and tell each other things they want to do, need to do and must do when they go home every day. Ask some students to make dialogues.

ANSWERS

Students' own answers.

Finished?

Refer fast finishers to the ***Finished?*** activity. Students can write sentences using infinitives with to or without to and then compare them with another fast finisher. Alternatively, ask them to read their sentences to the class.

More practice

Workbook page 53

Language focus • Infinitives • Quantifiers

Aim

Use quantifiers to express quality.

Use infinitives correctly with *to* or without *to*.

Infinitives

Exercise 1

Ask students to look at the sentences, focusing on the words in brackets. Play the audio 2.29 on page 96. Students listen and underline the words they hear. Check the answers with the class.

ANSWERS

1 to see 2 to go 3 have to 4 catch

Exercise 2

Students work in pairs to look at the sentences in exercise 1 and choose the correct words in the rules. Check answers with the class. With **weaker classes**, do this exercise with the whole class.

ANSWERS

with *to*
without *to*

Exercise 3

Ask students to remember the rules in exercise 2. Let students work individually to complete sentences 1-8, then work in pairs to compare the answers. Check answers with the class. With **weaker classes**, do this exercise with the whole class.

ANSWERS

1 to go out 2 help 3 to dance 4 work
5 stay up 6 to do 7 answer 8 wear

Exercise 4

Ask students to pay attention to sentences 6-8 in exercise 3. Ask them to avoid mistakes. Let students work individually to complete sentences 1-4, then work in pairs to compare the answers. Check answers with the class. With **weaker classes**, do this exercise with the whole class.

Speaking • At the airport check-in

Aim
Do the check-in at the airport.

THINK!
Read out the question then put students into pairs to discuss it.

ANSWERS
Students' own answers.

Exercise 1 2•30
Students read the gapped dialogue and complete it with the correct words. With **weaker classes**, students could work in pairs. Play the audio for students to listen and check their answers. Check answers with the class, then ask the questions about Matsui and the agent to the class and elicit the answers.

ANSWERS
1 passport
2 certificate
3 aisle
4 22C
5 luggage
6 transit
7 boarding pass
8 departure time

Exercise 2 2•30
Put students into pairs and ask them to cover the dialogue in exercise 1. Students put a tick on the key phrase they hear. Play the audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS
2 – 3 – 5 – 6 – 7 – 8

Exercise 3
Ask students to work in pairs and practise the dialogue. Ask some pairs to perform their dialogue for the class. Correct the pronunciation and grammar.

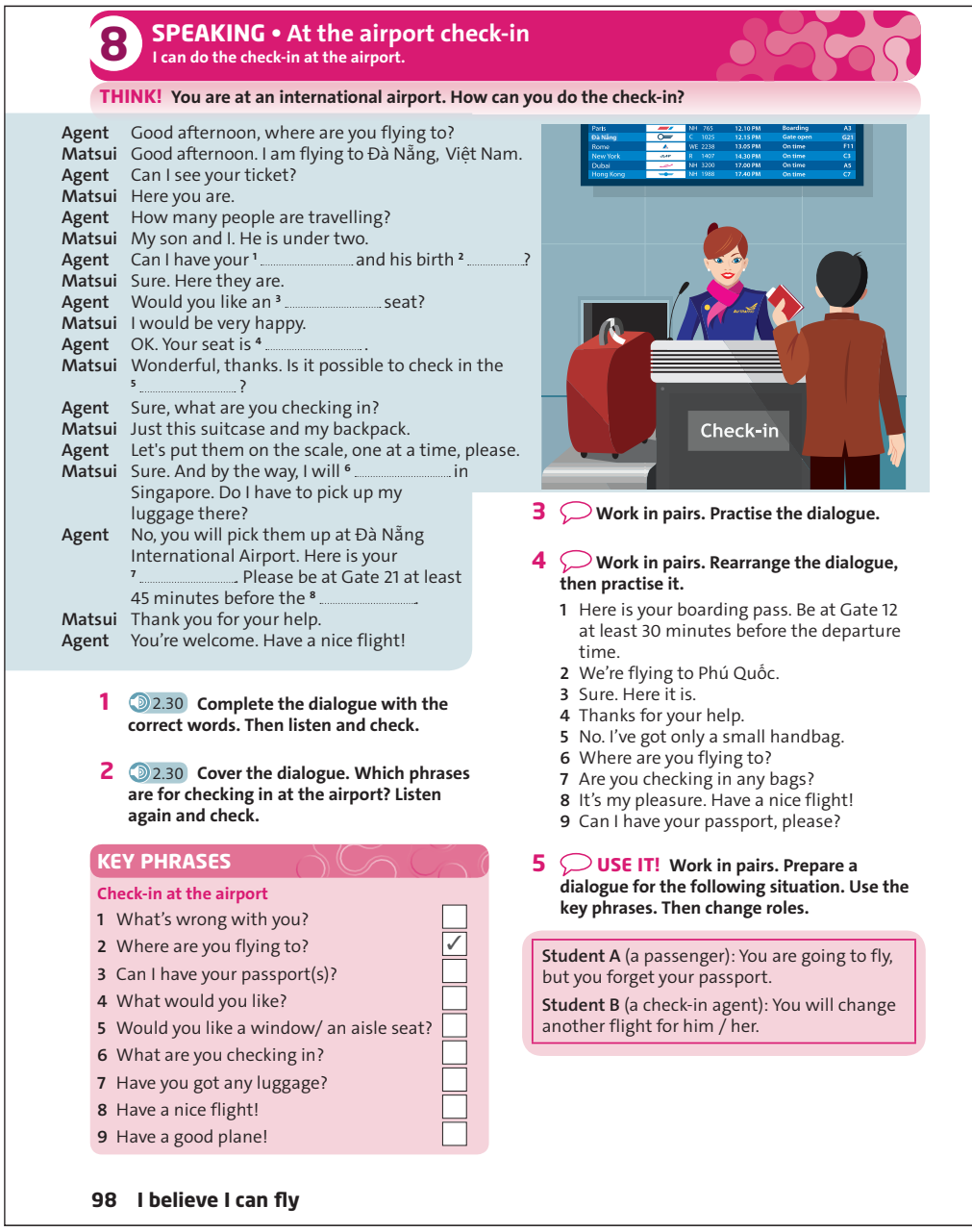
Exercise 4
Ask students to work in pairs and rearrange the dialogue. Check the dialogue with the class. Ask some pairs to perform their dialogue for the class. Correct the pronunciation and grammar.

ANSWERS
6 – 2 – 9 – 3 – 7 – 5 – 1 – 4 – 8

Exercise 5 USE IT!
Read through the situation with the class and make sure students understand everything. Students work in pairs to prepare a new dialogue. They swap roles and practise it again. Ask some students to perform their dialogue for the class.

ANSWERS
Students' own answers.

More practice
Student Book page 105 (exe 16)



8 SPEAKING • At the airport check-in
I can do the check-in at the airport.

THINK! You are at an international airport. How can you do the check-in?

Agent Good afternoon, where are you flying to?
Matsui Good afternoon. I am flying to Đà Nẵng, Việt Nam.
Agent Can I see your ticket?
Matsui Here you are.
Agent How many people are travelling?
Matsui My son and I. He is under two.
Agent Can I have your [1] ..... and his birth [2] .....?
Matsui Sure. Here they are.
Agent Would you like an [3] ..... seat?
Matsui I would be very happy.
Agent OK. Your seat is [4] ..... .
Matsui Wonderful, thanks. Is it possible to check in the [5] .....?
Agent Sure, what are you checking in?
Matsui Just this suitcase and my backpack.
Agent Let's put them on the scale, one at a time, please.
Matsui Sure. And by the way, I will [6] ..... in Singapore. Do I have to pick up my luggage there?
Agent No, you will pick them up at Đà Nẵng International Airport. Here is your [7] ..... . Please be at Gate 21 at least 45 minutes before the [8] ..... .
Matsui Thank you for your help.
Agent You're welcome. Have a nice flight!

1 2.30 **Complete the dialogue with the correct words. Then listen and check.**

2 2.30 **Cover the dialogue. Which phrases are for checking in at the airport? Listen again and check.**

KEY PHRASES
Check-in at the airport

1	What's wrong with you?	☐
2	Where are you flying to?	✓
3	Can I have your passport(s)?	☐
4	What would you like?	☐
5	Would you like a window/ an aisle seat?	☐
6	What are you checking in?	☐
7	Have you got any luggage?	☐
8	Have a nice flight!	☐
9	Have a good plane!	☐

3 **Work in pairs. Practise the dialogue.**

4 **Work in pairs. Rearrange the dialogue, then practise it.**
1 Here is your boarding pass. Be at Gate 12 at least 30 minutes before the departure time.
2 We're flying to Phú Quốc.
3 Sure. Here it is.
4 Thanks for your help.
5 No. I've got only a small handbag.
6 Where are you flying to?
7 Are you checking in any bags?
8 It's my pleasure. Have a nice flight!
9 Can I have your passport, please?

5 **USE IT! Work in pairs. Prepare a dialogue for the following situation. Use the key phrases. Then change roles.**

Student A (a passenger): You are going to fly, but you forget your passport.
Student B (a check-in agent): You will change another flight for him / her.

8 WRITING • Emails

I can write a narrative email using *because* and *so*.

THINK! What kinds of accidents can happen to skiers?





Inbox

Hi Matt,

Thanks for your email. How's it going? What are you going to do this weekend?

Guess what? I cannot go out with you at least in the next 6 weeks. I had an accident yesterday. What a bad luck! I broke my leg while I was skiing. It was snowing, so I couldn't see. I hit a tree terribly. My dad called the rescue services because my left leg really hurt. They arrived quickly and took me to the nearest hospital by helicopter. I had an operation last night. Now I am lying in bed with my leg in the air, so I cannot move. I'm really bored.

Take care and write back soon,

Clare

1 **Read the email. What happened to Clare? Why can't she go out?**

2 **Study the Key Phrases. Which phrases go at the beginning and which go at the end of an email?**

KEY PHRASES

Informal expressions

1 Thanks for your email.
2 How's it going?
3 Guess what?
4 Take care and write back soon.

Language point: Reason and result

3 **Look at the words in blue in the text. Which word introduces a reason? Which one introduces a result?**

4 **Complete the sentences with *because* or *so*.**

1 I can't play football today ..... I've sprained my ankle.
2 I cut my hand badly today ..... my mum took me to hospital.
3 I fell off my bike ..... now I have a big bruise on my arm.
4 I couldn't see ..... I wasn't wearing my glasses.
5 I'm bored ..... my computer isn't working.

5 **USE IT! Follow the steps in the Writing Guide.**

WRITING GUIDE

A TASK

Imagine that you had an accident while you were camping by the sea. Write an email (60 – 80 words) to a friend.

B THINK AND PLAN

1 What has happened and where are you now?
2 Where were you and who were you with?
3 What were you doing when you had the accident?
4 What is the result of the accident?
5 How do you feel now?

C WRITE

Paragraph 1: Introduction
Greetings and a polite question
Paragraph 2: Description of the accident
Paragraph 3: Conclusion
Ending your email politely

D CHECK

- Informal expressions
- *because* and *so*
- Tenses

Writing • Emails

Aim

Write a narrative email using *because* and *so*.

THINK!

Read out the question and elicit some possible answers from individual students. Ask more questions to encourage students to say more, e.g. *Can you ski? Did you have an accident? Do you know anyone who had a skiing accident?*

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.

ANSWERS

She broke her leg while she was skiing.
She is lying in bed with her leg in the air.

Exercise 2

Students read the key phrases and decide which go at the beginning and which go at the end of an email. Check answers with the class and check that students understand all the phrases.

ANSWERS

Beginning: Thanks for your email. How's it going? What are you going to do this weekend?
End: Take care and write back soon

Language point: Reason and result

Exercise 3

Ask students to find the blue words in the email. Read out each example in turn and ask: *Does this introduce a reason or a result*? Discuss the answers with the class and make sure students understand everything. You could ask students to translate some of the sentences into their own language, to check understanding.

ANSWERS

because introduces a reason.
so introduces a result.

Exercise 4

Read out the first sentence and elicit the correct word to complete it. Students complete the remaining sentences with the correct words. Check answers with the class.

ANSWERS

1 because 2 so 3 so
4 because 5 because

Exercise 5 USE IT!

Read the task with the class and elicit one or two ideas of accidents that people might have while camping by the sea, e.g. slipping on rocks and cutting their leg or burning their hand on a camp fire. Read through the questions with the class and check that students understand everything. Students then plan their emails. Read through the paragraph plan with the class. Students write their emails. This can be set for homework. Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice
Workbook page 55

Culture • High flyers

Aim
Talk about the history of aviation.

Warm-up

With books closed, show a picture of an airplane and ask: *What is it? Where can you see it?* Elicit a few ideas, then ask: *Do you know anything about aviation?* Write the word *aviation* on the board and tell students they are going to learn about the history of aviation.

Exercise 1 2•31

Ask students to read the statements and scan the text for dates. Play the audio. Students listen and check the dates before the statements, then work in pairs to check the answers. Check the answers with the class.

ANSWERS
December 17th, 2003
December 17th, 1903
1908
January 1st, 1914

Exercise 2

Ask students to read the statements and the words in blue in the text. Students match the statements with the right words in blue, then work in pairs to check the answers. Check the answers with the class.

ANSWERS
1 Heavier-than-air
2 Affordable
3 Came up with
4 Innovations
5 Scheduled air service

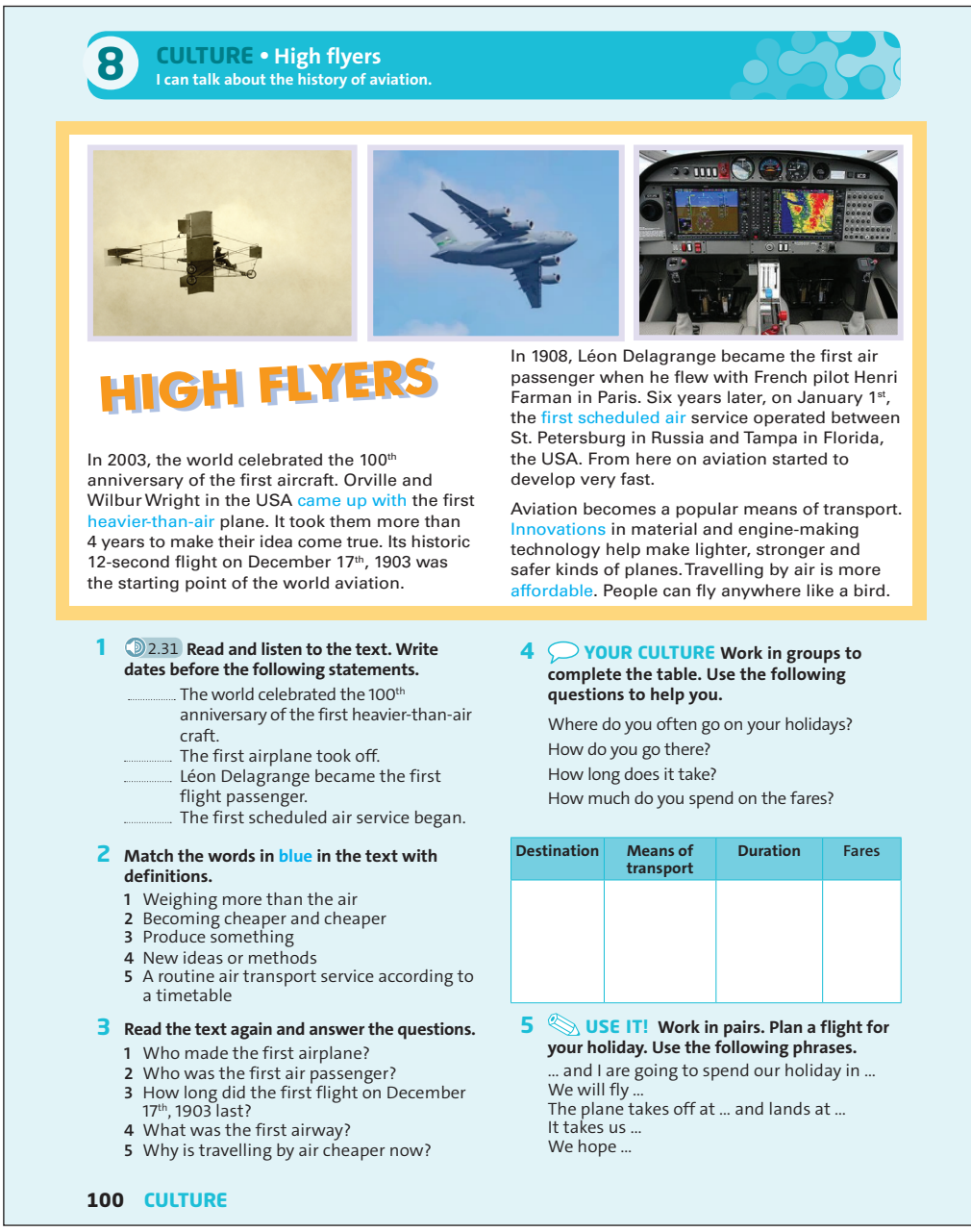
Exercise 3

Ask students to read the questions and try to answer them. Students answer the questions, then work in pairs to check the answers. Check the answers with the class.
1 Orville and Wilbur Wright
2 Léon Delagrange
3 12 seconds
4 St. Petersburg in Russia and Tampa in Florida, the USA
5 Because innovations in material and engine-making technology help make lighter, stronger and safer kinds of planes.

Exercise 4 YOUR CULTURE

Allow students time to prepare their ideas individually, then put them into pairs to discuss the questions. Alternatively, students can prepare written answers. Discuss the answers with the class and complete the table.

ANSWERS
Students' own answers.



8 CULTURE • High flyers
I can talk about the history of aviation.

HIGH FLYERS

In 2003, the world celebrated the 100th anniversary of the first aircraft. Orville and Wilbur Wright in the USA came up with the first heavier-than-air plane. It took them more than 4 years to make their idea come true. Its historic 12-second flight on December 17th, 1903 was the starting point of the world aviation.

In 1908, Léon Delagrange became the first air passenger when he flew with French pilot Henri Farman in Paris. Six years later, on January 1st, the first scheduled air service operated between St. Petersburg in Russia and Tampa in Florida, the USA. From here on aviation started to develop very fast.

Aviation becomes a popular means of transport. Innovations in material and engine-making technology help make lighter, stronger and safer kinds of planes. Travelling by air is more affordable. People can fly anywhere like a bird.

1 2.31 **Read and listen to the text. Write dates before the following statements.**
..... The world celebrated the 100th anniversary of the first heavier-than-air craft.
..... The first airplane took off.
..... Léon Delagrange became the first flight passenger.
..... The first scheduled air service began.

2 **Match the words in blue in the text with definitions.**
1 Weighing more than the air
2 Becoming cheaper and cheaper
3 Produce something
4 New ideas or methods
5 A routine air transport service according to a timetable

3 **Read the text again and answer the questions.**
1 Who made the first airplane?
2 Who was the first air passenger?
3 How long did the first flight on December 17th, 1903 last?
4 What was the first airway?
5 Why is travelling by air cheaper now?

4 YOUR CULTURE **Work in groups to complete the table. Use the following questions to help you.**
Where do you often go on your holidays?
How do you go there?
How long does it take?
How much do you spend on the fares?

Destination	Means of transport	Duration	Fares

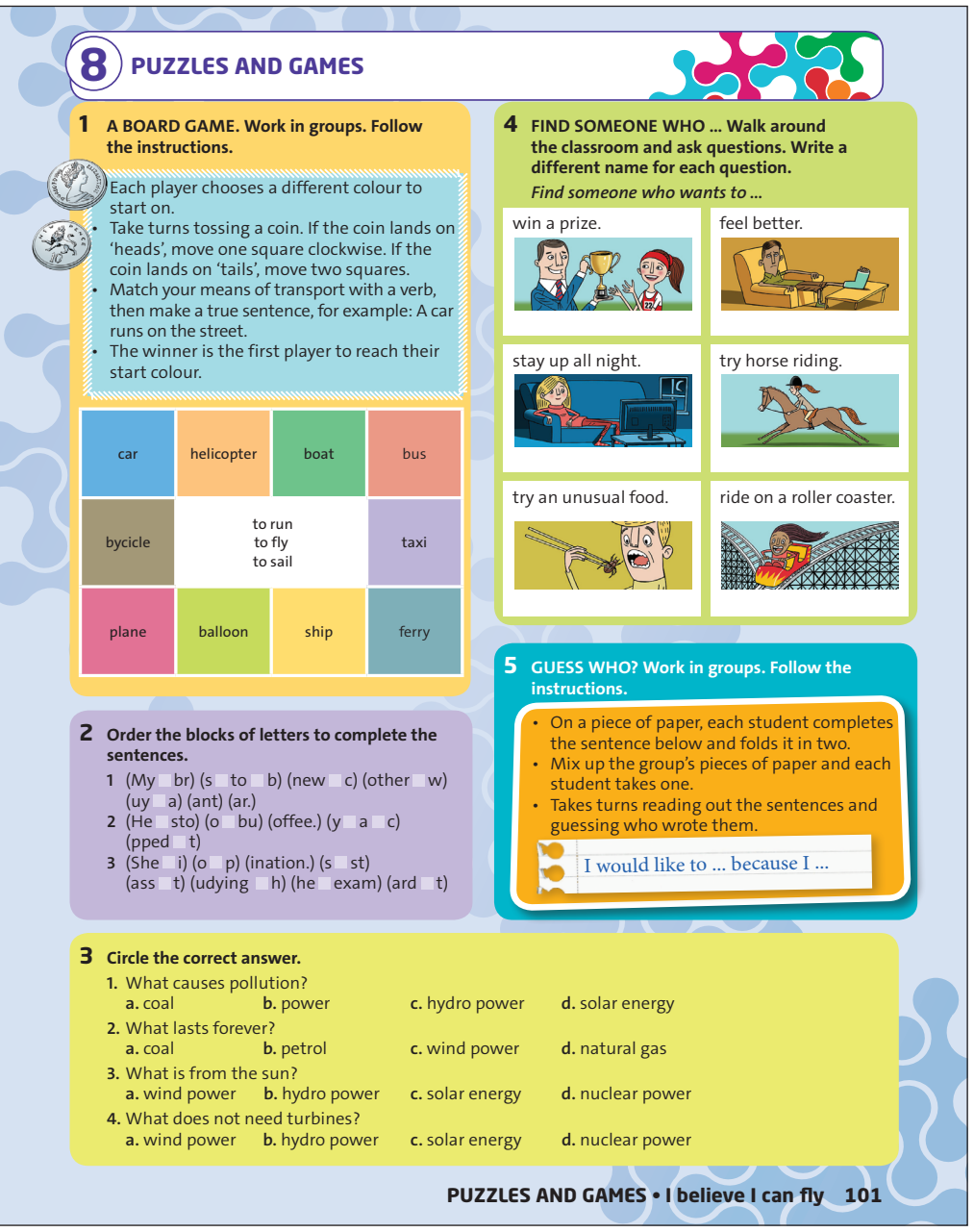
5 USE IT! **Work in pairs. Plan a flight for your holiday. Use the following phrases.**
... and I are going to spend our holiday in ...
We will fly ...
The plane takes off at ... and lands at ...
It takes us ...
We hope ...

100 CULTURE

Exercise 5 USE IT!

Allow students to work in pairs. Ask them to cooperate to complete the plan. With **weaker classes**, students could work in groups of three or four. Students use the phrases given to make the plan. Ask some pairs or groups to perform their plan for the class.

ANSWERS
Students' own answers.



Puzzles and games

Exercise 1

Divide students into groups and read through the rules with the class. Students can use counters or small coins to move around the board. Students play the game. Monitor and help while students are playing, and be prepared to act as judge if students are not sure if a particular sentence is correct.

ANSWERS

Students' own answers.

Exercise 2

Read out the instructions, then read out the example answer and elicit the rest of the sentence. Students work in pairs to order the blocks of letters and write the sentences. With **stronger classes**, you could do this as a race. Check answers with the class.

ANSWERS

1 My brother wants to buy a new car.
2 He stopped to buy a coffee.
3 She is studying hard to pass the examination.

Exercise 3

Students read the sentences and choose the correct answers. With **stronger classes**, you could do this as a race. Check answers with the class.

ANSWERS

1 a 2 c 3 c 4 c

Exercise 4

Explain the game to students, and tell them the idea is to find a name for each wish as quickly as possible. Allow students time to work in pairs and form the questions they will need to ask, e.g. *Do you want to win a prize?* With **weaker classes**, you could do this with the whole class and write the questions on the board for students to refer to. Allow students to move around the classroom asking and answering questions. Continue until one student has found a name for each wish. Alternatively, stop the activity after five minutes and see who has got the most names for the different wishes.

ANSWERS

Students' own answers.

Exercise 5

Divide the class into two groups, and read through the instructions with the class. Students play the game in their groups. Mix up the group's pieces of paper and each student takes one. You could also play this game with the whole class. Ask students to complete their sentences, then collect them in, mix them up and hand them out again, giving a sentence to each student in the class. Students take turns to read out the sentence they have been given. The class tries to guess who wrote each one.

ANSWERS

Students' own answers.

Progress review 4 page 102

1 1 violin 2 band 3 fans 4 lyrics 5 drums 6 views

2 hit, bright, reality, voice, star

3 1 I'm going to write a new song.
2 We're going to learn a musical instrument.
3 Lana Del Rey isn't going to sing her big hits.
4 They're going to watch a One Direction video.

4 1 We're going to 2 you'll 3 is going to 4 there'll 5 won't 6 she's going to

5 1 False 2 True 3 True 4 False 5 True 6 True 7 False 8 True

6 1 Are you going to play
2 Is your brother going to get
3 Are we going to listen to
4 Is Emily going to sell
5 are you going to read
6 is Anya going to stay

7 1 are you doing
2 I'm not doing
3 I'm travelling
4 My mum is coming
5 are you meeting
6 We're spending
7 we're having
8 they're driving

8 1 What are you doing?
2 There's going to be
3 Do you want me to do that?
4 Can I do anything else to help?
5 we need help with
6 I can do that.

9 1 If you're into catchy pop music, you'll love this song.
2 If you like it, you'll definitely want to dance to it!
3 The lyrics are all about love.
4 The song starts off with Jess Glynn's amazing voice.
5 It doesn't sound the same as other pop or dance music because it includes classical music, too.
6 I think for some people the fusion of classical and pop music doesn't work, but I really like it.

PROGRESS REVIEW 4

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

I need to try this again. I could do this better. I am happy with this. I can do this very well.

VOCABULARY Music and instruments

1 **Complete the sentences with the words in the box. There are two extra words.**

band drums fans hit lyrics views violin rap

1 Can you play the ..... or the piano?
2 Is this music by your favourite pop ..... ?
3 How many ..... were at the concert?
4 Do you know the ..... to this song?
5 Is Tim playing the ..... or the keyboard?
6 How many ..... did the online video have?

I can talk about what music I like and don't like. MY EVALUATION

READING A song

2 **Complete the words.**

1 Everybody loves this song. It's going to be a big **h**..... this summer.
2 I'd like to be a pop star. I want to see my name up there in the **b**..... lights.
3 Tom thinks he'll be famous soon. He needs to wake up and take a look at the **r**.....!
4 That young singer has an amazing **v**..... and she can dance well. She's going to be a **s**.....!

I can understand the writer's point of view. MY EVALUATION

LANGUAGE FOCUS *will* and *be going to*

3 **Write sentences with *be going to*.**

1 I / write / a new song .....
2 we / learn / a musical instrument .....
3 Lana Del Rey / not sing / her big hit .....
4 they / watch / a One Direction video .....

4 **Choose the correct words.**

1 **We're going to** / **We'll** see Taylor Swift in concert. I bought the tickets on Tuesday.
2 I'm sure **you're going to** / **you'll** like the show.
3 David **will** / **is going to** play some new music later. He wrote it for this concert.
4 I imagine **there'll** / **there's going to** be a lot of people at the festival.
5 We like that singer, but our prediction is that he **won't** / **isn't going to** be famous.
6 My sister has got a new guitar and **she's going to** / **she'll** learn to play it.

I can talk about plans and predictions for the future. MY EVALUATION

VOCABULARY AND LISTENING Star qualities: adjectives and nouns

5 2.32 **Listen to *Young Musician of the Year*. One of the judges is talking about the three contestants: Ibrahim, Hannah and Nathan. Write *True* or *False*.**

Ibrahim ...
1 needs to be a lot more confident. .....
2 plays the guitar with energy. .....
3 has only got one weakness. .....
Hannah ...
4 isn't very ambitious. .....
5 had success at the end of last week's programme. .....
Nathan ...
6 is very charming. .....
7 has got one important strength. .....
8 will be famous. .....

I can take notes to help me understand important facts. MY EVALUATION

LANGUAGE FOCUS *be going to*: questions; Present continuous for future arrangements

6 **Write questions with *be going to*.**

1 '.....(you / play) basketball after school?'
'Yes, I am. We've got a match.'
2 '.....(your brother / get) tickets for that hip-hop band?'
'No, he isn't.'
3 '.....(we / listen to) that song again?'
'Yes, we are. It's fantastic!'
4 '.....(Emily / sell) her violin?'
'Yes, she is. She doesn't play it now.'
5 'What book .....(you / read) this summer?'
'*The Hunger Games*.'
6 'Where .....(Anya / stay) on holiday?'
'In a nice hotel in Turkey.'

7 **Complete the dialogue about future arrangements using the present continuous.**

Betty What [1] ..... (you / do) this weekend?
Caroline [2] ..... (I / not do) anything special. What about you?
Betty [3] ..... (I / travel) to London to see a show with my cousins. [4] ..... (my mum / come), too.
Caroline Where [5] ..... (you / meet) them?
Betty Outside the theatre. [6] ..... (we / spend) the evening with them and [7] ..... (we / have) dinner together after the show. Then [8] ..... (they / drive) us home later.
Caroline That sounds great.

I can talk about future arrangements. MY EVALUATION

SPEAKING Organising an event

8 **Complete the dialogue then practise with your partner.**

we need help with What are you doing?
Do you want me to do that? There's going to be
I can do that. Can I do anything else to help?

Jack Hello, Lily.
Lily Hi, Jack. You look very busy. [1] .....
Jack [2] ..... a concert at school and I'm helping with it. There's a lot of work. I've got all these tickets to sell.
Lily [3] .....
Jack That would be great.
Lily [4] .....
Jack Well, [5] ..... the posters. If I give you some posters, can you put them up?
Lily Sure, no problem. [6] .....

I can offer to help other people. MY EVALUATION

WRITING Song reviews

9 **Order the words to make sentences.**

Title / Band: 'Rather Be' by Clean Bandit (feat. Jess Glynn)



1 you're / If / catchy / into / pop music, you'll / song. / love / this
2 you / like / If / it, / you'll / dance to / want / to / it! / definitely
3 are / The / all / love. / lyrics / about
4 The / amazing voice. / song / Jess Glynn's / off with / starts
5 because / It / includes / doesn't sound / it / other pop music / classical music, / too. / the same as
6 for some people / doesn't work / the fusion of / I think / classical and pop music, but / really / it. / like / I

I can write a review of a song using pronouns. MY EVALUATION

VOCABULARY Future vehicles

10 **Complete the sentences with the vehicles.**

1 This _____ can help you walk and fly like a bird.
2 You can take this _____ from District 1 to Thủ Đức city. It runs on water and land.
3 Look! Small cars are running safely under the _____.
4 _____ and _____ may be your best choice if you want to fly.
5 A _____ can give you more time to work on the way to your office or to relax on the way home.

I can talk about future means of transport.
MY EVALUATION ☹ 😐 🙂 😀

READING Nothing to lose

11 **Complete each sentence with two words.**

1 _____ are limited and cause pollution.
2 _____ is not new to us because we use it every day.
3 _____ catch the sunrays and change them into electricity.
4 In the past, sailors used _____ to sail their ships to different areas.
5 Both solar energy and wind power are _____ sources of energy.

I can identify the main idea in a text.
MY EVALUATION ☹ 😐 🙂 😀

LANGUAGE FOCUS Connecting ideas

12 **Write sentences using *because, and, but, or.***

1 You / I / should use / solar energy.
_____
2 Olga / will visit / Egypt / Elsa won't.
_____
3 They / stayed at home / they wanted/ avoid Covid-19.
_____
4 'Would you like tea / coffee?' 'Either.'
_____
5 Study hard / you'll fail the exam.
_____
6 I saw / her brother / I not see her father.
_____

I can link the ideas.
MY EVALUATION ☹ 😐 🙂 😀

VOCABULARY AND LISTENING Boarding time

13 2.33 **Listen to an announcement at the Nội Bài International Airport and fill in the blanks with pieces of specific information.**

This is the pre-boarding announcement for flight [1] _____ to Hồ Chí Minh City. We are now inviting those passengers with [2] _____ and any passengers requiring special [3] _____, to begin boarding at this time. Please have your boarding [4] _____ and identification ready. Regular boarding will begin in approximately [5] _____ minutes' time. Thank you.

I can listen for specific information.
MY EVALUATION ☹ 😐 🙂 😀

LANGUAGE FOCUS Infinitives

14 **Write *to* or ✗ before the verbs.**

1 I really want _____ go out.
2 She must _____ try her best.
3 Do you need _____ stay?
4 We don't have _____ pay in cash.
5 Would you like _____ dance?
6 You cannot _____ do the test.
7 They shouldn't _____ eat much sugar.
8 Did you want _____ find your pen?

15 **Use *some, any* or *a lot of / lots of* to complete the sentences.**

1 Jane doesn't have _____ cash for that expensive dress.
2 Are there _____ solar panels on the roof of this building?
3 I would like _____ hot chocolate milk and an orange please.
4 He's got _____ money in his wallet because he won a lottery.
5 _____ of the windmills are broken, so they are replacing them.
6 There are _____ skyscrapers in Dubai.

I can use quantifiers to express quantity and infinitives with *to* or without *to*.
MY EVALUATION ☹ 😐 🙂 😀

SPEAKING At the airport check-in

16 **Choose the correct words.**

Agent Good afternoon! [1] _____ are you flying to today?
Danh I'm flying to Nha Trang.
Agent May I see your passport please?
Danh Yes, sure. Here you are.
Agent Are you [2] _____ any bags?
Danh Just this one. Would you please mark this bag as 'fragile'?
Agent OK, no problem. Well, this bag is overweight. [3] _____ pay extra for this.
Danh [4] _____ is this fee?
Agent 320,000 VND.
Danh OK. Here you are.
Agent Here is your boarding pass. Your seat number is 26E. Your flight leaves from Gate 15A and begins boarding [5] _____ 15:20. Have a nice [6] _____.
Danh Thanks.

1	a. Where	b. What	c. How
2	a. making	b. doing	c. checking
3	a. You've	b. You're	c. You'll
4	a. How much	b. How many	c. How long
5	a. in	b. at	c. by
6	a. seat	b. flight	c. gift

I can do the check-in at the airport.
MY EVALUATION ☹ 😐 🙂 😀

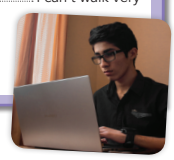
WRITING Emails

17 **Complete the text with the phrases. There are two extra phrases.**

because (x2) Dear Maria Hi Maria
I've had some bad luck. I've had some good luck.
I've sprained my ankle. Write back soon.
so (x2) Thanks for your email.
Have you done anything interesting?

NEW PRINT DELETE REPLY REPLY ALL FORWARD

[1] _____
[2] _____ How's it going?
[3] _____ Guess what?
[4] _____ I'm really upset.
[5] _____ It happened yesterday when I was running through the park with John. It was raining [6] _____ I couldn't see very well and I fell over a branch on the path. John called my dad [7] _____ my ankle really hurt. He arrived quickly and took me home. It's a bad sprain, [8] _____ I can't walk very far today. I'm really bored [9] _____ I can't go out at the moment.
[10] _____
Ethan



I can write a narrative email using *because* and *so*.
MY EVALUATION ☹ 😐 🙂 😀

10 1 jetpack 2 amphibious bus 3 tunnel bus 4 flying motorbike, jetpack 5 self-driving car

11 1 Fossil fuels 2 Solar energy 3 Solar panels 4 wind 5 renewable

12 1 You and I should use solar energy.
2 Olga will visit Egypt but Elsa won't.
3 They stayed at home because they wanted to avoid Covid-19.
4 Would you like tea or coffee? – Either.
5 Study hard or you'll fail the exam.
6 I saw her brother but I didn't see her father.

13 1 VN-221 2 children 3 assistance 4 pass 5 ten

14 1 to 2 ✗ 3 to 4 to 5 to 6 ✗ 7 ✗ 8 to

15 1 any 2 any 3 some 4 a lot of / lots of 5 Some 6 a lot of / lots of

16 1 b 2 c 3 a 4 c 5 a 6 b 7 c 8 a

17 1 Hi Maria,
2 Thanks for your email.
3 Have you done anything interesting?
4 I've had some bad luck.
5 I've sprained my ankle.
6 so
7 because
8 so
9 because
10 Write back soon,

1 Extra listening and speaking • Personal interests

Aim
Talk about personal interests.

Warm-up

With books closed, ask: *Do you listen to music / play basketball / go shopping every day?* Elicit personal interests and write the expressions with *go / play* on the board. Tell students they are going to practise talking about personal interests in English.

Exercise 1 3•02

Read out the example and elicit another example from the class. Students work in pairs to fill in the blanks with *play, do, go* or *watch*.

Play the audio. Students listen and check their answers. Check answers with the class and check that students understand all the phrases.

ANSWERS
2 do aerobics 3 watch television
4 play the drums 5 go swimming
6 go jogging 7 watch films
8 play the piano 9 play badminton
10 do gymnastics

Exercise 2 3•03 page 138

Refer students to the picture of two teenagers in the book. Play the dialogue. Students listen and decide which phrases from exercise 1 they hear. Allow students time to compare their answers in pairs, then play the audio for them to check and complete their answers. Check answers with the class.

ANSWERS
1 watch television 2 play the piano

Exercise 3 3•03 page 138

Play the audio again. Students listen and answer the questions. Check the answers.

ANSWERS
1 Emily doesn't often watch television because she doesn't really like television adverts.
2 Her hobby is playing the piano.
3 Tina plays the piano most afternoons. / Tina usually plays the piano in the afternoons.
4 Emily practises the piano once or twice a week.

Optional activity: Listening

Decide whether the statements are true or false:
1 Emily likes watching television.
2 Emily is tired in the evenings.
3 Emily has got the same hobby as Tina.
4 Tina hasn't got enough time to practise the piano.

Students work in pairs and decide whether the statements are true or false. Play the audio again for them to listen and check.

ANSWERS
1 false 2 true 3 true 4 false

Exercise 4 3•03 page 138

Students complete the Key Phrases with the correct words. Play the audio again for students to check their answers. Check answers with the class and check that students understand the Key Phrases.

ANSWERS
1 often 2 usually 3 Sometimes
4 normally

Exercise 5 3•04

Allow students time to read through the dialogue. Play the audio for them to listen and choose the correct phrases. Check answers with the class and check that students understand everything in the dialogue. Play the audio again, pausing after some of the key questions and phrases for students to repeat. Students then practise the dialogue in pairs.

ANSWERS
1 What do you do 2 I do
3 What about 4 enough time

Exercise 6 USE IT!

Students work in pairs and take turns to ask and answer about their personal interests. With weaker classes, students may need time to prepare their dialogue before they practise. With stronger classes, students can go straight into the practice. Ask some pairs to perform one of their dialogues for the class.

Optional activity: Speaking

Put students into new pairs. Ask one student in each pair to be an interviewer. Tell them their partners will be a famous person. Ask them to practise asking and answering about their personal interests. Encourage them not to prepare their dialogue, but to improvise, referring to the key phrases, if necessary.

ANSWERS
Students' own answers.



1 + Options **EXTRA LISTENING AND SPEAKING • Personal interests**
I can talk about my personal interests.

1 3.02 **Fill in the blank with *play, do, go* or *watch*. Then listen and check.**
1 play football
2 ..... aerobics
3 ..... television
4 ..... the drums
5 ..... swimming
6 ..... jogging
7 ..... films
8 ..... the piano
9 ..... badminton
10 ..... gymnastics

2 3.03 **Listen to a dialogue between two friends. Which phrases from exercise 1 do you hear?**

3 3.03 **Listen to the dialogue again and answer the questions.**
1 Why doesn't Emily often watch television?
2 What is her hobby?
3 When does Tina play the piano?
4 How often does Emily practise the piano?

4 3.03 **Complete the Key Phrases with the words in the box. Then listen to the dialogue again and check.**

normally often sometimes usually

KEY PHRASES
Talk about personal interests
I play the piano.
I do, too.
How [1] ..... do you practise?
Most afternoons, [2] .....
[3] ..... it's hard to find time.
I [4] ..... practise once or twice a week.

5 3.04 **Listen and fill in the dialogue with the correct phrases. There are two extra phrases. Then practise the dialogue.**

How far I do
What do you do enough time
What about any interest

Tim [1] ..... when you're not studying?
John Well, I sometimes go swimming.
Tim Really? [2] ....., too!
John How often do you swim?
Tim I swim most evenings, usually. [3] .....you?
John Once or twice a week. I haven't got [4] ..... to go more than that.
Tim I know what you mean. It's hard to find the time. I'm going swimming this evening.
John Me too! See you at the swimming pool!

6 USE IT! **Work in pairs. Ask and answer about your personal interests using the Key Phrases.**

What do you do when you're not studying?

I often do aerobics.

106 EXTRA LISTENING AND SPEAKING

2 Options EXTRA LISTENING AND SPEAKING • Can I take a message?

I can leave a phone message for someone.

1 **Match types of information 1–5 with details a–e.**

1 phone number	a. 34 Eastfield Road
2 time	b. 0791324058
3 date	c. 1.40 p.m.
4 price	d. 23 March
5 address	e. £46.50

2 3.05 **Listen and write what you hear. Then listen again and repeat.**

3 3.06 **Listen to a telephone conversation and message. Which numbers from exercise 1 do you hear?**



4 3.06 **Listen to the telephone conversation and message again and answer the questions.**

1 Where is Sophie's dad when Dave phones?
2 What message does Sophie take?
3 Where are Dave and Alex going this afternoon?
4 What time does Alex need to be at Oliver's house?

5 3.06 **Listen again and choose the correct words in the Key Phrases.**

KEY PHRASES

Leaving a message

Can I [1] **speak / talk** to your dad, please?
He's [2] **away / out** at the moment.
Can I [3] **leave / take** a message?
Can you ask him to [4] **call / phone** me?

6 3.07 **Read the message and listen to the dialogue. Then practise the dialogue with a partner.**

Luke, Daniel called. He's meeting the girls at 8.00 p.m. at the cinema.

Luke's mum Hello.
Daniel Hi, it's Daniel here. Can I speak to Luke, please?
Luke's mum Sorry, he's out at the moment. Can I take a message?
Daniel Yes, please. Can you tell him that I'm meeting the girls at eight o'clock at the cinema?
Luke's mum OK, meeting the girls ... eight o'clock ... cinema.
Daniel That's right.
Luke's mum OK, I'll give him the message.
Daniel Thanks. Bye.
Luke's mum Bye.

7 USE IT! **Work in pairs. Prepare telephone conversations using the information in the messages below and the Key Phrases. Then practise your conversations with your partner.**

Luke, Emily called. She's having a party on Saturday 11 October – 86 Camden Road.

Luke, Jack called. The tickets for the concert cost £90.75.

2 Extra listening and speaking • Can I take a message?

Aim
Leave a phone message for someone.

Warm-up

Ask students if they ever leave phone messages. Ask when they leave messages, and who for. Ask if they know any phrases they can use to leave a phone message in English.

Exercise 1

Students work in pairs to match the types of information with the details. Check answers. Tell students that in English phone numbers are said as individual numbers, and we say 'oh' for zero. Point out that there are two ways of saying dates: *March the twenty-third* or *the twenty-third of March*. Point out that for prices we can say *forty-six pounds fifty* or just *forty-six fifty*.

ANSWERS
1 b 2 c 3 d 4 e 5 a

Exercise 2 3•05

Play the audio for students to listen and write what they hear. Play the audio again for them to check their answers. Check answers with the class, then play the audio again, pausing after each piece of information for students to repeat.

ANSWERS
1 a quarter past nine
2 four pounds seventy-five
3 183, West Bridge Street
4 ninety-nine pence
5 the twentieth of June
6 0909 870413

Exercise 3 3•06 page 138

Play the audio. Students listen and decide which numbers from exercise 1 they hear. Check the answer with the class.

ANSWER
07913 24058

Exercise 4 3•06 page 138

Play the audio again. Students listen and answer the questions. Check the answers.

ANSWERS
1 He's at the supermarket.
2 Can her dad call Dave on his mobile.
3 They're going to a football match.
4 He needs to be at Oliver's house at two.

Exercise 5 3•06 page 138

Play the audio again. Students listen and choose the correct words in the key phrases. Check answers with the class and check that students understand all the key phrases.

ANSWERS
1 speak 2 out 3 take 4 call

Optional activity: Listening

Write these gapped sentences on the board:

1 Hello. _____ Dave Mitchell.
2 Alex, _____ Dave.

Play the audio again for students to complete the sentences. Check answers and point out that in English we use *This is* … or *It's* … *(here)* to introduce ourselves on the phone.

ANSWERS
1 This is 2 it's

Exercise 6 3•07

Allow students time to read the message, then play the audio. Students listen and read the dialogue. Students then practise the dialogue in pairs. With **weaker classes**, before students practise in pairs you could play the audio again, pausing after each line for students to repeat.

Exercise 7 USE IT!

Students work in pairs to prepare their dialogues. Students practise their dialogues in pairs, then swap roles and practise again.

Optional activity: Speaking

Ask students individually to think of a reason for phoning a friend, e.g. to meet later, to invite them somewhere, etc. Put students into pairs. Tell them their partner will be their friend's brother or sister. Ask them to practise phoning their friend's house. Their friend's brother or sister answers the phone and tells them their friend is out, so they leave a message. Their partner takes the message and writes it down. Students swap roles and have another conversation. They can then swap the written messages and see how accurately they took their partner's message.

ANSWERS
Students' own answers.

3 Extra listening and speaking • A special event

Aim
Talk about an event in the past.

Warm-up
Point to the photos and elicit that they show a wedding. Ask: *When did you last go to a wedding? Whose wedding was it? How many people were there? How did people celebrate?* Elicit a range of answers. Encourage as many students as possible to join in and talk about their own experiences.

Exercise 1 3•08 page 139
Play the audio. Students listen and match the speakers with the photos. Check answers with the class.

ANSWER
1 D 2 B 3 C 4 A

Exercise 2 3•09 page 139
Allow students time to read the words in the box. Play the audio again. Students listen and decide which things Megan talks about. Check answers with the class.

ANSWERS
clothes, people, place, food, music, presents

Exercise 3 3•09 page 139
Allow students time to read the sentences. Play the audio again. Students listen to decide if the sentences are true or false and correct the false sentences. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS
1 True
2 False (There were about 150 people there.)
3 False (She sat next to Dan's brother.)
4 False (It was in the garden of a big hotel.)
5 False (Megan's parents gave Lily and Dan some money.)

Exercise 4 3•10 page 139
Students complete the 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. Check answers with the class and check that students understand all the key phrases. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.



3 + Options **EXTRA LISTENING AND SPEAKING • A special event**
I can talk about an event in the past.

1 3.08 **Listen to people talking about a wedding. Match speakers 1–4 with the things in photos A–D.**
1 Liam 3 Harry
2 Emma 4 Ruby

2 3.09 **Listen to Megan talking about a wedding. Which of the things in the box does she talk about?**
clothes place Lily's parents music presents food people drinks

3 3.09 **Listen to the conversation again and write *True* or *False*. Correct the false sentences.**
1 The wedding was last Saturday.
2 There were a hundred people at the wedding.
3 Megan sat next to Dan at dinner.
4 The wedding was in a room in a big hotel.
5 Megan gave Lily and Dan some money as a wedding present.

KEY PHRASES
Asking about an event
Did you have a good time?
Were there many people?
What did you give them for a present?
What was (the food) like?
Why didn't you go to … ?

4 3.10 **Complete the dialogue with the key phrases. Listen and check. Then listen again and repeat the dialogue.**
Pete Hi, Sam. [1] ..... Jack's party?
Sam I couldn't come. It was my brother's wedding.
Pete Oh, I forgot about that. [2] ..... ?
Sam Yeah. I had a great time!
Pete [3] ..... ?
Sam Yes, there were about 100 people. I met Jack's sister, Ruby. She's cool.
Pete I don't know her. [4] ..... ?
Sam Really good. There were lots of different types of food.
Pete [5] ..... ?
Sam My mum and dad gave them a coffee machine. They really liked it!

5 USE IT! **Work in pairs. Look at the diary extract. Prepare and practise a new dialogue using the information in the diary, and the dialogue in exercise 4. Use the Key Phrases.**

Jan went to Sophie's birthday party on Saturday. I couldn't go. It was my cousin Lucy's wedding! She married Steve.

The wedding was amazing. About 200 people were there. I met Steve's brother, Mark. He was really friendly. The food was amazing and the music was good. I gave Lucy and Steve a camera and they loved it!

108 EXTRA LISTENING AND SPEAKING

ANSWERS
1 Why didn't you go to …?
2 Did you have a good time?
3 Were there many people?
4 What was the food like?
5 What did you give them for a present?

Optional activity: Speaking
Ask students to cover the dialogue in exercise 4 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 to read out one of the key phrases. Their partner must give a suitable response. They can check their answers in the dialogue.

ANSWERS
Students' own answers.

Exercise 5 USE IT!
Allow students time to read the diary extract. Also focus on the dialogue in exercise 4 and the key phrases. Check they understand everything. Students practise their own dialogue in pairs. With **weaker classes**, students may need 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.

Optional activity: Speaking
Students could work in pairs and have conversations about real events they have been to. Allow them time to prepare their ideas individually first, then put them into pairs. Encourage students to ask questions using the key phrases, to find out as much as possible about their partner's event. Ask some students to tell the class what they learned from their partner.

ANSWERS
Students' own answers.

4 + Options

EXTRA LISTENING AND SPEAKING • Finding things

I can talk about where things are in a room.



1 3.11 **Look at the picture of Malaya and Anya's bedroom. Match objects A–I in the picture with the words in the box. Listen and check.**

basket cuddly toy drawer laptop
pillow poster rug sheets shelves

2 3.12 **Listen to eight false statements about the picture. Correct the sentences.**

1 'The pillows are under the beds.'
The pillows are on the beds.

3 3.13 **Listen to Malaya and Anya and number key phrases a–d in the order you hear them.**

KEY PHRASES

Finding things

a. That's the wrong one. ☐
b. Look, here's ... ! ☐
c. Here it is! ☐
d. Is this what you're looking for? ☐

4 3.13 **Listen to the conversation again and answer the questions.**

1 What are the girls looking for?
2 Why does Anya need the book today?
3 Where does Anya usually put her book?
4 Where does she do her homework?
5 Where does Anya find the book?

5 3.14 **Look at the photo of Adam's bedroom and listen. Then practise the dialogue with a partner.**



Mum What's wrong?
Adam I can't find my phone.
Mum Is it under those magazines on your table?
Adam No, it isn't.
Mum Look, here's a mobile phone! Is this what you're looking for?
Adam No, that's the wrong one. That's my old one.
Mum What about your school bag? Is it in there?
Adam No, it isn't. Oh, here it is! It's on the bed.

6 USE IT! **Work in pairs and look at Adam's bedroom again. Imagine you can't find one of the objects in the box. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.**

football homework notebook
laptop shirt

4 Extra listening and speaking • Finding things

Aim
Talk about where things are in a room.

Warm-up

With books closed, ask: *Do you ever put something in a place and then can't find it when you need it?* Elicit answers from individual students and ask more questions to encourage students to say more, e.g. *What things do you lose in this way? Where do you usually find them? Who helps you find them?*

Exercise 1 3•11

Students match the objects in the picture with the words. Play the audio for students to listen and check their answers. Check answers with the class and check that students understand all the words. Point out the pronunciation of *drawer*.

ANSWERS
A poster B shelves C laptop
D pillow E cuddly toy F drawer
G sheets H basket I rug

Exercise 2 3•12 page 139

Play the first sentence and point out the corrected example sentence. Play the remaining sentences, pausing for students to write them down. Students look at the picture and correct the sentences. Check answers with the class. With **stronger classes**, students could write one or two more false sentences about the picture. Ask them to read their sentences to the class, and ask other students to correct them.

ANSWERS
2 The sheets are on the bed.
3 The laptop is on the table.
4 The chair is in front of the table.
5 The tidy bed is on the right.
6 The posters are on the wall.
7 The plant is beside the bed on the right.
8 The basket is next to the bed.

Exercise 3 3•13 page 139

Allow students time to read through the key phrases. Play the audio. Students listen and number the key phrases in the order they hear them. Check answers with the class, and check that students understand all the phrases.

ANSWERS
1 b 2 d 3 a 4 c

Exercise 4 3•13 page 139

Allow students time to read the questions. Play the audio again for them to listen and answer the questions. Check answers with the class.

ANSWERS
1 They're looking for Anya's history book.
2 She's got a test.
3 She usually puts it on the shelves with her other books.
4 She does her homework at the table.
5 In the clothes basket.

Optional activity: Listening

Write these phrases on the board:

1 Oh, no!
2 What's wrong?
3 What about the table?
4 Maybe it's …

Students discuss in pairs who says each phrase, Malaya or Anya. Play the audio again for them to listen and check. Check answers with the class and check that students understand the phrases. Point out that we use *What about … ?* and *Maybe …* to make suggestions.

ANSWERS
1 Anya
2 Malaya
3 Malaya
4 Anya

Exercise 5 3•14

Focus on the photo of Adam's bedroom and play the audio. Students read and listen to the dialogue. Students then practise the dialogue in pairs. With **weaker classes**, play the audio again before students practise, pausing after some of the key phrases and sentences for them to repeat.

Exercise 6 USE IT!

Read through the objects in the box and ask students to find them in the photo. Students then prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5. Ask some students to perform their dialogue for the class.

ANSWERS
Students' own answers.

5 Extra listening and speaking • Making a complaint

Aim
Complain about a problem.

Warm-up

With books closed, ask: *Do you ever buy something and then find there's a problem with it?* Elicit a few answers from individual students and ask more questions to encourage them to say more, e.g. *What kinds of things do you have problems with? What do you do when you have a problem? What do you think the shop should do?* Use the discussion to teach the phrase *make a complaint*. Tell students they are going to practise this now.

Exercise 1

Students match the words with the pictures. They can use their dictionaries to help, if necessary. Check answers with the class and check that students understand all the words.

ANSWERS

A ebook
B radio
C battery charger
D headphones
E MP3 player
F camera
G laptop
H smartphone

Exercise 2 3•15 page 139

Play the audio. Students listen and note down the device that Tim is complaining about. Check the answer with the class.

ANSWER

a laptop

Exercise 3 3•15 page 139

Allow students time to read the sentences. Play the audio again. Students listen and decide if the sentences are true or false, then correct the false sentences.

Allow students time to compare their answers in pairs, and play the audio again, if necessary, for them to check and complete their answers. Check answers with the class.

ANSWERS

1 True
2 False (It is slower than his old laptop.)
3 True
4 False (He wants to change the laptop.)
5 True
6 False (She gives Tim a new battery.)

Exercise 4 3•16

Students work in pairs to read the gapped dialogue and complete it with the key phrases. Play the audio for students to listen and check their answers. Check answers with the class and check that students understand all the key phrases. Play the dialogue again, pausing after each line for students to repeat. Encourage students to copy the pronunciation and intonation on the audio.

ANSWERS

1 How can I help you?
2 I'd like to make a complaint.
3 there's something wrong with it.
4 I'm terribly sorry about that.
5 I'm afraid we can't change it.
6 it doesn't work.

Optional activity: Speaking

Before students move on to the freer practice, ask them to close their books. Write the following prompts on the board:

how / help ?
make / complaint / MP3 player / something wrong
sorry
change
can't
doesn't work
OK

Put students into pairs and ask them to use the prompts to recreate the dialogue in exercise 4. Elicit each line of the dialogue from the class and write it on the board. Students can open their books to see how well they remembered.

ANSWERS

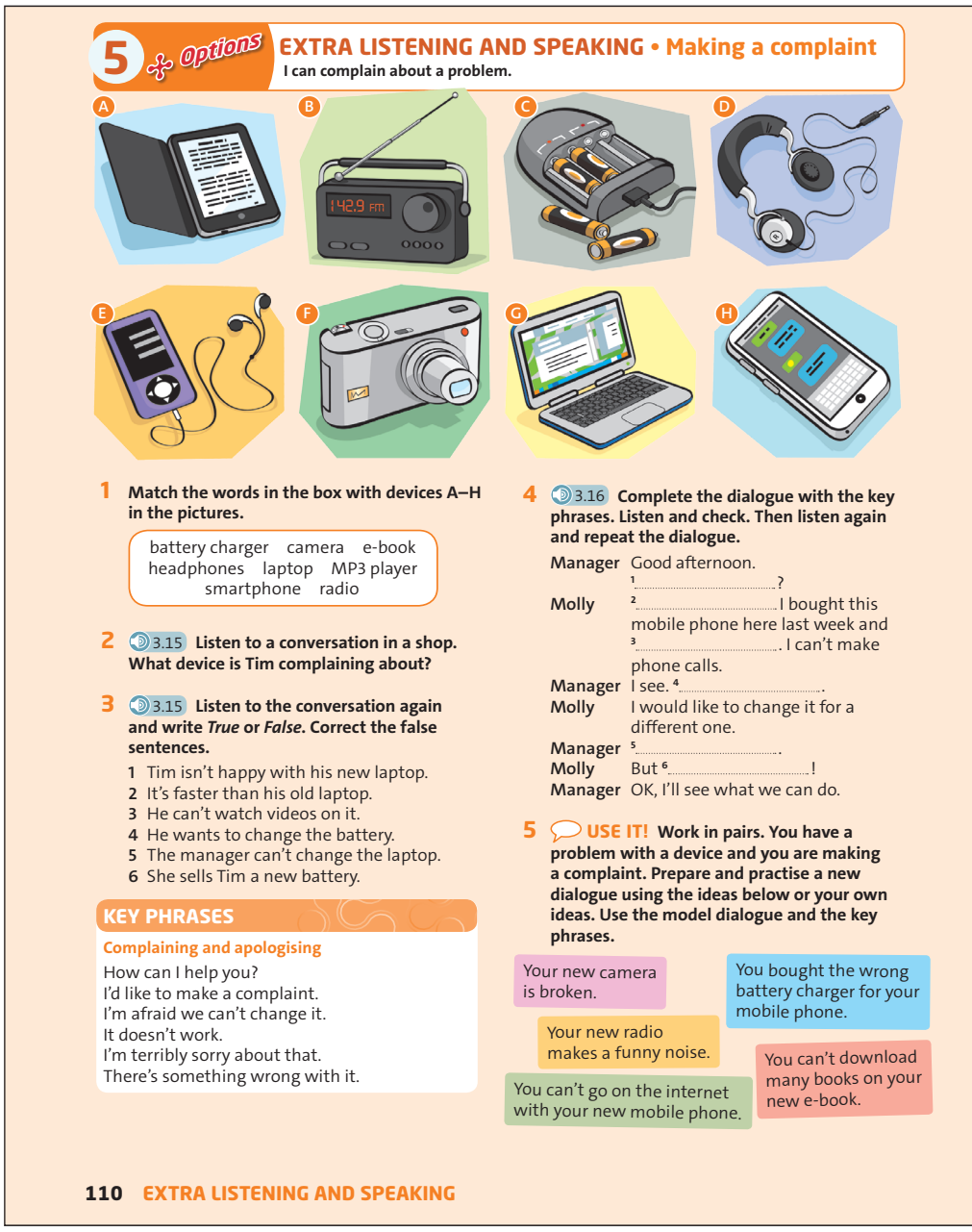
Students' own answers.

Exercise 5 USE IT!

Students work in pairs to prepare and practise a new dialogue. 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. Ask some pairs to perform their dialogue for the class.

ANSWERS

Students' own answers.



5 Options
EXTRA LISTENING AND SPEAKING • Making a complaint
I can complain about a problem.

A B C D E F G H

1 **Match the words in the box with devices A–H in the pictures.**

battery charger camera e-book
headphones laptop MP3 player
smartphone radio

2 3.15 **Listen to a conversation in a shop. What device is Tim complaining about?**

3 3.15 **Listen to the conversation again and write *True* or *False*. Correct the false sentences.**

1 Tim isn't happy with his new laptop.
2 It's faster than his old laptop.
3 He can't watch videos on it.
4 He wants to change the battery.
5 The manager can't change the laptop.
6 She sells Tim a new battery.

KEY PHRASES

Complaining and apologising
How can I help you?
I'd like to make a complaint.
I'm afraid we can't change it.
It doesn't work.
I'm terribly sorry about that.
There's something wrong with it.

4 3.16 **Complete the dialogue with the key phrases. Listen and check. Then listen again and repeat the dialogue.**

Manager Good afternoon.
Molly [1] ..... ? [2] ..... I bought this mobile phone here last week and [3] ..... . I can't make phone calls.
Manager I see. [4] ..... .
Molly I would like to change it for a different one.
Manager [5] ..... .
Molly But [6] ..... !
Manager OK, I'll see what we can do.

5 USE IT! **Work in pairs. You have a problem with a device and you are making a complaint. Prepare and practise a new dialogue using the ideas below or your own ideas. Use the model dialogue and the key phrases.**

Your new camera is broken.
You bought the wrong battery charger for your mobile phone.
Your new radio makes a funny noise.
You can't download many books on your new e-book.
You can't go on the internet with your new mobile phone.

110 EXTRA LISTENING AND SPEAKING

6 Options EXTRA LISTENING AND SPEAKING • Expressing opinions

I can give an opinion about school.









1 **Check the meaning of the topics in the box. Then match four of the topics with photos A–D.**

school uniform school lunches
skipping classes exam pressure bullying
homework class size sports cheating
school trips school clubs

2 3.17 **Listen to an interview with two students, Will and Olivia. Which four topics about school life from exercise 1 do they mention?**

3 3.17 **Listen to the interview again and write Will or Olivia next to the opinions.**

1 Cheating is not a big problem. .....
2 Students shouldn't take mobile phones into exams. .....
3 Cyber bullying is a serious problem. .....
4 There should be more school trips to help with studies. .....
5 Classes should be smaller. .....

4 3.17 **Complete the Key Phrases, then listen again and check.**

KEY PHRASES

Opinions

Do you think there's a problem with [1] ..... at school?
Not [2] .....
I disagree [3] .....
Yes, [4] .....
How can [5] ..... improve?
We should definitely have [6] .....

5 3.18 **Complete the dialogue with the key phrases. Listen and check. Then practise the dialogue with a partner.**

Sally [1] ..... skipping classes at school?
Dan [2] ..... A few students go into town, but not many. What about school uniforms? Do you think we should have one?
Sally Yes, [3] ..... a uniform.
Dan I agree with that. If everyone wears the same thing it makes us all the same.
Sally Yes, [4] ..... And our uniform is easy to wear.
Dan I think sport is a problem. We should have more classes.
Sally [5] ..... with that. I don't want any more! [6] ..... improve?
Dan School lunches aren't very good. I think there should be more choice.

6 **USE IT!** **Work in pairs. Prepare and practise a new dialogue using ideas about your school. Use the topics in exercise 1, the dialogue in exercise 5 and the key phrases.**

6 Extra listening and speaking • Expressing opinions

Aim

Give an opinion about school.

Warm-up

With books closed, ask: *What's good about your school? What things don't you like?* Elicit answers from individual students. If students are struggling for ideas, ask more questions to help them, e.g. *What about homework? What about sports? What about school clubs and trips?* Encourage as many students as possible to join in and express their opinions about their school.

Exercise 1

Students work in pairs to check the meaning of the topics in the box and match four of the topics to the photos. Check answers with the class and check that students understand all the topics.

ANSWERS

A sports B school lunches
C school uniform D class size

Exercise 2 3•17 page 140

Play the audio. Students listen and note down the topics that the people mention. Check answers with the class.

ANSWERS

cheating, bullying, school trips, class size

Exercise 3 3•17 page 140

Check that students understand *cyber bullying*. Play the audio again. Students listen and write the correct names. Check answers with the class.

ANSWERS

1 Will 2 Olivia 3 Will 4 Olivia
5 Will

Exercise 4 3•18 page 140

Students complete the key phrases from memory. Play the audio again for them to check their answers.

ANSWERS

1 cheating 2 really 3 with that
4 that's right 5 the school
6 smaller classes

Optional activity: Listening

Write these questions on the board:

1 What will happen to the two students who cheated in an exam?
2 Why is it difficult to stop cyber bullying?
3 What does the school do about cyber bullying?

Students can discuss the answers in pairs. Play the audio again for them to listen and check their answers.

ANSWERS

1 They will be in serious trouble if they do it again.
2 Because you don't know who is doing it.
3 It tries to find the bullies and takes away their mobile phones.

Exercise 5 3•19

Students work in pairs to the dialogue with the key phrases. Play the audio for them to listen and check their answers. Students then practise the dialogue in pairs. With **weaker classes**, play the audio again first, pausing after some of the key phrases and sentences for students to repeat. Encourage students to copy the pronunciation and intonation on the audio.

ANSWERS

1 Do you think there is a problem with
2 Not really
3 we should definitely have
4 that's right
5 I disagree
6 How can our school

Exercise 6 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.

Optional activity: Speaking

Choose a topic from exercise 1 and have a debate about it. Think of a motion to debate, e.g. *Our school lunches aren't healthy enough. / Our school doesn't do enough to stop bullying.* Put students into pairs to think of arguments for and against the motion. Put pairs together into small groups to compare their opinions and use the key phrases to agree and disagree with each other. End with a vote to see if the class agrees or disagrees with the motion.

7 Extra listening and speaking • Buying tickets

Aim
Buy tickets for a play, concert or a musical.

Warm-up
With books closed, ask students: *When do you buy tickets?* Elicit a few answers. Ask: *When you buy tickets for a concert, what information do you give?* Elicit ideas such as which day you want to go, where you want to sit, how much you want to pay, etc. Tell students they are going to practise buying tickets.

Exercise 1
Students work in pairs to match the posters with the types of show. Check answers with the class.

ANSWERS
1 play 2 musical 3 concert

Exercise 2 3•19 page 140
Play the audio. Students listen and note down the type of show that Will decides to buy tickets for. Check the answer with the class.

ANSWER
The Lion King – a musical

Exercise 3 3•19 page 140
Allow students time to read the key phrases. Play the audio again. Students listen and correct the words in the key phrases. Check answers with the class.

ANSWERS
1 tickets 2 middle 3 row
4 pounds

Exercise 4 3•19 page 140
Allow students time to read the information on the ticket. Play the audio again. Students listen and complete the information on the ticket. Allow students time to compare their answers in pairs, then play the audio again, if necessary, for them to check and complete their answers. Check answers with the class.

ANSWERS
1 *The Lion King* 2 18 3 11 4 12
5 V 6 £76

Exercise 5 3•20
Tell students they are going to listen to some more seat and row numbers. Play the audio. Students listen and write the letters and numbers. Check answers with the class, then play the audio again for students to repeat.



7 + Options **EXTRA LISTENING AND SPEAKING • Buying tickets**
I can buy tickets for a play, a concert or a musical.

1 Match posters 1–3 with the types of show in the box.

musical concert play

2 3.19 Look at the posters and listen to the conversation. Which type of show does Will decide to buy tickets for?

3 3.19 Listen to the conversation again. Correct the words in bold in the Key Phrases.

KEY PHRASES
Buying tickets
Can I have two [1] **seats** for ..., please?
Where would you like to sit: front, [2] **centre** or back?
That's seats ... and ... in [3] **line** ... .
That's [4] $... altogether, please.

4 3.19 Listen again, and complete the ticket with the correct information.

THEATRE TICKET
Show: [1] .....
Date: [2] ..... November
Seats: [3] ..... [4] .....
Row: [5] .....
Total price: [6] .....

5 3.20 Listen and write the numbers and letters you hear. Then listen and repeat.
1 9, 10, R

6 3.21 Complete the dialogue with words from the Key Phrases. Listen and check. Then practise the dialogue.

Anna [1] ..... three tickets for Hamlet, please?
Clerk Certainly. Which date?
Anna 22 October.
Clerk [2] ..... to sit: front, middle or back?
Anna Middle, please.
Clerk Certainly. [3] ..... 31, 32 and 33 in row M. They're £34 each.
Anna Great!
Clerk That's £102 [4] ....., please.
Anna Here you are.
Clerk Thanks. Enjoy the show.

7 USE IT! Work in pairs. Look at the posters and choose a show. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 6.

112 EXTRA LISTENING AND SPEAKING

ANSWERS
1 seats 9 and 10 in row R
2 seats 24, 25 and 26 in row H
3 seats 16–19 in row J
4 seats 30–32 in row E

Exercise 6 3•21
Students work in pairs to read the dialogue and complete it with the correct words. Play the audio for students to listen and check their answers. Check answers with the class and make sure students understand everything in the dialogue. Students then practise the dialogue in pairs. With **weaker classes**, play the audio again first, pausing after some of the key phrases and sentences for students to repeat. Encourage students to copy the pronunciation and intonation on the audio.

ANSWERS
1 Can I have
2 Where would you like
3 That's seats
4 altogether

Exercise 7 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.

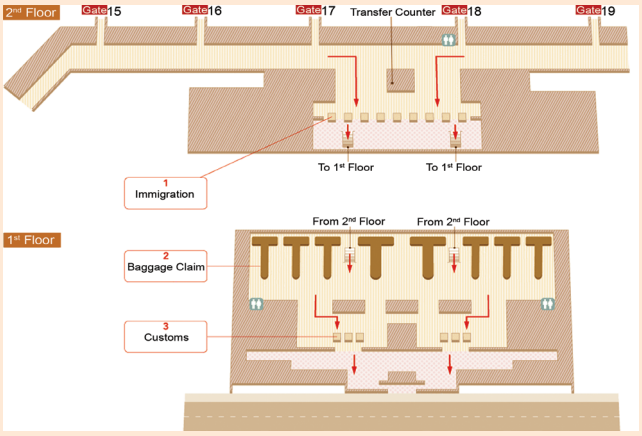
Optional activity: Speaking
Put students into pairs and ask them to prepare a poster for a concert, musical or play. Tell them their poster should include the name of the show, the dates, and prices. Students can then use this information to practise another dialogue, or they could swap with another pair and use the poster they are given to practise another dialogue.

ANSWERS
Students' own answers.

8 Options

EXTRA LISTENING AND SPEAKING • Directions

I can ask for and give directions.



1 3.22 **Match words 1–6 with the words in the box to form compound nouns. Then listen and check.**

boarding area office clearance floor counter

1 customs ..... 4 immigration .....
2 ..... gates 5 transfer .....
3 first / second ..... 6 baggage claim .....

2 3.23 **Look at the map of an airport and answer the following questions. Then listen and check.**

1 On what floor is the immigration clearance?
2 On what floor is the baggage claim area?
3 On what floor is the transfer counter?
4 On what floor is the boarding gates?
5 On what floor is the customs office?

3 3.24 **Complete the Key Phrases with the words in the box. Then listen to the dialogue and check.**

where on turn between

KEY PHRASES

Giving directions

Do you know [1] ..... the ... is?
[2] ..... the left ...
[3] ..... Gate 17 and Gate 18.
[4] ..... left ...

4 3.24 **Listen to the dialogue between Alex and the immigration officer again. Choose the correct words in the dialogue. Then practise it.**

I.O. Good morning. Where are you from?

Alex Good morning. I'm from [1] **the UK / the USA**. Do you know where the transfer counter is? I'm flying to [2] **Penang / Bintan**, Malaysia. This is my first flight.

I.O. It's on this floor, on the left, between Gate 17 and Gate 18.

Alex Can I go to the baggage claim area? I would like to take my baggage.

I.O. Oh, no. You mustn't [3] **clean / clear** the immigration. Your baggage is following you to Malaysia.

Alex Thank you. Where can I stay now?

I.O. You are welcome. Please, turn [4] **left / right** over there and you'll see some benches. Here is your passport. Enjoy your flight.

Alex Thanks a lot. Bye.

5 USE IT! **Work in pairs. Imagine that you are at Gate 19 and you want to take your baggage. Ask for and give directions using the Key Phrases.**

8 Extra listening and speaking • Directions

Aim

Get help for directions at an airport.

Warm-up

With books closed, ask: *Do you now any airport? Is it big or small? When do you go to an airport? Who do you ask for help at an airport?* Elicit some answers, then write *I can ask for and give directions* on the board. Elicit that when you need any information at an airport, you should look for a customs officer or anyone in uniforms.

Exercise 1 3•22

Students work in pairs to match a word in the box with a suitable word / phrase in the table. Then play the audio and students listen to it. Check answers with the class and check that students understand all the compound nouns.

ANSWERS

1 customs office 2 boarding gates
3 first / second floor 4 immigration clearance 5 transfer counter
6 baggage claim area

Exercise 2 3•23 page 140

Students work in groups of 3 or 4, looking at the map of an airport and answer the questions. Then play the audio and students listen to it. Check answers with the class and check that students understand all the questions and answers.

ANSWERS

1 on the second floor
2 on the first floor
3 on the second floor
4 on the second floor
5 on the first floor

Exercise 3 3•24 page 140

Allow students time to read through the directions with missing phrases. Play the audio. Students work individually to listen and fill in the blanks with the words given in the box. Allow students to compare the answers with the others. If necessary, play the audio again so that students can check the answers. Check the answers with the class and check that students understand all the directions.

ANSWERS

1 where 2 on 3 between 4 turn

Exercise 4 3•24 page 140

Allow students time to read through the dialogue with the options given in bold. Play the audio. Students work individually to listen and circle or highlight the options which are thought to be the answers. Allow students to compare the answers with the others. If necessary, play the audio again so that students can check the answers. Check the answers with the class and check that students understand all the directions.

ANSWERS

1 the UK 2 Penang 3 clear 4 left

Exercise 5 USE IT!

Students prepare their ideas individually, then practise their dialogue in pairs. Students can swap roles and practise again.

ANSWERS

Students' own answers.

Optional activity: Speaking

Play a miming game to practise the key phrases. Demonstrate by miming an injury and asking: *What have I done?* Elicit the answer, e.g. *You've cut your finger.* Only accept the answer if the student uses the correct present perfect form. Say: *I'm not sure what to do.* Elicit advice from students, making sure they use the correct phrases *You need to …* or *You mustn't … .*

Ask students to close their books, then ask them in turn to mime an injury. Award a point to the first students to identify the injury, using the present perfect form. Award another point to the first students to give good advice, using a suitable phrase. Repeat the activity with five or six students, then see which student has the most points.

ANSWERS

Students' own answers.

1 Song • A good idea

Aim
Understand a song about activities.

Warm-up

With books closed, ask: *What do you like doing in your free time?* Elicit a few ideas, then put students into pairs and give them two minutes to write as many words for free time activities as they can. Bring students' ideas together on the board and check that they understand all the words and phrases. Tell students they are going to listen to a song about activities.

Exercise 1 3•25

Allow students time to look at the pictures, then play the audio. Students listen and note down which activity is not mentioned in the song. They can compare their answers in pairs. Check answers with the class.

ANSWERS
going shopping

Exercise 2 3•25

Students work in pairs to read the song lyrics and choose the correct words. Play the audio again for students to listen and check their answers. Check answers with the class.

ANSWERS
1 asleep
2 TV
3 café
4 week
5 early
6 afternoon
7 car
8 night

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.

ANSWERS
1 b 2 d 3 a 4 e 5 c

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 (He sits at the back in class.)
2 true
3 false (The holidays start next week.)
4 true
5 false (He gets up early on holiday.)



1 Options SONG • A good idea

song

A good idea

You're [1] **asleep / awake** in bed, and your mum says
'Why don't you get up and go to school?'
You go on the bus – your friends talk a lot
So you listen to music on your phone.
In class, at the back you're talking to your friends
And your teacher tells you off again

You think:
'I often just want to go home
I always want to stay in bed
And be alone.
Sitting on the sofa,
In front of the [2] **TV / computer**
Is a good idea for me
Sounds like a great idea to me.'

You see your dad in town, and he says to you
'How about going for a walk?'
Then you go out to a [3] **restaurant / café** and eat fast food
And he says 'Let's finish your homework'
But you don't really feel like studying now –
You prefer playing video games.

Then next [4] **month / week** you're on holiday.
You always love being on holiday.
What will you do on holiday?
You feel like doing everything!

You get up [5] **late / early** and your mum says,
'Why don't you go out to the park?'
So you get your things, and you call your friends
And you play sports all [6] **afternoon / morning**
Your dad wants to go out to the cinema
So you run home from the park, and you go in the [7] **car / bus**.

And you think:
'I always want to stay awake!
I love to be with friends
And my family!
I want to play all [8] **night / day**
I never want to sleep.
Sounds like a good idea to me
Yeah, that's a great idea for me'

1 3.25 **Look at the activities in the pictures. Listen to the song. Which activity is not in the song?**

2 3.25 **Look at the song lyrics and choose the correct words. Then listen again and check.**

3 **Match 1–5 with a–e to make sentences about the person in the song.**

1 He listens to music	a. stay awake all night.
2 He eats fast food	b. on the bus.
3 On holiday, he wants to	c. to stay in bed.
4 He plays sports in the park	d. in a café.
5 On school days, he wants	e. with his friends.

4 **Look at the sentences from the song. Write *True* or *False*. Correct the false sentences.**

I go to school by car.
False. He goes to school by bus.
1 I sit at the front in class.
2 My mum wakes me up on school days.
3 The holidays start tomorrow.
4 I like playing video games.
5 I get up late on holiday.

5 **USE IT!** **Work in pairs. Find out which sentences in exercise 4 are true for your partner. Use the question words in the box. How many things about your partner are the same as the singer?**

How do you ... ? Where do ... ?
Does your mum / dad ... ? Do you ... ?
How often do ... ? When do ... ?

114 SONG

Exercise 5 USE IT!

Allow students time to prepare questions to ask their partner. Elicit a few example questions from the class first, e.g. *How do you get to school? Where do you sit in class?* With **weaker classes**, elicit all the questions students will need and write them on the board.

Students work in pairs to ask and answer questions about their own habits. Ask some students to tell the class which things about their partner are the same as the singer and which things are different.

ANSWERS
Students' own answers.

3 Options SONG • Before I met you



song

Before I met you

Here is my history in a song
Where I [1]……, what I found
What went right and what went wrong
It's my story in a song, before I met you.

A When I was young it was exciting
We [2]…… round the world
We found amazing places
And I [3]…… brave when we explored.
Some were small, some were big
Some were lonely, a few [4]……
horrible
But when my dad said 'Let's go!'
I was never bored.

Here is my history in a song
Where I went, what I [5]……,
What went right and what went wrong
It's my story in a song, before I met you.

B In the year 2010,
We [6]…… some friends
We [7]…… in an ancient castle
Built by a rich and cruel queen
We [8]…… some scary rooms
We learned some awful secrets
But I wasn't scared, I was happy
We [9]…… some exciting things.

C But the best day of my life
Was last summer when I [10]…… you.
There are lots of brilliant places
I want to take you to.
It was the best day, the best day
The best day I ever knew.
The story of my life, when I met you.

1 3.26 **Look at the picture and listen to the song. Which verse – A, B, or C – does the picture match?**

2 3.26 **Complete the song with the words in the box. Then listen again and check.**

explored felt found met saw
stayed travelled visited went were

3 **Complete the sentences with words from the song.**

1 When I was ……, I travelled around the world.
2 We visited amazing places and I was never …….
3 In 2010, I stayed in a …… with some friends.
4 A rich and cruel …… built the castle.
5 We explored some scary ……
6 The …… day of my life was when I met you.

4 **Find words in the song with opposite meanings to these words.**

1 kind ……
2 boring ……
3 unhappy ……
4 poor ……
5 wrong ……
6 old ……

5 USE IT! **Work in pairs. Ask and answer the questions.**

1 What amazing places did you visit when you were younger?
2 What exciting things did you do or see last summer?
3 What was the best day of your life? Why?

3 Song • Before I met you

Aim
Understand a song about amazing places.

Warm-up

With books closed, ask: *What amazing places do you know about in the world? What amazing places would you like to visit?* Elicit answers from individual students. If students are struggling for ideas, prompt them with more questions, e.g. *What about ancient buildings like the Pyramids in Egypt? What about exciting cities like New York? What about amazing natural places like the Amazon rainforest?* Elicit a range of answers from individual students, then tell them they are going to listen to a song about amazing places.

Exercise 1 3•26

Play the audio. Students listen and decide which verse the picture matches. Check the answer with the class.

ANSWER
Verse B

Exercise 2 3•26

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 went
2 travelled
3 felt
4 were
5 found
6 visited
7 stayed
8 explored
9 saw
10 met

Exercise 3

Students work in pairs to complete the sentences with words from the song. Check answers with the class.

ANSWERS
1 young
2 bored
3 castle
4 queen
5 rooms
6 best

Exercise 4

Students work in pairs to find the words in the song. Point out that the words they are looking for are not in the same order in the song as they are in 1–6.

Check answers with the class, and check that students understand all the words.

ANSWERS
1 cruel
2 exciting
3 happy
4 rich
5 right
6 young

Exercise 5 USE IT!

Allow students time to prepare their answers individually. Put them into pairs to ask and answer the questions. Ask some students to tell the class something they learned about their partner.

ANSWERS
Students' own answers.

5 Song • How long?

Aim

Understand a song about becoming the best.

Warm-up

With books closed, put students into pairs and give them two minutes to write as many words for jobs 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: *scientist, professor, composer, artist, police officer, programmer, writer, rapper* and *dancer.* See which pair wrote the most words. Tell students they are going to listen to a song about becoming the best at something.

Exercise 1

Students work in pairs to identify the professions in the picture. Check answers with the class.

ANSWERS

2 a writer
3 a composer
4 a dancer
5 a scientist
6 an artist
7 a rapper
8 a police officer

Exercise 2 3•27

Allow students time to read quickly through the song. Explain that the verses are in the wrong order. Play the audio. Students listen and number the verses in the correct order. Check answers with the class.

ANSWERS

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

Exercise 3 3•27

Play the audio. Students listen again and decide which profession from exercise 1 is not in the song. Check the answer with the class.

ANSWER

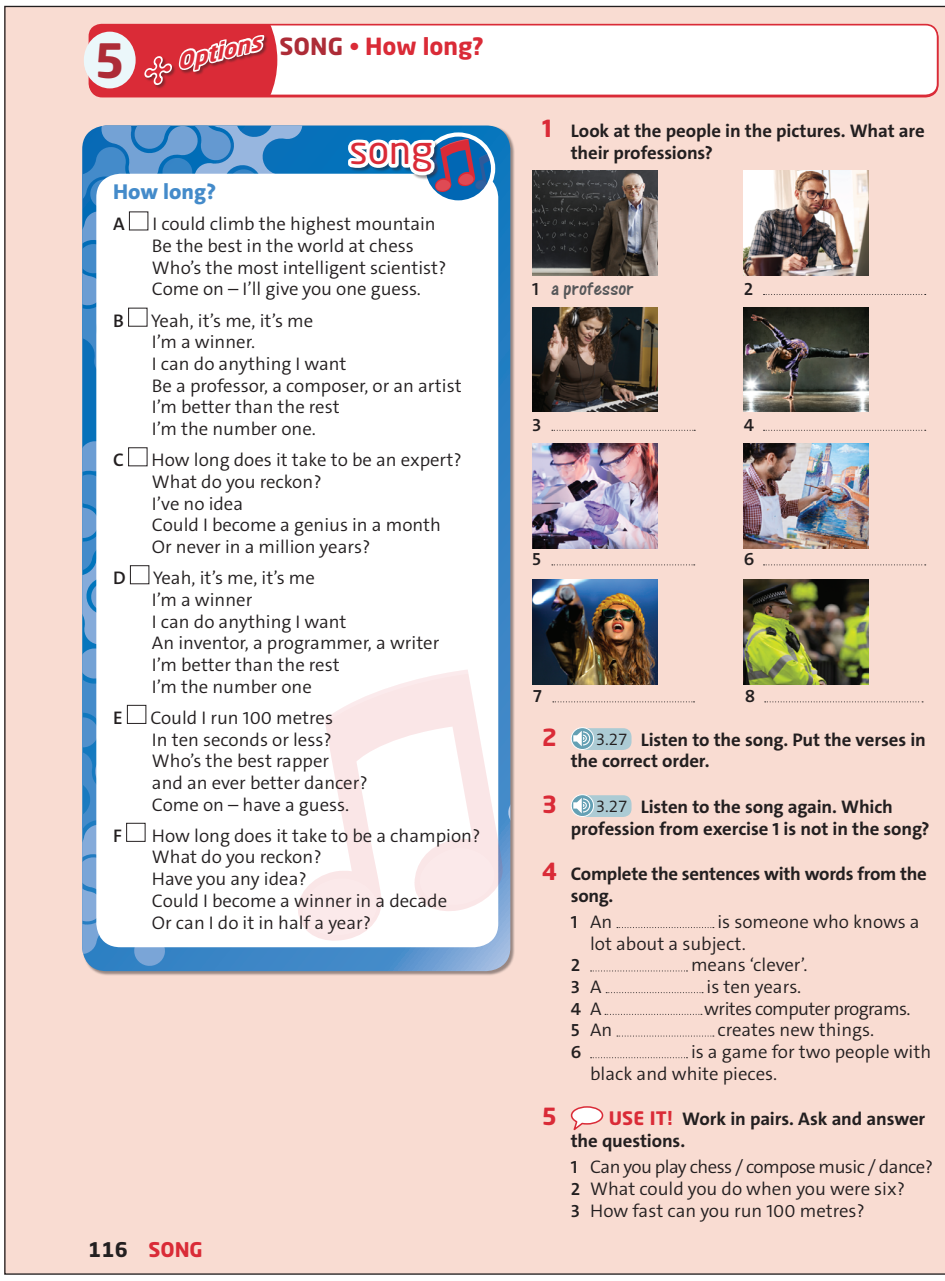
A police officer

Exercise 4

Students work in pairs to complete the sentences with words from the song. Check answers with the class.

ANSWERS

1 expert
2 Intelligent
3 decade
4 programmer
5 inventor
6 Chess



5 Options SONG • How long?

song

How long?

A ☐ I could climb the highest mountain
Be the best in the world at chess
Who's the most intelligent scientist?
Come on – I'll give you one guess.

B ☐ Yeah, it's me, it's me
I'm a winner.
I can do anything I want
Be a professor, a composer, or an artist
I'm better than the rest
I'm the number one.

C ☐ How long does it take to be an expert?
What do you reckon?
I've no idea
Could I become a genius in a month
Or never in a million years?

D ☐ Yeah, it's me, it's me
I'm a winner
I can do anything I want
An inventor, a programmer, a writer
I'm better than the rest
I'm the number one

E ☐ Could I run 100 metres
In ten seconds or less?
Who's the best rapper
and an ever better dancer?
Come on – have a guess.

F ☐ How long does it take to be a champion?
What do you reckon?
Have you any idea?
Could I become a winner in a decade
Or can I do it in half a year?

1 Look at the people in the pictures. What are their professions?

1 a professor 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 ..... 8 .....

2 3.27 Listen to the song. Put the verses in the correct order.

3 3.27 Listen to the song again. Which profession from exercise 1 is not in the song?

4 Complete the sentences with words from the song.

1 An ..... is someone who knows a lot about a subject.
2 ..... means 'clever'.
3 A ..... is ten years.
4 A ..... writes computer programs.
5 An ..... creates new things.
6 ..... is a game for two people with black and white pieces.

5 USE IT! Work in pairs. Ask and answer the questions.

1 Can you play chess / compose music / dance?
2 What could you do when you were six?
3 How fast can you run 100 metres?

116 SONG

Exercise5 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.

7 Options SONG • When will you be famous?

song

When will you be famous?

I need a band with [1]piano, bass and drums
Vocals and guitar
I need confidence and ambition
Before I can go far.

I need to [2]work every day
And write some lyrics for a song
Find a place we can perform
And some [3]friends to sing along.

When are you going to be [4]successful?
When will you be a success?
When you have 10,000 fans
And you're better than the rest
Everybody will really love you
Your videos will have a [5]thousand views
When the DJs are playing your music
And everything you do is in the news.

If you like rock and pop,
You'll love the music we play
It's energetic and [6]fast.
We're going to a concert on [7]Sunday
To hand out leaflets to the crowd.
It'll be hard work but we can do that
We've got the talent and the [8]ambition.
We'll be going to the top
We're confident – we will.

Yes, you're going to be famous
Yes, you'll be a success
You'll have 10,000 fans
And be better than the rest
Everybody will really love you
And your videos will have a million views
The DJs are playing your music
And you're always in the news.

1 **Look at the pictures of three bands. What type of music do they play? What instruments can you see?**



2 3.28 **Listen to the song. Which band in the pictures is the song about?**

3 3.28 **Look at the song and correct the words in blue. Then listen again and check.**

4 **Look at the sentences about the song. Write *True* or *False*. Correct the false sentences.**

1 She needs talent and ambition to succeed.
2 She should write the music for a song.
3 They'll have 10,000 fans when they're famous.
4 The fans are playing their music.
5 They're confident they'll be famous.

5 **USE IT! Work in pairs. Answer the questions.**

1 Have you got confidence and ambition?
2 What does a band need to get to the top?
3 Would you like to be famous? Why / Why not?

7 Song • When will you be famous?

Aim

Understand a song about becoming a famous musician.

Warm-up

With books closed, mime playing a guitar and ask: *What musical instrument is this?* Elicit the answer and write it on the board. Invite other students in turn to mime playing an instrument. Other students name the instruments. Add the words to the board and gradually build up a list of instruments. Ask: *What are the best instruments for a band? Why?* Elicit a range of ideas.

Exercise 1

Students work in pairs to look at the pictures and answer the questions. Discuss the answers with the class.

ANSWERS
A jazz
B pop or rock
C folk
guitars, saxophone, drums, violins, clarinet, accordion

Exercise 2 3•28

Play the audio. Students listen and identify the band in the song. Check the answer with the class.

ANSWER
Band B

Exercise 3 3•28

Students work in pairs to read the song lyrics and correct the words in blue. Play the audio for them to check their answers. Check answers with the class.

ANSWERS
1 keyboards
2 practise
3 fans
4 famous
5 million
6 loud
7 Saturday
8 skill

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 (I need confidence and ambition before I can go far.)
2 false (I should write the lyrics for a song.)
3 true
4 false (The DJs are playing our music.)
5 true

Exercise 5 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. Discuss as a class the advantages and disadvantages of being famous.

ANSWERS
Students' own answers.

Workbook answer key

Starter Unit

Vocabulary page 4

1

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

sister, brother
grandfather, grandmother
niece, nephew
daughter, son
aunt, uncle
wife, husband

2 1 dad 2 twin 3 brother 4 uncles 5 aunt 6 wife 7 daughter 8 son 9 cousins 10 grandmother 11 husband 12 grandfather

3 1 granddaughter 2 niece 3 cousin 4 child 5 nephew 6 grandson

4 Students' own answers.

Language focus page 5

1 1 's 2 're 3 'm not 4 isn't 5 aren't 6 Am 7 Is 8 Are 9 am 10 are 11 isn't 12 aren't

2 1 'm 2 'm 3 is 4 's 5 's 6 'm 7 'm not 8 are 9 're 10 're 11 is 12 isn't 13 're 14 aren't

3 1 Are; Yes / No; am / 'm not
2 Is; Yes / No; is / isn't
3 Is; Yes / No; is / isn't
4 Are; Yes / No; are / aren't
5 Is; Yes / No; is / isn't
6 Are; Yes / No; am / 'm not

4 1 Their 2 mine 3 your 4 hers 5 our 6 his 7 my 8 hours

5 1 The 2 an 3 an 4 a 5 an 6 the 7 a, The

Vocabulary page 6

1 1 maths 2 timetable 3 notebook 4 student 5 teacher 6 science 7 book

2 1 homework 2 exercise 3 maths 4 room 5 notes 6 history 7 exam 8 teacher

3 1 in 2 at, in 3 on 4 at 5 in 6 at 7 on 8 on

4 subjects: geography, history
people: student, teacher
books: notebook
places: music room; science lab
Possible answers – students add 8 more words
subjects: English, French, German, art, ICT, biology, chemistry, physics, PE, PSHE, science, maths, languages
people: headteacher, deputy head, caretaker, lab assistant, secretary
books: dictionary, atlas, text book, novel, science book
places: hall, canteen, field, corridor, gym, sports hall, playground

Language focus page 7

1 1 's got 2 haven't got 3 hasn't got 4 got 5 Has 6 have 7 has 8 haven't 9 hasn't

2 1 Freya hasn't got a new bag.
2 Nina and Mariam have got good marks.
3 Anna has got a camera.
4 James and Ali haven't got a new teacher.
5 I've got a lot of books.

3 1 I've got two hours of history
2 have you got on Monday morning
3 I've got music
4 Have you got Mr Wills
5 I've got a new teacher
6 He's got an Italian name
7 Has he got brown hair
8 has

4 1 There are 2 Is there 3 There's 4 There aren't 5 Are there 6 There isn't

5 Students' own answers.

Unit 1 My time

Vocabulary page 8

1 1 at school 2 at the shops 3 the car 4 front of the TV 5 on the bus 6 a fast-food restaurant

2 1 on the phone 2 at school 3 in bed 4 on the bus 5 in front of the TV 6 in the countryside

3 1 at the shops 2 in his room 3 in fast-food restaurants 4 in the car 5 in the park 6 on the phone

4 Students' own answers.

Language focus page 9

1 1 spends 2 don't spend 3 doesn't spend

2 1 Alex likes video games.
2 We don't like scary films.
3 Osman studies in his room.
4 They don't use their phones in class.
5 I don't read in bed at night.
6 My mum teaches history.

7 Our uncle doesn't go to the shops in town.
8 You write good short stories.

3 1 don't spend 2 play 3 goes 4 don't see 5 eat 6 doesn't go 7 watches 8 listens

4 Students' own answers.

Vocabulary and listening page 10

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

2 **Across**
5 paints 7 goes 8 makes
Down
1 meet 3 collect 4 bake 6 stay 7 go

3 1 a 2 c 3 a 4 b 5 c

4 1 posters 2 twenty 3 bag 4 Fridays 5 friends 6 new 7 often 8 school

5 Students' own answers.

Language focus page 11

1 1 Does 2 stay 3 do 4 does 5 don't 6 doesn't

2 1 Does. Yes, she does. / No, she doesn't.
2 Do. Yes, I do. / No, I don't.
3 Does. Yes, he / she does. / No, he / she doesn't.
4 Do. Yes, I do. / No, I don't.
5 Do. Yes, I do. / No, I don't.
6 Do. Yes, I do. / No, I don't.

3 1 Do you want
2 What do you do
3 Do Kate and Alisha go?
4 they do
5 Where do you meet?
6 Does the club start
7 it doesn't
8 what time does it finish?

4 Students' own answers.

Reading page 12

1 1 a

2 1 false 2 true 3 true 4 false 5 true 6 false

3 1 home 2 studies 3 phone 4 hobbies 5 camera 6 ideas

4 1 He visits his grandfather after school.
2 They talk about sport, cars, films and Ollie's day at school.
3 He's good at maths.
4 He runs.
5 Own answers.
6 Own answers.

5 1 let 2 don't allow 3 bans 4 doesn't allow

Writing page 13

1 1 too 2 and 3 also 4 too 5 also 6 and

2 1 I paint pictures and I play the piano.
2 They like baking cakes. They write stories, too.
3 Kate goes online. She also makes videos.
4 He's interested in sport and he likes football.
5 My sister goes horse-riding. She plays basketball, too.
6 I collect things. I also meet my friends in town.

3 1 'm a student from Turkey
2 English
3 want to practise my English
4 live in a village near the city of Izmir
5 is in the centre of Izmir
6 spend a lot of time on the school bus
7 I spend most of my time in my room
8 've got two younger brothers
9 I've got an older sister, too
10 is a teacher
11 works in a shop
12 'm mad about sport
13 love playing football
14 also enjoy playing a musical instrument

4 Students' own answers.

Unit 2 Communication

Vocabulary page 14

1 1 mobile phone 2 card 3 landline 4 letter 5 emoji

2 1 text 2 conversations 3 video 4 emoticons 5 instant 6 social

3 1 cards 2 message 3 emoticon 4 landline 5 phone 6 letter 7 chat 8 messaging

4 Students' own answers.

Language focus page 15

1 1 're 2 's 3 'm 4 are 5 is 6 talking 7 sitting 8 taking 9 playing 10 running 11 eating

2 1 is sending a text message
2 are playing volleyball
3 is reading a book
4 is listening to music
5 are having a conversation
6 is running
7 are watching a video
8 'm drawing a picture

3 2 c aren't helping
3 f 'm not singing
4 a aren't listening
5 g aren't enjoying
6 e isn't eating
7 d 'm not writing

4 Students' own answers.

Vocabulary and listening page 16

1 1 send a text message
2 put on speakerphone
3 download a ring tone
4 dial a number
5 hang up

2 1 speak up 2 hang up 3 engaged 4 credit 5 call back 6 wrong number

3 1 false 2 true 3 true 4 false 5 false 6 true

4 1 voicemail 2 call 3 credit 4 kitchen table 5 two 6 station

5 1 I need to top up.
2 I need to call back.
3 I send a text message.
4 I hang up.
5 I download a new ringtone.
6 I say 'I'm sorry, I've got the wrong number.'

Language focus page 17

1 1 Is 2 Are 3 listening 4 am 5 is 6 are 7 'm not 8 isn't 9 aren't

2 1 Is Mum painting a picture? Yes, she is.
2 Is Eva reading a magazine? No, she isn't.
3 Are Freddie and Ellen baking cakes? Yes, they are.
4 Are Ricky and Will sitting on the sofa? No, they aren't.
5 Is Will making a video of Ricky? Yes, he is.
6 Are Eva and Mum having a conversation? No, they aren't.

3 1 are playing 2 get up 3 do; have 4 don't go 5 isn't doing 6 Is; baking

4 Questions:
1 What are you doing now?
2 What does your mum often do at the weekend?
3 Where do you usually do your homework?
4 What is your best friend doing at the moment?
5 Where do your friends go after school every day?
6 Where are you sitting right now?
Students' own answers.

Reading page 18

1 1 green 2 students

2 1 E 2 B 3 D 4 C

3 1 true 2 false 3 false 4 true 5 false

4 1 They can charge their phones.
2 It needs three hours.
3 Because they've got mobile phones.
4 He thinks it's a good idea.
5 Students' own answer.
6 Students' own answer.

5 1 creative 2 funny 3 colourful 4 useful

Writing page 19

1 1 but 2 However, 3 but 4 However, 5 but 6 However,

2 1 She isn't a big fan of French, but she's interested in Spanish.
2 The English exam was difficult. However, I think I passed.
3 They started learning Japanese. However, the classes were very expensive.
4 We're studying French, but we can't say very much.
5 Toby's in the classroom, but he wants to be in the sports hall with his friends.

3 1 Everybody 2 to music 3 a few 4 play an instrument 5 More than half 6 nobody 7 in the classroom 8 Half of 9 less than half 10 use 11 to the library

4 Students' own answers.

Unit 3 The past

Vocabulary page 20

1 Positive and negative pairs:
exciting, boring
popular, unpopular
rich, poor
useful, useless
kind, cruel
alive, dead
familiar, uncommon

2 1 terrible 2 useful 3 uncommon 4 brave 5 awful 6 poor 7 familiar 8 brilliant

3 1 exciting 2 popular 3 enormous 4 tiny 5 rich 6 cruel

4 Students' own answers.

Language focus page 21

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

2 1 Where were; c 2 What was; a 3 Who was; a 4 Where was; c

3 1 wasn't, was 2 weren't, wasn't 3 was 4 weren't, was 5 was 6 Were, weren't

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

5 Students' own answers.

Vocabulary and listening page 22

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

2 1 felt 2 found 3 watched 4 travelled 5 met 6 looked 7 helped 8 left 9 came

3 1 dad 2 brilliant 3 Egyptian 4 listened to 5 dinosaurs

4 1 150 2 three 3 2,000 4 twenty 5 two

5 Students' own answers.

Language focus page 23

1 1 didn't 2 Did 3 Did 4 enjoy 5 did 6 didn't

2 1 helped 2 didn't go 3 didn't eat 4 saw 5 didn't watch 6 stayed

3 1 met 2 Did; have 3 did 4 went 5 got 6 Did; go 7 didn't 8 came 9 left 10 didn't take 11 didn't see 12 did; do 13 took 14 found 15 gave

4 Students' own answers.

Reading page 24

1 1 French 2 large 3 cave

2 1 C 2 E 3 B 4 D

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

4 1 There were stories about an old tunnel with treasure in it.
2 The pictures were red, brown and black.
3 There were about 1,500 pictures. They were over 17,000 years old,
4 They were important because they were very old and the boys were the first modern people to see them.
5 Students' own answers.

5 1 Museum 2 collection 3 exhibit 4 building 5 exhibition

Writing page 25

1 1 First 2 that 3 At 4 then 5 after 6 finally

2 1 that 2 At 3 After 4 Then 5 Finally 6 midnight

3 1 Japan
2 First
3 Japanese story
4 The Peach Boy
5 10:00
6 studied music from
7 played an instrument
8 After that
9 learned about Japanese sport
10 sumo wrestling
11 Then
12 prepared Japanese food
13 sushi
14 had a good time
15 felt very happy

4 Students' answers.

Unit 4 In the picture

Vocabulary page 26

1 1 jumping up 2 hanging from 3 walking on 4 picking up 5 kicking

2 1 walking on 2 kicking 3 standing in 4 holding

3 1 're sitting on 2 aren't standing 3 're climbing up 4 're hanging from 5 's holding

4 Students' own answers.

Language focus page 27

1 1 were 2 watching 3 playing 4 wasn't 5 weren't 6 having 7 listening

2 1 was travelling 2 wasn't cycling 3 were sitting 4 wasn't studying 5 were climbing 6 weren't looking

3 1 was playing 2 was helping 3 was baking 4 were having 5 was walking 6 were watching

4 Students' own answers.

Vocabulary and listening page 28

1 1 careful 2 happily 3 creatively 4 rude 5 easily 6 bad 7 patient 8 well 9 quietly 10 fast

2 1 fast 2 polite 3 rudely 4 brave 5 slowly 6 comfortable

3 2 e 3 a 4 g 5 d 6 b 7 f

4 1 careful 2 happily 3 creatively 4 easy 5 patiently 6 good

5 Students' own answers.

Language focus page 29

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

2 1 Were you studying yesterday? No, I wasn't.
2 Was it raining at 3:30? Yes, it was.
3 Were we having dinner at 7:00? No, we weren't.
4 Were they playing a game earlier? Yes, they were.
5 Was Jim travelling in India last year? No, he wasn't.

3 1 was travelling 2 were looking 3 were walking 4 heard 5 went 6 said 7 were waiting 8 jumped 9 took 10 was standing 11 wasn't raining 12 was 13 ran 14 didn't see

4 **Possible answers:**
1 I was visiting the Eiffel Tower.
2 he saw an accident.
3 they were coming home.
4 I heard a strange noise.
5 I was doing the exam.
6 my mum walked in the room.

Reading page 30

1 c

2 1 false 2 false 3 true 4 true 5 false

3 1 local guide 2 stood 3 was carrying 4 scared 5 hundreds

4 1 He spent three days with the monkeys.
2 It was holding on to the camera and playing with it.
3 Because they were seeing their faces for the first time.
4 Because the monkeys are very rare and it is an important record of them.
5 Students' own answer.

5 1 start-up 2 decorations 3 success 4 Although

Writing page 31

1 1 as soon as 2 after 3 While 4 when 5 as soon as 6 after a few minutes

2 1 After 2 when 3 a few minutes 4 soon as 5 While 6 when

3 1 It happened while our team was playing
2 my best friend Max was the team captain
3 I was standing
4 I took the photo
5 while he was kicking the ball
5 He was really pleased with it.

4 Students' own answers.

Unit 5 Achieve

Vocabulary page 32

1 1 fraction 2 metre 3 decade 4 half 5 month

2 See Workbook

3 1 a century 2 seconds 3 a ton 4 an hour 5 a millennium 6 days 7 a year 8 a kilometre

4 1 decades 2 years 3 Thousands 4 months 5 hours 6 seconds 7 century

Language focus page 33

1 1 slowest 2 braver 3 bravest 4 thinner 5 thinnest 6 easier 7 easiest 8 more important 9 most important 10 better 11 best 12 worse 13 worst

2 1 slower 2 bigger 3 more expensive 4 better 5 more modern 6 dirtier

3 1 the tallest 2 the most beautiful 3 the earliest 4 the worst 5 the easiest 6 the best

4 1 the smallest, smaller than
2 as old as
3 the youngest, younger than
4 as good as
5 the most exciting, more exciting than

5 1 is different from that one
2 this class studies as well as her
3 look like his brother
4 younger than Peter
5 the most precious

Vocabulary and listening page 35

1 1 mathematician 2 artist 3 scientist 4 chess player 5 musician 6 composer 7 writer

2 1 winner 2 genius 3 artist 4 expert 5 mathematician 6 professor 7 programmer 8 inventor

3 1 computer programmers 2 a prodigy 3 mathematician 4 twelve 5 professor 6 an expert

4 1 school 2 father 3 difficult 4 best 5 youngest 6 American

5 -er farmer, fashion designer, miner, teacher
-or conductor, sailor, translator
-ist archaeologist, economist, pharmacist, pianist
-ian electrician, magician, optician, politician

Language focus page 43

1 1 can't 2 Can 3 can 4 can't 5 could 6 play 7 Could 8 could 9 couldn't

2 1 Can Albert speak five languages?
2 I couldn't read when I was three years old.
3 Tim and Steve can cook well.
4 My dad could swim very fast last year.
5 We can't understand Italian.
6 Could Kim read when she was five?

3 1 Can you make, Yes, I can. / No, I can't.
2 Could you swim, Yes, I could. / No, I couldn't.
3 Could you play, Yes, I could. / No, I couldn't.
4 Students' own answers.

5 2 f fast 3 d old 4 c many 5 a much 6 e often

Reading page 36

1 b

2 1 American 2 body and brain 3 grandparents 4 all 5 buy

3 1 true 2 true 3 false 4 false 5 false

4 1 He can remember 248 numbers.
2 Training is a very important part of Dellis's work.
3 He trains his brain every day.
4 He first became interested because his grandmother had memory problems.
5 The best way is to change the word or number into a picture.

5 1 hard-boiled 2 reduces 3 scrambled 4 nutrients

Writing page 37

1 1 D 2 C 3 A

2 1 exciting 2 born 3 died 4 eventually 5 history 6 sold 7 first 8 buy

3 1 writer, doctor, journalist and politician
2 in Scotland in 1859
3 When did he first start writing?
4 the age of 17
5 called A Study in Scarlet
6 What were his achievements?
7 one of the most popular detective writers
8 inventor of the modern detective story
9 Why is he still popular today?
10 mysteries are so exciting

4 Students' own answers.

Unit 6 Survival

Vocabulary page 38

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

2 1 make 2 build 3 move 4 follow 5 Stay 6 use

3 1 avoided 2 found 3 climbed 4 followed 5 kept (stayed) 6 moved

4 Students' own answers.

Language focus page 49

1 1 'll 2 If 3 won't 4 will 5 survive 6 if 7 drink 8 Will

2 1 won't hear 2 find 3 gets up 4 sees 5 won't light 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 'll bake 2 will we do 3 rains 4 ask 5 'll say 6 doesn't feel 7 won't come

5 Students' own answers.

Vocabulary and listening page 40

1 2 lighter 3 torch 4 water bottle 5 compass 6 rope
The secret word is: mirror.

2 1 mirror 2 compass 3 water bottle 4 tent 5 torch 6 knife 7 sleeping bag 8 first-aid kit

3 Correct items:
3 torch 4 water bottle 6 first-aid kit 7 sleeping bag 8 rope

4 1 False. Josh can't hear the noise.
2 True
3 True
4 False. Matt's finger hurts.
5 True
6 False. The boys have got a really early start in the morning.

5 Students' own answers.

Language focus page 41

1 1 listen 2 mustn't 3 eat 4 should 5 shouldn't 6 sit

2 1 must 2 shouldn't 3 must 4 mustn't 5 should 6 mustn't 7 should 8 must

3 1 You should bring a first-aid kit.
2 You mustn't eat the fruit on the trees.
3 You must bring a sleeping bag.
4 You shouldn't wear new clothes.
5 You mustn't swim in the river.
6 You should carry a water bottle.
7 You should be quiet at night.
8 You shouldn't bring a mobile phone.

4 Students' own answers.

Reading page 42

1 b

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

3 1 March 2 car park 3 bad 4 river 5 9:00 6 useful

4 1 He phoned the emergency services.
2 He got his ideas from TV survival programmes.
3 He tried to light a fire by quickly moving two branches together.
4 He was alone on the mountain for two nights.
5 Students' own answers.

5 1 clever 2 reserved 3 bossy 4 fit 5 friendly

Writing page 43

1 2 Don't arrive late for lessons.
3 Speak English to people outside class.
4 Don't chat to friends in lessons.
4 Revise for your exams.

2 1 Don't watch 2 remember 3 Don't eat 4 be 5 Walk 6 Don't sing 7 wear 8 Don't go

3 1 important to have the right equipment
2 forget your trainers
3 you should arrive early
4 a good idea to chat to the other people
5 you talk to them, they'll think you're friendly
6 you need help, speak to the club organiser

4 Students' own answers.

Unit 7 Music

Vocabulary page 44

1 1 concert 2 traditional 3 fan 4 catchy 5 classical 6 DJ

2 1 drums 2 traditional 3 pop 4 guitar 5 rock 6 Samba 7 piano 8 hit 9 salsa 10 rock 11 lyrics 12 bass

3 1 band 2 rock 3 heavy 4 fan 5 hip-hop 6 violin 7 concerts 8 classical 9 vocals 10 lyrics

4 Students' own answers.

Language focus page 45

1 1 's 2 're 3 be 4 'm not 5 isn't 6 aren't 7 going 8 get

2 1 are going to cost
2 isn't going to open
3 isn't going to start
4 is going to finish
5 aren't going to play
6 are going to sing

3 1 'll feel
2 's going to buy
3 will win
4 won't like
5 're going to play
6 'm not going to watch

4 Students' own answers.

Vocabulary and listening page 46

1 1 successful 2 confidence 3 strength 4 talent 5 famous

2 1 ambition 2 success 3 energetic 4 talented 5 fame 6 charming

3 2 d 3 e 4 b 5 a 6 c

4 1 ten 2 won't 3 rock 4 home 5 guitar 6 sixteen 7 older 8 will

5 Students' own answers.

Language focus page 47

1 1 Is 2 going 3 Are 4 am 5 'm not 6 is 7 isn't 8 are 9 aren't

2 1 Is he going to play the guitar?
2 Are you going to buy the tickets?
3 Are we going to take photos?
4 Is Sarah going to be at the concert?
5 Where are they going to sit?
6 What is the singer going to sing?

3 1 Are you going to listen to, Yes, I am. / No, I'm not.
2 Is your best friend going to come, Yes, he / she is. / No, he / she isn't.

3 Are you going to get up, Yes, I am. / No, I'm not.
4 Are your school friends going to meet, Yes, they are. / No, they aren't.
5 Is your teacher going to give, Yes, he / she is. / No, he / she isn't.

4 Students' own answers.

5 1 Are you playing
2 'm practising
3 are you doing
4 'm singing
5 is playing
6 'm not coming
7 are arriving
8 aren't staying

Reading page 48

1 1 c

2 1 tune 2 can 3 after 4 chorus 5 lyrics

3 1 the future 2 catchy 3 laugh 4 chorus

4 1 You can chose three notes and play them again and again.
2 The title of the song.
3 It can say something new about the topic and it can have a different rhythm.
4 Students' own answers.

5 1 voice 2 bright 3 star 4 hit

Writing page 49

1 1 She 2 this 3 us 4 Their 5 it 6 me 7 his 8 They

2 1 it 2 I 3 him 4 your 5 He 6 her 7 them 8 my

3 1 synthpop
2 you like catchy electronic music, you'll love this song
3 vocals by Australian singer Conrad Sewell
4 want to listen to this song again
5 How long will I love you?
6 Ellie Goulding
7 pop
8 you're into gentle pop songs, then this is for you
9 Ellie Goulding's amazing vocals and piano playing
10 is Ellie Goulding at her best

4 Students' own answers.

Unit 8 I believe I can fly

Vocabulary page 50

1 2 e 3 d 4 f 5 a 6 c

2 1 of 2 like 3 in 4 on 5 during 6 without

3 1 run 2 lift 3 travel 4 move 5 avoid 6 drive

4 1 In 2 between 3 turned 4 than 5 engine 6 speed

Language focus page 51

1 and but or so because although

2 1 and 2 but 3 Although 4 because 5 so 6 or

3 1 so 2 Although 3 but 4 and 5 or 6 because

4 1 You should use green sources of energy because you can protect the earth.
2 We should limit the use of fossil fuels or our future generations will lack energy.
3 Although green sources of energy are good, we need more time to make them perfect.
Green sources of energy are good but we need more time to make them perfect.
4 Viet Nam has a long seaside so it is suitable to develop solar energy and wind power.
Because Viet Nam has a long seaside, it is suitable to develop solar energy and win power.

Vocabulary and listening page 52

1 1 terminal f 2 boarding gate b 3 shuttle e 4 departure information board c 5 yellow sign d

2 1 runway 2 departure information board 3 yellow sign 4 terminal 5 shuttle 6 boarding gate

3 1 true 2 true 3 false (They have to look up the flight departure information on TV screens) 4 false (to Singapore) 5 false (One leaves at 9, the other leaves at 9:15) 6 false (Nam knows it) 7 false (Gate 20) 8 false (9:15)

4 1 University of 2 isn't too cold 3 one metre thick 4 the last (person) 5 Gate 2 6 leaves at

Language focus page 53

1 1 infinitives without *to* 2 infinitives without *to* 3 infinitives with *to*

2 1 Did you use to commute to school by the school shuttle bus? Yes, I did. No, I didn't.
2 Do you have to work overtime on Sundays? Yes, I do. No, I don't.
3 Do you want to take part in the Young Musician of the Year contest? Yes, I do. No, I don't.

3 1 has to 2 fly 3 go 4 to swim 5 ought to 6 don't need

4 infinitives without *to*: begin, start, decide, refuse , ...
infinitives with *to*: might, would, could, don't, didn't ...

5 1 a lot of / lots of 2 any 3 Some 4 any

Reading page 54

1 1 Alternative energy sources 2 Fossil fuels

2 1 burning 2 Biomass 3 heats 4 Oceans

3 1 true 2 false 3 true 4 false

4 1 less polluting 2 Biomass fuels 3 within the earth 4 solar radiation

Writing page 55

1 1 so 2 because 3 so 4 because 5 because 6 so

2 1c I will choose to take showers because baths use more water. / Baths use more water so I will choose to take showers.
2d I will choose to use light tubes because bulbs use more electricity. / Bulbs use more electricity so I will choose to use light tubes.
3f I will choose to walk to school because I want to do more exercise. / I want to do more exercise so I will choose to walk to school.
4e I will choose to install a solar system because I want to reduce electricity bills. / I want to reduce electricity bills so I will choose to install a solar system.
5b I will choose to plant more trees because I can have more shade here. / I can have more shade here so I will choose to plant more trees.
6a I will choose to stop using plastic bottles because I don't want to pollute the environment. / I don't want to pollute the environment so I will choose to stop using plastic bottles.

3 1 Thanks for your email 2 do 3 Guess what 4 broke 5 because 6 playing 7 fell 8 so 9 so 10 because 11 visit 12 Write soon

4 Students' own answers.

Cumulative Review

Starter – Unit 2 page 56

1 1 Making a film.

2 Because he wants to find some friends to make films with.

3 1 fourteen 2 alone 3 can 4 making 5 creative 6 scary 7 music 8 email

4 Picture 3

5 1 Skype 2 camera 3 film 4 basketball 5 lab 6 students

6 Students' own answers.

Starter – Unit 4 page 57

1 Statues; The Great Wall of China; China

2 Emperor Qin

3 1 The tour guide was called Jing Mei.
2 The emperor died in 210 BC.
3 The warriors all look different.
4 Some soldiers are lying broken on the floor.
5 They were found in the countryside.
6 The writer was taking photos quietly in the museum.

4 B1, C2; D3, Photo A not mentioned

5 1 False 2 False 3 False 4 False 5 False 6 True

6 Students' own answers.

Starter – Unit 6 page 58

1 She's cooking on a fire. In the forest.

2 Anna

3 1 Grace 2 Tom 3 Anna 4 Tom 5 Charlie 6 Charlie

4 champion, compass, mirror

5 a4 b2 c5 d1 e3

6 Students' own answers.

Starter – Unit 8 page 59

1 There's a music festival.

2 They are all his favourite bands.

3 1 True 2 True 3 False 4 False 5 False 6 True

4 1c; 2a

5 1 silly 2 forgets 3 isn't 4 legs 5 difficult 6 is

6 Students' own answers.

Language focus practice

Starter unit page 60

1 1 I'm not a Star Wars fan.
2 Are you interested in photography?
3 Murat isn't in this photo.
4 It isn't Friday afternoon.
5 Is your brother fifteen?
6 Ann and Ella are twins.

2 1 Her 2 Our 3 his 4 my 5 your 6 Their

3 1 mine 2 ours 3 hers 4 yours 5 his 6 theirs

4 1 an 2 a 3 the 4 the 5 (no article) 6 (no article) 7 a

5 1 She's got a new teacher.
2 I haven't got a notebook.
3 They've got a history class now.
4 Have we got maths this morning?
5 Jake hasn't got a new uniform.
6 What have you got next?

6 1 There aren't, girls 2 Are there, class 3 music, there isn't 4 There's, exam 5 There are, fields 6 Is there, a lab

Unit 1 page 61

1 1 likes 2 collects 3 has 4 washes 5 does 6 bakes 7 carries 8 draws

2 1 David does martial arts.
2 We don't watch films on the laptop.
3 You spend a lot of time in town.
4 My mum carries her things in a small bag.
5 They don't play football in the park.
6 My father doesn't allow me to have a phone.

3 1 Olga and Sasha don't live near the school.
2 I don't want to watch that film.
3 You don't write on your blog every day.
4 We don't know that boy's name.

5 Vadim doesn't speak French.
6 This shop doesn't open early.

4 1 They never make videos.
2 My father is sometimes strict.
3 Mark and Ed always play outside.
4 Nuran has usually got a pen.
5 These stories are always interesting.
6 We often listen to music.

5 1 Do, spend, they don't 2 Does, play, he does 3 Do, watch, I do 4 Does, do, she doesn't 5 Do, go, they don't 6 Do, know, we do

6 1 Where do 2 When does 3 When do 4 Where does 5 Who do 6 What does

Unit 2 page 62

1 1 making 2 stopping 3 collecting 4 living 5 swimming 6 spending 7 staying 8 leaving 9 painting 10 working

2 1 's baking 2 're playing 3 'm watching 4 's meeting 5 's eating 6 're running

3 1 They aren't making lunch. They're chatting on social media.
2 Tamer isn't sitting in his chair. He's running outside.
3 I'm not making a phone call. I'm sending an email.
4 We aren't listening to Tom. We're speaking to Andy.
5 Holly isn't reading her book. She's sending a text message.
6 You aren't writing in your notebook. You're talking.

4 1 What are you watching on TV?
2 Is Henry playing tennis with Sam?
3 Why are your friends running fast?
4 Where is Angela staying on holiday?
5 Are we looking at this exercise now?
6 Who is your brother speaking to?

5 1 'm going 2 is enjoying 3 aren't staying 4 're visiting 5 live 6 teaches 7 walks 8 doesn't go 9 works 10 uses 11 are you doing 12 Are you working

Unit 3 page 63

1 1 Was the tour expensive?
2 My answers were right.
3 I wasn't cold in the tunnel.
4 Were the tourists interested in the old town?
5 The visit to the museum was exciting.
6 You weren't on the school trip last week.
7 Was Liam at school yesterday?
8 We were happy with our guide.

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

3 1 met 2 stayed 3 felt 4 gave 5 explored 6 went 7 took

4 1 didn't play 2 didn't lose 3 didn't meet 4 didn't help

5 1 Did David find, he didn't 2 Did they go, they did 3 Did Katy leave, she did 4 Did we have, we didn't

Unit 4 page 64

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

2 1 Olga was having her dinner.
2 I wasn't studying for that important exam.
3 Ed and Tom were waiting outside the cinema.
4 Mustafa was writing an email.
5 My parents weren't watching that new TV series.
6 You weren't answering your mobile phone.
7 I was chatting on social media.
8 They weren't baking a cake.

3 1 Were, standing 2 Was, dancing 3 Were, running 4 Was, wearing 5 was, eating 6 were, sitting 7 were, saying 8 was, talking

4 1 walked 2 wasn't looking 3 were standing 4 were talking 5 was going 6 stopped 7 didn't fall 8 said 9 thanked

5 1 fast 2 angrily 3 badly 4 hard 5 well

Unit 5 page 65

1 1 richer, the richest
2 luckier, the luckiest
3 more difficult, the most difficult
4 worse, the worst
5 more exciting, the most exciting
6 wetter, the wettest
7 more boring, the most boring
8 kinder, the kindest

2 1 the biggest 2 better than 3 the fastest 4 more creative 5 the worst 6 easier

3 1 She isn't faster than other players in the team.
2 Cars are slower than planes.
3 You're the friendliest person at this school.
4 My brother is as polite as pie.
5 He's different from the other runners in the class.
6 Jane doesn't look like her sister because Karen is taller.

4 1 can speak English and French 2 could play football well 3 can't run very fast 4 couldn't cook 5 can bake cakes

5 1 How strict 2 How many 3 How much 4 How often 5 How tall 6 How fast

Unit 6 page 66

1 1 will be 2 'll build 3 won't climb 4 'll win 5 won't enjoy 6 will, do

2 1 'll look, find 2 won't watch, feels 3 is, 'll buy 4 Will, light 5 're, 'll win 6 buy, will 7 Will, find 8 doesn't bring, 'll be

3 1 sees 2 don't find 3 'll listen to 4 feel 5 won't swim 6 'll eat

4 1 must 2 should 3 must 4 should 5 should 6 must 7 should 8 must

5 1 mustn't 2 must 3 should 4 mustn't 5 shouldn't 6 should

Unit 7 page 67

1 1 'm going to listen 2 isn't going to walk 3 're going to watch 4 'm not going to buy 5 is going to do 6 aren't going to sing

2 1 I'm going to learn these cool lyrics.
2 We aren't going to download the reggae song.
3 Harry and Niall are going to talk to the fans.
4 That video isn't going to be on TV tonight.
5 You're going to write the music for the album.
6 They aren't going to change the title of the song.

3 1 're going to study 2 'll have 3 'm going to visit 4 'll enjoy 5 'll love 6 's going to start

4 1 Is Fatma going to learn
2 Are you going to do
3 Is Archie going to become
4 Are they going to sing
5 is Paul going to play

5 1 isn't practising, 's going
2 is doing, isn't meeting
3 aren't playing, 're watching
4 are practising, aren't going
5 are meeting, aren't doing

Unit 8 page 68

1 1 to 2 to 3 ∅ 4 ∅ 5 to 6 ∅ 7 to 8 to 9 to 10 ∅

2 1 not swim 2 eat 3 not play 4 to study 5 to read 6 run

3 1 We should stop using fossil fuels or we will have no fresh air to breathe.
2 We ought to stop using coal because it pollutes the air.
3 Nuclear power is an effective source of energy but it is very dangerous.
4 We should look for alternative sources of energy and we will have a better environment.
5 Although nuclear power is an effective source of energy, it is very dangerous.

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

Student Book audio scripts

Unit 1

Page 11 Exercises 4 and 5 1.05

I = Interviewer, A = Amelia, E = Elijah, R = Renee, H = Harry, L = Lilly, D = Darius.

1 Amelia
I What are your favourite places in town?
A When I'm with my friends in town we spend most of our time at the shops. Sometimes we go to fast-food restaurants.

2 Elijah
I What about when you're at home? Do you stay in your room a lot?
E Yes, I quite like being alone sometimes, so I spend a bit of time in my room. Usually when I come home from school.

3 Renee
I Do you stay in bed later at the weekends?
R No, I don't spend a lot of time in bed. I go to school on Saturday morning. And on Sunday I don't spend any time in bed: I prefer to get up and do something. See friends, do sport, watch TV. That kind of thing.

4 Harry
I Are you online a lot?
H Quite a lot, I suppose, yes. My parents say I spend too much time in front of screens. I use my phone a lot, and then there's my computer. That's for homework but I play games on it, too.

5 Lilly
I Do you spend much time on your homework?
L No, not much. Maybe thirty minutes a day.
I And at the weekend?
L I spend more time on my homework at the weekend. Maybe an hour? But I don't spend more than an hour …

6 Darius
I How long does it take to get to school in the morning?
D When there's a lot of traffic, I spend about forty minutes on the bus getting to school. It's a long time!
I What do you do on the bus?
D I spend all of my time on my phone.

Page 14 Exercises 3 and 4 1.10

I = Interviewer, A = Abbie, N = Niall

1
I Abbie, those trainers are great – I really love the colours.
A Thanks.
I Where do you buy the trainers and the paints? Are they expensive?
A They're not too expensive, no. I buy them online.
I You're obviously very good at it.
A Well, I love drawing and painting. It's a very relaxing hobby.
I And what do you do with the trainers after you paint them?
A Well, I often wear them, but I sometimes give them to people. If a friend has a birthday then I give them trainers as a present.
I Oh, that's nice. What a great idea for a present.
A Yes, my friends really like them.

2
I Hi, Niall.
N Hi.
I You've got a good camera there, I see. And you use that to make videos, right?
N That's right. I make videos for songs.
I Pop songs?
N Pop, rock, rap. If I like a song, then I make my own video for it.
I OK. That's a nice idea. Do you write stories for the videos, then?
N Yeah, I always write the stories and then afterwards my friends help. They act in the videos.
I Your friends are the actors. Cool!
N Yes, it's usually a lot of fun.
I And how often do you make a new video?
N I don't often make them. Maybe two or three times a year. It's a lot of work.
I Yes, that is a lot of work. What do you do with the videos when they're finished?
N I upload them. I put them on YouTube.
I Great!

Unit 2

Page 21 Exercises 4 and 5 1.15

I = Interviewer, S = Steve, R = Rebecca, H = Harry

1
I Do you spend a lot of time talking to friends on the phone?
S Of course, all the time.
I Do you spend a lot of time talking to friends on the phone?
R Not much. What about you?
H Me neither. We use instant messaging most of the time.

2
I Did you know that young people only spend 3% of their communication time making phone calls?
S Really?
I Did you know that?
H I'm not surprised.
R Neither am I.

3
I Do you use email?
S Absolutely.
I Did you know that teenagers only spend 2% of their communication time writing emails?
S Wow, no. I'm surprised.
I Are you surprised by that?
R Of course, email is for adults.
H That's right.

4
I How often do you have face to face conversations with friends?
R All the time.
H Me, too.

S Hmm, sometimes. About once a week, probably.
H Really?
R I'm surprised.

Page 24 Exercise 1 1.18

1 *[keyboard tones as someone dials a number]*
2 Yeah, OK, speak soon, yeah, OK, bye. [hangs up]
3 *[ringing]* Hi, I'm calling back because you were busy earlier …
4
[ringing]
A Hello? Oh wow! Hey everyone! It's Zoe – she's calling from Ireland. Hang on a minute, Zoe.
[button tones]
B Hello?
A OK, can everyone hear her now? Go ahead, Zoe, we're all listening …
B Hi guys!
5 *[keyboard tones, sound of message being sent]* OK, sorry, finished. Carry on …
6 *[different ringtones]* Which tone do you like best? I think I like this one. *[ringtone]*
7 This is the voicemail service of 085 757 0585. Please leave a message after the tone.
8 *[engaged tone]* … oh, she's still on the phone!

Page 24 Exercise 3 1.20

M = Mum, D = David, O = Ollie, J = Janet, GF = Grandfather, GM = Grandmother, Ma = Man

1
M Hello, David? This is your mum. Where are you?
D Oh … Hi, Mum! I'm in the park … with friends.
M What about your homework?
D Sorry, I can't hear you. Can you speak up? Mum, this line is bad. No, sorry, I can't hear you. I'm hanging up now.
M Wait, wait! Please don't hang up.
D You're breaking up. Lovely speaking to you, Mum. Bye.
M David? David?

2
O Hello, is that Susan?
J No, it's Janet.
O Janet?
J Yeah, I'm using Susan's phone because I haven't got any credit on my mobile.
O Oh, OK.
J I need to top up my phone. But I need to talk to you. Can you call me back on Susan's phone?
O Sorry, I haven't got much credit. Send me a text message.
J All right.

3
GF Who are you calling?
GM I'm calling Andrew. His phone's ringing, but he's not answering.
Ma Hello?
GM Oh, hello, Andrew, it's your grandmother speaking.
Ma Erm, this isn't Andrew. Sorry, I'm afraid you've got the wrong number.
GM Oh! Sorry about that. Well, who are you then? I've got your number in my phone.
Ma I'm Anthony. Anthony Frizzell.
GM Anthony Frizzell? Oh yes! Anthony. The man from the bank.
Ma That's right.
GM Oh dear, sorry to bother you.
Ma No problem.
GM Bye, now.
Ma Goodbye.

Page 30 Exercise 4 1.25

I = Interviewer, E = Eva
I So, what do you like doing in your spare time?
E Well … a lot of different things. I love going out and doing sport. I hate staying in bed late in the morning. I always get up early!
I Oh yes. I'm the same.
E I love being creative. I write a blog online every day and I really like that. I'm also a big fan of cooking. When my friends are at my house, we sometimes bake cakes.
I And what about your family?
E Well, my dad doesn't do sport and he doesn't like baking … but he's mad about collecting things! He collects very expensive old books! But I'm not interested in collecting things – I think it's boring!
I Yes.
E And … my mum likes films and we sometimes see films together. I enjoy going to the cinema in town with her to watch a family film. And my sister is very good at dancing and she goes to a salsa dance club near our house. But I'm really bad at dancing.
I Oh dear.
E But I love music. I always listen to some beautiful music in bed before I go to sleep. It's very relaxing.
I That sounds nice!

Page 32 Exercise 11 1.26

A = Anna, W = Woman, S = Sue, M = Mary

1
A Hi. Is that Sue? It's Anna here.
W Sue? … Eh?
A I'm really sorry. I'm afraid I haven't got the right number.
W That's all right. Bye.

2
S This is Sue here. Sorry I can't answer the phone right now. Please leave me a message after the tone.
A Hi, Sue. I'm calling about the trip to the cinema. Perhaps we can speak later. Bye!

3
A I know! I can try Sue's landline. Sue? Are you there? Oh no, her phone's busy.

4
A Hi Sue. It's Anna speaking! How are you?
M It isn't Sue. It's her sister, Mary. Sue's having a shower. Can you call back in fifteen minutes?
A OK.

5
A Hi Sue. It's Anna here.
S Sorry, I can't hear you! Mum is doing the housework! Can you speak up?
A It's me! Anna! Anna!
S Sorry? Hannah? I don't know any Hannahs!

6
A Hi. Sue? It's Anna. That was me just now.
S Was that you? I'm so sorry!

A Listen. I'm calling about the cinema tomorrow.
S Yes, great. What time do you want to meet? 7.15?
A Sue? Are you there? … Oh no! I haven't got any credit! … I need to top up … again!

Unit 3

Page 35 Exercises 5 and 6 1.28

I = Interviewer, D = Darius, R = Renee, S = Shri, E = Elijah, A = Amelia

1 Darius
I Tell me about where you live.
D I live in a town called Bandon. It's a small town in the south of Ireland. It's not exactly beautiful, but I quite like living here.

2 Renee
I Tell me about a person who you admire.
R I really admire Lewis Hamilton. He's a British Formula One driver and I think he's brilliant.

3 Shri
I Tell me about something which you really don't like.
S I really don't like getting up early in the mornings. I get up at 7 o'clock during the week, and it's terrible!

4 Elijah
I Tell me about your favourite invention.
E Mountain bikes are probably my favourite invention. I really love my bike. I cycle a lot and I go most places on it.

5 Amelia
I Tell me about something you like.
A I'm really into tennis. I'm in a club and I play in a team.

Page 38 Exercise 5 1.34

Saturday the fourth – today I travelled to Egypt in 2000 BCE and visited the pyramids. They were new then! After that, I went to Rome and watched games in the Coliseum. They were violent and cruel. I really didn't like them.
Sunday the fifth – I travelled thirty-five million years into the past to see the dinosaurs. I didn't stay there long, but I saw some scary animals. They looked very unfriendly. I wasn't crazy about them and I was happy to get home!
Tuesday the seventh – I didn't use the time machine yesterday. But this morning I went to the year 2000 and I found my parents. They were at a celebration for the new millennium. I didn't talk to them but it was a bit strange to see them when they were young.
Wednesday the eighth – I explored my town this afternoon and I saw my old school. There were a lot of people and I didn't find my friends, or me! I came home early because I had basketball practice.
Thursday the ninth – today I met a boy in Switzerland. He wanted to be a scientist, but he wasn't brilliant at maths. I helped him with his homework. He gave me a book with his name on it. It was Albert Einstein!
Saturday the eleventh – I didn't use the time machine yesterday because we had a History test. But this morning I visited Brazil in 2014 and watched the Football World Cup final. It was fantastic!
Sunday the twelfth – I visited England a hundred and fifty years ago and I had lunch with Queen Victoria. We ate a strange pudding and I didn't like it. I gave her a photo of my family. She was a big fan of their clothes.
Monday the thirteenth – today I went into the future! I travelled in a spaceship to the moon. It was a very long journey and I felt sick, so I came home early.

Unit 4

Page 45 Exercises 3 and 4 1.40

I = Interviewer, L = Lilly, H = Harry, R = Rebecca, E = Elijah

1 Lilly
I What can you see in this photo?
L I can see people in an open space. A man is standing in the middle and two people are hanging from his arms. There's one person on the left and one person on the right. He's a superman!

2 Harry
I Look at this photo and tell me what you can see.
H Hey, that's a good one. There's a woman and she's sitting somewhere, like a rock. She's holding a tiny man, who's jumping up and down on her hand. That's funny!

3 Rebecca
I What can you see in this photo?
R Mmm. Oh, it's an illusion. It looks like there are two people hanging from the man's arms, but they aren't really. The man is actually standing in the foreground and the two people are standing behind him in the background. It's a clever picture.

4 Elijah
I What can you see in this photo?
E There's a woman holding a really small jumping man … What? Ah, not really. Of course! The man is jumping up in the background and he looks small because he's behind the woman. She's in front of him in the foreground, so she looks bigger than him. So it looks like she's holding him, but she isn't really, she isn't holding anything. I like that.

Page 48 Exercises 3 and 4 1.43

I = Interviewer, S = Steve
I How did you take this one, Steve?
S Well, taking photos of animals isn't easy because they're fast and never stay in one place. For this photo I waited patiently for about an hour. I saw this squirrel while I was photographing flowers in a park. It was running up and down the tree and eating nuts. I was lying down when I took this photo.
I I can see you were very close to it.
S Yes. I was very quiet and it came quite close. It's often difficult to get close to animals because they're scared. So I often use a special camera and take photos from a distance.
I Were you skiing when you took this photo?
S Yes, I was. I was skiing with the guy in the photo. I was on his left when I took it.
I That's very brave of you!
S Not really. I can ski well. Some photographers do dangerous things. But I only take photos of sports I can do. If you follow simple rules, it isn't difficult to take good sports photos. The most important thing is to be in the right place at the right time.
I This is a great photo!
S Yes, it is. I was travelling in Asia when my friend and I saw this street parade. The women were wearing traditional

clothes. We talked for a few minutes and then I asked if I could take their photograph with my friend. They said OK.
I Do you always ask people for permission?
S Yes. It's rude to take photos of people you don't know. Most people are happy for you to take their photo if you're friendly. If they say no, then you don't take the photo.
I Where were you sitting when you took this photo?
S I was sitting at the end of the boat and my three friends were at the other end. We were on holiday last summer. Holiday photos are often boring so I was trying new ideas. I took a lot of photos of my friends on the boat and in the sea that day. It was good fun!
I Well, thanks Steve.

Page 54 Exercise 4 1.47

A = Ann, L = Lily
A What did you do last night?
L I watched the first part of a travel programme. It was with my favourite TV presenter Dan Smith … I'm a big fan!
A Me, too!
L Well, in this programme, he explored part of South America by train. He went from Argentina across to the Andes Mountains.
A Wow – that sounds like a great journey.
L Yes, he started in Argentina, in the city of Buenos Aires. He visited an old school friend there first – they were friends years ago in London. He's a famous actor now in Argentina.
A Cool!
L Then he began his train journey. On his first train, he met two other travellers – two really funny Americans and he travelled with them for a long time. After a few days, he stopped high in the Andes Mountains and he stayed there for the night. He always has his camera with him and he took photos of some cool animals there. They're called alpacas. One of the alpacas was a baby and it ate his sandwiches! Here … look at his website on my phone – there's a photo of it!
A Oh, yeah. It's really lovely! But a bit weird, too!
L Yeah! The next day he took the train again and he helped an older man on to the train. This man had about twenty bags with him! And Dan helped to put them all on the train. He's really kind! And that was the end of the first programme.
A It sounds really good. What time is it on?
L Oh … it's at seven o'clock on Tuesdays.
A I think I'll watch it next week.

Page 56 Exercise 11 1.48

Good morning everybody and welcome to your first photography class. First of all, we'll look at the cameras and then start to talk about some photos. Now, you've all got a camera in front of you. Remember, they are expensive! So don't forget you need to hold the camera carefully at all times. And … please don't run around in this class. Always move slowly with the camera. We'll talk more about the cameras a bit later in the lesson.
Now, this week, we're looking at taking photos of groups of people. When you take photos of people, you need to be very patient. It's important to speak to people politely and wait quietly until they're ready.
Remember to be creative when you take photos of groups of people. Look at these two photos. I took them from interesting angles. The people weren't smiling happily and they weren't standing in one group. They were all wearing unusual clothes and they were looking serious. That made the photos really interesting … and very different, too. But it took me about half an hour to take these two photos. Sometimes it takes a long time!
People often think photography is easy. But that isn't always true. Don't forget it's often hard work!

Unit 5

Page 59 Exercises 5 and 6 1.53

I = Interviewer, R = Rebecca, H = Harry, D = Darius, Ren = Renee, S = Shri, M = May, E = Elijah, A = Amelia

1 Rebecca, Harry
I How long does a butterfly live?
R I don't know. Any ideas?
H My guess is about a month. Maybe.
I Most butterflies live for no more than two weeks.

2 Darius, Renee
I How much does an elephant weigh?
D What do you reckon?
Ren I reckon … umm … I've no idea. I guess 10,000 kilos. What do you think?
D Probably.
I One elephant weighs between 4,000 and 7,000 kilos – that's the same as 80 people.

3 Shri, May
I How fast can the world's fastest car go?
S I know that one.
M Really?
S Have a guess.
M Around 200 kilometres per hour?
S It's 435 kilometres per hour. The Hennessey Venom GT.
M That's fast.
I That's right. The world's fastest car can go up to 435.31 kilometres per hour.

4 Elijah, Amelia
I How tall was the world's shortest person in history?
E I reckon about 60 centimetres.
A Really? I reckon about 70 centimetres.
I The shortest man in history was Chandra Bahadur Dangi, who was 54.6 centimetres tall.

Page 62 Exercise 4 1.58

J = John, C = Clare
J … and the topic of today's show is prodigies. OK, Clare – so what could you do when you were five years old? Were you a genius musician?
C A genius musician? Erm … no.
J Ah, well maybe when you were ten you were an expert mathematician or a great writer perhaps?
C When I was ten? Definitely not – I still can't do maths now.
J Right, well don't worry – that means you were probably a normal child.
C Yes!
J But we're not talking about normal children today. Prodigies are children who can do amazing things when they're very young, like this, for example …
C Mmmm let me guess – Mozart?

J Correct. The composer Mozart could compose and play piano and violin when he was five. Most kids can't read until they're six. Mozart wrote this piece of music when he was eight.
C Wow. What about the pictures, then? Any ideas?
J Yes, this one's by Leonardo da Vinci.
C Yes, that's right, and we all know that Leonardo was a genius, but did you know he couldn't spell very well?
J Ah, that's interesting – so geniuses have problems, too. What about the other painting – is that boy the artist?
C Yes, his name is Kieron Williamson and he painted this when he was ten.
J It's beautiful. How much are his paintings?
C That one is 22 thousand pounds.
J Really?
C Yes, and when Kieron was ten years old he already had £1.5 million from his art.
J Ten years old and he had £1.5 million? He can't spend all that money!
C Mmm. Maybe you can help him, John.
J Good idea!

Unit 6

Page 69 Exercises 3 and 4 2.04

I = Interviewer, S = Shri, M = May, Si = Simon, R = Rebecca, H = Harry

1 Shri
I Are you good at lighting fires outdoors?
S No problem. I can definitely light a fire outdoors. You use dry wood.
I But can you light a fire outdoors without a lighter or matches?
S Definitely not! I'm no good at survival skills.

2 May, Simon
I Do you know what fruit is safe to eat in the countryside?
M I don't think so. I don't know a lot about trees and plants.
I Can you tell what fruit is safe to eat in the countryside?
Si I've no idea! It's best not to eat any fruit if you don't know what it is.

3 Rebecca, Harry
I How do you find your way if you're lost in the countryside?
R I can probably find my way with a map.
I And if you haven't got a map, or a phone?
R Then I doubt it!
I Can you find your way without a phone or a map?
H I think so. I can probably use the sun. But only on a sunny day.

Page 72 Exercises 3 and 4 2.07

Hi. I'm Kay Freeman and I went on the five-day Desert Challenge survival course. It was great fun but it was tough. You must be fit because the desert is extreme. That's why you must see a doctor first and you mustn't have health problems.
But it isn't dangerous if you follow the rules. For example, you mustn't leave the group, not for any reason, and it's important to prepare carefully. You need to carry everything in your backpack, so you shouldn't take things that aren't useful. Water is the most important thing because it's hard to find, so you must have four bottles of water. The sun is very hot, but you mustn't wear shorts or T-shirts because you'll burn. You should cover your body completely and wear a hat. It's cold at night so you should take a tent and a sleeping bag. A knife is useful, too.
It's difficult to find your way in the desert and maps aren't useful because there aren't any roads or villages. The biggest danger is getting lost. That's why you should take a mirror and a torch. You can use a mirror and the sun to signal for help if you get lost. You can use the torch to signal at night. If you get lost, you can't stay where you are because you won't survive. Instead, you should try to walk out of the desert. You can use the position of the sun for directions. You shouldn't travel in the middle of the day when it's hot. Maybe you'll be lucky and arrive somewhere or meet someone.
But don't worry! You won't get lost on the Challenge because there are excellent guides to help. Have a fantastic time!

Page 74 Exercise 4 2.10

I = Instructor, B = Becky
I It's important to check your equipment first, Becky. Is your helmet OK?
B It isn't very comfortable. It feels very small.
I Let's see. It's fine. Your helmet needs to be secure. OK, are you ready?
B Erm, yes, I think so. I'm nervous.
I Don't worry. Just go slowly and remember to relax and use your legs.
B That's a very big rock! What if I fall?
I You'll be fine if you follow me.

Page 78 Exercise 4 2.12

This week in *Great Lives*, we're looking at the life of one of the most famous Frenchmen of the twentieth century – Jacques Cousteau. As many people know, Cousteau was an expert in the underwater world. But he did many other things in his life too.
He was born in 1910 and he learned to swim when he was four. As a child he could swim very well and he always loved the sea. When he was a teenager, he went to a special school to learn about boats and sailing, and he later travelled a lot by sea.
He was a very creative person, and in 1943, he became an inventor. He invented the 'aqua lung' with a friend – this is a special thing to help people swim under the water for a long time.
In 1950, he bought a boat called *The Calypso* and he began to work as a scientist studying the life of underwater animals and plants.
And in 1953, he wrote his first book called *The Silent World*. Cousteau was not only the writer of this book, but he took many of the photographs for it too. He was an excellent underwater photographer and he took many wonderful pictures over the years.
Between 1966 and 1976 people in different countries could watch his famous TV series *The Underwater World of Jacques Cousteau* and he became one of the most famous TV personalities in the world.
After a long and interesting life, he died in Paris in 1997.

Page 80 Exercise 12 2.13

D = Dad, A = Alex
D Are you excited about the school camp, Alex?
A Yeah, I am actually … all my friends are going.
D Great. Have you got everything?

A Well … I've got lots of clothes, but I'm not sure what other things to take. My bag is nearly full.
D Well, I think the weather will be good … quite hot really. So you should take a water bottle.
A Yeah, I've got two water bottles. They're always useful.
D And what will you sleep in at night?
A I've got a sleeping bag. Mum bought me a new one last week.
D Good. What about things to eat with?
A I've got a camping fork and spoon, but I haven't got a knife. I can't find one.
D Don't worry. If I look in the kitchen, I'll find a knife, I'm sure.
A OK, thanks.
D And have you got a compass? I saw it on the list from school.
A No, I need to buy one. We can go to the outdoors shop on the way to school tomorrow morning. We mustn't forget.
D And you should take a first-aid kit. I've got one.
A No … I don't want to take a first-aid kit! The teachers will have one. Nobody else is taking a first-aid kit.
D OK … and what about this torch here?
A It's too big for my bag. I can't get it in.
D But you must take one. If it's very dark at night, you'll need a good torch. I think I've got a nice one – it's smaller.
A Cool.
D Well, I think that's everything now.
A Thanks for helping me, Dad.

Unit 7

Page 83 **Exercises 3 and 4** 2.15

I = Interviewer, E = Elijah, R = Rebecca, L = Lilly, H = Harry, Re = Renee.

1 Elijah
I Listen to this song. What do you think of it?
E It's OK. It sounds like reggaeton to me.
I What about the rhythm? Do you like it?
E Yeah! It's a good one for dancing. It's cool!

2 Rebecca
I Listen to this. Do you like it?
R Not really. I'm not into classical music. It's OK. It's a bit too slow for me.

3 Lilly
I Listen to this. What do you think?
L It sounds like samba to me. It's very catchy. It's got a good beat. It's a good one for dancing to.

4 Harry
I Do you like this music?
H It's too heavy for me.
I What do you think of the guitar?
H It's weird. I'm not into heavy metal.

5 Renee
I What do you think of this song?
Re I don't like the beat. It isn't very catchy. And the lyrics are weird. I don't like it.

Page 86 **Exercises 4 and 5** 2.21

Ka = Katy, J = Jason, L = Lewis, Ki = Kiera

1
Ka Jason, you are amazing. Really, that song is you and you sang it beautifully. So, for me you've definitely got the look, you've definitely got the talent.
J Thanks, Katy.
Ka You're also very charming. BUT … but … you've got a problem. You don't believe that you're good. I think you need confidence. No, really. The music business is tough and you'll need more than a voice. If you're ambitious, you'll be successful, OK? So what are we going to do?
J I don't know, Katy.
Ka We're going to make you stronger. Are you going to work with me?
J Yes, I am.
Ka Good. You've got a big heart, Jason, and if you think you can win, then maybe you will win. Anyway, I think you can do better but I'm still going to give you eight points – so … you're going through to the final.
J That's great, thanks Katy.

2
L Kiera, congratulations! What a performance! You're my number one! Do you know what I like about you, Kiera?
Ki Um no …
L Everything. Well, almost everything. The thing that I like most – your biggest strength – is your energy. The dancing in particular was fantastic. You've got a lot of confidence.
Ki Thanks, Lewis.
L Now, I am not a hundred per cent happy with the voice. It's a little weak, but only a little. You are dancing so much that maybe it's difficult to sing.
Ka Come on Lewis, what score are you going to give her? Is she going to be in the final or not?
L Be patient! Kiera, what are you doing next Saturday?
Ki I don't know yet, Lewis.
L OK, well don't make any plans, because I'm going to give you nine points, so you're also coming with us to the final next week. Congratulations!

Unit 8

Page 93 **Exercise 4** 2.25

O = Olga, P = Peter
O Hello, Peter. What are you doing?
P Hi, Olga. I'm watching a clip of a flying car. Look! It is opening the wings.
O It's so wonderful. Oh, it begins to lift.
P That's right. It can pass over other cars on the street.
O Yes, so we can avoid traffic jams. We'll have a convenient vehicle.
P They say that it can fly at 200 kmph. It's faster than any other running car.
O How much is it, Peter?
P It is in the making. The company says that they will sell it in the next 5 years.
O I hope it will become popular in the next 10 years. I believe I can fly.
P Sure. I think I can earn enough money to afford it in the next 10 years!

Page 96 **Exercises 2, 3 and 4** 2.29

J = Jane, M = Mike

J What's the first thing you want to do when we get to Hồ Chí Minh City, Mike?
M I don't know. I really want to see Bến Thành Market and the War Remnants Museum.
J I just hope the weather isn't too bad. It often rains this season.
M I guess it is going to be sunny this week. Which gate do we need to go to?
J Look, there is a screen over there. Let's go and look for the departure information.
M Where is Vietnam Airlines? Oh, it's on the top of the screen. Flight VN-1080.
J Our flight leaves at 10 o'clock. We have to go to Gate 34, Terminal 1.
M Great! Is it near here?
J Look at that yellow sign. We must catch the shuttle to Terminal 1, then walk to Gate 34.
M Oh, hurry up. It takes about 15 minutes to get there.
J Don't run, Mike. It's only 9:15 now.

Page 102 **Exercise 5** 2.31

P = Presenter, H = Henry

P Good evening and welcome to the final of Young Musician of the Year. Tonight we welcome back three of our contestants Ibrahim, Hannah and Nathan. And for those of you new to Young Musician, Ibrahim is going to play the classical guitar, Hannah the violin and Nathan the piano. And of course we'd like to welcome our judges. And we're going to start by talking to our judge Henry Thompson … So, Henry who do you think will win this year's Young Musician of the Year?
H Well … that's difficult to say. They were all so good last week. Ibrahim is a very confident musician, so he doesn't need to improve his confidence. He played beautifully last week. He always plays with a lot of energy, and he's exciting to watch. His only weakness is rhythm … he lost the rhythm a little last week. But that's his only weakness. And Hannah, she played two difficult violin pieces last week. I think she was very ambitious … perhaps too ambitious. The first piece was OK but it wasn't great, but the secondpiece … it was wonderful! Just amazing! It was good to see Hannah finish with real success last week. Well done, Hannah!
And Nathan, he's got charm when he plays … he always smiles, yes, he's really charming. He's a fantastic musician – he's got a lot of different strengths. I think out of all three of the contestants tonight … he'll be famous – that's what I think! But … who will win the competition? Well … who knows?
P Thank you Henry. Of course, our three musicians are going to play again now. And we're going to learn the name of the winner at the end of the programme.

Page 104 **Exercise 13** 2.33

This is the pre-boarding announcement for flight VN-221 to Ho Chi Minh City. We are now inviting those passengers with children, and any passengers requiring special assistance, to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes' time. Thank you.

Plus Options Unit 1

Page 106 **Exercises 2, 3 and 4** 3.03

T = Tina, E = Emily

T Do you often watch television, Emily?
E No, I don't. I don't really like television adverts.
T So what do you do when you're not studying?
E Oh, umm, not much. I'm always really tired in the evenings and at weekends.
T Have you got any hobbies?
E Well, I play the piano.
T Really? I do, too!
E Oh, right. So, um, how often do you practise?
T Most afternoons usually, but if it's really busy, then sometimes it's hard to find time.
E Yeah, I know what you mean. I normally practise once or twice a week. I haven't got enough time to do it more than that.

Page 106 **Exercise 5** 3.04

T = Tim, J = John

T What do you do when you're not studying?
J Well, I sometimes go swimming.
T Really? I do, too!
J How often do you swim?
T I swim most evenings, usually. What about you?
J Once or twice a week. I haven't got enough time to go more than that.
T I know what you mean. It's hard to find the time. I'm going swimming this evening.
J Me too! See you at the swimming pool!

Plus Options Unit 2

Page 107 **Exercises 3, 4 and 5** 3.06

S = Sophie, D = Dave, A = Alex

S Hello?
D Oh hello. This is Dave Mitchell. I work with Alex - sorry, I work with your dad. Can I speak to him, please?
S Sorry, he's out at the moment. He's at the supermarket with Mum, I think. Can I take a message?
D Yes, please. Can you ask him to call me on my mobile?
S Yes, sure. Has he got your number?
D I think so, but can you give it to him again? It's 07913 24058.
S Hang on a minute. 07913 … 24058.
D That's right.
S OK, I'll give him the message when he comes home.
D Thanks very much! Bye.
S Bye.
…
A Hi, this is Alex. Sorry I can't take your call right now. Please leave a message.
D Alex, it's Dave. Why aren't you answering your phone? Listen, the football match starts at three o'clock. We're meeting at Oliver's house, and he'll drive us to the stadium. You need to be at Oliver's house at two! His address is 34 Eastfield Road. Oh, and the tickets cost £46.50. It's twenty to two now, so you need to hurry.

Plus Options Unit 3

Page 108 Exercise 1 3.08

L = Liam, E = Emma, H = Harry, R = Ruby

L His mum made the wedding cake. It was amazing!
E They got lots of presents. They were on the table and I wanted to open them.
H The wedding party was in the garden of a big hotel.
R There were fireworks and great music at the party.

Page 108 Exercises 2 and 3 3.09

E = Ella, M = Megan

E Hi, Megan. Hey, I didn't see you at tennis on Saturday. What happened?
M Hi, Ella. My cousin got married on Saturday and I went to her wedding.
E Wow! Did you have a good time?
M I had a great time. I've got some photos. Look. Here's one of Lily in her wedding dress.
E She's really beautiful! And look at Dan! He looks really smart.
M I know. He usually wears jeans!
E Were there many people?
M Yes, there were about a hundred and fifty people. Lots of my cousins were there. I met Dan's brother, Jamie. He's really cool. I sat next to him at dinner.
E Where was the wedding?
M It was in the garden of a big hotel in the country.
E What was the food like?
M Fantastic. Really amazing – there was so much! After the meal, everyone danced. There was a DJ and he played a lot of good music.
E What did you give them for a wedding present?
M My mum and dad just gave them some money, so that they can have a really good holiday.
E Good idea!

Page 108 Exercise 4 3.10

P = Pete, S = Sam

P Hi, Sam. Why didn't you go to Jack's party?
S I couldn't come. It was my brother's wedding.
P Oh, I forgot about that. Did you have a good time?
S Yeah. I had a great time!
P Were there many people?
S Yes, there were about a hundred people. I met Jack's sister, Ruby. She's cool.
P I don't know her. What was the food like?
S Really good. There were lots of different types of food.
P What did you give them for a present?
S My mum and dad gave them a coffee machine. They really liked it!

Plus Options Unit 4

Page 109 Exercise 2 3.12

1 The pillows are under the beds.
2 The sheets are behind the chair.
3 The laptop is on the bed.
4 The chair is in front of the door.
5 The tidy bed is on the left.
6 The posters are on the shelves.
7 The plant is between the beds.
8 The basket is next to the table.

Page 109 Exercises 3 and 4 3.13

A = Anya, M = Malaya

A Oh, no! Where is it?
M Come on. It's time for breakfast. It's ten to eight.
A You go, Malaya. I'll come in a minute.
M Anya! What's wrong?
A I can't find my history book and I really need it today. We've got a test.
M Are you sure it's in the bedroom?
A I think so. I usually put it on the shelves with the other books, but it isn't there.
M What about the table? Is it behind your computer?
A No, it isn't. I think it's in here.
M What? In the drawer?
A Yes! I always do my homework at the table here. No, it isn't here.
M Look, here's a history book under the bed. Is this what you're looking for?
A No, that's the wrong one. Maybe it's in your bag …
M My bag? I'm sure it isn't in there.
A Here it is! It's in the clothes basket.
M The clothes basket? That's a crazy place to put it!

Plus Options Unit 5

Page 110 Exercises 2 and 3 3.15

T = Tim, SP = Salesperson, M = Manager

T Excuse me. I bought this laptop here on Saturday, and there's a problem with it.
SP What exactly is the problem?
T Well, your computer expert said that it was very fast, but it isn't. In fact, it isn't as fast as my old laptop.
SP I'm surprised about that. It's one of our most popular models.
T I can't watch videos because I can't download them. But the worst problem is the battery. I recharge it and it only lasts an hour.
SP Mmm. That isn't very long. Perhaps you need to buy a new battery.
T But it IS a new battery! I want to change it for another laptop.
SP I'm afraid I can't do that.
T Could I speak to the manager, please?
SP Yes, of course. I'll call her.
M Hello. How can I help you?
T I'd like to make a complaint. I bought this laptop on Saturday and I'm not happy with it. The salesperson said it was fast, but it isn't. And the battery only lasts an hour.
M I see. I'm terribly sorry about that.
T I would like to change it for a better one.
M I'm afraid we can't do that.
T But what about the battery? There's something wrong with it.
M OK, we can replace the battery for you.

Plus Options Unit 6

Page 111 **Exercises 2, 3 and 4 3.17**

I = Interviewer, W = Will, O = Olivia

I I'm with Will and Olivia. They're students at Stafford High School and I'm going to ask them some questions about their school. Will, do you think there's a problem with cheating at school?
W Not really. Two students in my class used notes in an exam, but the teacher saw them. If they do it again, they'll be in serious trouble.
O I don't agree. Some students use mobile phones in exams. The school should do something about it. I don't think students should take phones into exam rooms. Teachers should stop them.
I What about bullying? Is that a problem?
O I don't know. Some girls can say cruel things sometimes, but it isn't really bullying.
W I disagree with that. There's definitely a problem with cyber bullying.
I You mean on social media?
W Yes, that's right. Posting messages and videos about people. It's difficult to stop because you don't know who's doing it.
I So what does the school do about cyber bullying?
W We must report it to a teacher. They try to find the bullies, and they can take away their mobile phones.
I So that's good. How can the school improve?
O We should have more school trips. I mean educational trips to help with our studies. They're really motivating because they're fun.
I What about you, Will?
W I think that class size is a problem. Some classes are very big. In my class there are nearly 40 students! We should definitely have smaller classes. In small classes, we can learn more.

Plus Options Unit 7

Page 112 **Exercises 2, 3 and 4 3.19**

C = Clerk, W = Will

C Hello. Can I help you?
W Yes, can I just check something? Is *The Lion King* the Disney musical?
C Yes, that's right.
W Great, could you hang on a minute? I want to check which show my friend wants to see. Hello, Sally? I'm at the box office. We can see *The Lion King*, Little Mix, or *Hamlet*. Little Mix? They're an all-girl pop band. Yes, I'd prefer to see a musical, too. *The Lion King* looks good! OK, great. Shall I book tickets then? OK, speak to you later Sally, bye!
W Sorry about that. Can I have two tickets for *The Lion King*, please?
C Certainly. Which date?
W Er, the eighteenth of November.
C OK, where would you like to sit? Front, middle or back?
W Er, how expensive are the seats in the middle?
C They're £47 each.
W Right. Are they more expensive than the seats at the back?
C Yes, they are. The ones at the back are £38 each.
W OK, can I have two seats at the back, please?
C Certainly. That's seats 11 and 12 in row V.
W Great!
C That's £76 altogether, please.
W Here you are.
C Thanks. Enjoy the show.

Plus Options Unit 8

Page 113 **Exercise 2 3.23**

1
M1 Excuse me. Do you know where the immigration clearance is?
F1 It's near here, on the second floor.

2
F2 Excuse me. Could you let me know where the baggage claim area is?
M2 You must go downstairs. It's on the first floor.

3
F3 Excuse me. Could you tell me where the transfer counter is?
M3 It's over there, opposite the immigration clearance.

4
M4 Excuse me. I don't know where the boarding gates are. Do you know where they are?
F4 You must go upstairs. We're on the first floor.

5
F5 Excuse me. Is the customs office on this floor?
M5 No. You must go downstairs.

Page 113 **Exercises 3 and 4 3.24**

I.O. = Immigration officer, A = Alex

I.O. Good morning. Where are you from?
A Good morning. I'm from the UK. Do you know where the transfer counter is? I'm flying to Penang, Malaysia. This is my first flight.
I.O. It's on this floor, on the left, between gate 17 and gate 18.
A Can I go to the baggage claim area? I would like to take my baggage.
I.O. Oh, no. You mustn't clear the immigration. Your baggage is following you to Malaysia.
A Thank you. Where can I stay now?
I.O. You are welcome. Please, turn left over there and you'll see some benches. Here is your passport. Enjoy your flight.
A Thanks a lot. Bye.

Workbook audio scripts

Unit 1

Page 10 **Exercises 3 and 4** 01

I = Interviewer, A = Alfie

I Hi, Alfie. Those pictures are great.
A Thanks. I've always got my notebook with me and I often draw pictures.
I You're obviously good at it.
A I like drawing. It's a great hobby and it isn't expensive. I usually draw small pictures of people. But sometimes I make posters – that's a lot of work!
I Yeah.
A And I collect pop posters. I've got about twenty posters in my room. Now that *is* an expensive hobby! I buy them online.
I Cool.
I Hello, Megan. That's a big bag.
Megan It's got my sports things in it.
I Do you do a lot of sport?
Megan Yeah … I'm in the girls' football team at school.
I How often do you play?
Megan Two or three times a week after school. But we never play on Fridays because I always meet my friends in town after school and we sometimes go to the cinema.
I Great.
I Hi Luke. Nice music!
Luke Thanks! Wait a minute. Yes, I love music and I listen to it all the time. I like listening to new things.
I Good.
Luke I often go online and find new music on YouTube.
I Do you play an instrument?
Luke Yeah – I play the piano. I have a piano lesson every Monday. My teacher's good – I go to his house. I don't play at home because we haven't got a piano. But I sometimes play at school.
I Thanks.

Unit 2

Page 16 **Exercises 3 and 4** 02

D = Dad, S = Sam

D Hi, Sam! It's Dad here.
S Oh, hi Dad … I'm on the bus with Uncle Steve. We're going to that music concert in town. It's at the theatre.
D Listen, Sam … there's a problem …
S I'm sorry. I can't hear you. There are a lot of people on the bus. Can you speak up?
D OK … OK It's important. I need to speak to you. Your phone was busy just now and there's a voicemail message on your phone from me.
S I'm afraid I really can't hear. I think I need to call you back.
D Listen … don't hang up.
S Don't worry. I can call you back in a minute.
D All right. Bye.
S Bye, Dad.
S Hi, Dad. It's me. Uncle Steve and I are in town now. I'm using his mobile because I haven't got any credit on my phone.
D Not again! You need to top up more often.
S I know …
D Listen … the thing is … the tickets for your concert are on the kitchen table.
S What? Are you sure?
D There are two tickets on the kitchen table – they've got the name of a band on them.
S Oh, no. The concert starts in fifteen minutes. Can you drive into town with the tickets? Please?
D OK.
S Meet you outside the station. It's next to the theatre.
D OK. I can send you a text message when I arrive.
S Thanks, Dad! You're the best!

Unit 3

Page 22 **Exercises 3 and 4** 03

P = Paul, J = Jack

P What did you do in the holidays?
J Well … I did a lot of different things. But my favourite thing was when I went to a museum in Liverpool with my dad. It's called the World Museum. It's one of five big museums in the city. I think it's over 150 years old.
P But wasn't it … a bit boring?
J Well, at first, I didn't want to go there! But the World Museum *is* brilliant! It's a bit like time travelling when you go from room to room and you see things from different countries in the past.
P Cool! Just like that film.
J Yeah, that's right. First we visited the Egyptian part of the museum and we explored the different rooms for a long time. We were in there for nearly three hours! The Egyptian mummies are brilliant – some of them are more than 2,000 years old.
P Sounds really good. I think perhaps I'd like it there.
J Yes, yes … I'm sure you would … Then after that we went to the Roman part of the museum and we listened to a talk by an important guide. He talked for about twenty minutes … but he wasn't boring – he was *really* funny! Then we had lunch – there are two cafes and we went to the one called *The Coffee Shop*.
P Great. And what did you do in the afternoon?
J Well … we went to the shop and I found a cool DVD about dinosaurs. But by five, my dad and I were *really* tired so we left and went home!
P Sounds like a great day!
J Yeah, it was!

Unit 4

Page 28 **Exercises 3 and 4** 04

I'm studying photography – it's one of my favourite school subjects, but it isn't easy.
I'm really into taking photos and I always carry my dad's old camera with me. He gave it to me last year and I take photos with it all the time. But I'm really careful with that camera and I always carry it in a small bag.

Last week, I was walking near the river with my friend, Anna, and I took this photo here. It's one of my favourites. Anna was very excited because it was her birthday.
In this photo, she was jumping happily into the air and she was smiling, too. I think I took this photo from a good angle. You always need to work creatively and choose the most interesting angle for any photo.
This second photo is more of a sports action photo. It isn't easy to take photos of sport like skateboarding. To be honest, I'm not very interested in sport and I don't really like photos of sport. But I love this photo!
I took this photo while I was watching my brother in the park one day. He loves skateboarding and I was there in the park for about two hours. If you wait patiently, you can take an exciting photo like this! I often have a notebook with me and I write down information about the photos – that's really important when you take a lot of photos! I lost my notebook that day … but I found it in the park the next morning. Phew!
I think it's really good to show your photos to other people. And my photography teacher asks us to bring in our photos from home. So yesterday, I took these two photos to school and I talked about them in front of the class.

Unit 5

Page 34 **Exercises 3 and 4** 05

S = Sira, M = Mia

S Hi Mia. How's that homework? You know … about child prodigies.
M Well, it's quite interesting learning about prodigies! I'm writing about Ruth Lawrence … that woman who was really amazing at maths when she was a girl.
S Oh yeah … Mmm … maths. I can't really do all those difficult maths exercises at school.
M Oh, I can … sometimes! That's why I wanted to write about this girl.
S So, what did you learn about her?
M Well … she's British, she's from the UK and she was born in Brighton. Her parents were both computer programmers. But she didn't go to school, her father stopped working when she was five so he could teach her at home.
S Really?
M Yeah … her father taught her maths. She could do more difficult maths work than other children at an early age. You know … *really* difficult maths.
S Wow!
M And she was soon a bit of a child prodigy.
S Amazing!
M I think from a young age she wanted to be a mathematician. And when she was twelve she passed the entrance exam to study maths at Oxford University.
S You're kidding!
M No. She was the best student in the entrance exam. Can you imagine that?
S Wow!
M So she started university at the age of twelve. And she was the youngest student to get a degree from Oxford University in modern times. She was only thirteen.
S So what happened after that?
M Well, she did work at universities. And she became a professor at an American university at the age of twenty-two. And she's now an expert in a particular type of maths …
S Well that's good!
M So which child prodigy are you writing about?
S The artist Picasso …

Unit 6

Page 40 **Exercises 3 and 4** 06

M = Matt, J = Josh

Matt Are you awake, Josh? … Josh!
J Not really, Matt … What's the problem?
M There's a noise outside the tent.
J Don't worry. You should just go back to sleep.
M There it is again.
J I can't hear any noise, Matt. Really, there's nothing there.
M If you listen carefully, you'll hear it.
J OK … No, I still can't hear anything. Nothing at all.
M Perhaps it's an animal and it's eating our food. … It sounds like a fox, or maybe a rabbit … Where's that torch? I think I'll look outside.
J All right … the torch is next to the water bottle. It's over there. But be quiet. You mustn't wake the others up. They're asleep. We're all really tired!
M Oh, thanks Josh … I've got the torch now. See you in a minute.
M Ow!
J What's the matter?
M It's my finger … ow! I hurt it when I was closing the tent. It really, really hurts.
J You should get the first-aid kit. It's between my sleeping bag and the rope. If you look over there, you'll see it … look, near the rope. Not there … there! That's it.
M Thanks. Great. I'll put something from the first-aid kit on my finger. Ouch, ouch, ouch!
J Don't be silly, Matt! It isn't that bad. So what *was* there outside?
M Oh, it was just the noise of the fire … I was a bit worried it was an animal … that's all.
J Well … you must go back to sleep now. We've got a really early start tomorrow.
M Sorry, … I won't wake you up again. I promise. Good night.
J Night, Matt.

Unit 7

Page 46 **Exercises 3 and 4** 07

F = Freddie, L = Lucy

F Come on Lucy! Are you going to watch *You've Got Talent*? It's going to start soon.
L I'm coming! It was very exciting last week.
F Yeah … who did you like?
L Well … of the dance groups, I quite liked *Samba Rocks!* You know that samba dance band – they had ten dancers with them. They were charming, but … I think they won't win. They've got one big weakness – one or two of the dancers were a bit slow.
F I know what you mean. I liked *Dance Heroes*. It was cool when they danced to that famous rock song. They were so energetic.
L And extremely strong, too. Yeah … *Dance Heroes* will do well again this week.

F What about *Salsa Nation*?
L They were very ambitious. The dance was hard. But to be honest, I think they were weak … and not that talented.
F Yeah … the other dance groups were more talented. I think they'll go home this week.
L What about the singers?
F Ashraf Osman was great. He's really confident – he's very relaxed when he plays his guitar and sings.
L And I think he has ambition … I can see it in his eyes!
F He won't go home this week, I'm sure. … And Kim Kelly – her voice is amazing. She's really talented!
L Yeah … she's only sixteen. And she's really nice and kind. But the problem is she hasn't got much confidence.
F Yeah, she needs to be more confident.
L And what about that woman? Grace Morgan? She's older than the others.
F Her amazing voice is her strength – she's always successful with her songs and she's got a lot of talent. She *will* be in the final, I know it.
L Oh … it's starting now.

Unit 8

Page 52 **Exercises 3 and 4** 08

Việt What's the first thing you want to do when we get to Moscow, Nam?
Nam I really want to see the Red Square and the university of Lomonosov.
Việt I just hope it isn't too cold. My sister went there last January and she said the snow was one metre thick.
Nam I think it is going to be warmer this week. Now where is our plane flying from? Do you know which gate we need to go to?
Việt I really can't remember. Look, over there, there is one of those TV screens with all the flight departure information. Let's go and have a look at that. We still have a lot of time. Why do you always get so nervous at airports?
Nam I'm not nervous Việt. I just don't want to be the last person to get on the plane. Do you remember our last trip to Singapore? Everybody waited for us. That was so embarrassing.
Việt OK, it's all up there, look. There are two flights to Moscow. Vietnam Airline leaves at 9 o'clock, Aeroflot leaves at 15 past 9. Who are we flying with, Nam?
Nam Aeroflot. We fly with them. So the departure time is 15 past 9 but what gate is it? It says "please wait in departure lounge" up on the screen so I guess we have to just wait here.
Việt Oh, look! Our flight information is there. We have to go to Gate 20, flight boards at 9.00.
Nam Great! Now, where is gate 20?
Việt Look at that yellow sign. We are at Gate 11. Just turn left and walk there.
Nam Let's go.
Việt We're going to Moscow!

Cumulative review, Starter unit to Unit 2

Page 56 **Exercises 4 and 5** 09

D = Dasha, M = Michael, A = Adam
D Hi, Michael. It's Dasha. Can you hear me?
M Oh, hello, Dasha. Yes, I can hear you. Thanks for calling. We're just waiting for Adam.
A I'm here! Hi, guys!
M Oooooh, Adam. I'm afraid we can't see you very well.
A Wait a minute. I'm just moving the camera now. There. Is that better?
M Yes. Perfect! Right. The film needs to be ready in two weeks, but there's still a lot to do. I think we need to meet at lunchtime every day this week.
D Really? Um, well, I'm really busy today. What about you, Adam?
A I'm busy, too. I can't make it today, either.
M Why? What are you doing, Adam?
A I've got basketball club. I always play basketball in the playground on Mondays.
M Of course. Well, how about tomorrow?
A I can't, sorry. I need to spend all of Tuesday lunchtime studying in the science lab. We usually have a science test on Tuesdays.
M I'm not really bothered about science at the moment. I'm worried about the film!
A Don't worry, Michael. Relax! Let's meet on Wednesday in Miss Clarke's classroom.
D That sounds like a good idea. Nobody uses her classroom on Wednesday lunchtimes. Shall we meet at one p.m.?
M Great! I'm sending the students in Mr Hall's class a message now. Dear Bill, Paul and Sally …

Cumulative review, Starter unit to Unit 4

Page 57 **Exercises 4 and 5** 10

E = Emrah, L = Lucie
Emrah Hey Lucie! You're back! How was your summer holiday?
L Brilliant, thanks Emrah. Did you hear I went to China?
E No, really? What was it like?
L It was amazing. I've got some photos on my phone. Do you want to see?
E Yes, please. Oooooh, that's amazing! Where's that?
L That's Beijing, the capital city. It's very busy. We stayed in a hotel, um, just there, I think. You can't see it very well. There were lots of cars and buildings!
E Ah , look! I really love these animals. They're my favourite!
L Yes, they're black and white pandas.
E All pandas are black and white, aren't they?
L No. We saw some red pandas, too. I didn't take any photos though. They were climbing up the trees quickly. They were too fast! I took this photo while I was waiting for our tour guide. There are two pandas. They're walking very slowly. … And this one here is my favourite photo. What do you think?
E That's cool. Where is that?
L It's near Beijing. In the foreground is my sister, Anna. She's sitting on the Great Wall of China posing for the photo. It was a nice day but really cold. Can you see behind her? The wall is very long, and you can see trees and the countryside.
E I'm very impressed. It's a great photo!

Cumulative review, Starter unit to Unit 6

Page 58 **Exercises 4 and 5** 11

J = Jack, G = Grace

Jack Hi, Grace. I read your blog post yesterday. It sounds like you had a great time!
G Yes, it was good. I don't think my mum was very happy though!
J I'm not surprised! I couldn't eat a rat.
G Oh, you could, Jack. If you're really hungry, you'll eat anything.
J I suppose so. So, why did your family choose to do a survival course?
G Well, you know Bear Grylls, the TV survival expert? We all love his programmes because he does challenging things, like climbing up Mount Everest. Anyway, he eventually started survival courses for families. So the four of us spent the weekend together learning how to survive in an emergency.
J But why? If there's an emergency, you'll call the police, won't you?
G Yeah, but what if you're in the middle of nowhere and your phone doesn't work?
J I've no idea! I'm no good at survival skills. What should I do?
G First, it's important to find shelter, water and food. Are you good at lighting fires outdoors?
J I've no idea!
G Well, on the course, you'll learn how to make a shelter, light a fire and use a knife safely. You'll also look for food – small animals, insects, mushrooms, things like that. Can you find your way at night without a map or phone?
J I doubt it! So, um, is it important to be fit?
G You should be quite fit. And if you can't swim, you won't be able to take part.
J I can swim quite well. If you give me the website address, I'll have a look.
G OK. It's www. …

Cumulative review, Starter unit to Unit 8

Page 59 **Exercises 4 and 5** 12

B = Ben, MJ = Mrs James, K = Kim, A = Anna

1

B Hi, is that Mrs James?
MJ Yes, speaking.
B Oh hi, it's Ben Green from the festival. Don't worry, but I've got your daughter, Kim, here with me.
MJ Oh no. Is she OK? What's happened?
B She's fallen over and she's got a really small bruise on her ankle.
MJ Um, that doesn't sound too bad.
B No, it isn't. It definitely isn't broken. She can walk on it, but she wants you to come and pick her up.
MJ That's ridiculous! Can I speak to her, please?
B Sure, no problem.
K But Mum it hurts … Yes, it's reeeeeeeeallllllly painful … Well no … Don't hang up! I haven't been having a good time … It's been raining since I got here … No, that's not all, there's something worse … Oh wait, this song rocks! I've had an argument with Grace … No, Mary hasn't spoken to me since this morning either … Pleeease, Mum, I'm having an awful time. Please take me home! … OK. She wants to talk to you.
B Mrs James?
MJ I've told her to stop being negative. I'll pick her up on Sunday. Bye!

2

B Hi. How can I help you?
A Oh, I feel silly. I've spent all my time sitting in the sun and …
B Let me see. Ouch! That looks painful! Can you move your arm?
A Well, you see, my arms aren't that bad. If you look at my leg …
B Wow! That looks worse. What's your name?
A Anna.
B Well, Anna, it looks really serious. I think you should see a doctor at the hospital.
A No. I get nervous about hospitals. Look … I can stand up, well, if I stand up slowly, it won't be too bad.
B Careful! Anna, you've been very brave, but I'm calling your parents now. That's the end of the festival for you this year, I'm afraid.