Discover English
Discover a wider world

Tiếng Anh 6 English Discovery **is the portal to a fascinating world of English language knowledge and skills for the 21st century learners. The authentic content and engaging style in which it is presented is designed to inspire and challenge teenagers.**

By interacting with the content, rather than just practising, students acquire the language at a deeper cognitive level. Rather than just another subject on the curriculum, English becomes the tool through which they access a wider world of knowledge, skills and experience.

AUTHENTIC

The language in English Discovery presented through relevant and inspiring real life content motivate students to use English as it is really spoken.

INTERACTIVE

Numerous opportunities for interaction with real-life content across print and digital formats allow students to develop their language skills at a deeper cognitive level.

RELIABLE

Thoroughly researched and challenging content delivered within the 'Assessment for Learning' principles improves students' chances for exam success.

COMPONENTS

Students' Book
Teacher's Book
Teacher's Resource Book
ActiveTeach
Class Audio CDs

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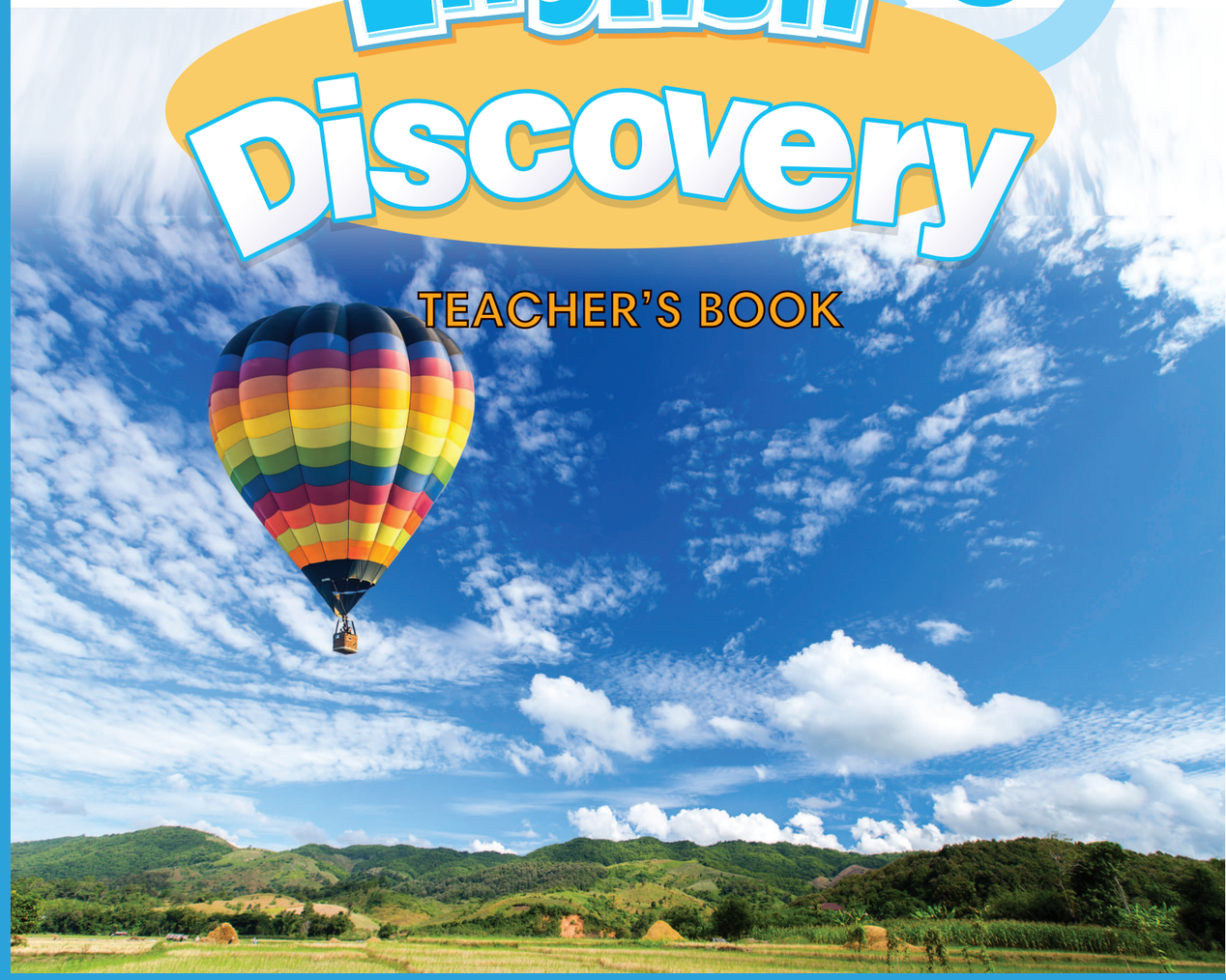
TRẦN THỊ LAN ANH (Chủ biên)
HOÀNG THỊ MINH LÝ

TIẾNG ANH 6
English Discovery

TEACHER'S BOOK



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UNIVERSITY OF EDUCATION PUBLISHER

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Chịu trách nhiệm xuất bản:
Giám đốc: NGUYỄN BÁ CƯỜNG

Responsible for publishing:
Director: NGUYEN BA CUONG

Chịu trách nhiệm nội dung:
Tổng biên tập: ĐỖ VIỆT HÙNG

Responsible for content:
Editor in chief: DO VIET HUNG

Biên tập viên:
NGUYỄN THỊ NHÀN - NGUYỄN THỊ NGÂN

Editors:
NGUYEN THI NHAN - NGUYEN THI NGAN

Chịu trách nhiệm bản quyền nội dung và hình ảnh:
Pearson Education South Asia Pte. Ltd.

Responsible for content and pictures copyright:
Pearson Education South Asia Pte. Ltd.

Tiếng Anh English Discovery Teacher's Book 6

ISBN: 978-604-.....

In ..... cuốn, khổ 21x29,7 cm
tại .....
Địa chỉ: .....
Số xác nhận đăng kí xuất bản: .....ĐHSP
Quyết định xuất bản z : ..... ngày 2020
In xong và nộp lưu chiểu Quý .....năm 2020

Print ..... copies, size 21x29,7 cm
at .....
Address: .....
Publishing registration No.: ...../ĐHSP
Decision of Publishing No.: ..... ngày 2020
Printed and released in the ..... Quarter, 2020

TRẦN THỊ LAN ANH (Chủ biên)
HOÀNG THỊ MINH LÝ

TIẾNG ANH

English Discovery 6

TEACHER'S BOOK

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INTRODUCTION

WHAT IS *ENGLISH DISCOVERY 6*?

English Discovery 6 is the portal to a wider world of English language knowledge and resources specially designed for 6th graders. It provides students with the ability to communicate well in English and to pass exams at a good level. Just as importantly, it boosts their confidence to participate as educated citizens in the global community of the twenty-first century, with all its unique challenges and opportunities.

English Discovery 6 is the direct result of extensive research and analysis of learners' needs and wants, translated into a comprehensive set of *authentic*, *interactive* and *reliable* materials in both print and digital formats. This wide ranging research revealed three key learning objectives that were common to all learners, their teachers and parents:

1. Success at school – students can move to the next level of their careers by passing exams.
2. Motivation – students can continue their English learning beyond school.
3. Confidence – students can acquire the skills which will help them make sense of the ever more pressurised digital world of the twenty-first century.

WHAT IS THE *ENGLISH DISCOVERY 6* METHODOLOGY?

We all know that teenagers can present a special challenge for teachers and parents. They are transitioning from children to adults, at the same time as they are dealing with the competitive pressures of exams. They are coping with parental expectations as well as the distractions of social media and the digital age. This is a time when they need security and support as well as encouragement and inspiration. Bearing all this in mind, we designed the course to be:

***Authentic*:** language is presented through relevant and intriguing real-life content, from the humorous situations in the drama videos, through the real people interviewed. Content has been carefully chosen to inspire and challenge teenagers, and the style in which it is presented reflects the way that today's teens access information and entertainment: from the internet, using personal devices such as tablets, laptops and mobiles.

***Interactive*:** moving to a much more personalised and adaptive approach, *English Discovery 6* does not just provide static content but also multiple opportunities to investigate and interact with that content through productive activities and projects. By interacting with the content rather than merely practising the target language, students acquire the language at a deeper cognitive level. English becomes the tool through which they access a wider world of knowledge, skills and experience rather than just another subject on the curriculum.

***Reliable*:** 'It's all very well to be inspired and have fun, but our students need to pass their exams!' we can hear teachers say, and passing the exam with a good score is *the* key learning outcome of *English Discovery 6*. The rigorous syllabus built around the Global Scale of English provides the right language, at the right level, with the right amount of practice and the right sort of assessment along the way to bring students up to the level required to pass their end-of-school exams.

OVERVIEW OF THE COMPONENTS

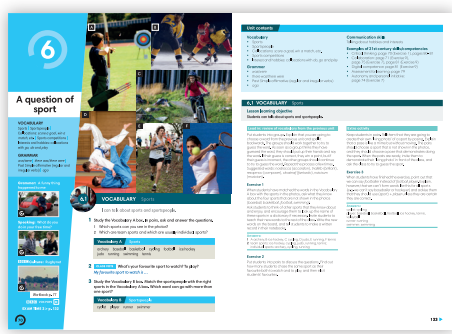
STUDENTS' BOOK

- Ten units
- One lesson per page or opening, one skill focus per lesson
- Clear lesson objectives ('I can …') taken from the Global Scale of English (GSE)
- Wordlist with exercises activating key vocabulary and Revision for every unit
- Grammar Time: grammar reference and practice activities for every Grammar lesson (included at the end of Teacher's book)
- 5 extra CLIL lessons

STUDENTS' ETEXT

- The full Students' Book in digital format
- All audio embedded into the exercises

TEACHER'S BOOK WITH TEACHER'S DVD-ROM



Teacher's Book

- Unit-by-unit teaching notes with audio scripts and answer key
- Interleaved with Students' Book pages
- Workbook audio scripts
- Workbook answer key

CLASS AUDIO CDS

Audio material for use in class

ACTIVETEACH

- Students' Book pages with embedded audio and video; interactive activities and 'Show answers' functionality
- Workbook pages with embedded audio; 'Show answers' functionality
- Teacher's Resource Book, including instructions and answer key
- Audio resources: Class and Workbook audio with audio scripts
- Video resources: all Students' Book videos with subtitles
- Phonetics chart
- Toolbox: Stopwatch and Scoreboard

WEBSITE

Additional information and support available on www.pearsonELT.com/widerworld

KEY CONCEPTS BEHIND *ENGLISH DISCOVERY 6*

THE GLOBAL SCALE OF ENGLISH

The Global Scale of English (GSE) is a standardised, granular scale that measures English language proficiency. Using the Global Scale of English, students and teachers can now answer three questions accurately: *Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?*

Unlike some other frameworks that measure English proficiency in broad bands, the Global Scale of English identifies what a learner can do at each point on a scale from 10 to 90, across each of the four skills (listening, reading, speaking and writing) as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next.

The Global Scale of English is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' GSE levels to choose course materials that are precisely matched to their ability and learning goals. The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Visit www.english.com/gse for more information about the Global Scale of English.

Visit www.english.com/blog/download-gse-young-learners to download the GSE syllabus and descriptors.

ASSESSMENT FOR LEARNING

In the Students' Book

Every lesson begins with a clear Can-do statement so that students and teachers know exactly what they are doing and why. Every unit has a Revision page followed up in more
detail in the Workbook.

In the Workbook

Every unit contains a Self-check page where students can do activities checking their knowledge of vocabulary, grammar and functional language from the unit. The key to these exercises is at the end of the Workbook so that students can check their answers.

21ST CENTURY SKILLS

Today's learners require materials that will expose them to ideas and 'wider perspectives' – materials that create cultural awareness, materials that will inspire. *English Discovery 6* provides students not just with English language skills, grammar and vocabulary, but also with the confidence they will need to become fully rounded citizens of the global community.

The key skills focused on in *English Discovery 6* are the five 'C's: *Communication*, *Collaboration*, *Creativity*, *Cultural awareness* and *Critical thinking*; one 'D': *Digital literacy* and two 'A's: *Assessment for Learning* and *Autonomy*. The key 21st century skills and competences are listed in the unit contents boxes in the teaching notes, with examples of where they occur in the lessons.

As in any good language teaching methodology, the skills of ***communication***, ***collaboration*** and ***creativity*** are central guiding principles and are peppered throughout the activities in *English Discovery 6*.

***Cultural awareness*:** in an increasingly globalised world, it is important that students gain an understanding of different cultures through the medium of English.

***Critical thinking*:** problem solving and reasoning skills are developed throughout the course, especially via the reading and listening activities.

***Autonomy and personal initiative*:** CLIL pages at the back of the Students' Books. Students are prompted to reflect on and take responsibility for their own progress through the regular Self-assessment sections in the Students' Books and Workbook.

***Digital literacy*:** the content, as well as the means of delivery of the *English Discovery 6* course, are rooted in today's digital environment and reflect the way today's teenagers already manage their lives: the topics cover up-to-date technology and media, while the projects suggested on the BBC Culture and CLIL pages encourage the use of digital tools to create their own projects whether presentations, reports or reviews, or even mini videos of their own.

We know that there are many different ways to teach English, which will be influenced by your specific teaching context and preferred teaching style, the number of students in your class, their level and background, amongst others. *English Discovery 6* was designed to be easily customised for each unique teaching situation. Plus it is designed to make it easy and rewarding to integrate digital tools in your teaching – in a gradual, step-by-step way.

Here are a few possible ways to access the comprehensive set of materials that is *English Discovery 6*:

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Extra activity

After Exercise 9, ask students to write three sentences about themselves or their family. Two sentences should be true and one sentence should be untrue, but not obviously untrue (e.g. *My mum is a teacher. My sister is seventeen. I am from Ho Chi Minh City*). In pairs, students take turns to say their sentences and to guess their partner's false sentence. When they have finished, elicit sentences from students.

Further practice

Workbook page 2

0

My world

VOCABULARY
Alphabet | Possessions | Colours | Classroom language | Cardinal and ordinal numbers | Days of the week | Months | Seasons | Dates | Telling the time

GRAMMAR
to be | Subject pronouns | Possessive adjectives | Demonstrative pronouns | Plural nouns | Imperatives | Object pronouns | wh- questions

0.1 I'M ...

to be; subject pronouns; possessive adjectives; the alphabet; spelling

Exercise 1

1 B
2 D
3 E
4 A
5 C

1 **Study the Grammar A box. In pairs, match sentences 1–5 with photos A–E. How do you say the underlined words in your language?**

Grammar A Subject pronouns

I you he she it we they

1 Karolina and Kasia are friends. <u>They</u>'re thirteen and they're from Krakow.
2 Here's Marie and George. <u>She</u>'s a doctor and <u>he</u>'s a teacher. They aren't at work today.
3 This is a photo of me and my friend Fraser. <u>We</u>'re from Edinburgh.
4 I'm Katie Skinner. <u>I</u>'m not from London. I'm here on holiday. <u>It</u>'s a great city.
5 A: Excuse me, are <u>you</u> really the Queen?
B: No, I'm not. I'm Mary Reynolds. I'm an actress.

Exercise 3

2 isn't
3 isn't
4 are
5 isn't
6 is

2 Study the Grammar B box. Find examples of *to be* in the sentences in Exercise 1.

Grammar B *to be*

+	–
I'm (am) Julie. You/We/They're (are) friends. He/She's (is) a teenager.	I'm not (am not) an actor. You/We/They aren't (are not) students. He/She isn't (is not) from London.
?	**Short answers**
Are you a student? Is she a teacher? Are they from Paris?	Yes, I am./No, I'm not. Yes, she is./No, she isn't. Yes, they are./No, they aren't.

3 Complete the sentences about the people in Exercise 1 with *is/isn't* or *are/aren't*.

1 Karolina and Kasia *aren't* from Edinburgh.
2 George _____ a doctor.
3 Marie _____ a teacher.
4 Fraser and I _____ teenagers.
5 Katie _____ from London.
6 Mary _____ an actress.

4 Replace the words in bold in Exercise 3 with subject pronouns.

1 *They aren't from Edinburgh.*

5 Make questions with *to be*. In pairs, ask and answer the questions.

1 Karolina / thirteen / ?
A: Is Karolina thirteen?
B: Yes, she is.
2 Kasia / fifteen / ?
3 Marie and George / students / ?
4 Katie / in London / ?
5 Mary / an actress / ?

6 Study the Grammar C box. Choose the correct option.

Grammar C Possessive adjectives

I	you	he	she	it	we	they
my	your	his	her	its	our	their

1 My sister is ten. *His* / *Her* name is Kirsty.
2 We're at Greenwood School. *Your* / *Our* English teacher is Mrs. Smith.
3 A: Hi! What are *your* / *our* names?
B: I'm Todd and he's Dan.
4 Our two cats are great. *Our* / *Their* names are Fiona and Minka.
5 This is my friend from America. *His* / *Her* name is Tom.
6 Here's a photo of my dog. *Its* / *Their* name is Rocky.

Exercise 5

2 A: Is Kasia fifteen?
B: No, she isn't.
3 A: Are Marie and George students?
B: No, they aren't.
4 A: Is Kate in London?
B: No, she isn't.
5 A: Is Marry an actress?
B: Yes, she is.

Exercise 4

2 He isn't a teacher.
3 She isn't a teacher.
4 We are teenagers.
5 She isn't from London.
6 She is an actress.

7 Go around the class saying the letters of the English alphabet. Which sound is not available in Vietnamese?

8 0.1 Study the Watch out! box. Listen and write down the names. Then spell your first name and your surname.

Spelling
Geeta = G-double E-T-A
Harry = H-A-double R-Y

Watch OUT!

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

I'm _____.

Exercise 8

1 Javier
2 Krzys
3 Emma
4 Harley
5 Gillian
6 Eleanor

See page 199 for audio script.

9 Ask three of your friends to spell their names.

And YOU

Exercise 6

2 Our
3 your
4 Their
5 His
6 Its

Extra activity

After Exercise 7, divide the class into two groups. Choose one student from each group and ask them to stand in the middle of the classroom. Teach the meaning of the word *touch*. Tell the two students to touch something (for example) red. The first student to find and touch something red wins a point for their team. Choose two different students, one from each group, and repeat with a different colour.

Further practice

Workbook page 3

0.2 MY THINGS

Possessions; plural nouns; demonstrative pronouns; colours

Exercise 1

It's for dogs.

1 In pairs, look at the picture of a garage sale. What is the purpose of a garage sale?

2 Study the Vocabulary box. Which things can you see in the picture?

Exercise 2

Everything is in the picture except *wallet* and *key*.

Vocabulary Possessions

bag bike book computer guitar key laptop mobile phone skateboard teddy TV wallet watch

3 Study the Grammar A box. Write the plural form of the words in the Vocabulary box.

bag – bags

Grammar A Plural nouns

Regular
cat → cats apple → apples class → classes
match → matches baby → babies monkey → monkeys

Irregular
man → men woman → women child → children

4 Study the Grammar B box. Complete the speech bubbles in the picture with words from the box.

Exercise 4

1 That
2 Those
3 These
4 This

Grammar B Demonstrative pronouns

Singular		Plural	
↓ this	→ that	↓ these	→ those

5 Choose the correct option.

1 *This* / *These* films are very interesting.
2 *That* / *Those* book is great.
3 *This* / *These* men are our friends.
4 *That* / *Those* watches are old.
5 *That* / *Those* phone is new.
6 *That* / *Those* women are teachers.
7 *This* / *These* apples are good.

Exercise 5

2 That
3 These
4 Those
5 That
6 Those
7 These

6 In pairs, look at the picture in Exercise 1 and find something:

1 red
2 yellow
3 blue
4 green
5 brown
6 black
7 orange

This T-shirt is blue. This …

Exercise 6

Possible answers:
1 T-shirt
2 bag
3 book
4 T-shirt
5 guitar
6 laptop
7 cat

7 Work in pairs. What are your favourite colours?

My favourite colours are …

And YOU

Exercise 3

bike – bikes, book – books, computer – computers, guitar – guitars, key – keys, laptop – laptops, mobile phone – mobile phones, skateboard – skateboards, teddy – teddies, TV – TVs, wallet – wallets, watch – watches

Further practice
Workbook page 4

Exercise 1
1 Talk
2 Write
3 Watch

0.3 IN MY CLASS

Imperatives; classroom language; object pronouns

1 Complete the classroom rules for an English class with the verbs below.

talk watch write

Our rules
- 1 *Talk* in English – don't talk in Vietnamese!
- 2 *Write* in your exercise book. Don't write in your coursebook!
- Learn English at home too. Read websites in English. 3 *Watch* YouTube videos in English.

2 Study the Grammar A box. In pairs, find examples of imperatives in Exercise 1.

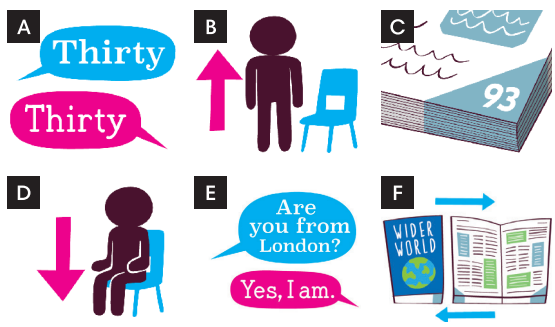
Grammar A Imperatives

\+
Watch this film!
Write the words in your books!

–
Don't eat in class!
Don't talk!

3 0.2 Match verbs 1–6 with pictures A–F. Listen and follow the instructions.

1 ☐ ask/answer
2 ☐ stand (up)
3 ☐ open/close your book
4 ☐ repeat
5 ☐ sit (down)
6 ☐ turn to page 93



4 Study the Grammar B box. Complete the sentences with object pronouns.

Grammar B Object pronouns

I	you	he	she	it	we	they
me	you	him	her	it	us	them

1 Magda's a nice girl. Talk to *her*.
2 Excuse _____, is this your pen?
3 Mum and I are here now. Please phone _____.
4 Wow! Listen to _____! He's fantastic!
5 Don't look at your phone! Put _____ in your bag.
6 Thanks for your help. This present is for _____.
7 Look at _____ – they're great!

5 0.3 Match questions 1–4 with answers a–d. Listen and check.

1 What's the English word for 'thú vị'?
2 Excuse me, which page are we on?
3 What's the spelling of *exercise*?
4 What's the homework?

a Exercise 5 on page 4.
b Interesting.
c E-X-E-R-C-I-S-E.
d Page 9.

6 Ask your teacher two questions. Use Exercise 5 to help you.

What is the English word for "thành công"?

And YOU

Starter Unit 7

Exercise 3
1 E
2 B
3 F
4 A
5 D
6 C
See page 199 for audio script.

Exercise 4
2 me
3 us
4 him
5 it
6 you
7 them

Exercise 5
1 b
2 d
3 c
4 a

Extra activity

After Exercise 7, put students into groups of three. Ask the groups to discuss which dates they think are the most important ones for their country.
When the groups are ready, invite them to share their dates with the class. Be prepared to give students the English translation of the names of important days (e.g. Independence Day, Constitution Day).

Further practice

Workbook page 5

0.4 MY BIRTHDAY IS ...

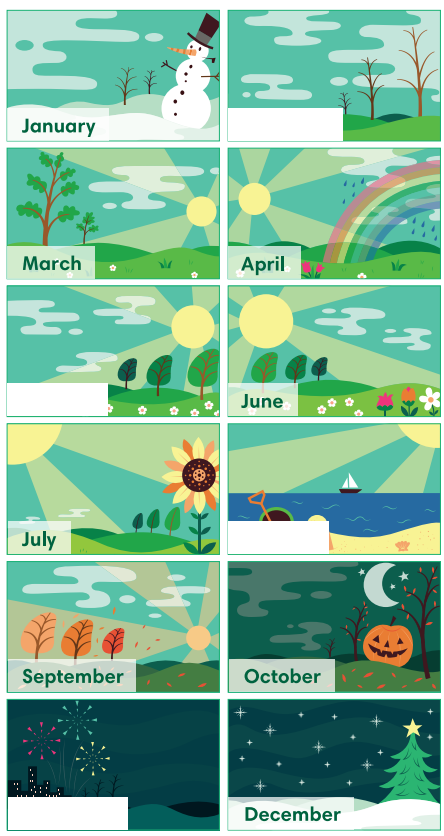
Days of the week; months, seasons; cardinal and ordinal numbers; dates

1 0.4 Write the missing days of the week. Listen and check your spelling.

1 Monday
2 _____
3 _____
4 _____
5 Friday
6 _____
7 Sunday

2 0.5 Complete the calendar with the months below. Listen and check.

August February May November



3 In pairs, write the months for each season. Use the pictures in Exercise 2 to help you.

Summer: *May*, _____, _____
Autumn: _____, _____, _____
Winter: _____, _____, _____
Spring: _____, _____, _____

4 0.6 Study the Watch out! box. Listen and write the numbers you hear.

Saying numbers
300 = three hundred (**not** three hundreds)
511 = five hundred and eleven
4,000 = four thousand (**not** four thousands)
8,921 = eight thousand nine hundred and twenty-one

Watch OUT!

a *thirteen*
b _____
c _____
d _____
e _____
f _____
g _____
h _____

5 Write the ordinal numbers in words.

1st	*first*	15th	
2nd	second	20th	twentieth
3rd		21st	twenty-first
4th		26th	
5th	fifth	30th	thirtieth

6 0.7 Study the Watch out! box. Listen and choose the date you hear.

Saying dates
In British English, we write *1st November*. We say 'November the first' or 'the first of November'.

Watch OUT!

1 a 1st January b 11th January
2 a 13th March b 30th March
3 a 29th July b 20th July
4 a 13th October b 30th October
5 a 21st December b 23rd December

7 In pairs, ask and answer the questions.

And YOU

1 What day is it today?
2 What day is it tomorrow?
3 What's your favourite day of the week?
4 What's your favourite month and season?
5 When's your birthday?

Exercise 1

2 Tuesday
3 Wednesday
4 Thursday
6 Saturday

Exercise 2

(top to bottom) February, May, August, November

Exercise 3

Summer: May, June, July
Autumn: August, September, October
Winter: November, December, January
Spring: February, March, April
The months in each season can vary in different regions and countries. The teacher should be flexible here.

Exercise 4

b thirty
c nineteen
d ninety
e one hundred and fifty-nine
f five hundred and twenty-seven
g seven hundred and sixty-three
h two thousand, three hundred and sixty-one

Exercise 5

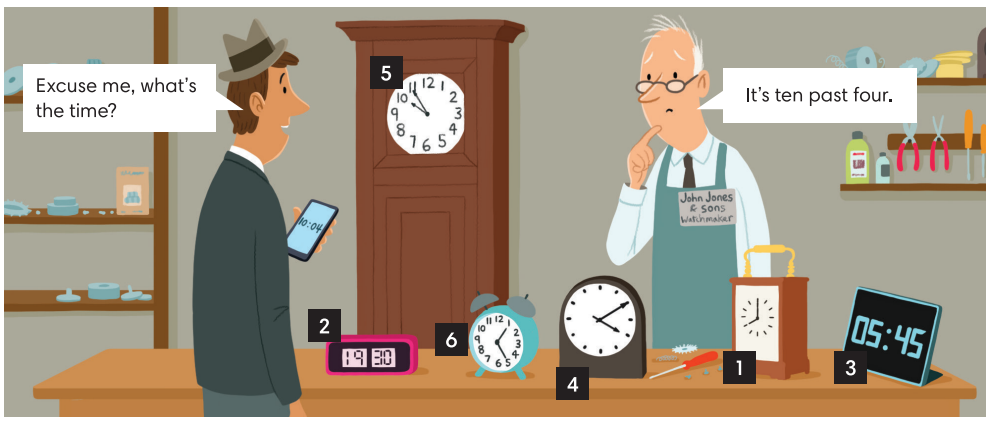
3rd – third
4th – fourth
15th – fifteenth
26th – twenty-sixth

Exercise 6

1 b
2 a
3 a
4 b
5 a

0.5 WHAT'S YOUR … ?

Telling the time; saying phone numbers; wh - questions



1 0.8 **In pairs, complete the times for the clocks in the picture. Listen and check.**

1 It's *eight* o'clock.
2 It's half past _____./It's seven thirty p.m.
3 It's a quarter to _____./It's _____ forty-five a.m.
4 It's ten _____ four.
5 It's _____ to _____.
6 It's twenty-five _____ _____./It's one _____ p.m.

2 0.9 **Listen to six short dialogues and write the times.**

1 *3.00 p.m*
2 _____
3 _____
4 _____
5 _____
6 _____

3 **Make questions.**

1 your / what / name / is / ?
What is your name?
2 where / you / from / are / ?
_____
3 is / when / birthday / your / ?
_____
4 who / best friend / your / is / ?
_____
5 are / how old / you / ?
_____
6 your / what / favourite thing / is / ?
_____
7 phone number / is / what / your / ?
_____

4 0.10 **Complete the interview with the questions in Exercise 3. Listen and check.**

A: a*1*
B: I'm Jake.
A: b_____
B: Fifteen.
A: c_____
B: Bolton, a big town near Manchester.
A: d_____
B: 6th November. I'm a Scorpio!
A: e_____
B: 038744 3219.
A: f_____
B: My mum, probably!
A: g_____
B: Probably my new skateboard.

5 **Study the Watch out! box. In pairs, take turns to say the phone numbers.**

Saying phone numbers
We write *038 744 3219.*
We say 'oh three eight seven double four, three two one nine'.

Watch OUT!

1 69330 554
2 774 649 085
3 10 982 633
4 416 887 602

6 **In pairs, ask and answer the questions in Exercise 3. Tell the class three interesting things about your partner.**

And YOU

Exercise 1

2 seven
3 six, five
4 past
5 five, ten
6 past one, twenty-five

Exercise 2

2 1.45
3 5.10
4 8.40
5 7.30
6 11.15

See page 199 for audio script.

Exercise 3

2 Where are you from?
3 When is your birthday?
4 Who is your best friend?
5 How old are you?
6 What is your favourite thing?
7 What is your phone number?

Exercise 4

b 5
c 2
d 3
e 7
f 4
g 6

Exercise 5

1 six nine double three oh double five four
2 double seven four six four nine oh eight five
3 one oh nine eight two six double three
4 four one six double eight seven six oh two

1

VOCABULARY Nationalities, family, adjectives to describe people

I can talk about family and nationalities.

People are people

VOCABULARY
Nationalities | Family | Adjectives to describe people | Verbs | Personality adjectives | Clothes and footwear items

GRAMMAR
can for ability | *have got*

Grammar: Welcome to my life!

Speaking: She's famous.

My multinational family

My name's Asha. I'm a teenager – I'm thirteen years old. I'm English and French, but my family is multinational.

My mum's name is Sonia. She's English. My dad's name is Henri. He's French. My granny Cara (my mum's mother) is Irish and my grandpa Abe is from the USA. My other grandfather, Gus (my dad's father), is Argentinian and my grandma Miyo is from Japan.

My auntie Rita (my mum's sister) is married. Her husband's name is Alex. He's Scottish. Their son's name is Tommy. He's my baby cousin – only nine months old. My uncle Antoine (my dad's brother) is married too. His wife's name is Ola. She's from Poland. Their daughter (my cousin Ana) is thirteen years old too. We're good friends.

1 1.01 Look at the photos. How many people are there in the family? Read the text and write the names of the people.

Unit contents

Vocabulary
- Nationalities
- Family
- Adjectives to describe people
- Verbs
- Personality adjectives
- Clothes and footwear

Grammar
- *can* for ability
- *have got*

Communication skills
Greeting people

1.1 VOCABULARY Nationalities, family, adjectives to describe people

Lesson learning objective
Students can talk about family and nationalities.

Lead in: topic introduction

Write the word *family* on the board. Tell students to think about their family and to write in their notebooks the names of as many family members as possible. Set a time limit and, when the time has finished, elicit how many names students were able to write. Explain that later in the lesson they will work with their lists of family members.

Exercise 1 1.01

Before students open their Students' Books, write *family tree* on the board and ask if anyone knows what a family tree is and how we can draw it.

Tell students to look at the family tree and, before you play the audio, elicit the number of family members. Ask students to find Asha's mum and dad in the family tree (H and I).

Allow students to work in pairs to write the names of the family members. Elicit the answers for A–L and write key words and phrases on the board, e.g. *my mum*, *my dad*, *my granny*, *my mum's mother*, *my grandpa*, *my grandfather*, *my dad's father*, *my grandma*, *my auntie*, *my mum's sister*, *her husband*, *their son*, *my baby cousin*, *my uncle*, *my dad's brother*, *his wife*, *their daughter*, *my cousin*. Leave these words and phrases on the board for use during Exercises 4 and 5.

Answers:
There are thirteen people in the family.
A Abe **B** Cara **C** Gus **D** Miyo **E** Alex **F** Rita **G** Tommy
H Sonia **I** Henri **J** Antoine **K** Ola **L** Ana

Exercise 2 1.02

When students have completed the Vocabulary A box, put them into pairs and set a time limit of 2 minutes for them to think of the names of other countries and nationalities. At the end of the time limit, invite students to say the name of one of their countries, and see if anyone else in the class can give the correct nationality.

Answers:

2 French **3** Irish **4** America **5** Argentinian **6** Japan **7** Scottish **8** Poland

Asha is English and French.

More countries and nationalities: Russia – Russian, Mexico – Mexican, China – Chinese, India – Indian, etc.

Exercise 3 1.03

When students have put the words into the two groups, ask them which words go together in pairs, e.g. *brother and sister* (aunt and uncle, son and daughter, father and mother, grandfather and grandmother, husband and wife).

Answers:

Female: cousin, daughter, grandmother, mother, sister, wife

Male: cousin, father, grandfather, husband, son, uncle

Language notes

The possessive *'s* comes at the end of the word.

- When the word ends in *-s*, we generally add a second, possessive *'s* (e.g. *Gus's wife*).
- After a plural ending in *-s*, the apostrophe comes after the plural *-s*. We don't add a second, possessive *'s* (e.g. *My cousins' names are …*).
- In a chain of possession, each noun needs to have the possessive *'s* (e.g. *my friend's sister's car*).
- Inanimate objects can also take the possessive *'s* (e.g. *my house's door*).

Exercise 4

Remind students about the phrases from Exercise 1 that contained the possessive *'s* and what each of the phrases mean. Look at the Watch out! box, and point out that we add *'s* after *Gus*, but that after the plural noun *grandparents* we only add the apostrophe, not a second *-s* (i.e. *grandparents'*, NOT *grandparents's*).

Answers:

2 My brother's name is Antoine. (Henri)

3 My husband's name is Gus. (Miyo)

4 My sister's son is a baby. (Sonia)

5 My husband's mother is Japanese. (Sonia)

6 My cousins' names are Asha and Tommy. (Ana)

7 My wife's sister is married to Henri. (Alex)

8 My uncle's wife is Polish. (Asha)

Exercise 5 1.04

When students have completed the table, elicit the answers and the meaning of the different words. Elicit the names of students in the class whose eyes are big/blue/etc., whose hair is blonde/long/etc., who is short/tall/etc.

Note: You can accept both "Blonde" and "Blond".

Answers:

Eyes: blue, brown, dark, green, small

Hair: brown, dark, grey, long, red, short

General appearance: old, short, slim, small, tall, young

Exercise 6

Remind students how to form questions using the verb *to be* (we reverse the order of the subject and the verb *to be*).

When students have asked and answered their questions in pairs, invite them to ask a question to another student. Students take turns to ask and answer questions around the whole class.

Extra activity

Students work in pairs. Tell them to show each other the list of names that they wrote at the start of the lesson, to explain who each family member is and to describe them. If any of the family members are from a different country, students can also give their nationalities. When they have finished, invite students to tell the class about one of their partner's interesting family members.

Exercise 7

The teacher puts students in pairs. Each student has to write four sentences about their family members into their notebooks. Make sure one sentence in four sentences has incorrect information. After students finish their sentences, ask them to read aloud the sentences to each other. The other student has to find the false sentence. Encourage them to follow the example. They should apply what they have learnt previously: possessive adjectives and possessive 's, adjectives to describe appearances such as slim, small, tall, young.

Further practice

- Workbook pages 6–7

2 1.02 Complete the Vocabulary A box with countries and nationalities from the text. Listen and check.

Vocabulary A Countries and nationalities

England – [1] *English*	Argentina – [5] _____	Germany – German
France – [2] _____	[6] _____ – Japanese	Italy – Italian
Ireland – [3] _____	Scotland – [7] _____	Holland – Dutch
[4] _____ – American	[8] _____ – Polish	

3 1.03 Study the Vocabulary B box. Write the words in the correct group. One word can go in both groups. Listen and check.

Vocabulary B Family

aunt brother cousin daughter father grandfather grandmother husband mother sister son uncle wife

♀ *aunt*, _____, _____, _____, _____, _____, _____

♂ *brother*, _____, _____, _____, _____, _____, _____

4 Study the Watch out! box. Read the text on page 10 again and rewrite the sentences using 's. Who says these sentences?

Watch OUT!

Possessive 's
We use 's to talk about our family members, names, appearance and possessions.
Asha's mother is English.
My uncle's car is electric.
Gus's hair is grey.
My grandparents' home is in L.A.

1 The name of my mum is Sonia.
My mum's name is Sonia. *(Asha)*

2 The name of my brother is Antoine.
_____

3 The name of my husband is Gus.
_____

4 The son of my sister is a baby.
_____

5 The mother of my husband is Japanese.
_____

6 The names of my cousins are Asha and Tommy.
_____

7 The sister of my wife is married to Henri.
_____

8 The wife of my uncle is Polish.
_____

5 1.04 **WORD FRIENDS**
Write the words below in the correct column. Some words can go in more than one column. Listen and check.

~~big~~ ~~blonde~~ blue brown dark green grey long old red short slim small tall young

Eyes	Hair	General appearance
big	*blonde*	*big*

6 In pairs, ask and answer questions about the people in the photos on page 10. Use words from Exercise 5.

A: Is Cara's hair long?
B: No, it isn't. It's short.
A: Is Rita old?
B: No, she isn't.

And YOU

7 Let's play the truth game! Work in pairs.

Student A: Write four sentences about the people in your family. Three sentences are true. One sentence is false. Read them aloud to Student B.

Student B: Guess the false one. Then change the role.

A: There are four people in my family. I have a brother. He is thirteen years old. He has blonde hair.
B: False! Your brother has black hair.

1.2 GRAMMAR *can*

I can use *can* to talk about abilities.

1 In pairs, match one of the words/phrases below with each photo (A–D). Read and check.

dance fly jump run stay under water
sing speak a foreign language swim

Aida's blog

Fantastic people

A

Tara Davis is a young Californian athlete. She can't fly, but she can jump 6.73 metres!

Tom Sietas is from Germany. He can stay under water for twenty-two minutes and twenty-two seconds.

B

C

Phương Anh is from Việt Nam. She can't walk, but she can sing and dance in her wheelchair.

Marlon Couto Ribeiro is a young man from Brazil. He can speak eleven languages, e.g. Spanish, Japanese and French.

D

2 Study the Grammar box. Read the text again and complete the sentences with *can* or *can't*.

1 Marlon *can* speak Japanese.
2 Tom _____ stay under water for a long time.
3 Phương Anh _____ dance but she _____ walk.
4 Tara _____ fly, but she _____ jump.

Grammar *can*

We use *can* and *can't* to talk about abilities.

+	–
They can dance.	She can't fly.
?	
Can he speak English? Yes, he can. / No, he can't. How many languages can you speak?	

3 1.05 Can you guess what famous people can or can't do? In pairs, make sentences with *can* or *can't*. Listen and check.

1 Katy Perry / sing / dance in a wheelchair
Katy Perry can sing, but she can't dance in a wheelchair.
2 Beyoncé / speak Japanese / dance
3 Stephen Hawking / talk using a computer / walk
4 Ronaldo and Neymar / play football / jump six metres
5 MC Trấn Thành / speak Chinese / speak German

4 Write six questions with *can* using the words/phrases in A and B below.

A you your brother/sister your friend your parents

B dance jump three metres sing speak English speak three languages stay under water for one minute swim one kilometre

Can you dance?
Can your parents speak English?

5 In pairs, ask and answer the questions in Exercise 4.

A: Can you dance?
B: No, I can't but I can sing.

And YOU

1.2 GRAMMAR *can*

Lesson learning objective

Students can use *can* to talk about abilities.

Lead in: review of family vocabulary

Put students into groups of four. Tell each group to write the following words on individual pieces of paper in large writing: *mother*, *brother*, *grandfather*, *father*, *sister*, *aunt*, *uncle*, *cousin*. Tell students that you are going to read out some sentences about different people and that they should choose and show the related word. The first group to show the correct word wins a point.

Sentences to read out:

He's my mother's brother. (uncle)
He's my parents' son. (brother)
He's my mum's husband. (father)
She's my parents' daughter. (sister)
She's my uncle's wife. (aunt)
He's my aunt's son. (cousin)
She's my sister's mother. (mother)
He's my father's father. (grandfather)

Exercise 1

Tell students to cover the texts next to the photos. Explain that the activities that match the photos aren't always obvious. Elicit guesses and then tell students to uncover the texts so that they can check their guesses.

Follow up by asking students how far they can jump, how many languages they can speak and how long they can stay underwater.

Answers: **A** jump **B** stay under water **C** dance **D** speak a foreign language

Exercise 2

Before students do the exercise, drill the pronunciation of *can* and *can't* to show the difference in the vowel sound (/æ/ in *can*, /ɑ:/ in *can't*).

Go through the Grammar box and point out the similarities between *can* and the verb *to be*:

- We reverse the order of the subject and the verb to form questions.
- We make the verb negative by adding *n't*.
- We make short answers by adding *Yes* + subject + the positive form of the verb or *No* + subject + the negative form of the verb.

Answers: **2** can **3** can, can't **4** can't, can

Background notes

Katy Perry's real name is Katheryn Elizabeth Hudson. She was born in California on 25 October 1984. She became famous in 2008 and is one of the most successful female singers ever.

Beyoncé Giselle Knowles-Carter rose to fame in the late 1990s as the lead singer in Destiny's Child. She then became a very successful solo star and married the rapper Jay-Z.

Stephen Hawking was a British physicist and cosmologist. He first noticed his illness when he was twenty-one and doctors found he was suffering from motor-neurone disease, which gradually causes paralysis. They said he probably had two years left to live. That was in 1963, but he lived until 2018.

There are two famous football players called Ronaldo. **Ronaldo Luís Nazário de Lima** is from Brazil and **Cristiano Ronaldo** is from Portugal. **Neymar** is also a Brazilian football player. All three played for part of their career in Spain, either for Barcelona or for Real Madrid. Ronaldo Luís Nazário de Lima played for both clubs, but spent more time playing for Real Madrid.

MC Trấn Thành was born and raised in Hồ Chí Minh City. He has a Chinese origin as his father has Chinese descent. He can speak Vietnamese, Cantonese and English.

Exercise 3 1.05

Before students look at the exercise, ask them if they can name any celebrities who can do other things apart from acting, singing, etc. (e.g. *Johnny Depp can play the guitar.*).

Answers:

2 Beyoncé can't speak Japanese but she can dance.
3 Stephen Hawking can talk using a computer but he can't walk.
4 Ronaldo and Neymar can play football but they can't jump six metres.
5 MC Trấn Thành can speak Chinese but he can't speak German.

Exercise 4

Tell students to work individually. Explain that to form questions, they just need to write *Can* + a word or phrase from A + a word or phrase from B. Set a time limit and, if by the end of the time limit some students haven't yet written six questions, tell them that for the next exercise they should just use the questions they have written.

Exercise 5

Tell the pairs to take turns asking their questions. When they have finished, invite a student to read out a question and ask another student to answer it. Do this for a few questions.

Follow up the activity by asking students if they can do different tasks and then testing them to see if they really can (e.g. *Can you name six colours in English in ten seconds? Can you count from 20 down to 1? Can you say the alphabet backwards?*).

Further practice

- Workbook page 8

1.3 READING and VOCABULARY The different faces of Jennifer Lawrence

Lesson learning objective

Students can find specific details in an article and talk about general appearance and personality.

Lead in: review of asking about the present

Remind students about state verbs and about how we talk about routines and things happening now or around now. Elicit an example question for each, e.g. *Do you like football?* (state verbs), *How often do you do exercise?* (talking about routines), *Are you reading a book at the moment?* (talking about things happening now or around now).

Ask students to work individually to write three questions of their own. Then tell them to mingle with their classmates and to ask and answer one another's questions.

Set a time limit and, when they have finished, invite students to share with the class their questions and any interesting answers they received.

Background notes

Jennifer Lawrence was born on 15 August 1990 in Louisville, Kentucky. She was spotted by a talent scout at the age of fourteen and began her acting career in television shows. Her first major role came on the sitcom *The Bill Engvall Show*. Her film debut was in *Garden Party* (2008). She won an Oscar for her performance in *Silver Linings Playbook* (2012). Lawrence is a strong supporter of feminism and gender equality, and supports various charities through the Jennifer Lawrence Foundation.

Exercise 1

Before students open their Students' Books, ask the question and elicit ideas from the class. See if there is a particularly popular actor or actress, and find out which films students especially like. If students don't mention Jennifer Lawrence's name, find out if they have heard of her, what they know about her and whether or not they like her as an actress.

Exercise 2 1.06

Before you explain any difficult vocabulary, tell students to work in pairs to guess which photo matches each sentence. After students have read the text, elicit the meaning of *make-up*, *mutant* and *arrow*.

Answers: 1 A 2 B 3 D 4 C

Exercise 3

Check that students understand the meaning of *different* and *the same*. Elicit the answers and the related information in the text.

Answers: 1 ✓ 2 ✓ 3 ? 4 ✗ 5 ✗ 6 ✗

Exercise 4

Elicit the meaning of the words and then ask students to think of a different film character for each adjective, e.g. *James Bond is brave.*

Exercise 5

Before the pair do the exercise, ask the students about their family. Student should check that people do know and describe.

Possible answers:
My uncle is funny. He isn't brave.
My cousin is clever. He isn't nervous.

Exercise 6

Other possible eye colours are grey and hazel (hazel is a light brown or brown-green colour). Other possible hair colours are red, ginger and chestnut (brown with a slight red colour).

When students have finished, ask them if they are 100 percent different from another student in their group.

Extra activity

Put students into groups of four. Tell them to think of a character from a film and to describe this character using the ideas in Exercise 6. Explain that they can add information about their character's age, nationality, abilities and anything else they know how to say in English.

When they are ready, each group should have a turn to present their character. The rest of the class should try to guess who the character is.

Further practice

- Workbook page 9

1.3 READING and VOCABULARY The different faces of Jennifer Lawrence

I can find specific details in an article and talk about general appearance and personality.

1 CLASS VOTE Who is your favourite actor/actress?

2 1.06 Match photos A–D below with the sentences 1–4. Read the text and check.

1 ☐ Her make-up is perfect.
2 ☐ She's poor.
3 ☐ She's a mutant.
4 ☐ She can shoot arrows.

3 Read the text again. Mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).

1 ☐ Jennifer is American.
2 ☐ Ree is a teenager.
3 ☐ Rosalyn can't shoot arrows.
4 ☐ Katniss' hair is short.
5 ☐ Raven is a young woman.
6 ☐ Raven and Jennifer are 100 percent different.

4 Study the Vocabulary box. Find the words in the text. How do you say the words in your language?

Vocabulary Personality adjectives

brave clever friendly funny nervous nice quiet

5 In pairs, write sentences about the people you know Use adjectives from the Vocabulary box.

my uncle my cousin
my mum/dad my best friend

My uncle is funny. He isn't quiet.

6 Choose the correct options to make the sentences true for you. You can choose more than one option. In groups, compare your answers.

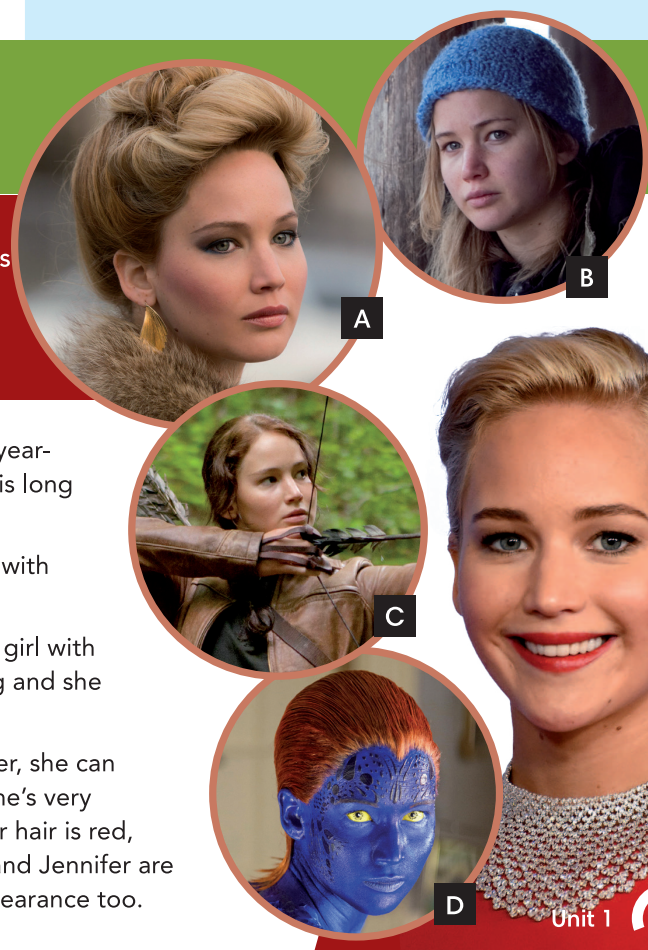
And YOU

- My eyes are *blue / brown / green / other* (_____).
- My hair is *long / short / not long or short.*
- My hair is *black / blonde / brown / other* (_____).
- I'm *short / tall.*
- I'm *brave / clever / nice / quiet / nervous / friendly / funny.*

A: My eyes are green. My hair is long and brown. I'm friendly and happy.
B: My eyes are green too, but my hair is short and black. I'm quiet and …

The different faces of **Jennifer Lawrence**

Jennifer Lawrence is twenty-seven. She's from Kentucky, the USA. She's friendly and funny. She's slim, tall (1.75 m) and pretty. Her eyes are blue and her hair is blonde. But Jennifer is an actress and actresses can change their appearance.



In *Winter's Bone* Jennifer is Ree, a quiet seventeen-year-old girl from a poor family. She's unhappy. Her hair is long and dirty.

In *American Hustle* she's Rosalyn, a nervous woman with beautiful blonde hair and perfect make-up.

In *The Hunger Games* Jennifer is Katniss, a teenage girl with long dark hair and grey eyes. She's brave and strong and she can shoot arrows.

In *X-Men* Jennifer is the mutant Raven. Raven's clever, she can speak fourteen languages, but she isn't very nice. She's very different from Jennifer. She's over 100 years old. Her hair is red, her eyes are yellow and her skin is blue! But Raven and Jennifer are not completely different: Raven can change her appearance too.

1.4 GRAMMAR *have got*

I can use *have got* to talk about possession.

WELCOME TO MY LIFE!

Max: Hi there! Welcome to *To The Max*. I'm Max Gregg and I'm thirteen. My family and I are from Boston in the United States, but at the moment our hometown is Rye in England.

I'm a dance fanatic. I've got my own dance studio in our garage at home. I've also got a video blog about dance. It's got some great tips about how to do different kinds of modern dance. My video blog hasn't got any fans at the moment.

I've got a big sister, Lily. She's nineteen and she's at university. Has she got any hobbies? Well, her hobby is learning languages. She can speak four languages: English, German, Polish and Russian. She's really smart!

Hi there! **OUT of class**

1 Look at the photo. What can Max do?

2 1.07 Listen and answer the questions.

1 How many dance studios has Max got?
2 How many video blogs has Max got?
3 How many sisters has Max got?

3 Study the Grammar box. Find examples of *have got* in the text.

Grammar *have got*

+	–
I've got (have got) a sister.	He hasn't got (has not got) a big family.
?	
Have they got a pet? Yes, they have./No, they haven't. What have you got?	

4 1.08 Complete the text about Max's best friend with the correct form of *have got*. Listen and check.

Sol Gardner is English and he's my best friend. The Gardners [1]_____ a big flat in my street. Mr Gardner is an actor and his wife is a singer. Sol [2]_____ short hair and brown eyes. He [3]_____ two sisters, Carla and Nikki. They [4]_____ a Labrador, Charlie. The Gardners [5]_____ a car, but Mr Gardner has got a motorbike. Sol is an uncle now – his sister Carla is married and they [6]_____ a daughter, Ida.

5 Make questions with *have got*. In pairs, ask and answer the questions.

1 Max / a sister / ?
Has Max got a sister?
2 Max / a blog / ?
_____
3 Lily / any hobbies / ?
_____
4 the Greggs / a garage / ?
_____
5 Sol / any brothers / ?
_____

A: Has Max got a sister? *B: Yes, he has.*

6 In pairs, ask and answer the questions. Tell the class about your partner.

And YOU

- Have you got any brothers or sisters/ a blog/friends in another country?
- Have you and your family got a house or a flat/a car?
- Has your best friend got a big family/a pet?

A: Have you got any brothers or sisters?
B: Yes, I have. I've got two brothers. Have you …

1.4 GRAMMAR *have got*

Lesson learning objective

Students can use *have got* to talk about possession.

Lead in: review of adjectives

Put students into up to nine groups. Give each group a piece of paper with a word written on it and tell them not to show their word to any other group. Words: *brave*, *clever*, *friendly*, *funny*, *blonde hair*, *nervous*, *quiet*, *short hair*, *tall*.

Tell the groups to think of the names of different people who they can use their word to describe (e.g. someone who they can describe as *brave*). Encourage them to think of famous people as well as students in the class. When they are ready, tell each group to read out their list of names while the rest of the class try to guess their word.

Background notes

Rye is a small town in East Sussex, in the south-east of England, and has a population of about 9,000 people. It replaced New Romney as one of the historic 'cinque ports' when storms damaged New Romney and blocked its harbour. 'Cinque ports' were set up by the Normans and were important for trade with Europe and for defence. Rye was also an important centre of smuggling activity.

Exercise 1

Elicit the answer and ask other questions about Max, e.g. *What colour is his hair? How old do you think he is? Where do you think he is from?*

Answer: The correct answer is 'He can dance', but students might come up with different ideas as this is not obvious from the photo.

Exercise 2 1.07

Answers:
1 Max has got one dance studio.
2 He has got a video blog.
3 He has got a sister.

Exercise 3

When students have found the examples, elicit the rules for forming questions (we reverse the order of the subject and the verb *have/has*, but *got* stays in the same place as in positive sentences) and negatives (we add *n't* to the verb *have/has*, and *got* remains unchanged). Also elicit when we use *have* (with *I*, *you*, *we* and *they*) and when we use *has* (with *he*, *she* and *it*).

Extra activity

Tell students to work in pairs. The first student takes different things out of their bag and says what they have got, e.g. *I've got a pencil case. I've got a mobile phone. I've got some food. I've got eight books.*

They then put all the items back into the bag, and the second student tries to remember what they were. As the second student says what their partner has got (e.g. *You have got a pencil case.*), the first student takes these things out of their bag.

When the second student has remembered everything (or given up), the two students swap roles.

Exercise 4 1.08

When students have checked their answers, discuss why *have* or *has* was used in each answer (*1 The Gardners = they*, *2 Sol = he*, *3 He*, *4 They*, *5 The Gardners = they*, *6 they*).

Ask students how we know that the answer for 5 is negative. (The sentence contains *but*, which contrasts two things. We know that Mr Gardner *has got* a motorbike, so the contrast – or opposite – is that the Gardeners *haven't got* a car.)

If necessary, give students more examples using these structures: *I've got …, but I haven't got …*; *I can …, but I can't …*; *I'm …, but I'm not … .*

Answers: **1** have got **2** 's got **3** 's got **4** 've got **5** haven't got **6** 've got

Exercise 5

Before students start the exercise, ask them why question 4 will be different from the others. (It will start with *have* instead of *has* because it refers to the family and not just to one person.)

Answers:
2 Has Max got a blog? Yes, he has.
3 Has Lily got any hobbies? Yes, she has.
4 Have the Greggs got a garage? Yes, they have.
5 Has Sol got any brothers? No, he hasn't.

Exercise 6

Tell students that they can ask any additional questions they can think of (e.g. *Have you got a computer? Have your parents got grey hair?*). Invite pairs to ask and answer the questions in front of the class.

Further practice

- Workbook page 10

1.5 LISTENING and VOCABULARY Fashion

Lesson learning objective

Students can identify specific details in a conversation and talk about clothes.

Lead in: review of *have got*

Put students into groups of four. Students work together to find out something that three of them have got but that one of them hasn't got, or something that one of them has got and that three of them haven't got (e.g. a dog, a mobile phone, a blog, two sisters).

When they are ready, the groups take turns to say to the class: *One person has/hasn't got a … .* The rest of the class guess which student in the group is being referred to.

Exercise 1

Students keep their Students' Books closed. Check that they understand the meaning of the words *style* and *fashionable*. Ask them if they are interested in fashion.

Then ask them to think of a famous person who they think has got a nice style and elicit some ideas.

Put students into pairs and tell them to open their books and discuss the pictures.

Exercise 2 1.09

Before students listen to the audio, elicit words they think they might hear that would help them decide which person from the pictures is being described (e.g. *short skirt*, *white trousers*). When they have listened, elicit key words they heard that they hadn't thought of previously (e.g. *jacket*, *boots*).

Answers: 1 A 2 D 3 C 4 B

1.09

See page 199.

Exercise 3 1.10

Elicit the answers and ask students to identify what was said in the audio that helped them to decide on the answers.

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

Exercise 4

Put students into pairs. Tell them to look at the pictures and to tick any items in the Vocabulary box that they can see. When students have completed the sentences, put them into different pairs. If possible, partner a girl with a boy. Students should take turns to ask and answer questions about items of clothing and footwear that they have got (e.g. *Have you got a dress? Yes, I've got three dresses. My favourite dress is red.*). When they have finished, invite students to tell the class one thing they found out about their partner (e.g. *Paul has got blue jeans and black jeans.*).

Answers: 1 jacket, shirt, trousers 2 shirt, skirt, sunglasses
3 jacket, jeans, boots 4 jeans, T-shirt

Extra activity

Look at students to see what items of clothing they are wearing. Explain that you are going to say the name of an item of clothing and that they should write the word and also the name of a student in the class who is wearing that particular item of clothing.

When you have finished, put students into groups of four. Tell them to compare their answers and to check that all the answers are correct. Examples could be (depending on what students are wearing) *a blue and white shirt*, *black jeans*, *brown boots*.

Exercise 5 1.11

At the end of the dictation, ask students to swap texts with a partner. Explain that they are going to mark their partner's work. They should award two points for a correct word, one point if there is incorrect punctuation (e.g. no apostrophe, no capital letter), one point if there is only one letter wrong in the spelling (e.g. *favorite* instead of *favourite*), and no points if the spelling has more than one letter wrong.

Write the text on the board one word at a time. When students have finished marking their partner's work, they should add up the points and tell their partner their score. Ask if anyone in the class got the maximum of 66 points.

Answer:
My name is Chrissy. I'm a student from Newport and I've got a blog about fashion. My favourite clothes are jeans and old sweaters. My favourite colours for clothes are grey and blue.

Exercise 6 1.12

Check that students understand the meaning of the word *compliment*. Ask them how often their friends compliment them on their clothes or their hair.

Focus students' attention on the positive adjectives *cool*, *great*, *fantastic* and *nice*, and ask them if they can think of any other positive adjectives (e.g. *beautiful*, *perfect* (from the Jennifer Lawrence text), *fashionable*).

Answers:
1 Your trainers are really cool!
2 You've got great style!
3 Your shirt is fantastic! It's a really nice colour!

Exercise 7

Encourage pairs to roleplay a situation where one of them is sitting relaxing outside somewhere; the other is taking photos for a blog and starts talking and complimenting them.

Students should swap roles so that they both have a chance to give and receive compliments. When they are ready, invite pairs to act out their roleplay in front of the class.

Further practice

- Workbook page 11

1.5 LISTENING and VOCABULARY Fashion

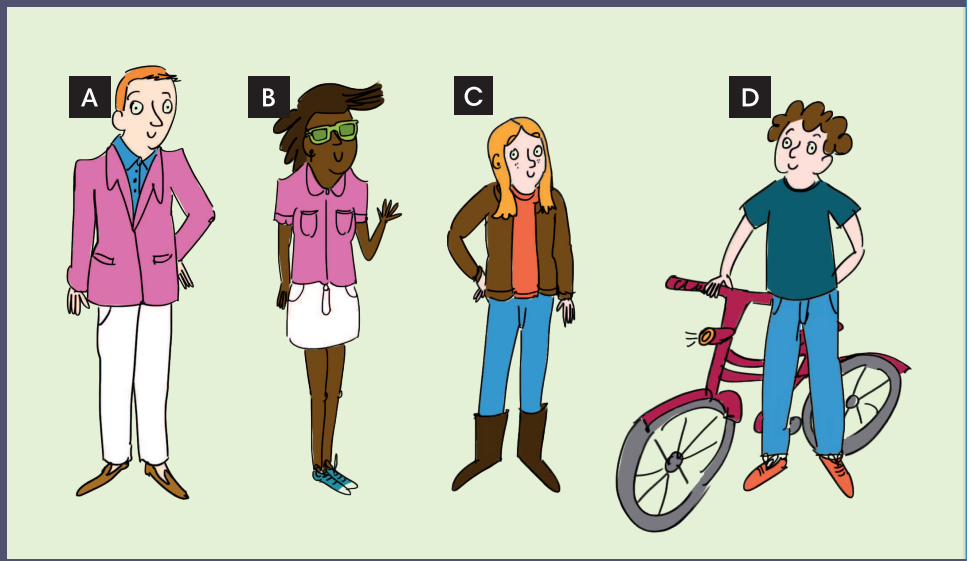
I can identify specific details in a conversation and talk about clothes.

The Newport Look

3 May

NO RAIN TODAY. MAYBE SUMMER IS HERE! ☺

And here are some of the fantastic summer styles on the streets of Newport this morning. It's not true that Newport isn't a fashionable city! ;-)



1 **Look at the pictures and read the blog. In your opinion, which person (A–D) has got a nice style?**

2 1.09 **Listen and match the names with pictures A–D .**

1 ☐ Duncan
2 ☐ Marc
3 ☐ Sam
4 ☐ Donna

3 1.10 **Listen again. Mark the sentences T (true) or F (false).**

1 ☐ Chrissy is a fan of Donna's hair.
2 ☐ Donna's sunglasses are from a supermarket.
3 ☐ Sam is fifteen years old.
4 ☐ Sam's boots are Spanish.
5 ☐ Duncan is a student.
6 ☐ Marc's bike is from France.

4 **Study the Vocabulary box. Complete the sentences about the people in the photos.**

Vocabulary Clothes and footwear

Clothes: dress hat jacket jeans shirt shorts skirt sweater sweatshirt T-shirt tracksuit trousers
Footwear: boots shoes trainers
Other: hat (sun)glasses

1 Duncan has got a pink *jacket*, a blue _____ and white _____.
2 Donna has got a pink _____, a short _____ and green _____.
3 Sam has got a brown _____, blue _____ and brown _____.
4 Marc has got blue _____ and a blue _____.

5 1.11 DICTATION **Listen to a recording about Chrissy. Listen again and write down what you hear. Then make similar sentences about yourself.**

6 1.12 **Order the words to make compliments. Listen and check.**

1 trainers / your / are / really cool / !
_____
2 style / you / great / 've got / !
_____
3 fantastic / your shirt / is / ! / colour / really nice / it's a / !
_____

7 **In pairs, make compliments about your partner's clothes. Use Exercise 6 to help you. Be nice!**

And YOU

A: Your sunglasses are great!
B: Thanks. Your sweater is really nice!

1.6 SPEAKING Greeting people

I can greet and introduce people.

AUDIO SHE'S FAMOUS

Max: Hey, Sol. That girl in the red T-shirt!
Sol: What about her?
Max: That's Clare Philips. She's famous. She's a TV presenter. Come on! … Excuse me. Hi!
Girl: Hello.
Max: How are you?
Girl: I'm fine, thanks. How are you?
Max: I'm good. I'm Max.
Girl: Pleased to meet you. I'm …
Max: This is my friend, Sol.
Sol: Hi. How's it going?
Girl: Fine, thanks, but …
Sol: Nice to meet you.
Girl: Yeah, nice to meet you too.
Max: Oh, this is really cool!
Girl: What is...
Max: The famous Clare Philips in the park in my town! I think you're wonderful.
Girl: Thanks, but I'm not Clare Philips. My name's Jenny Dobbs. I'm not famous.
Max: Oh. I'm sorry. I …
Girl: No worries! See you.
Max: Bye … Sorry!
Sol: Oh, Clare! You're wonderful!

What about her? Come on!
Excuse me. Really cool!
I'm sorry. No worries.

OUT of class

1 1.13 **Look at the photo and choose the correct option. Read or listen and check.**

1 Max and Sol are *in the park* / *at school*.
2 The girl *is* / *isn't* Max's sister.
3 She *is* / *isn't* famous.

2 **Study the Speaking box. Find the phrases in the dialogue.**

Speaking Greeting people

Hello!/Hi!
How are you?/How's it going?
I'm fine/good, thanks.
My name's .../I'm ...
Pleased/Nice to meet you.
This is my friend, Sol.
Bye./Goodbye./See you (later).

3 **Complete the sentences with the words below.**

bye fine hi how I'm it meet ~~this~~

a *This* is my friend, Ian.
b Hi, Al. _____ Jo.
c I'm good. _____ are you?
d Nice to _____ you too.
e I'm _____, thanks. My name's Al.
f _____, Ian. Nice to meet you.
g Oh! Look at the time! _____!
h Hi, how's _____ going?

4 1.14 **Complete the dialogue with sentences from Exercise 3. Listen and check.**

Jo: Hello!
Al: 1 *h*
Jo: 2 _____
Al: 3 _____
Jo: 4 _____
Al: This is my friend, Ian.

Jo: 5 _____
Ian: 6 _____
Jo: 7 _____
Al: Goodbye!
Ian: See you!

5 **In groups of three, practise the dialogue in Exercise 4.**

6 **In groups of three, have a conversation. Follow these steps. Then swap roles.**

And YOU

- You meet in a canteen.
- Student A, greet Student B.
- Student B, introduce Student C to Student A.
- Say goodbye.

1.6 SPEAKING Greeting people

Lesson learning objective

Students can greet and introduce people.

Lead in: review of clothes vocabulary

Ask students: *What colour is my* (e.g. *shirt*)*? What colour are my* (e.g. *shoes*)*?* Check that students understand that the words for clothes which end in *-s* (e.g. *trousers*, *jeans*, *shoes*, *glasses*) generally take a plural verb. Point out that *dress* takes a singular verb.

Explain to students that they should walk around the classroom and look carefully at one another's clothes. When you say *stop*, they should find a partner and stand back to back. The pairs should take turns to ask and answer questions about their clothes (e.g. *What colour is/are my … ?*) to see if their partner can remember or guess correctly. When they have finished, they should walk around the classroom once more and repeat the process with another partner.

Exercise 1 1.13

With Students' Books still closed, review with the class who Max is, what he is interested in (*dance*) and where he is from (*Boston, USA*). Then ask students to look at the photo and to describe the girl.

After you have played the video, go through the Out of class box. Check that the stress in *What about her?* is on the word *about*. Explain that we use this phrase to ask why the person you are speaking with has mentioned someone or something (e.g. *Do you see this pen? Yes, what about it?*).

Explain that *come on* means *come with me* or *let's go*.

Explain that we say *excuse me* to get someone's attention before we start talking to them.

Explain that *really cool* means *very cool*, and that we can use *really* before any adjective (e.g. *really good*, *really bad*).

Explain that we say *I'm sorry* to apologise for doing or saying something wrong (e.g. *I'm sorry I'm late.*) and that we can respond to *I'm sorry* by saying *No worries!*, which means *It's OK*, *Don't worry* or *It doesn't matter*.

Answers: **1** in the park **2** isn't **3** isn't

Exercise 2

When students have found the phrases in the dialogue, put them into groups of three and tell them to roleplay meeting someone. Two students should say *hello*, ask each other how they are and tell each other their names. One student then introduces the third student. Then they all say goodbye.

Extra activity

Divide the class equally into two groups. If there is space in the classroom, one group should stand in an inner circle and the other group should stand in an outer circle. The students in each group should face one another so that a student in the inner circle faces a student in the outer circle. The students should greet each other, introduce themselves, ask each other how they are and then say goodbye.

Then the students in the outer circle should all move one place clockwise, and repeat the same process with the next student in the inner circle. Students can continue for as long as is necessary.

Exercise 3

Tell students to complete the exercise on their own and to check their answers in pairs.

Answers: **b** I'm **c** How **d** meet **e** fine **f** Hi **g** Bye **h** it

Exercise 4 1.14

When students have finished, play the beginning of the audio, up to the point where Jo says *Hello*. Pause the audio and elicit the next line of the dialogue.

Play the audio to check and then pause again and elicit the next line. Continue for the rest of the dialogue.

Answers: **2** c **3** e **4** b **5** f **6** d **7** g

Exercise 5

Tell the groups to practise the dialogue three times, with students playing a different role each time. When they have finished, invite students to act out their dialogues in front of the class.

Exercise 6

Encourage the groups to think of ways of making their conversations more interesting (e.g. one of them could get a name wrong or they could find out that the other two already know each other). When they are ready, invite groups to act out their conversations in front of the class.

Further practice

- Workbook page 12

1.7 WRITING A description

Lesson learning objective

Students can write a short description of a person.

Lead in: review of greeting people

Put students into groups of four and ask each group to choose one student to come to the front of the class. Explain that the student at the front is going to play the role of a new student in the class, and that the rest of the students in the group should greet them, introduce themselves and ask how they are. Then tell the 'new' students to join their groups and to have their conversations.

When the groups have finished, ask the 'new' students if they felt that they were greeted nicely and made to feel welcome in their new class.

Exercise 1

Check that students understand the meaning of *hero* and *difficult*. Elicit that the opposite of difficult is *easy*.

Ask students for opinions about what kinds of people they think can be heroes (e.g. *sports stars*, *actors*, *singers*). When students open their books, ask them to quickly read the two texts to find out why the two people are heroes (Jade is a student who is brave despite her problems. Lionel Messi is a famous footballer.). Then ask students to discuss in pairs why they think each person is or isn't a hero.

Exercise 2

Elicit the answers and the extracts from the text which helped students to decide on their answers.

Answers:

1 T (She has health problems.)
2 F (She's a good student.)
3 F (He's from Argentina.)
4 T (He's married and he's got three children.)

Exercise 3

Tell students that for each topic they tick, they should list the related words the writers use in their descriptions (e.g. *personality: Jade – brave, happy, friendly, funny*).

Answers: 1, 2, 4, 5

Exercise 4

Discuss the phrases in the Writing box and ask students to think of other ideas for each heading. For example:

Introduce the person: *My hero is my mum's friend …*

Age/Occupation: *She's forty-five and she's a politician/businesswoman.*

Nationality/Languages/Family: *She's Brazilian. She's married with three children. She can speak four languages.*

Appearance: *He's got grey hair, blue eyes and glasses. He's quite tall. He's got a beard.*

Personality/Positive things about the person: *She's very clever and hard-working.*

Extra activity

Students work on their own to write six sentences. Three sentences should use *and* and the verbs *to be*, *have got* and *can*, and three sentences should use *but* and the same three verbs. When students have finished, they should work in pairs to compare their ideas. Invite students to read out one of their sentences to the class.

Exercise 5

Elicit from students that the two descriptions contain two paragraphs. The first paragraph gives information about the person: their nationality, appearance, family, age, abilities, etc. The second paragraph gives reasons why the writer considers the person a hero.

Encourage students to write similar paragraphs and point out the importance of using paragraphs to make their writing easier to read. When students have finished, either invite some students to read their descriptions or put them on display so that students can read each other's work.

Further practice

- Workbook page 13

1.7 WRITING A description

I can write a short description of a person.

1 CLASS VOTE **Read the texts quickly. In your opinion, are Jade and Lionel heroes?**

A

My hero

by Karin

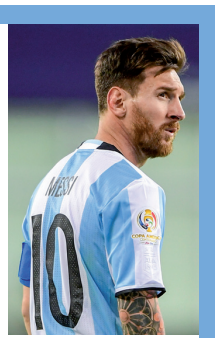
My hero is my friend Jade Pryce. She's thirteen years old and she's a student at my school. She's English but her mother is from Spain. Jade is short and she's got dark hair.

Life is very difficult for Jade. She's a good student but she's got big problems with her health and she's often not at school. But Jade is very brave and she's always very happy, friendly and funny. That's why she's my hero.

B

My hero

by Paulo



My hero is the sportsman Lionel 'Leo' Messi. He's about thirty and he's a footballer. Messi is from Argentina and he can speak Spanish and English. He's married and he's got three children. He's got dark hair and he isn't very tall.

Leo Messi is one of the world's top football players and he's got a lot of money. He is very rich. He is a very nice person. He's got a charity for children with problems. He's my favourite football player and my hero.

2 **In pairs, read the texts again. Mark the sentences T (true) or F (false).**

1 ☐ Jade hasn't got an easy life.
2 ☐ Jade isn't clever.
3 ☐ Leo Messi is Spanish.
4 ☐ He's got a wife and children.

3 **In pairs, tick the things Karin and Paulo mention in their descriptions in Exercise 1.**

1 ☐ personality
2 ☐ nationality/ languages
3 ☐ hobbies
4 ☐ appearance
5 ☐ age/job

4 **Study the Writing box and check your answers in Exercise 3.**

Writing A description of a person

Introduce the person
My hero is my friend .../ the singer ...
My favourite sports star/ actor is ...

Age/Occupation
She's thirteen and she's a student.
He's about thirty and he's a footballer.

Nationality/Languages/ Family
He's from Argentina.
She can speak three languages.
He's married and he's got two children.

Appearance
She's tall and slim.
She's got glasses.
He's got black hair and brown eyes.

Personality/Positive things about the person
She's got a difficult life but ...
She's brave/clever/friendly.
He's a great person.

and, but
She can dance. She can sing too. → She can dance, **and** she can sing.
He can dance. He can't sing. → He can dance, **but** he can't sing.

Writing Time

5 **Write a description of your hero. Use the texts in Exercise 1 and the Writing box to help you. Write about:**

- his/her age, job, nationality and appearance.
- his/her personality.

TIP

Connect your ideas with *and* or *but*.

Wordlist and Vocabulary in action

Extra activity

Have students work in groups and select at least three other lexical items in the wordlist to put in the following table. In each column, the first word has been given as an example to your students. Tell them to say BINGO when they get this done. This activity is to help your students to review the form-meaning relationships of the learnt words as well as to create sematic associations between these lexical items.

Family and relatives	Physical appearance	Personality	Clothes and footwear
Dad	Short	Nice	T-shirt

Further practice

Workbook page 14

GLOSSARY

Nationalities | Family | Appearance adjectives | Personality adjectives | Clothes and footwear

adj: adjective adv: adverb n: noun np: noun phrase v: verb vp: verb phrase prep: preposition

appearance	/əˈpɪərəns/	(n)	ngoại hình
auntie	/ˈɑːnti/	(n)	cô, dì, bác gái
brave	/breɪv/	(adj)	dũng cảm
children	/ˈtʃɪldrən/	(n)	trẻ em
country	/ˈkʌntri/	(n)	nước, quốc gia
dance	/dɑːns/	(n)	điệu nhảy, múa
different	/ˈdɪfərənt/	(adj)	khác nhau
dirty	/ˈdɜːti/	(adj)	bẩn
dress	/dres/	(n)	váy
easy	/ˈiːzi/	(adj)	dễ, dễ dàng
face	/feɪs/	(n)	khuôn mặt
family	/ˈfæməli/	(n)	gia đình
famous	/ˈfeɪməs/	(adj)	nổi tiếng
fashionable	/ˈfæʃənəbəl/	(adj)	hợp mốt
footwear	/ˈfʊtweə/	(n)	đồ đi ở chân (giày, dép)
friendly	/ˈfrendli/	adj	thân thiện
funny	/ˈfʌni/	(adj)	vui vẻ
(sun)glasses	/ˈsʌnˌglɑːsɪz/	(n)	kính (râm)
granny	/ˈgræni/	(n)	bà
hat	/hæt/	(n)	mũ (có vành)
hobby	/ˈhɒbi/	(n)	sở thích
jeans	/dʒiːnz/	(n)	quần bò
make-up	/ˈmeɪkʌp/	(n)	đồ trang điểm, sự trang điểm
married	/ˈmærid/	(adj)	đã kết hôn
nationality	/ˌnæʃəˈnæləti, ˌnæʃəˈnælɪti/	(n)	quốc tịch
nice	/naɪs/	(adj)	tốt, dễ chịu
personality	/ˌpɜːsəˈnæləti, ˌpɜːsəˈnælɪti/	(n)	tính cách
poor	/pɔː/	(adj)	nghèo
pretty	/ˈprɪti/	(adv)	khá là
quiet	/ˈkwaɪət/	(adj)	yên lặng, yên tĩnh
shirt	/ʃɜːt/	(n)	áo sơ mi
shoes	/ʃuːz/	(n)	giày
short	/ʃɔːt/	(adj)	ngắn
shorts	/ʃɔːts/	(n)	quần soóc
skirt	/skɜːt/	(n)	chân váy
slim	/slɪm/	(adj)	mảnh mai, thon thả
small	/smɔːl/	(adj)	nhỏ
smart	/smɑːt/	(adj)	thông minh, lanh lợi
strong	/strɒŋ/	(adj)	khỏe mạnh
sweater	/ˈswetə/	(n)	áo len
sweatshirt	/ˈswetʃɜːt/	(n)	áo chui đầu
tracksuit	/ˈtræksuːt, -sjuːt/	(n)	bộ quần áo thể thao
trainers	/ˈtreɪnəz/	(n)	giày thể thao
trousers	/ˈtraʊzəz/	(n)	quần dài
T-shirt	/ˈtiː ʃɜːt/	(n)	áo phông, áo thun
young	/jʌŋ/	(adj)	trẻ, trẻ tuổi

VOCABULARY IN ACTION

1 Use the glossary to find:

1 eight clothes and footware items
sweater,...
2 six personality adjectives
nice,...
3 five appearance adjectives
slim,...

2 Complete the pairs below.

1 father and *mother*
2 mum and _____
3 sister and _____
4 son and _____
5 husband and _____
6 grandma and _____
7 uncle and _____

3 Complete the table with clothes and footwear.

b o o t s	d _ e _ s
j _ _ k _ _	h _ _
j _ _ n s	s _ o _ t _
s _ e _ _ e _	s k _ _ t
s _ e _ t _ h _ r _	s _ _ _ l _ _ s _ s
t r _ c _ _ u _ _	T - _ _ _ r _

4 1.15 PRONUNCIATION Listen to how we pronounce the /ɪ/ sound. Listen again and repeat.

big English children

5 1.16 PRONUNCIATION In pairs, say the sentences. Listen, check and repeat.

1 My sister is pretty and slim.
2 It's different in Italy.

Exercise 1

1 dress, sun glasses, hat, jeans, shirt, shoes, shorts, skirt, sweater, sweatshirt, tracksuit, trainers, trousers, T-shirt
2 brave, friendly, funny, nice, smart, strong
3 short, slim, small, strong, young

Exercise 2

2 dad
3 brother
4 daughter
5 wife
6 grandpa (grandfather)
7 aunt (auntie)

Exercise 3

Cold: jacket, jeans, sweater, sweatshirt, tracksuit
Hot: dress, hat, shorts, skirt, sunglasses, T-shirt

Exercise 1

2 brother
3 quiet
4 wife
5 English
6 famous
7 France
8 children
9 daughter
10 cousins

Exercise 5

2 Our English teacher's eyes are blue.
3 My best friend's name is Paul.
4 My dad's car is very old.
5 My sister's clothes are cool.

Revision

VOCABULARY

1 **Complete the text with the words below.**

~~American~~ brother children cousins daughter English famous France quiet wife

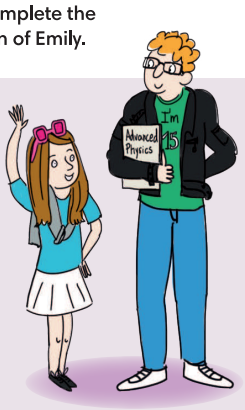
My uncle Mike is [1] *American* – he's from Oregon in the USA. He's my mother's [2] _____. He's a very [3] _____ person but I like him a lot. He's married. His [4] _____'s name is Diane. She's an [5] _____ woman from London. She's an actress but she isn't very [6] _____. Mike and Diane's home is in Paris, in [7] _____. They have got three [8] _____ – two sons and one [9] _____. They are my favourite [10] _____.

Exercise 2

2 old
3 slim
4 pretty
5 hair
6 skirt
7 shirt
8 shoes
9 sunglasses

2 **Look at the picture. Complete the words in the description of Emily.**

Emily is a very [1] f*riendly* person. She's eight years [2] o_____. She's short and [3] s_____. She's got a [4] p_____ face and long, brown [5] h_____. Today she's got a white [6] s_____, a blue [7] T-_____, black [8] s_____ and pink [9] s_____.



Emily Richie

Exercise 3

Possible answer: Richie is fifteen years old. He's a very clever person. He's tall and strong. He's got short blonde hair and blue eyes. Today he's got blue jeans, white trainers, a green T-shirt and a black jacket.

3 **Look at the picture in Exercise 2 and write a description of Richie. Write about his clothes, appearance and personality.**

Richie is twelve years old. He's …

4 **Complete the questions with ONE words. In pairs, ask and answer the questions.**

1 Are you a _____ fanatic?
2 Can your grandmother _____ football?
3 Can your dad drive a _____? What about your mum?
4 How many foreign _____ can you speak?
5 Is it possible to _____ a language in a day?

Exercise 4

1 dance
2 play
3 well
4 languages
5 learn

GRAMMAR

5 **Order the words to make sentences. Use *be* and the possessive's.**

1 grandma / grey / hair / my
My grandma's hair is grey.
2 blue / English teacher / eyes / our
3 best friend / my / name / Paul
4 car / dad / my / very old
5 clothes / cool / my / sister

6 **Make sentences about Janey. Use *can/can't*.**

1 dance well (✓) drive a car (✗)
Janey can dance well but she can't drive a car.
2 speak Spanish (✓) speak Polish (✗)
3 swim (✓) fly (✗)
4 cook (✓) jump six metres (✗)

Exercise 6

2 Janey can speak Spanish but she can't speak Polish.
3 Janey can swim but she can't fly.
4 Janey can cook but she can't jump six metres.

7 **Make sentences about Janey. Use *has got/ hasn't got*.**

1 two grannies (✓) a big family (✗)
Janey has got two grannies but she hasn't got a big family.
2 blonde hair (✓) blue eyes (✗)
3 a cool T-shirt (✓) a football shirt (✗)
4 an interesting hobby (✓) a pet (✗)

Exercise 7

2 Janey has got blonde hair but she hasn't got blue eyes.
3 Janey has got a cool T-shirt but she hasn't got a football shirt.
4 Janey has got an interesting hobby but she hasn't got a pet.

8 **In pairs, ask and answer questions about your best friend. Use *can*, *have got* and phrases from Exercises 6 and 7.**

A: Can your friend cook? B: Yes, he can.
A: Has he got a pet? B: No, he hasn't.

SPEAKING

9 **Work in pairs. You meet at a new school. Student A, follow the instructions below. Student B, go to page 111.**

Student A, have a conversation with Student B, using these phrases in the correct order. You start.

- My name's …
- Hello!
- Oh! Look at the time! Bye!
- This is my friend, Jim.
- I'm good. How are you?

2

It's delicious!

VOCABULARY
Food and drink | Meals | Places to eat | Cooking | Popular supermarket foods

GRAMMAR
there is/there are + some/any | Countable and uncountable nouns | Quantifiers | *too much/too many, not enough*

Grammar: I'm starving!

Speaking: Anything else?

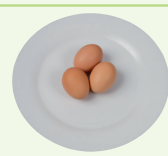
2.1 VOCABULARY Food and drink, meals

I can talk about food and drink.

What is 200 calories?

Fruit is good for us. 200 calories is 385 grams of apples or 444 millilitres of orange juice. But other things aren't good for us. 200 calories is one small packet of crisps (37 grams) or only 34 grams of bacon.

What about the other things in the pictures?
How many grams or millilitres is 200 calories?

1 385 grams	2 444 millilitres	3 37 grams	4 34 grams
5 290 grams	6 570 grams	7 1425 grams	8 28 grams
9 150 grams	10 75 grams	11 333 millilitres	12 496 millilitres
			

1 Look at the photos. Which things can you name?

2 2.01 Study the Vocabulary A box. Match photos 1–12 with the words. Listen and check.

Vocabulary A Food and drink

Fruit:	☐ apples	☐ grapes	
Vegetables:	☐ carrots	☐ celery	
Meat:	☐ bacon	☐ cheeseburger	
Drinks:	☐ cola	☐ orange juice	☐ milk
Other:	☐ butter	☐ crisps	☐ eggs

3 2.02 Add the words below to the correct group in the Vocabulary A box. Listen and check.

bananas biscuits breakfast cereal chicken milkshake muffins potatoes yoghurt

Unit contents

Vocabulary
- Food and drink
- Meals
- Places to eat
- Cooking
- Popular supermarket foods

Grammar
- *there is/there are + some/any*
- Countable and uncountable nouns
- Quantifiers
- *too much/too many, not enough*

Communication skills
Ordering food

2.1 VOCABULARY Food and drink, meals

Lesson learning objective
Students can talk about food and drink.

Lead in: review of vocabulary from the previous unit

Put students into two groups. Choose one student from each group to sit at the front of the class, facing their group. Explain that you are going to write a word from the previous unit on the board. Suggested words: *son*, *daughter*, *uncle*, *parents*, *France*, *Italian*, *trousers*, *trainers*, *jacket*, *hat*, *make-up*.

The two students sitting at the front of the class are not allowed to turn around to look at the word on the board, and the two groups are not allowed to say, spell or translate the word.

The two groups should take turns to try to define, give examples for or mime the word, and the two students at the front of the class should try to guess what the word is. When one of the two students guesses the word correctly, their group wins a point.

Repeat the process with a new word and two different students at the front of the class.

Exercise 1

Before students open their Students' Books, check that they understand the meaning of *fruit*, *vegetables*, *meat* and *drinks*.

Put students into pairs and tell them to discuss the different kinds of food in the photos and to say whether they are kinds of fruit, vegetables, meat, drinks or other things. When they have finished, ask pairs to say how many of the items they can name, but don't elicit the names yet.

Exercise 2 2.01

Students should mark the words they know. If they don't know some words, encourage them to try to match them against the headings and then guess.

Answers: **1** apples **2** orange juice **3** crisps **4** bacon **5** grapes **6** carrots **7** celery **8** butter **9** eggs **10** cheeseburger **11** milk **12** cola

Exercise 3 2.02

After listening, put students into groups of four. Set a time limit of 2 minutes for the groups to list as many items of food and drink as they can. When they have finished, elicit ideas and ask students to say which group each item belongs to (e.g. *onions – vegetables*).

Answers:
Fruit: bananas
Vegetables: potatoes
Meat: chicken
Drinks: milkshake
Other: biscuits, breakfast cereal, muffins, yoghurt

Extra activity

Draw on the board one of the food or drink items and elicit its name. Then invite a student to come to the board and draw a different food or drink item. Explain that they can draw any food or drink item from Exercises 1–3 or one of their own ideas from Exercise 3.

Repeat the process, giving different students a chance to come to the board, not just those students who are the first to recognise the items.

Exercise 4

Put students into pairs to discuss the questions. Then carry out two class votes – one vote for students' favourite type of food or drink which is good for them, and one vote for students' favourite type of food or drink which is bad for them. Finally, have an overall vote for a favourite food or drink and ask students if they are surprised about the winner.

Exercise 5

Check that students understand the meaning of *meals*. Discuss where and at what times people eat meals. Ask students if these times are the same in every country. (In some countries people eat dinner much later than in other countries, e.g. people eat later in Spain than they do in England.)

Exercise 6 2.03

Before you play the audio, elicit how Ian might say the time he has breakfast (half past seven). After listening, explain that *a.m.* and *p.m.* are from the Latin words *ante meridiem* (before midday) and *post meridiem* (after midday).

Answers: **2** 7.00 a.m. **3** 1.15 p.m. **4** 6 p.m. **5** 1 p.m. **6** 6.30 p.m.

2.03

I = Ian L = Lee

L: Ian, what time is breakfast in your house?
I: Half past seven, usually.
L: In my house it's at seven o'clock. What about lunch?
I: Lunch is at a quarter past one and dinner is at six o'clock. What about you?
L: Lunch is at one o'clock in our house and dinner is at half past six. What's a typical breakfast for you?
I: A typical breakfast? Hmm … toast and butter, milk and breakfast cereal. What about you?

Exercise 7

Put students into pairs and give them time to ask and answer the questions. When the pairs have finished, ask them to report to the whole class.

Further practice

- Workbook pages 15–16

(Phở)

4 **CLASS VOTE** What are your favourite types of food and drinks? Are they good or bad for you?

I like crisps, but they aren't very good for me.
My favourite food is Phở. It's good for my health.

5 Study the Vocabulary B box. How do you say the words in your language?

Vocabulary B	Meals
breakfast lunch dinner	

(Bún bò)

6 2.03 Listen to two friends talking and complete the times in the table.

	Breakfast	Lunch	Dinner
Ian	1 *7.30 a.m.*	3 _____	4 _____
Lee	2 _____	5 _____	6 _____

And YOU

7 In pairs, ask and answer the questions.

1 What time is your breakfast?
2 What is a typical breakfast for you?
3 Do you often eat Phở for breakfast? Why (not)?

2.2 GRAMMAR *there is/there are*

I can use *there is/there are* to talk about places to eat in town.

1 **CLASS VOTE** Study the Vocabulary box. Have you got these places in your country? Vote for your favourite place to eat.

Vocabulary Places to eat

burger bar café fast food restaurant
pizzeria restaurant sandwich bar
vegetarian café

My favourite place to eat is a …

2 Read the blog post. Which places from the Vocabulary box are in Brixton Village Market?

Bibi's Brixton Eating out

London is an expensive city but in Brixton Village Market there are some cheap restaurants. There are two fantastic pizzerias. My favourite is Franco Manca££ – the pizzas are fantastic. There's a good burger bar, Honest Burgers££ – the cheeseburgers are great. And there's a cool café called Rosie's£. The cakes are delicious, there's free wi-fi and Rosie is really friendly.

FAQs

Q: Is there a McDonald's in Brixton Village Market?
A: No, there isn't, but there are some good fast food restaurants.
Q: Are there any vegetarian cafés in Brixton?
A: Yes, there are. There aren't any vegetarian cafés in the market but there's a place called The Veg Bar ££ about 1 km away.

cheap: £ £ £ £ £ expensive: £ £ £ £ £

Grammar *there is/there are*

	Singular	Plural
+	There's a sandwich bar.	There are some burger bars.
-	There isn't a vegetarian café.	There aren't any pizzerias.
?	Is there an Italian restaurant? Yes, there is./No, there isn't.	Are there any cafés? Yes, there are./ No, there aren't.

3 Complete the sentences about restaurants in Brixton with the correct form of *there is/there are.*

1 *There's* a café called Black and White. ✓
2 _____ some excellent burger bars. ✓
3 _____ a cheap vegetarian café. ✗
4 _____ an African restaurant. ✓
5 _____ any Polish restaurants. ✗
6 _____ a German sandwich bar? ?

4 2.04 Read the description of the market and choose the correct option. Listen and check.

In the market in my town there are [1]*some* / any great restaurants. [2]*There / There's* a café with delicious cakes. It's called The Savoy. There's [3]*a / an* Indian restaurant, Delhi Deli. It's very good. There [4]*aren't / isn't* a Japanese restaurant but [5]*it's / there's* a Chinese place called the Red Dragon. There [6]*are / is* two pizzerias, Mario's and Pomodoro. Mario's pizzas are brilliant. There's [7]*a / some* vegetarian café, Vegatastic. There aren't [8]*any / some* burger bars but there [9]*are / 's* a sandwich bar – Slices. It's cheap and the sandwiches are good.

5 In pairs, ask and answer questions about the text using the words below.

1 an Indian restaurant?
2 a Japanese restaurant?
3 a Chinese restaurant?
4 any pizzerias?
5 any burger bars?
6 any sandwich bars?

6 Role-play: Student A, ask about places to eat in town. Student B, answer Student A's questions. Use the Vocabulary box and the Grammar box to help you.

And YOU

2.2 GRAMMAR *there is/there are*

Lesson learning objective

Students can use *there is/there are* to talk about places to eat in town.

Lead in: review of food vocabulary

Put students into groups of four and give each group a few pieces of paper. Explain that you are going to say a letter of the alphabet and that they have to think of a word from the last lesson that starts with this letter. They should write the word in large writing on a piece of paper and hold it up so that you can see it. The first group to write a suitable word correctly wins a point.

To determine the letter of the alphabet, explain that you will silently go through the letters of alphabet in your head. Invite a student to say *Stop!* whenever they choose, and then you say the letter of the alphabet that you have reached. (You can cheat a little and give students easier letters, e.g. *A*, *B*, *C*, *S*, *T*, *P*, rather than *Q*, *X*, *Z*.)

Exercise 1

Discuss with the class each of the places to eat that are listed in the Vocabulary box. Elicit differences between the places. For example, *burger bar* and *fast food restaurant* could both describe the same place, but a burger bar could also be more of a takeaway place that doesn't have a sit-down restaurant.

Put students into groups and tell them to discuss places to eat in their town and what word best describes each of these places. Then hold a class vote for the name of their favourite place to eat and what type of place it is.

Background notes

Brixton is an area in south London which has been home to a large Jamaican community for many years. The Brixton Village Market is a multicultural place, with food from all over the world, including China, India, the Caribbean, Europe and Africa.

Exercise 2

Tell students that they should read the text very carefully as one of the places mentioned isn't actually in Brixton Village Market. (The vegetarian café is about 1 km away.)

Answers: restaurant, pizzeria, burger bar, café, fast food restaurant

Language notes

Students may confuse *there*, which denotes position, with *there is*, which denotes existence. It is useful to explain the different meanings. For example: *What is that building there?* (The building is away from us.) *There is a cool building in our town.* (A cool building exists.)

We may need both *there* and *there is*: *I like the shopping centre. There are some good shops there.*

Explain that with singular nouns, *there is* is always followed by *a/an* (e.g. *There is a pizzeria.*), and with plural nouns, *there are* is usually followed by *some* or by a specific number (e.g. *There are some cafés. There are three burger bars.*).

In questions, we can decide whether to use *Is there a/an … ?* or *Are there any … ?*, depending on whether we think there will be only one or more than one (e.g. *Is there a good café in your town? Are there any good cafés in your town?*).

Exercise 3

Discuss which questions students need to consider when deciding which form to use: Is the noun singular or plural? Is the sentence positive, negative or a question?

Answers: **2** There are **3** There isn't **4** There's **5** There aren't **6** Is there

Exercise 4 2.04

Discuss the example with the class, and elicit why *some* is correct (because the sentence is positive). When students have checked their answers, elicit the reasons for each of the answers.

Answers: **2** There's **3** an **4** isn't **5** there's **6** are **7** a **8** any **9** 's

Exercise 5

Encourage the pairs to include the names of the places to eat in their answers. When they have finished, elicit all the answers.

Answers:

1 Is there an Indian restaurant? – Yes, there is, the Delhi Deli.
2 Is there a Japanese restaurant? – No, there isn't.
3 Is there a Chinese restaurant? – Yes, there is, the Red Dragon.
4 Are there any pizzerias? – Yes, there are two – Mario's and Pomodoro.
5 Are there any burger bars? – No, there aren't.
6 Are there any sandwich bars? – Yes, there is one called Slices.

Extra activity

Tell students that they should each choose one type of place to eat. Encourage them to mingle and to take turns to ask and answer about whether or not their town or area has their chosen type of place to eat. When they are answering, they should give the name of the place and their opinion of it (e.g. *Is there a Chinese restaurant in your town? Yes, there is. The Shanghai. It's great.*). When students have finished, ask them if they found out about any places to eat that they hadn't known about previously.

Exercise 6

Set a time limit for the pairs to practise their roleplays. Then invite pairs to act out their roleplays in front of the class.

Further practice

- Workbook page 17

2.3 READING and VOCABULARY What can you do with an egg?

Lesson learning objective

Students can find specific details in a blog entry and talk about preparing food.

Lead in: review of *there is/are* with *some/any*

Tell students to work on their own and write five different places to eat on a piece of paper. Explain that they can write general words (e.g. *café*, *restaurant*, *pizzeria*) or they can write more specific places (e.g. *an Italian restaurant*, *a vegetarian restaurant*).

When students have finished, put them into pairs and tell them not to show each other their lists. They should take turns asking *Is there a … ?/Are there any … ?* about the places on their partner's list. The winner is the first student to find all five of their partner's places to eat.

Exercise 1

Before students open their Students' Books, ask the question to the class. If any students say *yes*, elicit what types of meals they can cook. Tell students to choose between the three options and to decide which one is closest to their own ability.

Exercise 2

When students have matched the words with the photos, ask them to say which items go together (e.g. *bowl* and *plate*, *salt* and *pepper*).

Answers: **C** fork **B** frying pan **E** pepper **F** plate **D** salt

Exercise 3 2.05

Discuss the photos with students and ask if they can say the names of any of the dishes. When students have read the text and answered the questions, ask them to say the names of each of the dishes (Spanish omelette, scrambled eggs, bacon and eggs, boiled egg).

Answers:

1 fried eggs (with bacon)
2 a boiled egg
3 English
4 six
5 seven: scrambled eggs, bacon and eggs, boiled egg, spaghetti carbonara, cake, chocolate mousse, Spanish omelette

Extra activity

Put students into groups of three. Read out each of the definitions below and ask students to find the word in the text:

instructions telling you how to cook something (recipe)
the different food items needed to make a meal (ingredients)
an adjective to describe food, meaning 'very nice' (delicious)
sweet food which you eat after your dinner (dessert)
an adjective meaning 'big' (large)

The first group to find each word wins a point.

Exercise 4 2.06

When students have listened, point out that some of the verbs can go with different nouns. For example: we can boil eggs and potatoes, meaning that we can cook them in water. We can bake a cake inside the oven. We can also bake potatoes 'in their jackets', which means with their skins on. We can cut up potatoes, meat or anything else that is solid. We can add anything (e.g. water, onions) to a mixture. We can fry eggs and onions. *Beat* is the only one of the verbs that doesn't have any other common collocations that would be useful for students at this level.

Answers: **3** cut up **4** beat **5** add **6** fry

Exercise 5 2.07

Put students into pairs to complete the recipe, and mime the actions for each of the verbs as a prompt to help them. When they have finished, elicit the answers and ask students to make a written record of the new words: *mix* (something with something else), *put* (something in/on something else), *take off* (e.g. the skin of a potato, the shell of an egg), *use* (something to do a task, e.g. *use a knife to cut up onions, use a spoon to add a little bit of water*).

Answers: **1** bowl **2** Cut **3** fork **4** Add **5** plate

Exercise 6

Before students discuss their favourite recipes in pairs, discuss with the class different kinds of dishes that are made with eggs, and give them some ideas if necessary (e.g. pancakes, brownies, cakes). When they are ready, invite pairs to share their ideas with the class.

Further practice

- Workbook page 18

2.3 READING and VOCABULARY What can you do with an egg?

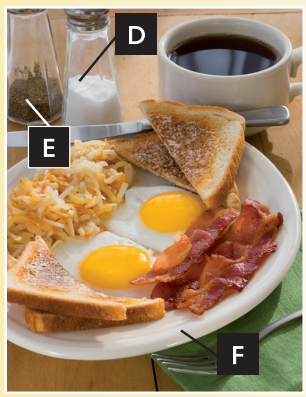
I can find specific details in a blog entry and talk about preparing food.

OLLIE
the teenage chef

What can you do with an EGG?

There are lots of great recipes with eggs. You can beat them with salt and pepper and make scrambled eggs. You can fry them in oil and have them for breakfast with bacon – it's not good for you, but it's delicious! You can boil an egg in water and eat it with toast. It's great and a boiled egg only has seventy-two calories! There are delicious egg desserts too: you can bake a cake or make a chocolate mousse.

I'm from London but my favourite egg recipe isn't English; it's Spanish omelette. It's very easy. The ingredients are potatoes (500 grams), one large onion, six eggs, oil, salt and pepper. Cut up the potatoes and onion and fry them in oil. Then beat the eggs in a bowl with a fork. Add the potatoes, onion, salt and pepper. Cook it in a frying pan with some oil. Then use a plate to turn the omelette over and cook the other side. Olé!



1 CLASS VOTE **Can you cook?**

☺ I'm an expert chef!	😐 I can cook a little.	☹ I can't make toast!

2 **Study the Vocabulary box. Match the words with A–F in the photos. Can you add more words to the box?**

Vocabulary Cooking

A bowl	☐ frying pan	☐ plate
☐ fork	☐ pepper	☐ salt

3 2.05 **Read the text and answer the questions. Listen and check.**

1 Which egg recipe is not very good for you?
2 What has seventy-two calories?
3 What nationality is Ollie?
4 How many eggs are there in the recipe for Spanish omelette?
5 How many ideas for cooking eggs are there in the text?

4 2.06 WORD FRIENDS **Complete the phrases with the highlighted verbs in the text. Listen and check.**

1 *boil* water
2 *bake* a cake
3 _____ an onion
4 _____ an egg
5 _____ salt
6 _____ potatoes

5 2.07 **Complete the recipe with words from Exercises 2 and 4. Listen and check.**

Egg-mayo sandwich

Boil two eggs. Take off the shells and put the eggs in a 1**b**_____. 2**C**_____ up a small onion. Use a 3**f**_____ to mix the onion with the eggs. 4**A**_____ salt and mayonnaise. Put two slices of bread on a 5**p**_____ and add the egg-mayo mixture. Enjoy!

6 **In pairs, talk about your favourite recipes with eggs.**

My favourite recipe is banana bread. The ingredients are bananas, eggs, sugar …

And YOU

2.4 GRAMMAR Quantifiers

I can use countable and uncountable nouns and talk about quantities of food.

I'M STARVING!

Sol: Are you hungry?
Max: Yes, I'm starving!
Sol: Are there any crisps?
Max: No, there aren't, and there aren't any biscuits. But there's a lot of celery and there's some ketchup.
Sol: No, thanks! Is there any cheese?
Max: Yes, there is.
Sol: How much cheese is there?
Max: Eh … Oh! There isn't much cheese. But there are some eggs. And there are a lot of potatoes.
Sol: How many eggs are there?
Max: Seven. Catch! Oops! Six!
Sol: OK, let's make a Spanish omelette!
Max: Can you do that?
Sol: Of course I can.
Max: There aren't many onions. Just two small ones.
Sol: That's fine.
Max: Oh no! There isn't any oil! Here it is.
Sol: OK, I've got the potatoes. Can you do the onions?
Max: Yeah.

I'm starving! Let's make … ! Of course. **OUT of class**

1 **In pairs, look at the photo. Which of the ingredients below can you see?**

biscuits celery cheese crisps eggs ketchup oil onions potatoes

2 **Study the Grammar A box. Mark the words in Exercise 1 C (countable) or U (uncountable).**

Grammar A Countable and uncountable nouns

Countable nouns
Singular: a banana, an apple **Plural:** bananas, apples

Uncountable nouns
bread, milk

I've got three apples. ~~I've got three milks.~~

3 **Study the Grammar B box. Find examples of quantifiers in the dialogue.**

Grammar B Quantifiers

	Countable nouns	Uncountable nouns
?	How many apples are there? Are there any bananas?	How much milk is there? Is there any milk?
+	There's an apple (a banana). There are some apples. There are a lot/lots of apples.	There's some milk. There's a lot/lots of milk.
-	There aren't any biscuits. There aren't many bananas.	There isn't any cola. There isn't much water.

4 2.08 **Choose the correct option. Listen and check.**

Sol: OK, banana bread … Is there [1]*a* / any butter?
Max: Yes, there [2]*is* / *are*.
Sol: How [3]*any* / *much* butter is there?
Max: There's [4]*a lot of* / *many* butter – half a kilo. It's very hard.
Sol: [5]*Are* / *Is* there any bananas?
Max: Yes, [6]*are* / *there are*.
Sol: [7]*Are* / *How* many bananas are there?
Max: There aren't [8]*many* / *much* bananas – just three.

5 **Write about the food and drink in your kitchen. Then, in pairs, ask and answer to find out what's in your partner's kitchen.**

In my kitchen, there's some milk but there isn't …
Is there any … in your fridge?
How much … is there?

And YOU

2.4 GRAMMAR Quantifiers

Lesson learning objective

Students can use countable and uncountable nouns and talk about quantities of food.

Lead in: review of cooking vocabulary

Divide the board into three columns. In the left column, elicit instruction verbs (e.g. *put*, *mix*, *add*, *boil*, *fry*, *bake*, *cut up*, *beat*). In the middle column, elicit food items that can be cooked (e.g. *an onion*, *eggs*, *potatoes*, *oil*, *cheese*, *pasta*). In the right column, elicit things that we use to cook and eat with, as well as the relevant prepositions (e.g. *in a bowl*, *with a fork*, *on a plate*, *in a frying pan*).

Put students into pairs and tell them to choose items from each column to write the instructions for an activity, adding any other words as necessary (e.g. *Mix some eggs with some cheese in a bowl.*).

Tell the pairs to swap their instructions with another pair. Invite pairs to mime the instruction they have been given in front of the class. Ask the rest of the class (but not the pair who wrote the instruction) to guess the instruction. Repeat the process with different pairs.

Exercise 1

When students have identified the correct ingredients in the photo, ask them to look at the title of the video (*I'm starving!*), and elicit what they think Max and Sol could make with these ingredients.

Answers: celery, ketchup, oil, onions, potatoes, eggs

Language notes

Countable nouns refer to items we can count (e.g. *one egg*, *two eggs*).

After *there is* we need *a/an* or the number *one* and the singular form (e.g. *There is* ***a/one*** *apple.*). After *there are* we need *some* or a number greater than one, and the plural form (e.g. *There are* ***some/three*** *apple****s****.*).

Uncountable nouns are singular (e.g. *milk*, *cheese*). They don't have a plural form. Some nouns are always plural (e.g. *trousers*, *shorts*). They don't have a singular form. Both uncountable nouns and plural nouns are always preceded by *some* and never by *a/an* or a number (e.g. *There is* ***some*** *milk. There are* ***some*** *trousers.*).

Students may hear or see uncountable nouns being used as countable nouns, e.g. *Would you like* ***a*** *coffee?* This is because the speaker is really asking *Would you like* ***a cup of*** *coffee?* The noun *cups* is countable, which is why we use *a* in this instance.

Exercise 2

Point out that with food items we can spot the countable nouns because they have a plural form, usually ending in *-s*.

Elicit sentences about the photo at the top of the page, using *there is/isn't* and *there are/aren't* (e.g. *There aren't any biscuits. There is some celery. There isn't any cheese. There aren't any crisps. There are some eggs. There is some ketchup. There is some oil. There are some onions. There are some potatoes.*).

Answers:
Countable: biscuits, crisps, eggs, onions, potatoes
Uncountable: celery, cheese, ketchup, oil

Exercise 3

Explain the different quantifiers in the Grammar B box. Point out that we use *a lot of/lots of* in positive sentences, and that we can use both forms with countable and uncountable nouns. Explain that we use *much/many* in negative sentences and questions, and that we use *many* with countable nouns and *much* with uncountable nouns.

Exercise 4 2.08

Tell students to look at the example and elicit why *any* is the correct choice (because *butter* is an uncountable noun, so it isn't preceded by *a/an* or a number). When students have listened and checked, elicit reasons for the answers.

Answers: **2** is **3** much **4** a lot of **5** Are **6** there are **7** How **8** many

Exercise 5

Give students time to think about the food and drink in their kitchen. If they can't remember exactly, tell them not to worry and that their sentences don't have to be true. Set a time limit rather than giving students a specific number of sentences to write. When they ask and answer, set a target (e.g. try to be the first to find five items which are in your partner's kitchen).

Further practice

- Workbook page 19

2.5 LISTENING and VOCABULARY Shopping for food

Lesson learning objective

Students can identify specific details in a conversation and talk about shopping for food.

Lead in: review of countable and uncountable nouns

Write on the board: *milk / in my kitchen*. Ask students to use this food and place to make a true sentence starting with *there is/isn't* or *there are/aren't* (e.g. *There is a lot of milk in my kitchen.*).

Put students into pairs and give each pair a piece of paper. Tell them to write on their piece of paper five similar combinations of food and places (e.g. *cheese / in my bag*, *potatoes / in this classroom*).

When they are ready, tell them to swap their papers with another pair. They should make five true sentences about the combinations, starting with *there is/isn't* or *there are/aren't*.

When they have written their sentences, the pairs should join with another pair to form a group of four. They then take turns to say their sentences. Invite groups to share one or two of their sentences with the class.

Exercise 1

Put students into pairs. Ask them to try to name the five food items or, if they don't know the correct words, to say what kind of food they are (e.g. *C are biscuits. D are made with fish.*). Don't elicit the answers just yet.

Exercise 2

When students have matched the items and answered the questions, make sure that they understand that *packet* and *tin* are countable nouns. Explain that we can ask *Can I have a packet of crisps? How many tins of beans are there?* Point out that even if a food item is uncountable, if we use the word *packet* or *tin,* it becomes countable (e.g. *a packet of rice*, *a tin of tuna*).

Answers:
B brownies **C** chocolate chip cookies **D** fish fingers **E** beans
1 Crisps, chocolate chip cookies, fish fingers and maybe brownies come in packets. Beans usually come in tins.

Exercise 3 2.09

Check that students understand the meaning of *shopping list*. When students have finished, elicit the answers and ask students if they can name other flavours of crisps. Have a class vote for the most popular flavour of crisps.

Answers: **1** chocolate chip cookies **2** fish fingers
3 cheese and onion crisps

2.09

See page 199.

Exercise 4 2.10

Drill the prices, including the alternative forms included in the Watch out! box but not given on the audio (using *pence* in each price).

Answers: **2** seventy p/pence **3** two pounds ten (pence)
4 two pounds twenty-eight (pence)
5 four pounds fifteen (pence)

Exercise 5 2.11

Before you play the audio, ask students to guess which price could match each item. When students have completed the activity, elicit the correct price for each item.

Answers: **B** £4.15 **C** £2.10 **D** £2.28 **E** 70p

2.11

A = Announcer G = Greg T = Tom Y = Yvonne

G: Here are the crisps.
Y: 26p a packet – that's a great price!
A: It's a great day for fish fingers! Get delicious fish fingers – only two pounds twenty-eight a packet.
G: Look, Mum – I've got the fish fingers.
Y: That's good.
G: Oh! Brownies! A special price, only four pounds fifteen!
Y: No, Greg! No brownies. We've got chocolate chip cookies.
T: How much are the cookies?
Y: Two pounds ten.
T: That's a good price.
A: Today we have a special price for baked beans. Only seventy pence a tin!
Y: How much?
T: Seventy p a tin. That's really cheap. How many tins?
Y: Four.
G: OK.
Y: OK, let's go!

Exercise 6 2.12

Tell students to complete the conversation in pairs and then to act it out to see if they think their word choices sound right. After listening, invite a pair to act out the conversation in front of the class.

Check that students understand the meaning of the adjectives *cheap* and *expensive*, and elicit different examples of food which could be described as either cheap or expensive.

Answers: **2** good **3** much **4** cheap **5** get **6** about
7 expensive

Exercise 7

Get students started by giving them an example conversation. Say: *Let's get some crisps.* Write a question mark (*?*) on the board and elicit the question *How much are they?* Say: *They're cheap, only 20,000 VND a packet.* Write *10* on the board. Elicit: *OK. Let's buy two packets.*

Put students into groups of four and tell them to carry out similar conversations to create their shopping lists. When they are ready, invite groups to share their ideas with the class and to give the total cost of the items on their shopping list.

Further practice

- Workbook page 20

2.5 LISTENING and VOCABULARY Shopping for food

I can identify specific details in a conversation and talk about shopping for food.

A 26p

B

C

D

E

1 Look at photos A–E. Which things can you name?

2 Match photos A–E with the words in the Vocabulary box. Then answer the questions below.

Vocabulary Popular supermarket foods

- [ ] beans
- [ ] brownies
- [ ] fish fingers
- [A] cheese and onion crisps
- [ ] chocolate chip cookies

1 Which of the foods in the photos come in packets? Which come in tins?
2 Can you buy these things in your country?

3 2.09 Listen to Greg and his parents. Complete the shopping list with words from the Vocabulary box.

tea	apples	1 _____
bread	ice cream	2 _____
milk	yoghurt	3 _____

4 2.10 Study the Watch out! box. Listen and write the prices below in words.

How to say prices:
35p = thirty-five p/pence
£1.56 = one pound fifty-six (pence)
£2.70 = two pounds seventy (pence)

Watch OUT!

1 26p *twenty-six pence*
2 70p _____
3 £2.10 _____
4 £2.28 _____
5 £4.15 _____

5 2.11 Greg and his parents are at a supermarket. Listen and match the prices in Exercise 4 with photos A–E above.

6 2.12 Greg and his friend Lucy are at the supermarket. Complete their conversation with the words below. Listen and check.

about ~~buy~~ cheap expensive get good much

Greg: Let's [1] *buy* some fruit.
Lucy: Yes, [2] _____ idea. I like bananas. How [3] _____ are they?
Greg: They're [4] _____. A kilo of bananas is only 64p!
Lucy: OK, let's [5] _____ some bananas.
Greg: What [6] _____ chocolate biscuits?
Lucy: No, they're [7] _____.

And YOU

7 Work in groups. Your class has 500,000 VND. Make a shopping list for your class picnic. Then compare your list with another group.

- Let's buy/get …
- What about…?
- How much is it/are they?
- Yes, good idea./No, it's/they're expensive.
- It's/They're cheap.

2.6 SPEAKING Ordering food

I can order food and drink.

AUDIO **ANYTHING ELSE?**

Max: Is it vegetarian here?
Lily: It's vegan. No meat, eggs or cheese. Just fruit and vegetables and …
Ginny: Hi. What would you like?
Lily: Thai noodles for me, please.
Max: A soya burger with chips, please. Can I have some ketchup with that?
Ginny: Of course.
Dad: Can I have a hamburger?
Lily: Dad! They haven't got any meat here!
Dad: Oh sorry! An omelette then.
Ginny: This is a vegan café, sir. There isn't any meat or eggs or …
Dad: A cheese sandwich?
Ginny: Or cheese!
Dad: Salad Surprise.
Ginny: OK. Anything else?
Lily: No, thanks.
Ginny: Can I get you some drinks?
Dad: Yes, please. A big glass of milk. Just joking!

Just joking! OUT of class

1 CLASS VOTE **Look at the snacks below. What are the three favourite snacks in your class?**

burger chips hot dog kebab noodles pizza sandwich

2 2.13 **Look at the photo. Listen and answer the questions.**

1 Max, Lily and Dad are in a café. What kind of café is it?
2 What things are mentioned on the menu?

3 **Study the Speaking box. Complete the gaps with the underlined phrases in the dialogue.**

Speaking Ordering in a café

Waiter	Customer
What would you like?	[1]_____/A burger, please./
Of course.	Can I have a burger?/I'd like some ice cream.
Anything else?	Can I have some ketchup with that?
Is that all?	No, thanks./Yes, please./Yes, thanks.
Sure.[2]_____	Excuse me, have you got any salt?
Here you are.	It's delicious.
(Is) everything OK?	How much is that?
Any desserts?	Here you are.
That's £24.80, please.	

4 2.14 **Complete the dialogue with words from the Speaking box. Listen and check. In pairs, practise reading the dialogue.**

Kezia: Hi! What [1]_____ you like?
Dad: A hot dog, [2]_____.
Kezia: [3]_____ else?
Dad: Yes, can I [4]_____ some chips?
Kezia: OK, a hot dog with chips. [5]_____ you are.
Dad: Thanks. Oh, [6]_____ I have some ketchup with that?
Kezia: Sure. Can I [7]_____ you a drink?
Dad: No, [8]_____. How [9]_____ is that?
Kezia: [10]_____ £2.95.
Dad: Here you [11]_____. Thanks.

5 **In pairs, take turns to order food from Exercise 1. Use the dialogue in Exercise 4 to help you.**

And YOU

2.6 SPEAKING Ordering food

Lesson learning objective

Students can order food and drink.

Lead in: preview of prices

Tell students to think of food items that they sometimes buy in the supermarket or at local shops, including any details about weight or size. They should write the price that they pay for this food item on a piece of paper.

Put students into groups of four. They should take turns to ask one another about the price of their food item (e.g. *How much is a 150 g packet of crisps?*). The other three students should try to guess the price, and the student who guesses closest to the price on the piece of paper wins a point. When all four students have had a turn, elicit from each group their names of food items and prices.

Exercise 1

Before students open their Students' Books, check that they understand the meaning of *snacks*. Elicit examples of snacks and then tell students to open their Students' Books and to vote for the different snacks listed in Exercise 1.

Exercise 2 2.13

When students have answered the questions, ask them why they think Dad isn't happy (because he obviously likes meat and dairy products). Check that students understand the difference between *vegetarian* food (it doesn't contain meat) and *vegan* food (it doesn't contain any animal products at all). Have a show of hands to find out how many students are vegetarians or vegans.

Then go through the Out of class box with students. Explain that we say *Just joking!* when we want to make sure that other people know we weren't being serious about what we have just said.

Elicit that towards the end of the text Dad knows they haven't got ice cream – he's making another joke.

Answers:
1 It's a vegan café.
2 Food on the menu: Thai noodles, soya burger, chips, salad.

Exercise 3

When students have found the phrases, point out that we say *Here you are* when we give something to someone. Elicit what the waiter is giving and what the customer is giving when they say *Here you are* (the waiter is giving food and the customer is giving money).

Answers
1 Thai noodles for me, please.
2 Can I get you some drinks?

Exercise 4 2.14

Put students into pairs and tell them to cover the Speaking box and the dialogue in the left-hand column while they try to work out the missing words in the exercise. Only allow them to look at the Speaking box and the dialogue after they have listened and checked their answers.

Answers: **1** would **2** please **3** Anything **4** have **5** Here **6** can **7** get **8** thanks **9** much **10** That's **11** are

Exercise 5

When both partners have had a turn to practise ordering food, tell the pairs to act out their roleplays, making them as realistic as possible. For example, the customer should sit at a table and the waiter should come to the table to ask what the customer wants, bring the food, ask if everything is OK and collect the money. Invite pairs to act out their roleplay in front of the class.

Extra activity

Divide the class into two halves. Tell one half of the class to stay seated. Explain that they are going to play the role of the customers and the other half of the class are going to play the role of the waiters.

Each waiter should find a customer and ask them what they would like to eat and drink. They should write down their order on a piece of paper. Collect all the orders and redistribute them amongst the waiters.

Explain that the waiters are now going to take the meals to the customers. The waiters have to match their food and drink order with the correct customer by asking customers what their order is until they find the right customer. Students can swap roles and repeat the process.

Further practice

- Workbook page 21

2.7 ENGLISH IN USE *too much/too many, not enough*

Lesson learning objective

Students can use *too much/too many* and *not enough* to talk about quantities.

Lead in: review of ordering food

Put students into groups of four. One student should play the role of a customer and one student the role of a waiter. Explain that these two are not allowed to speak. The other two students should play the role of interpreters.

The waiter goes to the customer and mimes asking what the customer would like to eat. Their interpreter tells the customer what the waiter has asked. The customer then mimes the type of food they want to eat. Their interpreter tells the waiter what the customer has said.

Students should develop their roleplay, with the interpreters doing all the talking. Encourage them to use their imagination. When they are ready, invite a group to perform their roleplay in front of the class.

Exercise 1

Put students into pairs to think about the questions. When they are ready, elicit the answer and ask why the woman hasn't got what she wants (everything is alright to begin with, but different cooks keep changing things so that the food is spoilt for the woman).

Elicit that the last picture gives us the answer to the questions – it is what the woman thinks that is important, not what the cooks think.

Answers: **1** not much **2** a lot **3** a lot **4** No, she isn't.

Exercise 2

Discuss the Language box with the class. Ask students why it might be unusual to say *There are too many chips on my plate* (usually we aren't unhappy if we have been given a lot of food – if we can't eat it, we can just leave it). However, we could say *There are too many chips for me* (this doesn't mean that we are unhappy, just that the quantity makes it impossible for us to eat all of the chips).

Answers: **2** is too much **3** aren't enough **4** are too many

Exercise 3 2.15

Discuss each item with students, and elicit whether it is *too much*, *too many* or *not enough*. Tell students to work on their own to write the sentences. When students have listened and checked their answers, ask how much of each item they think would be the right amount for twelve people (e.g. *500 g of celery*, *600 g of chocolate*, *6 melons*, *12 packets of crisps*, *24 sandwiches*, *12 boiled eggs*, *6 litres of cola*, *12 bottles of water*).

Answers:
There's too much celery.
There isn't enough chocolate.
There are too many melons.
There aren't enough crisps.
There aren't enough sandwiches.
There are too many boiled eggs.
There's too much cola.
There isn't enough water.

2.15

A: This is a terrible picnic. There's too much celery and there isn't enough chocolate.
B: Yes, and there are too many melons and there aren't enough crisps. And look – three sandwiches!
A: Yes, there aren't enough sandwiches and there are too many boiled eggs! I mean, seventy-two! That's ridiculous!
B: And the drinks! There's too much cola and there isn't enough water – one small bottle for twelve people! That's not enough.

Exercise 4

Tell students to make some deliberate mistakes on their lists, with too much of some types of food and drink and not enough of other types of food and drink. When the pairs have finished discussing, invite students to tell the class what is wrong with their partner's list.

Extra activity

Write these words on the board: *breaks*, *homework*, *tests*, *roleplays*, *writing*, *listening*, *grammar*, *videos*.

Put students into groups of three and ask them to write sentences about their English lessons using the words on the board and *too much/too many* and *not enough*. Invite students to share their ideas with the class.

Further practice

- Workbook page 22

2.7 ENGLISH IN USE too much/too many, not enough

I can use *too much/too many* and *not enough* to talk about quantities.

Too many cooks spoil the broth.

There's too much meat on that plate.

There aren't enough chips on that plate.

There isn't enough salt in that sauce.

There's too much salt!
There isn't enough meat!
There are too many chips!

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

1 How much meat is there on the woman's plate – a lot or not much?
2 How many chips are there – a lot or not many?
3 How much salt is there in the sauce – a lot or not much?
4 Is the woman happy with her meal?

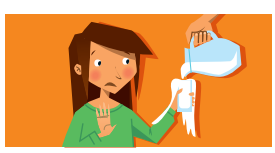
Language *too much/too many, not enough*

When we aren't happy because there is a lot of something, we use too much/too many.
There's too much salt in this sauce.
There are too many chips on my plate.

When we aren't happy because there isn't much of something, we use not enough.
There isn't enough meat on my plate.
There aren't enough chips on that plate.

2 **Study the Language box and look at the pictures. Complete the sentences with the correct form of *be* and *too much/too many* or *not enough*.**

1 There *isn't enough* milk in my glass!



2 There _____ milk in my glass!

3 There _____ grapes on my plate!

4 There _____ grapes on my plate!

3 **2.15** **Look at the list for a picnic for twelve people. Write sentences with *too much/too many* and *not enough*. Listen and check.**

There's too much celery.

Foods and drinks for the picnic

- 12 kilos of celery
- 10 grams of chocolate
- 18 melons
- 2 packets of crisps
- 3 sandwiches
- 72 boiled eggs
- 50 litres of cola
- 1 bottle of water

4 **Work in pairs. Make a list of eight types of food and drink for your class picnic. Include quantities (e.g., three bananas). Then comment on your partner's, using *not enough and too much/ too many.***

A: There isn't enough fruit on your list.
B: Yes. I think that there's too much cheese on your list.
A: And there are too many biscuits on your list.

Wordlist and Vocabulary in action

Extra activity

Have students work in groups and select at least three other lexical items in the wordlist to put in the following table. In each column, the first word has been given as an example to your students. Tell them to say BINGO when they get this done. This activity is to help your students to review the form-meaning relationships of the learnt words as well as to create sematic associations between these lexical items.

Ingredients	Final dishes
Oil	Fish fingers

Further practice

Workbook page 23

GLOSSARY Food and drink | Snacks | Cooking | Places to eat | Meals

adj: adjective | adv: adverb | n: noun | np: noun phrase | v: verb | vp: verb phrase | prep: preposition

bread	/bred/	(n)	bánh mì
brownie	/'braʊni/	(n)	bánh quy sô-cô-la
burger/hamburger	/'bɜ:gə/ 'hæmbɜ:gə/	(n)	bánh mì bơ-gơ/ ham-bơ-gơ
burger bar	/'bɜ:gə bɑ:/	(np)	quầy bánh mì bơ-gơ
café	/'kæfeɪ/	(n)	cà phê
cake	/keɪk/	(n)	bánh ngọt
cheap	/ʧi:p/	(adj)	rẻ
chips	/ʧɪps/	(n)	khoai tây chiên giòn
chocolate mousse	/'ʧɒklət mu:s/	(np)	bánh kem sô-cô-la mềm
cook	/kʊk/	(v)	nấu ăn
delicious	/dɪ'lɪʃəs/	(adj)	ngon
drink	/drɪŋk/	(n)	đồ uống
expensive	/ɪk'spensɪv/	(adj)	đắt
fast food restaurant	/fɑ:st fu:d' restərɒnt/	(np)	cửa hàng đồ ăn nhanh
fish fingers	/fɪʃ 'fɪŋgəz/	(np)	thanh cá tẩm bột chiên giòn
food	/fu:d/	(n)	đồ ăn
fruit	/fru:t/	(n)	hoa quả
hot dog	/hɒt dɒg/	(n)	bánh mì xúc xích
hungry	/'hʌŋgri/	(adj)	đói
ice cream	/aɪs kri:m/	(n)	kem
kebab	/kə'bæb, kɪ'bæb/	(n)	bánh mì kẹp thịt nướng
ketchup	/'ketʃəp/	(n)	nước sốt cà chua
kitchen	/'kɪʧən, 'kɪʧɪn/	(n)	bếp
mayonnaise	/ˌmeɪə'neɪz/	(n)	nước xốt may-on-ne
meal	/mi:l/	(n)	bữa ăn
meat	/mi:t/	(n)	thịt
menu	/'menju:/	(n)	thực đơn
noodles	/'nu:dəlz/	(n)	mì sợi
oil	/ɔɪl/	(n)	dầu ăn
omelette	/'ɒmlət, 'ɒmlɪt/	(n)	trứng tráng
pizza	/'pi:tsə/	(n)	bánh pi-za
pizzeria	/ˌpi:tsə'ri:ə/	(n)	quán bán bánh pi-za
price	/praɪs/	(n)	giá cả
restaurant	/'restərɒnt/	(n)	nhà hàng
salad	/'sæləd/	(n)	món rau sống trộn, món sa-lát
sandwich	/'sænwɪdʒ/	(n)	bánh mì kẹp
sandwich bar	/'sænwɪdʒ bɑ:/	(np)	quán bán bánh mì kẹp
snack	/snæk/	(n)	đồ ăn nhẹ
soup	/su:p/	(n)	xúp
spaghetti	/spə'geti/	(n)	món mì ống
sugar	/'ʃʊgə/	(n)	đường
supermarket	/'su:pəˌmɑ:kət, 'su:pəˌmɑ:kɪt/	(n)	siêu thị
tea	/ti:/	(n)	trà, chè
tomato	/tə'mɑ:təʊ/	(n)	cà chua
vegetable	/'vedʒtəbəl/	(n)	rau củ
vegetarian café	/ˌvedʒə'teərɪən 'kæfeɪ/	(np)	quán bán đồ chay
water	/'wɔ:tə/	(n)	nước

VOCABULARY IN ACTION

1 Use the glossary to find:

1 seven types of food kebab,...
2 five places to eat restaurant,...
3 four types of desserts cake,...

2 Complete the names of meals a–c. Then complete gaps 1–8 with the food words below.

brownie ~~cereal~~ chips dessert milk salad sandwich tomato

My favourite meals

a B r e a k f a s t	fruit and 1 cereal, a glass of 2 _____
b L _ _ c _	3 _____ soup and a bacon 4 _____
c D _ _ _ _ r	chicken and 5 _____, a vegetable 6 _____ and cola; a 7 _____ with ice cream for 8 _____

3 Complete the sentences with one word. The first letter is given.

1 Can you give me a **g**_____ of milk?
2 Oh no! For lunch we've got two **p**_____ of crisps and a **t**_____ of beans.
3 You can have boiled eggs, fried eggs or **s**_____ eggs.
4 To make chips, **c**_____ up some potatoes, then **f**_____ them in a frying pan. **A**_____ salt and pepper. Enjoy!

4 2.16 PRONUNCIATION Listen to how we pronounce the /ɪ/ and /i:/ sounds. Listen again and repeat.

/ɪ/: chicken crisps /i:/: three meals

5 2.17 PRONUNCIATION In pairs, say the phrases. Listen, check and repeat.

1 milk in the kitchen
2 eat meat
3 cheap chips
4 fish for tea
5 a tin of beans
6 cheese and biscuits

Exercise 2

b Lunch
c Dinner
2 milk
3 tomato
4 sandwich
5 chips
6 salad
7 brownie
8 dessert

Exercise 3

1 glass
2 packets, tin
3 scrambled
4 cut, fry, Add

Exercise 1

1 bread, brownie, burger, hamburger, cake, fish fingers, hot dog, ice cream, kebab, meat, noodles, omelette, pizza, salad, sandwich, snack, soup, spaghetti, tomato, vegetable.
2 burger bar, café, fast food restaurant, pizzeria, sandwich bar, vegetarian café
3 cake, fruit, ice cream, tea

Extra activity

Dictate these pairs of words: *muffin*, *brownie*; *breakfast*, *lunch*; *bread*, *toast*; *fruit*, *vegetable*; *ketchup*, *mayonnaise*; *café*, *restaurant*.

Put students into pairs and tell them to try to explain the difference between each of the words in a pair. When they are ready, elicit ideas from the class. In a monolingual class, allow students to use L1 to explain the differences if they can't do this in English.

Revision

VOCABULARY

1 **Choose the odd word out. Say why.**

1	apple	banana	grape	yoghurt
2	bread	carrot	celery	potato
3	bacon	burger	cheese	chicken
4	cola	egg	juice	milk
5	brownie	cake	ice cream	ketchup
6	bowl	fork	pepper	plate
7	hot dog	kebab	fish fingers	pizza
8	burger bar	café	lunch	restaurant

1 Yoghurt is different. It's not a fruit.

2 **Write the correct word for each definition.**

1 In this place you can eat vegetables but you can't eat meat. **v**_____ **r**_____
2 A big shop with lots of different food. **s**_____
3 A restaurant with a typical Italian meal. **p**_____
4 A room where you can cook. **k**_____
5 Fried potatoes in a packet. **c**_____
6 Hot fried potatoes on a plate. **c**_____
7 A type of chocolate cake. **b**_____
8 Hot bread for breakfast. **t**_____

3 **Look at the picture. Name ten things on the table. Use the wordlist to help you. Don't write the words down.**

4 **Look at the picture in Exercise 3 for one minute and then close your books. In pairs, write down ten things on the table. Can you remember them all?**

three bananas, …

GRAMMAR

5 **Write sentences about the picture in Exercise 3. Use *there is/there are*.**

There are three bananas. There's …

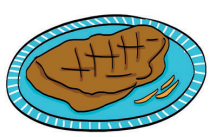
6 **Complete the dialogue with one word in each gap.**

A: Are there [1]*any* fish fingers in the fridge?
B: No, [2]_____ aren't.
A: Is there [3]_____ ice cream?
B: Yes, there's [4]_____ chocolate ice cream.
A: How [5]_____ ice cream is there?
B: There's a [6]_____ of ice cream – two litres!
A: How [7]_____ apples are there?
B: There [8]_____ many apples – only two.

7 **Work in pairs. Write a list of six things in your fridge. Don't show the list to your partner. Ask questions to find out what is in your partner's fridge.**

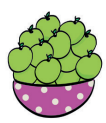
Are there any fish fingers in your fridge?
How many …?

8 **Look at the pictures and complete the sentences. Use *not enough* and *too much/too many*.**

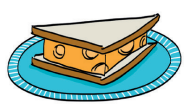


1 There _____ chips on my plate.

2 There _____ cola in the bottle.



3 There _____ apples in the bowl.



4 There _____ cheese in the sandwich.

SPEAKING

9 **Work in pairs. Student A, follow the instructions below. Student A, go to page 111. Student B starts first. Then change roles and have the conversation again.**

Student A, you are in your favourite restaurant. Student B is your waiter.

- Order a big meal with drinks and a dessert.
- Ask for extras (e.g. ketchup or salt).
- Ask how much it is.

Exercise 1

2 Bread is different. It's not a vegetable.
3 Cheese is different. It's not meat.
4 Egg is different. It's not a drink.
5 Ketchup is different. It's not a dessert.
6 Pepper is different. It's not a utensil.
7 Fish fingers is different. It's not a fast food snack.
8 Lunch is different. It's not a place to eat.

Exercise 3

In any order: bananas grapes, bread, muffin, chicken, yoghurt, cola, spaghetti, frying pan, (four) forks

Exercise 4

Suggested answers:
three bananas,
(some) grapes,
bread,
a (chocolate chip) muffin,
a chicken,
a bottle of cola,
a frying pan,
(a packet of) spaghetti,
two yoghurts,
four forks

Exercise 5

In any order:
There's some bread. There's some chicken. There's some cola.
There's a frying pan. There's some spaghetti.
There's some yoghurt./There are two yoghurts. There's a muffin.
There are four/some forks. There are some grapes.

Exercise 6

2 there
3 any
4 some
5 much
6 lot
7 many
8 aren't

Exercise 2

1 vegetarian restaurant
2 supermarket
3 pizzeria
4 kitchen
5 crisps
6 chips
7 brownie
8 toast

Exercise 8

1 aren't enough
2 isn't enough
3 are too many
4 is too much

3

Every day

VOCABULARY
Verbs to describe routines | Verb collocations | Pets | Free time activities | Adjectives to describe feelings

GRAMMAR
Present Simple (affirmative and negative) | Present Simple (questions and short answers)

Grammar: Max's press conference

Speaking: Sol, meet Eva!

Yourphotos search Get the app Login

My day

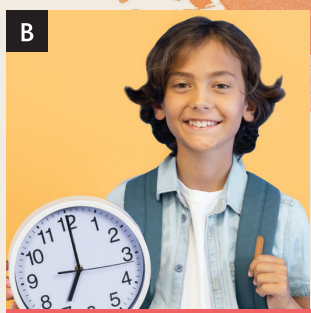
posted on 2 March

63 posts **90** followers **159** following

A

Oh, no. It's 6:45 already!

B



15 minutes later...

C

7:15 a.m.

D

7:30 a.m.

E

8:10 a.m. At school

F

Many interesting things to learn

G

12:45 p.m. A nice lunch with friends

H

Me and Lucy

I

We time

J

Reading in bed

Tommy: A typical nice Friday!

MaryB: Great photos, Tommy!

3.1 VOCABULARY Verbs to describe routines

I can talk about daily routines.

1 CLASS VOTE What's your favourite time of day?

Morning is my favourite time of day.

Unit contents

Vocabulary
- Verbs to describe routines
- Verb collocations
- Pets
- Free time activities
- Adjectives to describe feelings

Grammar
- Present Simple (affirmative and negative)
- Present Simple (questions and answers)

Communication skills
Talking about likes and dislikes

3.1 VOCABULARY Verbs to describe routines

Lesson learning objective
Students can talk about daily routines.

Lead in: review of vocabulary from the previous unit

Put students into two groups. Invite one student from each group to come to the front of the class and show them a food item (e.g. a banana). Explain to the two students that they should mime eating this food item for their group to guess. As soon as someone guesses the name of the food item, they should put up their hand. Elicit the name of the food item and award the group a point. Repeat the process with different students and with different food items (e.g. *egg*, *yoghurt*, *grapes*, *carrot*, *chips*, *crisps*, *a hamburger*, *noodles*, *spaghetti*).

Exercise 1

After you have held the class vote, ask students to tell you what their least favourite time of day is, giving reasons why.

Exercise 2

After students have read the text, elicit the answer. Then discuss the three adverbs of frequency and what they mean. Tell students that they are going to talk about routines, things they often, sometimes or never do (e.g. *go to school*, *do homework*) in this and in other lessons during this unit.

Exercise 3

Discuss the difference between *wake up* and *get up*. Ask students to say how long they stay in bed after they wake up and how long before they get up.

Invite students to choose one of the two verbs and to mime it for the class to guess which verb is being mimed. Invite several students to do the same, to reinforce the meaning of each verb.

Point out some potential difficulties (e.g. *we* ***go to*** *school*, ***go to a*** *party*, ***go to the*** *cinema*, ***go*** *home*; *we* ***have a*** *shower* but *we* ***have*** *breakfast*).

Answers: exercise D get up B go to work/school F, I have a shower E have breakfast C have lunch/dinner H relax G wake up A work J

Exercise 4

Ask students to work individually to complete the phrases and then share the answers with their friends in pairs. Remind students that they may refer to the text in Exercise 2. Check the answers with the whole class.

Answers: **1** spend **2** have **3** participate in **4** catch **5** study

Exercise 5

Ask students to work individually to complete the sentences in the quiz and then tick sentences that are true for them. Explain that they should write correct sentences for those that are false for them (e.g. *I never wake up before 9 a.m on Saturrday morning*). When they have finished, invite students to say which sentences are true for them and, for those sentences that are false, to give their own true sentences.

Answers: **a** up **b** alarm **c** in **d** do

Extended activity:

When students have completed the quiz, discuss the first sentence and point out that we use the preposition "on" when we talk about the days of the week. Review all the prepositional time phrases that have been presented in this leson: in the morning, at night, at seven o'clock, on Saturday morning.

Exercise 6

The teacher explains the activity called "class survey" to students. In the shortest time, they need to interview three friends in the class, write their names and their answers in the columns. Encourage students to interview three friends who do not sit next to them.

To make the students follow the task more easily, the teacher models with one student. She interviews him/her using the first question and writes his/her name in the column under Student 1, and write his/her answer in the space underneath.

The class may be noisy during the class survey activity, so the teacher needs to find a way to get students' attention back to the class. After students settle down, ask some students to report the results of their survey to the whole class. The teacher needs to correct students. The whole class finds out the most interesting answers at the end of the task..

Further practice

- Workbook pages 24–25

2 Read and tell how you say the underlined words in the text below in your language.

often
sometimes
never

Watch OUT!

A day in the life of a 6th grader

Tommy

We have asked Tommy, a 6th grader - to describe his typical day. This is what he told us:

At 6:45, Mom or Dad comes in and wakes me up (but I **never** get up immediately). At 7:00, I drag myself out of bed and into the shower. From 7:15 to 7:30, I grab some breakfast and then catch the bus to school. At 8:10, we arrive at school and I get ready for my first class. We **often** learn about school activities, study skills, and spend time on thinking and reading activities. From 12:15 to 12:45 is our lunch time. After school, I take the bus home and get a snack. I first spend some time with my dog - Lucy and then relax for a while. Between 16:10 and 17:30, I **sometimes** practice the flute or participate in one of my club activities. My family often has dinner at 19:00. This is the "*we time*" of the day. My whole family sits down together, at least on most days. After that, I usually spend about one or two hours doing my homework. From 21:30 to 22:00, I usually read a book in bed, then fall asleep.

3 Study the Vocabulary box. Match the verbs with photos A–J on page 30.

Vocabulary Verbs to describe routines

exercise	have lunch/dinner
get up	have a shower
go home	relax
go to bed	study
go to work/school	wake up
have breakfast	work

4 **WORD FRIENDS** Complete the phrases with the verbs below. Use the text in Exercise 2 to help you.

spend have study catch participate in

1 _____ some time doing my homework/relaxing/catching with my friends

2 _____ breakfast/lunch/dinner

3 _____ school clubs/social activities/ dance classes

4 _____ the bus to school/home/to work

5 _____ Maths/English

5 Complete the sentences in the quiz with One word. Tick the sentences that are true for you. Go to page 111 and check.

ARE YOU an early bird or a night owl?

1 ☐ I often wake _____ before 9 a.m. on Saturday morning.
2 ☐ I love breakfast!
3 ☐ I can wake up for school without an _____.
4 ☐ I often exercise _____ the morning.
5 ☐ I'm never in bed before midnight.
6 ☐ Don't speak to me at breakfast!
7 ☐ I often text friends late in the evening.
8 ☐ In my opinion, the best time to _____ homework is late at night.

6 **CLASS SURVEY** Interview three students in your class using the questions below. Write their names and answers in the columns. Then report to the class.

And YOU

	Student 1	Student 2	Student 3 .....
What time do you often wake up on weekends?			
How often do you exercise?			

3.2 GRAMMAR Present Simple (affirmative and negative)

I can use the Present Simple to talk about pets and their habits.

1 CLASS VOTE In groups, study the Vocabulary box. How many more pets can you think of in two minutes? Have you got a family pet?

Vocabulary	Pets			
budgie	hamster	guinea pig	pony	tortoise

2 Read Lowri's post. Who is perfect in her family?

A house, not a hotel!

by Lowri, 11

'You don't help at home!' 'You spend all your time with your friends – we never see you!' 'This is a house, not a hotel!' My parents often say these things to my sister Cara and me.

But they don't say anything about George's bad habits! George sleeps all day – he doesn't do anything! When my parents come home in the evening, George wakes up, washes and gets something to eat. After that he goes out and doesn't come back all night!

In the morning when I leave for school, George walks back into the house and falls asleep. But my parents never say to George, 'This is a house, not a hotel!' In fact, Mum says he's the perfect cat!

3 Study the Grammar box. Find more examples of the Present Simple in the text in Exercise 2.

Grammar	Present Simple (affirmative and negative)
+	-
I eat a lot.	We don't listen.
He goes to bed late.	She doesn't help us.
I never exercise.	~~I don't never exercise.~~

4 3.01 Study the Watch out! box. Listen and repeat.

play → plays wash → washes
cry → cries

Watch OUT!

5 3.02 Write the third person form of the verbs below in the correct category. Listen, check and repeat.

finish go help kiss make miss
stay study tidy worry

/s/ eats, _____, _____

/z/ plays, _____, _____, _____, _____, _____

/ɪz/ washes, _____, _____, _____

6 Complete the texts with the Present Simple form of the verbs in brackets.

Sadie

My dog Petra sometimes [1] *tries* (try) to sleep on me and I [2] _____ (wake up). And after that I [3] _____ (not sleep) all night. She [4] _____ (not want) to sleep on my bed at weekends. She only [5] _____ (do) it on the night before an exam! ☹

Tom

We [6] _____ (have) a problem with our hamsters, Ben and Gerry. During the day, they're quiet and they [7] _____ (not come) out. But at night they [8] _____ (have) a big party! ☺

7 In pairs, tell about any bad habits your pets/people in your family have. Use Exercise 6 to help you.

And YOU

A: Our dog eats my mum's shoes!
B: My cat sleeps on my laptop when I'm busy. In the morning my dad never stops talking!

3.2 GRAMMAR Present Simple (affirmative and negative)

Lesson learning objective

Students can use the Present Simple to talk about pets and their habits.

Lead in: review of daily routines vocabulary

Tell students to look once more at the sentences in Exercise 6 on page 31. They should write a similar sentence which they think may be true or false for their classmates.

When students are ready, encourage them to mingle with their classmates. They should find a partner and then take turns to read out their sentence and to say whether their partner's sentence is true or false for them. They should make a note of their partner's response and then find another partner.

Set a time limit for students to talk to as many of their classmates as possible. When they have finished, invite students to share their sentences with the class. They should report how many students said the sentence was true for them and how many said it was false for them.

Exercise 1

Before students open their Students' Books, write the word *pet* on the board. Ask students to explain what a pet is and have a show of hands to find out who in the class has got a pet at home.

Put students into groups of three or four and tell them to open their books, study the Vocabulary box and work together to think of more names for pets. Set a time limit of 2 minutes and then elicit ideas from the groups and write names of pets on the board.

Suggested answers: cat, dog, fish, parrot, gerbil, snake, rabbit, rat, mouse

Exercise 2

Check that students understand the meaning of the adjective *perfect*. When they have found the answer to the question in the rubric, tell them to find sentences that use *often* and *never*, and to explain what these adverbs refer to in the text (Lowri's parents say they *never* see her, they *often* say this to her and her sister, they *never* say anything to the cat about treating the house like a hotel.).

Answer: George (the pet cat)

Exercise 3

When students have found the examples in the text, discuss how we form Present Simple affirmative and negative sentences. Explain that in Present Simple affirmative sentences the verb can have two forms: after the subject *I*, *you*, *we* and *they*, the verb form is the same as for the infinitive without *to*; after the subject *he*, *she* and *it*, we add *-s* or *-es* to the end of the verb.

Explain that in Present Simple negative sentences we need to add the auxiliary verb *don't* in front of the base form of the verb (e.g. *don't help*). Point out that we add the third person *-s* to the auxiliary verb (*doesn't*) and not to the main verb.

Exercise 4 3.01

Discuss the spelling rules for the Present Simple third person singular form. Ask students to think of more verbs which are followed by *-s*, *-es* and *-ies*.

Language note

Pronunciation of the third person *-s*:

- /s/: after unvoiced consonants (p, k, θ, f, s, ʃ, tʃ), e.g. *stops*, *takes*, *likes*
- /z/: after voiced consonants (b, g, ð, v, z, ʒ, dʒ, m, n, ŋ, r, l) and vowel sounds, e.g. *begs*, *calls*, *sees*
- /ɪz/: after *-ss*, *-ch*, *-x*, *-tch*, *-sh*, *-zz*, *-s*, *-c*, *-ge*, e.g. *races*, *closes*, *manages*

Exercise 5 3.02

Discuss the pronunciation rules for the Present Simple third person singular form. Drill voiced and unvoiced sounds. Tell students to put their fingers on their throats to see if they can feel the difference between the sounds, and explain that they should feel a vibration for a voiced sound but no vibration for the unvoiced sound.

Answers:
/s/: eats, helps, makes
/z/: goes, plays, stays, studies, tidies, worries
/ɪz/: washes, finishes, kisses, misses

Exercise 6

Tell students to work on their own to complete the texts and then to compare their answers with a partner.

Answers: **2** wake up **3** don't sleep **4** doesn't want **5** does **6** have **7** don't come **8** have

Exercise 7

Elicit some bad habits from the class and give them any vocabulary they may need to do the exercise (e.g. *bite your nails*, *play with your hair*, *scratch the furniture*, *jump on the bed*). When the pairs have discussed their ideas, invite students to share their sentences with the class.

Further practice

- Workbook page 26

3.3 READING and VOCABULARY Life on the International Space Station

Lesson learning objective

Students can find specific details in an article and talk about free time activities.

Lead in: review of the Present Simple

Ask students to write one true sentence about themselves using the Present Simple affirmative or negative (e.g. *I get up/don't get up at seven o'clock in the morning.*) and tell them that they shouldn't show anyone their sentence.

Divide the class into four groups and tell the groups to stand together in a line. Explain that the first student in each group should whisper their sentence to the second student in the line. The second student should convert the sentence to the third person singular form (e.g. *Cathy gets up at seven o'clock in the morning.*) and then whisper this to the third student in the line.

Students take turns to listen to the sentence and to whisper it to the next student in the line. Explain that if they haven't heard the sentence clearly, they need to guess what was said, and that they can only whisper the sentence once.

When the sentence reaches the last student in the group, that student should say what they think the sentence is, and the first student should say whether or not the sentence is correct.

The last student then moves to the top of the line, and the process is repeated. Continue until all students in the groups have had a chance to whisper their sentence.

Background notes

Apollo 13 tells the true story of a spacecraft that was on its way to the moon. The spacecraft had technical problems and, for a while, the astronauts thought they wouldn't be able to get back to Earth. The film stars Tom Hanks.

Gravity stars Sandra Bullock and George Clooney, who work together to try to return to Earth after an accident. Bullock's character survives, but Clooney's character doesn't.

Star Wars is a series of films about the battle between the Rebel Alliance and the Empire, and about the Rebel Alliance's battle to destroy the Death Star. The first film in the series came out in 1977.

Avatar is a science fiction film set in a land called Pandora. Humans have gone there to mine for a mineral called unobtanium, but the local tribe fight against the humans to save their land. The film was directed by James Cameron and became the first film to earn $2 billion.

The Martian stars Matt Damon. After an accident, astronauts leave Damon's character behind on Mars and he is believed to be dead. However, Damon's character manages to survive and gets in contact with Earth. At the end of the film the astronauts return to Mars and rescue him.

Background notes

The **International Space Station (ISS)** was first launched in 1998. It is the largest man-made object in space and has been visited by astronauts and space tourists from 17 different countries.

Exercise 1

Before students discuss in pairs, elicit definitions for each of the underlined words. When the pairs have finished, elicit their ideas and, for any sentences students think are false, ask them what they think could make the sentence true (e.g. *1 I think it orbits the Earth once a day.*).

Exercise 2

When students have listened to the text, elicit the answers, and true sentences for any sentences which were false.

Answers: **1** F **2** T **3** T

Exercise 3

Ask student to read part 2, 3 and 4 of the text and choose the heading for each part. When they have finished, ask them to work in pairs and discuss the answers. Then, elicit the answers and the related information in the text.
(*1 – problems sleeping, can't take a shower, washing is difficult, there isn't much fresh food; 2 – work eleven hours a day, do experiments, write reports, talk to scientists, do spacewalks, exercise, clean the station; 3 – time to relax, watch films, listen to music, browse the internet, chat with friends online, play cards*).

Answers: **Part 2** B **Part 3** C **Part 4** A

Exercise 4

Set a time limit for pairs to discuss, then ask students to share their ideas with the class.

Exercise 5

When students have found the answers, ask them to think of other things they listen to (e.g. *listen to the teacher*, *listen to the radio*), other things they play (e.g. *play football*, *play basketball*), other things they watch (e.g. *watch people walking past*, *watch the news*), and other places and times when they can chat with friends (e.g. *chat with friends at school*, *chat with friends during breaks*).

Answers: **2** b **3** c **4** a **5** c

Exercise 6

Tell students to work on their own to write five sentences using each adverb of frequency at least once. When they are ready, the pairs should take turns to tell each other their sentences. Then, ask some students to tell the class about their partners.

Further practice

- Workbook page 27

3.3 READING and VOCABULARY Life on the International Space Station

I can find specific details and main ideas in an article and talk about free time activities.

1 **Check if you understand the underlined words. What do you know about the International Space Station? In pairs, tick the sentences you think are true.**

1 ☐ The International Space Station orbits the Earth once every six months.
2 ☐ There are normally 15 astronauts on the station.
3 ☐ Astronauts are on the station for half a year.

2 **Read Part 1 of the text and check your answer to Exercise 1.**

3 **Read Part 2, 3 and 4 of the text and choose one heading for each part.**

Part 2.

Astronauts have very small cabins and they sleep in sleeping bags. Many astronauts have problems sleeping. It's noisy and it's hard to stop moving. Washing is also difficult – you can't take a shower. Astronauts eat three times a day. There isn't much fresh food and a lot of the food is instant – you just add hot water.

a. Noise in space b. Not an easy life c. Free time

Part 3.

Astronauts work about eleven hours a day. They do experiments, write reports and talk to scientists on Earth. Sometimes they do spacewalks to check the space station. They also exercise about two hours a day. At weekends astronauts clean the station.

a. Hard work b. Walking in space c. A busy routine

Part 4.

There is also time to relax. There are often astronauts from different countries on the station and the atmosphere is great. Astronauts watch films, read, listen to music, browse the Internet, chat with friends online or play cards. But their favourite activity is watching our beautiful Earth. It's never boring!

a. Free time b. A boring life c. Hard work

4 **Work in pairs. Which facts about life on the International Space Station are surprising to you?**

5 WORD FRIENDS

Choose the correct answers.

1 In the evenings I listen ___ music.
a at **b** the **c** to
2 When we have a long break at school, my friends and I often ___ cards.
a write **b** play **c** do
3 How often do you ___ TV or films on DVD?
a look **b** see **c** watch
4 I usually browse ___ for half an hour before breakfast.
a the internet
b TV
c the radio
5 My friends live far from me but I often ___ with them online.
a phone
b contact
c chat

6 **In pairs, say what you often/sometimes/never do. Use the Word Friends in Exercise 5 or your own ideas. Tell the class about your partner.**

And YOU

Nam often browses the Internet. He sometimes reads but he never plays cards.

3.4 GRAMMAR Present Simple (questions and short answers)

I can use the Present Simple to ask about routines.

MAX'S PRESS CONFERENCE

Max imagines his life as a famous dancer.

Reporter: Where do you come from?
Max: I come from Boston, Massachusetts, but I live in England.
Reporter: You live in England! Do you know the Queen?
Max: No, I don't.
Reporter: Your show *Max on Ice* is awesome! How many hours do you practise?
Max: I practise three hours in the morning and …
Reporter: Do English people really drink tea at five o'clock?
Max: Well, I don't but …
Reporter: How do you exercise?
Max: Well, I do taekwondo and …
Reporter: Do other people in your family dance?
Max: No, they don't.
Reporter: Does your father come to your shows?
Max: No, he doesn't. He's in England.
Reporter: How do you relax?
Max: Um, I listen to music.
Reporter: Do you like New York?
Max: Yes, I do. It's great to be here.
Sol: Max … Max … Hey, mate! There's a question for you on your blog.
Max: What does it say?
Sol: 'Work from home for 500 dollars a day. Check our website for more information. Click on the link.'

Hey, mate! **OUT of class**

1 3.03 Listen. In which city is Max in his daydream?

2 Study the Grammar box. Find examples of questions and short answers in the dialogue.

Grammar Present Simple (questions and short answers)

Questions	Short answers
Do you like hip-hop?	Yes, I do./No, I don't.
Does he help you?	Yes, he does./No, he doesn't.
***Wh-* questions**	**Answers**
Where do they live?	They live in Paris.
How does she relax?	She reads.

3 Complete the questions with *do* or *does*. Match the questions (1–6) with the short answers (a–f).

1 [c] When *do* you watch TV?
2 [ ] Where _____ your best friend come from?
3 [ ] _____ you listen to the radio?
4 [ ] What time _____ you get up?
5 [ ] _____ your mum and dad play cards?
6 [ ] _____ your best friend have a pet?

a Yes, they do.
b At 7.30 a.m.
c In the evening.
d No, he doesn't.
e No, I don't.
f Poland.

4 In pairs, ask and answer the questions in Exercise 3. Tell the class about your partner.

5 Order the words to make questions.

1 relax / do / how / you / ?
How do you relax?
2 classmates / watch / your / TV / do / ?
3 any pets / have / your grandma / does / ?
4 do / do / when / your homework / you / ?
5 go / you / what time / do / to bed / ?
6 you / often go / to the cinema / do / ?

6 In pairs, ask and answer the questions in Exercise 5.

And YOU

3.4 GRAMMAR Present Simple (questions and short answers)

Lesson learning objective

Students can use the Present Simple to ask about routines.

Lead in: review of questions and short answers

Write on the board: *He is French. You can sing. There is a pizzeria.* Elicit the negative form for each sentence: *He isn't French. You can't sing. There isn't a pizzeria.*

Then ask students to change the sentences into questions, and to add short answers:

Is he French? Yes, he is./No, he isn't. Can you sing? Yes, I can./No, I can't. Is there a pizzeria? Yes, there is./No, there isn't.

Point out that the word that takes *n't* in negative sentences is the same word that starts the question and is used in short answers.

Then ask students to write three affirmative sentences in the Present Simple (e.g. *They like school. He gets up at 7.15 a.m. I often chat with my friends.*).

Leave the information on the board and explain that students will look at these sentences again later.

Exercise 1 3.03

Elicit the answer and ask for the related information given in the video (After being asked 'Do you like New York?', Max says, 'It's great to be here.').

Ask students about the message Max received on his blog and why he would be disappointed (He is disappointed because it's spam, an unwanted message that tries to trick someone into visiting a website.).

Go through the Out of class box with students. Ask them if they think *awesome* is positive or negative (positive), and which other adjectives have a similar meaning (e.g. *great, fantastic, brilliant, amazing*). Explain that we can use the informal language *Hey, mate!* to try to attract a friend's attention when they aren't listening.

Answer: New York

Exercise 2

When students have found the examples, ask them to look at the sentences they wrote in the Lead in activity. Ask them which words in negative sentences have *n't* added to them (*do* and *does*). Show how we use these words to form questions and short answers. Then ask students to use their three sentences to make questions and short answers. For example:

Do they like school? Yes, they do./No, they don't.
Does he get up at 7.15 a.m.? Yes, he does./No, he doesn't.
Do you often chat with your friends? Yes, I do./No, I don't.

Exercise 3

Elicit when we use *do* (with *I, you, we, they*) and when we use *does* (with *he, she, it*). When students have finished, elicit the answers, and ask for the full answers to questions 1, 2 and 4 (e.g. *1 I watch TV in the evening. 2 He/She comes from Poland. 4 I get up at 7.30 a.m.*).

Answers: **2** does, f **3** Do, e **4** do, b **5** Do, a **6** Does, d

Exercise 4

Encourage students to give additional information in their answers (e.g. *Do you listen to the radio? Yes, I do. I sometimes listen to Radio 1 at breakfast time and I listen to Radio X on the internet in the evening.*).

Exercise 5

Elicit the correct word order in Present Simple sentences: (*question word*) + *do/does* + *subject* + *main verb* (+ *object*).

When students have finished, elicit the answers.

Answers:
2 Do your classmates watch TV?
3 Does your grandma have any pets?
4 When do you do your homework?
5 What time do you go to bed?
6 Do you often go to the cinema?

Exercise 6

Tell the pairs that only the student asking the questions can have their Students' Book open, and that the student answering the questions should keep their Students' Book closed. Explain that this will help them to listen more carefully. To make the exercise slightly more challenging, you could encourage students to ask the questions in a different order.

Extra activity

Ask each student to write one *Do/Does* question.

Get a blank piece of paper and crush it up into a ball. Invite one student to ask their question and give them the paper ball so that they can throw it to another student in the class. When the second student has caught the paper ball, they should answer the first student's question using the correct subject and auxiliary verb form.

Then the second student has a chance to ask their own question, and they throw the paper ball to a third student.

The process continues until all students in the class have asked and answered one question.

Further practice

- Workbook page 28

3.5 LISTENING and VOCABULARY Feelings

Lesson learning objective

Students can identify specific details in a radio programme and talk about feelings.

Lead in: review of Present Simple questions

Write these headings in four columns on the board:
Question word *Auxiliary* *Subject* *Main verb*
Elicit examples of question words and write them in the first column (e.g. *when*, *where*, *how*, *what*, *why*, *how often*). Elicit the auxiliary verb forms for the Present Simple and write them in the second column (*do/does*). Elicit six different subjects and write them in the third column (e.g. *I*, *you*, *he*, *my parents*, *my best friend*, *my dog*). Elicit six main verbs and write them in the fourth column (e.g. *go*, *relax*, *do*, *exercise*, *have*, *eat*).
Put students into pairs and ask them to use the ideas on the board to make six different questions. Explain that three questions must use the auxiliary verb *do*, and three questions must use the auxiliary verb *does*, and that students should add their own endings where necessary. When they have finished, invite students to read out their six questions, and encourage other students in the class to answer them where possible.

Exercise 1

Before students open their Students' Books, check that they understand the meaning of the words *winter*, *snow* and *sledge*.
Then ask students to open their books and to describe the photos using *there is/there are* or *I can see*. When the pairs have finished the exercise, elicit the answers and ask students which of the four comments is the closest to their own view of winter.

Answers: **1** B **2** A **3** B **4** A

Exercise 2 3.04

When students have finished, elicit the answers and the relevant phrases from the audio (1 *on Radio 5*; 2 *the winter 'blues' – that's when you feel tired and sad*; 3 *in today's programme I want to ask you for your tips – things you do to feel excited about life again*).

Answers: **1** b **2** c **3** a

3.05

Hello and welcome to another *Over To You* here on Radio 5. Well, winter is here, the days are short, the weather is horrible, it's really cold and many of us are ill! It's often a time of year when you feel you don't have much energy. And many of us get the winter 'blues' – that's when you feel tired and sad. So in today's programme I want to ask you for your tips – things you do to feel excited about life again. Please phone us and give us your ideas. The number is 0893 …

Exercise 3 3.05

Put students into pairs. Before they listen, ask them to read the six options and to discuss which ideas they like best.

Answers: **1** d **2** f **3** e **4** b

3.06

K = Karen L = Lisa M = Mark T = Tina Ti = Tim

T: Welcome to our first caller, Mark. What do you do when you're sad?
M: When I'm unhappy, I make myself a big mug of delicious hot chocolate. Then I feel relaxed again.
T: Oh, OK! And next we have Tim.
Ti: My tip is to watch a sad film. You watch the film, cry and then you feel happy again.
T: Really?
Ti: Yes, try it.
T: Yes, maybe. Thanks! Next we have Lisa.
L: Hi. When I feel worried, I read a book about History. Then problems suddenly aren't very important.
T: Interesting, thank you. I usually have a hot shower when I feel blue! And who do we have now?
K: Hi, it's Karen. When you feel bored or sad, do something nice for somebody else.
T: Sorry, Karen. Can you be quick? We've only got ten seconds.
K: Make them a cake. Buy a present for them.
T: Thanks, Karen. Those are great ideas. And now, traffic news …

Exercise 4

After students have discussed in their pairs, for each adjective in the Vocabulary box, elicit what could make students feel like this (e.g. *bored – on Sunday evening when there's nothing to do and I can't meet my friends*).

Answers: Words with a positive meaning: excited, happy, relaxed

Exercise 5

Ask students to look at the example sentence and to think about which other adjectives could replace *worried* (e.g. Sam may be *unhappy* or *sad* because he has got a lot of problems.). When students have finished, elicit the answers and any possible alternative adjectives.

Answers: **2** excited/happy **3** bored/sad/unhappy **4** happy/relaxed **5** tired **6** sad/unhappy

Exercise 6

Check that students understand that a *paradox* is a statement that sounds logical but is actually self-contradictory. Tell students to look at the cartoon and to explain the paradox (The son is unhappy and happy at the same time.). Ask students if they can think of any paradoxes (e.g. *I always lie* – if the statement is true, then the speaker doesn't *always* lie because this time he is telling the truth.). When the pairs have discussed their ideas, invite them to share some of their ideas with the rest of the class.

Extra activity

Put the students in pairs to discuss. After students have finished talking in pairs, call some pairs to report to the whole class. Remind students that they can use the suggested ideas.

Further practice

- Workbook page 29

3.5 LISTENING and VOCABULARY Feelings

I can identify specific details in a radio programme and talk about feelings.

1 **What can you see in photos A and B? In pairs, match the photos with comments 1–4.**

1 ☐ I'm not a fan of winter. I feel tired and sad and I'm often ill.
2 ☐ Winter's great – I feel happy when I see the first snow of the year.
3 ☐ Winters here are cold, dark and grey. I often don't go out all day.
4 ☐ Winter is my favourite season – I love Christmas and I'm a big fan of winter sports!

2 **3.04 Listen to Part 1 and choose the correct answers.**

1 *Over to You* is
   a a video blog on the internet.
   b a radio programme.
   c a TV programme.
2 'To get the blues' means to feel
   a cold and tired.
   b sad and ill.
   c tired and sad.
3 The topic today is about
   a how to feel good about life.
   b the weather.
   c energy.

3 **3.05 Listen to Part 2. Match the speakers (1–4) with the things they do to feel happy (a–f). There are two extra ideas.**

1 ☐	Mark	a	eat something delicious
2 ☐	Tim	b	do something nice for another person
3 ☐	Lisa	c	have a shower
4 ☐	Karen	d	drink hot chocolate
		e	read a book
		f	watch a sad film

4 **Study the Vocabulary box. Underline the words with a positive meaning.**

Vocabulary Feelings

bored excited happy relaxed sad tired unhappy worried

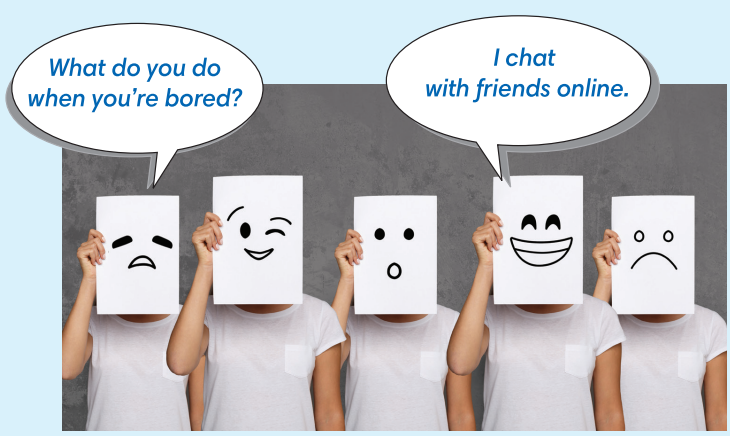
5 **Complete the sentences with words from the Vocabulary box. Sometimes more than one answer is possible.**

1 Sam is *worried*. He's got a lot of problems.
2 I'm so _____! I've got tickets to see my favourite band.
3 Tom feels _____. He says there's nothing to do here.
4 They feel _____. Everything in their life is great.
5 Sarah is really _____. She doesn't have much energy.
6 I'm _____. I want to cry.

6 **In pairs, talk about what you do when you're bored or unhappy. Use the ideas below or your own ideas.**

And YOU

go for a walk go to the shops listen to music
phone a friend play with a pet



3.6 SPEAKING Talking about likes and dislikes

I can talk about likes and dislikes.

AUDIO SOL, MEET EVA!

Max is skateboarding in the park with friends when, suddenly, he hears loud hip-hop music.

Max: Hi, I'm Max.
Eva: I'm Eva. What do you think of my dancing?
Max: I really like it. You're a great dancer! Good music too!
Eva: Oh, do you like hip-hop?
Max: I like it a lot. It's my favourite music.
Eva: Do you like dance as well?
Max: Yes, I do. I like tango a lot – but it's a bit hard for me. I prefer breakdance. Like this ...
Eva: Wow, you're really good!
Max: Oh, it's my best friend, Sol. Hey, Sol! He's a great guy. Sol, meet Eva. Eva's an amazing dancer! She's half-Brazilian, half-English, but she lives here in Rye now. Unfortunately, she doesn't go to our school.
Sol: Oh. What school do you go to?
Eva: Saint Alfred's.
Sol: Oh, my sister goes there. She really likes it. What do you think of it?
Eva: I don't mind it. Are you a dance fanatic like Max?
Sol: Er, no. I don't enjoy dancing.
Max: Actually, Sol can't stand dancing.
Eva: Oh, never mind!

a bit hard
guy

OUT of class

1 3.06 **Read the dialogue and answer the questions. Listen and check.**

1 Are both Eva's parents Brazilian?
2 What's her favourite music?
3 Does she go to Max and Sol's school?

2 Study the Speaking box. Find examples of the phrases in the dialogue.

Speaking Talking about likes and dislikes

What do you think of ...? Do you like ...?
What kind of ... do you like?

☺ It's my favourite (music).
I like ... but I prefer ...
I love/I really enjoy/I really like ...
I like ... (a lot).

😐 I quite like ...
I don't mind .../It's OK.

☹ I don't like/I don't enjoy ...
I hate/I can't stand ...

Be careful!

We often use verbs of like/dislike with the *-ing* form.
I love/enjoy/don't mind/can't stand dancing.

We also often use these phrases with pronouns (*it*, *him*, *her*, *them*, etc.).
A: Do you like dancing?
B: I love it!

3 Complete the dialogues with phrases from the Speaking box. In pairs, compare your answers.

1 A: What do you think of hip-hop?
B: 😐 *I don't mind it.*
C: ☺ _____
2 A: Do you like cats?
B: ☹ _____
C: ☺ _____
3 A: Do you like doing homework?
B: 😐 _____
C: ☹ _____

4 In groups of three, practise the dialogues in Exercise 3. Use new phrases from the Speaking box.

5 In pairs, ask and answer questions about the things below. Use phrases from the Speaking box.

And YOU

Chinese food chocolate grammar exercises
guinea pigs Justin Bieber pizza playing tennis
tidying your room

A: What do you think of Chinese food?
B: I love it. What about you?

3.6 SPEAKING Talking about likes and dislikes

Lesson learning objective

Students can talk about likes and dislikes.

Lead in: review of adjectives of feelings

Divide the class into two groups. Ask one group to stand up and come to the front of the classroom. Ask the other group to stay seated, to choose an adjective that describes a feeling from the previous lesson and to act as if they feel this way. Explain that they can't say anything or stand up, but that they should show their emotion through their facial expressions and their body language.

Tell the students who are standing to walk around the classroom, to look at the students who are miming, and to guess which emotion they are trying to show.

Then put the guessing students into groups of three or four, and tell them to compare their ideas. When they are ready, the guessing students should say which emotion they think each of the miming students are showing, and the miming students should confirm whether the guessing students are correct or not. Then the two halves of the class should swap roles and repeat the activity.

Background notes

Hip-hop is a style of music which originated in the USA in the 1970s. It consists of stylised rhythmic music and is often accompanied by rapping. Originally, hip-hop culture had four key elements: DJ-ing, MC-ing (or rapping), reakdancing and graffiti writing.

Tango is originally developed with influences of Africian and European in Argentina and Uruguay. Tango dance is one the most famous partner dances that emphasizes the vibrant and playful style of movement, rich expressions and improvisation.

Breakdance is also known as B-boying or breaking. It is a kind of street dance which started in the mid-1970s in the USA. The dancing is done mainly to hip-hop, funk and breakbeats. People who breakdance are called b-boys, b-girls or breakers.

Exercise 1 3.06

With Students' Books still closed, check that students understand the meaning of *hip-hop*, *tango* and *breakdance*. Then ask them to open their books and to read the questions before they listen. Go through the Out of class box with students and discuss the meaning of each phrase: *a bit hard* means that something is quite difficult; *guy* is an informal word that means *boy* or *man*, and can also be the English proper name *Guy*.

Answers:
1 No they aren't. (She's half-Brazilian, half-English.)
2 hip-hop
3 No, she doesn't.

Exercise 2

When students have found the phrases in the dialogue, ask them what they think about the different things mentioned (e.g. *What do you think of hip-hop? Do you like capoeira? Do you like skateboarding? What kind of music do you like? Do you like dancing?*).

Point out that the verbs *hate* and *can't stand* express a stronger negative opinion than the verbs *don't like* or *don't enjoy*.

Exercise 3

Tell students to look at what each question is about (hip-hop, cats, homework) and ask which pronoun they would use to talk about each one (*it*, *them*, *it*).

Exercise 4

When the pairs have compared their ideas, invite them to read out one of the dialogues and elicit alternative phrases that could have been used.

Tell the pairs to ask and answer once more; this time they should give true answers. Invite different pairs to share their true opinions with the class.

Exercise 5

Look at the first item listed (Adele) and ask who she is (a singer). Do the same with the second item (Barcelona – a football club).

Encourage students to follow up their first question (*What do you think of … ?*) with a question asking about favourites (e.g. *What do you think of Adele? Who is your favourite female singer? What do you think of Barcelona FC? What's your favourite football team?*). When the pairs have finished, invite them to tell the class their opinions about the people or things listed, and their favourites.

Extra activity

After Exercise 6, tell students to write five sentences about their partner using different expressions from the Speaking box. Remind them to use the third person *-s* in Present Simple sentences. For example:

Max loves Barcelona FC.
Max doesn't like Chinese food.
Max doesn't enjoy listening to jazz.
Max can't stand opera.
Max really enjoys playing tennis.

Further practice

- Workbook page 30

3.7 WRITING Describing daily routine

Lesson learning objective

Students can write about a daily routine.

Lead in: review of talking about likes and dislikes

Write this response on the board: *Yes, I do.* Elicit different questions that could lead to this response (e.g. *Do you like football?*).

Then divide the class into two groups. Invite a representative from each group to come to the front and to sit down facing the rest of the class. Explain that they cannot turn around to look at the board and that the rest of the class can't tell them what is written on the board.

Then write this response on the board: *I love them!*

The groups should take turns to ask their own representative questions to try to elicit the response on the board. When one of the representatives gives the response, they win a point for their team.

Repeat the process with different representatives at the front of the class, and with a different response written on the board (e.g. *I can't stand it. I don't enjoy it. No, I don't. I hate him.*).

Exercise 1

Tell students to cover the two texts and just to look at the map and the photo. Ask them to identify the country where the red flag is situated (Norway), and to describe what they can see in the photo (the northern lights/the Aurora Borealis).

Ask students if they would like to travel there and why/why not. Then tell students to uncover the texts and to answer the questions about the first text.

Answer: **1** Erik is from Norway.

Exercise 2

When the pairs have finished discussing, invite students to say how their lives are different from Erik's. Then ask them what they like and dislike about Erik's routine (e.g. *I love cheese. I think his breakfast is great!*).

Exercise 3

Check students understand that we use *because* to give a reason why something happens: *X happens* ***because*** *Y is the situation* (e.g. *I get tired* ***because*** *I go to bed late.*), and *so* to talk about the result of a situation: *X is the situation,* ***so*** *X is the result* (e.g. *I go to bed late,* ***so*** *I get tired.*).

When students have found the words and phrases, point out that we use a comma before *so* but not before *because*. Discuss the use of *or* to talk about a choice of things (e.g. *meat or fish*, *we read or we chat*).

Exercise 4

Discuss the example sentence with students and elicit how it could be rewritten using *because* instead of *so* (*I watch DVDs on my computer because we don't have a TV.*). Fast finishers can rewrite other sentences in a similar way.

When students have finished, elicit the answers and discuss question 5. Explain that if there was no comma in the sentence, *because* would also make sense. (It depends on whether we think the speaker only gets up early because the dog needs walking or if he gets up early anyway and, as a result, he decides to take the dog for a walk.)

Answers: **2** because **3** because **4** so **5** so **6** so **7** because

Exercise 5

Tell students that they can use exactly the same ideas as Erik, with as many of his phrases as they can (e.g. *I wake up at … I have a shower at … and then have breakfast at … . After that, I go to school. School starts at … . We have lunch at … and at … we go home.*) or they can use their imagination to try to be more creative (e.g. *I wake up at … and check my phone …, write … . My mum shouts … . I'm always late because … .*). When students have finished, put them into pairs to compare their texts. Then invite students to read out their texts to rest of the class.

Further practice

- Workbook page 31

3.7 WRITING Describing daily routine

I can write about a daily routine.

Post by Erik, 19 November at 20.13

Hi, my name's Erik, I'm thirteen and I come from Tromsø in Norway. It's quite big (70,000 people) but it isn't a typical European city. We're 350 km north of the Arctic Circle, so from November to February it's dark, day and night. It's often very cold, even minus forty degrees. But we love winter – the sky is often a beautiful colour and we love skiing.

Post by Erik, 23 November at 21.12

My day

I wake up at seven o'clock, have a shower and then have breakfast: bread, cheese and yoghurt. After that I go to school.
School starts at eight thirty every day. We have lunch at eleven o'clock and at two o'clock we go home.
After school I do my homework – I'm in Grade 7, so there's a lot of homework now! My parents come home at four o'clock and then we have dinner – meat or fish and potatoes. After that I often meet my friends and we play computer games. In winter I usually stay at home because it's cold and dark. We read or we chat by the fire.
I go to bed at ten o'clock.

1 **Read Erik's first post quickly. In pairs, answer the questions.**

1 Which country is Erik from?
2 In your opinion, is Tromsø a fun city to live in?

2 **Read Erik's second post. In pairs, say what things are different in Việt Nam.**

In Norway school starts at eight thirty. In some areas in Việt Nam it starts at seven thirty.

3 **Study the Writing box. In pairs, find the words in blue in Erik's second post.**

Writing Writing about your daily routine

Use the Present Simple to describe your routine.
I wake up/get up at ...
Then I ...
After that I ...
School starts/We go home at ...
After school I ...

Use conjunctions (e.g. *and, but, so, because*) to link sentences.
I don't have breakfast because I'm never hungry./
I'm never hungry, so I don't have breakfast.
I walk to school because it's very close./
I live near the school, so I walk.

4 **Complete the sentences with *so* or *because*.**

1 We don't have a TV, so I watch DVDs on my computer.
2 I often don't have breakfast _____ I don't have time.
3 I wake up early _____ my cat wants something to eat.
4 I often exercise, _____ I feel relaxed.
5 I take the dog for a walk in the morning, _____ I get up early every day.
6 I'm often tired in the evening, _____ I go to bed before 10 p.m.
7 My mum drives me to school _____ it's too far to walk.

Writing Time

5 **Write about your daily routine. Use Erik's second post, the vocabulary in Lesson 3.1 and the Writing box to help you.**

Wordlist and Vocabulary in action

Extra activity

Have students work in groups and select at least three other lexical items in the wordlist to put in the following table. In each column, the first word has been given as an example to your students. Tell them to say BINGO when they get this done. This activity is to help your students to review the grammatical functions of the learnt words – one of the three aspects related to vocabulary use.

Nouns	Verbs	Adjectives	Adverbs
Actor	Cry	Amazing	Early

Further practice

Workbook page 32

GLOSSARY

Routine verbs | Verb collocations | Free time activities | Pets | Feelings

adj: adjective adv: adverb n: noun np: noun phrase v: verb vp: verb phrase prep: preposition

afternoon	/ˌɑːftəˈnuːn/	(n)	buổi chiều
amazing	/əˈmeɪzɪŋ/	(adj)	đáng kinh ngạc, sửng sốt
bored	/bɔːd/	(adj)	buồn chán
budgie	/ˈbʌdʒi/	(n)	con vẹt
can't stand	/kɑːnt stænd/	(vp)	không thể chịu được
clean	/kliːn/	(adj)	sạch, sạch sẽ
cry	/kraɪ/	(v)	khóc
doctor	/ˈdɒktə/	(n)	bác sĩ
don't mind	/dəʊnt maɪnd/	(vp)	không thấy phiền
early	/ˈɜːli/	(adj)	sớm
Earth	/ɜːθ/	(n)	trái đất
enjoy	/ɪnˈdʒɔɪ/	(v)	thích thú
evening	/ˈiːvnɪŋ/	(n)	buổi tối
excited	/ɪkˈsaɪtəd, ɪkˈsaɪtɪd/	(adj)	hào hứng, phấn khởi
favourite	/ˈfeɪvərət, ˈfeɪvərɪt/	(adj)	được ưa thích
free time	/ɪn jə friː taɪm/	(np)	thời gian rảnh rỗi
guinea pig	/ˈgɪni pɪg/	(n)	chuột lang
habit	/bæd ˈhæbət/	(n)	thói quen
hamster	/ˈhæmstə/	(n)	chuột ham-xơ-tơ
happy	/ˈhæpi/	(adj)	sung sướng, hạnh phúc
hard (= difficult)	/hɑːd/	(adj)	khó, khó khăn
hate	/heɪt/	(v)	ghét
have a party	/hæv ə ˈpɑːti/	(vp)	tổ chức tiệc
ill	/ɪl/	(adj)	ốm
kind	/kaɪnd/	(n)	loại
late	/leɪt/	(adj, adv)	muộn
like	/laɪk/	(v)	ưa thích
love	/lʌv/	(v)	yêu thích, yêu mến
morning	/ˈmɔːnɪŋ/	(n)	buổi sáng
never	/ˈnevə/	(adv)	không bao giờ
night	/naɪt/	(n)	đêm
often	/ˈɒfən, ˈɒftən/	(adv)	thường
pet	/pet/	(n)	thú cưng
pony	/ˈpəʊni/	(n)	con ngựa pô-ni
prefer	/prɪˈfɜː/	(v)	thích hơn
rich	/rɪtʃ/	(adj)	giàu có
sad	/sæd/	(adj)	buồn rầu
sleeping bag	/ˈsliːpɪŋ bæg/	(np)	túi ngủ
sometimes	/ˈsʌmtaɪmz/	(adv)	đôi khi
teacher	/ˈtiːtʃə/	(n)	giáo viên
thirsty	/ˈθɜːsti/	(adj)	khát
tidy	/ˈtaɪdi/	(adj)	gọn gàng, ngăn nắp
tired	/taɪəd/	(adj)	mệt, mệt mỏi
tortoise	/ˈtɔːtəs/	(n)	rùa cạn
unfortunately	/ʌnˈfɔːtʃənətli/	(adv)	không may, đáng tiếc
wash	/wɒʃ/	(v)	rửa, giặt giũ
without	/wɪðˈaʊt/	(prep)	không có, thiếu
worried	/ˈwʌrid/	(adj)	lo lắng

VOCABULARY IN ACTION

1 Use the glossary to find:

1 two jobs doctor,...
2 five pets hamster,...
3 four times of the day evening,...
4 seven feelings or emotions excited,...

2 Replace the words in bold with the words below to make sentences with the opposite meaning. In pairs, say which sentences are true for you.

bored early ~~hate~~ never unhappy work worried

1 I **enjoy** sleeping in a sleeping bag.
I hate sleeping in a sleeping bag.
2 My dad **often** washes his car.
3 I'm always really **excited** at the start of the summer holidays.
4 I always arrive at school **late**.
5 I feel **relaxed** before I go to the dentist's.
6 My cat is always **happy** when I play with her.
7 Unfortunately, I've got too much **free time** at the moment!

3 Complete with one word in each gap. In pairs, say when you prefer to do these things.

1 *browse* the internet
2 go _____ the cinema
3 listen _____ music
4 _____ homework

I usually … in the morning.

4 3.07 PRONUNCIATION Listen to how we pronounce the /æ/ sound. Listen again and repeat.

actor astronaut bag

5 3.08 PRONUNCIATION In pairs, say the sentences. Listen, check and repeat.

1 Unhappy cats have bad habits.
2 Harry's hamster is always happy.
3 Do astronauts relax in their sleeping bags?
4 Pamela does karate when she's sad.
5 I can't stand that actor.

Exercise 1

1 doctor, teacher
2 budgie, cat, guinea pig, hamster, pony, tortoise
3 morning, afternoon, evening, night
4 bored, excited, happy, sad, thirsty, tired, worried

Exercise 2

2 never
3 bored
4 early
5 worried
6 unhappy
7 work

Exercise 3

2 to
3 to
4 do

Extra activity

After Exercise 2, tell students that the text is an extract from an email and that they need to write a reply answering the question *Do your parents ask you to do housework?* If the students' answer is *yes*, they should list the housework jobs that they do (and don't do). If their answer is *no*, they should write about how they spend their day during the school holidays (i.e. describe the free time activities that they do). When they have finished, invite students to read their texts to the rest of the class.

Revision

VOCABULARY

1 Complete the sentences with ONE word.

1 I *text* friends all the time.
2 I never _____ breakfast – I don't have time!
3 My parents often _____ asleep in front of the TV.
4 I'm a night owl. I often _____ films or _____ to the radio late at night.
5 I _____ stand getting up on winter mornings.
6 I always _____ a party on my birthday.
7 I _____ mind dogs but I prefer cats.

2 Choose the correct option.

It's the school holidays but I have jobs to do at home every day. Do your parents ask you to [1]*make* / *do* housework? I [2]*take* / *walk* the dog for a walk every morning. In the afternoon I [3]*make* / *go* shopping for my mum. After dinner I [4]*wake* / *wash* up. And of course, Mum tells me to [5]*wash* / *tidy* my room every day too!

3 Complete the sentences with the words below to make them true for you. In pairs, compare your answers.

bored cold excited happy hungry ill relaxed sad tired thirsty worried

1 I never feel _____ with my friends.
2 I often feel _____ after school.
3 I sometimes feel _____ on winter mornings.
4 I often feel _____ at school.
5 I often feel _____ in summer.

GRAMMAR

4 Choose the correct option.

George is a photographer for *The Richmond Gazette*. He [1]*get up* / *gets up* at six o'clock. He tries to be quiet because he [2]*don't* / *doesn't* want to wake up his wife, Ann. George and Ann [3]*live* / *lives* in Richmond but they [4]*don't* / *doesn't* have a car, so George walks to work. George usually [5]*has* / *have* breakfast at a café near the office. Photographers at the Gazette [6]*start* / *starts* work at 7 a.m and they [7]*finish* / *finishes* at 2 p.m. George doesn't usually [8]*go* / *goes* home at 2 p.m. – he [9]*meet* / *meets* Ann in town and they [10]*have* / *has* lunch or go shopping.

5 Order the words to make questions. In pairs, answer the questions using the text in Exercise 4.

1 George / does / what time / get up / ?
What time does George get up?
2 do / have / George and Ann / a car / ?
3 they / where / live / do / ?
4 have / does / breakfast / George / ?
5 start work / what time / does / George / ?
6 how many hours / work / the photographers / do / ?
7 in the afternoon / Ann and George / usually do / what / do / ?

SPEAKING

6 Complete the sentences with the word below so they are true for your partner. Read your sentences to him/her to che

love enjoy quite like don't mind don't like can't stand

1 You *don't like* getting up early.
2 You _____ hamsters.
3 You _____ listening to music.
4 You _____ browsing the internet.
5 You _____ having a shower.
6 You _____ going shopping.
7 You _____ feeling hungry.

A: You don't like getting up early.
B: It's true. I can't stand getting up early!
A: You love hamsters.
B: Yes, I do. But I prefer guinea pigs.

Exercise 1
2 have
3 fall
4 watch, listen
5 can't
6 have
7 don't

Exercise 2
2 take
3 go
4 wash
5 tidy

Exercise 4
2 doesn't
3 live
4 don't
5 has
6 start
7 finish
8 go
9 meets
10 have

Exercise 5
1 He gets up at six o'clock.
2 Do George and Ann have a car? No, they don't.
3 Where do they live? They live in Richmond.
4 Does George have breakfast? Yes, he does.
5 What time does George start work? He starts work at 7 a.m.
6 How many hours do the photographers work? They work seven hours.
7 What do Ann and George usually do in the afternoon? They have lunch and go shopping.

4

Love to learn

VOCABULARY
Classroom objects | School subjects | Making friends | Learning

GRAMMAR
Present Continuous | Present Continuous and Present Simple | Prepositions of place

Grammar: No school today

Speaking: The Maths exam

KiDS *Daily Times*

Phong and Lan

Some of Lan's favourite erasers

Back to school blues? Not for Lan and Phong!

It's the end of August and for thousands of school children that means the end of the summer holidays. But for Lan and her friend Phong, it's their favourite time of year.

The pair, who are in Year 6 at Hoa Hồng International School, say they love buying pens, pencils, erasers and exercise books for the new school year. 'We're stationery* fanatics!', says Phong. Lan has more than 300 erasers. 'I buy new ones all the time. I can't stop!', she says.

* pens and materials for writing

4.1 VOCABULARY School

I can talk about classroom objects and school subjects.

1 CLASS VOTE Study the Vocabulary A box. In pairs, find four classroom objects in the text and add them to the list. How many more words can you think of in two minutes?

Vocabulary A Classroom objects

calculator pencil case poster projector ruler sports bag textbook whiteboard

2 4.01 Listen to five dialogues and write the classroom objects you hear.

3 Study the Vocabulary B box. In pairs, match the words with photos A–L on page 41. Which are your favourite subjects?

Vocabulary B School subjects

D Art	Biology	Chemistry	Geography
History	Maths	Information Technology (IT)	Music
PE	Physics	English	

Unit contents

Vocabulary
- Classroom objects
- School subjects
- Making friends
- Learning

Grammar
- Present Continuous
- Present Continuous and Present Simple
- Prepositions of place

Communication skills
Polite requests

4.1 VOCABULARY School

Lesson learning objective
Students can talk about classroom objects and school subjects.

Lead in: review of vocabulary from the previous unit

Choose a word from the wordlist on page 38 of the Students' Book (e.g. *actress*). To work out how to say the word backwards, write it on a piece of paper (e.g. *rotca*) before you say it, and ask students to guess the word.
When they have guessed, put students into pairs. One partner should look at the first column of the wordlist and the other partner should look at the second column of the wordlist. They should find five words each and write these backwards on a piece of paper.
When they are ready, students should take turns to say their words backwards and to guess their partner's words. Invite pairs to say some of their words backwards for the rest of the class to guess.

Exercise 1

When students have found four words for classroom objects in the text, elicit the meaning of each of the words in the Vocabulary box. Then ask students to think of more words.
When they are ready, elicit their new words and ask them to translate or explain each word. If they have the item with them in class, they can show it.

Answers:
From the text: eraser, exercise book, pen, pencil
Other suggestions: backpack/rucksack, bin, blackboard, bookcase, clock, crayon, desk, DVD player, felt-tip pen, highlighter pen, pencil sharpener, pencil case, ring binder (file)

Exercise 2 4.01

Elicit the answers. Then play the audio again and ask students to listen for other key vocabulary in the texts. Elicit the words and what they mean (e.g. 1 *divided by*; 2 *maps*; 3 *names and dates*, *American presidents*, *test*; 4 *football shirt*; 5 *Hamlet*, *writer*, *William Shakespeare*, *tragedy*).

Answers: **1** calculator **2** ruler **3** textbook (diary) **4** sports bag **5** projector

4.01

B = Boy G = Girl T = Teacher

1
T1: A hundred and forty-four divided by nine. No, without using a calculator! Millie?
G1: Sixteen, Miss.
T1: That's right. Excellent!

2
B1: Hey, Dan! That's my ruler!
B2: Not it's not, Scott Wilson!
T2: Now what's going on, boys? Why aren't you working on your maps?
B1: Dan's got my ruler!
T2: Is that right, Dan?
B2: No, I haven't.
T2: Now calm down! You don't need a ruler to colour a map. Please just get on with your work!

3
T3: OK. There's a test tomorrow. I want you to learn the names and dates of all the American presidents. The list is in your text books.
G2: Eh? What? All the presidents?
T3: All of them.
G3: Names and dates? For tomorrow?
T3: Yes. Write it in your homework diaries. A test tomorrow – the second of April!

4
T4: Stephen Brown! Where's your football shirt?
B3: It's at home, sir.
T4: Again? Are you sure it's not in your sports bag?
B3: Yes, sir. It isn't there.
T4: Well, you know what you can do?
B3: Yes, sir. Help in the library.

5
B4: *Hamlet* is a famous work by the great English writer William Shakespeare. It's a tragedy and it …
T5: Leo! Don't look at the projector all the time. Look at your classmates. That's right. Try again.
B4: *Hamlet* is a famous work by the great English writer William Shakespeare.
T5: Yes, that's much better!
B4: It's a tragedy and it tells the story of Hamlet, Prince of Denmark …

Exercise 3

When students have finished the matching activity, elicit key words that relate to each subject (e.g. Art – *draw*, *paint*; Biology – *the body*, *animals*; Chemistry – *experiments*; English – *grammar*, *tenses*; Geography – *Earth*, *countries*; History – *wars*, *dates*; Maths – *numbers*, *adding*; IT – *computers*, *online*; Music – *instruments*, *notes*; PE – *games*, *sports*; Physics – *gravity*, *force*).

Answers: Art D Biology G Chemistry E English K Geography A History L Maths C Information Technology (IT) J Music H PE B Physics I

Exerecise 4

Before students do the exercise, discuss the timetable and ask for their opinions on the times of lessons and breaks, and the times for starting and finishing the school day. When students have finished, elicit the answers.

Hold a class vote to find out which timetable the class likes best – their own timetable or the timetable for Hoa Hồng International School.

Answers: Information about Hoa Hồng International School (Answers will vary when students talk about their own school.)
2 nine **3** sixty **4** two **5** fifty

Extra activity

Tell students to imagine that their school has decided to remove one lesson from the timetable and to replace it with a new subject.

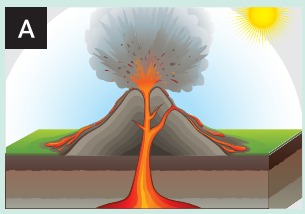
Put students into groups of four and tell them to discuss which lesson they want to remove and which lesson they want to add. Explain that they could remove a subject they have only once a week, meaning that they would get rid of it completely, or they could remove a subject they have several times a week, meaning that they would reduce it by one lesson but not get rid of it completely.

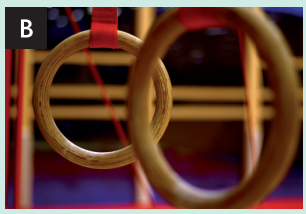
Exercise 5

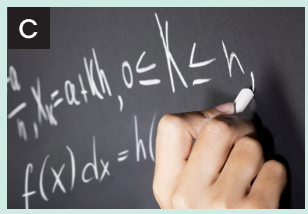
When the pairs have finished, hold a class vote to find out the most popular day in the school timetable and elicit students' reasons for their preference.

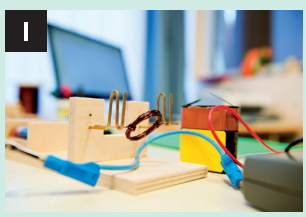
Further practice

- Workbook pages 33–34









4 **In pairs, look at the timetable and complete the sentences about Hoa Hồng International School and your school.**

1 At Hoa Hồng International School, they have *five* lessons every day. At our school, we have _____.
2 The first lesson starts at _____ o'clock. At our school, the first lesson _____.
3 Each lesson is _____ minutes long. At our school, lessons are _____ minutes long.
4 There are _____ breaks in a school day. At our school, there are _____.
5 There is a break of _____ minutes for lunch. At our school, _____.
6 At Hoa Hồng International School, French is one of the foreign languages. At our school you can learn _____.

Hoa Hồng International School Class 6B Timetable

	Lesson 1 9.00–10.00	Lesson 2 10.00–11.00	11.00– 11.20	Lesson 3 11.20–12.20	Lesson 4 12.20–13.20	13.20– 14.10	Lesson 5 14.10–15.10
Mon	PE	Maths	Break	English	French	Lunch	Physics
Tues	Art	Music		PE	Biology		French
Wed	Drama	English		History	IT		Geography
Thurs	French	Chemistry		Geography	English		History
Fri	English	Presentation skills		Maths	Maths		PE

5 **In pairs, talk about days you like/ don't like at school. Say why.**

I love Mondays because we have …
I don't like … because …

And YOU

4.2 GRAMMAR Present Continuous

I can use the Present Continuous to talk about things happening now.

1 Look at the photo. Do you think the girls know each other?

2 4.02 Read and listen. Look at Alice's message on page 111 to find out why she doesn't want to talk to her friends.

Sara: Hi, Alice. How's it going?
Alice: [silence]
Sara: Alice. Hello! I'm talking to you!
Alice: [silence]
Sara: You aren't speaking to me. Why?
Alice: [silence]
Sara: Are you feeling OK, Alice?
Alice: [silence]
Caitlin: Hi, you two! How's it going?
Sara: I'm fine, but Alice isn't speaking to me. Is she speaking to you?
Caitlin: I don't know. Are you speaking to me, Alice?
Alice: [silence]
Caitlin: No, she isn't! What's wrong, Alice? Are we irritating you?
Alice: [silence]
Sara: Yes, we are! We're wasting our time! Are you coming with me to the snack bar now, Caitlin? Ted and Leo are waiting.
Caitlin: Yes, I am. Wait a minute. Now she's writing something. And why is she smiling?

3 Study the Grammar box. Find more examples of the Present Continuous in the dialogue.

Grammar Present Continuous

+	-
I'm talking. You're talking. He's talking.	I'm not talking. They aren't talking. She isn't talking.
?	**Short answers**
Are they talking? Is she talking?	Yes, they are./No, they aren't. Yes, she is./No, she isn't.
How's it going? Why are they smiling?	

Time expressions: now, at the moment

4 Make sentences in the Present Continuous. Decide if the sentences are true or false.

1 Alice / speak / to Sara
Alice is speaking to Sara. It's false!
2 Sara / feel / fine
3 Sara / write / a note
4 Caitlin / not speak / to Alice
5 Ted and Leo / go / to the snack bar
6 Sara and Caitlin / not wait / at the snack bar

5 4.03 What's happening? Listen and write sentences in the Present Continuous. Use the verbs below.

cry laugh rain run sleep type

It/Somebody is …
Some people are …

6 Complete the questions and short answers. Use the Present Continuous. In pairs, ask and answer the questions.

1 A: *Are you feeling* (you/feel) hungry?
B: *No, we aren't.* Gran always gives us a big breakfast!
2 A: _____ (you/feel) tired?
B: _____ I'm studying for a test!
3 A: _____ (it/rain) now?
B: _____ I hope it stops soon!
4 A: _____ (your parents/watch) TV?
B: _____ They're at work.
5 A: _____ (the teacher/wear) brown shoes today?
B: _____ They're black.

7 And YOU

In pairs, take turns to ask and answer about what the people/animals below are doing now.

- your best friend
- your brother/sister
- your grandparents
- your parents
- your teacher
- your pet

A: What's your pet doing now?
B: My dog, Felek, is sleeping.

4.2 GRAMMAR Present Continuous

Lesson learning objective

Students can use the Present Continuous to talk about things happening now.

Lead in: review of vocabulary related to school

Put students into pairs. One of the partners should take classroom objects out of their school bag or pencil case one by one, and the other partner should name them.

Then they should swap roles so that they both have a chance to name classroom objects. When they have finished, they should put the items back into their school bags/pencil cases.

Then join two sets of pairs together. The pairs should take turns to say what is in their school bags/pencil cases.

When they are ready, invite groups to make sentences using *there is/there are* about the classroom objects in their school bags/pencil cases (e.g. *There is a ruler in my bag. There are some crayons in my pencil case.*).

Exercise 1

Before students open their Students' Books, revise clothes vocabulary. When they open their books, elicit which clothes items they can see in the photo (e.g. *a hat, a black top, a yellow sweater*).

Elicit the answer to the question and ask students which girl they think has a problem and what they think the problem might be (e.g. *The girl in the yellow sweater has the problem; maybe it's a problem with her parents or her teachers*).

Answer: Yes, they do.

Exercise 2 4.02

Before students look on page 111 to read Alice's message, elicit their ideas about why they think she might be silent. When they have read her message, check that they understand the meaning of *sponsored* and elicit other kinds of activities people can do to raise money (popular ways to raise money for a charity or for a school include a sponsored walk/swim – people raise money depending on how far they walk/swim; a sponsored dance – people raise money depending on how long they keep dancing).

Answer: Alice is doing a sponsored silence.

Exercise 3

When students have found the examples, use the dialogue to discuss when we use the Present Continuous, and to point out the spelling rule with *wasting*, *coming*, *writing* and *smiling* (drop the *-e* and add *-ing*). Check that students understand the verb *wear*, and ask them to make sentences about the three girls in the photo using the Present Continuous (e.g. *The girl on the left is wearing a white jacket.*).

Extra activity

Put students into pairs. The first partner should choose a student in the class and describe what that student is wearing to the second partner. The second partner should try to guess who the first partner is describing.

Then they should swap roles so that both partners have a chance to describe someone. When the pairs have finished, invite students to give their description while the rest of the class guess who they are describing.

Exercise 4

Tell fast finishers to rewrite the false sentences so that they are true (e.g. *1 Alice isn't speaking to Sara. 3 Alice is writing a note. 4 Caitlin is speaking to Alice. 5 Ted and Leo are waiting at the snack bar.*).

When students have completed the exercise, elicit the correct spelling of *writing* in sentence 3.

Answers:
2 Sara is feeling fine. It's true.
3 Sara is writing a note. It's false.
4 Caitlin isn't speaking to Alice. It's false.
5 Ted and Leo are going to the snack bar. It's false.
6 Sara and Caitlin aren't waiting at the snack bar. It's true.

Exercise 5 4.03

Point out that when we don't know who is doing something, we can use the indefinite pronouns *someone* or *somebody*.

Explain that when we refer to more than one person, we can say *some people*. Check the correct spelling of *running* (double *-n*) and *typing* (no *-e*).

Answers:
1 Some people are laughing.
2 It's raining.
3 Somebody is typing.
4 Somebody is sleeping.
5 Somebody is running.
6 Somebody is crying.

Exercise 6

Revise how we form questions and short answers. When students have finished the exercise and have asked and answered in pairs, elicit the questions and short answers, and also students' own answers.

Answers:
2 Are you feeling, Yes, I am.
3 Is it raining, Yes, it is.
4 Are your parents watching, No, they aren't.
5 Is the teacher wearing, No, he/she isn't.

Exercise 7

Explain that students are not expected to know exactly what each of the people/animals are doing at this moment, and that it doesn't matter if the sentences are true, but that they should try to guess. When they are ready, invite pairs to ask and answer the questions in front of the class.

Further practice

- Workbook page 35

4.3 READING and VOCABULARY School days

Lesson learning objective

Students can find specific detaisl in a short story and talk about making friends.

Lead in: review of the Present Continuous

Write these three sentences on three small pieces of paper:
You are making a cake.
You are doing your homework.
You are eating a sandwich.

Invite two students to come to the front of the classroom. Show them the piece of paper with the first sentence and tell them to mime the activity. Tell the rest of the class to guess what activity the two students are miming. Remind them that we use the Present Continuous to describe what people are doing at this moment. Repeat the process with two different students for each of the other two sentences.

Then tell students to think of an activity that they can mime. When students are ready, put them into groups of four. Students should take turns to mime their activity for their group to guess.

Exercise 1

Before students open their Students' Books, ask them to put their hands up depending on whether their memories of their first day of school are good, bad or a mixture of good and bad.

Students then work in pairs and use two or three words to say what their main memory is, e.g. *a nasty boy*, *a kind teacher*, *the playground*, *school dinner*. Invite students to share their ideas with the class.

Exercise 2

Encourage students to look up the words in a dictionary.

Elicit the meanings of these words from students and provide explanations if needed.

Answer: The story does seem to have a happy ending.

Exercise 3

Ask students to read part 1 of the story individually and answer questions 1 and 2. When students have finished, check the answer with the whole class. Ask students to provide evidence from the text. For example, in the text David said "....Mr Grey.... He's writing information about me in the register" and "I am really bad at Maths".

Answer:
1 Mr Grey is writing ìnformation about students in the register
2 No it isn't. David is very bad at Maths.

Exercise 4

Point out that students can find clues in the sentences and in the text which will help them match the sentences and the gaps in the text. For example, discuss that sentence *a* starts with the word *he*, which is a clue that the writer mentions a male in the text before this sentence.

When students have finished the exercise, elicit the answers and the clues (in brackets in the answer key below).

Answers:
1 d (One of them in the text after the gap: them refers back to the boys.)
2 a (*He* in the sentence refers to David.)
3 b (*walk* in the sentence links with *walking* in the text.)
(Sentence c doesn't match any of the gaps because of the pronoun *they*.)

Extra activity

Dictate some sentences to the class. For example:
She loves them. *It doesn't work.* *They didn't find it.*
It's really difficult. *He never uses them.*

Put students into pairs and tell them to decide who or what each of the pronouns could refer to (e.g. *She* (*my mum*) *loves them* (*chocolate cookies*).).

When they have discussed all of the sentences, the pairs should join together into groups of four so that they can compare their ideas. Invite students to read out their most interesting ideas to the rest of the class.

Exercise 5

Elicit the answers and the references in the text. (1 Students may say Mr Grey is friendly because he tells the other students to be nice to David. 2 David says, 'I'm really bad at Maths.' 3 'Tall, short, big, happy, sad.' 4 'Bad news!' 5 'Oh no! Why is he saying this?' 6 David only mentions Amrik's smile and he doesn't say whether he is also smiling.)

Answers: 1 ✗ 2 ✓ 3 ✓ 4 ?

Exercise 6

When students have found the phrases in the text and translated them, use the phrases to ask questions (e.g. *Who is your best friend? How do you get to know somebody? When do people make friends with somebody? Where can you meet somebody for the first time?*).

Exercise 7

When the pairs have discussed the sentences, hold a class vote to find out how many students agree and disagree with each statement.

Answers: **2** with **3** best **4** know

Exercise 8

After the pairs have discussed, have a class discussion about which other things they think might be important when making friends with someone (e.g. the same age, the same hobbies).

Further practice

- Workbook page 36

4.3 READING and VOCABULARY School days

I can find specific details in a short story and talk about making friends.

1 **CLASS VOTE** What memories do you have of your first day at your school?

- good
- bad
- good and bad

2 Check if you understand the words below.

bell classmates form tutor register

3 Read Part 1 of the story and answer the questions.

Part 1

David's First Day: Meet the form tutor

I'm meeting my form tutor for the first time – the two of us in a big classroom. Mr Grey has got glasses and he's wearing a grey jacket. He's writing information about me in the register. I'm looking at the numbers on the board and thinking that he probably teaches Maths. I'm really bad at Maths.

1. What is Mr Grey doing?
2. Is Maths David's best subject?

4 Read Part 2 of the story. Complete gaps (1–3) in the text with sentences (a–d). There is one extra sentence.

a He lives at the Children's Home.
b It's a very long walk.
c They've also got grey trousers and glasses.
d Some boys stop and look at me.

5 Read Part 2 again. Mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).

1 ☐ The boys in David's class look the same.
2 ☐ David isn't happy to see the boy from the bus.
3 ☐ David doesn't like what Mr Grey says about him to the class.
4 ☐ David is smiling at Amrik.

Part 2

David's First Day: Meet the classmates

The bell rings and boys are starting to come into the classroom. Tall, short, big, happy, sad. I'm standing at the front of the classroom with Mr Grey. ….(1)…… One of them is the tall boy from the bus this morning. Bad news!

Now Mr Grey is talking about me to my new classmates. 'This is David. Be nice to him. ….(2)…… ' Oh no! Why is he saying this? It's really difficult to make friends with people after that! I remember my first days at all the other schools. 'David, you can sit next to Amrik.' Now I'm walking to my new desk. ….(3)…… Amrik is looking at me with a small, brave smile. He's wearing an old Manchester City shirt. I already know we're best friends.

6 **WORD FRIENDS** Which of the phrases can you find in the text?

best friend
get to know somebody
make friends with somebody
meet somebody for the first time

7 Complete the sentences with words from Exercise 6. In pairs, say which sentences are true for you.

1 I sometimes feel nervous when I meet people for the first *time*.
2 It's easy for me to make friends _____ people.
3 My _____ friend and I chat for hours every evening.
4 I'm shy. People say it's difficult to get to _____ me.

8 In pairs, say which things are important/not important to you when you make friends with someone. Use these ideas to help you.

And YOU

- like the same fashion/style
- like the same music
- like the same football team
- have a similar personality (funny, quiet, etc...)

It's important/not important that my friends like the same music.

4.4 GRAMMAR Present Simple and Present Continuous

I can talk about what usually happens and what is happening now.

NO SCHOOL TODAY

On Mondays Max, Sol and Eva usually have a long day at school. But it's a holiday today and they're having a day in the countryside with their bikes.

Supervisor: Welcome to the mountain bike course. You guys are really lucky – it always rains on Monday mornings but it isn't raining today! Are you ready to start?

Max, Sol and Eva are exploring the mountain bike course.

Max: Wow! Isn't this fantastic? Just think, Sol. Usually at this time on a Monday, Mrs Jones gives us a really difficult Physics test, but today we're riding our bikes in the beautiful countryside! Are you enjoying it, Eva?

Eva: Yeah! I don't usually enjoy adventure parks but I'm really enjoying myself today!

You're (really) lucky.
Are you ready? *Wow!*

OUT of class

1 4.04 Listen. Where are Max, Sol and Eva spending the day?

2 Study the Grammar box. Find examples of the Present Simple and Present Continuous in the dialogue.

Grammar Present Simple and Present Continuous

We use the Present Simple for things we do regularly.
I usually have lunch at twelve o'clock.

We use the Present Continuous for something happening now/at the moment.
I'm on holiday. It's twelve o'clock and I'm drinking cola in a café.

3 Choose the correct option.

1 *Do they ride / Are they riding* their bikes now?
2 Usually it *doesn't rain / isn't raining* all summer.
3 Sol's sleeping. He *doesn't watch / isn't watching* TV.
4 Max's dad *goes / is going* to the supermarket on Saturdays.
5 Excuse me, *do you use / are you using* this computer?
6 My grandad *doesn't drive / isn't driving* – he can travel by bus for free.

4 Complete questions 1–6 with *is*, *are*, *do* or *does*. Match them with answers a–f.

1 [d] *Are* you wearing jeans now?
2 [ ] _____ you wear jeans at the weekend?
3 [ ] _____ it raining now?
4 [ ] _____ you have lunch at school?
5 [ ] _____ you checking your phone?
6 [ ] _____ your best friend often check his/her phone?

a Yes, he does. About every five minutes!
b No, I'm not. I'm listening to the teacher!
c Yes, I do. I bring sandwiches from home.
~~d No, I'm not. I'm wearing shorts.~~
e No, it isn't.
f No, I don't. I wear tracksuit trousers.

5 In pairs, talk about what you do on holiday and how it's different from now. Think about

And YOU

- the clothes you wear.
- what you do.
- what you eat or drink.
- the people you spend time with.

On holiday I … At the moment I …

4.4 GRAMMAR Present Simple and Present Continuous

Lesson learning objective

Students can talk about what usually happens and what is happening now.

Lead in: review of vocabulary from the previous lesson

Put students into pairs. Explain that they are going to do three roleplays, and that each roleplay should last 1 minute.

- Roleplay 1: Student A and Student B are best friends meeting at school in the morning. Chat for a minute.
- Roleplay 2: Student A and Student B are meeting for the first time. Chat for a minute.
- Roleplay 3: Student A is new to the school. He/She wants to make friends with Student B and find out about the other students in the class. Chat for a minute.

After the pairs have done all three roleplays, invite them to act out one of their conversations in front of the class.

Exercise 1 4.04

Tell students to look at the photo and to describe what the three friends are doing and where they are. Elicit ideas and check that students understand the meaning of the words *cycling*, *helmets* and *countryside*.

When you have played the audio, ask students why the characters aren't at school, and ask if the students' own town has somewhere similar to what was shown in the audio.

Go through the Out of class box with students. Explain that we use *You're (really) lucky* when something good happens which doesn't usually happen (e.g. *You're lucky that you haven't got any homework today.*). Explain that we ask *Are you ready?* when someone is getting ready to do something (e.g. *Are you ready for dinner? Are you ready to start the exam?*). We say *Wow!* when something exciting happens or when we see something exciting (e.g. *Wow! Look at that bird!*).

Answer: They're spending the day at a mountain bike course/in the countryside.

Exercise 2

Tell students to find the examples before they look at the Grammar box. Elicit the sentences and the reasons why we use each tense (Present Simple for facts and routines; Present Continuous for activities happening now or around now).

Revise the adverbs of frequency that were introduced on page 31 (*often*, *sometimes*, *never*) and check that students understand the meaning of *always*, *usually* and *rarely*.

Exercise 3

Set a time limit for students to complete the exercise and then check answers with the class. For each answer, ask students which words helped them choose the correct option.

Answers: **2** doesn't rain **3** isn't watching **4** goes **5** are you using **6** doesn't drive

Exercise 4

Before students complete the questions, elicit which tense is needed for each question and ask students to explain their choice (2 Present Simple – routine; 3 Present Continuous – now; 4 Present Simple – routine; 5 Present Continuous – now; 6 Present Simple – routine).

Answers: **2** Do, f **3** Is, e **4** Do, c **5** Are, b **6** Does, a

Exercise 5

Before students start the activity, elicit two sentences about clothes (e.g. *On holiday I wear shorts and a T-shirt. At the moment I'm wearing trousers, a shirt and a sweater.*). Explain that for some of the situations (e.g. what you eat or drink), students can use either the Present Continuous (to say that they aren't eating or drinking now) or they can use the Present Simple (to talk about their routine for eating and drinking during the school year).

Further practice

- Workbook page 37

4.5 LISTENING and VOCABULARY Famous schools

Lesson learning objective

Students can identify specific details in a radio programme and talk about boarding schools.

Lead in: review of the Present Simple and Present Continuous

Divide the class into two groups. Tell students that you are going to write some short answers on the board and that they should think about related questions (e.g. Answer: *Yes, I am.* Question: *Are you wearing jeans?*).

Invite a representative from each group to come to the front of the class. Tell them to sit with their back to the board, facing the other students. Explain that they cannot turn around and the other students cannot tell them what is written on the board. Write on the board: *No, I don't.* The groups take turns to ask their representative questions to try to elicit the answer written on the board. The first group to elicit the correct answer wins a point.

Repeat the process with different students for each short answer. Suggested short answers:

No, I don't. *Yes, she is.* *No, it isn't.* *No, I'm not.* *Yes, he does.*

Exercise 1

Tell students to keep their Students' Books closed and ask the questions. If students can't think of any famous schools in their town/region/country, elicit the names of famous schools in books or films (e.g. Hogwarts in the Harry Potter stories) and any information students know about them.

Exercise 2 4.05

When the pairs have answered the questions, ask why they think children are sent to boarding schools (e.g. to get a good education, because their parents work overseas).

Answers:
1 It's in London.
2 No, it isn't. (It's very old.)
3 No, they don't. (only 200 out of 750)

4.05

Hello. In today's programme we're looking at life at a top boarding school. We're at Broadboard School, a famous private school in the centre of London. Like many famous private schools, it's very old – about 750 years old, in fact. The school has many very famous ex-pupils. It's maybe no surprise that you need a lot of money to study here – it costs about £35,000 for one year! At the moment Broadboard School has 750 pupils and about 200 of them actually live at the school. What's it like to live at school seven days a week?

Exercise 3 4.06

Before you play the audio, ask students to read the notes. Elicit the type of information they need to complete the notes, but tell them not to give the actual answers yet, even if they know them. (They need the following information: 1 the part of London where the school is located; 2 the age of the school; 3 a period of time; 4 the number of students who live at the school.)

Answers: **1** centre **2** 750 **3** year **4** 200

Exercise 4 4.07

After listening, elicit the answers and ask students to correct the false sentences. (1 Pupils have breakfast in College Hall. 3 Classes on Saturdays are only in the mornings.)

Answers: **1** F **2** T **3** F **4** T **5** T

4.07

See page 199.

Exercise 5 4.08

After students have listened to the audio and chosen the options, point out that we can say *parents visit* ***a/the*** *school* and that we can also say *study* ***for*** *exams*.

Explain that *revise* implies that students are looking at things that they have already learned, and that *study* can mean the same as *revise* but it can also mean learning new things.

Answers: **2** have **3** go to **4** revise for **5** do

4.08

See page 200.

Exercise 6

Elicit the missing words and, when the pairs have discussed the questions, have a class discussion so that students can share their ideas.

Answers: **2** go **3** classes **4** homework **5** for

Exercise 7

When the pairs have discussed their ideas, ask why each point may be thought of as a good thing or a bad thing (e.g. 1 *It's a good thing – you become more independent and when you go to university, you are more prepared. It's a bad thing – it's good to escape from school in the evenings and at the weekend.*).

Hold a class vote to find out whether students would like to be at a boarding school.

Extra activity

Put students into pairs to do a roleplay. Student A should play themselves and Student B should play the role of a student who goes to a boarding school. They should take turns to ask and answer questions about their school routine and how they feel about their school.

Set a time limit for practising the roleplays and then invite pairs to act out their roleplay in front of the class.

Further practice

- Workbook page 48

4.5 LISTENING and VOCABULARY Famous schools

I can identify specific details in a radio programme and talk about boarding schools.

1 Are there any famous schools in your town/region/country?

2 4.05 Listen to the first part of a radio programme about a famous boarding school. In pairs, answer the questions.

1 In which city is it?
2 Is it a new school?
3 Do all the pupils live in the school?
4 Are boarding schools popular in your country?

boarding school: a school where pupils live and study

Watch OUT!

3 4.06 Listen again and complete the notes.

Broadboard School

- private boarding school in the [1] _____ of London
- about [2] _____ years old
- costs £35,000 for one [3] _____
- has 750 pupils; about [4] _____ live at school seven days a week

4 4.07 Listen to the second part of the programme. Mark the sentences T (true) or F (false).

1 ☐ Pupils eat breakfast in their rooms.
2 ☐ Pupils don't have a long walk to their classrooms.
3 ☐ Classes finish at four o'clock, from Monday to Saturday.
4 ☐ Students study in the evenings from 7.15 p.m. to 9 p.m.
5 ☐ Students have an hour to relax before bed.

5 4.08 **WORD FRIENDS** Listen and choose the correct option.

1 *stop* / (*start*) school
2 *have* / *learn* classes
3 *go to* / *visit* school
4 *revise for* / *study* exams
5 *make* / *do* homework

6 Complete the questions with words from Word Friends in Exercise 5. In pairs, ask and answer the questions.

1 Do you think it's a good idea to start *school* at ten o'clock every day?
2 What time do you usually _____ to school?
3 Do students at your school have _____ on Saturday mornings?
4 When do you usually do your _____?
5 Do you enjoy revising _____ exams?

7 What are the good things about going to a boarding school. Read the sentences and tick the ones you agree with. In pairs, compare your ideas.

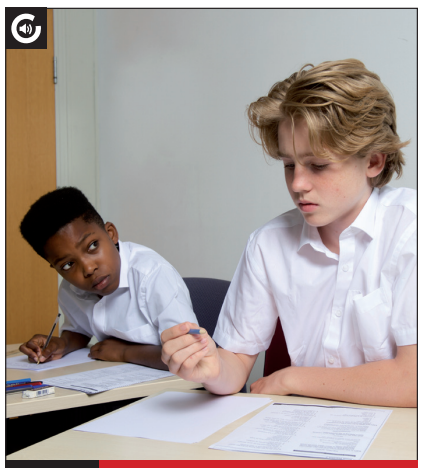
And YOU

1 ☐ You live at school seven days a week.
2 ☐ It's very expensive.
3 ☐ There's a lot of time to study.
4 ☐ You're with your classmates all day.
5 ☐ You don't see your parents/sister/brother often.

A: It's good that you're with your classmates all day.
B: For me it's a bad thing.

4.6 SPEAKING Polite requests

I can make and respond to polite requests.



AUDIO THE MATHS EXAM

Teacher: Your Maths exam is starting now. You have three hours.
Max: Sol? Sol! Sol! Can I borrow your eraser?
Sol: Sure.
Max: Thanks, buddy! … Sol, can I borrow a pencil? This one's broken!
Sol: Yes, OK. Here you are.
Max: Sol, can I borrow your ruler?
Sol: I'm sorry, but I'm using it. You can have it in a minute, OK?
Max: OK, that's fine! Psst! Sol! Can you tell me the answer to question 3B? Is it 93?
Sol: Sorry, I can't. This is an exam! Can I have another piece of paper, please?
Teacher: Yes, of course.
Sol: Max, can you stop that?
Teacher: Sol Gardner! This is an exam! Why are you talking?

buddy
That's fine.

OUT of class

1 **CLASS VOTE** **Do you often borrow school things (pens, pencils, etc.) from your classmates?**

2 **4.09** **Read or listen. What three things does Max ask to borrow?**

3 **Study the Speaking box. Find examples of polite requests and responses in the dialogue.**

Speaking Polite requests

Request	☹	☺
Can I borrow your pen/phone?	Sorry, I'm using it.	Sure.
Can I look at your exercise book?	Sorry, I need it.	Yes, OK.
Can I have a piece of paper/a glass of water?	Sorry, you can't.	Yes, of course.
Can you help me with this exercise/box?	Sorry, I can't.	Yes, no problem.
Can you tell me the answer/the time?		OK, just a second.

4 **4.10** **Complete the dialogues with one word in each gap. Listen and check. In pairs, practise reading the dialogues.**

1 A: Excuse me, *can* you tell me the time, please?
B: Yes, of _____. It's twenty to eight.
2 A: Sophie, can you help _____ with my homework?
B: _____, I can't. I'm really busy.
3 A: Hi! Sorry, can _____ help me with this box?
B: OK, _____ a second.
4 A: Can I _____ the keys to your car, Dad?
B: Sorry, you _____. 'Never again' means 'never again'!

5 **4.11** **Listen and choose the correct response for each request. In pairs, compare your answers. Then listen again.**

1	a	Yes, OK.	b	Sorry, I can't.
2	a	Yes, of course.	b	Sorry, you can't.
3	a	Sorry, I can't.	b	Sorry, I need it.
4	a	Sorry, I can't.	b	Sure.
5	a	Sorry, you can't.	b	Sorry, I can't.

6 **In pairs, make and respond to requests. Use these ideas or your own. You can say no.**

And YOU

Can I …?	Can you …?
• borrow your phone/ dictionary/shoes	• tell me your address/ the password on your phone
• have some of your water/ your chair	• give me a piece of paper/200,000 VND/your watch
• look at your textbook/the texts on your phone	
• wear your glasses/jacket	

A: Can you make me lunch? *B: Sorry, I can't.*

4.6 SPEAKING Polite requests

Lesson learning objective

Students can make and respond to polite requests.

Lead in: preview of polite requests

Check that students understand the meaning of *borrow*. Ask them to think of two examples of people who they borrow things from and two examples of people who borrow things from them. Then put them into groups of four to share their ideas.

When they are ready, invite a student from each group to come to the board to draw one of their borrowed items (e.g. a T-shirt). The other groups should try to guess what the item is, whether that student borrows this item or whether the item is borrowed by another person and who that person is (e.g. *It's a T-shirt. Your brother borrows it from you.*). The first group to guess correctly wins a point.

Exercise 1

Before students open their Students' Books, ask the question, which is a natural follow-up to the Lead in activity. Ask if anyone in the class needs to borrow any school things for today's lesson.

Exercise 2 4.09

Check that students understand *lend to* and *borrow from*.

Elicit the three school things that Max wants to borrow and ask which one Sol doesn't lend him (his ruler).

After students have watched the video, go through the Out of class box with them and check that they understand that *buddy* is a word you can call a friend. Explain that this is American English, it generally refers to a male friend, and that sometimes *buddy* is shortened to *bud*. Point out that British males would be more likely to call one another *mate*. *That's fine* means the same as *That's OK* or *No problem*.

Answers: an eraser, a pencil and a ruler

Exercise 3

When students have found the examples in the dialogue, point out that we can make the requests more polite by changing *can* to *could* and by adding *please* at the end of the request (e.g. *Could I borrow your phone, please?*).

Explain that when we make requests to friends, it sounds more natural to use *can*, but that if we are asking for a bigger favour, we usually try to be more polite (e.g. *Can I borrow your pen?* but *Could I borrow your phone to phone my mum, please?*).

Exercise 4 4.10

Ask students to cover the Speaking box and to try to complete the dialogues without looking at the Speaking box phrases. Invite pairs to read out one of the dialogues in front of the class.

Answers: **1** course **2** me, Sorry **3** you, just **4** borrow, can't

Exercise 5 4.11

Play the audio and ask students to listen and think about the responses without reading and choosing between the answers.

Then play the audio again and this time tell students to read the answers and choose the correct responses. Ask why the alternative is wrong. (1 The speaker asks *Can I … ?*, so the negative response would be *Sorry, you can't*. 2 The speaker asks *Can you … ?*, so the negative response would be *Sorry, I can't*. 3 It doesn't make sense to say *I need it* (the time). 4 The speaker asks *Can I have … ?*, so the negative form would be *Sorry, you can't*. 5 The speaker asks *Can I have … ?*, so the negative form is *Sorry, you can't*.)

Answers: **1** a **2** a **3** a **4** b **5** a

4.11

1 Excuse me. Can I look at your newspaper, please?
2 You! Yes, I'm talking to you over there! Can you help me with these desks?
3 Can you tell me the time, please?
4 Can I have a pen, please?
5 Can I have your laptop, please?

Exercise 6

Look at the negative responses in the dialogue and in the Speaking box. Point out that the speaker usually gives a reason why they are giving a negative response (e.g. *I'm sorry, but I'm using it. This is an exam. Sorry, I need it.*).

Look at the example in Exercise 6 and elicit what reason B could give (e.g. *I haven't got time./I'm going out./I haven't got any food.*). Ask students to try to give reasons whenever they give a negative response.

Extra activity

Put students into groups of four. Explain that each student should choose a different request from Exercise 6. When they have chosen, one student should start by making their request and the other three students should take turns to give a negative response, each giving a different reason. For example:

A: Can I borrow your phone?
B: Sorry, I'm using it.
C: Sorry, it doesn't work.
D: Sorry, I'm waiting for a call.

When all four students have made their requests, invite groups to say which requests they made and which reasons were given for negative responses.

Further practice

- Workbook page 39

4.7 ENGLISH IN USE Prepositions of place

Lesson learning objective

Students can use prepositions of place to describe position.

Lead in: review of polite requests

Divide the class into two groups. Students should work on their own to think of a request. All the Group A students should make a request starting *Can I … ?* All the Group B students should make a request starting *Can you … ?*

When they are ready, students in Group A should mingle with students in Group B and take turns to make their requests. If one student gives a positive response, the other student should give a negative response, and vice versa.

Set a time limit and encourage students to talk to as many of their classmates as possible.

Exercise 1

Check that students understand the meaning of *mouse* and *mice*. Set a time limit of 1 minute and ask them to find the mice in the picture. Elicit how many mice students were able to find, and ask the student who found the most mice to show the rest of the class where they all are in the picture.

Answers: There are twenty-four mice in the picture.

Exercise 2

Make sure that students understand the meaning of the different prepositions by drawing diagrams on the board or by using real examples in the classroom.

Exercise 3

Check that students understand the meaning of *skeleton*, *head*, *shoulder*, *bin*, *pocket* and *sink*.

When the pairs have written their sentences and compared them in groups of four, elicit their ideas. Explain that it may sometimes be confusing to decide whether something is *in front of* or *next to* an item (e.g. in the picture, the mouse and the bird), and point out that often both prepositions can be suitable.

Example answers:

There's a mouse:

- **behind** the girl with the red hair.
- **between** the bird and the board.
- **in** the bin/the sink/the teacher's pocket/the blue bag.
- **in front of** the boy on the left.
- **next to** the bird/the girl with the blonde hair.
- **on** the door/the yellow bag/a girl's back/a girl's shoulder.
- **under** a book on the right.

Extra activity

Put students into groups of four. Students take turns to close their eyes while the rest of the group moves an object to a different place. When they are ready, they ask the student: *What's new?* The student opens his/her eyes and says what has moved (e.g. *There's a pen on your head!*).

Explain that, to start with, the groups should move the object to quite an obvious place, but after a few times, they should try to move the object to a less obvious place (e.g. *Your books are under the desk!*).

Exercise 4

When students have chosen the sentences which are true for them, put them into pairs so that they can discuss the sentences.

Then ask students to work on their own to write three similar sentences about school or their home. When they are ready, tell them to compare their sentences with their partner. Invite students to tell their sentences to the rest of the class.

Answers: **2** between **3** on **4** in front of **5** under **6** in

Exercise 5

Before the pairs do the exercise, ask: *What have I got on my desk?* Students should look at your desk and name the items they can see on it.

When the pairs have discussed three of the locations given in the exercise, tell them to write 10 sentences into the notebook.

Further practice

- Workbook page 40

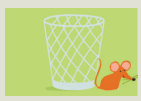
4.7 ENGLISH IN USE Prepositions of place

I can use prepositions of place to describe position.

1 In pairs, look at the picture. How many mice can you see?

Panic in the Biology class!

2 Study the Language box. How do you say the prepositions in your language?

Language	Prepositions of place
	behind
	next to
	between
	on
	in
	under
	in front of

3 In pairs, write sentences about the mice in the picture. Write one sentence for each preposition in the Language box.

There's a mouse on the teacher's head.

4 Choose the correct option. Are any of the sentences true for you?

1 In Maths lessons I always sit *between* / *next* to my best friend.
2 There's a nice park *under* / *between* my house and my friend's house.
3 I always have a lot of papers *on* / *between* my desk.
4 Our teacher always stands *in front of* / *under* the class.
5 There's a bin *between* / *under* my desk at home.
6 I always have an extra pencil *in front of* / *in* my pencil case.

5 Write 10 sentences to describe the picture in Exercise 1. Use prepositions of place you have learnt. Follow the examples.

And YOU

- The teacher is in front of the students.
- There are some books on the table.

Wordlist and Vocabulary in action

Extra activity

Have students work in groups and select at least three other lexical items in the wordlist to put in the following table. In each column, the first word has been given as an example to your students. Tell them to say BINGO when they get this done. This activity is to help your students to review the form-meaning relationships of the learnt words as well as to create sematic associations between these lexical items. .

Classroom objects	School subjects
Blackboard	Biology

Further practice

Workbook page 41

GLOSSARY Classroom objects | School subjects | Learning | Prepositions of place

adj: adjective adv: adverb n: noun np: noun phrase v: verb vp: verb phrase prep: preposition

Art	/ɑ:t/	(n)	môn mỹ thuật
bin	/bɪn/	(n)	thùng rác
Biology	/baɪˈɒlədʒi/	(n)	môn sinh học
blackboard	/ˈblækbɔ:d/	(n)	bảng đen
boarding school	/ˈbɔ:dɪŋ sku:l/	(np)	trường nội trú
borrow	/ˈbɒrəʊ/	(v)	mượn
break	/breɪk/	(n)	giờ nghỉ giải lao
broken	/ˈbrəʊkən/	(adj)	bị vỡ, bị gẫy
buddy	/ˈbʌdi/	(n)	bạn thân
busy	/ˈbɪzi/	(adj)	bận rộn
calculator	/ˈkælkjəleɪtə, ˈkælkjʊleɪtə/	(n)	máy tính
Chemistry	/ˈkeməstri,ˈkemɪstri/	(n)	môn hóa học
classmate	/ˈklɑ:smeɪt/	(n)	bạn cùng lớp
countryside	/ˈkʌntrisaɪd/	(n)	vùng nông thôn
course	/ˈkɔ:s/	(n)	khóa học
dictionary	/ˈdɪkʃənəri/	(n)	từ điển
English	/ˈɪŋglɪʃ/	(n)	môn tiếng Anh
exercise book	/ˈeksəsaɪz bʊk/	(np)	sách bài tập
ex-pupil	/eks ˈpju:pəl/	(n)	học sinh cũ
fantastic	/fænˈtæstɪk/	(adj)	tuyệt vời
(for) free	/(fə) fri:/	(adj)	miễn phí
form tutor	/fɔ:m ˈtju:tə/	(np)	giáo viên chủ nhiệm
Geography	/dʒiˈɒgrəfi, ˈdʒɒg-/	(n)	môn địa lí
(hard) work	/(hɑ:d) wɜ:k/	(n)	công việc (khó khăn)
History	/ˈhɪstəri/	(n)	môn lịch sử
in front of	/ɪn frʌnt əv/	(prep)	ở phía trước
irritate	/ˈɪrəteɪt, ˈɪrɪteɪt/	(v)	gây khó chịu
laugh	/lɑ:f/	(v)	cười (thành tiếng)
lucky	/ˈlʌki/	adj	may mắn
Maths	/mæθs/	(n)	môn toán
memory (of sth)	/ˈmeməri/	(n)	ký ức, kỉ niệm (về)
Music	/ˈmju:zɪk/	(n)	môn âm nhạc
next to	/nekst tə/	(prep)	bên cạnh
(classroom) object	/(ˈklɑ:srʊm) ˈɒbdʒɪkt/	(n)	đồ dùng trong lớp học
Physics	/ˈfɪzɪks/	(n)	môn vật lí
piece of paper	/pi:s əv ˈpeɪpə/	(np)	mẩu/tờ giấy
poster	/ˈpəʊstə/	(n)	tranh vẽ khổ lớn, áp phích
private school	/ˈpraɪvət sku:l/	(n)	trường tư thục
school project	/(sku:l) ˈprɒdʒekt/	(np)	dự án học tập, bài tập lớn
projector	/prəˈdʒektə/	(n)	máy chiếu
school bag	/sku:l bæg/	(np)	cặp sách
school year	/sku:l jɪə/	(np)	năm học
sports bag	/spɔ:ts bæg/	(np)	túi dựng đồ thể thao
(school) subject	/(sku:l) ˈsʌbdʒɪkt/	(n)	môn học
teach	/ti:tʃ/	(v)	dạy học
test	/test/	(n)	bài kiểm tra
textbook	/ˈtekstbʊk/	(n)	sách giáo khoa
timetable	/ˈtaɪmˌteɪbəl/	(n)	thời khóa biểu
whiteboard	/ˈwaɪtbɔ:d/	(n)	bảng trắng

VOCABULARY IN ACTION

1 Use the glossary to find:

1 nine school subjects *Art, ...*
2 five things that pupils take to school every day *calculator, ...*
3 two prepositions of place *behind, ...*

2 In pairs, make five sentences about your classroom. Use the ideas below and the prepositions you have learned.

bin	blackboard	door
dictionary	exercise book	window
poster	projector	our teacher
school bag		

We're sitting next to/behind ...
My school bag is ...

3 Complete the questions with one word in each gap. In pairs, answer the questions.

1 Who is your form *tutor* this year?
2 Who is your best _____? Do you _____ to the same school?
3 Do you wear a school _____? Do you think it's a good idea?
4 Do you _____ classes at the weekend? How do you feel about it?

4 4.12 PRONUNCIATION Listen to how we pronounce the /j/ sound. Listen again and repeat.

calculator menu music popular

5 4.13 PRONUNCIATION In pairs, say the words. Listen, check and repeat.

1 excuse me
2 tutor
3 pupil
4 student
5 uniform
6 usually

Exercise 1

1 Art, Biology, Chemistry, English, Geography, History, Maths, Music, Physics.
2 dictionary, exercise book, school bag, sports bag, textbook
3 in front of, next to

Exercise 3

2 friend, go
3 uniform
4 have

Extra activity

After Exercise 8, ask students to look at sentence 3. Elicit the question needed to elicit this answer: *What are you learning in History at the moment?*

Students work in pairs to ask and answer about different subjects. For subjects such as Maths or Science, they can answer in their own language if necessary (e.g. *In Chemistry we are learning about …*) or they can look up words in a dictionary.

Revision

VOCABULARY

1 **Complete the school subjects.**

1 Art
2 M _ t _ s
3 H _ _ t _ r _
4 G _ _ _ r _ p _ y
5 B _ _ l _ _ y
6 M _ si _

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

Which subject:
1 do you enjoy?
2 do you think is easy?
3 do you think is difficult?

3 **Match the words with the definitions.**

break classmate PE ~~register~~ timetable

1 a book with the names of all the pupils in a class *register*
2 a plan with all the lessons a class has in one week _____
3 a short time between lessons for pupils and teachers to relax _____
4 somebody who is in the same class as you _____
5 a school subject: you exercise or play sports _____

4 **Complete the words in the sentences. In pairs, say who you are like.**

1 Nina is always very quiet when she meets people for the **f***irst* time.
2 Charlie's got a lot of friends. It isn't a problem for him to make friends **w**_____ people.
3 Jake has very happy **m**_____ of his first school.
4 Trudi's mum always waits for her in her car in **f**_____ of the school.
5 Brett thinks that learning a language is hard **w**_____.
6 Lara usually sits **n**_____ to her **b**_____ friend.
7 Toni often asks if he can borrow a pen or a **p**_____ of paper.

I'm like Brett – I think languages are difficult.

GRAMMAR

5 **Complete the text messages with the Present Continuous form of the verbs in brackets.**

I [1] *'m waiting* (wait) to see the doctor. What [2]_____ (you/do)?

I'm in a PE lesson with Mrs Wilson. We [3]_____ (play) hockey today.

So how [4]_____ (you/write) a text now?

I [5]_____ (not feel) very well, so I [6]_____ (not do) PE. Sara is with me. She [7]_____ (not feel) well either. We [8]_____ (watch) the hockey game from the window. It [9]_____ (rain) and Mrs Wilson and the girls [10]_____ (get) very wet!

6 **In pairs, complete the sentences with names of your friends or classmates so that the sentences are true.**

1 *Tuấn* is working hard at the moment.
2 _____ is wearing blue trainers today.
3 _____ always wears make-up.
4 _____ isn't feeling very well today.
5 _____ doesn't live far from the school.
6 _____ laughs a lot.
7 _____ is sitting next to the window.

7 **Choose the correct option.**

1 *Do you enjoy* / *Are you enjoying* this party?
2 Ella is a great student. She *works* / *is working* hard all year.
3 History is my favourite subject. We *learn* / *are learning* about Christopher Columbus at the moment.
4 Matt and Frank *aren't watching* / *don't watch* TV – they're revising for an exam.
5 My cat *usually sleeps* / *is usually sleeping* on my school bag!

SPEAKING

8 **In pairs, make and respond to polite requests. Student A, follow the instructions below. Student B, go to page 111.**

- Student A, you are in an English lesson. You don't have a pen. Ask Student B to lend you a pen. Thank Student B.
- Listen to Student B's problem. You have a dictionary but you're using it at the moment. Student B can borrow it in a minute.

Revision 49

Exercise 1
2 Maths
3 History
4 Geography
5 Biology
6 Music

Exercise 3
2 timetable
3 break
4 classmate
5 PE

Exercise 4
2 with
3 memories
4 front
5 work
6 next, best
7 piece

Exercise 5
2 are you doing
3 are playing
4 are you writing
5 am not feeling
6 am not doing
7 isn't feeling
8 are watching
9 is raining
10 are getting

Exercise 7
2 works
3 are learning
4 aren't watching
5 usually sleeps

5

The music of life

VOCABULARY
Musical instruments | Types of music
Opinion adjectives | Live music

GRAMMAR
Comparatives | Superlatives

Grammar: The best dancer

Speaking: What do you suggest?

5.1 VOCABULARY Music

I can talk about types of music and musical instruments.

1 Which instruments can you see in the photos?

Vocabulary A Musical instruments

☐ accordion	☐ drums	☐ harmonica	☐ saxophone
☐ bass guitar	☐ flute	☐ keyboards	☐ trumpet
☐ cello	☐ guitar	☐ piano	☐ violin

2 5.01 Listen and number the instruments in Vocabulary A in the order you hear them.

3 Study the Vocabulary B box. In groups, write typical instruments for these types of music.

1 classical: *cello, flute,* _____
2 jazz: _____
3 pop, blue, rock: _____
4 traditional: _____

Vocabulary B Types of music

classical country hip-hop jazz pop rap blue rock techno traditional

Unit contents

Vocabulary
- Musical instruments
- Types of music
- Opinion adjectives
- Live music

Grammar
- Comparatives
- Superlatives

Communication skills
Making suggestions

5.1 VOCABULARY Music

Lesson learning objective
Students can talk about types of music and musical instruments.

Lead in: review of vocabulary from the previous unit
Choose an object from the wordlist on page 48 (e.g. ruler). Draw one line on the board and invite a student to guess the object. Stop drawing if their guess is correct, but if their guess is incorrect, draw a second line and invite a second student to guess. When the object has been guessed, invite a student to choose an object from the wordlist, draw it on the board one line at a time, and invite different students to guess the object.

Exercise 1
Keep students in pairs for this exercise. When they have finished, elicit the answers and go through the word stress for each word: *accordion*, *harmonica*, *saxophone*, *guitar*, *keyboards*, *trumpet*, *cello*, *piano*, *violin*.

Answers: piano, drums, harmonica, accordion, cello, trumpet, flute, saxophone

Exercise 2 5.01
For each instrument, play the piece of music and then pause the audio for students to write the number. Do not check or confirm answers yet – tell students that they will check their answers in the next exercise.

Answers: **1** piano **2** violin **3** accordion **4** saxophone **5** guitar **6** trumpet **7** flute **8** harminica **9** drums **10** cello **11** bass guitar **12** key boards

Exercise 3
Before students do the exercise, have a class discussion to elicit examples of composers, singers, bands or songs for each type of music. Point out to students that each of the types of music can use a range of instruments, but that they should try to think of the most typical instruments for each.

Possible answers:
1 cello, flute, piano, violin
2 bass guitar, drums, piano, saxophone, trumpet
3 bass guitar, drums, guitar, keyboards
4 accordion, flute, harmonica, violin

Extra activity
Put students into groups of four. They should choose one type of music from the Vocabulary B box and prepare a short presentation. Their presentation should contain a description of the type of music, information about important people associated with this type of music, and recommendations about which pieces of music people should to listen to, giving reasons why.

Exercise 4

Ask students if they know any of the people in the photos and elicit what information they know about them. Then put them into pairs and tell them to complete the short texts. When they have finished, elicit the answers.

Answers: **2** pop **3** guitar **4** piano **5** hip-hop **6** keyboards **7** drums **8** classical **9** violin **10** bass guitar **11** rock **12** jazz **13** guitar

Exercise 5 5.02

Put students into groups of four to do the quiz. When they have discussed the questions, elicit each group's guesses and write them on the board.

After listening, check the answers against the guesses to find out which of the guesses are correct and which group is the winner.

Answers: **1** c **2** a **3** a **4** c **5** b **6** a

5.02

C = Cilla G = Graham J = James

G: Welcome to *The ABC of Music*, the quiz show that asks how much you know about music. Here's Cilla!
C: Thanks, Graham. And our contestant today is James Hardy from Leicester. Hi, James. Welcome to the show! Which of these instruments is typical in country music? Is it a) the saxophone, b) the cello or c) the harmonica?
J: I'm not sure, but I think it's the harmonica? The answer is c?.
G: That's the correct answer! The harmonica is a typical instrument in country music.
C: Well done, James. What nationality are Sia Furler, Kylie Minogue and AC/DC? Are they a) Australian, b) British or c) Canadian?
J: The answer is a. They are all Australian.
G: That's the correct answer!
C: Well done, James. What's the name of Pharrell Williams' 2014 hit song? Is it a) Happy, b) Hello or c) Sugar?
J: I don't know. I can't remember. Um … a – Happy?
G: That's the correct answer!
C: Well done, James. Which pop star is famous for the hit songs Baby and Love yourself ? Is it a) Ed Sheeran, b) Hozier or c) Justin Bieber?
J: That's easy. He's one of my favourite singers. It's c, Justin Bieber.
G: That's the correct answer!
C: Well done, James. How long is a standard violin? Is it a) 20.4 cm, b) 35.6 cm or c) 48.2 cm?
J: Oh, I have no idea. Sorry. I really don't know. Is it b – 35.6?
G: That's the correct answer!
C: Well done, James. You're lucky! Listen to this classical music. Who is the composer? Is it a) Beethoven, b) Mozart or c) Vivaldi?
J: Classical music! Oh no! I don't know anything about classical music. I know the music but I don't know the composer. Beethoven? No! Mozart.
C: Mozart? Is that your final answer?
J: Yes, Mozart, b.
G: That's not the correct answer!
C: Oh James! Bad luck. The last question wrong. So you get nothing! I'm so sorry. Maybe try again next time.

Exercise 6

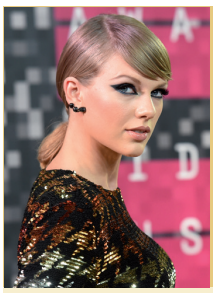
Set a time limit for pairs to ask and answer the questions. When they have finished, have a class discussion about the questions. Ask students who play a musical instrument to say how long they practise each day and whether or not they enjoy learning to play their instrument.

If students follow singers, musicians or bands on social media, ask what sort of information they like to find out about.

Further practice

- Workbook pages 42–43

4 Complete the information about musicians with words from Vocabulary A and B.

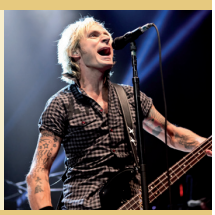


Taylor Swift is a [1]**c***ountry* singer and a [2]**p**_____ star. She can play the [3]**g**_____ and the [4]**p**_____.

Kanye West is a [5]**h**_____-**h**_____ singer and songwriter. He can play the [6]**k**_____ and the [7]**d**_____.

Nicola Benedetti is a [8]**c**_____ musician. She plays the [9]**v**_____.

Mike Dirnt plays the [10]**b**_____ **g**_____ in American [11]**r**_____ group Green Day.



Nguyễn Lê is a [12]**j**_____ musician. He plays the [13]**g**_____.

5 5.02 In groups, do the quiz. Listen and check.

The ABC of Music

1 Which of these instruments is typical in country music?
a saxophone **b** cello **c** harmonica

2 What nationality are Sia Furler, Kylie Minogue and AC/DC?
a Australian **b** British **c** Canadian

3 What's the name of Pharrell Williams' 2014 hit song?
a Happy **b** Hello **c** Sugar

4 Which pop star is famous for the hit songs *Baby* and *Love yourself?*
a Ed Sheeran **b** Hozier **c** Justin Bieber

5 How long is a standard violin?
a 20.4 cm **b** 35.6 cm **c** 48.2 cm

6 Listen to this piece of classical music. Who is the composer?
a Beethoven **b** Mozart **c** Vivaldi

And YOU

6 In pairs, ask and answer the questions.

1 What instruments can you play?
2 What instrument do you want to learn to play?
3 Can any of your friends or family members play an instrument?
4 What kind of music do you listen to?
5 Do you follow any singers, musicians or groups on Twitter or Facebook?

A: What instruments can you play?
B: I can play the flute but not very well. What about you?

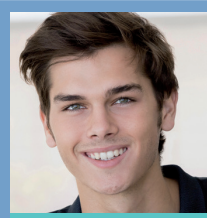
5.2 GRAMMAR Comparatives

I can make comparisons.

ALPHA BOYS

The number one fan page for the number one boy band!

Ali


Liam

Perry

Harry

Akira

Fun facts about the Alpha Boys

	Age	Height	Personality
Ali	17	1.84	friendly
Liam	18	1.81	funny
Perry	19	1.81	cool
Harry	17	1.67	quiet
Akira	16	1.73	intelligent

Who's your favourite? Reply

Rico 4	Ali's a great dancer.
bluesky	Ali's a good dancer, but Harry's better. Harry's cuter than Ali too.
trikimiki	I agree Harry's better than Ali, but I like Akira. He's really cool and intelligent.
bluesky	What? Harry's cooler than Akira! He's more intelligent too.
Rico4	Harry can't really dance. His moves are worse than mine! And he's really small. Ali's bigger and stronger than him. Ali's friendlier too. Harry never smiles.

1 Study the Grammar box. Find comparative adjectives in the message board.

Grammar Comparative adjectives

Adjective	Comparative
quiet	quieter
successful	more successful
sad	sadder
happy	happier
interesting	more interesting
good	better
bad	worse

Harry is quieter than Ali.

2 5.03 In pairs, complete the text with the comparative form of the adjectives in brackets. Which member of the Alpha Boys is it? Listen and check.

He's [1] *funnier* (funny) than Akira. He's got a [2]_____ (good) sense of humour. He's [3]_____ (thin) than Akira and [4]_____ (tall) too but he's [5]_____ (short) than Ali. He's [6]_____ (old) than Ali but he's [7]_____ (young) than Perry.

3 Make comparative sentences.

1 Lan / young / Linh
Lan is younger than Linh.
2 Taylor Swift / tall / Ed Sheeran
3 His friend / successful / him
4 Arcade Fire's music videos / good / Rebecca Black's
5 Many pop songs / happy / rap songs
6 Playing the guitar / interesting / playing the harmonica

4 Work in groups. How many comparative sentences can you write about the Alpha Boys? Use the adjectives below to help you.

bad big cool cute friendly funny good intelligent nice old quiet strong tall thin young

Perry's taller than Akira.

5 In pairs, compare people that you know well. Use the Grammar box and the adjectives in Exercise 4 to help you.

And YOU

A: I think my mum is more beautiful than this singer.
B: Yes, I agree but I think she is taller than your mum.

5.2 GRAMMAR Comparatives

Lesson learning objective

Students can make comparisons.

Lead in: review of types of music and preview of comparatives

Put students into pairs. Tell each pair to think of two different kinds of music. For each type of music, students should write adjectives to describe it (e.g. *classical – relaxing, beautiful*; *rock – exciting, noisy*). Set a time limit of 1 minute.

When the pairs have finished, invite them to read out one of their lists of adjectives and see if the rest of the class can guess what type of music is being described. Tell students that they will be using these lists later in the lesson.

Language notes

Spelling rules for comparatives:

- Regular, one-syllable adjectives: + *-er* (e.g. *tall – taller*)
- One-syllable adjectives ending in one vowel and one consonant: double the last consonant + *-er* (e.g. *big – bigger*)
- Short adjectives ending in *-e*: + *-r* (e.g. *nice – nicer*)
- Two-syllable adjectives ending in consonant + *-y*: change *-y* to *-i* + *-er* (e.g. *happy – happier*)
- Other two-syllable adjectives sometimes add + *-er* (e.g. *quiet – quieter*), but usually sound better with *more* + adjective (e.g. *polite – more polite*). If students aren't sure which form to use, tell them to use *more* + adjective for two-syllable adjectives that don't end in *-y*.
- Adjectives with three or more syllables: *more* + adjective (e.g. *intelligent – more intelligent*)

Form rules for comparatives:

- To show what we are comparing the first item with, we usually need to add *than* + a second item. For example: *Taylor Swift is better than Kayne West.* However, if what we are comparing the item with is obvious or has already been mentioned, it isn't necessary to include it. For example: *Kayne West is great but Taylor Swift is better* (*than Kayne West*).
- We can follow *than* with a subject or object pronoun. For example: *He is taller than I/me.* The latter sounds much more natural nowadays. We could also say: *He is taller than I am.*

Exercise 1

When students have found the comparative adjectives in the text, elicit the spelling rules. Ask students to explain when we use comparatives (usually, to compare two things/people, e.g. *Ali is taller than Harry.*).

Discuss *better* and *worse*, and explain or elicit that they are irregular.

Exercise 2 5.03

When the pairs have completed the exercise, discuss the first two sentences with the class. Ask why the second sentence doesn't finish with *than* … . (It isn't necessary because the previous sentence tells us that the person is being compared with Akira.)

Answers: **2** better **3** thinner **4** taller **5** shorter **6** older **7** younger

It's Liam.

Exercise 3

Explain that to make comparative sentences from the prompts, students should use the correct form of the verb *to be*, select the correct comparative form and add *than*.

When students have finished, if they have access to the internet, ask them to research one of the people or bands mentioned in the sentences, and to present some facts about them to the class.

Answers:

2 Taylor Swift is taller than Ed Sheeran.
3 His friend is more successful than him.
4 Arcade Fire's music videos are better than Rebecca Black's.
5 Many pop songs are happier than rap songs.
6 Playing the guitar is more interesting than playing the harmonica.

Exercise 4

Set a time limit. When students have finished, invite the groups to take turns to say one of their sentences, and see which group has the most sentences.

Example answers:

Harry is a worse dancer than Ali.
Ali is bigger than Harry.
Akira is cooler than Perry.

Extra activity

In pairs, students look at their lists from the Lead in activity and use the adjectives to make comparative sentences (e.g. *Classical music is more relaxing than rock music. Rock music is noisier than classical music.*). Invite pairs to read out their sentences to the class.

Exercise 5

Tell pairs to think of six people or bands that they both know. They should work on their own to make comparative sentences, and then work together to compare their ideas to see if they have the same opinions.

When they are ready, invite pairs to read out comparative sentences that they agree on and then one comparative sentence that they disagree on.

Hold a class vote to see whose opinion the rest of the class agrees with.

Further practice

- Workbook page 44

5.3 READING and VOCABULARY Musicals at the theatre

Lesson learning objective

Students can find specific details in reviews and give opinions about musicals.

Lead in: review of comparatives

Tell students to work on their own to choose two singers or bands and to write a comparative sentence about them (e.g. *Eminem is better than Justin Bieber.*).
Then put students into groups of four. One student starts by saying their comparative sentence, leaving out the comparative adjective (e.g. *Eminem is … than Justin Bieber.*). The rest of the group try to guess the comparative adjective (e.g. *older*, *more talented*). Each student in the group can guess twice. If a student guesses correctly, they win a point. If none of the group can guess correctly, the speaker wins a point.

Exercise 1

Ask students to keep their Students' Books closed and check that they understand the meaning of the words *review* and *musicals*. Then put students into pairs to discuss the questions. When they have finished, hold a class vote and find out which review sites students use, why they prefer the cinema or the theatre, and why they like or dislike musicals.

Exercise 2 5.04

When students have read the reviews, ask them if they would like to see the show based on what they have read, i.e. which review would they believe?

Answers: 1 a 2 b

Exercise 3

When students have done the exercise and checked their answers, elicit why the other two options given cannot be correct (see suggested answers in brackets in the answer key below).

Answers:
1 b (a: *Her parents want her to be a doctor, but she wants to be a dancer*. c: The songs are really old.)
2 c (a: The film's OK, which isn't a strong enough statement to mean that he actually likes it. b: The use of *but* contrasts the length of the play with the fact that he says *it never feels boring*, meaning that he would expect three hours to be too long.)
3 a (b: *The actors are talented and the dance routines are alright*; c: She doesn't compare the length of *Emma Brown* and *The Music In You*.)

Exercise 4

Elicit the answers. Then tell students to look once more at the two reviews and to rate from 0 to 5 James's and Jo's opinions for each of the following: actors, dance routines, music. Elicit students' ideas and their reasons for their choices (e.g. actors: James 5/5 (brilliant), Jo 4/5 (talented); dance routines: James 5/5 (fantastic), Jo 3/5 (alright); music: James 4/5 (great), Jo 1/5 (terrible)).

Answers:
+ cool, fantastic, funny, great, interesting
+/– OK
– boring, terrible

Extra activity

Tell students to work on their own to write the name of an object, person, activity or thing that they would describe with each of the adjectives in the Vocabulary box (e.g. *alright – school*, *brilliant – skiing*, *boring – jazz music*).
Then put students into groups of three. They should take turns to read out the name of one of their objects while the rest of the group guesses which adjective they think describes it (e.g. *school: boring? – no; interesting? – no; alright? – yes*). When they have finished, invite groups to share some of their ideas with the class.

Exercise 5

Point out that some of the adjectives in the box don't have comparative forms (*alright*, *great*, *OK* – we can't say that something is more alright/great/OK than something else). Explain that students should use these adjectives in their base form and that if they want to use a comparative form, they should use the adjectives *better* or *worse*, as in the example (*Jazz is better*). When they are ready, invite pairs to share their comparative sentences with the class.

Exercise 6

With the whole class, teacher may ask students to name their favourite film, music video. Elicit from students the reasons why they like certain films and music videos. Encourage students to think about different aspects such as general impression, background music, special effects, story, lighting, sound, the actors/ actress, etc. Note down students' responses on the board (e.g. *I like the film …. The film is wonderful. The actors are talented.*)
Inform students that they are going to write about a film or music video that they like. Remind students that they can use the vocabulary/ adjectives from exercise 4 and 5.
Set a time limit for students to write their review.
When students have finished, ask them to exchange their sentences with their firnds in pairs or groups. Invite a few students to share their sentences with the rest of the class.

Further practice

- Workbook page 45

5.3 READING and VOCABULARY Musicals at the theatre

I can find specific details in reviews and give opinions about musicals.

1 CLASS VOTE **Answer the questions and count the votes.**

1 Do you read reviews on the Internet before you go to see a film or concert?
2 In your opinion, which is better: the cinema or the theatre?
3 Do you like musicals?

2 5.04 **Read and listen to the reviews (1–2). Match them with these comments (a–b).**

a 'I love this show! Go and see it!'

b 'This show isn't very good.'

3 **Read the texts again and choose the correct answers.**

1 *Emma Brown*
   a is a story about a doctor.
   b is a film and a theatre show.
   c has got old and new songs.
2 James likes the show because
   a he likes the film.
   b it's three hours long.
   c the acting, dancing and music are good.
3 Jo doesn't like the show because
   a it's long and not very interesting.
   b the acting and dancing are very bad.
   c it's longer than *The Music In You*.

4 **Study the Vocabulary box. Find the adjectives in the texts and write them in the correct column in the table below.**

Vocabulary	Opinion adjectives
alright brilliant boring cool fantastic funny great interesting OK terrible	

+	+/-	-
brilliant	*alright*	

BetterCheckIt!

Reviews of

Emma Brown, The Musical

Regal Theatre, London

1 You probably know the story because it's a film. Emma is a girl from London. Her parents want her to be a doctor, but she wants to be a dancer. The film's OK, but the musical is better. It's wonderful! It's three hours long, but it never feels boring. The actors are brilliant and the dance routines are fantastic! The music is cool too – the songs are old but they're great. And it's funny! I recommend it 100 percent. In fact, I want to see it again!

James, Durham

2 I'm a big fan of musicals and I love dance shows, but this show really isn't much fun. The actors are talented and the dance routines are alright, but the story isn't very interesting and the music is terrible. The songs are really old – they're from the 1980s! The show is three hours long, but it seems longer. It's a bit boring, to be honest. *The Music In You* is better!

Jo, Watford

5 **In pairs, compare these things. Use the adjectives in the Vocabulary box.**

1 jazz music – rock music
2 classical music – techno
3 the cinema – the theatre
4 CDs – live streaming
5 your favourite music – your parents' favourite music

A: I think rock music is boring. Jazz is better.
B: I prefer rock – it's cool. You can't dance to jazz music. I think it's terrible.

6 **Write two or three sentences about your favourite film, musical or music video. In groups, compare your reviews.**

And YOU

5.4 GRAMMAR Superlatives

I can use superlatives to compare more than two people or things.

THE BEST DANCER

Before the ceremony:

Max: The Steps are the most important prizes for dancers in the USA.

Sol: Max is my best friend. He's the nicest guy. I hope he wins.

Lily: Max trains hard. He's the fittest person in our family.

Eva: Max is sweet. He's the sweetest guy I know.

In the theatre:

Max: This is the worst moment! I'm really nervous!

Jenny: The prize for the best breakdancer goes to Max!

Max: Thank you! This is the happiest moment of my life. I want to thank my biggest fans: my dad and my sister Lily. And my best friends, Sol and Eva. Thank you, thank you!

Jenny: The prize for the most original dance routine goes to Max!

Max: Thank you! This is the most fantastic day!

Jenny: The coolest dance move … Max! The cutest hairstyle … Max! The greatest person in the world … Max!

He's sweet. **OUT of class**

1 5.05 **Listen and answer the questions.**

1 Where are Max and the others?
2 Who thinks Max is fit? Sweet? Nice?
3 How many prizes does Max win?

2 **Study the Grammar box. Find examples of superlatives in the dialogue.**

Grammar Superlatives

Adjective	Comparative	Superlative
cool	cooler	the coolest
beautiful	more beautiful	the most beautiful
fit	fitter	the fittest
lazy	lazier	the laziest
original	more original	the most original
good	better	the best
bad	worse	the worst

3 **In pairs, complete the sentences with the comparative or superlative forms of the adjectives in brackets.**

1 Eva is *younger than* Sol. Max is *the youngest*. (young)
2 Max is _____ Sol. Eva is _____. (fit)
3 Max is _____ Eva. Sol is _____. (funny)
4 Sol is a _____ dancer _____ Lily. Dad is _____ dancer. (bad)
5 Lily has _____ eyes _____ Jenny. Eva has _____ eyes. (beautiful)

4 **In pairs, write superlative sentences for prizes in these categories.**

1 long hair
2 short hair
3 fit boy/girl
4 tall boy/girl
5 nice smile
6 original ideas
7 funny stories
8 cool style

The prize for the longest hair goes to …

5 **In groups, decide on the prize winners in the categories in Exercise 4.**

And YOU

A: I think the prize for the longest hair in our class goes to Hương.
B: No, I think Lâm has longer hair than Hương.
C: OK, the prize for the longest hair goes to Lâm.

5.4 GRAMMAR Superlatives

Lesson learning objective

Students can use superlatives to compare more than two people or things.

Lead in: review of comparatives

Write the names of three famous people on the board (e.g. Duc Phuc, Erik, My Linh). Put students into pairs and ask them to make comparative sentences about these famous people (e.g. *My Linh is older than Duc Phuc. Duc Phuc is a better singer than Erik*). Set a time limit and then elicit comparative sentences from students.

Exercise 1 5.05

Ask students to look at the photo and to try to name the characters from the dialogue (from left to right: Sol, Lily, Eva, Max, Max's dad, and the woman on the right is the presenter of the awards show).

When students have watched the video and found the answers to the questions, go through the Out of class box. Explain that we say *He/She/It is sweet* when we think that someone is cute or nice. Discuss that to hurry someone up, we can say *It's time to* + verb (e.g. *It's time to finish your breakfast. It's time to go to school.*), and that when we are confused or don't know what is happening, we can say *What's going on?* (e.g. If we get to school and there are three police cars outside the school gates, we can ask: *What's going on?*).

Answers:

1 They're at the Steps awards ceremony in New York.
2 Lily thinks he's fit. Eva thinks he's sweet. Sol thinks he's nice.
3 five

5.05

A = Announcer D = Dad E = Eva J = Jenny L = Lily
M = Max S = Sol

J: Hello and welcome to The Steps! We've got a great show for you tonight! Now, to our first nominee.
M: The Steps are the most important prizes for dancers in the USA.
S: Max is my best friend. He's the nicest guy. I hope he wins.
L: Max trains hard. He's the fittest person in our family.
E: Max is sweet. He's the sweetest guy I know.
D: Max is … Max is … Sorry.
M: This is the worst moment! I'm really nervous!
A: Max Gregg, two minutes.
J: The prize for the best break dancer goes to … Max!
M: Thank you! This is the happiest moment of my life. I want to thank my biggest fans: my dad and my sister Lily. And my best friends, Sol and Eva. Thank you, thank you!
L: Shh, listen.
J: The prize for the most original dance routine goes to … Max!
M: Thank you! This is the most fantastic day!
J: The coolest dance move … Max! The cutest hairstyle … Max! The greatest person in the world … Max!
D: Max! Max!
M: What? What's going on?

Exercise 2

When students have found the examples in the dialogue, review the spelling rules for comparatives, and show how the spelling rules for superlatives follow a similar pattern.

Point out that we usually use *the* before superlative forms (e.g. *the best film*), but that we don't use *the* with possessive pronouns (e.g. *my best friend*, not *my the best friend*).

Explain that we use superlatives to compare all the things in a group of three or more (e.g. *the tallest person in our class*, *the biggest country in the world*, *the most exciting activity*).

Exercise 3

Discuss the example with students. Elicit why the comparative is used for the first sentence (because it compares two people in the photo) and why the superlative is used for the second sentence (because it compares all the people in the photo).

Answers:

2 fitter than, the fittest
3 funnier than, the funniest
4 worse, than, the worst
5 more beautiful, than, the most beautiful

Exercise 4

Give each pair of students a piece of paper. Explain that they should follow the example to write the sentence stems, and that they shouldn't yet write names at the end of the sentences. When they have finished, elicit the correct sentence stems.

Answers:

2 The prize for the shortest hair goes to …
3 The prize for the fittest boy/girl goes to …
4 The prize for the tallest boy/girl goes to …
5 The prize for the nicest smile goes to …
6 The prize for the most original ideas goes to …
7 The prize for the funniest stories goes to …
8 The prize for the coolest style goes to …

Exercise 5

Put students into groups of four. When the groups have agreed on the names of the winners, they should use one student's piece of paper to complete the sentences.

Collect the completed pieces of paper and read out sentences at random from different pieces of papers so that students don't know who wrote them.

Further practice

- Workbook page 46

5.5 LISTENING and VOCABULARY World Music Day

Lesson learning objective

Students can identify specific details in a radio programme and talk about live music.

Lead in: review of superlatives

Write on the board: *Who is the best … in the world? What is the most interesting … you study?*

Elicit ideas of words that could complete these questions (e.g. *Who is the best singer in the world? What is the most interesting subject you study?*).

Then ask students to write one question of their own using a superlative adjective.

When students have finished, invite them to mingle with their classmates. They should take turns to ask and answer each other's questions and to make a note of the different answers they receive to their own question. Set a time limit and, when they have finished, invite students to tell the rest of the class what they found out.

Exercise 1

After students have answered the questions, invite them to say which performance they think they would prefer to listen to and why.

Answers: They're playing keyboards, bass guitar and violin. In the top photo, they're on a stage. In the bottom photo, they're in a city street.

Exercise 2

Ask students to try to translate or explain each word in the Vocabulary box (e.g. *The people who watch a concert are the audience.*). Elicit which of the words could be used to describe people or things in each of the two photos (top photo: *audience*, *band*, *concert*, *group*, *stage* (possibly *singer*, as microphones are shown); bottom photo: *concert*, *group*, *street musician*).

Exercise 3 5.06

When students have checked their answers, ask them where in their town or area they could see a concert, street musicians or an orchestra, and where in their school there is a stage (if there is one).

Answers: **2** stage **3** audience **4** orchestra **5** street musicians

Exercise 4 5.07

Encourage students to read the sentences before they listen. When they have done the exercise, elicit the answers and the relevant extracts from the audio (in brackets in the answer key below).

Answers:
1 F ('from 1982')
2 F ('anyone who enjoys music')
3 T ('there are stages in streets and parks … at home')
4 T ('sometimes they're free')

5.07

A = Aidan V = Vanessa

A: Tomorrow's the twenty-first of June, World Music Day. And here to tell us about it is Vanessa. Hi.
V: Hi.
A: What is World Music Day?
V: It's a French invention from 1982. It's a day for people to make music.
A: Only professional musicians?
V: No, anyone who enjoys music: children, old people, street musicians, classical orchestras, jazz bands, opera singers …
A: Great!
V: In many places there are stages in streets and parks. People also play music at home. They open their windows and play to the audience in the street outside. You can also go to concerts and see fantastic groups. And sometimes they're free – you don't need to buy tickets.
A: Is it popular?
V: Yes, it takes place in more than 700 cities in 120 countries.

Exercise 5 5.08

Ask students to read through the notes and to think about what kind of information they need (1 a date, 2 a year, 3 a place, 4 a number (of countries), 5 a phone number). They should already know some of this information from their explanations for the answers in Exercise 4.

Answers: **1** 21 June **2** 1982 **3** parks **4** 120

Exercise 6

Explain to students that they are going to ask and answer questions about their favourite live music concert. Elicit from students questions that they may use in the conversation. Possible questions are: (1) What kind of live music concert do you enjoy most?; (2) How often do you go to live concerts? (3) Do you ever buy tickets online?. Write the suggested questions on the board and model the questions with some students in class. (Alternatively, teacher may prepare a list of questions in form of handouts).

Put the students into pairs and tell the pairs to practice asking and answering the questions.

When the pairs are , invite them to ask and answer questions in front of the class.

Further practice

- Workbook page 47

5.5 LISTENING and VOCABULARY World Music Day

I can identify specific details in a radio programme and talk about live music.

1 Look at the poster for World Music Day. What instruments are the musicians playing?

2 Study the Vocabulary box. Check if you understand the words.

Vocabulary Live music

audience band concert group
orchestra singer stage street musician

3 5.06 Choose the correct option. Listen and check.

In a typical pop [1]*audience* / *concert* the singer and the band play on a [2]*concert* / *stage*. *They're* higher up than the [3]*audience* / *group*. It's different for the [4]*band* / *orchestra* in a classical music concert, of course. And it's different for [5]*singers* / *street musicians* too. They're right next to the audience.

4 5.07 Listen to a radio programme about World Music Day. Write T (true) or F (false) .

1 ☐ World Music Day is a new festival from France.
2 ☐ World Music Day is only for professional musicians.
3 ☐ On World Music Day you can enjoy music in many different places.
4 ☐ On World Music Day you don't always pay to go to a concert.

5 5.08 Listen again and complete the notes.

World Music Day (WMD)

Date:	1 _____
First WMD:	Country: France Year: 2 _____
People play music:	in streets, in 3 _____, at home
Takes place in:	more than 700 cities in 4 _____ countries

6 In pairs, ask and answer the questions about your favourite live music concerts.

A: What kind of live music concert do you enjoy most?
B: I really enjoy classical music concerts.

Unit 5 55

5.6 SPEAKING Making suggestions

I can make and respond to suggestions.

AUDIO WHAT DO YOU SUGGEST?

Lily: It's really hard to get a birthday present for Dad.
Eva: Can I make a suggestion?
Max: Sure.
Lily: Yes, of course.
Eva: Why don't you get him a musical instrument?
Max: Yeah, great idea! Why don't we get him a trumpet?
Lily: Yes, why not? Or what about a harmonica?
Eva: I don't get it. What's so funny?
Lily: Dad can't play music. He's worse than me and I'm terrible.
Max: Sorry, Eva. Have you got any other suggestions?
Eva: How about a karaoke system? … What?
Lily: That's not a good idea. Dad loves music, but he's the worst singer in the world!
Eva: Oh! Well, what do you suggest?
Lily: Let's get him a CD.
Max: No!
Eva: Why not?
Max: Because he only listens to punk rock. Listen!
Eva: Wow!
Max: I know. It's terrible!
Eva: I've got an idea. Why don't you …

I don't get it. *What's so funny?*
Wow! *I've got an idea.*

OUT of class

1 5.09 **Listen and answer the questions.**

1 What presents does Eva suggest?
2 Why do Max and Lily laugh?
3 Why does Max not like Lily's suggestion?

2 **Study the Speaking box. Find examples of the phrases in the dialogue.**

Speaking Making suggestions

What do you suggest?
Have you got any (other) suggestions?

Can I make a suggestion?	Sure./Yes, of course.
Why don't you/we …? How/What about …? Let's …	Yes, why not?/Great idea! Maybe./I'm not sure. No, that's not a good idea.

3 5.10 **Guess: what is Eva's final idea? Listen and check. Why is it a good present?**

4 5.11 **Complete the dialogue with phrases from the Speaking box. Listen and check.**

Sol: I want to get my grandma a present. What [1]*do you suggest*?
Max: Why [2]_____ get her a book?
Sol: I'm [3]_____. Have you got [4]_____?
Max: How [5]_____ a CD?
Sol: Hmm, [6]_____.
Max: Or [7]_____ some chocolates?
Sol: Yeah, [8]_____! [9]_____ go to the shops.
Max: Can I [10]_____?
Sol: [11]_____.
Max: [12]_____ we look online? It's easier.

5 5.12 **Listen to five suggestions. Respond with words or phrases from the Speaking box.**

And YOU

6 **Work in pairs. Student A, follow the instructions below. Student B, go to page 111.**

1 Read these situations to Student B. Respond to his/her suggestions.
- It's my father's/mother's birthday soon and I want to get him/her a present.
- I'm a little bit hungry.

2 Listen to Student B's situations. Make suggestions.

5.6 SPEAKING Making suggestions

Lesson learning objective

Students can make and respond to suggestions.

Lead in: review of vocabulary from the previous lesson

Write the words from the Vocabulary box on page 56 on eight small pieces of paper. Put students into eight groups, and give one word to each group. Set a time limit for the groups to practise miming their word. Then invite each group to come to the front of the class to perform their mime while the rest of the class try to guess their word.

Exercise 1 5.09

Tell students to cover the dialogue in the Students' Book and look at the photo. They should discuss whose birthday they think it is. When students have listened to the audio and answered the questions, go through the Out of class box with them. Point out that *I don't get it* means the same as *I don't understand*. Explain that we ask *What's so funny?* when other people are laughing and we don't know why. Explain that we say *Wow!* when something surprising happens, and that it can be used for both good and bad surprises. Explain that we say *I've got an idea* when we want to share an idea with other people.

Answers:
1 a musical instrument and a karaoke system
2 Because Dad can't play music and he's a terrible singer.
3 Because Dad only listens to punk rock and Max thinks it's terrible.

Exercise 2

When students have found the examples in the dialogue, discuss Eva's first suggestion and the responses. Ask students if Max and Lily really think that Eva's idea is a good one and if their suggestions are serious (no). Explain that when we say the opposite of what we mean, with a certain intonation, this is called being sarcastic.

Exercise 3 5.10

Elicit ideas from students and write them on the board. Ask students which of the ideas on the board they think is the best idea, giving reasons why. When students have listened to the audio, ask them to give their opinions about Eva's idea.

Answer: Headphones. It's a good present because Dad can listen to his music and Max and Lily can't hear it.

5.10

D = Dad L = Lily M = Max

D: That's a delicious birthday cake. Thanks very much.
L: OK, Dad, it's time to open your presents.
D: Oh! Presents for me! Thanks.
M: Here's the first present. It's Eva's idea.
D: Oh! Great! What is it? A T-shirt?
L: No, Dad, it isn't a T-shirt.
D: Cookies?
M: Dad, just open it.
D: Oh! Headphones! Cool!
M: Now you can listen to your music and we can't hear it!
D: Thanks, guys.

Exercise 4 5.11

Tell students to cover the Speaking box and the dialogue, and to try to complete the exercise without referring to them. If there are any words or phrases they can't remember, tell them to leave the gaps blank and that they can complete them when they listen to the audio.

Answers: **2** don't you **3** not sure **4** any other suggestions **5** about **6** maybe **7** what **8** great idea **9** Let's **10** make a suggestion **11** Sure **12** Why don't

Exercise 5 5.12

Tell students that for each suggestion, there may be more than one way of responding. Play the audio and pause after the first suggestion. Elicit all the possible ways of responding (e.g. *Yes, of course. Sure.*), and then allow students to hear what the actual response was. Repeat the process for all the suggestions.

5.12

1 A: Can I make a suggestion?
B: Yes, of course.
2 A: Why don't we finish school early today?
B: No, that's not a good idea.
3 A: Why don't you do your homework before breakfast?
B: Hmm, maybe. I'm not sure.
4 A: Let's go to the cinema this afternoon.
B: Yes, why not?
5 A: What about a Spanish omelette for lunch?
B: Great idea!

Exercise 6

Go through the instructions with students. Point out that ideas have been given for making suggestions but that they should also try to think of their own ideas. When students have finished, invite pairs to roleplay one of the situations in front of the class.

Extra activity

Tell students to think of a different situation for which they may need suggestions from other people (e.g. *I'm going to a party on Friday and I don't know what to wear. I don't understand my Maths homework.*).
Ask students to work on their own to choose one situation. When they are ready, put them into groups of four. They should take turns to describe their situation and to ask for suggestions. The other three students should each give a different suggestion. When the groups have finished, invite students to describe their situations and the best suggestion that they were given.

Further practice

- Workbook page 48

5.7 WRITING Texts and tweets

Lesson learning objective

Students can write short messages (texts and tweets).

Lead in: review of making and responding to suggestions

Tell students to work on their own. Ask them to think of a situation in which they may need to ask for suggestions (e.g. *I need to think of a name for my pet dog.*). Tell them to write a note that explains their situation and asks for a suggestion.

When students are ready, put them into pairs and tell them to swap notes. They should read their partner's note and then write a suggestion below the note. Encourage students to include reasons for their suggestion (e.g. *Why don't you call him Messy? Your dog is messy and you really like Messi, the footballer.*).

When students have finished, they should swap notes once more and, below their partner's suggestion, write to say if they think the suggestion is helpful or not, giving reasons if possible (e.g. *I'm not sure. I don't want to shout 'Messy' in the park. People might laugh at me.*).

Tell students to hold onto their notes, and that they will be referring to them again later in the lesson.

Exercise 1

Put students into pairs to discuss the question, and then elicit the answers. Point out that the words *text* and *tweet* can be used as verbs or as nouns. When they are used as nouns, they can follow verbs such as *send*, *write*, *receive* and *share*.

Answers:

1 texting
2 Text: you send it to a specific person or group. You can't send it without a phone. Tweet: a lot of people can read it. You use the internet to send it. It can't be longer than 280 characters (letters and symbols).

Exercise 2

Have a show of hands to find out the answer to question 1. Then put students into small groups and ask them to discuss questions 2 and 3. Invite groups to share their ideas with the rest of the class.

Exercise 3

When pairs have found the answers, have a class discussion about the abbreviations in the texts and whether or not they know any other abbreviations.

Ask if there are any abbreviations that relate specifically to their L1 rather than English.

Answers:

1 Friday April 3 at 7.30 p.m.
2 £25
3 Isabel Ford likes Alpha Boys. BenJo doesn't like them.

Exercise 4

To save time, one student in each pair can rewrite the text messages and the other can rewrite the tweets. After you have elicited the answers, have a class discussion about whether or not students write texts and tweets in the same style, with more or fewer abbreviations, with more or fewer emojis, and so on.

Answers:

B
- Great news. There's an Alpha Boys concert at the Brighton Centre on Friday the third of April at seven thirty. The tickets are twenty-five pounds. You can buy the tickets online. Do you want to go?
- Yes, can you get tickets for me and my sister, please?
- OK, I can get them later tonight. Bye for now.
- Thanks. You are the best! See you tomorrow.

C
- The new Alpha Boys tour starts in April. The first concert is in Brighton. Be there!
- I can't wait! Alpha Boys are the best boy band ever. I love you guys.
- I'm laughing out loud! Are you OK? You're joking, right? Alpha Boys are boring. One Direction are better.

Exercise 5

When students have done the exercise, put them into small groups. Ask them to work together to draw any other emojis that they know, and set a time limit. Then invite groups to draw one or two of their emojis on the board, and ask the rest of the class to say what they think each emoji means.

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

Exercise 6

When students have completed the exercise, invite six students to write, one at a time, one of their shortened messages on the board. The rest of the class try to see if the message can be shortened any further.

Answers: **2** Got tickets 4 concert **3** W8 4 me @ bus stop, plz **4** RU OK 2 C us 2MORO? **5** GR8! THX. BFN. **6** CU 2NITE! **7** Y RU L8?!

Exercise 7

Put students into groups of three. Assign a letter to each group, either A or B. Tell all the A groups to write a text or tweet about school and homework, and all the B groups to write a text or tweet about plans with friends.

When they have written their texts, the A groups should swap their texts with the B groups and write a response. Repeat the process, swapping topics between the A groups and the B groups.

Further practice

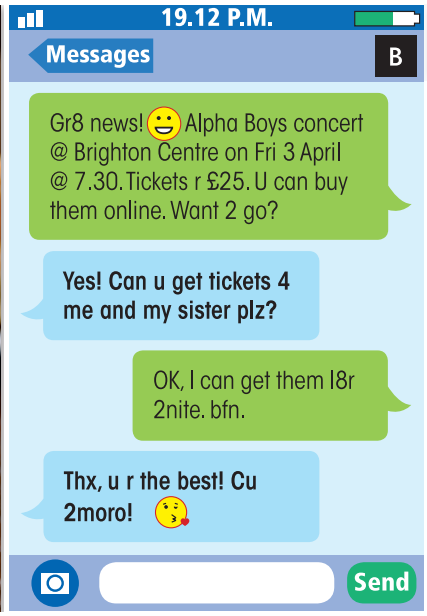
- Workbook page 49

5.7 WRITING Texts and tweets

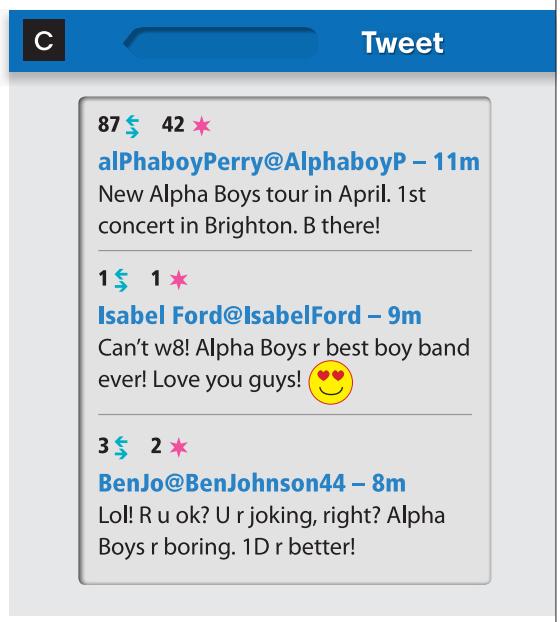
I can write short messages (texts and tweets).

A

B



C



1 **Look at the pictures and answer the questions.**

1 What's the person doing in picture A?
2 How are texts different from tweets?

2 **CLASS VOTE** **Answer the questions.**

1 Are you on Twitter?
2 How often do you write texts or tweets?
3 What's better, texting or tweeting? Why?

3 **In pairs, read the texts and tweets in B and C and answer the questions.**

1 When is the Alpha Boys concert in Brighton?
2 How much are the tickets?
3 Who likes/doesn't like Alpha Boys?

4 **Study the Writing box. In pairs, write out the texts and tweets in pictures B and C with all the words.**

Great news! There's an Alpha Boys concert …

Writing Writing texts and tweets

To make texts and tweets short, you can:

- take away some words, e.g. *I, you, there; a/an, the, some; be, do, have*
- use symbols and short forms, e.g.
  - @ = at; 2 = to/too; 4 = for
  - b = be; c = see; u = you; r = are; y = why
  - bfn = bye for now; lol = laughing out loud; plz = please; 2nite = tonight; 2moro = tomorrow
  - use emojis

1 2 3 4 5

5 **Match emojis 1–5 in the Writing box with meanings a–e.**

a ☐ I'm sad.
b ☐ Kisses!
c ☐ I'm shocked.
d ☐ I love it/you!
e ☐ I'm happy.

6 **Make the sentences shorter. Use the Writing box to help you.**

1 Do you want to come here later?
Want 2 come here l8r?
2 I've got the tickets for the concert.
3 Wait for me at the bus stop, please.
4 Are you OK to see us tomorrow?
5 Great! Thanks. Bye for now.
6 See you tonight!
7 Why are you late?!

Writing Time

7 **In groups, write texts or tweets to other groups about the ideas below.**

Reply to the messages you receive.

- school and homework
- plans with friends (TV, sport, shopping, music, cinema)

Maths homework difficult!
Want 2 study 2gether 2nite?

Wordlist and Vocabulary in action

Extra activity

Have students work in groups and find the missing word in each phrase below. Tell them to say BINGO when they get this done. This activity is to help your students to identify the words that often go together or, put differently, the collocations.

1. Awards .....
2. ..... artists
3. ..... move
4. Pop .....
5. ..... Instruments
6. ..... dancer

Further practice

Workbook page 50

GLOSSARY Musical instruments | Musical genres | Opinion adjectives | Live music

adj: adjective | adv: adverb | n: noun | np: noun phrase | v: verb | vp: verb phrase | prep: preposition

acting	/'æktɪŋ/	(n) diễn xuất	musical instrument	/'mju:zɪkəl 'ɪnstrəmənt/	(np) nhạc cụ
alright	/ˌɔ:l'raɪt/	(adj) ổn			
awards ceremony	/ə'wɔ:dz 'serəməni/	(np) lễ trao giải	(street) musician	/('stri:t) mju:'zɪʃən/	(n) nhạc công đường phố
ballet dancer	/'bæleɪ 'dɑ:nsə/	(np) diễn viên múa ba-lê	orchestra	/'ɔ:kəstrə, 'ɔ:kɪstrə/	(n) dàn nhạc
boy band	/bɔɪ bænd/	(np) ban nhạc nam	original	/ə'rɪdʒɪnəl, -dʒənəl/	(adj) nguyên bản
break dancer	/breɪk 'dɑ:nsə/	(np) vũ công nhạc breakdance	pop star	/pɒp stɑ:/	(np) ngôi sao nhạc Pop
			prize	/praɪz/	(n) giải thưởng
CD	/ˌsi: 'di:/	(n) đĩa nhạc	punk rock	/pʌŋk rɒk/	(n) nhạc punk
cinema	/'sɪnəmə, 'sɪnɪmə/	(n) rạp chiếu phim	review	/rɪ'vju:/	(n) bài điểm (báo, sách...)
composer	/kəm'pəʊzə/	(n) nhà soạn nhạc	sense of humour	/sens əv 'hju:mə/	(np) khiếu hài hước
cute	/kju:t/	(adj) đáng yêu	shocked	/ʃɒkt/	(adj) bị sốc, bị ấn tượng mạnh
dance move	/dɑ:ns mu:v/	(np) bước nhảy			
dance routine	/dɑ:ns ru:'ti:n/	(np) bài nhảy	show	/ʃəʊ/	(n) buổi biểu diễn
dancer	/'dɑ:nsə/	(n) vũ công, diễn viên múa	singer	/'sɪŋə/	(n) ca sĩ
dancing	/'dɑ:nsɪŋ/	(n) khiêu vũ	solo artist	/'səʊləʊ 'ɑ:təst/	(np) nghệ sĩ biểu diễn một mình
filmmaker	/'fɪlmˌmeɪkə/	(n) nhà làm phim			
fit	/fɪt/	(adj) khỏe mạnh	songwriter	/'sɒŋˌraɪtə/	(n) nhạc sĩ
funny	/'fʌni/	(adj) hài hước, buồn cười	stage	/steɪdʒ/	(n) sân khấu
headphones	/'hedfəʊnz/	(n) tai nghe	story	/'stɔ:ri/	(n) câu chuyện
intelligent	/ɪn'telədʒənt, ɪn'telɪdʒənt/	(adj) thông minh	successful	/sək'sesfəl/	(adj) thành công
			talented	/'tæləntəd, 'tælənt ɪd/	(adj) tài năng
interesting	/'ɪntrəstɪŋ, 'ɪntrɪstɪŋ/	(adj) thú vị	terrible	/'terəbəl, 'terɪbəl/	(adj) kinh khủng
lazy	/'leɪzi/	(adj) lười nhác	theatre	/'θɪətə/	(n) nhà hát
live music	/laɪv 'mju:zɪk/	(np) nhạc sống	typical	/'tɪpɪkəl/	(adj) đặc trưng
hit song	/hɪt/	(np) bài hát yêu thích	win	/wɪn/	(v) chiến thắng
message	/'mesɪdʒ/	(n) tin nhắn	wonderful	/'wʌndəfəl/	(adj) tuyệt vời

VOCABULARY IN ACTION

1 Use the glossary to find:

1 six adjectives to describe music or dance *wonderful, ...*
2 one type of music *pop, ...*
3 nine people who work in music or dance *ballet dancer, ...*

2 Complete the types of music.

1 p o p
2 r _ _
3 r _ c _
4 j _ _ z
5 h _ _-h _ _
6 c _ u _ _ r _
7 t _ _ h _ _
8 c _ _ s _ i _ a _
9 t _ _ d _ _ i _ _ a _

3 In pairs, complete the sentences. Say if the sentences are true for you.

1 My grandparents often *listen* to music at home. They have a piano in their living room.
2 I'm a big _____ of One Direction. I want to _____ them in concert one day.
3 My dad _____ rock music, especially AC/DC. He sometimes _____ to concerts.
4 My mum _____ to pop every day in the car. She loves Britney Spears.
5 It's quicker and easier to _____ tickets for concerts online.

4 5.13 PRONUNCIATION Listen to how we pronounce the /æ/ and /ʌ/ sounds. Look at the underlined letters and decide which sound you hear. Write the words in the correct column.

band drums fan punk country jazz funny
rap ballet trumpet classical wonderful

/æ/	/ʌ/
band	*drums*

5 5.14 PRONUNCIATION Listen, check and repeat.

Exercise 1

1 alright, funny, interesting, successful, terrible, wonderful
2 punk rock
3 break dancer, composer, dancer, filmmaker, (street) musician, pop star, singer, solo artist, songwriter

Exercise 2

2 rap
3 rock
4 jazz
5 hip-hop
6 country
7 techno
8 classical
9 traditional

Exercise 3

2 fan, see
3 enjoys, goes
4 buy

Exercise 4

/æ/: rap, band, fan, jazz, ballet, classical
/ʌ/: punk, drums, country, funny, trumpet, wonderful

Extra activity

Put students into pairs and tell them to make five comparative sentences about themselves. Emphasise that their comparative sentences shouldn't include anything that could upset one of them (e.g. *I'm better looking than John.*). Explain that the sentences should be factual (e.g. *older*, *younger*, *taller*, *shorter*), or refer to traits that students don't mind admitting (e.g. *lazier*, *funnier*, *better behaved*). When they are ready, invite students to share their ideas with the class.

Revision

VOCABULARY

1 **Complete the questions with the words below. There are two extra words. In pairs, ask and answer the questions.**

artist award ballet classical fan hit moves music show street

1 Do you like dancing? Have you got any good dance *moves*?
2 In your opinion, who's the best composer of _____ music?
3 Do you think it's more difficult to be a _____ dancer or a break dancer?
4 What's your favourite _____ song this year?
5 Where does the Oscar _____ ceremony take place?
6 Do your parents give money to _____ musicians?
7 What's the best place to listen to live _____ in your town?
8 Is your favourite singer a solo _____ or is he/she in a group?

2 **Complete the words in the text.**

In a typical rock [1]**g**roup there is a [2]**s**_____, a drummer, two [3]**g**_____ players and a [4]**b**_____ guitarist. Sometimes there is a [5]**k**_____ player too. In a rock [6]**c**_____ the musicians stand on the [7]**s**_____. The [8]**a**_____ is in front of the group. If the concert is good, it's a lot of [9]**f**_____ and everyone is [10]**d**_____.

3 **In pairs, use these adjectives to guess your partner's opinion about the people and things below.**

alright boring brilliant cool fantastic funny great interesting OK terrible

1 musicals
2 boy bands
3 hip-hop
4 dance shows
5 awards
6 ballet dancing
7 break dancing
8 punk rock
9 music lessons
10 classical music

A: You think musicals are boring.
B: False – I think they're great.

GRAMMAR

4 **Study the fun facts and compare Stacey and Mo from the Go Girls.**

Fun facts about the Go Girls

	Age	Height	Good musician?	Personality
Stacey	17	1.78		friendly, nice
Mo	18	1.60		intelligent, quiet

Stacey is younger than Mo.

5 **Complete the questions with the superlative forms of the adjectives in brackets. In pairs, ask and answer the questions.**

1 Who is *the worst* (bad) singer in your family?
2 Who is _____ (funny) person in your school?
3 Who is _____ (talented) musician in your town?
4 Who has got _____ (nice) personality in your family?
5 Who is _____ (fit) person you know?
6 What is _____ (interesting) programme on TV right now?
7 What is _____ (good) pop group in the world?
8 Who is _____ (successful) singer your country?

A: Who is the worst singer in your family?
B: My dad! No, my little sister – she's terrible!

SPEAKING

6 **Work in pairs. Student A, follow the instructions below. Student B, go to page 111.**

- Student A, you have a ticket for a pop concert, but you can't go. You don't know what to do with the ticket. Ask Student B for suggestions.
- Listen and respond to Student B's suggestions. (Don't accept the first one!)
- Then listen to Student B's problem and make suggestions (e.g. wear it only in front of your grandmother, give it to a friend).

Exercise 1

2 classical
3 ballet
4 hit
5 Award
6 street
7 music
8 artist

Exercise 2

2 singer
3 guitar
4 bass
5 keyboards
6 concert
7 stage
8 audience
9 fun
10 dancing

Exercise 4

Mo is older than Stacey.
Stacey is taller than Mo.
Mo is shorter than Stacey.
Mo is a better musician than Stacey.
Stacey is a worse musician than Mo.
Stacey is friendlier than Mo.
Stacey is nicer than Mo.
Mo is more intelligent than Stacey.
Mo is quieter than Stacey.

Exercise 5

2 the funniest
3 the most talented
4 the nicest
5 the fittest
6 the most interesting
7 the best
8 the most successful

6

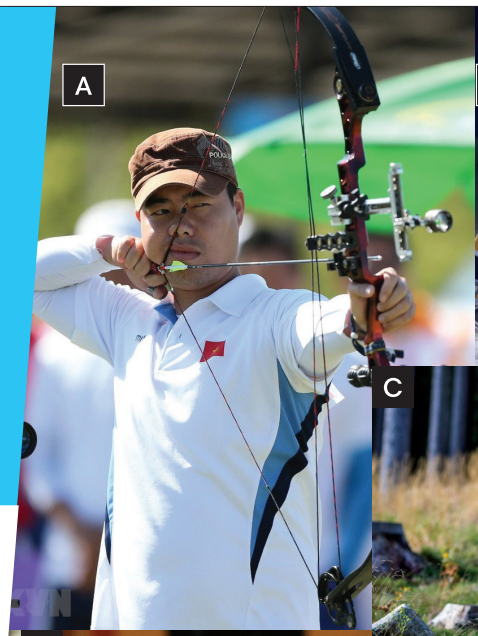
A question of sport

VOCABULARY
Sports | Sportspeople | Collocations: *score a goal, win a match*, etc. | Sports competitions | Interests and hobbies: collocations with *go*, *do* and *play*

GRAMMAR
was/were | *there was/there were* | Past Simple affirmative (regular and irregular verbs) | *ago*

Grammar: A funny thing happened to me

Speaking: What do you do in your free time?



6.1 VOCABULARY Sports

I can talk about sports and sportspeople.

1 **Study the Vocabulary A box. In pairs, ask and answer the questions.**

1 Which sports can you see in the photos?
2 Which are team sports and which are usually individual sports?

Vocabulary A Sports

archery baseball basketball cycling football ice hockey judo running swimming tennis

2 **Study the Vocabulary B box. Match the sportspeople with the right sports in the Vocabulary A box. Which word can go with more than one sport?**

Vocabulary B Sportspeople

cyclist player runner swimmer

Unit contents

Vocabulary
- Sports
- Sportspeople
- Collocations: *score a goal*, *win a match*, etc.
- Sports competitions
- Interest and hobbies: collocations with *do*, *go* and *play*

Grammar
- *was/were*
- *there was/there were*
- Past Simple affirmative (regular and irregular verbs)
- *ago*

Communication skills
Talking about hobbies and interests

6.1 VOCABULARY Sports

Lesson learning objective
Students can talk about sports and sportspeople.

Lead in: review of vocabulary from the previous unit

Put students into groups. Explain that you are going to choose a word from the previous unit and spell it backwards. The groups should work together to try to guess the word. As soon as a group thinks they have guessed the word, they should put up their hands and say the word. If their guess is correct, they win a point, but if their guess is incorrect, the other groups should continue to try to guess the word. Repeat the process a few times. Suggested words: *noidrocca* (*accordion*), *tnaillirb* (*brilliant*), *resopmoc* (*composer*), *citsatnaf* (*fantastic*), *naicisum* (*musician*).

Exercise 1

When students have matched the words in the Vocabulary A box with the sports in the photos, ask what they know about the four sports that are not shown in the photos (*baseball*, *basketball*, *football*, *swimming*).

Ask students to think of other sports that they know about and enjoy, and encourage them to look up the name of these sports in a dictionary if necessary. Invite students to teach their new words to the rest of the class. Write the new words on the board, and tell students to make a written record in their notebooks.

Answers:
1 A archery, B ice hockey, C cycling, D judo, E running, F tennis
2 team sports: ice hockey, cycling, judo, running, tennis;
individual sports: archery, cycling, running, tennis, judo

Extra activity

Keep students in pairs. Tell them that they are going to create their own 'living photo' of a sport by posing. Explain that a pose is like a mime but without moving. The pairs should choose a sport that is not shown in the photos, and they should choose a pose that demonstrates doing the sport. When the pairs are ready, invite them to demonstrate their 'living photo' in front of the class, and ask the class to try to guess the sport.

Exercise 2

When students have finished the exercise, point out that we can say *footballer* instead of *football player*. Explain, however, that we can't form words like this for all sports (e.g. we can't say *baseballer* or *hockeyer*) and advise them that they should use (*sport*) + *player* unless they are certain they are correct.

Answers:
cyclist: cycling
player: baseball, basketball, football, ice hockey, tennis
runner: running
swimmer: swimming

Background notes

Wimbledon is the oldest major tennis tournament in the world and was first held in 1877. It is one of the four major 'grand slam' tennis tournaments and the only tournament that is held on grass.

The number of teams in the football **World Cup** has grown steadily. In the first tournament in 1930, there were 13 teams. The number of teams grew from 16 to 24, and now there are 32 teams. There are plans to increase the number even further in future, to allow more countries to take part in the World Cup.

The full names of the Bulls, the Celtics and the Rockets are: the **Chicago Bulls**, the **Boston Celtics** and the **Houston Rockets**.

The **Tour de France** usually takes place in France, but sometimes sections of the race are held in neighbouring countries. For example, in 2016 it crossed into Switzerland and northern Spain, and in 2017 it included western Germany and Belgium.

The **50 m swimming freestyle** event is the shortest Olympic race. The longest swimming event at the Olympics is the 10 km swimming marathon.

Robert Lewandowski moved from the Polish team Lech Poznan in 2010. His first team in Germany was Borussia Dortmund and he then moved teams to Bayern Munich in 2014. Lewandowski became the first non-German player to score 100 goals in Germany.

Exercise 3 6.01

Set a time limit for students to read the questions and to try to guess the answers. Elicit ideas, but don't confirm answers until students have listened to the audio and found out for themselves.

Answers: **1** a **2** c **3** b **4** a **5** b **6** b

6.01 Unit 6, 6.1, Exercise 3

A = Amy B = Bob

A: OK, Bob. You always say you know a lot about sport. Well, there's a sports quiz in this magazine. Want to try?
B: Sure, Amy.
A: Question one: In which city can you play a tennis match at Wimbledon? Is it a) London, b) New York or c) Paris?
B: Wimbledon? It's in the UK, in London.
A: Correct. How many teams are there in the football World Cup finals – a) eight, b) sixteen or c) thirty-two?
B: There are thirty-two teams in the World Cup finals – eight groups of four teams.
A: Yes. What sport do the Bulls, the Celtics and the Rockets play? Is it a) baseball, b) basketball or c) American football?
B: That's easy for an American. The Bulls, the Celtics and the Rockets are all basketball teams.
A: To win this race, cyclists go about 3,500 km in July. In which country – a) France, b) Italy or c) Spain?
B: It's a. It's the most famous cycling race in the world – the Tour de France.
A: Correct. That's four correct answers. In the Olympics, what's the shortest race for a swimmer to win a gold medal – a) 25 metres, b) 50 metres or c) 100 metres?
B: The shortest race? Fifty metres?
A: Yes, that's right. 22 September 2015, Bayern Munich vs. Wolfsburg. A Polish football player scores five goals in only nine minutes. What's his surname – a) Klose, b) Lewandowski or c) Podolski?
B: Lewandowski, Robert Lewandowski. Five goals in nine minutes! Fantastic!
A: And it's fantastic for you too, Bob. Six correct answers out of six! Oh wait! There are some more questions here …

Exercise 4

Elicit the answers to complete the questions. Then discuss the use of plural forms in questions 7 and 9. Explain that in question 7 we could either use a singular form if we are talking about a specific cyclist or we could use a plural form if we are talking about cyclists in general. Point out that in question 9 we have to use a plural form because the use of *usually* shows that we are talking generally, and if we used a singular form, we would have to say *comes from* and not *come from*.

Answers: **8** player **9** runners **10** swimmer

Background notes

In 2013, **François Pervis**, a French cyclist, broke the 1 km cycling world record with a time of 56.303 seconds.

Steph Curry plays basketball for the Golden State Warriors in Oakland, California. In the 2015–2016 season he scored an average of 30 points per game in the regular season, and won the Most Valuable Player award for the second time.

The first Ethiopian marathon-world-record-holder was **Abebe Bikila**, who won the title in 1960. From 2003 to 2016, there have been six more African world record holders, four runners from Kenya and two runners from Ethiopia.

Katie Ledecky is an American swimmer. By the time she had reached the age of 20, she had won five Olympic gold medals, nine world championship gold medals, and had held world records for the 400 m, 800 m and 1,500 m events. Her 400 m time was actually less than 4 minutes, at 3 minutes and 56.46 seconds.

Exercise 5

Explain that sometimes the sentences may refer to more than one sport.

When students have completed the exercise, elicit the completed sentences and the sports they refer to, and ask students to explain their thinking (1 football – *score a goal*, other sports we score goals in are difficult to play in the park; 2 both running or swimming involve races of 100 m; 3 the number of players in the team, and while this could be basketball or volleyball, officially a volleyball team has six players; 4 the number of players in a match).

Answers: **2** race, win (running) **3** sport, points (basketball) **4** play, match (tennis)

Exercise 6

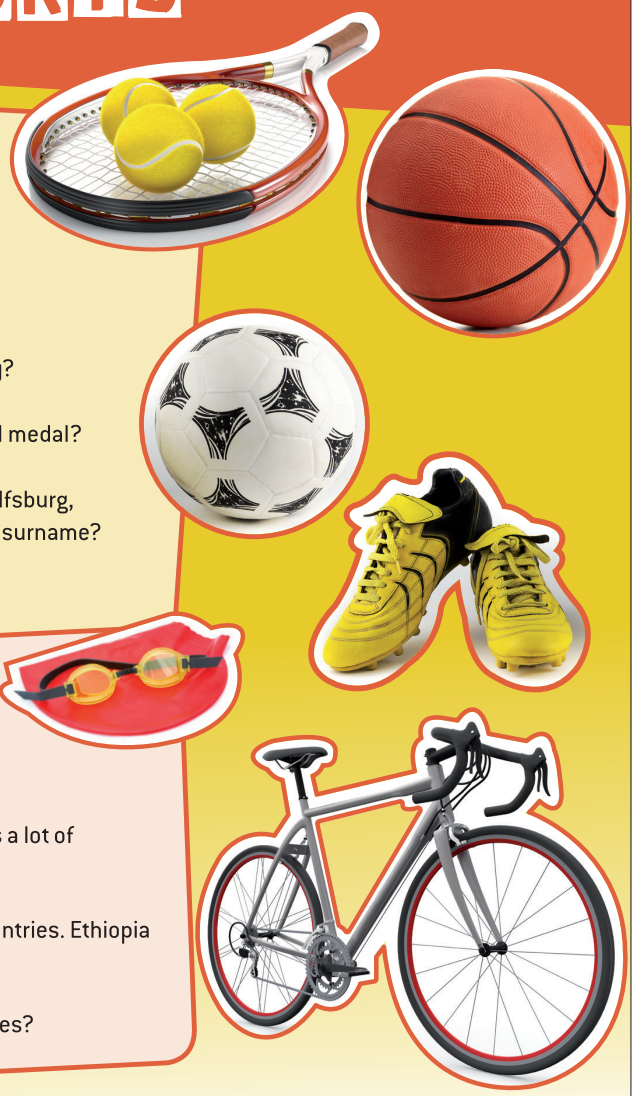
When the groups have asked and answered the questions, ask students to work alone to think of another sports-related question that they could ask other students (e.g. *Are you in a school sports team?*).

Set a time limit for students to mingle and ask as many of their classmates as possible their question. When they have finished, invite students to say their question and what they found out.

Further practice

- Workbook pages 52

CRAZY FOR SPORTS



PART 1

1 In which city can you play a tennis match at Wimbledon?
a London b New York c Paris

2 How many teams are there in the football World Cup finals?
a 8 b 16 c 32

3 What sport do the Bulls, the Celtics and the Rockets play?
a baseball b basketball c American football

4 To win this race, cyclists go about 3,500 km in July. In which country?
a France b Italy c Spain

5 In the Olympics, what's the shortest race for a swimmer to win a gold medal?
a 25m b 50m c 100m

6 On 22 September 2015, in a match between Bayern Munich vs. * Wolfsburg, a Polish football player scored five goals in nine minutes! What's his surname?
a Klose b Lewandowski c Podolski

*vs. = versus – it means 'against'

PART 2

7 In what time can the fastest cyclist cycle one kilometre?
a 1 minute b 1 minute 30 seconds c 2 minutes

8 US basketball _____ Steph Curry scores a lot of points and wins a lot of matches. How tall is he?
a 1.61m b 1.91m c 2.21m

9 The fastest marathon _____ usually come from two African countries. Ethiopia is one; what's the other?
a Egypt b Kenya c Nigeria

10 Katie Ledecky is a fast _____. How far can she swim in 4 minutes?
a 100m b 200m c 400m

3 6.01 **In groups, do Part 1 of the quiz. Listen and check.**

4 **Complete the questions in Part 2 of the quiz with the correct forms of the words in the Vocabulary B box.**

5 **In pairs, complete the sentences with the words given in the box.**

score	play	win	points
race	match	sport	

1 I play with my friends in the park. I *score* a lot of goals.
2 I don't think I can win the 100-metre _____, but I think I can _____ a medal.
3 We often play this _____ in PE. There are five players in each team. You score _____, not goals.
4 In my favourite sport, two or four players can _____ a match. To win a _____, you need to score more points than the other player(s).

6 **In groups, ask and answer the questions. Who is the sportiest person in your group?**

And YOU

1 How often do you play/do your favourite sport? How often do you win?
2 What other sports do you play/do?

6.2 GRAMMAR *was/were*

I can use *was/were* to talk about events in the past.

1 6.02 Read and listen to the interview. Complete the following table.

date [1] _____	country [2] _____
number of teams [3] _____	
final match [4] _____	
crowd [5] _____	champion [6] _____

date – 1991

Leetown Secondary School
School Magazine Issue 5

What do you know about women's football?

An interview with our PE teacher, Ms Schmidt *by Heather Tremblay*

Q: When was the first Women's Football World Cup?
A: It was in 1991.
Q: Was it in Europe?
A: No, it wasn't. It was in China.
Q: How many teams were there?
A: There were twelve teams.
Q: Which teams were in the final?
A: It was Norway vs. the USA.
Q: Was there a big crowd?
A: Yes, there was. There were 63,000 people in the stadium.
Q: What was the final score?
A: It was 2–1 to the USA.
Q: Were you there?
A: No, I wasn't! I was born in 1985. I was only six years old in 1991!

2 Study the Grammar box. Find examples of *was/were* and *there was/there were* in the interview.

Grammar *was/were*

+	-
I was in China. We were happy.	She wasn't in Brazil. They weren't sad.
?	
Where was the match? Were you there? Yes, I was./No, I wasn't.	
there is/isn't → there was/wasn't there are/aren't → there were/weren't	

3 6.03 Complete the second part of the interview with the correct forms of *was* or *were*. Listen and check.

Q: Who's the best female footballer in the world?
A: The American Carli Lloyd. She [1]*was* the best player in the 2015 World Cup.
Q: [2]_____ the 2015 World Cup in the USA?
A: No, it [3]_____. It [4]_____ here in Canada.
Q: Which teams [5]_____ in the final?
A: The USA vs. Japan. The Japanese [6]_____ bad, but the Americans [7]_____ better. After sixteen minutes the score [8]_____ 4–0 to the USA! The final score [9]_____ 5–2.

4 Complete the dialogue between Lisa and her gran with the correct forms of *there was* or *there were*.

Lisa: [1]*Was there* a girls' football team at your school, Gran?
Gran: No, [2]_____. But [3]_____ a hockey team.
Lisa: [4]_____ any boys in the hockey team?
Gran: No, [5]_____. And [6]_____ any girls in the football team. But every year [7]_____ a hockey match – girls vs. boys.
Lisa: [8]_____ a football match with girls vs. boys too?
Gran: Yes, [9]_____. It was great fun!

5 6.04 In pairs, choose the correct option to complete the questions about a sports match. Listen and check.

1 What sport (*was*) / *were* it?
2 *The match was* / *Was the match* in a stadium?
3 How many players *was* / *were* there in each team?
4 *There was* / *Was there* a big crowd?
5 What *was* / *wasn't* the final score?
6 *Was* / *Were* you the best player?

6 In pairs, use the questions in Exercise 5 to ask and answer about a time when you were a player in a sports match.

And YOU

A: What sport was it?
B: It was volleyball.
A: Was the match in a stadium?
B: No, it wasn't. It was in a PE class at school.

6.2 GRAMMAR *was/were*

Lesson learning objective

Students can use *was/were* to talk about events in the past.

Lead in: review of vocabulary from the previous lesson

Write the word *SPORTS* vertically on the board, and add words to the first two letters. For example:

baSeball
Player
O
R
T
S

Put students into pairs and tell them to add words to the rest of the letters in the word.

Set a time limit and then elicit students' words. Write the words on the board.

Exercise 1 6.02

Ask students to keep their Students' Books closed. Have a class discussion about football. Find out who likes watching football on TV, and ask about the World Cup and the names of the current world champions. If students naturally start talking about men's football, ask if they ever watch women's football, and if they know any names of women's football world champions.

Tell students they are going to listen to a recording about the first World Cup for women's football. Play the audio and then ask students to open their books.

Put students into pairs. Ask them to look at the words in the wordpool and to try to remember any information they know about each of the words. Then ask the pairs to read the text and check answers. When they have finished, elicit the meanings of the words *stadium* and *crowd*.

Answers: **2** China **3** 12 **4** Norway vs USA **5** 63,000 **6** USA

Exercise 2

When students have found the examples in the interview, ask which verb *was/were* comes from (the verb *to be*). Point out that *was* is the past form of *is* (and *am*) and that *were* is the past form of *are*. Elicit the correct forms for *I*, *you*, *he*, *she*, *it*, *we* and *they*.

Exercise 3 6.03

When students have finished the exercise, ask them to cover the interview. Ask questions to check what information they can remember:

Which World Cup is the text about? (the 2015 World Cup)
Where was it? (Canada)
Which countries' teams were in the final? (USA and Japan)
What was the score? (USA 5, Japan 2)

Answers: **2** Was **3** wasn't **4** was **5** were **6** weren't **7** were **8** was **9** was

Exercise 4

Review *there is/there are*. Elicit some statements about the classroom or about the students' own town (e.g. *There is a computer. There are some good shops.*). Then elicit how we would make these sentences refer to the past (e.g. *There was a computer. There were some good shops.*).

Answers: **2** there wasn't **3** there was **4** Were there **5** there weren't **6** there weren't **7** there was **8** Was there **9** there was

Extra activity

Put students into pairs. Tell them to imagine that they are asking their grandparents about their own schooldays. The pairs should work together to think of five questions using *Was there/Were there … ?* (e.g. *Were there any breaks? Was there a gym?*).

When the pairs have written their five questions, join pairs together into groups of four to do a roleplay. One pair should roleplay themselves and ask their five questions, and the other pair should roleplay their grandparents and answer the five questions. When they have finished, the pairs should swap roles.

Invite pairs to share some of their questions with the rest of the class. Encourage a class discussion about what students think their grandparents' schooldays were like.

Exercise 5 6.04

Elicit students' choices before they listen to check. Then elicit the completed questions and invite students to answer them with the correct information from the audio (e.g. 1 football; 2 Yes, it was.; 3 eleven; 4 Yes, there was. *There were 63 000 people in the stadium.*; 5 *It was 2–1 to the USA.*; 6 *No, I wasn't! I was only six years old in 1991!*).

Answers: **2** Was the match **3** were **4** Was there **5** was **6** Were

Exercise 6

When the pairs have taken turns to ask and answer the questions, tell them to imagine that one student is an interviewer on TV and that the other student is a sportsperson. They should then practise a roleplay. When they are ready, invite pairs to perform their roleplays in front of the class.

Further practice

- Workbook page 53

6.3 READING and VOCABULARY Young sports stars

Lesson learning objective

Students can find specific details in a text and talk about places to play sport.

Lead in: review of *was/were*

Ask about a student's location in the classroom: *Where is (Stephen)?* Elicit a full sentence: *(Stephen) is next to (John).* Then tell that student (e.g. Stephen) to swap places with another student. Ask *Where is (Stephen)?* and elicit *He/She is next to (Helen).* Then ask *Where* ***was*** *(Stephen)?* and elicit the answer *He/She* ***was*** *next to (John).*

Put students into two groups. Invite one student from each group to come to the front of the class and to face away from the rest of the students. Quietly, so that the students at the front don't hear you, tell two students in the class to swap places. Tell the two students at the front to turn around and to look at the rest of the students. They should work together to decide which students have changed places and where they were previously, and give a grammatically correct sentence (e.g. *Tom was next to Steph and Helen was next to Debbie.*). Then swap students and repeat the process.

When you repeat the process for the third time, four students in the class should swap places. The students at the front of the class should try to remember where all four students were previously.

As the final stage of the activity, invite two students to come to the front of the class, and quietly get everyone else in the class to swap places. When the two students turn around, see if they can say where each student in the class was previously.

Exercise 1

With Students' Books closed, ask the question in the rubric. Tell students to imagine there is going to be an award on TV for their country's Sportsperson of the Year. Elicit the names of sportspeople students think would win such an award. Then hold a class vote to find out which sports star wins.

Exercise 2

Elicit the sports shown in the photos before students do the exercise. When they have finished, put them into pairs to check their answers. (The ages of the sportspeople will vary, depending on the year the lesson is being taught.)

Answers:

	Country	Sport	Age
Lan's mother	Việt Nam	swimming	[will vary]
Garbiñe Muguruza	Spain	tennis	[will vary]
Dina Asher-Smith	Britain	running	[will vary]
Kristaps Porziņģis	Latvia	basketball	[will vary]

Exercise 3

Tell students that they should look for information in the text which shows whether the sentences are true or false. Explain that if they can't find the information in the text, the correct answer is probably *doesn't say*. When they are ready, elicit the answers and the references from the text.

Answers: 1 ✗ 2 ✓ 3 ? 4 ✓ 5 ✗ 6 ? 7 ✓ 8 ?

Extra activity

Put students into groups of three and tell them to choose a sports star they all know. They should work together as a group to think of facts they know about him/her and to find out more information online.

When they are ready, ask the groups to tell the class their facts, and encourage the class to try to guess the name of the sports star. For example: *He was born in Funchal on the island of Madeira in 1985. His real surname is dos Santos Aveiro. He has two first names. His second name is Ronaldo because Ronald Reagan was his mother's favourite actor. In 2009 he was the most expensive footballer in the world.* (Cristiano Ronaldo)

Exercise 4

When students have matched the words in the Vocabulary box with the photos, ask them to translate the words into their own language. Ask if their language has more words for different places where sports are held, and whether they can translate English words directly into their language (e.g. *In my language we say 'kort' for 'court' when we are talking about tennis, but we use 'boisko' for a basketball court, a baseball field and a football pitch. So 'kort' is 'court' and 'boisko' is 'pitch, court* or *field'.*).

Answers: **A** swimming pool **B** tennis court **C** running track **D** basketball court

Exercise 5

Set a time limit for students to do the exercise. Elicit the answers and then have a class discussion about the sports facilities at the students' own school(s). Help students with extra vocabulary if necessary (e.g. *volleyball court, badminton court, rugby pitch, table tennis table, boxing ring*).

Answers: **2** track **3** courts **4** court **5** pool

Exercise 6

Before the pairs discuss the questions, point out that they can use this structure to talk about how their abilities have changed: *I was good at … but now I'm better at … .*

To start with, ask the pairs to discuss only the first two questions. When they have finished, invite the pairs to share their ideas with the class. Then discuss the third question with the class and elicit reasons why it would or wouldn't be good to be a sports star. List students' reasons on the board. For example:

Good: *Sports stars earn a lot of money. They are very popular.*

Bad: *Sports stars work very hard. They can get injured.*

Ask the pairs to discuss the question further and then to share their ideas with the class.

Further practice

- Workbook page 54

6.3 READING and VOCABULARY Young sports stars

I can find specific details in a text and talk about places to play sport.

Young sports stars

A

Lan's mother was born in 1958. She first learnt to swim when she was three years old in a small canal. Her first swimming coach was her grandfather. She participated in five sports games and she won a total of 8 gold medals.

B

Tennis player Garbiñe Muguruza was born in Caracas, Venezuela, in October 1993. Her mother is Venezuelan but her father is Spanish. So which country does she represent? It wasn't an easy decision. But now when she's on the tennis court, she's Spanish.

C

When Dina Asher-Smith was eight, her dream was to run on the track in the Olympics. Now she's the fastest British female runner in history. Dina was born in December 1995. In July 2015 she was the first British woman to run 100 metres in under eleven seconds.

D

Kristaps Porziņģis was born in Latvia in August 1995. When he was fifteen years old, he was 2.03 m tall! Now he's 2.21 m tall. So where do you think he plays sport? On a basketball court, of course. Kristaps is one of the best players in the NBA.

1 CLASS VOTE **Who is the most popular sports star in your country?**

2 **Read the texts and complete the table. If you can't find the information in the texts, try to guess the answers from the photos.**

	Country	Sport	Age
Lan's mother			
Garbiñe Muguruza			
Dina Asher-Smith			
Kristaps Porziņģis			

3 **Read the texts again. Mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).**

1 ☐ Lan's mother first learnt to swim in a swimming pool.
2 ☐ Lan's mother won 8 gold medals in sports games.
3 ☐ Garbiñe's father is from Madrid.
4 ☐ It wasn't easy for her to choose a country to play for.
5 ☐ Dina was in the Olympics when she was eight years old.
6 ☐ In 2015 she was the fastest woman in the world.
7 ☐ Kristaps was very tall when he was fifteen.
8 ☐ He's the tallest basketball player in the NBA.

4 **Study the Vocabulary box. Which places can you see in the photos?**

Vocabulary Places to play sport

basketball court tennis court football field/pitch
swimming pool running track

5 **In pairs, complete the text with one word in each gap.**

Our school is great for sport. There's a good football [1]*pitch* with a 400-metre-long running [2]_____ around it. There are two outdoor tennis [3]_____, there's a basketball [4]_____ in the gymnasium and there's a small indoor swimming [5]_____ too.

6 **In pairs, ask and answer the questions below.** And YOU

1 What's your favourite sport now? Who's your favourite sports star?
2 Do you want to be a professional sportsperson? Why? / Why not?

My favourite sport is … and my favourite star is …

6.4 GRAMMAR Past Simple affirmative (regular and irregular verbs)

I can use the Past Simple to talk about events in the past.

A FUNNY THING HAPPENED TO ME

Max: Good shot!
Eva: Thanks! I did archery at a sports camp last year. I had a great time. I won a medal!
Sol: Hi.
Max: Sol, what's wrong?
Sol: I went jogging yesterday.
Max: You went jogging?
Sol: Yes. It started well, but then I got something in my shoe, so I stopped. I took my shoe off and put it on a car. Then the car moved away. I tried to catch it. I ran after it but ... I walked home – two miles with one shoe!
Eva: Wow! Poor you!
Max: A funny thing happened to me this morning. I wanted to do some skateboarding, so I came here. A reporter from South Radio saw me. She asked me lots of questions. It's for a show about young people and sport.
Eva: When's it on?
Max: Sunday.

Good shot!
What's wrong? *Poor you!*
When's it on?

OUT of class

1 6.05 Look at the photo. What sport is Sol doing? Listen and check.

2 Study the Grammar A box. Write the Past Simple form of the verbs below. Find them in the dialogue and check.

ask happen move start stop
try walk want

Grammar A Past Simple affirmative (regular verbs)

call – called like – liked jog – jogged carry – carried

I called you yesterday.

Time expressions: this morning, yesterday, last night, last week, last month, last year

3 6.06 Look at the table. Listen and repeat.

/d/	/t/	/ɪd/
called	watched	ended
jogged	danced	waited

4 6.07 Find the Past Simple form of these verbs in the dialogue and complete the Grammar B box. Listen and check.

Grammar B Past simple affirmative (irregular verbs)

come – *came* put – _____
do – _____ run – _____
get – _____ see – _____
go – _____ take – _____
have – _____ win – _____

5 6.08 Complete Lily's story with the Past Simple form of the verbs in brackets. Listen and check.

'I [1]*went* (go) for a run yesterday. In the park I [2]_____ (stop) to drink some water. There was a newspaper on a bench. I [3]_____ (start) to read it. I [4]_____ (find) two tickets for a tennis match! I was really happy. But then I [5]_____ (see) a young man. He [6]_____ (ask) me a question: 'Are they your tickets?' I [7]_____ (say) no and then [8]_____ (give) him the tickets. He [9]_____ (smile).'

And YOU

6 Let's play the truth game!
Work in pairs. Go to page 111.

Student A: Write two sentences about yourself in the Past Simple. Make sure one sentence is true. One sentence is false. Read them aloud to Student B.
Student B: Guess the false one. Then change the role.

A: I went jogging in the park yesterday. I ran 5 kilometres at home this morning.
B: False! You didn't run 5 kilometres this morning.

6.4 GRAMMAR Past Simple affirmative (regular and irregular verbs)

Lesson learning objective

Students can use the Past Simple to talk about events in the past.

Lead in: preview of the Past Simple

Tell students to think about all the activities they do before they get to school (e.g. *get up*, *have a shower*, *have breakfast*, *get dressed*, *brush teeth*, *walk to school*). Ask them to write as many sentences as they can, using adverbs of frequency where possible (e.g. *I usually get dressed before breakfast.*). When students are ready, put them into groups of three. They should compare their sentences and try to find activities which they all do at the same time or with the same frequency. Invite groups to share their findings with the class. Explain that these sentences will be used again later in this lesson.

Exercise 1 6.05

Ask students to look carefully at the photo in relation to what has happened so far in the video story. Elicit ideas, and then play the audio for students to check their ideas.

Go through the Out of class box with students. Explain that we can use the expression *Good shot!* when someone kicks or hits a ball well (e.g. in football). We can ask *What's wrong?* when someone is sad, or looks ill or in pain. We can use *Poor you!* to show sympathy. We can ask *When's it on?* to find out about the time of a film at the cinema, a programme on TV or a show on the radio.

Answer: Sol is jogging/running.

Exercise 2

Explain to students that there are two types of Past Simple verbs: regular verbs and irregular verbs, and that regular verbs add *-ed* to the base form of the verb. Point out the spelling rules in the Grammar Time section (Resource book).

Go through the examples in the Grammar box with students. Ask them to try to work out how to spell the past forms in the exercise without looking at the dialogue. When they are ready, go through the correct spelling for each past form and elicit the spelling rules they correspond to.

Answers: asked, happened, moved, started, stopped, tried, walked, wanted

Exercise 3 6.06

Discuss the pronunciation rules with students. Ask them to put their fingers against their throats to feel the difference between the vibrations that accompany voiced consonants and the lack of vibrations that accompany voiceless consonants. Point out that there is often an overuse of /ɪd/, especially with endings which should use /t/. Drilling and correction will help students to remember the correct pronunciation for the different past form verbs.

Answers:
/d/: called, jogged
/t/: watched, danced
/ɪd/: ended, waited

Exercise 4 6.07

When students have found the verbs, explain that there are no real patterns for irregular verbs; they just need to learn them as individual vocabulary items.

Answers: come – came, do – did, get – got, go – went, have – had, put – put, run – ran, see – saw, take – took, win – won

Extra activity

Remind students about their sentences from the Lead in activity. Ask them to rewrite the sentences referring to the activities they did this morning. When they have finished, put them into pairs to compare their sentences.

Exercise 5 6.08

Tell students that if there are any verbs they don't know the past form of, they can refer to the irregular verbs list on page 110. Explain that if they can't find the verb in this irregular verb list, they should assume that the verb is a regular verb. When students have listened to the audio, elicit the correct answers, check the pronunciation of the *-ed* endings, and elicit the correct spelling of *stopped* and *smiled*.

Answers: **2** stopped **3** started **4** found **5** saw **6** asked **7** said **8** gave **9** smiled

Exercise 6

The teacher puts students in pairs. Each student has to write two sentences about themselves, using Past Simple. Make sure one sentence is true and the other sentence is false. After students finish writing their sentences, ask them to read aloud the sentences to each other. The other student has to find the false sentence. Encourage them to follow the example.

Further practice

- Workbook page 55

6.5 LISTENING and VOCABULARY Sporting moments

Lesson learning objective

Students can identify specific details in a radio sports programme and talk about a sports match.

Lead in: review of Past Simple

Put students into pairs. Ask them to write down ten past forms that they learned in the previous lesson. They can look at their Students' Books if necessary. When the pairs have written their lists, ask them to close their Students' Books.

Join two sets of pairs together into groups of four. Pair A should turn over their list so that they can't see it, and Pair B should keep their list face up. Set a 1-minute time limit for Pair A to say as many past form verbs as they can. If any of these are on Pair B's list, Pair B should tick them off one by one. Pair A's goal is to say all ten of Pair B's verbs within the time limit. At the end of the time limit, Pair B should say how many of the verbs on the list Pair A has guessed and if there are any verbs that they didn't guess. Then the pairs swap roles.

When they have finished, ask the pairs if any of them guessed all ten past form verbs and, if not, how many past form verbs they were able to guess.

Exercise 1

Elicit the answers to the questions, checking that students understand the difference between a *cup* and a *league*. (The rules are different. In a cup, if you lose a match, a team or a player has to leave the competition. In a league, a team or a player wins points for either a win or a draw, and the points are added up over a number of matches before the winner is decided. Some sports competitions now use a combination of both, with a small league competition followed by a knock-out cup competition, for example, the football World Cup.)

Ask how many players or teams take part in a final (two) and in a semi-final (four).

Elicit the names of different sports tournaments (e.g. *the Olympic Games*, *the World Cup*, *Wimbledon tennis*).

Exercise 2 6.09

When students have done the exercise, elicit the answers and any relevant references in the audio. (1 The interviewer says *2016*. 2 Emma says the word *race*. 3 Sam lost some tickets. 4 Jim mentions lots of sports which he does.)

Answers: **1** c **2** a **3** d **4** b

6.09

See page 200.

Exercise 3 6.10

Before students listen again, ask them to read the questions and to look carefully at the pictures so that they know what they are listening out for.

When they have done the exercise, elicit the answers and what was said that might have made the question difficult to answer. (1 The interviewer asks Keith if he was at the tennis match, and Keith says that he watched it on TV at the tennis club, not at home. 2 Emma's time in the race was 39.14 and 32.40 was the winning time. 3 The original cup final tickets cost 45 pounds, and the replacement tickets cost 75 pounds. 4 Jim goes jogging every morning, and he only does judo and plays badminton at the weekends.)

Answers: **1** C **2** C **3** B **4** A

Exercise 4 6.11

When students have completed the exercise, check that they understand the rules for using the various verbs. Explain that we usually use *play* for team or ball sports (e.g. *play + football/tennis/badminton*). We usually use *go* with activities ending in *-ing* (e.g. *go + swimming/cycling/jogging*). We generally use *do* with other activities (e.g. *do + judo/archery/exercise*). We can also *play for* a school, our country, etc.

Review the verbs *win* and *lose*, and check that students understand what it means to *beat someone* (e.g. *Germany won the World Cup. They beat Italy.*).

Answers: **2** goes, won **3** lost **4** goes, plays, does, plays

Exercise 5 6.12

Tell students to work on their own to complete the exercise. Point out that they can use the word friends in Exercise 5 to help them. When they have finished, put them into pairs to compare their answers. Then play the audio so that they can check their answers.

Answers: **2** do **3** play **4** play for **5** won **6** scored **7** lost

Exercise 6

Tell students that if they can't think of a real example, they can use their imagination to make up a story about a sporting moment. Give them a minute to think of their ideas and then put them into groups of three.

Set a time limit for each student to tell their group about their chosen sporting moment. When the time is up, invite one student from each group to tell the class about one of the sporting moments that one of the other students in their group described.

Further practice

- Workbook page 56

6.5 LISTENING and VOCABULARY Sporting moments

I can identify specific details in a radio sports programme and talk about a sports match.

1 Study the Vocabulary box. Check if you understand the words. In pairs, answer the questions below.

Vocabulary Sports competitions

cup league tournament
final semi-final

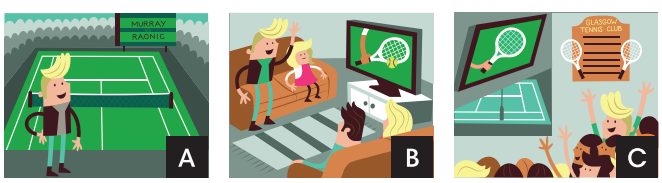
1 Is there an international tennis tournament in your country?
2 Who were the football league champions in your country last year?

2 6.09 Listen to a radio phone-in and match the speakers (1–4) with the information (a–d).

1	Keith	a	ran in a race.
2	Emma	b	is a sports fanatic.
3	Sam	c	talks about 2016.
4	Jim	d	tells a sad story.

3 6.10 Listen again and choose the correct answers.

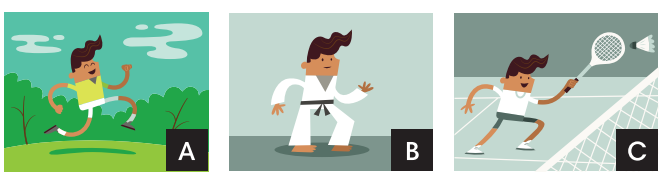
1 Where was Keith when Andy Murray won Wimbledon?



2 What was Emma's best time for ten kilometres before last Sunday?

3 How much were the train tickets that Sam bought?

4 What does Jim do every day?



4 6.11 WORD FRIENDS Complete the sentences with the correct form of the verbs below. Listen and check.

do go play win lose

1 Andy Murray *won* the Wimbledon tennis tournament in 2016.
2 Emma often _____ running. Her friend _____ the race last Sunday.
3 Liverpool was in the cup final but they _____ the game 2–1.
4 Jim _____ jogging every morning. At weekends he _____ badminton and _____ judo. He _____ for the school football team.

5 6.12 Choose the correct option. Listen and check.

I love sport. I often [1]*do* / *go* cycling and I [2]*do* / *play* gymnastics after school but my favourite sport is basketball. I [3]*go* / *play* basketball a lot. I [4]*play for* / *win* my school team. This year we [5]*scored* / *won* our first three matches in the national tournament. In the semi-final I [6]*lost* / *scored* twenty points! I was really happy. In the final we [7]*played for* / *lost* the game by one point.

6 In groups, talk about a sporting moment when you were really happy or sad. Use these ideas below to help you.

And YOU

- I saw it on TV./I was there in the stadium.
- I played in a tournament.
- I scored a goal/won the match.
- The final score was …
- It was surprising/fantastic/great/crazy/terrible.
- I was really happy/sad.

6.6 SPEAKING Talking about hobbies and interests

I can talk about hobbies and interests.

AUDIO WHAT DO YOU DO IN YOUR FREE TIME?

Vicky: So, Greg, what do you do in your free time?
Max: I hang out with my friends and I do a lot … I dance. I mean, I do a lot of dancing.
Vicky: Dancers need to be fit. Do you do much sport? Do you go running, for example?
Max: No, I'm not very keen on running. It's boring.
Vicky: But you like sport, right?
Max: Not really. I play football sometimes but to be honest, I'm not really into sport. I love dancing.
Vicky: Do you play for a football team?
Max: No, I'm not interested in team sports. I go cycling with my friend Dad, I mean, Sol. I'm a big fan of skateboarding. Is that a sport?
Vicky: I don't think so, no. OK, thanks. That was twelve-year-old Greg Marks.

To be honest, … **OUT of class**

1 **Look at the photo and answer the questions. Go to page 112 and check.**

1 Where is Max?
2 Who is he talking to?

2 6.13 **Read or listen. What does Max do in his free time?**

3 **Study the Speaking box. Find examples of the phrases in the dialogue.**

Speaking Talking about hobbies and interests

What are your hobbies and interests?
What do you do in your free time?
I go running/cycling.
I do a lot of judo/sport/dancing.
I play video games/football.
I hang out with my friends.
Are you into sport?
I'm a big fan of skateboarding/mountain biking.
I love/I'm interested in/I'm really into extreme sports.
Not really./I'm not very keen on/I'm not really into sport.

4 **In pairs, complete the text with one verb in each gap.**

Rob is a sports fanatic. He [1]*plays* basketball for a team. He [2]_____ a lot of judo. He [3]_____ swimming every evening. He [4]_____ really into racket sports – he [5]_____ a big fan of squash. He always [6]_____ out with his friends at the sports centre.

5 6.14 **Complete the dialogue with sentences a–h. There are three extra sentences. Listen and check.**

Jay: What do you do in your free time?
Kay: [1]c
Jay: What sports do you do?
Kay: [2]___
Jay: Yes, mountain biking is cool.
Kay: [3]___
Jay: I hang out with my friends.
Kay: [4]___
Jay: Not really. I'm not very keen on sport. But I'm really into sports video games.
Kay: [5]___

a Are you into sport?
b I did judo when I was younger.
c I do a lot of sport.
d I go swimming, I play football and I'm a big fan of cycling.
e I'm not into team sports.
f My sister's a great football player.
g Really? I'm not interested in video games. I prefer real-life sports.
h What about you? What are your hobbies?

6 **In pairs, talk about your hobbies and interests. Tell the class about your partner.**

And YOU

6.6 SPEAKING Talking about hobbies and interests

Lesson learning objective

Students can talk about hobbies and interests.

Lead in: review of sports word friends

Put students into groups of three. Give each group three pieces of paper and tell them to write one of the verbs *do*, *play* and *go* on each of the pieces of paper. Explain that the words they write should be big enough to be seen across the classroom.

Each student in a group should hold one of the pieces of paper. Explain that you are going to say various words and that they should hold up the verb that usually accompanies that word. Nobody is allowed to talk. Each group starts with ten points. The last group in the class to hold up the correct verb loses one point. Any group holding up two or more verbs at the same time loses one point. Any group holding up the wrong verb loses one point. Suggested words: *judo*, *swimming*, *football*, *ice hockey*, *badminton*, *exercise*, *archery*, *running*, *jogging*, *basketball*, *aerobics*, *cycling*. (*do: judo, exercise, archery, aerobics*; *play: football, ice hockey, badminton, basketball*; *go: swimming, running, jogging, cycling*)

Exercise 1

When students have answered the questions, ask if anyone in the class has ever been interviewed for a radio show or by a newspaper reporter. If any student has been interviewed, ask them to describe how they felt. If no students have ever been interviewed, ask how they think they would feel if they were interviewed (e.g. *nervous*, *excited*).

Answers:
1 Max is in the skateboard park.
2 He's talking to a reporter from South Radio.

Exercise 2 6.13

Elicit the answer to the question. Then play the audio again and ask students to make a note about which activities Max does and doesn't do. (He hangs out with friends, dances, plays football, goes cycling and goes skateboarding. He doesn't go running or play for a football team.)

Ask students to look at the Out of class box, and explain that we use *To be honest, …* when we are giving our opinion and know that it might not be what the other person wants to hear (e.g. *A: Hey, guess what? I've got two tickets to see Justin Bieber. Do you want to come? B: To be honest, I don't really like Justin Bieber's music.*).

Answer:
He hangs out with friends, dances, plays football, goes cycling and goes skateboarding.

6.13

See page 200.

Exercise 3

When students have found the phrases in the dialogue, point out that they should learn which prepositions we use in each phrase as this is often tested in exams (e.g. *interested in*, *keen on*, *to be (really) into*).

Exercise 4

Before students do the exercise, elicit what they have to remember to add when using the Present Simple with *he*, *she*, *it* (the third person -s). When students have finished, ask if anyone in the class is a sports fanatic, and ask them to tell the class which sports they do during the week.

Answers: **2** does **3** goes **4** is **5** is **6** hangs

Exercise 5 6.14

Put students into pairs and tell them to cover the sentences a–h. Ask the pairs to read what Jay says before and after each of Kay's responses, and tell them to work together to guess the responses. When they are ready, elicit their ideas. Then tell the pairs to uncover the sentences and to do the matching activity.

Answers: **2** d **3** h **4** a **5** g

Exercise 6

Tell the pairs to ask and answer questions in a similar way to what was done in Exercise 5. Encourage them to think of more questions if possible (e.g. *How often do you … ? Do you play/go/do … ? Are you into … ?*).

Extra activity

Tell students to think of questions which they could ask others about their free time activities (e.g. *What do you do in your free time? Do you do a lot of exercise? Do you play for a school team?*).

Set a time limit for them to mingle with their classmates, taking turns to ask and answer each other's questions. When they have finished, invite students to say their question and the most interesting answer they received.

Further practice

- Workbook page 76

6.7 ENGLISH IN USE *ago*

Lesson learning objective

Students can use *ago* to talk about events in the past.

Lead in: review of talking about hobbies and interests

Tell students they are going to find out who in their class shares their interests. Tell them to write a question using *Are you interested in … ?*, *Are you into … ?* or *Are you keen on … ?* and completing the question with an activity they are interested in.

When they are ready, encourage them to mingle with their classmates and to note down the number of students who say *Yes* in answer to their question. When they have finished, invite students to tell the rest of the class what their question was and how many people answered *Yes*.

Background notes

In 1865 the British government passed a law saying road traffic couldn't travel faster than four miles an hour (6.4 kilometres an hour) in the country and two miles an hour (3.2 kilometres an hour) in the city, and that a man carrying a red flag had to walk in front of road vehicles pulling multiple wagons.

Exercise 1

Ask students to keep their Students' Books closed and check that they understand the meanings of the words *prehistoric*, (*Ancient*) *Romans* and (*Ancient*) *Egyptians*.

Then ask them to open their books and to do the matching exercise. When they have finished, elicit the answers, and discuss the jokes in the cartoons. (A – People are running away from a bear. B – People are pulling stones to build the pyramids. C – The teams are gladiators or slaves fighting against wild animals. D – The cars are travelling very slowly, following the man with the red flag.)

Answers: **1** C **2** D **3** A **4** B

Exercise 2

Point out the times given in the cartoons, and elicit another way of saying *ago* (e.g. *A shows 100,000 years* ***before now***.). Discuss the Language box and then ask students to use *ago* to say when they were born.

Exercise 3

Set a time limit for the exercise and, when students have finished, elicit the answers.

Elicit some more sentences about things that happened less than a year ago (e.g. *When did you wake up this morning? When did this school year start? When did this lesson start?*).

Answers: Answers depend on the year now.

Extra activity

Put students into groups of four. Tell each group to think of a famous historic event in their country or in the world, along with the year in which this event took place (e.g. the first moon landing in 1969). When the groups are ready, tell them to take turns to test the other groups by asking how many years ago the event took place. The first group to guess the event wins a point.

Exercise 4 6.15

Put students into pairs and tell them to work together to try to think of the missing words. Explain that the missing words could be grammatical (e.g. a time expression or a verb form) or they could be prepositions or vocabulary items relating to the topic of sports.

Answers: **2** do **3** ago **4** medal **5** Last **6** court **7** was **8** for **9** match **10** goals **11** of

Exercise 6

When the pairs have finished, ask them to think of three more sports-related activities that they can talk about (e.g. play in a final, score a goal in a football match, go jogging).

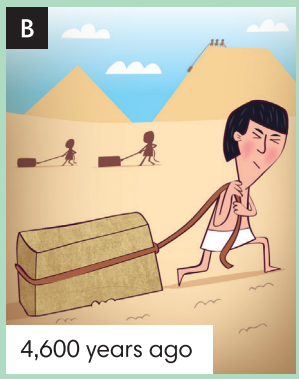
Further practice

- Workbook page 58

6.7 ENGLISH IN USE *ago*

I can use *ago* to talk about events in the past.

The history of sport



1 **Match pictures A–D with captions 1–4.**

1 ☐ The Ancient Romans loved team sports.
2 ☐ In the early years of the twentieth century, motor racing was a popular sport. It was very exciting.
3 ☐ In prehistoric times, people were big sports fans. Sometimes they ran very fast.
4 ☐ The Ancient Egyptians were keen on sport. They did a lot of weight training.

2 **Study the Language box. How do you say the phrases in your language?**

Language *ago*

To talk about when something happened, we use a time expression + ago.

ten seconds ago	twenty minutes ago
an hour ago	a few days ago
three weeks ago	six months ago
many years ago	a long time ago

3 **In pairs, work out how long ago these things happened.**

1 The first Tour de France was in 1903 – _____ ago.
2 Women first swam in the Olympic Games in 1912 – _____ ago.
3 Basketball legend Michael Jordan was born in 1963 – _____ ago.
4 Serena Williams won Wimbledon for the first time in 2002 – _____ ago.
5 Spain won the Football World Cup in South Africa in 2010 – _____ ago.
6 The Olympic Games were in Rio de Janeiro in 2016 – _____ ago.

4 6.15 **Complete the text with one word in each gap. Listen and check.**

I'm very keen [1]*on* sport. I [2]_____ a lot of exercise. Two weeks [3]_____ I ran in a ten-kilometre race and I won a gold [4]_____ ! [5]_____ week I played tennis on a beautiful tennis [6]_____ at Wimbledon. I lost, but it [7]_____ a great game. Yesterday I played [8]_____ England in the football World Cup. We won the [9]_____ 4–2 and I scored all four [10]_____ . Yes, I'm a big fan [11]_____ sports video games!

5 **Write 5–8 sentences about a sport game that you played recently. You can use the text in Exercise 4 as an example. You may answer these questions:**

And YOU

- How long ago did you play that sport?
- Who did you play with?
- Did you win or lose the game?

Wordlist and Vocabulary in action

Extra activity

Have students work in groups and select at least three other lexical items in the wordlist to put in the following table. Some sports can go to more than one column. In each column, the first word has been given as an example to your students. Tell them to say BINGO when they get this done. This activity is to help your students to review the form-meaning relationships of the learnt words as well as to create sematic associations between these lexical items. .

Individual sports	Team sports
Cycling	Football

Further practice

Workbook page 59

GLOSSARY Sports | Sportspeople | Places to play sports | Sports competitions

adj: adjective adv: adverb n: noun np: noun phrase v: verb vp: verb phrase prep: preposition

basketball court	/ˈbɑːskətbɔːl kɔːt/	(np)	sân bóng rổ	the Olympics	/ðiː əˈlɪmpɪks/	(np)	Thế Vận Hội
breaststroke	/ˈbreststrəʊk/	(n)	kiểu bơi ếch	outdoor	/ˌaʊtˈdɔː/	(adj)	ngoài trời
champion	/ˈtʃæmpiən/	(n)	nhà vô địch	professional	/prəˈfeʃənəl/	(adj)	chuyên nghiệp
the Champions League	/ðə ˈtʃæmpiənzliːg/	(np)	cúp bóng đá C1 Châu Âu	racket sports	/ˈrækət spɔːts/	(n)	các môn thể thao dùng vợt
crowd	/kraʊd/	(n)	đám đông	reporter	/rɪˈpɔːtə/	(n)	người đưa tin
cup	/kʌp/	(n)	cúp (phần thưởng cho nhà vô địch)	running track	/ˈrʌnɪŋ træk/	(np)	đường chạy
				(final) score	/(ˈfaɪnəl) skɔː/	(n)	kết quả chung cuộc
exciting	/ɪkˈsaɪtɪŋ/	(adj)	hấp dẫn, gây hồi hộp	sports centre	/spɔːts ˈsentə/	(n)	trung tâm thể thao
final	/ˈfaɪnəl/	(adj)	cuối cùng	sports fan	/spɔːts fæn/	(np)	người hâm mộ thể thao
football field (pitch)	/ˈfʊtbɔːl fiːld (pɪtʃ)/	(np)	sân bóng đá				
footballer	/ˈfʊtbɔːlə/	(n)	cầu thủ bóng đá	sports fanatic	/spɔːts fəˈnætɪk/	(np)	người đam mê thể thao
gymnasium	/dʒɪmˈneɪziəm/	(n)	phòng tập thể dục				
hockey	/ˈhɒki/	(n)	môn khúc côn cầu	sports star	/spɔːts stɑː/	(n)	ngôi sao thể thao
individual sport	/ˌɪndəˈvɪdʒuəl spɔːt/	(np)	môn thể thao cá nhân	sportsman/woman	/ˈspɔːtsmən/ ˈspɔːtsˌwʊmən/	(n)	người chơi thể thao
indoor	/ˈɪndɔː/	(adj)	trong nhà				
interest	/ˈɪntrəsts/	(n)	mối quan tâm	squash	/skwɒʃ/	(n)	môn bóng quần
jog	/dʒɒg/	(v)	chạy bộ	stadium	/ˈsteɪdiəm/	(n)	sân vận động
league	/liːg/	(n)	liên đoàn	table tennis	/ˈteɪbəl ˌtenɪs/	(np)	môn bóng bàn
marathon	/ˈmærəθən/	(n)	cuộc đua ma-ra-tông	team	/tiːm/	(n)	đội
(gold) medal	/(gəʊld) ˈmedl/	(n)	huy chương (vàng)	team sport	/tiːm spɔːt/	(np)	môn thể thao đồng đội
motor racing	/ˈməʊtə ˈreɪsɪŋ/	(np)	môn đua xe mô-tô				
mountain biking	/ˈmaʊntən ˈbaɪkɪŋ/	(np)	môn đạp xe leo núi	tennis court	/ˈtenɪs kɔːt/	(np)	sân quần vợt
the NBA	/ðiː ˌen biː ˈeɪ/	(np)	giải bóng rổ nhà nghề Mỹ	volleyball	/ˈvɒlibɔːl/	(n)	môn bóng chuyền
				weight training	/weɪt ˈtreɪnɪŋ/	(np)	môn tập tạ
				world championship	/wɜːld ˈtʃæmpiənʃɪp/	(np)	giải vô địch thế giới

VOCABULARY IN ACTION

1 Use the glossary to find:

1 five people *champion, ...*
2 six places *basketball court, ...*
3 four ball sports *baseball, ...*
4 three sports with races *cycling, ...*

2 Match pictures 1–5 with words from the glossary.

1 *team* 2 _____ 3 _____

4 _____ 5 _____

3 In pairs, complete the sentences with one word.

1 I'm not interested *in* football.
2 My mum runs _____ marathons.
3 My brother's really keen _____ mountain biking.
4 I don't like swimming. I'm scared _____ water.
5 I often _____ cycling with my friends.
6 My grandma _____ aerobics every morning.
7 My friend plays hockey _____ a team.
8 My football team won their _____ 6–2 last week.

1 I am interested in football. It's my favourite sport.

4 6.16 PRONUNCIATION In pairs, listen and find one word in each group with a different pronunciation from the others. Use the underlined letters to help you.

1 final	fit	l**i**ve (adj)	t**i**me
2 cycling	exciting	**i**ce hockey	the Olympics
3 badminton	b**i**king	sw**i**mming	w**i**n

5 6.17 PRONUNCIATION Listen, check and repeat.

Exercise 1

1 champion, footballer, reporter, sports fan, sports star
2 football field/pitch, gymnasium, running track, sports centre, stadium, tennis court
3 basketball, football, hockey, squash, table tennis, tennis, volleyball
4 motor racing, mountain biking, running

Exercise 2

2 badminton
3 cup
4 hockey
5 medal

Exercise 3

2 in
3 on
4 of
5 go
6 does
7 for
8 match

Exercise 4

1 fit
2 the Olympics
3 biking

Extra activity

After Exercise 4, ask students to write four more sentences using four different past form verbs. Three of the sentences should be true and one should be false.
In their pairs, students should take turns to read their partner's sentences and to try to guess which sentence is false.
Then elicit sentences from students and for each sentence ask the rest of the class to guess if it is true or false.

Revision

VOCABULARY

1 **In pairs, match events 1–4 with definitions a–d. Do you find these events boring, OK or exciting?**

1 ☐ the Champions' League
2 ☐ the NBA
3 ☐ the Olympics
4 ☐ the World Cup

a An international football tournament that happens every four years.
b The best football teams in Europe try to win this every year.
c It happens every four years; there are lots of different sports.
d A basketball competition in North America.

A: What do you think of the World Cup?
B: It's exciting. I love it.

2 **Choose the correct option.**

1 My uncle Jim is a sports *fanatic* / *player* / *star* – he watches sports on TV all day long.
2 There was a big *crowd* / *team* / *ticket* at the match – 60,000 people.
3 Volleyball is a(n) *individual* / *racket* / *team* sport.
4 Let's go to the swimming *court* / *pool* / *track*.
5 Did you see the match? What was the final *champion* / *goal* / *score*?
6 I was first in the race. I *lost* / *scored* / *won* the gold medal!
7 Do you want to *do* / *go* / *play* tennis on Saturday?
8 On sports day I ran in the 100-metre *goal* / *point* / *race*.

GRAMMAR

3 **Choose the correct option.**

A: Where *was* / *were* the final of the football World Cup in 1950?
B: It [2]*was* / *were* in the Maracana stadium in Rio de Janeiro, Brazil.
A: Which teams [3]*was* / *were* in the final?
B: Brazil and Uruguay.
A: How many people [4]*there were* / *were there* in the stadium?
B: [5]*There were* / *Were* almost 200,000 people!
A: [6]*Was* / *Were* there a surprise?
B: Yes, [7]*there* / *it* was. On paper, the Uruguayan team [8]*wasn't* / *weren't* so good. The Brazilian players [9]*was* / *were* better. But the final score [10]*there was* / *was* Uruguay 2, Brazil 1.
A: Oh! The Brazilian fans [11]*wasn't* / *weren't* very happy!

4 **Make sentences in the Past Simple, using the given words.**

1 get up / five hours ago _____
2 watch / TV / this morning _____
3 run / five kilometres / yesterday _____
4 call / a friend / last night _____
5 find / some money / a few days ago _____
6 see / a good film / last week _____

5 **Complete the text with the Past Simple form of the verbs in brackets.**

My family [1]*had* (have) a really sporty weekend. My mum [2]_____ (take) part in a race. My dad [3]_____ (win) a tennis tournament. My sister [4]_____ (do) something new: she [5]_____ (try) ice hockey for the first time and she [6]_____ (love) it! My little six-year-old brother [7]_____ (jog) two miles and [8]_____ (play) football in the park. My grandparents [9]_____ (come) for lunch on Sunday – they [10]_____ (walk) six miles from their house! And me? Well, I [11]_____ (make) a cake and then we all [12]_____ (eat) it. I don't like sport!

SPEAKING

6 **Complete the sentences below about yourself. Then work in pairs. Ask and answer about each other's hobbies, using the following sentences.**

1 I often go *cycling*.
2 I do a lot of _____.
3 I play _____.
4 I often hang out with your friends in _____.
5 I'm a big fan of _____.
6 I'm interested in _____.
7 I'm really into _____.
8 I'm not very keen on _____.

A: What do you do in your free time?
B: I often go swimming. What are you interested in doing in your free time?
A: I'm interested in playing chess.

Exercise 1

1 b
2 d
3 c
4 a

Exercise 2

2 crowd
3 team
4 pool
5 score
6 won
7 play
8 race

Exercise 3

2 was
3 were
4 were there
5 There were
6 Was
7 there
8 wasn't
9 were
10 was
11 weren't

Exercise 4

2 I watched TV this morning.
3 I ran five kilometres yesterday.
4 I called a friend last night.
5 I found some money a few days ago.
6 I saw a good film last week.

Exercise 5

2 took
3 won
4 did
5 tried
6 loved
7 jogged
8 played
9 came
10 walked
11 made
12 ate

Exercise 6

Ask the students to complete the sentences on their own. Then put them into pairs to ask and answer about each other's hobbies. Encourage students to use the adverbs of frequency such as "often", "never", and structures such as "to be interested in". After students finish working in pairs, ask some pairs to role-play the dialogue in front of the class.

7

The time machine

VOCABULARY
Talking about history | Technology, internet and computers | Everyday technology

GRAMMAR
Past Simple negative (regular and irregular verbs) | Past Simple questions and short answers (regular and irregular verbs)

Grammar: When I was your age, ...

Speaking: The picnic

The Great !deas Competition

Last week we asked you to choose one great idea and say how it changed our lives for the better. Here are the first of your suggestions.

1 Laura, 13, Bristol
Before the invention of the bicycle in the nineteenth century, most people never travelled more than fifty kilometres all their lives. Thanks to the bicycle, it became easier for people to change where they lived or worked.

2 Ed, 12, Stoke-on-Trent
Today's hairdryers aren't very different from the first ones from 100 years ago. Thanks to the hairdryer, people began to wash their hair more often (a good thing!).

7.1 VOCABULARY History and technology

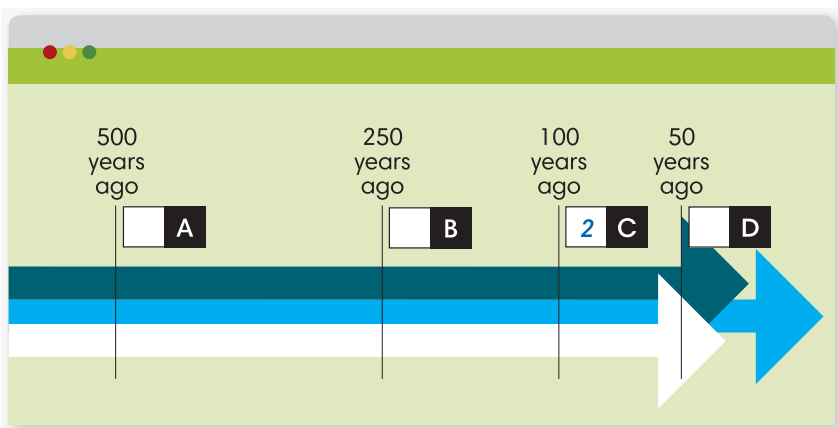
I can talk about technology and important moments in the past.

1 Study the Vocabulary A box. How do you say the phrases in your language? Order the phrases (1 = the oldest, 6 = the most recent).

Vocabulary A Talking about history

☐ in 2012 ☐ in the 1700s ☐ in the 1970s [1] in the Middle Ages
☐ in the nineteenth century ☐ seventy years ago

2 Read the texts on the website and put the ideas on this timeline. In pairs, say which idea you think was the most important.



Unit contents

Vocabulary
- Talking about history
- Technology, internet and computers
- Everyday technology

Grammar
- Past Simple negative (regular and irregular verbs)
- Past Simple questions and short answers (regular and irregular verbs)

Communication skills
Agreeing and disagreeing

7.1 VOCABULARY History and technology

Lesson learning objective
Students can talk about technology and important moments in the past.

Lead in: review of vocabulary from the previous unit

Put students into two groups and explain that they are going to try to guess words by asking for either vowels or consonants. Choose a word from the previous unit (e.g. *archery*), and tell students that the word has seven letters: two vowels and five consonants.

Group A should choose a type of letter (e.g. a consonant). Write on the board one of the consonants in the word (e.g. c), and explain that this is not necessarily the first letter of the word. Group A should try to guess the word based on this consonant clue.

Group B follows the same process. They should choose a type of letter (e.g. a vowel). Write on the board one of the vowels from the word (e.g. *e*). Group B should try to guess the word based on this vowel clue.

Continue the process until one of the groups guesses the word correctly and wins a point.

Repeat with other words from the wordlist on page 68. Elicit the meaning of each of the guessed words.

Background notes

The 1700s are from 1700 to 1799. The nineteenth century officially started in 1801 and finished at the end of 1900, but most people think of centuries as starting from the year '00 and finishing in the year '99. The Middle Ages is the period in European history from the collapse of the Roman civilisation in the fifth century to the period of the Renaissance (this is variously interpreted as beginning in the thirteenth, fourteenth or fifteenth century).

Exercise 1

When students have ordered the phrases, elicit which dates each phrase refers to (see background notes above).

Answers: **1** in the Middle Ages **2** in the 1700s
3 in the nineteenth century **4** seventy years ago
5 in the 1970s **6** in 2012

Background notes

The bicycle in the top right photo was known as a **penny farthing**; the name reflects the size of its wheels: at the time a penny was a large coin and a farthing (¼ of a penny) was a small coin. The penny farthing was popular in the mid- to late-nineteenth century, until it was replaced in the 1880s by bikes similar to those we have today.

Nicolaus Copernicus (1473–1543) was a Polish astronomer and mathematician. He worked for many years on his theory that the Earth orbits the Sun, but although his work explaining his theory, *De Revolutionibus Orbium Coelestium*, was completed by about 1532, Copernicus delayed its publication because he was worried about how the Church would react. Just before he died, he finally sent his work to be published.

The first portable computer was the IBM 5100, released in September 1975. It weighed about 25 kg and had 64 KB of RAM. The first commercially successful portable computer was the Osborne 1, released in 1981. This computer only weighed 10.7 kg and cost $1,795.

Exercise 2

When students have ordered the events on the timeline, set a time limit for the pairs to discuss which they think was the most important event. When they have finished, invite pairs to share their ideas, giving reasons why.

Answers: **A** 3 (1543) **B** 1 (1865) **C** 2 (c. 1910) **D** 4 (1981)

Exercise 3

When students have matched the verbs, ask them to choose three verbs and to make Present Simple and Past Simple sentences (e.g. Present Simple: *I usually* ***eat*** *toast for breakfast*. Past Simple: *Today I* ***ate*** *cereal.*).

When they have finished, invite students to share their ideas with the rest of the class.

Answers: become – became, begin – began, buy – bought, sell – sold, think – thought, understand –understood, write – wrote

Background notes

Jimmy Wales and Larry Sanger launched **Wikipedia** on 15 January 2001. The name *Wikipedia* was created by Sanger by combining the words *wiki* (a website that allows people to modify its content directly) and *encyclopedia*.

Exercise 4

When students have completed the text, elicit the answers. Have a class discussion about which date students think is the most important, giving reasons.

Answers: **2** became **3** became **4** began **5** wrote **6** could **7** sold **8** bought **9** could

Exercise 5

The following words/ phrases can help students find the meanings of the words in Vocabulary B box.

Web browser: the World Wide Web

Webcam: a camera

Search engine: Google

Website: Wikipedia

Social networking site: Facebook

Smartphone: …. phones to get on the web, play games, take photos and watch videos.

Exercise 6

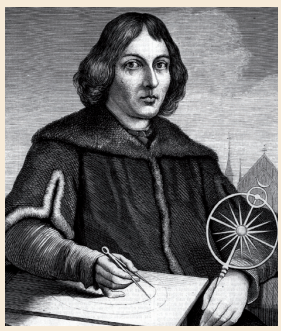
The teacher explains the activity called "class survey" to students. In the shortest time, they need to interview three friends in the class, write their names and their answers in the columns. Encourage students to interview three friends who do not sit next to them.

To make the students follow the task more easily, the teacher models with one student. She interviews him/ her using the first question and writes his/her name in the column under Student 1, and write his/her answer in the space underneath.

The class may be noisy during the class survey activity, so the teacher needs to find a way to get students' attention back to the class. After students settle down, ask some students to report the results of their survey. The teacher needs to correct students. The whole class finds out the most interesting answers at the end of the task.

Further practice

- Workbook pages 60–61



3 Elly, 13, London

Before the 1500s, people thought that the Earth was the centre of the universe. Then Copernicus wrote his theory that the Earth goes around the Sun. It completely changed how we understood our world.

4 Amadip, 12, Birmingham

When IBM sold its first personal computer, it was great news. After this, computers were for everyone, not just computer programmers. Millions of people bought their first computers in the 1980s.

Remember to vote here. Four more of your ideas next week!

3 Look at the highlighted irregular Past Simple forms in the texts. Match them with the infinitives below. How do you say the verbs in your language?

become begin buy sell think
understand write

become – became

4 Complete the blog post with the Past Simple form of the verbs in brackets. Which of the dates was most important in your opinion?

Randolph's guide to internet history

1990
- British scientist Sir Timothy Berners-Lee [1]thought (think) of the first internet web browser, the World Wide Web.

1993
- Scientists at Cambridge University connected a camera to the internet. They wanted to check when their coffee was ready. It [2]_____ (become) the first webcam.

1998
- The birth of the Google search engine. It quickly [3]_____ (become) one of the most popular websites on the internet.

2001
- The Wikipedia website [4]_____ (begin). Jimmy Wales [5]_____ (write) the first words: 'Hello, world!'

2006
- Anyone with an email address [6]_____ (can) join the social networking site Facebook.

2007
- The first iPhones. Apple [7]_____ (sell) 1 million in seventy-four days!

2008
- Millions of people [8]_____ (buy) their first smartphone. People [9]_____ (can) use their phones to get on the web, play games, take photos and watch videos. Smartphones changed millions of lives.

5 Study the words in Vocabulary B box. These words are highlighted in the blog post in Exercise 4. Find the words/phrases in the blog post that can help you guess the meanings of these words.

Vocabulary B Computers and Information Technology

search engine smartphone
social networking site web browser
webcam website

6 CLASS SURVEY

And YOU

Interview three students in your class using the questions below. Write their names and answers in the columns. Then report to the class.

	Student 1	Student 2	Student 3 .....
What's your favourite search engine?			
What's your favourite website to study English?			
What's your favourite social networking site?			

7.2 GRAMMAR Past Simple (negative)

I can use the Past Simple negative to talk about events in the past.

People chat

Nottingham in the fourteenth century

Posts | Photos | Discussions | Reviews

Ivor: Wow! Guys, look at this picture from a website about the history of Nottingham! Nottingham had a castle in the Middle Ages but it didn't have a station! 😲

Bea: Also people wore shoes or boots in the Middle Ages but they didn't wear trainers. And people didn't say 'cool' in the Middle Ages! 😀

Nathan: Children ate cakes in the fourteenth century but they didn't eat chocolate bars!

Smiffy: LOL! You saw dogs and pigs in towns in the fourteenth century but you didn't see Chihuahuas.

1 In pairs, look at the picture above. What is strange about it? Read the comments and check.

2 Study the Grammar box. Find more examples of Past Simple negatives in the comments.

Grammar Past Simple (negative)

They didn't wear jeans.
They didn't watch satellite TV.
People wore boots but they didn't wear trainers.
They played football but they didn't play basketball.

3 In pairs, make more sentences about the mistakes in the picture. Use the ideas below to help you.

bananas	buses	cameras	
tractors	helicopters	MP3 players	
plastic bottles	phones	sunglasses	
computer games	trainers	T-shirts	TVs

People didn't wear/eat/use/play … in the Middle Ages.
You didn't have … in the fourteenth century.

4 Complete the sentences with the Past Simple forms of the verbs in brackets.

1 I *walked* (walk) to the shops but I _____ (not buy) anything.
2 Ola _____ (have) a shower this morning but she _____ (not wash) her hair.
3 Last night Dan _____ (go) to bed early but he _____ (not sleep) well.
4 We _____ (work) hard yesterday but we _____ (not feel) tired.
5 They _____ (come) to the party on Saturday but they _____ (not stay) long.
6 Marion _____ (tell) me what to do but I _____ (not understand).
7 I _____ (want) to go to the concert but I _____ (not have) enough money for a ticket.

5 In pairs, talk about what you did/didn't do last night. Use the ideas below or your own.

And YOU

do homework	go to bed early
have a shower	stay at home
listen to music	watch a movie
talk to friends	watch TV

Last night I did homework. I didn't watch a movie …

7.2 GRAMMAR Past Simple (negative)

Lesson learning objective

Students can use the Past Simple negative to talk about events in the past.

Lead in: preview of Past Simple negative forms

Tell students to look at the Vocabulary B box on page 71. Ask them to work on their own to make true negative sentences using the vocabulary and the examples they thought of during Exercise 6, as well as true positive sentences (e.g. *I don't use Internet Explorer. I don't send any messages to my parents on Facebook.*).

Set a time limit, and when students have finished, put them into groups of three to compare their sentences. Invite groups to share some of their sentences with the rest of the class. Tell students that they will use these negative sentences later in the lesson.

Exercise 1

Before students open their Students' Books, explain that they are going to look at a picture that shows a street in the Middle Ages. In pairs, they should try to find fifteen mistakes in the picture. Set a time limit and then tell the pairs to open their books and to begin the exercise.

At the end of the time limit, ask students to name the mistakes mentioned in the comments (station, trainers, cool clothes sign, chocolate bars, Chihuahuas) and elicit the other ten mistakes (Ramones T-shirt, computer game, earphones/MP3 player, plastic bottle, CCTV camera, tractor, helicopter, sunglasses, banana, satellite dish).

Language notes

Negative forms in the Past Simple follow the same rules as the negative forms for the Present Simple and other tenses: subject + auxiliary verb + *n't* + main verb (base form in Present Simple and Past Simple).

Exercise 2

When students have found the examples in the comments, discuss the Past Simple negative form and compare it with the Present Simple negative form. Point out that the Past Simple is easier as the auxiliary verb is always *didn't*, whereas in the Present Simple we have *don't* and, for third person singular forms, *doesn't*.

Remind students that during the last lesson they learned that the past form of *can* is *could*. Elicit how we make *could* negative (*couldn't*).

Extra activity

Tell students to look once more at the sentences they wrote during the Lead in activity. Explain that the sentences can be changed to the Past Simple by changing the auxiliary verb (*do*) to its past form (*did*).

Point out that with the Past Simple we also usually add a time expression (e.g. *I ~~don't~~ didn't use Internet Explorer last night. I ~~don't~~ didn't send any messages to my parents on Facebook yesterday.*).

Ask students to work on their own to change their sentences to the Past Simple. Then put them in pairs to compare sentences. Invite students to share their sentences with the rest of the class.

Exercise 3

Set a time limit for the pairs to write sentences. They should divide up the items in the box, with Student A writing sentences starting with the first item (*bananas*) and Student B writing sentences starting with the last item (*TVs*).

When pairs have written about all the items in the box, they should take turns to read their sentences. Invite students to share their sentences with the rest of the class.

Example answers:
People didn't eat bananas (in the Middle Ages/fourteenth century).
People didn't use plastic bottles (in the Middle Ages/fourteenth century).
People didn't have helicopters/tractors (in the Middle Ages/fourteenth century).
People didn't have MP3 players/TVs/cameras/mobile phones (in the Middle Ages/fourteenth century).
People didn't wear sunglasses/T-shirts/trainers (in the Middle Ages/fourteenth century).
People didn't play computer games (in the Middle Ages/fourteenth century).

Exercise 4

Put students into pairs and ask them to work together to complete the sentences. Encourage fast finishers to write a new sentence that links two contrasting ideas using *but* (e.g. *I sent my friend a text **but** he didn't reply.*).

Answers: **1** didn't buy **2** had, didn't wash **3** went, didn't sleep **4** worked, didn't feel **5** came, didn't stay **6** told, didn't understand **7** wanted, didn't have

Exercise 5

Discuss the rubric with students and ask each pair to try to think of three more things they did or didn't do last night. When the pairs have finished, invite them to share sentences using their own ideas with the rest of the class.

Further practice

- Workbook page 62

7.3 READING and VOCABULARY Living without technology

Lesson learning objective

Students can find specific details in an article and talk about everyday technology.

Lead in: review of Past Simple negative

Put students into pairs. Tell them to find out about things that one partner did in the past but the other partner didn't do. For example:

Student A: I went to Spain last year.
Student B: I didn't. I went to Greece.

Student A: I watched a film last night.
Student B: I didn't. I played computer games.

When the pairs have found out a few facts, teach them the phrase *one of us*. Then invite pairs to use the phrase to say a negative sentence about one of the partners. They shouldn't say which partner the sentence refers to. For example:

One of us didn't go to Spain last year.
One of us didn't watch a film last night.

The rest of the class should try to guess which partner did the activity and which partner didn't do the activity.

Exercise 1

Ask students to describe what they can see in the photo (e.g. *I can see that one girl is playing a computer game.*) and what they think is happening (e.g. *I think it's a party.*). Elicit students' ideas.

Exercise 2 7.01

Ask students to read the introduction to the article. In Exercise 1, did they guess correctly what is happening in the photo? Before students read the rest of the article, ask them to guess the best title, and to give reasons for their guess (e.g. *Title A is the best because I think it would be boring and difficult to live without electricity.*).

When students have read the whole article, elicit the answer and the relevant information from the text. (The article says *it was fun* and *It was cool*, so title A isn't correct. The text refers to some problems and there is no reference to it being a dream come true, so title B isn't correct. The article says *we're lucky to have it* (electricity), so title C is correct.)

Answer: C

Exercise 3

Tell students that for each sentence they should try to find information in the text to explain why the sentence is right or wrong. If they can't find information in the text, the correct answer will be *?* (*doesn't say*).

When students have finished, elicit the answers and relevant information from the text. When eliciting the answer to question 5, check that students understand the difference between *electricity* and *gas*.

Answers: 1 ? 2 ✓ 3 ✓ 4 ✗ 5 ✗

Culture notes

In many British homes (houses or flats), the washing machine is usually in the kitchen. In some houses, however, the washing machine is in the utility room; this is a room that contains large pieces of equipment such as a washing machine, a freezer, etc.

Exercise 4

Elicit the meaning of each of the words in the Vocabulary box, and ask further questions. For example: *What do we have chargers for?* (e.g. for mobile phones, MP3 players, games consoles, cameras) *What kind of food do we put in a fridge?* (e.g. milk, butter, cream – things that need to be kept quite cold) *What do we put in a kettle?* (water) *What do we put in a washing machine?* (dirty clothes)

Answers:
1 Becky talks about the cooker and charger.
2 kitchen: cooker, fridge, kettle, washing machine;
3 bathroom: electric toothbrush, washing machine

Exercise 5

As a lead in to the exercise, teach students these phrases: (*we went*) *camping*, (*there was a*) *power cut*. Ask students to discuss if they have experienced these things and how they may have dealt with not having electricity. Encourage them to describe any problems they had because of a power cut (e.g. *We couldn't watch TV.*). When they are ready, invite pairs to share their stories with the rest of the class.

Further practice

- Workbook page 63

7.3 READING and VOCABULARY Living without technology

I can find main ideas and specific details in an article and talk about everyday technology.

1 In pairs, look at the photo in the article. Do you think the girls are having a good time?

2 7.01 Check if you understand the words below. Then listen and read the article and choose the best title.

candle experiment take part

A The worst month of my life
B A schoolgirl's dream comes true
C We don't know how lucky we are!

3 Read the text again. Mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).

1 ☐ Only people from Birmingham took part in *The Big Switch Off.*
2 ☐ Becky played a musical instrument with her sister.
3 ☐ It was quite difficult for Becky to live without the Internet.
4 ☐ The Carters often ate at the table before the experiment.
5 ☐ The Carters couldn't cook during *The Big Switch Off.*

4 Study the Vocabulary box. In pairs, find the things in the box that:

1 Becky talks about in the article.
2 You usually find in the kitchen/bathroom.
3 You think are most useful.

Vocabulary Everyday technology 1

charger cooker electric toothbrush fridge kettle washing machine

The Birmingham Mail

Last month Birmingham schoolgirl Becky Carter and her family took part in The Big Switch Off, an experiment to live without electricity for a month. Becky talked to us about the experiment.

Q: Was it difficult to live without electricity?

A: No, not really – it was fun! Sometimes we all played cards. My sister and I gave little concerts – we played the guitars. Often we just sat with candles and read or talked. We also went to the cinema a lot! But it was a bit hard without the internet at home. At the beginning I used my phone but then the battery died and I couldn't use my charger!

Q: What were the best things?

A: It was cool to eat together at the table every day. Before *The Big Switch Off* we always had dinner in front of the TV.

Q: What were the lessons you learned from the experiment?

A: First, it's great we have a gas cooker! Most important, I learned that electricity is awesome! Man lived for hundreds of thousands of years without electricity – we're lucky to have it.

5 In pairs, talk about the last time you/your family were without electricity. How was it?

Last winter we had no electricity for twenty-four hours after some bad weather. It was exciting/boring/fun!

And YOU

7.4 GRAMMAR Past Simple (questions and short answers)

I can use the Past Simple to ask and answer questions about the past.

WHEN I WAS YOUR AGE, ...

1 In pairs, look at the photo. What do you think Max's dad is saying?

Dad: Twelve o'clock and you're having breakfast! When I was your age, I got up at five o'clock!
Max: Seriously? Did you really get up at five o'clock every day?
Dad: Yes, I did.
Lily: Why did you get up so early?
Dad: I had a job. Did I never tell you about it?
Max: No, you didn't. What did you do?
Dad: I worked at a gas station. I got pocket money for washing cars!
Lily: So, did you leave school when you were thirteen?
Dad: No, I didn't. Of course not! I worked before school every morning.
Max: Did Grandma drive you to school?
Dad: No, she didn't. I cycled ten miles to school and it always rained in 1995! And I was busy after school.
Lily: What did you do after school?
Dad: Well, I helped Grandpa in his shop for four hours. Then I took Daisy for a walk, ... another hour.

Seriously? *Of course not!* OUT of class

2 7.02 Listen. Why did Max's dad get up early when he was a teenager? _____

3 Study the Grammar box. Find examples of Past Simple questions and short answers in the dialogue.

Grammar Past Simple (questions and short answers)

Did you get up early? Yes, I did./No, I didn't.
Did they cycle to school? Yes, they did./No, they didn't.
Where did he work?

4 In pairs, order the words to make questions. Ask and answer questions about your morning.

1 you / have / a good sleep / did / ?
2 get up early / you / did / ?
3 did / you / for breakfast / have / what / ?
4 have / did / a shower / you / ?
5 walk / you / did / to school / ?
6 arrive / what time / you / at school / did / ?

A: Did you have a good sleep?
B: No, I didn't! I ...

5 Complete the questions with the Past Simple forms of the verbs below.

come do go have ~~learn~~ live

1 *Did* you *learn* English at primary school?
2 Which primary school ___ you ___ to?
3 ___ your mum ___ a job when you were little?
4 ___ your family ___ in a different town when you were little?
5 What ___ your grandad ___?
6 Where ___ your grandparents ___ from?

6 Match questions 1–6 in Exercise 5 with answers a–f.

a ☐ I went to Aston primary school.
b ☑ No, we didn't. But we learned Spanish.
c ☐ Yes, she did. She worked as an engineer.
d ☐ I think they came from Portugal.
e ☐ Yes, we did. We lived in London.
f ☐ He was a teacher.

7 In pairs, ask and answer the questions in Exercise 5. Tell the class about your partner.

And YOU

Minh's grandparents came from Hà Nội. ...

7.4 GRAMMAR Past Simple (questions and short answers)

Lesson learning objective

Students can use the Past Simple to ask and answer questions about the past.

Lead in: preview of Past Simple questions

Write on the board: *What do you do in the evening? I do my homework and go online.*

Put students into pairs and give each pair two pieces of paper. Ask them to write five Present Simple questions on one piece of paper and the answers on the other piece of paper.

When they have finished, tell them to swap the papers with the answers with another pair. The pairs should read the other pair's answers and try to guess the questions.

The two sets of pairs should then join together and take turns to say the questions they have guessed to see if they were correct.

Invite each group to share their questions and answers with the rest of the class. Tell the pairs that they will be using their questions again later in the lesson.

Exercise 1

Ask students to cover the dialogue. When the pairs have discussed what the people in the photo are doing and what they think the children are thinking, invite them to share their ideas with the rest of the class.

Then tell students to close their books and play the video so that they can find out if their ideas were correct.

Answer: Answers will vary, but Dad is probably annoyed that Max and Lily are having breakfast late.

Exercise 2 7.02

Keep students in pairs and ask them to discuss the question. Then play the audio again and ask them if they think Max's dad is telling the truth. Check that students know the meaning of *to exaggerate*, and ask them if their parents or grandparents ever exaggerate about what life was like when they were young.

Answer: Max's dad got up early because he had a job.

Exercise 3

When students have found the examples in the dialogue, elicit how we form Past Simple questions (we use the auxiliary *did* + the base form of the verb) and how we form short answers (*Yes/No* + subject + *did(n't)*).

Extra activity

Ask students to look at the questions they wrote during the Lead in activity again. Elicit what they need to change to turn the sentences from Present Simple questions into Past Simple questions (*do/does* changes to *did*, and we have to add a past time expression).

In their pairs, students should rewrite their five questions. When they have finished, tell them to get together with another pair and to take turns to ask and answer the questions.

Exercise 4

Tell the class that if someone asks them a *yes/no* question, it is more usual to say more than just *Yes, I did./No, I didn't.* Discuss the example with the class and elicit ideas about how B could have continued his/her answer (e.g. *I woke up at 4 a.m. and couldn't go to sleep again./I had a terrible dream about exams.*).

Tell the pairs to start by ordering the words to make questions. For the closed (*yes/no*) questions, they should give the correct short answer and then follow up with extra information. When they are ready, invite pairs to ask and answer one of their questions in front of the class.

Answers:
2 Did you get up early?
3 What did you have for breakfast?
4 Did you have a shower?
5 Did you walk to school?
6 What time did you arrive at school?

Exercise 5

When students have done the exercise, elicit the answers. Then ask what the question *What did your grandad do?* is asking about (a job). Elicit how we say this in the Present Simple. (*What does your granddad do?*)

Put students into pairs and ask them to take turns to ask *What does your mother/father do? What do you want to do in the future?*

Answers: **2** did, go **3** Did, have **4** Did, live **5** did, do **6** did, come

Exercise 6

Tell students to cover Exercise 6. Ask them to look at Exercise 5 and to say which three questions they think will have a *yes/no* answer (questions 1, 3 and 4). Elicit the pronouns needed for the answers to the questions (1 I, 2 I, 3 she, 4 they, 5 he, 6 they).

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

Exercise 7

Encourage students to think of one more similar question to ask their partner. When they are ready, invite students to tell the class the most interesting fact they have found out about their partner.

Further practice

- Workbook page 64

7.5 LISTENING and VOCABULARY The noughties

Lesson learning objective

Students can identify specific details in a radio interview and talk about their childhood.

Lead in: review of Past Simple questions and short answers

Ask students to think of a *yes/no* Past Simple question that they could ask their classmates. Remind them to add a time expression (e.g. *last night*, *yesterday*). Students should write their question on a small piece of paper. Collect the pieces of paper and redistribute them so that each student has a new question.

Invite students to mingle and to take turns to ask their question to as many of their classmates as possible. Tell them to make a note of how many students reply positively.

Set a time limit and when students have finished, invite them to read out the question and to say how many students replied positively to it.

Background notes

Most decades can be referred to easily – *the twenties*, *the thirties*, *the forties*, etc. However, the first decades of a century aren't so easily referred to. In the twentieth century, we had *the nineteen hundreds* for 1900–1909, but in the twenty-first century we have *the noughties* for 2000–2009. This term comes from the word *nought* (meaning *zero*), and it is pronounced in the same way as *naughty*, which makes it sound as if it was a slightly scandalous decade (which, in fact, it wasn't!). There is no clear way to refer to the current decade (2010–2019) although some people use the term *the twenty tens*.

Exercise 1

Ask students to keep their Students' Books closed. Ask them if they can remember anything that happened before 2010. Elicit ideas and then tell them to open their books. Elicit students' opinions of each of the things or people in the photos.

Exercise 2 7.03

Discuss the rubric with students and make sure they understand that they should try to match the speakers' answers with the questions in the exercise. Explain that they don't yet need to pay attention to the detail of the answers.

Answers: Speaker 1: a, e Speaker 2: b, c Speaker 3: d, f

7.03/7.04

1 My favourite thing when I was eight was my fingerboard. It's a very small skateboard but you didn't put your feet on it – you put your fingers on it and did tricks! I played with it all the time! My big hero was Harry Potter, of course! I had all the books and DVDs!

2 I love music from the noughties! Number one for me was Hannah Montana. I loved the series and I had all her albums. I always had one of her songs as the ringtone for my phone! My favourite programme was *Clifford* – a red cartoon dog. I thought he was wonderful.

3 I was seven when I got my first one. It was a small red phone. I remember you could have 140 tracks – you know, songs – on it. I was really happy because I didn't have an MP3 player! I listened to music on little red earphones. Popular clothes? Well, my big sister had sheepskin boots. They were awesome: very big but warm and soft. I asked my mum for a pair on my birthday one year but she got me trainers instead.

Exercise 3 7.04

Put students into pairs. Tell them to discuss what they can remember and to write any answers they definitely know.

Play the audio again so that they can complete their answers. Check that students realise that the speakers are talking about the items shown in the photos, and check the meaning of *sheepskin*.

Answers:
Speaker 1: His favourite toy was his fingerboard. His idol was Harry Potter.
Speaker 2: She had her favourite singer. She liked Clifford.
Speaker 3: Her first phone was small and red. Yes, she did.

Exercise 4

Go through the words in the Vocabulary box with students. Ask them how many of the items they have now and how many they had when they were younger (and how many they don't have or don't use now).

Exercise 5

Elicit the gapped words and ask students if they have films or music on any other device. Check the meaning of *external hard drive*, *records* (*vinyl*), *cassettes*.

Students then ask and answer the questions using the extra vocabulary as well as the words in the Vocabulary box.

Answers: **1** MP3 player **2** DVDs **3** CDs **4** earphones **5** ringtone **6** games console

Exercise 6

Discuss the rubric with students and let them decide which age they should refer to during this activity. The age should be a time that students can still remember but long enough ago for their tastes to have changed so that they can have an interesting discussion.

When both partners have had a chance to ask and answer the questions, give each student a piece of paper and ask them to write down their partner's answers in note form (e.g. *idol – Spiderman*, *favourite singer – Đông Nhi*).

Collect the pieces of paper and read them out at random. Invite students to try to guess whose answers they are.

Further practice

- Workbook page 65

7.5 LISTENING and VOCABULARY The noughties

I can identify specific details in a radio interview and talk about my childhood.

Noughties nostalgia

The best website about growing up in the first decade of the twenty-first century!

Did you enjoy being young in the noughties*? Share your memories here!

A

Who didn't love Clifford, 'the big red dog'?

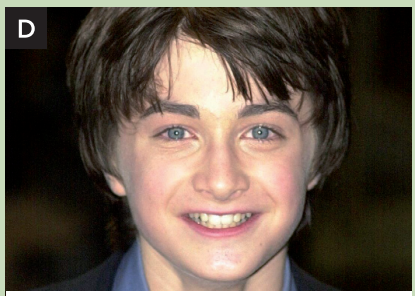
B

LOL small!

C

With a fingerboard, the fun never ended!

D



Harry, our hero!

E

Ah, these boots! I wanted some but Mum always said no!

F

Hannah Montana was the best!

* a popular name for the years 2000–2009

1 In pairs, look at the webpage. How many of the things/people from the noughties do you know?

2 7.03 Listen and match the speakers (1–3) with the questions they are answering (a–f). There are two questions for each speaker.

a ☐ Who was your idol when you were seven or eight?
b ☐ Did you have a favourite singer or group when you were little?
c ☐ Which cartoons did you like?
d ☐ What was your first phone like?
e ☐ What toys did you like best?
f ☐ Do you remember any fashion from when you were younger?

3 7.04 Listen again and write down the speakers' answers to the questions in Exercise 2.

4 Study the Vocabulary box. How do you say the words in your language?

Vocabulary Everyday technology 2

CDs DVDs earphones games console
MP3 player ringtone tracks (songs)

5 Complete the questions with words from the Vocabulary box. In pairs, ask and answer the questions.

1 How many music *tracks* do you have on your phone or _____ ?
2 Does your family have any film _____ ? If yes, which ones?
3 Who has the biggest collection of music _____ in your family?
4 Do you listen to music on _____ ? What colour are they?
5 How often do you change the _____ on your phone?
6 Do you have a _____ ? What's your favourite game?

6 In pairs, talk about when you were younger. Ask and answer the questions in Exercise 2.

And YOU

My idol when I was six was Spiderman.
My favourite singer was Đông Nhi.
I had all her CDs!

7.6 SPEAKING Agreeing and disagreeing

I can agree and disagree with statements.

AUDIO THE PICNIC

Max, Dad and Eva are having a picnic. They are discussing the pros and cons of smart phones.

Dad: You're not listening to me – you're checking your phones! People don't talk or listen any more – they just check their phones.

Eva: That's not fair! We are listening. You can have a conversation and check your phone at the same time.

Dad: Sorry, but I disagree. It's rude. Smartphones are terrible. They're bad for your eyes and the microwaves can't be good for your brain.

Max: Maybe you're right, but smartphones are really useful for checking information. Train times, for example. Remember when you could only get information at the station? It was a pain in the neck!

Eva: I agree. Smartphones are great. And a phone is more than a phone. It's an alarm clock, an MP3 player, an address book, a camera ...

Dad: That's true, but I still think smartphones are dangerous. People don't look where they're going because they look at their smartphones all the time. Max! You're looking at your phone again!

That's not fair!
a pain in the neck

OUT of class

1 7.05 **Read or listen to Part 1 of the conversation between Max, Eva and their dad. Who is/isn't a fan of smartphones?**

2 7.06 **Listen to Part 2 of the conversation above. Tick the things Max and Eva do with their smartphones.**

1 ☐ phone the police
2 ☐ phone for an ambulance
3 ☐ take a selfie with a police officer
4 ☐ take a photo of the car
5 ☐ check where they are on a map

3 **Study the Speaking box. Find examples of the phrases in the dialogue.**

Speaking Agreeing and disagreeing

Agreeing	**Maybe**
I agree.	Maybe you're right, but ...
I think so too.	Perhaps that's true, but ...
That's right.	I'm not sure.

Disagreeing
(Sorry, but) I don't agree/I disagree.

4 7.07 **Complete the dialogue with one word in each gap. Use the Speaking box to help you. Listen and check.**

A: History is a really interesting subject.
B: I think [1]so too.
A: We're lucky to have Mrs Brown this year. She's a great teacher.
B: Yes, I [2]_____. But she gives us too much homework.
A: Maybe you're [3]_____, but homework is a great way to learn.
B: Sorry, [4]_____ I don't agree. The best way to learn is to have fun!
A: Perhaps that's [5]_____.

5 **In pairs, read these statements to your partner. Does he/she agree with you?**

And YOU

- The computer is the most important invention of the last 150 years.
- Smartphones are very useful.
- People don't have conversations any more because of smartphones.
- Homework is a bad idea.

A: The computer is the most important invention of the last 150 years.
B: I'm not sure. Perhaps the car is the most important invention.

7.6 SPEAKING Agreeing and disagreeing

Lesson learning objective

Students can agree and disagree with statements.

Lead in: review of vocabulary for everyday technology

Put students into two groups. Choose one student from each group to sit at the front of the class, facing their group and with their back to the board. Explain that you are going to write a word from the previous lesson on the board. The two students at the front cannot turn around to look at the word, and the rest of the students cannot say, spell or translate the word.

The two groups take turns to try to explain the word on the board, and the two students at the front of the class try to guess the word.

When one of the two students has guessed the word correctly, their group gets a point.

Repeat the process a few times with different students and new words. Suggested words: *CD*, *DVDs*, *earphones*, *games console*, *MP3 player*, *ringtone*, *tracks*. (Use other words from lesson 7.3 as well if necessary: *charger*, *cooker*, *fridge*, *kettle*, *washing machine*.)

Exercise 1 7.05

Put students into pairs. Tell them to work together to describe the photo at the top of the page. They should talk about where they think the three people are (in a park) and what they are doing (having a picnic; Max's dad is talking to Eva).

Before you play the audio, ask students to try to guess the answer to the question.

After listening, have a class discussion about whether or not students have similar conversations with their parents, and if people in their family ever use smartphones during meals or family meetings.

Answer: Max and Eva are fans of smartphones. Dad isn't.

Exercise 2 7.06

Elicit the answers and then encourage students to say the events in the correct sequence (e.g. *There was an accident. A car hit a woman on her bike. The car didn't stop. Max took a photo of the car's number plate. Eva phoned for an ambulance. She used a map app to tell them where the accident happened. Max phoned the police.*).

Answers: 1, 2, 4, 5

7.06

D = Dad E = Eva M = Max

The picnic, Part 2

D: *Max! You're looking at your phone again! Oh my God! That car just hit that lady. Her bike's lying in the road!*
E: *Quick, Max! Take a photo of the car number plate!*
M: *Got it! Eva, phone for an ambulance. I'm phoning the police!*
E: *OK! … Hi, we need an ambulance. One moment, I'm just checking the map app on my phone. … OK, we're on the A2478, about a mile from Littlehampton. Yes, that's right.*
M: *Hello, is that the police? Yes, I want to report a road accident. A car hit a lady on her bike. The driver didn't stop, but we got a photo of the number plate. On the A2478, about a mile …*
D: *OK, so now I* agree with you both. Smartphones are amazing!

Exercise 3

When students have found the examples in the dialogue, discuss the first two phrases under the *Maybe* heading. Point out that sometimes we can both agree and disagree with what someone says. Write a sentence on the board and elicit responses from students. For example:

Exams are important.

Perhaps that's true, but we have too many of them./Maybe you're right, but we should also get a mark for project work./ I'm not sure. Exams aren't necessary until students are fourteen years old.

Exercise 4 7.07

When students have completed the exercise and checked their answers, ask them how they would reply if someone said the following sentence to them: *History is a really interesting subject*. Encourage students to give reasons for their answer (e.g. *I think so too. I love learning about explorers and scientists.*).

Answers: **2** agree **3** right **4** but **5** true

Extra activity

Ask students to work on their own to think of their favourite subject at school. Then put them into groups of four and tell them to take turns to complete the statement: *… is a really interesting subject*. The rest of their group should agree or disagree, giving reasons.

When the groups have discussed all four school subjects, invite them to tell the rest of the class which subjects they find interesting, giving reasons.

Exercise 5

When the pairs have discussed all four statements, have a class discussion. Invite students not only to give their opinion but also to give reasons. Encourage as many students as possible to give their opinion.

Further practice

- Workbook page 66

7.7 WRITING An email

Lesson learning objective

Students can write a personal email with news.

Lead in: review of agreeing and disagreeing

Tell students to work on their own to write a statement that other students could agree or disagree with. When they are ready, join students together into groups of four. Students should take turns to say their statement while the rest of the group uses suitable phrases to agree or disagree. When they have finished, invite each group to share one sentence for the whole class to discuss.

Exercise 1

When the pairs have discussed the questions, ask how emails differ from texts and other messages (e.g. emails are often longer and their language is usually more grammatically correct).

Background notes

Rochester Castle stands on River Medway in north Kent, to the east of London. The twelfth-century stone tower in the photo is one of the best-preserved towers in England. The castle began to be built at the end of the eleventh century and although some parts of it have been altered, other parts of the original castle still survive.

Exercise 2

When students have answered the questions, ask them what the photo shows (Rochester Castle) and what Max thought of it (it was boring).

Answers:
1 Max wrote the email.
2 He wrote to Lily because she didn't answer when he phoned her.
3 Max's grandma is staying with Max and his Dad.

Exercise 3

After the pairs have ticked the things Max writes about, ask them to cover the email and to discuss what Max did yesterday (he went to Rochester Castle; he had lunch in a restaurant; his grandma bought him two T-shirts for his birthday) and what funny or surprising news he received (Max's grandma told him that his father had lost his job at the gas (petrol) station after only three days because he was late for work every day).

Answers: 1, 3

Exercise 4

Before students do the exercise, tell them to look at the section with the heading *Give your news from the last few days*. Ask students to look in the email for sequencers (e.g. *then*, *after that*, *later*, *next*) and for time expressions (e.g. *yesterday*, *this morning*).

When students have found the words and phrases, elicit that we usually put sequencers at the start of a sentence (e.g. ***Then*** *we had lunch.*), and that other time expressions can go either at the start of a sentence (e.g. ***This morning*** *we went …*) or at the end of a sentence (e.g. *Grandma came to stay* ***yesterday***.).

Exercise 5

Elicit the examples of Past Simple verbs from the email. Elicit the base forms and ask students to make them Past Simple negative forms (e.g. *tried – try – didn't try*; *came – come – didn't come*).

Extra activity

Put students into groups of three. Give each student in the group a number: 1, 2 or 3. Tell students with the number 1 that they should ask the other two students to give some news. Tell students with the number 2 that they should think of some news from the last few days. Tell students with the number 3 that they should think of some funny or surprising news.

When the groups are ready, students with the number 1 start by asking the other two students how they are and what their news is. They should say how they are. Next, students with the number 2 give their news. Finally, students with the number 3 give some funny or surprising news.

Exercise 6

Before students start the exercise, elicit some of the questions asked and news given from the extra activity. If students didn't do the extra activity, elicit examples of news students usually ask their friends about (e.g. *How was your party? Did you win the basketball match?*) as well as examples of funny or surprising news (e.g. *Guess what! I woke up on Saturday and thought it was a school day. I came down to breakfast in my school uniform!/Guess what! I won the tennis tournament!*).

When students have finished writing their emails, ask them to swap emails with a partner. They should read their partner's email as if it was written specifically to them.

Further practice

- Workbook page 67

7.7 WRITING An email

I can write a personal email with news.

1 In pairs, ask and answer the questions.

1 Do you often send emails? Who do you write to?
2 Who do you get emails from?

I sometimes write thank-you emails to aunts and uncles after Christmas.
Most of the emails I get are spam!

2 In pairs, read the email and answer the questions.

1 Who wrote the email?
2 Who did he write to? Why?
3 Who is staying with Max and his dad at the moment?

Hi Lily,

How are you? I tried to phone but there was no answer. Did your first exam go OK?

Grandma came to stay yesterday. This morning we went to Rochester Castle. Then we had lunch in a restaurant next to the river. The castle was boring but lunch was nice! After that Grandma bought me two T-shirts for my birthday. Lucky me!

Guess what! I asked Grandma about Dad's job at the gas station. She said that he lost his job after only three days because he was late for work every morning!

Phone me!

Lots of love,

Max
xxx

3 In pairs, tick the things Max writes about in his email.

1 ☐ what he did yesterday/today
2 ☐ plans for the future
3 ☐ funny or surprising news

4 Study the Writing box. Find examples of the phrases and sentences in Max's email.

Writing An informal email with personal news

Greetings
Hi Lily,/Hi Auntie Lynne,

Ask for news
How are you?
Did your exam go OK?
Did you have a nice Christmas?
How was your week?

Give your news from the last few days
yesterday/at the weekend/this morning/ next/then/after that
I went to/saw/visited/met/bought/made/ played/stayed ...

Add some funny or surprising news
Guess what! Jen told me that Keira likes me!

Closing sentence
See you soon./Write back soon./Phone me.

Ending
Love,/Lots of love,/Love and hugs,/Kisses,

5 In pairs, find examples of the Past Simple in Max's email.

Writing Time

6 Write an email to a good friend with your news from last week. Use Max's email and the Writing box to help you. In your email, you should

- include a greeting.
- ask for news.
- give your news.
- add some funny or surprising news.
- include a closing sentence and an ending.

Wordlist and Vocabulary in action

Extra activity

Have students work in groups and select at least two other lexical items ending with "er" in the wordlist to put in the following table. In each column, the first word has been given as an example to your students. Tell them to say BINGO when they get this done. This activity is to help your students to review the knowledge of word parts.

Objects	People
Charger	Traveler

Further practice

Workbook page 68

GLOSSARY History I Internet and computers I Everyday technology

adj: adjective | adv: adverb | n: noun | np: noun phrase | v: verb | vp: verb phrase | prep: preposition

address book	/əˈdres bʊk/	(np)	sổ ghi địa chỉ
agree	/əˈgriː/	(v)	đồng ý
at the same time	/ət ðə seɪm taɪm/	(pp)	cùng một lúc
become	/bɪˈkʌm/	(v)	trở thành, trở nên
begin	/bɪˈgɪn/	(v)	bắt đầu
candle	/ˈkændl/	(n)	cây nến
century	/ˈsentʃəri/	(n)	thế kỉ
change	/tʃeɪndʒ/	(v)	thay đổi
charger	/ˈtʃɑːdʒə/	(n)	bộ sạc điện
collection	/kəˈlekʃən/	(n)	bộ sưu tập
computer game	/kəmˈpjuːtə geɪm/	(np)	trò chơi trên máy tính
computer programmer	/kəmˈpjuːtə ˈprəʊgræmə/	(np)	lập trình viên
(gas) cooker	/(gæs) ˈkʊkə/	(n)	bếp (ga)
dangerous	/ˈdeɪndʒərəs/	(adj)	nguy hiểm
disagree	/ˌdɪsəˈgriː/	(v)	không đồng ý
DVD	/ˌdiː viː ˈdiː/	(n)	đĩa DVD
electric toothbrush	/ɪˈlektrɪk ˈtuːθbrʌʃ/	(np)	bàn chải đánh răng điện
email address	/ˈiːmeɪl əˈdres/	(n)	địa chỉ email
experiment	/ɪkˈsperəmənt, ɪkˈsperɪmənt/	(n)	thí nghiệm
fridge	/frɪdʒ/	(n)	tủ lạnh
games console	/geɪmz kənˈsəʊl/	(np)	máy chơi điện tử
gas station	/gæs ˈsteɪʃən/	(np)	trạm xăng
hairdryer	/ˈheəˌdraɪə/	(n)	máy sấy tóc
helicopter	/ˈheləkɒptə, ˈhelɪkɒptə/	(n)	máy bay trực thăng
idol	/ˈaɪdl/	(n)	thần tượng
invention	/ɪnˈvenʃən/	(n)	phát minh
kettle	/ˈketl/	(n)	ấm đun nước
little (=young)	/ˈlɪtl/	(adj)	nhỏ tuổi
member	/ˈmembə/	(n)	thành viên
MP3 player	/ˌem piː ˈθriː ˈpleɪə/	(n)	máy nghe nhạc số
Old Town	/əʊld taʊn/	(n)	Phố Cổ
personal computer (PC)	/ˈpɜːsənəl kəmˈpjuːtə/	(np)	máy tính cá nhân
plastic bottle	/ˈplæstɪk ˈbɒtl/	(np)	chai nhựa
pocket money	/ˈpɒkət ˈmʌni/	(np)	tiền tiêu vặt
primary school	/ˈpraɪməri skuːl/	(np)	trường tiểu học
rude	/ruːd/	(adj)	thô lỗ, bất lịch sự
satellite	/ˈsætəlaɪt/	(n)	vệ tinh
the noughties	/ðə nɔːtɪz/	(np)	những năm từ 2000 đến 2009
theory	/ˈθɪəri/	(n)	lí thuyết
track (=song)	/træk/	(n)	bài hát trong đĩa nhạc
tractor	/ˈtræktə/	(n)	máy kéo
travel	/ˈtrævəl/	(v)	đi lại, du lịch
understand	/ˌʌndəˈstænd/	(v)	hiểu
universe	/ˈjuːnəvɜːs, ˈjuːnɪvɜːs/	(n)	vũ trụ
useful	/ˈjuːsfəl/	(adj)	hữu ích
washing machine	/ˈwɒʃɪŋ məˈʃiːn/	(n)	máy giặt
World Wide Web	/wɜːld waɪd web/	(np)	mạng thông tin toàn cầu
write back	/raɪt bæk/	(vp)	viết thư trả lời

VOCABULARY IN ACTION

1 Complete the words for things you can get for your mobile phone.

1 r i n g t o n e
2 b _ _ t _ r _
3 c _ _ r _ _ r
4 e _ _ p _ _ n _ s

2 Match pictures 1–5 with words from the glossary. In pairs, say which you think was the most important invention.

1 *fridge* 2 _____ 3 _____

4 _____ 5 _____

3 Match words 1–6 with words a–f. In pairs, choose three word pairs and make sentences with them.

1	*f* pocket	a	bottle
2	☐ web	b	engine
3	☐ primary	c	browser
4	☐ search	d	cooker
5	☐ plastic	e	school
6	☐ gas	f	money

4 7.08 PRONUNCIATION Listen to the words below and write them in the correct group according to the word stress.

address agree become begin cartoon coffee email kitchen photo police smartphone website

1 Oo *coffee, …*
2 oO *address, …*

5 7.09 PRONUNCIATION Listen, check and repeat.

78 Glossary

Exercise 1

2 battery
3 charger
4 earphones

Exercise 2

2 games console
3 hairdryer
4 kettle
5 washing machine

Exercise 3

2 c
3 e
4 b
5 a
6 d

Exercise 4

Oo: email, kitchen, photo, smartphone, website
oO: agree, become, begin, cartoon, police

Extra activity

After Exercise 4, put students in new pairs. Explain that they should write five similar sentences about things they think their partner did when he/she was ten years old. They should not show their sentences to their partner.

Set a time limit for students to write their sentences. Students then take turns to read their sentences to their partner, and he/she confirms whether they are true or false.

Revision

VOCABULARY

1 Replace the words in bold with the words below to make sentences with the opposite meaning.

begin disagree join lose ~~remember~~ rude sell

1 I never **forget** my email address.
I never remember my email address.
2 Last year I decided to **leave** a popular social networking site.
3 The people who work in that phone shop are very **friendly**.
4 It was a good idea to **buy** that smartphone.
5 Piotr and I always **agree** about which computer games we like.
6 When did she **get** her job?
7 What time did the race **end**?

2 Complete the words in the sentences. Use the glossary to help you.

1 Leonardo da Vinci lived in the fifteenth **c**_____.
2 I wrote her an email but she never wrote **b**_____.
3 The first satellite **d**_____ from the 1950s.
4 My dad has got a very big **c**_____ of CDs.
5 My dad always has a **c**_____ of coffee at breakfast.
6 I don't use social **n**_____ sites very often.

3 In pairs, say when you/your family first got these things.

1 your first MP3 player
2 your first PC
3 your first colour TV

I got my first MP3 player 3 years ago.
I think we got our first PC in the noughties.
I'm not sure, but I think we got our first colour TV in the 1970s.

GRAMMAR

4 Make sentences about what you did/ didn't do when you were five years old using the Past Simple forms of the verbs below. In pairs, compare your answers.

eat have like listen to play

When I was five, I ate a lot of candy. I didn't ….

5 Complete the dialogue with the Past Simple forms of the verbs in brackets.

Where [1] ***were you*** (you/be) yesterday? I [2]_____ (not see) you online.

My phone [3]_____ (stop) working and I couldn't get on the web.

Oh! What [4]_____ (you/do)?

I [5]_____ (go) for a walk with my brother.

Really? Where [6]_____ (you/go)?

We [7]_____ (visit) the old town. And we [8]_____ (have) dinner at a lovely restaurant.

Nice! [9]_____ (your brother/enjoy) it?

Yes, he [10]_____! He [11]_____ (take) a lot of photos – he [12]_____ (not want) to go home! We're planning to have another day without the internet tomorrow! 😉

Cool!

SPEAKING

6 In pairs, follow the instructions below. Then swap roles.

- Student A, make a sentence that is true for you using the ideas below.
  I think the noughties were cool.
- Student B, do you agree with Student A's opinion?

electric toothbrushes		useful
plastic bottles		dangerous
social networking sites	is	brilliant
the noughties	are	cool
games consoles	were	expensive
smartphones		boring
the World Wide Web		exciting
the twenty-first century		

Exercise 1
2 join
3 rude
4 sell
5 disagree
6 lose
7 begin

Exercise 2
1 century
2 back
3 dates
4 collection
5 cup
6 networking

Exercise 5
2 didn't see
3 stopped
4 did you do
5 went
6 did you go
7 visited
8 had
9 Did your brother enjoy
10 did
11 took
12 didn't want

8

Talking to the world

VOCABULARY
Geography | Learning languages | Communicating | Verb + preposition collocations

GRAMMAR
Modal verbs: *have to/don't have to, mustn't* | Articles: first and second mention

Grammar: A mystery prize

Speaking: What do you mean?

8.1 VOCABULARY Geography

I can talk about different countries.

What's special about ...?

Young people around the world tell us what's special about their countries.

Jessica, 15 years old

#1 New Zealand

New Zealand is one of the most beautiful countries. It's a land of islands and mountains, lakes and rivers. The highest mountains are on the South Island. That's where they filmed *Lord of the Rings*. Aoraki/Mount Cook is 3,724 metres high! Most people live on the North Island, especially in Auckland, the biggest city. The longest river, the Waikato, is on the North Island too. It's 425 kilometres long.

What's special about New Zealand? Well, it's very far away from other countries. It's in the South Pacific Ocean, about 10,000 kilometres west of South America. And it's 1,500 kilometres east of Australia across the Tasman Sea.

Another special thing is that there are only 4.6 million people but there are about 30 million sheep!'

New Zealand has spectacular mountains and beautiful rivers and lakes.

Fact box

Population:	4.6 million
Languages:	English/Maori
Capital city:	Wellington
Money:	New Zealand dollar
Flag:	

Did you know?

- In 1893 New Zealand became the first country in the world where women could vote.
- Film-maker Peter Jackson, actor Russell Crowe and opera singer Kiri Te Kanawa are from New Zealand.
- The national sport of New Zealand is rugby.

Unit contents

Vocabulary
- Geography
- Learning languages
- Communicating
- Verb + preposition collocations

Grammar
- Modal verbs: *have to/don't have to*, *mustn't*
- Articles: first and second mention

Communication skills
Understanding

8.1 VOCABULARY Geography

Lesson learning objective
Students can talk about different countries.

Lead in: review of the Past Simple

Tell students that you are going to write the answers to some questions on the board. Explain that for each answer they should think of a suitable Past Simple question and write it down. For example:

1945 – When did the Second World War finish?
At 9.45 a.m. – What time did this lesson start?

Put students into groups of three. Write some answers on the board. The groups should work together to think of suitable questions. When the groups have finished, invite them to share their questions with the rest of the class.

Suggested answers:
Yesterday.
Last summer.
Yes, he did.
By car.
Toast and a cup of coffee.

Exercise 1 8.01

Tell students to keep their Students' Books closed. Have a class vote for each question.

If you would like to test students' listening skills, you could play the audio while students still have their books closed, and then elicit what information about New Zealand students have heard.

Answers: 1 T 2 F 3 T 4 F

Background notes

Russell Crowe was born in Wellington, New Zealand, in 1964. When he was four years old, his family moved to Australia. He lived in Australia until he was fourteen years old, when his family returned to New Zealand, and when he was 21, he moved back to Australia again to attend drama school.

Peter Jackson was born in 1961, also in Wellington, New Zealand. *The Lord of the Rings* and *The Hobbit* trilogies were both filmed in New Zealand. Peter Jackson was the director, writer and producer of these trilogies, and he appears in them in small, uncredited parts.

Kiri Te Kanawa's real name is Claire Mary Teresa Rawstron. She was born in Gisborne, on New Zealand's North Island. Her early career was as a pop star, but in 1965 she won a song competition, singing *Vissi d'arte* from Puccini's opera *Tosca*, and received a grant to study opera in London.

The New Zealand Rugby Union team is known as the **All Blacks**. Before each match the All Blacks perform the *Haka*, a traditional Maori war dance.

The continent of **Australia** includes the country of Australia, as well as the island of New Guinea. However, it doesn't include New Zealand or other Pacific Islands. Because of this, some people refer to the continent of Oceania, which includes New Zealand and all these smaller countries, as well as Australia and New Guinea.

Exercise 2

When students have found the words in the text, check that they understand the difference between ***in the west*** *of New Zealand* and (***to the***) ***west*** *of New Zealand*. For example: *Gisborne is* ***in the west*** *of New Zealand, but South America is* (***to the***) ***west*** *of New Zealand.* Practise the difference between *in the west* and (*to the*) *west*, using examples of towns in the students' own country and examples of neighbouring countries.

Exercise 3

Tell the pairs to cover the text on page 94. Explain that they should take turns to try to answer each of the questions and to write down each other's answers. When they have finished, tell them to uncover the text to check their answers.

Answers:

1 4.6 million
2 red, white and blue
3 in the Pacific Ocean between Australia and South America
4 Wellington; no – Auckland is the biggest city
5 Aoraki/Mount Cook 3,724 m high
6 the Waikato, 425 km long
7 English and Maori
8 the New Zealand dollar
9 Peter Jackson, Russell Crowe, Kiri Te Kanawa
10 rugby

Exercise 4

The teacher puts students in pairs. Student A chooses a country he/she knows well and tells the name of the country to student B. Student B starts asking, using the questions in Exercise 3. If there is time, they will switch their role. Student A will ask student B about the country that Student B knows well.

Answers: 1 c 2 c 3 b 4 b
5 c 6 a 7 a 8 a 9 c 10 a

Exercise 5

Put the students in pairs. Ask them to choose one country from the list they both know. Use the questions in Exercise 3 to ask and answer.

Further practice

- Workbook pages 69–70

1 8.01 **CLASS VOTE** Read the text on page 80 and decide whether these statements are true or false.

1 They filmed *Lord of the Rings* there.
2 It's in the Atlantic Ocean.
3 It's 10,000 kilometres from South America.
4 6 million people live there.

2 Study the Vocabulary box. Which of the words can you find in the text? How do you say them in your language?

Vocabulary Geography

Compass points
east north south west

Continents
Africa Antarctica Asia Australia Europe North America South America

Countries
capital city flag language money population

Nature
island lake mountain ocean river sea

3 In pairs, take turns to ask and answer the questions about New Zealand.

1 What's the population?
2 What are the colours of its flag?
3 Where is it?
4 What is the capital city? Is it the biggest city?
5 What's the name of its highest mountain? How high is it?
6 What's the name of its longest river? How long is it?
7 What languages do the people speak?
8 What money do they use?
9 What famous people come from there?
10 What's the most popular sport?

A: What's the population of New Zealand?
B: Four point six million.
A: Did you know that?
B: Yes, I did./No, I didn't.

4 In groups, do the quiz. Go to page 112 and check.

What do you know about the world?

1 The capital city of Japan is _____.
a Beijing b Cairo c Tokyo

2 The country to the south of France is _____.
a Belgium b Italy c Spain

3 Việt Nam is in _____.
a Africa b Asia c Europe.

4 The population of _____ is about ninety million.
a China b Egypt c France

5 The _____ flag is green, white and red.
a Vietnamese b French c Italian

6 The _____ river starts in Peru.
a Amazon b Danube c Nile

7 The money in Canada is the Canadian _____.
a dollar b franc c pound

8 Mont Blanc is a _____ between France and Italy.
a mountain b river c sea

9 In Switzerland there are _____ official languages.
a two b three c four

10 Madagascar is a(n) _____ to the east of Africa.
a island b lake c ocean

5 In pairs, ask and answer the questions in Exercise 3 about one of the countries you know well.

And YOU

A: What is the population of our country, Việt Nam?
B: …million. What are the colours of our country's flag?

8.2 GRAMMAR Modal verbs: *have to/don't have to, mustn't*

I can use *have to/don't have to* and *mustn't* to talk about cultural rules.

1 8.02 Check if you understand the phrases below. Read paragraph A of the text. Which country has the most surprising rule?

accept a present jump the queue wait in a queue

A When you travel, you have to know about the cultural rules in the countries you visit. For example, in China you have to receive a present with two hands, but in the USA you don't have to use two hands to accept a present – one is fine. In Spain, in the summer, you mustn't be noisy after lunch. You don't have to take a siesta, but you have to be quiet. And in Britain you have to wait in a queue for everything and you mustn't jump the queue.

B In Japan you [1]*have to / mustn't* take off your shoes when you visit someone's home. But in France you [2]*have to / don't have to* take off your shoes – you can keep them on. Austrians are very punctual, so you [3]*don't have to / mustn't* be late for a meeting in Vienna. In Germany you [4]*have to / don't have to* wait for the green light to walk across the street, but in Egypt you [5]*have to / don't have to* wait – you can cross any time! And in Singapore you [6]*have to / mustn't* chew gum in public.

2 Study the Grammar box. Find examples of *have to, don't have to* and *mustn't* in paragraph A of the text.

Grammar Modal verbs: *have to/don't have to, mustn't*

You have to be quiet. = It's necessary.
You don't have to take a siesta. = It isn't necessary.
You mustn't be noisy. = Don't do it!

3 8.03 Read paragraph B of the text and choose the correct option. Listen and check.

4 8.04 In pairs, complete the sentences with *have to, don't have to* or *mustn't*. Listen and check.

In Britain:

1 you _____ queue at the bus stop when you're the only person there.
2 you _____ say 'please' and 'thank you' a lot.
3 you _____ forget to say 'thank you' when someone opens a door for you.

In Spain:

4 you _____ say 'please' or 'thank you' in a café.
5 you _____ give a friend two kisses when you meet.
6 you _____ forget to kiss everyone goodbye.

5 Match sentences 1–5 with notices A–E.

1 You have to walk here.
2 You don't have to eat here, but you can if you want.
3 You mustn't use your phones in class.
4 You have to talk in English all the time.
5 You mustn't say anything at this time.

A *Don't use Spanish in the English class!*
B NO RUNNING IN THE CORRIDORS!
C *Why not try the school cafeteria today?*
D Turn off your mobiles!
E DO NOT TALK DURING THE EXAM.

6 And YOU

Complete the sentences with *have to, don't have to* or *mustn't* so they are true for you. In pairs, compare your answers.

1 I _____ take a bus to school at 6:30 everyday.
2 I _____ be late for school.
3 I _____ use mobile phones in class.
4 I _____ say 'thank you' when someone gives me a present.
5 In my family I _____ sleep a siesta when I don't want to.

I don't have to take a bus to school at 6:30 everyday. What about you?

8.2 GRAMMAR Modal verbs: *have to/don't have to, mustn't*

Lesson learning objective

Students can use *have to/don't have to* and *mustn't* to talk about cultural rules.

Lead in: review of vocabulary from the previous lesson

Write *Everest* on the board. Elicit possible questions that could have this answer (e.g. *What is the highest mountain in the world?*). Then write *China* on the board and again, elicit possible questions that could have this answer (e.g. *Which country has got the biggest population?*).

Put students into groups of three and give each group two pieces of paper. Tell the groups to work together to think of five questions and answers relating to facts about the world. They should write the five questions on one piece of paper and the five answers on the other piece of paper.

When the groups are ready, they should swap their answers with another group and try to guess the questions which match these answers. Then the two groups should share their ideas and find out how many questions they guessed correctly. Invite groups to share some of their answers and questions with the rest of the class.

Exercise 1 8.02

Ask students to keep their Students' Books closed. Tell them to quickly draw something that represents London for them. Set a time limit and when they have finished, ask them to explain what they drew.

Then tell students to open their Students' Books and ask them to describe what they can see in the picture (a double-decker bus, Big Ben, the Houses of Parliament (behind the bus)).

Discuss the phrases in the box and elicit what they mean before students read paragraph A of the text. Elicit which rule students found the most surprising, giving reasons why.

Language notes

There may be some confusion about the function of different modal verbs:

must = obligation; *mustn't* = prohibition

have to = obligation; *don't have to* = lack of obligation

The 'opposite' of prohibition = permission. We express permission by using, for example, *be allowed to* and *can*.

Exercise 2

Discuss the Grammar box with students. Talk about school rules. Ask students to think of one rule about something they have to do at school (e.g. *We have to do homework.*), one rule which some schools have but their school doesn't (e.g. *We don't have to keep quiet in the playground.*) and one rule which means they mustn't do something at school (e.g. *We mustn't use our mobile phones during lessons.*).

Exercise 3 8.03

Put students into pairs and tell them to work together to choose the correct options in paragraph B. After they have checked their answers, ask about rules in their own country. For example: *Do you have to take off your shoes when visiting someone's house? Do you have to be punctual for meetings? Do you have to wait for the green light before crossing the street? Do you have a rule that says you mustn't chew gum in public?* Point out that a simpler way to ask this would be: *Can you/Are you allowed to chew gum in public?*

Answers: **1** have to **2** don't have to **3** mustn't **4** have to **5** don't have to **6** mustn't

Exercise 4 8.04

When the pairs have completed the sentences, elicit their ideas before you play the audio so that they can check their answers.

You may wish to introduce the word *should* for advice. Explain that sentence 2 does not refer to a rule but to behaviour which is considered polite in English. Point out the difference in meaning between *have to* and *should*: *You **have to** go to school because it is the law and you will get into trouble if you don't. You **should** say please and thank you because this is expected.*

Answers: **1** don't have to **2** have to **3** mustn't **4** don't have to **5** have to **6** mustn't

8.04

See page 200.

Exercise 5

When students have done the matching activity, ask about their schools or their lessons: *Can you speak L1 during English lessons? Are you allowed to run in the school corridors? Do you have to switch off your mobile phones during lessons? Can you talk in exams? Do you have to eat in the school cafeteria?*

Answers: **1** B **2** C **3** D **4** A **5** F

Extra activity

Put students into pairs. Ask them to write two more notices that might be found at their school. They should be similar to the notices in Exericse 5, i.e. they should *not* use the modal verbs, but they should correspond to either *You mustn't …* or *You have to …* (e.g. *Don't eat in class!* for *You mustn't eat in class. Be quiet!* for *You have to be quiet.*) When the pairs are ready, invite them to write their notices on the board, for the class to transform them into 'You mustn't …' or 'You have to …' sentences.

Exercise 6

Tell students that if the rule doesn't apply for them, they should give more details (e.g. *I mustn't be late for school. I must be on time.*). When they are ready, invite students to share their sentences with the rest of the class.

Further practice

- Workbook page 71

8.3 READING and VOCABULARY Esperanto

Lesson learning objective

Students can find specific details in an article and talk about learning languages.

Lead in

To increase students' vocabulary the teacher might need to introduce three unfamiliar words: "communicate", "ethnic", and "illiterate", In this vocabulary presentation, the teacher should focus on the spellings meanings of these words. The teacher should also carry out a quick check of students' understanding before moving on to the next activity.

Exercise 1

The aim of this exercise is to help students to form a habit of using the title, heading or subheading, and illustration (if any) to grasp the general topic (i.e., the global understanding) for a given reading text. It can also prompt students to activate relevant background knowledge as a basis to process the given texts. This activity should be done in groups as students can enrich their topical knowledge via their interaction with their peers.

Answers: Part 1 – D ('Thank you, Sa Pa')
Part 2 – A (Chee's Story)

Exercise 2

After students understand the main ideas, they should now turn to specific details. Follow the following steps:

- Guide students to underline key words and phrases in each statement
- Ask them to identify similar expressions to those words/ phrases in the given text
- Tell them to read the sentence that includes those words/phrases (or similar expressions) carefully
- Compare/contrast the the correct answer.

Answers: 1 ✓ 2 ? 3 ✓

Exercise 3

This exercise also focuses on specific ideas but is more challenging In addition, this exercise can also prompt students to recycle what they have read (both reading content and vocabulary) in a meaning-focused output task (i.e., ask and answer the given questions).

Suggested response:

1. At the beginning of the 2000s.
2. Because the tourists did not understand her.
3. No. She could only speak a little Vietnamese.
4. She learnt English/ picked up English from foreign visitors.

Exercise 4

This exercise helps consolidate students' understanding of the words The teacher can have students play the "Rub-out-and-remember" game by rubbing out the written word form or the meaning in a wordlist and asking students to fill the gap. The words/phrases that occur in the reading texts include: "illiterate", "ethnic language", "basic sentences", "words", "speak a little Vietnamese" and "communicate".

Exercise 5

Put students in pairs, have them select suitable words/ phrases to fill in the gaps and then ask them to compare their answers before presenting the answers to the teacher.

Answers: **1** native language **2** illiterate
3 foreign language/communicate
4 speak a little Vietnamese **5** Words

Exercise 6

This exercise works as a post-reading activity in which students recycle the reading content, vocabulary in a meaning-focused output task. The teacher can demonstrate how such an interview should be carried out by role-playing it with a strong student. While students are conducting their own interviews, the teacher can walk around and give support if required. It is also a good idea to devise a marking rubric to assess their oral reports of the survey findings.

Further practice

- Workbook page 72

8.3 READING and VOCABULARY English around the world

I can find specific details in an article and talk about learning languages.

Learning English in Sa Pa

Part 1

Chee*, a 28-year-old H'Mong woman in Sa Pa, set up a company called 'Thank you, Sa Pa'* to train poor children as tour guides. She hopes to free local girls from being illiterate home helpers. Traditionally, many H'Mong people believe that daughters should work, and going to school is only for the sons.

Part 2

At the age of 11, Chee often joined other children in a spot in front of a rock church, one of the most popular tourist attractions in Sa Pa. The tourists did not understand her so she decided to learn English.

The number of tourists in Sa Pa increased at the beginning of the 2000s. Many of them were willing to sit down and teach local children some basic English. Chee learned a lot from them and soon she could communicate in English.

(*: the real names of the woman and her company have been changed to protect their identity)

1 **In groups, read through Part 1 and 2 of the text. Choose the best heading for each part. There are more headings than you may need.**

a Chee's Story
b H'Mong People
c Sa Pa
d 'Thank you, Sa Pa'

2 **Read Part 1 again. In pairs, mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).**

1 ☐ 'Thank you, Sa Pa' is a company owned by Chee.
2 ☐ The company helps to train children to be tour guides for free.
3 ☐ Traditionally, education in Sa Pa was only for boys, not girls.

3 **Read Part 2 again. In pairs, take turns to ask and answer the following questions.**

1 When did more tourists come to Sa Pa?
2 Why did Chee learn English?
3 Could Chee speak English fluently before the age of 11?
4 Who did she learn English from?

4 **Study the Vocabulary Box. Which words/phrases can you find in the texts?**

Vocabulary	Learning languages	
native language	ethnic language	illiterate
foreign language	basic sentences	words
learn a language	speak a little Vietnamese	communicate

5 **Complete the sentences below using the correct forms of words/phrases in the Vocabulary Box.**

1 Your _____ is the language that you learn at home when you're a child.
2 Some children in mountainous areas are still _____ as they are not able to read or write.
3 After five years of learning English as a _____ the little girl is now able to use English to _____ with foreign visitors.
4 John: "Hoa, help me! I don't understand what Nam is saying because I could only _____."
5 All the _____ in this sentence are new to me. I cannot understand what it means.

And YOU

6 **Use the questions below to interview at least three friends. Report the findings to the whole class.**

1 When did you start to learn English?
2 Why did you learn it?
3 Where did you learn it?
4 What do you like the most when learning English?
5 Is there any other foreign language you also like to learn?

8.4 GRAMMAR Articles: first and second mention

I can use *a/an* and *the* to talk about places in town.

VIDEO A MYSTERY PRIZE (Part 2)

Sol: Read that clue again.
Max: 'Look for a woman with wings.'
Eva: Is there a statue of **an angel** here?
Max: Look, under the angel's feet! There's **a note**!
Eva: Take a photo of the note. Has your camera got **a zoom**? Use the zoom. What does it say?
Max: 'William entered here B4!'
Eva: I don't get it.
Max: 'William entered here before.' Is it a door? Or **a gate**?
Sol: Got it! William is King William IV! Let's go to the Pavilion!

Later:

Sol: Here's the gate – the William IV gate!
Max: And there's the clue: 'Iri al la bibilioteko'? Is that French?
Eva: No, and it isn't Spanish. I think it's Esperanto.
Max: What does it mean?
Eva: *Biblioteca* is library in Spanish. Is there **a library** near here? Let's go to the library.

Got it! *What does it mean?* **OUT of class**

1 8.05 **In pairs, check if you understand the words below. Use a dictionary if necessary. Listen to Part 1 and complete the advert.**

charity clue mystery prize treasure hunt

Charity Treasure Hunt

Where and when: Brighton, [1]_____ 10 May, 10 a.m.
Prize: You can win a [2]_____!
Entry fee: [3]£_____ per person

Make money for [4]_____ *in the World!*

2 8.06 **Listen to Part 2 and choose the correct option.**

1 'A woman with wings' is *a pop star / a statue of an angel.*
2 William IV is the name of *a gate / the Pavilion in Brighton.*
3 In Esperanto, 'bibilioteko' means *'book' / 'library'.*
4 The prize is *a dictionary / a language course.*

3 Study the Grammar box. Look at the words in bold in the dialogue. Find and underline the things which are mentioned the second time in the dialogue.

Grammar Articles: first and second mention

The first time we mention something, we use *a* or *an*.	The second time we mention something, we use *the*.
You have to find **a** place.	Then you go to **the** place.
Is there **an** island here?	Let's go to **the** island.

4 Complete the questions with a/an or the.

1 Have you got _____ smartphone? Where did you buy _____ phone? What do you use _____ phone for?
2 Is there _____ statue of _____ famous person in your city? Where is _____ statue? Who's _____ famous person?
3 Think of _____ interesting city. What is the name of _____ city? Where is _____ city? Is there _____ palace in _____ city? How old is _____ palace?
4 Think of _____ country. Where is _____ country? Do you know _____ famous person from this country? Who is _____ famous person?

5 In pairs, choose one topic in Exercise 4. Ask and answer the questions in that topic. Make changes to the questions if necessary.

And YOU

A: Is there a statue of a famous person in your city?
B: Yes, there is.
A: Where is the statue?
B: It's near Hoàn Kiếm Lake in Hà Nội.
A: Who's the famous person?
B: It's King Lý Thái Tổ.

8.4 GRAMMAR Articles: first and second mention

Lesson learning objective

Students can use *a/an* and *the* to talk about places in town.

Lead in: review of learning languages vocabulary

Put students into two groups. Explain that you are going to think of a word from the previous lesson and draw short lines on the board to represent each letter in the word.

The groups should take turns to try to guess which letters the word contains. Each time a group guesses a correct letter, they win a point. If a group thinks that they can guess the whole word correctly, they should say the word and, if they are correct, they win a point for each missing letter. For example:

Think of a word (*bilingual*) and write gaps to represent each letter: _ _ _ _ _ _ _ _ _ .

Group 1 guesses *a*, so write the letter *a* and give them 1 point: _ _ _ _ _ _ _ *a* _ .

Group 2 guesses *e*, so give them 0 points.

Group 1 guesses *i*, so write the letter *i* (*x2*) and give them 2 points: _ *i* _ *i* _ _ _ *a* _ .

Group 2 guesses *bilingual*, so give them 6 points (because there were six gaps left).

If the group who guessed the word can give the meaning of the word, they win another 2 points. If not, the other group can win 2 points if they can define the word.

Suggested words: *bilingual*, *foreign*, *grammar*, *native language*, *native speaker*, *fluently*, *understand*, *vocabulary*

Exercise 1 8.05

When students have checked the words in the wordpool, elicit the definitions. Explain that to complete the text, they should check the words in the wordpool and also think of other words that could be suitable.

Answers: **1** Sunday **2** mystery prize **3** £5 **4** Children

8.05

See page 201.

Background notes

Work on the **Brighton Pavilion** started in 1787 for the Prince of Wales (who later became King George IV). In 1815, the architect John Nash started to extend the building, and he added domes and minarets. In 1850, Queen Victoria sold the building to the town of Brighton because she preferred taking her seaside holidays on the Isle of Wight.

The statue of the angel is called the **Peace Statue**. It stands on the border between the towns of Brighton and Hove, and is on the seafront. The statue is approximately 10 metres high, and shows a winged angel of peace standing on a globe that represents the universe. It was built as a memorial to King Edward VII, who visited Brighton several times to try to recover from ill health before he died.

Exercise 2 8.06

Ask students to describe the photo. They should say what the children are wearing and where the children are (in front of the Brighton Pavilion).

Tell students that the answer to the last question is in the video but not in the dialogue on the page, so they will have to watch the end of the video carefully. After students have watched the video, elicit the correct option for each of the sentences and ask them for details of the language course they have won (a three-week intensive course in Esperanto).

Go through the Out of class box. Explain that we use *Got it!* when we have worked out the answer to something – in this case, a clue. For example, we could use this when someone gives us instructions about how to do something. We can ask *What does it mean?* when we don't understand something (e.g. a clue, something written in a different language).

Answers: **1** a statue of an angel **2** a gate **3** 'library' **4** a language course

8.06

See page 201.

Exercise 3

When students have found the examples in the dialogue, point out that English has a few rules for using articles but generally we use *a* when the listener doesn't know exactly which thing we are referring to and *the* when the listener does know exactly which thing we are referring to. Therefore, we usually use *a* when we first mention something and *the* afterwards.

Exercise 4

Elicit the answers before the pairs ask and answer the questions.

Answers: **1** a, the, the **2** a, a, the, the **3** an, the, the, a, the, the **4** a, the, a, the

Exercise 5

Put students in pairs. Encourage the students to choose one topic from the four topics in Exercise 4. Ask them to make questions, one by one. They should not ask all the questions at a time. Follow the example in the text. The focus is on meaning, not on form. After the students finish, give feedback on how students use a, a, the in their speaking.

Further practice

- Workbook page 73

8.5 LISTENING and VOCABULARY Communication

Lesson learning objective

Students can identify the main ideas and specific details in a conversation and talk about communication.

Lead in: review of articles

Tell students to think of something they have bought recently and write a sentence: *I bought a … last week/yesterday*, etc.

Then put students into groups of four and ask them to take turns to tell one another what they bought, giving more details using *the* + the name of the item (e.g. *I bought a new T-shirt last week. The T-shirt is black. The T-shirt cost £10. I bought the T-shirt at Fun Fashions.*).

When everyone in the group has had a turn to say what they bought, invite groups to tell the class about one of the items they discussed.

Exercise 1

Put students into pairs. Tell them to work together to describe the pictures and to complete the table. When they have finished, elicit the answers and teach the phrase *face-to-face conversation*.

Answers:
Photos:
A a (face-to-face) conversation
B someone writing a text message
C someone talking on a mobile phone
Table:
Speaking: conversation, phone call, Skype call
Writing: email, (Facebook) post, letter, postcard, text message, tweet

Exercise 2

Tell students to write in their notebooks their three types of communication in order of frequency. Have a class vote for the most popular type of communication; then for the second most popular type; and finally, for the third most popular type.

Ask students to give reasons for their choices (e.g. *I use conversation most because I am with my friends all day at school.*).

Exercise 3 8.07

When students have listened to the audio, elicit the correct answer and ask why the other two options are not correct. (The options a and c refer to some of the stories mentioned – about emails and messages, and about false friends between English and other foreign languages. Option b refers to all of the stories mentioned, i.e. they are all communication problems.)

Answer: b

8.07

See page 201.

Exercise 4 8.08

Before playing the audio again, ask students to read the sentences and options. Elicit the answers and the relevant extracts from the audio (e.g. 1 *I called someone*; 2 *W-A-T-T*; 3 *I meant a ham sandwich, not jam*; 4 *I used the wrong word*; 5 *In Italian baldo means you are brave*.

Answers: 1 c 2 b 3 c 4 b 5 b

Extra activity

Tell students to imagine that they are in the same English language class as the students in the audio. Put them into pairs and tell them to think of another example of a communication problem.

When the pairs are ready, invite them to tell their stories to the rest of the class.

Exercise 5 8.09

Put students into pairs and tell them to try to guess or remember the word friends.

When students have listened to the audio and checked their answers, check that they understand the word *mime*.

Tell students that you are going to give them some instructions and that they should mime the different activities. Say:

Have a conversation with the person next to you.
Make a phone call. Chat online.
Post a message on Facebook. Send a text.
Ask someone a question. Call someone.

Watch students as they perform each mime to make sure they are showing the correct activity.

Answers: **1** have a conversation **2** make a phone call **3** call someone **4** ask someone a question **5** chat online **6** post a message on Facebook **7** send a text

8.09

See page 201.

Exercise 6

Before students start the exercise, point out that they should pay attention to the use of verb forms and plurals. When they have finished, elicit the answers, and ask them to explain how we know that sentences 1, 4 and 5 use past forms (time expressions: *this morning*, *last night*, *last night*) and how we know that 2 is a plural (*a lot of*).

Answers: **1** had **2** questions **3** chat **4** posted **5** called **6** phone, text (message)

Exercise 7

Discuss the example dialogue with students and ask what other kind of information A could have given (e.g. who he/she had the conversation with, what they discussed about music).

Set a time limit for the pairs to practise their dialogues and then invite pairs to act out their dialogue in front of the class.

Further practice

- Workbook page 74

8.5 LISTENING and VOCABULARY Communication

I can identify the main ideas and specific details in a conversation.

A

B

C

1 Study the Vocabulary box. What types of communication can you see in the photos? Write the words from the Vocabulary box in the correct column in the table below.

Vocabulary	Types of communication

conversation email (Facebook) post letter
phone call postcard Skype call text message tweet

Speaking	Writing
conversation	*email*

2 CLASS VOTE Which three types of communication do you use the most with your friends?

3 8.07 Listen to a class of English language students in the UK. What is the class about?

a how to write emails and messages
b communication problems
c foreign languages

4 8.08 Listen again and choose the correct answers.

1 The teacher tells a story about _____
a a phone call. b a Facebook post.
c a Skype call.
2 The teacher's surname is _____
a What. b Watt. c Wedd.
3 Sonia wanted to eat _____
a a jam sandwich. b some strawberries.
c a ham sandwich.
4 Mario _____
a lives in the US. b made a mistake.
c did something brave.
5 In Italian, baldo means _____
a having no hair. b being brave.
c you are bad.

5 8.09 WORD FRIENDS Complete the Word Friends with the verbs below. Listen and check.

ask call chat have
make post send

1 _____ a conversation
2 _____ a phone call
3 _____ someone
4 _____ someone a question
5 _____ online
6 _____ a message on Facebook
7 _____ a text

6 Complete the sentences with one word in each gap.

1 I _____ a good conversation at breakfast this morning.
2 My mum asks me a lot of _____ about school. I don't always answer her.
3 My best friend lives in New Zealand. We often _____ online.
4 I _____ a message on Facebook last night.
5 I _____ a friend on the phone last night. We talked for hours.
6 I don't like making _____ calls. It's quicker and cheaper to send a _____.

7 In pairs, say if the sentences in Exercise 6 are true for you.

And YOU

A: I had a good conversation about music at breakfast this morning. What about you?
B: No, I didn't have a good conversation. I never talk to anyone at breakfast!

8.6 SPEAKING Understanding

I can check if people understand me and say if I understand.

WHAT DO YOU MEAN?

Grandma: Hey, sweetie! Can I use the phone to call Marta in Miami?
Dad: Sure, Mom.
Max: Why don't you use my tablet?
Grandma: Skypee. What's that?
Max: It's not 'Skypee', it's 'Skype'. It's an application for video chats.
Grandma: I don't understand. What do you mean?
Max: You can make free video calls.
Grandma: Oh, I see!
Max: To join, you have to fill in your profile, right?
Grandma: I'm not sure I understand. Do you mean my name?
Max: Yeah, personal details. Your name, date of birth – know what I mean? Have you got an email address?
Grandma: Sure, I use email a lot.
Max: OK, then you have to choose a Skype name. Do you understand?
Grandma: No. I'm sorry, I don't get it.
Max: It's a name to identify you on Skype. Look, that's my name – you see?
Grandma: Oh, right. Now I get it.

Hey, sweetie! OUT of class

1 8.10 **Look at the photo. What is Max explaining? Does his grandma understand? Read or listen to the dialogue and check.**

2 **Study the Speaking box. Find the phrases in the dialogue.**

Speaking Understanding

Check if people understand
(Do you) know what I mean? (Do) you see?
(Do you) get it/understand? ..., right?

Say you don't understand
I'm sorry, I don't get it/understand.
I'm not sure I get it/understand.

Ask for clarification
What do you mean? Do you mean ...?

Say you understand
Now I get it/understand. I see. Oh, right!

3 8.11 **Complete the dialogue with one word in each gap. Listen and check.**

Grandad: What are you doing, Kirsty?
Kirsty: I'm writing a tweet on Twitter.
Grandad: I'm not [1]*sure* I understand. What's Twitter?
Kirsty: It's a social networking service.
Grandad: I'm [2]_____, I don't [3]_____. What do you [4]_____?
Kirsty: Tweets are like texts, but you can only use 140 characters.
Grandad: [5]_____ you mean 140 words?
Kirsty: No, 140 characters – letters or numbers, [6]_____? Look.
Grandad: Oh, right. Now I see.

4 **Work in pairs. Student A, follow the instructions below. Student B, go to page 112.**

And YOU

1 Explain how to connect a smartphone to wi-fi. Use the Speaking box to help you.

switch on your phone → go to settings → check if the wi-fi is on → go into wi-fi and choose a network → write in the password

OK, to connect your phone to wi-fi, first you have to switch on your phone, right? Then you have to …

2 When Student B explains, say you understand or don't understand and ask for clarification if necessary. Use the Speaking box to help you.

I'm sorry. I don't get it. What's …?

8.6 SPEAKING Understanding

Lesson learning objective

Students can check if people understand them and say if they understand.

Lead in: review of types of communication

Put students into pairs. Tell each pair to write a short dialogue which they could share with the class. When they are ready, invite pairs to come to the front of the class, and then invite another student to say how the pair should have the conversation (e.g. face to face, on Skype, by mobile phone). The pair should act out their dialogue accordingly. Repeat the process with a few pairs.

Exercise 1 8.10

Put students into pairs. Ask them to describe the photo. They should say where the people are and what they are doing. (They are in a living room. Max's dad is looking at a laptop. Max has got a laptop or tablet and is showing it to his grandma.)

Before students read and listen, elicit ideas about what Max could be explaining.

When students have finished, discuss the Out of class box. Explain that *Hey, sweetie!* is an expression of affection, like *Hello dear*, and is usually used by someone older to someone younger. Point out that students would probably only use this expression if they were speaking to someone younger than them (e.g. when speaking to a very young cousin).

Answers: Max is showing his grandmother how to make video calls. In the end, she understands how to do it.

Exercise 2

Discuss the phrases in the Speaking box. Ask students for examples of when they have to explain something to someone else, and when they have to ask someone to explain something to them.

Exercise 3 8.11

When students have finished the exercise, find out if anyone in the class uses Twitter. Ask questions about Twitter (e.g. *Can you explain what # (hashtag) means?*).

Encourage students to check that you understand as they give their explanations. Ask for clarification where possible.

Answers: **2** sorry **3** understand **4** mean **5** Do **6** right

Exercise 4

Encourage students to ask twice for clarification while their partner is giving instructions, and to use a different way of asking each time (e.g. the first time they could ask *What do you mean?* and the second time they could ask *Do you mean … ?*). When the pairs have finished, invite them to act out one of their conversations in front of the class.

Extra activity

Ask students if there is anything relating to computers or technology that they don't know how to do (e.g. how to add up a column of numbers on Excel, how to resend a tweet). If students can't think of anything, tell them to think of problems they have with school subjects (e.g. how to find the area of a circle, how to form questions in English in the Past Simple).

When each student has thought of something that they need help with, put students into groups of four. Each student should say what they need help with and the rest of the group should give instructions. Students should use phrases from the Speaking box to ask for clarification, to check understanding and to say that they understand or don't understand.

When they have finished, invite groups to tell the class about the problems they were able to help one another with.

Further practice

- Workbook page 75

8.7 ENGLISH IN USE Verbs and prepositions

Lesson learning objective

Students can use should / shouldn't + V to give advice about online safety.

Lead in: review of understanding

Lead to the lesson by telling students a piece of news, or a Facebook page recently seen on the Internet
Ask students if they often use the Internet and spend a few minutes eliciting about students' use of the Internet using the suggested questions in Student's book.

Exercise 1

Put students into pairs and set a time limit for pairs to discuss the questions. When students have finished, invite pairs to share their ideas with the whole class..

Exercise 2

Ask students if they think it's safe to share photos/ videos on the Internet. Tell students that they are going to read a short text about Internet safety. Ask students to look at statements 1 to 5 in Exercise 2 and see if they can predict the answers.
Teacher may note down students' guesses on the board.
Ask students to read the text on Safety Net Kids to check their guesses. When they have finished, ask students to share their answers with their friends in pairs and check the answers with the whole class.
After checking students' answers to the five questions, draw students' attention to the **should/ shouldn't + V** structure in the five statements and highlight the form and meaning of the structure (Use the **Language** box to help).

Answers: **1** True **2** False **3** True **4** True **5** False

Exercise 3

Ask students to read and complete the conversations first individually, in pairs, and then as a whole class.
Alternatively, the teacher may ask students to practice reading aloud or acting out the conversations in pairs.

Answers: **1** shouldn't befriend **2** shouldn't provide

Exercise 4

Tell students that they are going to write sentences using the should/ shouldn't + verb structure to give advice about Internet safety.
Draw students' attention to the pictures and elicit vocabulary from the picture clues (i.e., post, personal information, "be nice", password, meet/ meet up, etc.)
Depending on the students' level, teacher may need to provide additional cued words.
Let students work individually and write their sentences first, and then pair up students and let them check their friends' sentences.
Finally, teacher may check the answers with the whole class and/ or focus on some typical mistakes of the students. Note that students may come up with more than one possible sentence for each picture.

Suggested answers:
1 You should think before you post.
2 You should keep your personal information private.
3 You should be nice to people.
4 You should keep your passwords safe./ You shouldn't tell others your passwords
5 You should not meet someone you've met online in person.

Exercise 5

Teacher may start by introducing the sample poster and have students suggest things that they can include in a poster (i.e., pictures, short sentences to give advice).
Divide students into groups of 4 and tell them that they are going to create somewhat similar products.
Remind students that they can use structure **should/ shouldn't + verb**, and the vocabulary about Internet safety that they have learnt.
Set a time limit, and when the groups are ready, invite them to present their posters to the rest of the class. Have a class vote for the best poster.

Further practice

- Workbook page 76

8.7 ENGLISH IN USE Should you or Shouldn't you?

I can use should/ shouldn't + V to give advice about online safety.

1 **In pairs, ask and answer the following questions.**

1 How often do you use the Internet?
2 What is your favourite website?
3 Do you often share your photos/ videos on the Internet?

Staying Safe Online

- Don't post any personal information online such as your address, email address, mobile number, or vacation plan.
- Think carefully before posting your pictures or videos. Once you've put a picture of yourself online, it's not just yours anymore.
- Don't befriend people you don't know.
- Don't meet people you've met online. Speak to your parent or carer about them.

(adapted from *http://www.safetynetkids.org.uk*)

2 **Read the advice from Safety Net Kids website, and decide whether the following statements are True or False.**

	True	False
1. You *should* tell your parents right away if people you know online want to meet you.		
2. You *should* make friends with people you don't know.		
3. You *should* think carefully before saying or posting anything online.		
4. You *shouldn't* tell others your passwords.		
5. You *should* only post photos of yourself.		

Language should/ shouldn't + verb (infinitive)

We use **should/ shouldn't** …
to tell someone what he or she is expected to do or not to do

You **shouldn't tell** anyone your Internet passwords.
You **should check** with your parents before downloading or installing softwares.

3 **Read and complete the following conversations with either *should* or *shouldn't* + verb.**

1 **A:** Do you know this guy? (pointing at the computer screen)
B: Which one?
A: This one. He's sending me a friend request.
B: No. You _____ (befriend) with someone you don't know.

2 **A:** Giang, I'm filling in this form to register for a website; and they're asking for my email password.
B: Be careful! You _____ (provide) your passwords in online forms.

4 **Look at the pictures and write some advice about Internet safety under each picture using either *should* or *shouldn't* + verb.**

You should always log off your device after using.

_____
_____

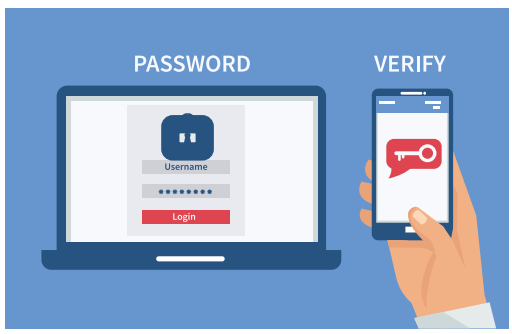
_____
_____

_____
_____

_____
_____

_____
_____

5 **Work in groups of four. Create a poster to give advice about Internet safety. Present your poster to the class.**



Wordlist and Vocabulary in action

Extra activity

Have students work in groups and select at least two other lexical items ending with "er" in the wordlist to put in the following table. In each column, the first word has been given as an example to your students. Tell them to say BINGO when they get this done. This activity is to help your students to review the knowledge of word parts.

Written form	Spoken form

Further practice

Workbook page 77

GLOSSARY Geography | Learning languages | Types of communication | Verbs and prepositions

adj: adjective adv: adverb n: noun np: noun phrase v: verb vp: verb phrase prep: preposition

Africa	/'æfrɪkə/	(n)	Châu Phi
Antarctica	/æn'tɑ:ktɪkə/	(n)	Châu Nam Cực
Asia	/'eɪʃə, -ʒə/	(n)	Châu Á
believe in	/bə'li:v ɪn/	(v)	tin vào
bilingual	/baɪ'lɪŋgwəl/	(adj)	song ngữ, thành thạo hai ngôn ngữ
camera	/'kæmərə/	(n)	máy ảnh
capital city	/'kæpətl 'sɪti/	(np)	thủ đô
charity	/'tʃærəti, 'tʃærɪti/	(n)	từ thiện
clue	/klu:/	(n)	gợi ý, đầu mối
communication	/kə,mju:nə'keɪʃən	(np)	vấn đề khi giao tiếp
problem	'prɒbləm/		
conversation	/,kɒnvə'seɪʃən/	(n)	hội thoại, cuộc nói chuyện
culture shock	/'kʌltʃə ʃɒk/	(np)	sốc văn hóa
forget	/fə'get/	(v)	quên
gate	/geɪt/	(n)	cổng
geography	/dʒi'ɒgrəfi/	(n)	địa lý học
grammar	/'græmə/	(n)	ngữ pháp
intensive course	/ɪn'tensɪv kɔ:s/	(np)	khóa học cấp tốc
island	/'aɪlənd/	(n)	đảo
join	/dʒɔɪn/	(v)	tham gia
lake	/leɪk/	(n)	hồ
learn about	/lɜ:n ə'baʊt/	(v)	học về
letter	/'letə/	(n)	chữ cái
mystery prize	/'mɪstəri praɪz/	(np)	giải thưởng bí ẩn
native language	/'neɪtɪv 'læŋgwɪdʒ/	(np)	ngôn ngữ mẹ đẻ
native speaker	/'neɪtɪv 'spi:kə/	(np)	người bản ngữ
palace	/'pæləs, 'pælɪs/	(n)	cung điện
password	/'pɑ:swɜ:d/	(n)	mật khẩu
personal details	/'pɜ:sənəl 'di:teɪlz/	(np)	thông tin cá nhân
phone call	/fəʊn kɔ:l/	(np)	cuộc gọi điện thoại
(Facebook) post	/('feɪsbʊk) pəʊst/	(n)	bài viết (trên Facebook)
queue	/kju:/	(v)	xếp hàng
river	/'rɪvə/	(n)	sông
Skype call	/skaɪp kɔ:l/	(np)	cuộc gọi thông qua ứng dụng Skype
(speak) fluently	(/spi:k/) /'flu:əntli/	(adv)	(nói) trôi chảy
statue	/'stætʃu:/	(n)	bức tượng
survive	/sə'vaɪv/	(v)	sống sót, tiếp tục tồn tại
talk to	/tɔ:k tə/	(v)	nói chuyện với
text message	/tekst 'mesɪdʒ/	(np)	tin nhắn văn bản
treasure hunt	/'treʒə hʌnt/	(np)	truy tìm kho báu
tweet	/twi:t/	(v)	viết và đăng trên mạng xã hội Twitter
video call	/'vɪdiəʊ kɔ:l/	(np)	cuộc gọi có hình ảnh
video chat	/'vɪdiəʊ tʃæt/	(n)	nhắn tin có hình ảnh
viewer	/'vju:ə/	(n)	người xem
vocabulary	/və'kæbjələri/ /və'kæbjʊləri, /	(n)	từ vựng
war	/wɔ:/	(n)	chiến tranh
world	/wɜ:ld/	(n)	thế giới
zoom	/zu:m/	(v)	phóng to, thu nhỏ (hình ảnh)

VOCABULARY IN ACTION

1 Write the correct word for each definition.

1 The opposite of south — n o r t h
2 The opposite of east — w _ _ _
3 Every country has one — f _ _ _
4 You need this to buy things — m _ _ _ _
5 The continent to the east of Europe — A _ _ _

2 Complete the sentences with *should* and *shouldn't*.

1 You _____ go to bed early tonight.
2 Mom, you _____ use Skype for free phone calls.
3 Students _____ copy the work from their friends.
4 Tom, you _____ use a dictionary to check the meaning of this word.
5 Parents _____ use mobile phones for long hours in front of children.

3 8.12 PRONUNCIATION Listen to how we pronounce the /ʃ/ and /tʃ/ sounds. In pairs, say the words.

/ʃ/: shoe, conversation, ocean, _____, _____, _____, _____

/tʃ/: chat, nature, question, _____, _____, _____

4 8.13 PRONUNCIATION Write the words below in the correct group in Exercise 3. Use the underlined letters to help you. Listen, check and repeat.

charity official population
shock shout sketch statue

Exercise 1

2 west
3 flag
4 money
5 Asia

Exercise 2

2 should
3 should
4 shouldn't
5 should
6 shouldn't

Exercise 3

/ʃ/: official, population, shock, shout
/tʃ/: charity, sketch, statue

Extra activity

Put students into pairs. Tell them to imagine that someone from another country is coming to visit them. They should work together to think of important rules to tell their visitor about their country (e.g. *You mustn't drop litter in the streets.*). Set a time limit and then invite pairs to share their ideas with the rest of the class.

Revision

VOCABULARY

1 **Look at the map. Complete the text about Peru with one word in each gap.**

Peru is in [1]*South* America. It has five neighbours: Ecuador and Colombia to the [2]_____, Brazil and Bolivia to the [3]_____ and Chile to the [4]_____. To the west is the Pacific [5]_____. The highest [6]_____, Huascarán Sur, is 6,768 metres high. Peru has a [7]_____ of thirty-one million people. Its [8]_____ is red and white. The [9]_____ is Lima. There are three official [10]_____: Spanish, Quechua and Aymara.

2 **Write about your country. Use the text in Exercise 1 to help you.**

3 **Complete the sentences with the words below. In pairs, say if you agree.**

bilingual call fluently ~~foreign~~ grammar vocabulary

1 To get a good job in this country, you have to speak two *foreign* languages.
2 English _____ is easy – except for the irregular verbs.
3 It's a good idea to study new _____ just before you go to sleep.
4 You can learn to speak a language _____ in two years.
5 _____ people speak two languages fluently.
6 It's easier to write a letter in English than to make a phone _____.

4 **Choose the correct option.**

1 I *asked* / (*had*) an interesting conversation with Joe.
2 You don't have to take *off* / *on* your shoes in the kitchen.
3 You have to put your hand up to *ask* / *make* the teacher a question.
4 You mustn't worry *about* / *for* the exam – it's next week.
5 You have to *fill* / *look* in your profile to join this group.

GRAMMAR

5 **Complete the sentences with the correct form of *have to*, *don't have to* or *mustn't*. Write two similar sentences about your country.**

1 In many African countries you *have to* use your right hand to eat – you _____ eat with your left hand.
2 In some countries, like Germany, you _____ cross the road when the light is red. You _____ wait for the green light. In other places you can cross the road when you like – you _____ wait for the green light.
3 In Switzerland you _____ throw things on the street – you _____ put them in a bin.

6 **Complete the questions with *a*, *an* or *the*. In pairs, ask and answer the questions.**

1 Have your parents got *a* car? What colour is ___ car? Is there ___ computer in ___ car?
2 Did you get ___ postcard from ___ friend last summer? Where was ___ postcard from? Who was ___ friend?
3 Is there ___ river in your town? What's the name of ___ river? Does ___ river go into ___ lake? What's the name of ___ lake?

SPEAKING

7 **Work in pairs. Student A, follow the instructions below. Student B, go to page 112.**

- Student A, explain to Student B how to send a text message from your phone. Use these phrases to make sure Student B understands you.

(Do you) know what I mean? Do you get it? You see?

- Swap roles. Student B tries to explain something to you. Use at least three of these phrases to say you understand/don't understand and ask for clarification.

I'm sorry, I don't get it. I'm not sure I understand. What do you mean? Now I get it. I see. Oh right!

Exercise 1
2 north
3 east
4 south
5 Ocean
6 mountain
7 population
8 flag
9 capital city
10 languages

Exercise 3
2 grammar
3 vocabulary
4 fluently
5 Bilingual
6 call

Exercise 4
2 off
3 ask
4 about
5 fill

Exercise 5
1 mustn't
2 mustn't, have to, don't have to
3 mustn't, have to

Exercise 6
1 the, a, the
2 a, a, the, the
3 a, the, the, a, the

9 Getting around

VOCABULARY
Transport | Travel | Holiday activities | Weather

GRAMMAR
Present Continuous for future arrangements | *be going to* for plans

Grammar: Here comes the summer

Speaking: Twenty minutes before Max's audition

9.1 VOCABULARY Transport and travel

I can talk about means of transport and travel.

1 Study the Vocabulary A box. Match the words with photos A–I. Which of these means of transport do you use?

Vocabulary A Means of transport

bicycle/bike bus car coach motorbike taxi train tram underground/metro

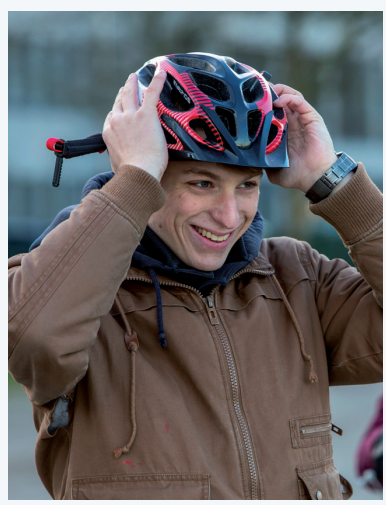
LIFESTYLE | BUSINESS DIRECTORY | LOCAL INFO | BUY/SELL | REGISTER | SIGN IN

The Newtown Herald

Lifestyle > Travel

Traffic is a big problem in Newtown. There are too many cars. Not many people ride bikes or walk to get to the city centre. Sue and Scott Stewart wanted to do something about it, so they organised a travel challenge. Our reporter Dev White talked to them.

Dev: What is a travel challenge?
Sue: It's a race between people using different means of transport. People have to go across town from the train station to the university. They can use a bike, a motorbike, a car, a bus or simply walk.
Scott: We want to show the best way to get around town.
Dev: You mean the fastest form of transport?
Scott: Yes, but also the cheapest and most enjoyable.
Sue: The healthiest too.



Unit contents

Vocabulary
- Transport
- Travel
- Holiday activities
- Weather

Grammar
- Present Continuous for future arrangements
- *going to* for plans

Communication skills
Directions

9.1 VOCABULARY Transport and travel

Lesson learning objective
Students can talk about means of transport and travel.

Lead in: review of vocabulary from the previous unit

Divide students into two groups. Write three gapped words on the board (e.g. _ _ _ _ _ = *island*) and explain that the groups should take turns to guess the missing letters. They win a point for each letter they guess correctly.

Do this for a few rounds. The winner is the team with the most points after the last round. Suggested words:

First round: *north*, *south*, *west*
Second round: *Antarctica*, *Europe*, *Africa*
Third round: *island*, *ocean*, *mountain*
Fourth round: *email*, *conversation*, *tweet*
Final round: However many previous rounds you do, finish with the three words: *means of transport*. Elicit what this phrase means and explain that they will be discussing different means of transport in this lesson.

Exercise 1

Put students into pairs to match the words with the photos.

Then write these two questions on the board: *How often do you use a/an … ? When did you last use a/an … ?* The pairs should use these question stems to take turns to ask and answer about the different means of transport.

When they have finished, invite pairs to share any interesting answers they received (e.g. *David uses a bike every day. The last time Sara used a tram was on holiday in Prague last year.*).

Answers: **A** tram **B** motorbike **C** bus **D** train **E** taxi **F** car **G** bicycle/bike **H** underground/metro **I** coach

Exercise 2 9.01

Elicit the meaning of the words in the Vocabulary B box and ask for examples of each in the students' own town (or in a nearby larger town or city).

Before you play the audio, ask students to read the notes and to decide what kind of information they should listen out for. (1 a form of transport; 2 the name of their cousin; 3 a number; 4 a place; 5 a relationship – aunt, friend, teacher, etc.; 6 a form of transport)

Answers: **1** Bike **2** Tom **3** 5 **4** bus station **5** teacher **6** Bus

9.01

D = Dev S = Scott Su = Sue

D: So Sue, you're walking?
Su: Yes, I'm the pedestrian – I'm going on foot. Scott's riding his bike – he goes everywhere on his bike! And our cousin Tom is going by motorbike.
D: What's the distance?
S: It's five kilometres from the train station to the university. But we have to stop at the bus station on the way.
D: Why do you have to stop at the bus station?
Su: Because it's more realistic. It's normal when you travel in town to stop somewhere on the way.
S: My teacher, Mrs Harris, is driving her car. Right, so she has to park her car, get out of the car, walk to the bus station, walk back to the car park and get into her car again.
Su: And our dad – he's taking the bus. Well, he has to wait at the bus stop, get on the bus, get off the bus near the post office, post a letter and then wait for another bus.
D: Who is going to win?
Su/S: I am! / Me!

Exercise 3 9.02

Put students into pairs and tell them to think about which verbs in the box could match the phrases below.

When the pairs have listened to the audio and completed the word friends, re-elicit students' sentences from Exercise 1. Ask how students could say their sentences using the Word friends (e.g. *David uses a bike every day.* – *David **rides a bike** every day. The last time my grandmother used a car was last year.* – *The last time my grandmother **drove a car** was last year.*).

Answers: **2** ride **3** go **4** drive **5** park **6** get **7** take **8** wait **9** get **10** wait

Extra activity

Put students into groups of three. Tell them to imagine a journey that needs at least five different means of transport. Encourage them to use their imagination to think of an interesting journey (e.g. *Go on foot from the school to the bus stop. Take bus number 30 to the bus station. Get a taxi from the bus station to the railway station. Get a train to the city. Use the underground to go to the city centre.*).

Set a time limit and then invite groups to describe their journey to the rest of the class.

Exercise 4 9.03

When students have completed the text, ask which of the four journeys is most like their own journey to school and why.

Answers: **2** on **3** for **4** get **5** take **6** station **7** get **8** gives **9** out **10** park **11** bike **12** go **13** by

Exercise 5

Review useful phrases that students might use, and write them on the board: *I have to …* ; *I never have to …* ; *It isn't far*; *I'm never/sometimes/always late*.

Put students into groups of three or four. When everyone in the groups has had a chance to talk, invite each group to tell the class about one of the journeys they described.

Further practice

- Workbook pages 78–79

2 9.01 Study the Vocabulary B box. Listen to Part 2 of the interview and complete the notes below.

Vocabulary B Places in town

bike lane bus station bus stop
car park train station university

Newtown Travel Challenge

- 5 participants
- Pedestrian: Sue Stewart
- [1]_____: Scott
- Motorbike: their cousin [2]_____
- Distance: [3]_____ km
- Stop at the [4]_____ on the way – more realistic
- Car: Mrs Harris (Scott's [5]_____)
- [6]_____: Mr Stewart (Sue and Scott's dad)

3 9.02 WORD FRIENDS Listen again and complete the phrases with the verbs below.

drive get (x2) go (x2) park ride
take wait (x2)

1 go on foot
2 _____ a bike/a motorbike
3 _____ by bus/car/motorbike
4 _____ a car
5 _____ a car/a motorbike (in a car park)
6 _____ into/out of a car/a taxi
7 _____ a bus/a train/your car
8 _____ at the bus stop
9 _____ on/off a bus/train/bike
10 _____ for a bus

4 9.03 Complete the comments with one word in each gap. Listen and check.

How do you get to school?

Briony

I go to school [1]*by* bus. I get [2]_____ the bus at the bus stop near my house. I never have to wait long [3]_____ a bus – only a minute or two. I [4]_____ off the bus at the bus stop near the school.

Jeff

I [5]_____ the bus from my house to the train [6]_____. Then, I go to Middleford by train. When I [7]_____ off the train, I walk to school. It isn't far.

Millie

My dad [8]_____ us a lift to school every morning by car. We get [9]_____ of the car at the big car [10]_____ near the school. We're sometimes late when the traffic is bad.

Mohammed

I usually ride my [11]_____ to school but sometimes I [12]_____ on foot. It isn't far but it's quicker to go [13]_____ bike. I'm never late for school.

5 And You? In groups, talk about how you get to school. Use Exercise 3 and 4 to help you. Who has the easiest/most difficult trip to school? Who has the most exciting/most boring trip?

A: How do you get to school?
B: I usually go on foot but in bad weather I sometimes get a lift.

9.2 GRAMMAR Present Continuous for future arrangements

I can use the Present Continuous to talk about future arrangements.

1 Do you know the person in the photo? Read the posts and check.

Fanpages

Ed Sheeran in Bristol!

Posts | Latest photos | Discussions | Reviews

edfan1: Wow! Ed Sheeran is playing in Bristol on 22 June! Are you guys going?

Jimbo: I'm not going. We're going on holiday that day.

Cara: Yes, I am! 😊 I'm going with Pablo. His mum is giving us a lift from Cardiff. What about you, edfan1?

edfan1: Yes, I'm going too. I live in Bristol, so I'm taking the bus. You're lucky you're going with Pablo – I don't know any fans in Bristol! ☹

Pablo: Why don't we meet before the concert? We're going to Perfect Pizza on Broad Street first – my mum's got us a table for seven o'clock. You're welcome to join us.

edfan1: Great! Thanks, Pablo! BTW, what are you guys wearing to the concert?

Pablo: We're wearing our new Ed-Sheeran-With-Cat T-shirts, of course! 😉

2 Read the posts again. In pairs, answer the questions.

1 When is the Bristol concert?
2 Who plans to go to the concert by car?
3 Where do they agree to meet? What time?

3 Study the Grammar box. Find examples of the Present Continuous in the posts.

Grammar Present Continuous for arrangements

We're going to the Bristol concert on 22 June.
He isn't going. He's going on holiday.
Are you coming with us tomorrow? Yes, we are.

4 Complete the text with the Present Continuous form of the verbs in brackets.

Fanpages

Ed Sheeran – December concerts!

Posts | Latest photos | Discussions | Reviews

edfan1: Ed Sheeran [1] *is giving* (give) a Christmas concert in Bristol on Thursday. I [2] _____ (go) – I've got a ticket already. Anybody else?

Cara: I can't go. My sister and I [3] _____ (sing) in the school Christmas concert that evening. ☹ What about you, Pablo?

Pablo: I [4] _____ (not go) but my mum is. She [5] _____ (see) Ed in Bristol on Thursday. And she [6] _____ (go) to his Birmingham concert on Saturday. On Sunday he [7] _____ (play) in Manchester – she's buying a ticket for that too! She's crazy about him! I'm sorry, but I don't like Ed Sheeran now! ☹

5 In pairs, plan an afternoon in town. Student A, follow the instructions below. Student B, go to page 112.

Student A

- Start the conversation. Ask Student B if he/she is doing anything on Friday.
- On Saturday you and your family are travelling to the capital city to see a musical. Ask Student B if he/she is doing anything on Sunday evening.
- Suggest going to the cinema at 6 p.m. on Sunday.

6 Write about your plan for the next few weeks. Write at least three things. Use these ideas.

And YOU

I	meet
My family and I	visit
My friend(s) and I	watch
	have lunch with
	go to (the dentist/doctor)
	see (a film)
	take the train/bus to
	have a party

My family and I are having lunch with my grandparents on Sunday.
I'm meeting Adrian to play tennis next week.

9.2 GRAMMAR Present Continuous for future arrangements

Lesson learning objective

Students can use the Present Continuous to talk about future arrangements.

Lead in: review of vocabulary related to means of transport and travel

Write the words for different means of transport on small pieces of paper (*bike*, *bus*, *car*, *coach*, *motorbike*, *taxi*, *train*, *tram*, *underground*).

Divide the class into nine groups and give one word to each group. They should not show their word to the other groups.

Invite the groups to take turns to draw their item on the board. The other groups should race to be the first group to write a true sentence which includes the word (e.g. if the picture on the board shows a bike, they could write: *I often ride my bike to school.*). When a group has written their sentence, they should put their hands up. The first group to put their hands up wins a point.

The winning group is the one that has won the most points.

Background notes

Ed Sheeran is an English singer. He was born in Yorkshire, in the north of England, in 1991, and started singing in a church choir from the age of four. Sheeran released his first tracks in 2011 and soon signed with a major record company and released his first album. His track *The A Team* won an Ivor Novello Award for the best song, both musically and lyrically, and the same year, his music won two Brit Awards.

Sheeran has worked with other musicians such as Taylor Swift and Elton John.

The *Ed-Sheeran-With-Cat* T-shirt is popular because Ed is famously fond of cats. His cat, named Graham, has its own Twitter account.

Exercise 1

Before students open their Students' Books, ask if they know the singer Ed Sheeran. If they do, elicit any information students know about him.

Then tell students to open their books and to read the posts to find out who is going to the concert (edfan1, Cara, Pablo) and who isn't going to the concert (Jimbo).

Answer: The person in the photo is the singer Ed Sheeran.

Exercise 2

When the pairs have answered the questions, ask why edfan1 isn't going with Pablo's mum. (He already lives in Bristol, so he can take the bus to the concert.)

Answers: **1** 22 June **2** Cara, with Pablo and his mum **3** Perfect Pizza, at 7 o'clock

Exercise 3

Review the Present Continuous, discussing how we form it (verb *to be* + verb + *-ing*) and what we use it for (things happening now or around now).

When students have found the examples in the text, ask if the sentences refer to now or to the future (they refer to the future). Explain that we use this form to discuss future arrangements. Point out that when we use the Present Continuous for future arrangements, we usually state the time of the arrangement.

Exercise 4

When students have completed the exercise, elicit the answers and ask them to identify the future time that each of the different events refer to (gaps 1–5 refer to Thursday evening; gap 6 refers to Saturday; gap 7 refers to Sunday).

Answers: **2** am going **3** are singing **4** am not going **5** is seeing **6** is going **7** is playing

Extra activity

Put students into groups of three and give each student a piece of paper. Students should work on their own to think of an exciting future event (e.g. a concert, a show). Ask them to use their imagination to write a post about the future event.

When students have finished, tell them to pass their piece of paper to the student on their left in their group. Tell them to read the post they have been given and to write a response, saying either that they are going or that they aren't going to the event, giving reasons. When they have finished, they should pass the piece of paper with their response to the student on their left.

They should read the next piece of paper they have been given, which will now have two posts, and write a response post. Explain that if the second post says that the writer is going to the event, their response (the third post) should say that they aren't going to the event, giving a reason.

Point out that if the second post says that the writer isn't going to the event, their response (the third post) should say that they are going to the event.

When they have finished, students should pass the piece of paper back to the writer of the first post. They should then read the three posts to find out what they say.

Invite groups to tell the class what their plans were for one of the future events they wrote about.

Exercise 5

Discuss the instructions and elicit how students could suggest doing something (e.g. *Let's …* ; *Why don't we … ?*; *How about … -ing?*). When the pairs have finished, invite them to perform their roleplays in front of the class.

Exercise 6

Discuss the examples and point out that they include information about who the arrangement is with and the time when the arrangement is taking place. Elicit more examples (e.g. *I'm going to the hairdresser tonight. I'm flying to Australia tomorrow.*). When the pairs have discussed, invite them to share their ideas with the rest of the class.

Further practice

- Workbook page 80

9.3 READING and VOCABULARY Holidays

Lesson learning objective

Students can find specific details in a text and talk about holidays.

Lead in: review of the Present Continuous for future arrangements

Elicit questions we could ask about someone's future arrangements (e.g. *What are you doing on Sunday?*; *What are you doing in July/the summer?*; *What are you doing at 5 p.m./the weekend?*).

Tell students to decide on a question and then ask them to mingle with their classmates. They should take turns to ask as many classmates as possible their question. Tell students that when they answer a question, they don't have to give a true answer. Encourage them to use their imagination. (e.g. *What are you doing this summer? Er … I'm going to India with my friends.*)

Set a time limit, and when students have finished, invite them to say their question and the most interesting answer which they received.

Exercise 1

Ask students to read the six choices. Elicit the meaning of the words *mountains*, *village*, *city*, *beach* and *lake*. For each of the choices, ask students to give examples from their own country.

Have a show of hands for each choice to find out which would be the most popular place for a holiday.

Exercise 2

After students have read the descriptions, elicit the answer to the question and also what each of the people either can't do or doesn't like. (1 Kirsty and Evan can't go on holiday with their parents. 2 Minh and his family don't want to travel far.

Ask the class about things that they enjoy or that they don't like doing on holiday.

Answers: Kristy and Evan like trying new things. Minh and his family love nature.

Exercise 3

Before students read the holiday adverts, ask them to suggest a holiday for each of the people in Exercise 2 (e.g. 1 Kirsty and Evan could find things to do near their home or they could go on an organised camp for children. 2 Minh and his family could find a nice place in the countryside near Hà Nội. When you have elicited the answers, ask students how close each of the ideas were to their own choices.

Answers: **1** B (Rockaway Beach) **2** C (The Moonlight)

Extra activity

Keep students in pairs. Tell them to look at the extra advert (C) and to write a description of someone who they think would enjoy this type of holiday. Explain that they shouldn't copy the information in the advert (e.g. *I like sunbathing, swimming and surfing.*) but they should use their imagination to try to refer to the information in a different way (e.g. *I love beach holidays, just lying in the sun and enjoying the ocean.*). When the pairs are ready, invite them to read out their descriptions to the rest of the class.

Exercise 4

Put students into pairs. Encourage them to guess themeaning of the words in the Vocabulary box using the context or the accompanying photos. When they are ready, elicit the translations, and ask them which activities they can do in their own area.

Exercise 5

Elicit possible reasons for the suggestions in the example (e.g. *Hạ Long Bay is a good place for sailing. There are lots of small islands and beautiful caves to explore in Hạ Long Bay. Đà Nẵng is a great place for swimming and sunbathing. The beaches are long and clean, and the water is clear and warm.*).

Encourage students to think of similar reasons for each of the suggestions they discuss in their groups. When they are ready, invite the groups to share their ideas with the rest of the class.

Exercise 6

Review different means of transport that could be used on holiday. Elicit which tense students should use when they present their holiday to the class (the Present Continuous because they will be talking about future arrangements).

Further practice

- Workbook page 81

9.3 READING and VOCABULARY Holidays

I can find specific details in a text and talk about holidays.

1 CLASS VOTE **Where do you prefer to spend your holidays?**

- in the mountains
- in a quiet village
- in a city
- on the beach
- by a lake
- at home

2 **Read the descriptions of people looking for a holiday. What do they like?**

1 ☐
Kirsty, twelve, and her brother Evan, ten, like trying new things. This year their parents don't have time to take them on holiday, so Kirsty and Evan are looking for other options.

2 ☐
Minh and his family are from Hà Nội. They love nature, but they don't want to travel far.

3 **Read the holiday adverts (A–C) and match them with the people in Exercise 2 (1–2). There is one extra advert. Which holiday sounds the most interesting to you?**

4 **Study the Vocabulary box. In pairs, find the words in the adverts. In your opinion, which holiday activities are the most fun?**

Vocabulary Holiday activities

hiking sailing shopping sightseeing skiing
sunbathing surfing swimming walking

5 **In groups, suggest a city, town or region in your country for people who want to try the activities in the Vocabulary box.**

Hạ Long Bay is a good place for sailing.
Đà Nẵng is a great place for swimming and sunbathing.

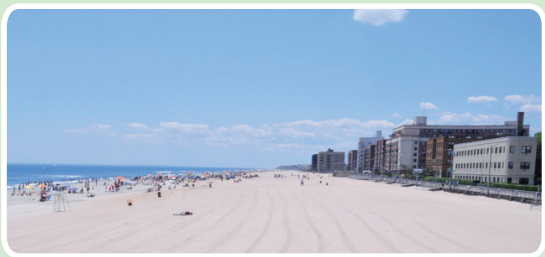
6 **Work in groups. You're going on holiday together for four days. Choose your location and plan your holiday. Tell the class.**

And You

- where you are going.
- how you are getting there.
- which activities you are doing each day.

This week's TOP HOLIDAY TIPS

A Go hiking through the beautiful mountains of the Mercantour National Park in the south of France with a donkey! A family holiday to remember! Don't worry, we teach you how to make friends with your donkey!



B Rockaway Beach is great for sunbathing, swimming and surfing. At the same time, you're only forty-five minutes away from central New York – just take the A train to go shopping or sightseeing in Manhattan. We recommend the fun, inexpensive Freeland Hotel near the beach.

C Are you looking for a special weekend for your family? The Moonlight is in a quiet and beautiful forest and is only 40 km from Hà Nội city centre. Go walking among the trees and have a lovely time with your family. The views in the moonlight are just beautiful.

9.4 GRAMMAR *going to* for plans

I can use *be going to* to talk about future plans.

HERE COMES THE SUMMER!

Eva: It's the end of school year soon. Any plans for the summer?

Sol: I'm not going to do anything for a week! I'm really tired!

Eva: Yeah, tell me about it! What are you going to do, Max?

Max: Well, I've got that big audition at the National Youth Theatre in London.

Eva: How are you going to get there?

Max: Believe it or not, Dad's going to take me!

Sol: Your dad? But he hates driving in London.

Max: I know. But we're going to leave really early, just to be safe. What about you, Eva? Any plans?

Eva: We're going to spend most of the summer in Brazil, with my grandparents. So I'm not going to be here much.

Max: Lucky you!

A text arrives on Sol's phone.

Sol: That's my mum. It's time to go – we promised to be back at eight thirty.

Tell me about it!
Believe it or not, …
Lucky you!

OUT of class

1 9.04 Listen. Why is Max planning to go to London this summer?

2 Study the Grammar box. Find examples of *be going to* in the dialogue.

Grammar *be going to* for plans

I'm going to get up late every morning!
They're not going to tell anyone.
What are you going to do after you leave school?
Are you going to live abroad in the future? Yes, I am./No, I'm not.

3 9.05 Complete the sentences with the correct form of *be going to* and the verbs in brackets. Listen and check.

1 I'm tired. I *'m going to go* (go) to bed early.
2 Your exam results are terrible. You _____ (work) harder next year, son.
3 Nadia says she _____ (not go) to university.
4 I'm worried about you. When _____ (you/go) to the doctor's?
5 Next year we _____ (travel) around Europe by train.
6 I _____ (not buy) him a birthday present – he never buys one for me!

4 Use the information in the table and write five sentences about the people's plans for the summer. Use *be going to*.

	get up early	help in the garden	visit family
Sol	✗	✗	✗
Max and Lily	✓	✓	✗
Eva	✓	✗	✓

5 In pairs, talk about your plans for the next ten years. Use these ideas or your own.

And YOU

- learn to drive
- get married
- move to another country
- start a business
- study at university
- write a novel/make a film
- be a famous musician/actor/sports star

I'm going to be a famous actor but I'm not going to move to another country.

9.4 GRAMMAR *going to* for plans

Lesson learning objective

Students can use *going to* to talk about future plans.

Lead in: review of holiday activities

Put students into groups of four. They take turns to mime activities from the Vocabulary box on page 109. The rest of the group should guess the activity. Each student should mime two activities. When they have finished, invite students to mime the activities in front of the class for the other students to guess.

Exercise 1 9.04

Ask students to close their Students' Books. Explain that you are going to play the audio and that they should listen carefully to find out the answer to the question in Exercise 1. (They are thinking about the summer, they are relaxed and happy, but also a little thoughtful and unsure about what is going to happen.)

Play the audio and then elicit not only Max's plans, but also Eva's and Sol's plans. (Sol isn't going to do anything for a week; Eva is going to visit her grandparents in Brazil.)

Discuss the Out of class box with students. Explain that *Tell me about it!* is an informal expression that means you understand what someone is complaining about (e.g. *'My parents are really unfair.' 'Tell me about it!'* (= *Mine too.*)).

Explain that we start a sentence with *Believe it or not, …* when we introduce surprising and usually positive news (e.g. *Believe it or not, I got an A in English!*).

We say *Lucky you!* when someone tells us about something good that has happened or is going to happen to them (e.g. *My parents bought me a new laptop. Lucky you!*).

Answer: Max is planning to go to London because he's got an audition at the National Youth Theatre.

Language notes

It is often possible to use either *going to* (for plans) or the Present Continuous (for future arrangements). This is because an arrangement always involves a plan (and either structure can be used in this case), but a plan doesn't always involve an arrangement (and only *going to* can be used in this case).

- In the dialogue, when Sol says, 'I'm not **going to do** anything for a week,' he is referring to a plan and not an arrangement because he hasn't arranged this with anyone. In this case, *going to* is the best structure to use.
- When Eva and Max talk about Max going to London, they could also use the Present Continuous because they are referring to an arrangement between Max and his father:
  *Eva: How **are** you **getting** there?*
  *Max: Believe it or not, Dad**'s taking** me.*
  *… we**'re leaving** really early, just to be safe.*
  The more definite the arrangement, the more natural the Present Continuous sounds because we know it will happen.
- We can't use the Present Continuous with state verbs, so we have to use *going to* to refer to arrangements.

Exercise 2

When students have found the examples in the dialogue, check which of the examples could also be written in the Present Continuous (because the plan involves an arrangement), and which of the examples can only be written with *going to* (because the plan doesn't involve an arrangement or because there is a state verb).

Exercise 3 9.05

When students have completed the exercise, ask them to identify which sentence could also be written in the Present Continuous, and in which situations. (4 If the person being spoken to has made a doctor's appointment, the speaker should use Present Continuous. If he/she hasn't, *going to* is the correct structure.)

Answers: **2** 're going to work **3** isn't going to go
4 are you going to go **5** are going to travel
6 am not going to buy

Exercise 4

In order to get students to practise the form with both *is* and *are*, ask them to write one positive sentence for either Sol or Eva (using *is*), one negative sentence for either Sol or Eva (using *isn't*), one positive sentence for Max and Lily (using *are*), one negative sentence for Max and Lily (using *aren't*), and one last sentence about any of the characters that can be either positive or negative.

Answers:
Sol isn't going to get up early. He isn't going to help in the garden. He isn't going to visit family.
Max and Lily are going to get up early. They're going to help in the garden. They aren't going to visit family.
Eva is going to get up early. She isn't going to help in the garden. She's going to visit family.

Exercise 5

Elicit that *going to* is the only correct tense for these ideas because they are all plans rather than arrangements. Tell the pairs that when they have discussed all of the ideas, they should choose one idea and give more details about it (e.g. *I'm going to learn to drive when I'm eighteen. I'm going to buy a cheap car and I'm going to drive across Europe with my friends.*).

Further practice

- Workbook page 82

9.5 LISTENING and VOCABULARY World weather

Lesson learning objective

Students can identify specific details in conversations and talk about the weather.

Lead in: review of *going to* for plans

Elicit the meaning of *New Year's resolutions*. Then ask students to think about their next year at school and tell them to make three resolutions about what they are and aren't going to do (e.g. *I'm going to do my homework every day. I'm going to start revising a month before exams. I'm not going to talk to my friends during lessons.*). When students are ready, put them into groups of four so that they can discuss their ideas. Elicit the most interesting resolutions from each group.

Exercise 1

Before students open their Students' Books, say each of the words in the Vocabulary box and ask students to translate them into their own language.

Then put students into pairs and ask them to open their books. Ask them to take turns to describe the photos using the words from the Vocabulary box.

Answers: cloudy E foggy A rainy F windy D snowy B sunny C

Exercise 2 9.06

Before you play the audio, ask students if they recognise any of the cities in the photos. When they have completed the exercise, elicit the answers and discuss that *two feet (of snow)* is approximately 60 centimetres of snow.

Answers: **1** New York, B **2** Đà Nẵng, D **3** Mexico City, C

9.06 Unit 9, 9.5, Exercise 2

1 I woke up this morning and looked out the window to see two feet of snow! I love New York but the winters here are really bad some years! One of my teachers skied to school!

2 This afternoon I met my friends in the city centre to go shopping. It started raining hard but luckily, we all had umbrellas. When you're in Đà Nẵng in June, that's always a good idea – the weather can change really fast.

3 It's a holiday today in our country and the weather's perfect – a beautiful blue sky, no clouds at all, the sun is shining and everywhere people are sunbathing. Mexico City looks wonderful!

Extra activity

Put students into pairs and ask them to choose one of the photos in Exercise 1 that was not mentioned in Exercise 2. Tell them to imagine that they have taken the photo. They should work together to write a short text, similar to the audio, which describes where they are, what the weather is like and what they did or saw this morning.

When the pairs are ready, invite them to read their text to the rest of the class. The other students should guess which photo they chose.

Exercise 3 9.07

When students have listened to the audio, elicit the answers and any other information they can remember (e.g. the speed of the aircraft (470 miles per hour – about 750 kilometres per hour), where Kitty's mum is (Birmingham), what item of clothing Struan has to put on (boots)).

Answers: **1** 10,000 metres **2** She's visiting the Acropolis. **3** He's going hiking in the mountains.

9.07

P = Pilot M = Mum K = Kitty P = Pilot S = Struan G = Grandad

1

P: Ladies and gentlemen, this is your captain speaking. We're flying at about 10,000 metres, at a speed of 470 miles per hour. We're arriving in London in just under an hour. Believe it or not, it's quite sunny at our destination but it's just three degrees, so not very warm. It is quite windy at the moment, so please stay in your seats …

2

M: Hi, Kitty. How are you enjoying your holiday?

K: Well, Athens is great and there's so much to do here. We're going to the Acropolis after lunch. But the weather's terrible. It was very foggy last night. And we wanted to go to the beach today but it's really cold. What's it like in Birmingham?

M: Oh, it's lovely here. It stopped raining just after you left and now it's really sunny!

3

S: It's raining again! I hate living in Scotland. The weather's the same 365 days a year!

G: That isn't true, Struan. In Scotland there is a wonderful poetry to our seasons. The summer is warm and rainy. Autumn is rainy and windy. In winter our weather is cold and rainy. Spring is rainy and windy. We are lucky to live here. Now put your boots on – we're going hiking in the mountains!

Exercise 4 9.08

When you elicit the answers, ask why the other options are not correct. (1 a It is sunny. c It is windy in the air but not in London. 2 a Athens is great, but the weather is terrible. b It was foggy last night. 3 a Struan says this, and his grandfather says that it isn't true. b The summer is warm.)

Answers: **1** b **2** c **3** c

Exercise 5

When the pairs have taken turns to ask and answer the questions, ask them about different hot or cold places that they have visited. Elicit past simple sentences (e.g. *I went to Iceland last year. It was –10°C. I went to Spain last summer. One day, it was 40°C.*).

Further practice

- Workbook page 83

9.5 LISTENING and VOCABULARY World weather

I can identify specific details in conversations and talk about the weather.

A

Paris (France)

B

New York (USA)

C

Mexico City (Mexico)

D

Đà Nẵng (Việt Nam)

E

Norwich (UK)

F

Athens (Greece)

1 Study the Vocabulary box. Match the words with the photos. There are three extra words.

Vocabulary Weather

☐ cloudy	☐ hot	☐ sunny
☐ cold	☐ rainy	☐ warm
☐ foggy	☐ snowy	☐ windy

2 9.06 Listen to three people talking about today's weather in their city. Write the names of the cities and match them with the photos.

Speaker	Name of city	Photo
1		
2		
3		

3 9.07 Listen to three recordings and answer the questions.

1 How high are the passengers flying at the moment?
2 What is Kitty doing after lunch?
3 Where is Struan going with his grandfather?

4 9.08 Listen again and choose the correct answers.

1 The weather in London is
   a cloudy.
   b cold.
   c windy.
2 The weather in Athens at the moment is
   a great.
   b foggy.
   c cold.
3 Struan's grandfather thinks that in Scotland
   a the weather never changes.
   b it's never warm.
   c it often rains.

5 In pairs, ask and answer the questions. And YOU

1 What's the weather like today?
2 What was the weather like yesterday?
3 What's your favourite month for the weather?

I like May because it's often warm and sunny.

9.6 SPEAKING Directions

I can ask for and give directions.

AUDIO TWENTY MINUTES BEFORE MAX'S AUDITION

Max: There's one problem with this plan. We don't know where to go.

Sol: Just a sec! I've got a map app on my phone. Oh no, the GPS on my phone isn't working!

Eva: It's probably all these tall buildings. Why don't we ask somebody for directions?

Max: Good thinking! Excuse me. Where's the National Youth Theatre, please?

Woman: Go to the end of the road. Then turn left at the traffic lights into Holloway Road. Go past the Odeon Cinema. Then take the first turning on the left. That's Windsor Road. The theatre's on the right. You can't miss it! It's not far.

Max: Great, thank you. So, go straight on, turn left, then take the first turning on the right …

Sol/Eva: Left!

Just a sec! *Good thinking!* **OUT of class**

1 9.09 Listen to Part 1. Why do Max, Eva and Sol decide to get out of the car?

2 9.10 Read or listen to Part 2. Are they far from the theatre?

3 Study the Speaking box. Find examples of the phrases in the dialogue.

Speaking Asking for and giving directions

Excuse me. Where's the …?/How do I get to …?/
Is there a … near here?

There's a … in Windsor Street.
Go to the end of the road.
Go straight on.
Go past the cinema/station.
Turn left/right.
Turn left at the crossroads/traffic lights, into …
Take the first/second turning on the left.

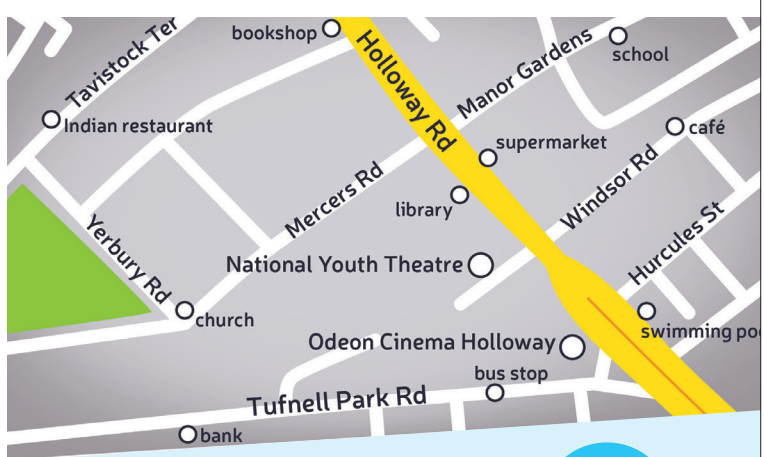
It's next to/opposite the …
It's on the left/right.
It's not far.
You can't miss it.

4 9.11 Complete the dialogue with words from the Speaking box. Listen and check.

Eva: Excuse me, Mr Gregg. Where's the car? I left my phone there.

Dad: Go to the [1] *end* of the road. [2] _____ left into Holloway Road. Go [3] _____ the library. [4] _____ the third turning on the left. My car's [5] _____ the left. It's [6] _____ far. Here's the key!

5 9.12 You're outside the National Youth Theatre. Find it on the map. Listen again. Where did Dad park his car?



6 In pairs, look at the map in Exercise 5. You're at the school on Manor Gardens. Ask for and give directions. Use the Speaking box to help you.

And YOU

Student A, ask for directions from the school to:
- the swimming pool.
- the Indian restaurant.

Student B, ask for directions from the school to:
- the bookshop.
- the bank.

9.6 SPEAKING Directions

Lesson learning objective

Students can ask for and give directions.

Lead in: review of *going to* for plans

Discuss with students how we talk about plans for the future (*going to*). Tell them to write down one plan they have for the holidays using *going to*.

When students are ready, ask them to mingle and to tell as many of their classmates as possible their plan. Ask them to try to remember the names of classmates who have the same or similar plans to theirs.

Set a time limit, and when students have finished, invite them to tell the class their plan for the holidays and any details they can give about it.

Exercise 1 9.09

Check that students understand the meaning of *audition*. Then ask them to look at the photo and to try to guess what the three characters are looking at and what could be happening. When students have listened to the audio, elicit the answer to the question and what is happening in the photo. (They are looking for the theatre.)

Answer: They decide to get out of the car because the sat-nav isn't working (and they don't have much time before Max's audition).

9.09

See page 201.

Exercise 2 9.10

When students have listened to the audio, check that they understand *left*, *right* and *traffic lights*.

Discuss the Out of class box with students. Ask if they can guess what *sec* is short for (second) and elicit other phrases that are similar to this (e.g. *just a minute*, *just a moment*).

Ask students when they think they would say *Good thinking!* to someone (e.g. when someone has had a good idea).

Answer: no

9.10

See page 201.

Exercise 3

Go through the different phrases in the Speaking box. Discuss what each of the phrases means, and the use of prepositions (e.g. *Turn left* ***at*** *the crossroads*, *Turn left* ***into*** *…*, ***on*** *the left*). Point out that we say *Take the* (*first turning on the left*) but *Turn left*.

Tell students to look at the map in Exercise 5 and read the instructions in the dialogue. Elicit where the three characters could be (in Tufnell Park Road, because if you go to the end of that road and turn left into Holloway Road, you will go past the Odeon Cinema).

Exercise 4 9.11

Elicit the answers and then invite a student to come to the board. Give an instruction: *Go to the end of the road.* The student draws a road which comes to an end at a T-junction. They draw arrows to show the direction of movement.

Invite a second student to come to the board and give another instruction: *Turn left*. The student draws an arrow turning left from the first road into the second one.

Repeat the process with different students and these instructions: *Go past the library* (the student draws a library and an arrow going past it). *Take the third turning on the left* (the student draws three roads on the left and an arrow pointing down the third) and *on the left* (the student should draw a cross on the left of the road they are in).

Answers: **2** Turn **3** past **4** Take **5** on **6** not

Exercise 5 9.12

Play the audio again and ask students to follow the instructions on the map. When they have finished, elicit the answer. If any students have a different answer, ask a student with the correct answer to use the phrases in the Speaking box to explain how they found Dad's car.

Answer: The car is on Tavistock Terrace.

Exercise 6

Teach *cross the road* and explain that students will be using it in this exercise. Before the pairs begin, tell them that as they are giving the instructions, they should rotate their books so that their direction of travel is always upwards. Explain that this will make it easier for them to decide whether to use *left* or *right*.

When the pairs have finished, invite pairs to give individual instructions and tell the rest of the class to follow the instructions on the maps in their books.

Possible answers:

To the swimming pool: Come out of the school and turn left. Go to the end of the road and turn left into Holloway Road. Go past the supermarket. The swimming pool is on the left opposite the Odeon Cinema.

To the Indian restaurant: Come out of the school and turn left. Go to the end of the road and turn right into Holloway Road. Take the second turning on the left. The Indian restaurant is on the right.

To the bookshop: Come out of the school and turn left. Go to the end of the road and turn right into Holloway Road. The bookshop is on the left. It is after the first turning on the left.

To the bank: Come out of the school and turn left. Go to the end of the road and turn left into Holloway Road. Take the second turning on the right then turn right into Tufnell Park Road. Go past the bus stop. The bank is on the left.

Further practice

- Workbook page 84

9.7 WRITING An invitation

Lesson learning objective

Students can write an invitation email.

Lead in: review of directions

Put students into groups of four. Tell the groups to think of an interesting place that is near their school. When they have decided on a place, they should work together to think of how to get there from the school. Explain that they should start their directions with: *Come out of the school and …*

Invite one group to give their directions slowly. Tell the rest of the class to close their eyes and to try to follow the directions in their mind, as if they were using Google Street View. When the group has finished giving their instructions, ask the rest of the class where they think they are, and ask the group if they were correct.

Repeat the process with other groups giving directions.

Exercise 1

Check that students understand the difference between *to celebrate* (verb) and *a celebration* (noun). Set a time limit for the pairs to discuss their stories of celebrations, and then invite pairs to share their stories with the rest of the class.

Exercise 2

Elicit the answers and ask students to look in the email to find an example of something that happened in the past (*Max passed his audition*), a future plan (*I'm going to invite Lily and Max's dad*), a suggestion (*Let's meet under the bus station clock*), and text language (*BTW*, which means 'by the way').

Answers: **1** Eva **2** Max passed his audition. **3** Sol, Lily and Max's dad **4** at a quarter to six, on Friday **5** a card

Exercise 3

Elicit examples of the Writing box phrases that are used in the email, and go through the different tenses that are used in the invitation: 1 Past Simple to give recent news; 2 Present Continuous to say what is happening now; 3 *going to* to talk about plans; 4 Present Continuous to talk about arrangements; 5 *Let's* to make suggestions; 6 *Would you like* to invite.

Extra activity

Put students into groups of four. Ask the groups to discuss activities that they have done for their own birthday or during someone else's celebration. Students should take turns to say which activities they enjoyed most, giving reasons why. When the groups are ready, invite them to share their ideas with the class and ask individual students to say which activity they would like to do on their next birthday.

Exercise 4

Before students do the exercise, discuss the photo with the class and find out if anyone has ever been go-karting. If any students have, ask them to tell the class where and when they went go-karting, and any other information they would like to share.

When students have done the exercise, elicit the answers and check that students understand the difference between *minimum* and *maximum*.

Answers: **1** 10 a.m. **2** thirteen (years old) **3** 2.30 **4** food or drink

Exercise 5

Before students begin writing, elicit ideas for possible news that they could include at the start of their email. Set a time limit for students to write their email.

When they have finished, put students into pairs and ask them to swap emails. They should read their partner's email as if it was written specifically to them. The pairs should take turns to thank each other for the birthday invitation, say whether or not they can come, and ask any other questions about the birthday celebration that they would like to know the answers to.

Further practice

- Workbook page 85

9.7 WRITING An invitation

I can write an invitation email.

1 In pairs, talk about the last good news you celebrated. How did you celebrate it?

2 In pairs, read the email quickly and answer the questions.

1 Who wrote the email?
2 What is the good news?
3 Who is Eva going to invite?
4 What time is she planning to meet Sol?
5 What is she going to buy for Max?

Hi Sol,

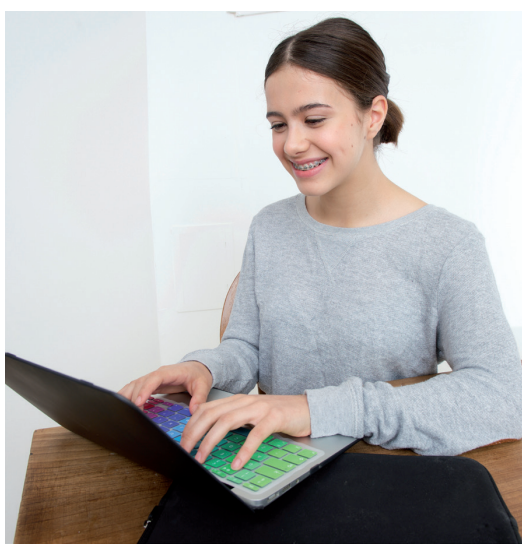
How are you? Did you hear the good news? Max passed his audition to the National Youth Theatre!

I'm planning a surprise for Max to celebrate his success and, of course, I'd like to invite you too! 😀 I'm going to invite Lily and Max's dad as well.

I reserved a table at Viva, the vegan café in the Arcade, for six o'clock on Friday. Let's meet under the bus station clock at quarter to six. I'm going to buy a card and ask everyone to sign it before we get to the restaurant. BTW, I'm not going to say anything to Max about this yet – it's a secret!

What do you think of my plan? Write back soon!

Love,
Eva



3 Study the Writing box. Find examples of the phrases in Eva's email.

Writing An invitation email

Greetings/News
How are you? I'm fine. Did you hear the news?

Invitation
I'm celebrating (my birthday on) ...
We're going to the cinema./I'm having a party./I'm planning a surprise.
... and I'd like to invite you./Can you come?/I hope you can come.

Meeting arrangements
The bus is leaving at ...
My dad can give us a lift to ...
Let's meet outside ...

Other plans/More information
I'm going to bring/wear ...
You don't have to bring/wear/buy ...

4 Read the advert and complete the sentences. Write no more than three words in each gap.

ACE Go-karts for teenagers

We're the most popular go-karting track in town! We're open every weekend from 10 a.m. to 6.30 p.m. Please note all group members must be thirteen years old or more.

A session is two and a half hours long. Prices start at £45. We have a good choice of food and drinks in our café.

Click here to reserve a session.

1 On Saturdays Ace Go-karts opens at _____.
2 The minimum age is _____.
3 A session starting at twelve probably finishes at _____.
4 You don't have to bring _____.

Writing Time

5 You're celebrating your birthday this Saturday. Write an email inviting a friend to come. Use Eva's email and the Writing box. In your email, you should

- include greetings/news.
- invite your friend to the go-karting session and arrange how to meet.
- mention what he/she doesn't have to bring.

Extra activity

Have students work in groups and select at least four lexical items in the wordlist to put in the following table. Tell them to say BINGO when they get this done. This activity is to help your students to review the form-meaning relationships of the learnt words as well as to create sematic associations between these lexical items.

Weather	Transportation

Further practice

Workbook page 86

GLOSSARY Transport | Travel | Holiday activities | The weather

adj: adjective adv: adverb n: noun np: noun phrase v: verb vp: verb phrase prep: preposition

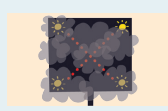
bike lane	/baɪk leɪn/	(n)	làn đường xe đạp
bookshop	/'bʊkʃɒp/	(n)	cửa hàng sách
building	/'bɪldɪŋ/	(n)	tòa nhà
bus stop	/bʌs stɒp/	(n)	bến xe buýt
car park	/kɑ: pɑ:k/	(n)	bãi đỗ xe
celebrate	/'seləbreɪt, 'selɪbreɪt/	(v)	kỷ niệm
(town) centre	/(taʊn) 'sentə/	(n)	trung tâm (thị trấn)
coach	/kəʊtʃ/	(n)	xe khách chạy đường dài
cloudy	/'klaʊdi/	(adj)	nhiều mây
crazy about (sb)	/'kreɪzi ə'baʊt/	(adj + pre)	say mê
crossroad	/'krɒsrəʊd/	(n)	ngã tư
cyclist	/'saɪklәst, 'saɪklɪst/	(n)	người đi xe đạp
family holiday	/'fæməli 'hɒlədi/	(np)	kỳ nghỉ gia đình
far	/fɑ:/	(adj)	xa, xa xôi
foggy	/'fɒgi/	(adj)	có sương mù
get around	/get ə'raʊnd/	(vp)	đi loanh quanh tham quan
invite	/ɪn'vaɪt/	(v)	mời
metro/ underground	/'metrəʊ/ /'ʌndəgraʊnd/	(n)	tàu điện ngầm
motorbike	/'məʊtəbaɪk/	(n)	xe máy
national park	/'næʃənəl pɑ:k/	(np)	vườn quốc gia
opposite	/'ɒpəzɪt/	(adj)	đối diện
pedestrian	/pə'destriən/	(n)	người đi bộ
plan	/plæn/	(n)	kế hoạch
promise	/'prɒm.ɪs/ /'prɑ:mɪs/	(v)	hứa
public transport	/ˌpʌblɪk 'trænspɔ:t/	(np)	giao thông công cộng
rainy	/'reɪni/	(adj)	có mưa
reserve (a table)	/rɪ'zɜ:v (ə 'teɪbəl)/	(v)	đặt bàn trước
go shopping	/gəʊ ʃɒpɪŋ/	(vp)	đi mua sắm
go walking	/gəʊ wɔ:kɪŋ/	(vp)	đi dạo
go sailing	/gəʊ 'seɪ.lɪŋ/	(n)	đi thuyền buồm
secret	/'si:krət/	(n)	bí mật
sightseeing	/'saɪtˌsi:ɪŋ/	(n)	ngắm cảnh, tham quan
sign (a card/letter)	/saɪn (ə kɑ:d/'letə)/	(v)	kí (trên bưu thiếp/thư)
snowy	/'snəʊi/	(adj)	có tuyết
special	/'speʃəl/	(adj)	đặc biệt
success	/sək'ses/	(n)	sự thành công
sunbathing	/'sʌnbeɪðɪŋ/	(n)	tắm nắng
sunny	/'sʌni/	(adj)	trời nắng
swimming	/swimɪŋ/	(n)	bơi lội
traffic lights	/'træfɪk laɪts/	(np)	đèn giao thông
tram	/træm/	(n)	tàu điện
university	/ju:nə'vɜ:səti/	(n)	trường đại học
weather	/'weðə/	(n)	thời tiết
windy	/'wɪndi/	(adj)	có gió

VOCABULARY IN ACTION

1 Use the glossary to find:

1 six holiday activities *sightseeing, ...*
2 three places in town *bookshop, ...*
3 five words to talk about the weather *cloudy, ...*

2 Match the pictures 1–6 with words from the wordlist.



1 *windy* 2 _____ 3 _____

4 _____ 5 _____ 6 _____

3 Complete the words in the questions. In pairs, ask and answer the questions.

1 What's the cheapest way to **get** around your town?
2 Do you travel by public **t**_____?
3 At what age do people usually **l**_____ to drive in your country?
4 Would you like to live **a**_____?

4 9.13 PRONUNCIATION Listen to how we pronounce the /eɪ/ and /ɑ:/ sounds. Look at the underlined letters and decide which sound you hear. Write the words in the correct column.

accommodation bike lane car car park celebrate dangerous make past place rainy

/eɪ/	/ɑ:/
accommodation	*car*

5 9.14 PRONUNCIATION In pairs, say the sentences. Listen, check and repeat.

1 We started walking to the car park.
2 Is this place dangerous?
3 Is it far to the car?
4 We're waiting for a train.
5 What's the name of this place?
6 Public transport can be faster than a car.

Exercise 1

1 sailing, shopping, sightseeing, sunbathing, swimming, walking
2 bookshop, town centre, national park
3 cloudy, foggy, rainy, snowy, sunny, windy

Exercise 2

2 foggy
3 rainy
4 sunny
5 snowy
6 cloudy

Exercise 3

2 transport
3 learn
4 abroad

Exercise 4

/eɪ/: accommodation, bike lane, celebrate, dangerous, make, place, rainy
/ɑ:/: car, car park, past

Extra activity

Put students into pairs. Tell them to make an arrangement together (e.g. meet in the town centre on Saturday). Then tell them to make plans relating to their arrangement (e.g. travel by bus, eat pizza, go shopping).
When they are ready, invite pairs to share their arrangement (e.g. *We're meeting in the town centre on Saturday.*) and plans (e.g. *We're going to eat pizza. We're going to get to the town centre by bus. We're going to go shopping.*) with the rest of the class.

Revision

VOCABULARY

1 **Complete the text with one word in each gap. Tell your partner how you get to school.**

Sometimes Mum gives me a [1] *lift* to school but I usually go [2] _____ bus. I'm lucky – the bus [3] _____ is opposite my house. Sometimes the eight o'clock bus is really busy and I can't get [4] _____ it, so I have to wait [5] _____ the bus at ten past, but it's OK – I'm never late [6] _____ school. The bus takes about twenty minutes and I get [7] _____ in Duke Street, next to the school.

2 **In pairs, explain the words below. Choose the two activities that you like best.**

hiking shopping sightseeing
skiing sunbathing

3 **In pairs, complete gaps 1–3 with prepositions. Then complete gaps a–e with the activities in Exercise 2.**

Place	Activity
[1] *in* the town centre	[a] *shopping*, [b] _____
[2] ___ the mountains	[c] _____, [d] _____
[3] ___ the beach	[e] _____

4 **In pairs, take it in turns to tell your partner about your best holiday ever. Use these ideas.**

- Where did you go?
- How did you travel there?
- What activities did you do?
- What was the weather like?

Last summer my family went to the mountains. We went by train to …

GRAMMAR

5 **Phong and Chi live in Hải Phòng. They are planning a holiday in Hà Nội this Saturday. Look at the table and write about their arrangements. Use the Present Continuous.**

6.45 a.m.	take a taxi to Niệm Nghĩa station
7 a.m.	get the coach to Hà Nội
5 p.m.	leave Hà Nội
7 p.m.	arrive back in Hải Phòng

At 7 a.m. they're taking …

6 **Look at the list of what Phong and Chi want to do in Hà Nội. Write about their plans. Use *going to*.**

- visit Hồ Chí Minh Mausoleum
- meet Tom's brother for lunch
- visit Thủ Lệ zoo
- go walking around Hoàn Kiếm lake

They're going to visit …

7 **Order the words to make questions. In pairs, choose five questions to ask your partner.**

1 what / today / having for lunch / are / you / ?
What are you having for lunch today?
2 getting / are / you / a lift home from school / this afternoon / ?
3 how / going to / are / celebrate your next birthday / you / ?
4 you / going to / are / this evening / do homework / ?
5 where / you / this year / going on holiday / are / ?
6 who in your family / celebrating a birthday / is / soon / ?
7 this weekend / what / your parents / doing / are / ?
8 in the future / you / going to / are / learn to drive / ?

SPEAKING

8 **In pairs, ask for and give directions.**

Student A
- Ask Student B for directions from the bus/train station in your town to your school.
- Give Student B directions from your school to the town centre.

Student B
- Give Student A directions from the bus/train station in your town to your school.
- Ask Student A for directions from your school to the town centre.

Exercise 1
2 by
3 stop
4 on
5 for
6 for
7 off

Exercise 3
2 in
3 on
b sightseeing
c hiking
d skiing
e sunbathing

Exercise 5
At 7 a.m they're taking a taxi to Niệm Nghĩa bus station.
At 7.30 a.m they're getting the coach to Hà Nội.
At 5 p.m they're leaving Hà Nội.
At 8 p.m they're arriving back in Hải Phòng.

Exercise 6
They're going to visit Hồ Chí Minh Mausoleum. Then they're going to meet Tom's brother for lunch. Then they're going to visit Thủ Lệ zoo. They're going to go walking around Hoàn Kiếm lake.

Exercise 7
2 Are you getting a lift home from school this afternoon?
3 How are you going to celebrate your next birthday?
4 Are going to do homework this evening?
5 Where are you going on holiday this year?
6 Who in your family is celebrating a birthday soon?
7 What are your parents doing this weekend?
8 Are you going to learn to drive in the future?

10

My dream job

VOCABULARY
Jobs | Work and jobs |

GRAMMAR
Will for future predictions |
First conditional |
Should and shouldn't

Grammar: If you don't study …

Speaking: I'll definitely pass

10.1 VOCABULARY Jobs

I can talk about people and their jobs.

WHAT JOBS ARE GOOD FOR YOU?

Do the flow chart to find out.

START HERE

I want to work indoors.

I prefer an outdoor job.

I want to work in an office.

I think office work is boring.

I don't want a dangerous job.

I don't mind danger. I want a challenging job.

- firefighter
- police officer

I don't want to stay in an office all the time.

- architect
- politician

I prefer to work in one place.

- receptionist
- secretary

I want to work with my hands.

I want to travel in my job.

I prefer to work in one place.

- builder
- farmer

I want to help people.

- doctor/nurse
- waiter/waitress

I prefer to work alone.

- driver
- postman/woman

I want to work with other people.

- pilot
- tour guide

I want a creative job.

- artist
- chef

I want to fix things.

- electrician
- mechanic

1 10.01 **I KNOW!** Work in groups. Which jobs below are in the photos? How many more jobs can you think of in two minutes?

Vocabulary Jobs

architect artist builder chef doctor driver
electrician farmer firefighter mechanic
nurse pilot politician police officer postman/ woman
receptionist secretary tour guide waiter/waitress

Unit contents

Vocabulary
- Jobs
- Work and jobs
- School and education

Grammar
- *Will* for future predictions
- First Conditional
- Adjectives with prepositions

Communication skills
Probability

10.1 VOCABULARY Jobs

Lesson learning objective
Students can talk about people and their jobs.

Lead in: review of vocabulary from the previous unit

Elicit vocabulary for different kinds of shops, different kinds of containers and different kinds of facilities we can find in shopping centres and write the words on the board. Invite a student to come to the front of the class. Write the word *escalator* on a piece of paper and show it to him/her. The student should mime being on an escalator and the rest of the class should guess where he/she is or what he/she is doing. Then put students into groups and explain that each student should choose from the words on the board (or any other words they learnt in the previous unit) and take turns to mime (being in the shop, using the container or using the facility in a shopping centre), while the rest of the group guess what word is being mimed. When the groups have finished, invite each group to mime one of their words for the rest of the class to guess.

Exercise 1 10.01

When students have finished, check that they understand what is entailed for each job in the Vocabulary box. Then put students into groups and tell them to take turns to describe a job for the rest of the class to guess (e.g. *He/She delivers packages to businesses on a bike. A postman? No. A bike courier? Yes.*).

Answers:
Jobs shown in the photos:
firefighter, chef, doctor, mechanic, pilot
Possible additional jobs:
actor, baker, banker, bodyguard, bricklayer, butcher, carpenter, cleaner, cook, delivery man, detective, disc jockey, engineer, housewife, judge, model, painter, pharmacist, photographer, plumber, reporter, sailor, translator, travel agent

Exercise 2

Tell fast finishers to think of more jobs for each category (e.g. accountants, chefs and receptionists may also work in hospitals; police officers sometimes help people on holiday, e.g. when they lose their way).

Answers: **2** tour guide **3** architect **4** waiter/waitress **5** receptionist

Exercise 3

Ask students if they have any ideas about what job they would like to do in the future. Tell them to look at the job chart and to choose the orange circle they think includes the best jobs for them.

In pairs, students tell their partner which job they would like and why. They follow the job chart and find out if it takes them to the same orange circle.

Invite different students to say which jobs they chose initially and which jobs the chart took them to.

Exercise 4

When students have finished, talk to them about what careers advisors do and ask if there any careers advisors at their school.

In pairs, students roleplay an interview with a careers advisor asking questions using the Word Friends in the exercise (e.g. *Would you like to work from nine to five? Would you like to work outdoors?*). Give them a time limit and at the end of the interview, the careers advisor should recommend a job for their partner.

Invite different students to tell the class what advice they were given.

Possible answers:
Asha: lawyer, accountant, IT specialist, architect
Minh: soldier, firefighter, police officer
Milie: artist, journalist, postwoman

Exercise 5

Tell students to imagine they are a firefighter. Ask questions and explain that they can only answer *yes* or *no* (e.g. *Do you work in a team? Yes*; *Do you work at night? Yes*; *Do you wear a uniform? Yes*; *Are you a police officer? No*; *Are you a firefighter? Yes*). Tell students they are going to work in pairs to ask and answer in the same way about other jobs.

Exercise 6

Give students five minutes to work in pairs. One student tells about their dream job and give reasons. Then swap their role. Encourage them to use the phrases in Exercise 4.

Further practice

- Workbook page 87–88

2 **Find jobs from the Vocabulary box for the people in the sentences below.**

He/She …

1 works in a hospital. *doctor/nurse*
2 helps people on holiday. _____
3 draws pictures of buildings for builders. _____
4 offers food and drink in a restaurant. _____
5 answers the phone in an office or a hotel. _____

3 **Follow the job chart to find a good job for you. In pairs, compare your jobs.**

A: What jobs do you see in the flow chart?
B: Artist, chef, or driver
What do you think of them?
What do you want to be in the future?

4 **WORD FRIENDS** **Check if you understand these Word Friends. Then find jobs from the Vocabulary box for Asha, Minh and Milie. There is more than one job for each person.**

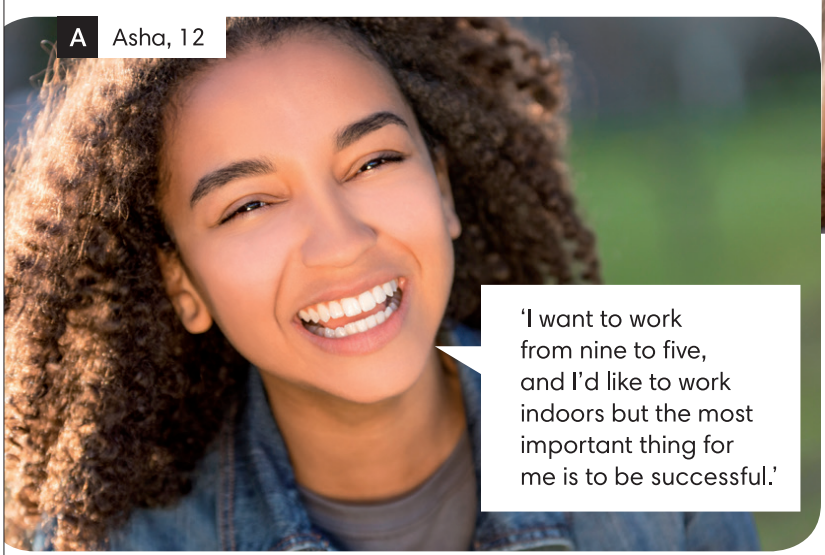
work from nine to five | be happy at work
work indoors/outdoors | work in a team
get to work on time | work at the weekend
earn (good) money | wear a uniform | work alone

Asha – secretary, receptionist, ...

5 **In pairs, choose a job from the Vocabulary box. Find out your partner's job in ten questions. You can only ask yes or no questions and answer *yes* or *no*.**

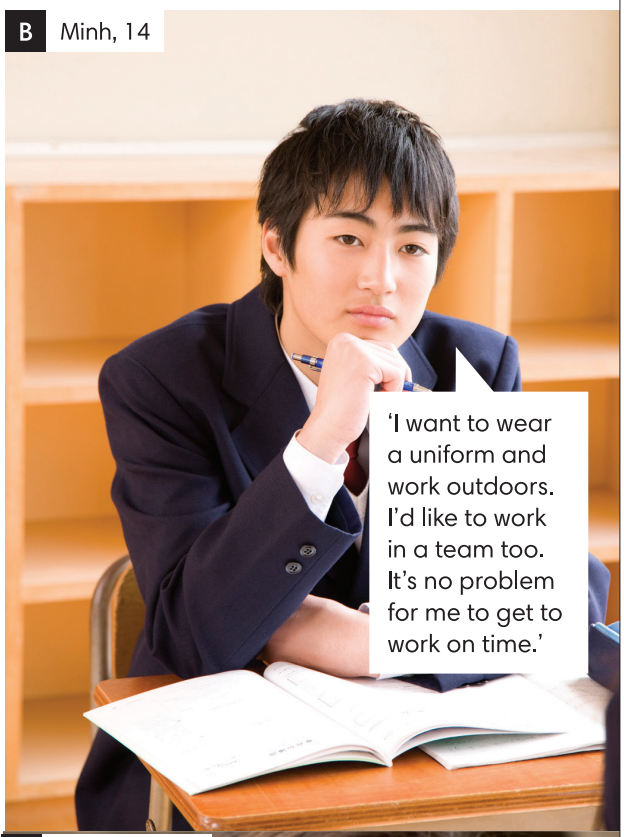
A: Do you work indoors?
B: Yes, I do.
A: Do you wear a uniform?
B: No, I don't.

A Asha, 12



'I want to work from nine to five, and I'd like to work indoors but the most important thing for me is to be successful.'

B Minh, 14



'I want to wear a uniform and work outdoors. I'd like to work in a team too. It's no problem for me to get to work on time.'

C Milie, 12

'I want to be happy at work. I enjoy working alone. I don't mind working at the weekend.'

6 **Tell your partner about your dream job. Why do you like it? Follow the example.**

And YOU

My dream job is a tour guide.
I love the job because I want to work with other people.

10.2 GRAMMAR *Will* for future predictions

I can use *will* to talk about future predictions.

1 What is your favourite part of the school day? Why?

2 10.02 Read the text and tick (✓) the things the writer mentions. Would you like all your lessons at home?

- ☐ break
- ☐ classroom
- ☐ homework
- ☐ test
- ☐ school uniform
- ☐ course book
- ☐ timetable

A school day in 2035?

Higson Corporation Global Schools – Saturday 5 May 2035, 08.57 a.m.

Good morning, Emily!
Your Maths test will start in three minutes. There's an online meeting with your Chinese teacher at 10 a.m. Have a nice day!

Education will be very important in 2035 but children won't go to school. So how will they learn? They will study in their bedrooms at home. Computers will organise the timetable for each day. Pupils will do all their homework and tests online, because we won't have paper course books. They'll only have contact with their teachers through the internet. But will they enjoy their lessons? No, they won't – some things will never change!

3 Find more examples of *will/won't* in the text in Exercise 2.

4 Complete the text with *will* or *won't* and the verbs in brackets.

1. English *won't be* (not be) so popular in 2035, but Chinese and Portuguese _____ (become) very important.
2. Pupils _____ (not learn) through listening to CDs and DVDs. Instead, pupils _____ (chat) to students of their age in other countries to practise languages.
3. In the future students _____ (not have) the chance to gossip with friends between lessons because everyone _____ (learn) at home.
4. So _____ students in 2035 _____ (feel) lonely?

5 In pairs, say if and when you think these predictions will come true. Use time expressions with *in* or *by*.

1 Schools will give laptops to all their pupils.
I think this will happen by 2040.
I don't agree. I don't think this will happen.
2 Students won't learn foreign languages – everyone will use computers to translate.
3 Many people will decide to study abroad.
4 Students will use the internet in exams.
5 Robots will do all the hard, unpleasant jobs.

6 Tick (✓) the things you think you will do before your twentieth birthday.

- ☐ learn to drive
- ☐ go to university
- ☐ work or study abroad
- ☐ get married
- ☐ buy a house or flat

7 And YOU

In pairs, use the phrases in Exercise 6 to ask and answer. Follow the example.

A: Will you learn to drive before your twentieth birthday?
B: Yes, I will./No, I won't.

Grammar *Will* for future predictions

+	–
I will work hard. They will play.	I won't work hard. They won't play.
?	
Will you study a lot? Will children play games? How will they learn?	Yes, I will./No, I won't. Yes, they will./No, they won't.

Time expressions:
in 2035/twenty years' time/the next five years/the future
by (= before) 2035/Christmas/my twentieth birthday

I don't think this will happen. NOT ~~I think this won't happen~~.

10.2 GRAMMAR *Will* for future predictions

Lesson learning objective

Students can use *will* to talk about future predictions.

Lead in: review vocabulary for jobs

Write *teacher* on the board. Ask students to give one word which would help to identify this job (e.g. *students*). Invite students to give other ideas (e.g. *school*, *homework*, *whiteboard*, *English*, *exam*). Put students into groups. Students should take turns to think of a job and tell the group one related word. The rest of the group should guess what the job is.

Exercise 1

Tell students not to open their Student's Books yet. Write the following words and phrases on the board: *break time*, *lunchtime*, *home time*, *P. E.*, *start of the school day*.

Elicit what each word or phrase means and ask students to say their favourite part of the school day (apart from home time). Ask students to give reasons for their answers.

Exercise 2 10.02

Students should keep their Student's Books closed. Ask them what they think schools will be like in the year 2035.

Invite different students to share their ideas with the class and then ask them to open their Student's Books.

Tell students to look at the list and, again, to predict what they think these things will be like in 2035.

When students have read the text, ask them to say how similar their predictions were to the predictions in the text.

Answers:
test, timetable, homework, course book

Exercise 3

When students have found the examples in the text, ask them how sure they are about what schools will be like in the year 2035 (*of course*, *they can't be sure at all*).

Explain to students that we can use *will* for predictions, even when there is no evidence for our predictions and they are only our opinions. We can indicate this by starting the prediction with *I think*, *In my opinion*, *It's possible that* and so on.

Answers:
Education will be very important in 2035 but children won't go to school. So how will they learn? They will study in their bedrooms at home. Computers will organise the timetable for each day. Pupils will do all their homework and tests online, because we won't have paper course books. They'll only have contact with their teachers through the internet. But will they enjoy their lessons? No, they won't – some things will never change!

Exercise 4

When students have finished, discuss the ideas given in the text. Ask students which ideas they agree/disagree with and why (e.g. *Why will Portuguese be important? Why will children learn at home?*).

Answers: **2** will become **3** won't learn **4** will chat **5** won't have **6** will learn **7** will (students in 2035) feel

Exercise 5

Discuss with students the use of *in* and *by*. Elicit or explain that we use *in* + a number of years/months/days and *by* + a specific year/a specific date.

When the pairs have discussed the predictions, get them to discuss with another pair, to see how similar their ideas were.

Invite different pairs to share their ideas with the class.

Extra activity

Discuss other aspects of school or education that haven't yet been mentioned in the texts and sentences (e.g. *P. E.*) and then ask students to make predictions for one of them. Invite students to report their ideas to the class.

Exercise 6

Discuss with students the activities in the exercise. Ask them by which age people usually do each of these things.

If students think they will do any of these things at some time but not before they are twenty, encourage them to make a note of the age by which they think they will do them.

Exercise 7

Before students ask and answer in pairs, remind them that we use *going to* for intentions or plans. If they don't have any definite plans about the things listed in Exercise 6, it is natural to use *will/won't* to make predictions (e.g. *I think I'll learn to drive before I'm twenty.*). If they do have definite plans or intentions, it would be more natural to use *going to* (e.g. *I'm not going to get married before I'm twenty!*). If students aren't sure, encourage them to use expressions such as *I think that …* or *It's possible that …* .

Activity for fast finishers

Tell students to think of five more things that their partner might do before their twentieth birthday (e.g. *Will you pay back the five pounds I lent you before your twentieth birthday? Will you buy a new mobile phone before your twentieth birthday?*). Invite different pairs to ask and answer in front of the class.

Further practice

- Workbook page 89

10.3 READING and VOCABULARY First job

Lesson learning objective

Students can find specific detail in a text and talk about jobs.

Lead in: review of *will* for future predictions

Talk to students about famous people from history and some wrong predictions that they might have made. For example:

Christopher Columbus: I will cross the Atlantic and get to India.
Neil Armstrong: I'll come back to the moon in a few years' time.
Mick Jagger: I won't be the singer of the Rolling Stones after my thirtieth birthday.

Put students into groups of three or four. Tell them to think of other historical figures and to write some imaginary predictions they might have made. Invite the groups to read out their predictions for the class to guess who the historical characters are.

Background notes

Johnny Depp is most famous for his role as Captain Jack Sparrow in the *Pirates of the Caribbean* series of films. He is also a good guitarist and he hoped to be a rock star before he started acting.

Megan Fox was born in 1986. She started going to drama and dance classes when she was a young child and she began her acting career with a role in the film *Holiday in the Sun*, in 2001. She has also appeared in several TV series and does modelling work.

Jennifer Lopez is American and her parents are from Puerto Rico. She started out as an actor and then became a singer as well. In 2001, she became the first person ever to release at the same time a number one album (*J.Lo*) and film (*The Wedding Planner*).

Tom Cruise is a famous actor, best known for *Top Gun* and the *Mission Impossible* films. He has been nominated for an Oscar three times and has won three Golden Globes. In 2012, he was Hollywood's highest-paid actor.

Brad Pitt was born in 1963 and made his TV debut in 1987. He is married to Angelina Jolie and together they are actively involved in charity and humanitarian work.

Exercise 1 10.03

Tell students to look at the title of the text and elicit what job Beyoncé must have had before she was famous (*Beauty salon's*). Before students read the text, ask them to guess which jobs the other celebrities had.

Answers:
Megan Fox worked as a waitress.
Beyoncé worked in her mother's beauty salon.
Jennifer Lopez had a temporary job in a lawyer's office.
Tom Cruise had a part-time job delivering newspapers.
J.K. Rowling was an English teacher.
Brad Pitt dressed up as a giant chicken to attract customers to a restaurant.

Exercise 2

Before students read the text again, ask them to look at the sentences with their partner and to discuss any answers they think they can remember.

After students have finished the exercise, elicit the answers and for each answer, tell students to give an explanation from the text. For example: 1 *The writer says* some celebrities know what it's like to look for a job and to work from nine to five; 4 *She was an English teacher in Portugal*; 5 *He had to dress up as a giant chicken*; 6 *The writer uses the word* perhaps, *which means he/she isn't sure and says* in your local café, *not* in my local café.

Answers: 2 ? 3 ? 4 ✓ 5 ✓

Exercise 3 10.04

Invite students to extend the phrases in the Vocabulary box by thinking of more phrases using *work in*, *work for* and *work as* (e.g. *work in a shop/a café*; *work for a good boss/ the government*; *work as a doctor/a teacher*).

Exercise 4 10.05

When students have finished, ask them if they know anyone who has got a part-time job/has got more than one job/had a summer job last year.

Answers: **2** for **3** as **4** unemployed **5** looking **6** get **7** temporary **8** lost

Exercise 5

Students first decide individually which jobs they would like to do.

Then, in pairs, they take turns to ask if their partner would like to do one of the jobs they like. When they have found three jobs they would both like to do, they should discuss why they think these would be interesting or enjoyable jobs to do (e.g. *I think babysitting is great. The children go to bed, you can watch TV until their parents come home and you get paid for it!*).

Extra activity

Discuss job interviews with the class and the sorts of questions interviewers might ask (avoiding questions using the Present Perfect). For example: (bike courier) *Are you fit? Have you got a bike? Do you know the city well?*

Put students into pairs to roleplay a job interview. Each student should choose a summer job they would like to do and tell their partner. Both partners should work on their own to think of some questions in order to interview their partner. They then take turns to interview each other. Invite different pairs to act out their roleplays to the class.

Further practice

- Workbook page 90

10.3 READING and VOCABULARY First job

I can find specific details in a text and talk about jobs.

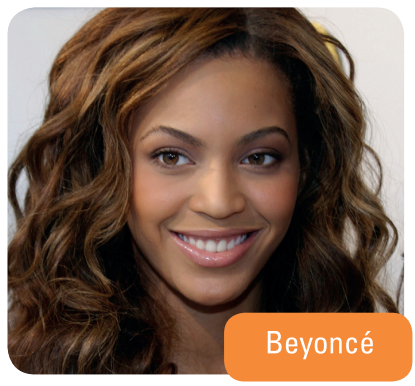
Johnny Depp

Some celebrities know what it's like to look for a job and to work from nine to five. For example, did you know that Johnny Depp sold pens in a call centre before he became an actor? It's hard to believe but it's true.

And Johnny Depp is not the only famous person who had a normal job before becoming famous. Model Megan Fox worked as a waitress. Beyoncé helped out at her mother's beauty salon. Jennifer Lopez (JLo) had a temporary job in a lawyer's office. And Tom Cruise had a part-time job delivering newspapers.

Some celebrities had jobs that don't seem surprising. Writer J.K. Rowling was an English teacher. She had a full-time job in a school in Portugal before she wrote about Harry Potter.

But other famous people had more surprising jobs. Brad Pitt, for example, once got a very strange job. He had to dress up as a giant chicken to attract customers to a restaurant! It was better than being unemployed but I'm sure he wasn't upset when he lost that job.



Beyoncé

1 10.03 **Read the text. What jobs did the people have when they were young?**

Johnny Depp worked in a call centre.

2 **Read the two texts. Mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).**

1 ☒ In the writer's opinion famous people don't know about normal people's lives.
2 ☐ Johnny Depp sold the writer a pen.
3 ☐ JLo's mother helped her get a job.
4 ☐ J.K. Rowling taught English when she was younger.
5 ☐ Brad Pitt once had a very unusual job.

3 10.04 **Find the phrases below in the text. How do you say them in your language?**

Vocabulary Work and jobs

Types of jobs
full-time job part-time job temporary job
Work
work in an office work for a company look for a job
work as a waitress be unemployed get/have/lose a job

4 10.05 **Use the phrases or part of the phrases in the Vocabulary box to complete the text. Listen and check.**

I don't have a full-time job. I have two [1]*part-time* jobs. In the morning, I work [2]_____ the town council. I'm a gardener. And in the evening, I work [3]_____ a waiter in a café. It's tiring but I don't want to be [4]_____. I want to earn more money so I'm [5]_____ for a new job but it's difficult to [6]_____ a good job. Last year I had a [7]_____ job for the summer in a restaurant at the beach. The money was great! Unfortunately, I [8]_____ my job when autumn came.

5 **In pairs, ask and answer to find out the two jobs you would like to do in the future.**

And YOU

actor waitress beauty salon's assistant
teacher lawyer artist
film star tour guide

A: I'd like to work as a lawyer. What about you?
B: No, I don't want to work indoors.

10.4 GRAMMAR First Conditional

I can use the First Conditional to talk about probability.

IF YOU DON'T STUDY … (Part 1)

Mum: Where do you think you're going?
Lee: I'm just going to see Billy and Krystal.
Mum: Oh no, you're not, Lee Marshall! Your end of year tests are starting on Thursday. You can go back to your room and start revising! If you don't study, you won't pass your tests – it's as simple as that! These tests are important.
Lee: Billy's mum lets him go out in the evenings! It's not fair!
Mum: Billy always gets better marks than you. You'll have to repeat the year if you don't get better marks. And if you have to repeat the year, you won't be with your friends at all.
Lee: OK! OK! I get the message!
Mum: I won't tell you again! Oh, and another thing …

It's as simple as that!
I get the message!

OUT of class

1 What's happening in the photograph? What do you think Lee's mum is saying?

2 10.06 Listen to Part 1. Why is Lee's mum angry with him?

3 Find more examples of the First Conditional in the dialogue in Exercise 4.

Grammar First Conditional

if + Present Simple, ***will*** + verb
If I get a bad mark in the test, my parents will be angry.
You'll have to repeat the year if you don't get better marks.

4 10.07 Choose the correct option. Then watch or listen to Part 2 and check.

Part 2

Amy: Hi Lee! How's your History revision going?
Lee: Terrible! And I'm really tired now.
Amy: So go to bed! If you [1]*get up* / *'ll get up* early tomorrow, you [2]*feel* / *'ll feel* fresher and you'll remember more.
Lee: Yes, maybe. But I had a great idea. I wrote all the dates for the History test on the back of my ruler! If I [3]*forget* / *'ll forget* something in the test, I [4]*check* / *'ll check* it on my ruler.
Amy: You can't do that! That's cheating! And I'm sure they [5]*catch* / *'ll catch* you if you [6]*cheat* / *'ll cheat*. And if they [7]*catch* / *'ll catch* you, you [8]*have* / *'ll have* to repeat the year. Don't be an idiot, Lee! Please!

5 Complete the sentences with the correct form of the verbs in brackets.

1 If I *pass* (pass) all my exams, I'll be so happy!
2 If I get good marks, my grandmother _____ (buy) me a laptop!
3 If Tiggy _____ (get) the results of the test, she'll phone me.
4 My mum won't be pleased if I _____ (not get) a good mark.
5 We'll have to phone the doctor if she _____ (not feel) better soon.
6 If you break it, I _____ (not lend) you anything again!

6 Finish the sentences to make them true for you. Then compare with a partner.

And YOU

1 If there's nothing good on TV tonight, *I'll read a book.*
2 If I get some money for my birthday, I …
3 If I don't understand my homework, I …
4 If my phone stops working, I …

10.4 GRAMMAR First Conditional

Lesson learning objective

Students can use the First Conditional to talk about probability.

Language notes

This lesson introduces the First Conditional to show the result of a likely future event. It might be worth emphasising to students that all the events mentioned in the exercises in this lesson are likely or at least possible.

In many languages, both clauses of conditional sentences use the future form: *If x will happen, y will be the result.* If this is true for the students' L1, be prepared to correct any overuse of *will*.

Lead in: review of *will* for predictions

Put students into groups of three. Tell each group to choose a topic (e.g. *travel*, *health*). The groups discuss three predictions about their topic for the year 2050, then feed back to the class. Does the class agree?

Exercise 1

Ask students what they and their parents disagree about (e.g. *clothes*, *going out*, *bedtimes*).

Then get students to open their Student's Books. In pairs, they should discuss what Lee and his mum might be talking about. Elicit ideas from different students.

Exercise 2 10.06

Remind students of their ideas in Exercise 1. Ask them, now that they have seen the Word Friends in Exercise 2, if they want to change their minds about what they think Lee's mum is saying in the photo.

Tell students to close their Student's Books and play Part 1 of the video without sound. Then ask students what they think happened in the video. For example, ask: *What do you think Lee wanted to do? What do you think his mum said? How do you think Lee felt?*

Play Part 1 again, this time with sound. Ask students how similar or different Lee and his mum's conversation was to one that they might have with their own parents or guardians.

Answers:
Lee's mum is angry because Lee has important tests at school soon and needs to study, but he wants to go out in the evening.

Exercise 3

Go through the Grammar box. Point out the following:

- The sentence can be split into two halves: the likely future situation/event and the result.
- The *if* clause does not use the future form.
- The two clauses can be written in either order. When we start with the *if* clause, we separate the two clauses with a comma. When we start with the result clause, we don't use a comma. For example: *If I'm late, my parents will be angry. My parents will be angry if I'm late.*

Exercise 4 10.07

Discuss why *get up* is the correct choice in the example (we use the Present Simple in the *if* clause).

After watching, ask students what they think of Lee's idea and Amy's advice.

Answers: **2** 'll feel **3** forget **4** 'll check **5** 'll catch **6** cheat **7** catch **8** 'll have to

Exercise 5

Have students compare answers in pairs before checking as a class.

Answers: **2** will/'ll buy **3** gets **4** don't get **5** doesn't feel **6** won't lend

Exercise 6

When students have compared sentences, invite different students to share their ideas with the class.

Further practice

- Workbook page 91

10.5 LISTENING and VOCABULARY An unusual school

Lesson learning objective

I can identify specific details in a conversation and talk about my dream job.

Lead in: review of the First Conditional

Write on the board: *If you cheat, they will catch you. If they catch you, you'll have to repeat the year.*

Continue by starting the next sentence with the second clause of the previous sentence: *If you have to repeat the year, …*

Elicit an ending and start the next sentence with this. Continue for as long as possible.

Then ask students to do the same in pairs, starting with this sentence: *If I do well in my exams, I'll go to university.*
If I go to university, …

Give students a time limit and when they have finished, invite different pairs to read out their sentences.

Exercise 1

Ask students to work in pairs and look at the photo. Elicit from them what jobs the boy is thinking about by looking at the clothes the people in the photo are wearing.

Answers: **1** policeman **2** businessman **3** postman

Ask them to guess what the boy wants to do in the future. Write their guess down in their notebook.

Exercise 2

Go through the words orally with the students. Make sure students can pronounce these words correctly. Then elicit from the students the meanings of these words either through picture or examples. After that, ask questions to make sure students understand their meanings (e.g. *Do you have to wear a uniform to school? Do you need to be on time? Who do you admire? Is this exercise easy or tough?*)

Exercise 3 10.08

Before students listen, ask students to look at the questions and go through the options. Underline the keywords in each option. Guide the students to recognize the differences between options. Then play the recording for the first time. When checking on the answers, ask students to explain for their choice.

Answers: **1** a **2** c **3** b **4** d

Exercise 4

Before students listen again, ask them to read the sentences and to see if they can remember which of the choices are correct. When students have listened the second time, elicit the answers and the reasons why the other choices are not correct.

Answers: **1** T **2** T **3** F

Exercise 5

Ask students to look at the sentences and predict the type of words they can fill in the blank. Then students look at the list of words in Exercise 2 and choose the best word to fill in the blank. Remember in sentence 2, students only need to fill in with "on time" and do not need "be".

Answers: **1** tough **2** on **3** admire **4** mind **5** walks of time

Exercise 6

Keep the students in pairs. Tell students that they are going to role-play a situation as given.

They will ask and answer about what they want to do in the future. Student A imagines he/she will become a doctor and use the reasons to tell student B. Student B imagines he will be a movie star and respond with reasons given. Encourage students to follow the example dialogue.

When students are finished, ask one pair to the front of the class to role-play the situation. Students do not need to learn the reasons by heart

10.08

Mai: Hi Minh. Have you ever thought about what you want to do in the future?
Minh: Oh, I want to be a police officer
Mai: Really? Why do you want to be a police officer?
Minh: I want to wear a uniform like them. I actually like watching them wearing uniforms when I see them in Hanoi.
Mai: But you'll have to be on time all the time.
Minh: I don't mind being on time. Even if the job starts at 6:00 a.m. I also like to work with different people, too. If I am a police officer, I will meet people from all walks of life.
Mai: How interesting! How long have you thought of being a police officer?
Minh: My uncle is a police officer. He told me many great stories about his job. I admire him and I want to be like him. What about you? What do you want to do in the future, Mai?
Mai: That's a tough question to me. I am not quite sure right now. My mum says ....

Further practice

- Workbook page 92

10.5 LISTENING and VOCABULARY Dream jobs

I can identify specific details in a conversation and talk about my dream job.

1 In pairs, look at the photo. What do you think the boy wants to do in the future?

2 In pairs, check if you understand the meanings of the words or phrases below.

uniform	(be) on time	tough
walks of life	admire	mind

3 10.08 Listen and choose the correct answer.

1 What does Minh want to be in the future?
   a He wants to be a police officer.
   b He wants to work as an officer.
   c He wants to work in the post office.
2 What does Minh like about his future job?
   a He can work in a team.
   b He can work outdoors.
   c He can meet different types of people.
3 Who inspires Minh to think about his dream job?
   a His parents.
   b His uncle.
   c His cousin.
4 What is Mai's dream job?
   a She wants to be a police officer like Minh.
   b She is not certain about her future job.
   c She wants to be like her mum.

4 10.09 Listen again and check if the following statements are true or false. Write T (true) or F (false).

1 ☐ Minh can see many police officers on the streets in Hanoi.
2 ☐ A police officer can work from 6:00 a.m.
3 ☐ Minh does not like the stories about police officers.

5 Complete the sentences below with words from Exercise 2.

1 Choosing a job at this age is a _____ thing to do.
2 Please arrive _____ next time. You need to respect the rule.
3 I _____ nurses in hospitals as they often have to work very hard to take care of patients.
4 I don't _____ working outdoors in crowded places.
5 This job will allow you to meet people from all _____ .

6 In pairs, role-play the following situation:

And YOU

Student A wants to be a doctor. Below are Student A's reasons.

1 A doctor can help many people in need.
2 A doctor can travel to many places in the country to help people.
3 A doctor does not have to do a lot of office work.

Student B wants to be a famous movie star. Below are Student B's reasons.

1 A movie star can travel to many places to shoot movies.
2 A movie star can meet a lot of people.
3 A movie star can be creative in the job.

Use the following sample to start with:

A: Have you ever thought about what you want to do in the future?
B: I want to be a famous movie star.

10.6 SPEAKING Probability

I can talk about probability.

I'LL DEFINITELY PASS

Amy: Gosh! That was a really difficult test.
Billy: Yes! That last question? What a nightmare! I couldn't remember any of the dates. I probably won't get any points for it!
Amy: I definitely won't! I didn't even answer that question – I didn't have time!
Billy: Oh, don't worry, Amy. You'll probably pass!
Amy: I don't know. I might pass. Fingers crossed! How about you, Lee?
Lee: I thought it was easy! I'll definitely pass! In fact, I think I may get a ten.
Amy: But History's your worst subject. You didn't cheat, did you? Because they'll definitely see from your answers that you cheated!
Lee: No, I didn't cheat!
Billy: So, how did you do it?

Gosh! What a nightmare!
Fingers crossed!

OUT of class

1 CLASS VOTE How do you feel before an important exam?

☐ relaxed ☐ nervous ☐ frightened

2 Look at the photo. Who do you think looks most relaxed: Amy, Lee or Billy? What do you think they're talking about?

3 10.10 Listen. Then find examples of the phrases below in the dialogue. Who is most confident about passing the exam?

Speaking Probability

- I will definitely/probably pass.
- I may/might pass.
- I definitely/probably won't pass.

4 10.11 Complete the sentences with the words in brackets. Listen and check.

1 Brighton *will probably be* expensive. (be/will/probably)
2 Billy's uncle _____ them camp on his farm. (let/will/definitely)
3 There _____ space in Amy's tent for Krystal. (be/will/definitely)
4 Krystal _____ to stay in a tent. (want/won't/probably)
5 Krystal _____ to stay in a hotel. (want/might)
6 Lee _____ borrow money for his train ticket. (have to/may)

5 Say if these things will come true in your country in the next ten years. Use the Speaking box to help you.

1 People will stop using banknotes.
2 Food will be cheaper.
3 Our football team will win the World Cup.
4 Newspapers will still be popular.
5 People will live longer.
6 Everyone will use public transport.

People may stop using banknotes.

6 And YOU

In pairs, use the Speaking box in Exercise 3 to say about what will happen to you in the next ten years.

Will you …

- learn a new language?
- be famous?
- buy a car/motorbike?
- still live in your hometown?
- become a fantastic cook?

I will definitely learn a new language.

10.6 SPEAKING Probability

Lesson learning objective

Students can talk about probability.

Lead in: review of vocabulary for school and education

Describe a word from the Vocabulary box in Lesson 8.5. Students should guess the word.

Put students into groups of three. Each group should choose one word from the Vocabulary box and work together to describe it. Invite each group to describe their word for the rest of the class to guess.

Exercise 1

Before students open their Student's Books, ask the question and have a class vote. Remind students about the previous video episode and elicit what Lee's plan was for the test (*to write the answers on his ruler*).

Exercise 2

Ask students to open their Student's Books and to discuss the photo without reading the dialogue.

Answers:
Lee looks most relaxed. They are talking about the test they have just done.

Exercise 3 10.10

Play the audio and elicit the answers to the questions in Exercise 2.

Have a class discussion about exams and ask students if they like to discuss tests after they have done them or if they prefer not to talk about them at all.

When students have found the phrases in the dialogue, discuss the meaning of the phrases and the correct word order when using *definitely* and *probably*.

Answer:
Lee is the most confident about passing the exam.

Culture notes

Brighton is a city on the south coast of England. It is sometimes called London-by-the-Sea because it is an exciting city with lots of entertainment, a large beach and two piers.

The Scottish Highlands is the name given to the mountainous northern part of Scotland. It includes Ben Nevis, the highest mountain in Scotland, and Loch Ness, home of the famous Loch Ness Monster.

Exercise 4 10.11

Remind students about the correct word order when using *definitely* and *probably*. Tell them to check the Speaking box if they aren't sure.

Answers: **2** will definitely let **3** will definitely be **4** probably won't want **5** might want **6** may have to

10.11

L = Lee B = Billy A = Amy

L: The summer holidays are coming up. Perhaps we could go camping together? My dad's got two big tents – me and Billy can share a tent and you can sleep in the second one, Amy.
B: That's a great idea!
A: Yeah, I'd love to go camping! Maybe by the sea. Brighton!
L: Brighton's often busy so it will probably be expensive.
B: Hey – I've got an idea! My Uncle Ally has got a farm in the Scottish Highlands. We could camp there.
A: The Scottish Highlands? That sounds amazing.
L: Yeah. But are you sure your uncle will say *yes*?
B: Sure – Uncle Ally will definitely let us camp on his farm. People often stay with him. Perhaps we should invite Krystal as well?
L: Why not? There will definitely be space in Amy's tent – it's for three people.
A: Hmm. Knowing Krystal, she probably won't want to stay in a tent. She might want to stay in a hotel!
L: I'm sorry but I definitely won't have the money to stay in a hotel! I may have to borrow money for my train ticket.
B: No, a hotel's too expensive! Look, I'll phone my uncle tonight and check.

Exercise 5

Discuss the example with students and elicit other ways of predicting the future. Also encourage students to extend the sentence (e.g. *People probably won't stop using banknotes and coins but they will definitely use smartphones to pay for a lot of things*).

Exercise 6

Tell students to write sentences about themselves and then to share their ideas with their partner. Invite different students to share their ideas with the class.

Exercise 7

Before students ask and answer in pairs remind them that we use definitely/ probably/ may/ might to say about what will happen to them in the next 10 years.

When students are ready, invite different pairs to come to the front of to share their ideas with the class.

Further practice

- Workbook page 93

10.7 ENGLISH IN USE Adjectives with prepositions

Lesson learning objective

Students can talk about people's skills and emotions.

Lead in: review of talking about probability

Put students into five groups. Give each group a topic: *sport*, *music*, *transport*, *our school*, *our town*. Each group should make five sentences about their topic, using *definitely will*, *probably will*, *may/might*, *probably won't* and *definitely won't*. When the groups have finished, make new groups made up of one student from each of the original groups. In their new groups, students take turns to tell one another their five predictions about their particular topic. Invite the groups to tell the rest of the class what they think are the most interesting predictions for each topic.

Exercise 1

Point to the different people in the drawing and ask students what they think the people are doing.

Answer:
The drawing shows a school playground. There are nine pupils and a teacher. One boy (1) is jumping on a pile of leaves. A girl (2) is telling him to stop. Another girl (3) is running. Two boys (4 and 5) are talking. One is doing Maths with some counters. The other boy is asking if he can help him but the boy with the counters doesn't want to share. A boy is covering a girl in toilet paper. A girl (6) is painting on the wall.

Exercise 2

When students have finished, elicit the answers and ask students to explain for each answer which words in the text helped them to decide.

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

Exercise 3

When students have identified the different adjectives + prepositions in the text in Exercise 2, ask them to separate these into three groups: those which show an ability in something (or lack of it), those which show an interest in something (or lack of it) and those which show a willingness to try something (or lack of it) (ability: *good at*, *bad at*, *hopeless at*, *brilliant at*; interest: *crazy about*, *keen on*, *fond of*; *interested in*; willingness to try: (*not*) *afraid of*).

Exercise 4

Discuss the different jobs with students. Elicit what you have to be good at and interested in to be able to do each job (e.g. *accountant – good at Maths, interested in numbers and money*).

When students discuss in pairs, encourage them to use *definitely*, *probably* and *may/might* (e.g. *Bruce will probably be an accountant. He will definitely be rich because he doesn't like sharing, so he will keep all his money.*).

Possible answers:
Wendy: a politician or a police officer
Kevin: an astronaut or a pilot
Hannah: an artist
Albert: a doctor or a nurse
Kay: an athlete

Exercise 5 10.12

When students have finished the exercise, ask what kind of job they think the man's son will do if he doesn't work in an office. Elicit ideas and encourage students to give reasons (e.g. *He may become a translator. It doesn't matter if you can't remember people's names in that job.*).

Answers: **2** at **3** at **4** on **5** good **6** crazy **7** singing **8** good **9** of

Exercise 6

As pairs discuss, encourage them to use both the sentence stems *Are you good at …* and *Are you interested in …*, to help give a wider range of answers.

When they have finished, discuss each phrase with the class and, if students say they are interested in one of the things, encourage other students to ask follow-up questions (e.g. *What languages can you speak? What other languages are you interested in learning? Are you good at speaking and listening? Have you got any advice about how to learn foreign languages?*).

Extra activity

Tell students to imagine a different teacher at the school has come into the classroom to ask them for their help. Say: *Excuse me. I need someone who is good at English and not afraid of talking to new people in English. Some teachers from England are visiting our school and we need two students to welcome them and show them around the school. Is there anyone here who could do this?* Ask students to suggest two classmates who will do the job best. Then put students into pairs and tell them to decide on which teacher they could be in a similar roleplay (e.g. a sports teacher looking for two good athletes, a drama teacher looking for two good actors). When they are ready, invite different pairs to come to the front to roleplay their chosen teacher, while the rest of the class suggest the best two classmates for their requirements.

Homework

Ask students to revise the vocabulary for jobs from this unit and think of any other jobs they know.

Exercise 7

Give students time to write 5 sentences about themselves or their friends. Using the structures in Exercise 3 and skills in Exercise 6

Further practice

- Workbook page 94

10.7 ENGLISH IN USE Adjectives with prepositions

I can talk about people's skills and emotions.

1 What can you see in the drawing?

2 Read the teacher's notes and match the descriptions (a–f) with the children in the drawing.

a. *Bruce is good at counting but he isn't very good at sharing things.*
b. *Wendy is fond of talking. She enjoys telling the other children what to do.*
c. *Kevin isn't afraid of taking risks and he's really interested in planes.*
d. *Hannah is brilliant at drawing but she's hopeless at spelling.*
e. *Albert is keen on helping other people. He's always the first to come when someone's in trouble.*
f. *Kay is crazy about running. She's the fastest in the class.*

3 Find examples of the adjectives with prepositions in Exercise 2.

Language Adjectives with prepositions

After these phrases we add verb + *-ing*:
(not very) good at, crazy about, keen on,
(really) bad at, afraid of, fond of, hopeless at,
brilliant at, interested in
Bruce is good at counting.
Wendy is fond of talking.

4 In pairs, use the teacher's notes and these jobs to make predictions about the children in the picture.

accountant artist athlete
astronaut doctor nurse pilot
police officer politician

Bruce is good at counting. I think he'll be an accountant.

5 10.12 Read the text and choose the correct option. Listen and check.

My son loves watching car races on TV but he's afraid [1]*of / in / on* going fast in the car. He's brilliant [2]*about / at / of* learning languages but he's really bad [3]*on / to / at* remembering people's names. He's keen [4]*about / in / on* doing Sudoku puzzles but he's not very [5]*fond / good / afraid* at doing Maths problems. He's [6]*crazy / keen / brilliant* about playing the guitar but he's hopeless at [7]*sing / singing / to sing*. He's [8]*good / keen / crazy* at working with his hands and he's fond [9]*at / on / of* working in the garden but he thinks he'll work in an office when he's older. I don't understand him.

6 In groups, use the phrases in Exercise 3 and the skills below to ask and answer questions.

And YOU

learn languages watch car races do Maths problems read science books remember things
work with your hands play the guitar do Sudoku puzzles save money drive fast
talk sing dance

A: Are you good at dancing?
B: No, I'm not good at dancing but I'm good at singing.

7 Write sentences about you and your friends. Use the answers in Exercise 6. You should write at least four sentences.

Wordlist and Vocabulary in action

Extra activity

Have students work in groups and find a person who often work in the following place. Tell them to say BINGO when they get this done. This activity is to help your students to review the form-meaning relationships of the learnt words as well as to create sematic associations between these lexical items.

People	Working place
1.	School
2.	Hospital
3.	Airplane
4.	Tourism place
5.	Construction site

Further practice

Workbook page 95

GLOSSARY Jobs and work | School | Adjectives with prepositions

adj: adjective adv: adverb n: noun np: noun phrase v: verb vp: verb phrase prep: preposition

architect	/ˈɑːkətekt/	(n)	kiến trúc sư
artist	/ˈɑːtəst, ˈɑːtɪst/	(n)	nghệ sĩ
astronaut	/ˈæstrənɔːt/	(n)	phi hành gia
babysitter	/ˈbeɪbiˌsɪtə/	(n)	người trông trẻ
builder	/ˈbɪldə/	(n)	thợ xây
call centre	/kɔːl ˈsentə/	(n)	trung tâm tư vấn, hỗ trợ
challenging (job)	/ˈtʃælənʤɪŋ/	(adj)	(công việc) thử thách
chef	/ʃef/	(n)	đầu bếp
college	/ˈkɒlɪʤ/	(n)	trường cao đẳng
course book	/kɔːs bʊk/	(np)	giáo trình
creative (job)	/kriˈeɪtɪv/	(adj)	(công việc) sáng tạo
dream (job)	/driːm/	(adj)	(công việc) mơ ước
education	/ˌedjʊˈkeɪʃən/	(n)	giáo dục
electrician	/ɪˌlekˈtrɪʃən/	(n)	thợ điện
farmer	/ˈfɑːmə/	(n)	người nông dân
firefighter	/ˈfaɪəˌfaɪtə/	(n)	lính cứu hỏa
fruit picker	/fruːt ˈpɪkə/	(np)	người hái trái cây
full-time (job)	/ˌfʊl ˈtaɪm/	(adj)	(công việc) toàn thời gian
homework	/ˈhəʊmwɜːk/	(n)	bài tập về nhà
journalist	/ˈdʒɜːnələst/	(n)	nhà báo
lifeguard	/ˈlaɪfgɑːd/	(n)	nhân viên cứu hộ
look for (a job)	/ˌlʊk fə/	(v)	tìm (việc)
mechanic	/məˈkænɪk/	(n)	thợ cơ khí
nightmare	/ˈnaɪtmeə/	(n)	ác mộng
nurse	/nɜːs/	(n)	y tá
office work	/ˈɒfɪs wɜːk/ /ˈɑːfɪs wɜːk /	(np)	công việc văn phòng
ordinary	/ˈɔːdənəri/	(adj)	bình thường
part-time (job)	/ˌpɑːt ˈtaɪm/	(adj)	(công việc) bán thời gian
pilot	/ˈpaɪlət/	(n)	phi công
police officer	/pəˈliːs ˈɒfɪsə(r)/ / pəˈliːs ˈɑːfɪsər/	(n)	cảnh sát
politician	/ˌpɒləˈtɪʃən/	(n)	chính trị gia
postman/woman	/ˈpəʊsmən/ /ˈpəʊswʊmən/	(n)	người đưa thư
receptionist	/rɪˈsepʃənəst/	(n)	lễ tân
repeat a year of school	/rɪˈpiːt/	(vp)	học lại 1 năm
revision	/rɪˈvɪʒən/	(n)	ôn tập
science book	/ˈsaɪəns bʊk/	(np)	sách khoa học
secretary	/ˈsekrətri/	(n)	thư kí
summer job	/ˈsʌmə ˌdʒɒb/	(np)	công việc mùa hè
tour guide	/tʊə ˌgaɪd/	(np)	hướng dẫn viên du lịch
translate	/trænsˈleɪt/	(v)	dịch
unemployed	/ˌʌnɪmˈplɔɪd/	(adj)	thất nghiệp
unpleasant	/ʌnˈplezənt/	(adj)	không dễ chịu
waiter/waitress	/ˈweɪtə/ /ˈweɪtrəs/	(n)	nhân viên phục vụ bàn

VOCABULARY IN ACTION

1 Use the glossary to find:

1 five jobs in which you spend a lot of time working outdoors *builder, …*
2 three jobs you need to be creative *architect, …*
3 four jobs for which you have to wear a uniform *firefighter, …*
4 two places where people work *call centre, …*

2 In pairs, say how you feel about the ideas below. Use an adjective and a preposition.

doing grammar exercises reading about celebrities cheating in tests giving presentations learning languages wearing a school uniform

- I'm (not) keen on/ fond of …
- I'm brilliant at/ good at …
- I'm (really) bad at …
- I'm (not) afraid of …

3 Complete the text with suitable words.

I spend a long time studying [1]*for* exams. But something always goes wrong on the day I [2]_____ the exam. The worst thing is when I have to [3]_____ an essay. After that there's the horrible wait to [4]_____ the results.

4a 10.13 PRONUNCIATION Listen to the underlined letter(s) in each word and decide which sound you hear.

cheat chef college electrician dangerous gymnasium journalist language politician receptionist soldier teacher

1 /dʒ/	2 /ʃ/	3 /tʃ/
		cheat

4b 10.14 PRONUNCIATION Listen and check.

Exercise 1

Possible answers:
1 farmer, fruit picker, tour guide, postman/woman
2 architect, artist, chef
3 firefighter, pilot, police officer, postman/woman
4 call centre, college

Exercise 3

2 take
3 write
4 get

Exercise 4a

1 college, dangerous, gymnasium, journalist, language, soldier
2 chef, electrician, politician, receptionist
3 cheat, teacher

Extra activity

Tell students to imagine they have told their parents they are going to go camping, like Lee, Amy and Billy in the video, and that their parents are like Ann in Exercise 6, always getting worried about things. Students should work in pairs to make a similar dialogue to the one in Exercise 6, with the parent asking the child what they will do in various situations (e.g. *What will you do if it rains? What will you do if you are cold at night?*).
Invite different pairs to perform their dialogues in front of the class.

Revision

VOCABULARY

1 **Complete the words in the sentences.**

1 My big brother was **u** *n e m p l o y e d* for six months. But now he's got a **p**_ _ _ _ _ _ _ job.
2 A famous **a**_ _ _ _ _ _ _ _ is designing the Beckham's new house.
3 I love cooking – I want to work as a **c**_ _ _ when I'm older.
4 I started **s**_ _ _ _ _ _ _ _ school last week. My form **t**_ _ _ _ is really nice.
5 During breaks most pupils play outside in the **p**_ _ _ _ _ _ _ _ _. But one or two pupils prefer reading in the school **l**_ _ _ _ _ _.

2 **Complete the text with suitable words.**

First, I wanted to be a lawyer but you need to study a lot and I'm not crazy about revising for [1]*exams*. After that I wanted to be a journalist but I realised that I wasn't interested in [2]_____ articles. Next I thought about becoming a driver but I couldn't [3]_____ my driving test. I started working in a call centre but I really hated answering the [4]_____! It wasn't a surprise when I [5]_____ my job. After that I was a hotel receptionist for a month but I couldn't get to work [6]_____ time. Then I worked [7]_____ a bike courier but found out I don't like [8]_____ alone. Finally, I have the perfect job – I walk dogs for a living. I love it!

3 **In pairs, talk about people you know and the jobs they have. Why do you think they chose these jobs?**

My uncle is a mechanic – he's good at working with his hands.

4 **Complete the second sentence so that it means the same as the first one.**

1 Helen enjoys working abroad.
Helen is keen *on working abroad*.
2 Magda loves learning languages.
Magda is crazy _____.
3 Jack works really badly in a team.
Jack is hopeless _____.
4 Mary doesn't enjoy working indoors.
Mary isn't interested _____.

GRAMMAR

5 **Complete the text with *will* or *won't* and the words in brackets. Then, in pairs, write predictions about today's school day.**

Our first class today is English. I'm sure we [1]*'ll talk* (talk) a lot in English and we [2]_____ (play) some cool games. Then it's History. [3]_____ (we/watch) a film? I hope so!
This afternoon isn't so good. Our first class after lunch is Maths. We [4]_____ (probably/do) a lot of exercises and I'm sure I [5]_____ (not understand) anything. After that it's Rugby. I'm sure that somebody [6]_____ (forget) his rugby boots and Mr Hodd [7]_____ (shout) at us.

6 **Complete the dialogue with the correct form of the First Conditional.**

Ann: How are you getting to your job interview?
Bea: By bike. The farm isn't far from town.
Ann: But what [1]*will you do* (you/do) if the weather [2]_____ (be) bad?
Bea: It's OK. If it [3]_____ (rain), I [4]_____ (take) the ten o'clock bus.
Ann: But if the bus [5]_____ (arrive) late, how [6]_____ (you/get) there then?
Bea: I [7]_____ (phone) for a taxi if something [8]_____ (go) wrong.
Ann: But if there [9]_____ (not be) a signal, you [10]_____ (not able to phone) for a taxi.
Bea: You worry too much!

SPEAKING

7 **In pairs, talk about careers. Student A, look below. Student B, go to page 112.**

Student A
1 You work in a Student Careers office. Ask Student B what he/she likes doing.
2 Ask Student B about his/her career plans.
3 Give advice: *You definitely/probably won't enjoy being a …/You might be good at …*

Exercise 1
1 part-time
2 architect
3 chef
4 secondary; tutor
5 playground; library

Exercise 2
2 writing
3 pass
4 phone
5 lost
6 on
7 as
8 working

Exercise 4
2 about learning languages
3 at working in a team
4 in working indoors

Exercise 5
2 'll play
3 Will we watch
4 'll probably do
5 won't understand
6 will forget
7 will shout

Exercise 6
2 is
3 rains
4 'll take
5 arrives
6 will youget
7 'll phone
8 goes
9 internet
10 won't be able to phone

Extra activity

Before students open their Students' Books, tell them that they are going to be reading about the Việt Nam. Put students into groups of four and explain that they are going to write a short paragraph about the Việt Nam for someone who has, somehow, never heard of the country. They can write any information relating to Việt Nam, as long as this information is true and correct (e.g. 'There are 54 ethnic groups in Việt Nam. Hà Nội is the capital of Việt Nam.). When they are ready, invite each group to read out their paragraph to the class and encourage them to compare how similar or different their paragraphs are.

CLIL 1

GEOGRAPHY Explore Việt Nam

Exercise 1

1 A (Hà Nội)
2 B (Hải Phòng)
3 C (Đà Nẵng)
4 D (Hồ Chí Minh City)
5 E (Cần Thơ)

1 **Read the text and look at the map. Match the fact files (A-E) with the cities (1-5)**

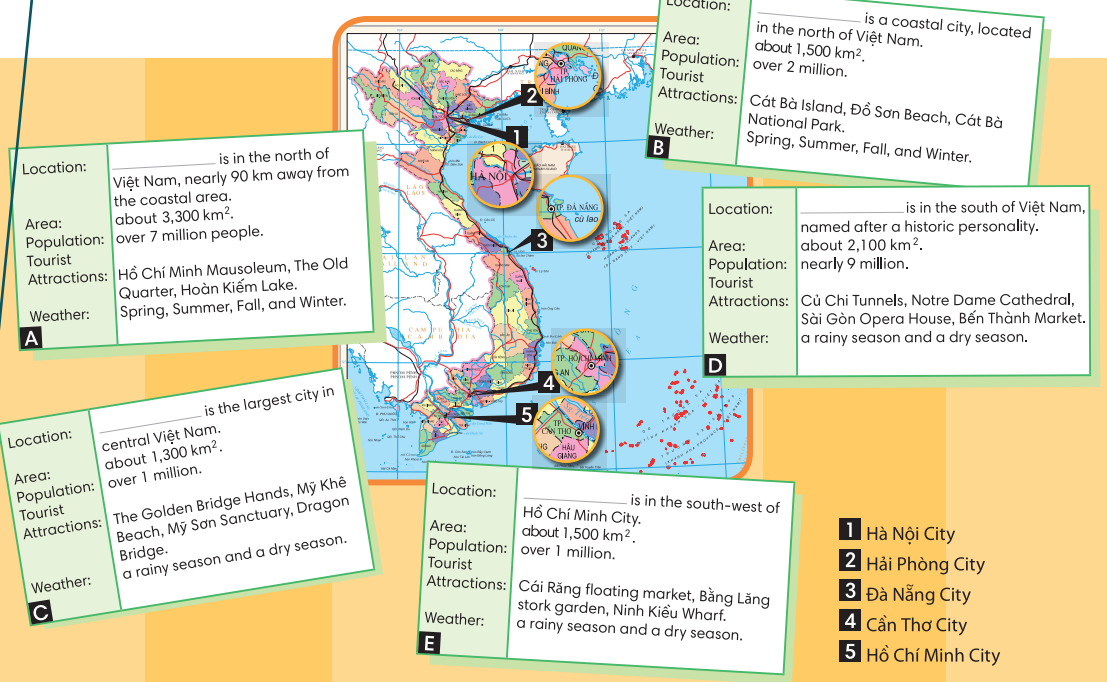
2 **Read the text again. Answer the questions.**

1 What is the official language of Việt Nam?
2 Where are the following places?
   a Ninh Kiều Wharf
   b Hoàn Kiếm Lake
   c The Golden Bridge Hands
   d Cát Bà National Islands
   e Sài Gòn Opera House

And YOU

3 **In pairs, do the tasks below.**

1 Name some national holidays and traditional festivals in Việt Nam.
2 How many ethnic groups are there in your hometown? Do they speak Vietnamese?
3 Write a fact file for your hometown. Include this information:
   - location
   - population
   - well-known places
   - traditional dishes



A
Location: _____ is in the north of Việt Nam, nearly 90 km away from the coastal area.
Area: about 3,300 km².
Population: over 7 million people.
Tourist Attractions: Hồ Chí Minh Mausoleum, The Old Quarter, Hoàn Kiếm Lake.
Weather: Spring, Summer, Fall, and Winter.

B
Location: _____ is a coastal city, located in the north of Việt Nam.
Area: about 1,500 km².
Population: over 2 million.
Tourist Attractions: Cát Bà Island, Đồ Sơn Beach, Cát Bà National Park.
Weather: Spring, Summer, Fall, and Winter.

C
Location: _____ is the largest city in central Việt Nam.
Area: about 1,300 km².
Population: over 1 million.
Tourist Attractions: The Golden Bridge Hands, Mỹ Khê Beach, Mỹ Sơn Sanctuary, Dragon Bridge.
Weather: a rainy season and a dry season.

D
Location: _____ is in the south of Việt Nam, named after a historic personality.
Area: about 2,100 km².
Population: nearly 9 million.
Tourist Attractions: Củ Chi Tunnels, Notre Dame Cathedral, Sài Gòn Opera House, Bến Thành Market.
Weather: a rainy season and a dry season.

E
Location: _____ is in the south-west of Hồ Chí Minh City.
Area: about 1,500 km².
Population: over 1 million.
Tourist Attractions: Cái Răng floating market, Bằng Lăng stork garden, Ninh Kiều Wharf.
Weather: a rainy season and a dry season.

1 Hà Nội City
2 Hải Phòng City
3 Đà Nẵng City
4 Cần Thơ City
5 Hồ Chí Minh City

(Source: http://chinhphu.vn/portal/page/portal/English)

Việt Nam: facts and figures

- There are 54 ethnic groups in Việt Nam, and the Việt (Kinh group) makes up 87% of the population.
- Hà Nội is the capital of Việt Nam. The official language is Vietnamese.
- Việt Nam is not only a country with beautiful scenery and unique cuisine but also a place to discover a rich and diverse culture.

Exercise 2

1. The official language in Việt Nam is Vietnamese.
2.
   a. Ninh Kiều Wharf : Cần Thơ
   b. Hoàn Kiếm Lake : Hà Nội
   c. The Golden Bridge Hands : Đà Nẵng
   d. Cát Bà National Islands : Hải Phòng
   e. Sài Gòn Central Post Office : Hồ Chí Minh

GRAMMAR TIME

1.2 *can*

+	I/You/He/She/It/We/They can speak English.
–	I/You/He/She/It/We/They can't (cannot) speak French.
?	Can I/you/he/she/it/we/they dance? Yes, I/you/he/she/it/we/they can. No, I/you/he/she/it/we/they can't.

1 **Complete the sentences with *can* or *can't*.**

1 Our dog Toby *can* swim – he's really good!
2 A: _____ your parents speak English?
B: Yes, they _____ .
3 My sister can speak Italian but she _____ speak Spanish.
4 A: _____ you drive?
B: No, we _____ .
5 My girlfriend _____ dance – she's fantastic – but I _____ .
6 A: _____ your brother use a computer?
B: No, he _____ ! He's three!

2 **Look at the table and make sentences about what the people can/can't do. In pairs, say which things *you* can/can't do.**

	spell	read music	count to ten in a foreign language	use a computer
Billy	✗	✓	✓	✓
Aga and Suri	✓	✗	✓	✓

Billy can't spell. He can …

3 **Complete the sentences with names of famous people in your country.**

1 _____ can speak English very well.
2 _____ can't speak English.
3 _____ can play football very well.
4 _____ can dance but he/she can't sing.
5 _____ can play the guitar well.
6 _____ can swim really fast.

4 **Look at Exercise 3. Make three similar sentences about your friends and family.**

1 _____
2 _____
3 _____

1.4 *have got*

+	I/You/We/They've got (have got) blue eyes. He/She/It's got (has got) blue eyes.
–	I/You/We/They haven't got (have not got) blue eyes. He/She/It hasn't got (has not got) blue eyes.
?	Have I/you/we/they got blue eyes? Yes, I/you/we/they have. No, I/you/we/they haven't.
	Has he/she/it got blue eyes? Yes, he/she/it has. No, he/she/it hasn't.

1 **Order the words to make sentences.**

1 A: a pen / got / she / has / ?
Has she got a pen?
B: hasn't / no / she
No, she hasn't.
2 got / any pets / haven't / they
3 have / new / got / books / we
4 a wallet / hasn't / he / got
5 A: they / got / have / a cat?
B: yes / have / they
6 got / have / lots of friends / I

2 **Make questions with *have got*. In pairs, ask and answer the questions.**

1 you / a laptop / ?
Have you got a laptop?
2 your parents / brown eyes / ?
3 Beyoncé / blonde hair / ?
4 you / a TV in your bedroom / ?
5 your friends / skateboards / ?
6 your mum / a mobile phone / ?
7 Homer Simpson / a small family / ?
8 you / a watch / ?

A: Have you got a laptop?
B: No, I haven't. Have you got …?

3 **Write a short description of your best friend using *have got*.**

Amy's tall. She's got long hair and green eyes.

Extra activity

Before students open their Students' Books, ask them to think of any poems they know. Put students into groups of three and tell them to decide on a poem and to try to remember two or three lines from it. When the groups are ready, they should read their lines of poetry. The rest of the class should try to identify the name of the poem and the name of the poet.

CLIL 2

LITERATURE Poetry

The thin old man with snow white hair
Sits by the window frame
He sits there quite a lot, you know
Again and again and again

He looks across the hills and fields
The big wide-open plain
He sees it every day, you know
Again and again and again

He watches fat white cows go past
Their heads all wet with rain
They go by every day, you know
Again and again and again

In his head he walks the paths
And cycles down the lane
It's just a dream he has, you know
Again and again and again

(By You-know-who)

1 Can you remember a poem from school?

2 Read the poem above and choose the best title.

a Country life
b My favourite day
c The window

3 Read the poem again. Answer the questions.

1 Where do you think the writer lives?
2 How do you think the old man feels? Why?
3 The word *frame* nearly rhymes with *again*. Find two more words in the poem that rhyme (or nearly rhyme) with *again*.
4 There are four lines in a verse. How many verses are there in the poem?
5 Find two examples of repetition in the poem – where the writer repeats a word or phrase.
6 Is the punctuation in the poem correct?

4 Do you like reading poetry? Why? / Why not?

5 In pairs, think of some words which rhyme (or nearly rhyme) with *again*. Then write another verse for the poem. Share it with the class.

- *pain* , _____ , _____ , _____
- *game* , _____ , _____ , _____

6 PROJECT Prepare a short presentation about a famous poem from your country.

- Copy the poem onto a piece of paper.
- Draw a picture to go with it.
- Make notes about what it means.
- Make notes about the rhymes, repetition and punctuation.

7 PROJECT Read your poem to the class. Use your notes to explain the poem to your classmates and say why you like it.

Exercise 2

c

Exercise 3

1 in the countryside
2 Answers will vary.
3 any two of the following: plain, rain, lane
4 four
5 *Again and again and again, you know*
6 Punctuation is flexible in a poem, so answers will vary.

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Extra activity

Before students open their Students' Books, put them into groups of four. Ask the groups to write a list of places in their town where people can exercise, either inside or outside (e.g. *gyms*, *running tracks*, *bike paths*). Set a time limit of 2 minutes and then elicit ideas from each group.

CLIL 3

BIOLOGY Exercise

Aerobic and anaerobic exercise

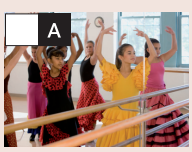
Everyone knows that exercise is good for us. But there are different kinds of exercise and they are good for different reasons.

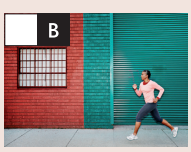
Aerobic exercise

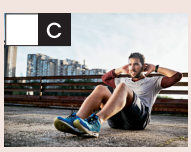
When we do aerobic exercise, we move our whole body and use lots of different muscles. We need lots of oxygen to burn fat and carbohydrates to give us energy. Aerobic exercise isn't always fast or difficult. It can be as easy as walking and jogging or as hard as dancing or swimming. The hardest aerobic exercise is when we do skilled sports like volleyball or tennis. Aerobic exercise is good for our heart and can also help us get thinner.

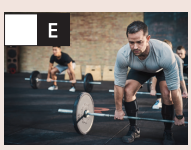
Anaerobic exercise

When we do anaerobic exercise, we only use some muscles because we want them to get stronger. We don't use a lot of oxygen and we only burn carbohydrates. Weightlifting, sit-ups and push-ups are examples of this. Anaerobic exercise is good for some muscles and also for our bones and joints.









1 In pairs, ask and answer the questions.

1 What kind of exercise do you do?
2 Do you know the difference between aerobic and anaerobic exercise?

2 Read the article above and check your ideas from Exercise 1. Label the photos (A–E) A (aerobic) or AN (anaerobic).

3 Read the article again. Choose A (aerobic), AN (anaerobic) or B (both).

Which type of exercise:

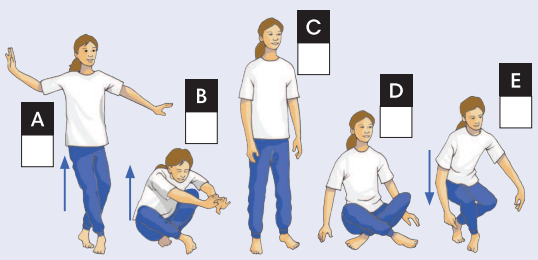
1 doesn't need a lot of oxygen? A / AN / B
2 is good for our heart? A / AN / B
3 burns fat? A / AN / B
4 burns carbohydrates? A / AN / B
5 is good for our bones? A / AN / B

4 What kind of exercise do you like – aerobic or anaerobic? Why?

5 In pairs, read the text on the right about a test and order the pictures (1–5).

How flexible are you?

Exercise is important for our flexibility and our balance. Here's a quick test. It shows how good your flexibility and balance are. Stand in the middle of the room. Cross your legs. Sit down but don't use your arms or knees. Then stand up. Again, don't use your hands, arms or knees. Can you do it? Don't try if you've got a bad leg or back!



6 PROJECT Use the Internet to research a useful exercise or fitness test. Make notes about:

- what and how you do the test/exercise.
- why it is good for you.
- who can and can't do it.

7 PROJECT Write a paragraph about the exercise or test. Add some pictures. Show your project to the class.

Exercise 2

A A
B A
C AN
D A
E AN

Exercise 3

1 AN
2 A
3 A
4 B
5 AN

Exercise 5

1 C
2 E
3 D
4 B
5 A

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Extra activity

Write *Egypt* on the board and put students into groups of four. Tell the groups to write a list of ten words which they connect with Egypt. Explain that they can use proper nouns (e.g. *Nile*, *Cairo*, *Red Sea*) or other words (e.g. *pyramid*, *snorkelling*, *desert*). When the groups have finished, invite them to read out their lists and, where necessary, to explain the connection with Egypt.

CLIL 4

HISTORY Mummies

What is a mummy?

The Ancient Egyptians buried dead people in an interesting way. They prepared the body with special oils and put it in a stone or wooden box called a sarcophagus. These bodies lasted a long time. They are called mummies. People also put food and valuable things with the bodies. Sometimes they even put the dead person's pet cat there!

Why did they do this?
The Ancient Egyptians thought that the spirit of the dead person went to another world. They needed their body and lots of their things to use in this **afterlife***. They needed food and drink for the journey there.

Where did they put the sarcophagus?
They put poor people in the sand, but they buried rich people in tombs. They painted the walls with pictures from their lives. Between 2628 and 1638 BC, the pharaohs (the kings) went into special tombs. They were great stone pyramids.

(*) **afterlife** /'ɑ:f.tə.laɪf/ (n) thế giới bên kia

Exercise 2

A sarcophagus
B tomb
C pyramid(s)
D sand

1 Do you know what an Egyptian mummy is?

2 Read the article above quickly and complete the labels for photos A–D.

3 Read the text again. Mark the sentences T (true) or F (false).

1 ☐ They buried animals with the people.

2 ☐ They thought that dead people had another life.

3 ☐ They buried all Egyptians in tombs.

Exercise 3

1 T
2 T
3 F

4 PROJECT Use the Internet to research a famous Egyptian mummy. Make notes about:

- who the person was.
- what things were with the mummy.
- where we can see it.
- any other interesting information.

5 PROJECT Write a paragraph about the mummy. Add some pictures. Show your project to the class.

Extra activity

Before students open their Students' Books, write on the board: *first passenger flight in history*. Put students into pairs and ask them to guess where the flight took off from and where it landed, and also when the flight took place. Elicit students' ideas and then explain that they will find out the answers during the lesson.

SCIENCE Hot-air balloons

CLIL 5

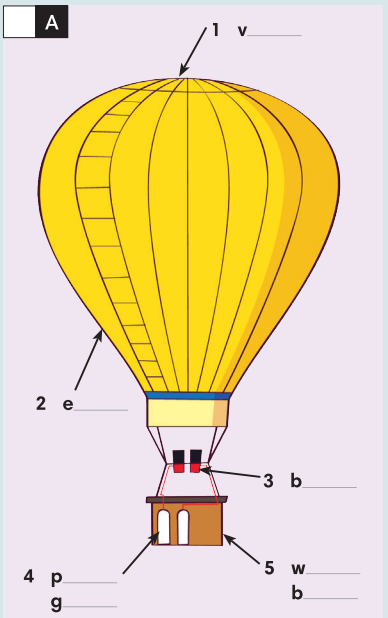
1 The hot-air balloon was the first form of flying that carried people. The first passengers were a sheep, a duck and a chicken! Then a few weeks later, on 21 November 1783 in France, a balloon carried two people.

2 The hot-air balloon uses science in a very easy but clever way. Hot air rises in colder air because it is lighter and less dense, just like the way our body floats on water.

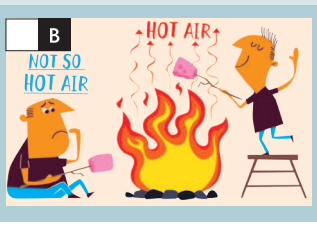
3 The hot-air balloon has three main parts. There is a balloon envelope - this holds the air. At the top, there is a valve. Under the envelope, there is a burner. This uses propane gas to heat the air in the balloon. There is a wicker basket to carry passengers.

4 When the pilot wants the balloon to go higher, he turns up the gas to make the air hotter. To go down, he opens the valve at the top of the balloon. Some hot air leaves the balloon and it goes down.

A



B



C

First balloon flight

D

1 Read the article above. Match pictures A–D with paragraphs 1–4.

2 Complete the labels in picture A.

3 Read the article again. Answer the questions.

1 Who were the first passengers in a hot-air balloon?
2 When did the first hot-air balloon carry people?
3 Why do hot-air balloons have wicker baskets?
4 How do hot-air balloons go down?

4 Would you like to travel in a hot-air balloon? Why? / Why not?

5 PROJECT Use the Internet to research a famous airship (an aircraft that used hot gas). Make notes about:

- its name and when it flew.
- how it moved.
- if it was safe.
- any other interesting information.

6 PROJECT Write a paragraph about the airship. Add some pictures. Show your project to the class.

CLIL 117

Exercise 1

A 3
B 2
C 1
D 4

Exercise 2

1 valve
2 envelope
3 burner
4 propane gas
5 wicker basket

Exercise 3

1 a sheep, a duck and a chicken
2 21 November 1783
3 to carry passengers/because wicker is strong and light
4 The pilot opens the valve at the top of the balloon. Some hot air leaves the balloon and it goes down.

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0.1 Unit 0, 0.1, Exercise 8

1 My name's Javier. That's J-A-V-I-E-R.
2 Hi, I'm Krzys. That's K-R-Z-Y-S.
3 My name's Emma. That's E-double M-A.
4 My surname is Harley. That's H-A-R-L-E-Y.
5 I'm Gillian. That's G-I-L-L-I-A-N.
6 I'm Eleanor. That's E-L-E-A-N-O-R.

0.2 Unit 0, 0.3, Exercise 3

Stand up!
Sit down!
Stand up!
Don't sit down!
Ask your partner, 'What's your favourite music artist?'.
Don't answer your partner!
Sit down!
Turn to page 8 in your Student's Book.
Read the first sentence on page 8.
Don't close your book!
Open your exercise book!
Write your name!
Don't write with your right hand!
No, don't write your surname!
Close your books!
Sit on your desk!
Don't talk!
Put your Student's Book on your head!
Repeat these words after me: 'Don't worry, be happy!'
Don't laugh!

0.9 Unit 0, 0.5, Exercise 2

1
A: Excuse me, what's the time?
B: It's three p.m.

2
A: Excuse me, what's the time?
B: It's a quarter to two.

3
A: Excuse me, what's the time?
B: It's ten past five.

4
A: Excuse me, what's the time?
B: It's twenty to nine.

5
A: Excuse me, what's the time?
B: It's half past seven.

6
A: Excuse me, what's the time?
B: It's a quarter past eleven.

1.09/1.10 Unit 1, 1.5, Exercises 2 and 3

C = Chrissy Do = Donna Du = Duncan M = Marc S = Sam

1
C: Excuse me? I'm Chrissy and I've got a blog about fashion. Your hair's really nice.
Do: Oh, thanks.
C: Is it OK to take a photo for my blog?
Do: Yes, OK.
C: Cool sunglasses too!
Do: Thanks! They're just cheap glasses from the market!
C: They're great! What's your name?
Do: I'm Donna. Tell me about your blog.

2
C: Hi. Can I take a photo for my blog? Your style is just perfect!
S: Yes, sure.
C: What's your name?
S: I'm Sam.
C: How old are you, Sam?
S: I'm seventeen.
C: You've got great style. Your boots are fantastic.
S: Thanks! They're from Spain.

3
C: Wow! Really cool jacket! Can I take a photo for my blog?
Du: Which blog is this?
C: It's about fashion in Newport.
Du: Oh, OK then.
C: Great!
C: You've got great style!
Du: Thank you!
C: What's your name? I'm Chrissy.
Du: I'm Duncan.
C: Are you a student?
Du: No, I've got a job in a shop.

4
C: Wow! Can I take a photo of you for my blog?
M: Um, sure!
C: It's a beautiful bike!
M: Thanks! It's French.
C: What's your name? I'm Chrissy.
M: I'm Marc. What's the name of your blog?
C: It's *The Newport Look*.

2.09 Unit 2, 2.5, Exercise 3

G = Greg T = Tom Y = Yvonne

T: What's on the shopping list?
Y: Tea, bread, milk and apples. Oh, and ice cream!
G: Yoghurt?
Y: Um, it's not on the list. Good idea! Yoghurt.
T: Beans?
Y: No, we've got lots of beans.
T: Oh yes! We haven't got many biscuits!
G: Can we get chocolate chip cookies?
Y: OK. Chocolate chip cookies. Anything else?
G: Fish fingers!
T: What about hamburgers? They're my favourite.
Y: OK, fish fingers or hamburgers?
G/T: Fish fingers! / Hamburgers!
T: OK, fish fingers.
G: Crisps!
T: We've got lots of crisps!
G: There aren't any cheese and onion crisps.
T: Yes, there are. Oh … no, there aren't.
Y: OK, cheese and onion crisps. Right, let's go.

4.07 Unit 4, 4.5, Exercise 4

Well, here we are in College Hall at Broadboard School. It's eight a.m. and about 200 pupils are having breakfast. It's very noisy! Students start classes in about an hour but we've got time – the classrooms aren't far away!

Here at Broadboard School, students start school at nine o'clock and they have classes until four o'clock from Monday to Friday, but they also go to school on Saturday mornings.

It's now half past seven in the evening and we're in the library. From quarter past seven until nine o'clock, all the pupils who live

in the school have Study Time. Some are reading, some are here to revise for exams or do homework. It's a long day with many hours of study, but later students have an hour to meet friends, chat or play table tennis before bed at ten o'clock.

4.08 Unit 4, 4.5, Exercise 5

Here at Broadboard School, students start school at nine o'clock and they have classes until four o'clock from Monday to Friday, but they also go to school on Saturday mornings.

All around me young people are sitting at desks. Some are reading, some are here to revise for exams or do homework.

5.10 Unit 5, 5.6, Exercise 3

D = Dad L = Lily M = Max

D: That's a delicious birthday cake. Thanks very much.
L: OK, Dad, it's time to open your presents.
D: Oh! Presents for me! Thanks.
M: Here's the first present. It's Eva's idea.
D: Oh! Great! What is it? A T-shirt?
L: No, Dad, it isn't a T-shirt.
D: Cookies?
M: Dad, just open it.
D: Oh! Headphones! Cool!
M: Now you can listen to your music and we can't hear it!
D: Thanks, guys.

6.10/6.11 Unit 6, 6.5, Exercises 2 and 3

E = Emma G = Gwen J = Jim K = Keith S = Sam

1

G: We want you to tell us about a day you were happy or sad because of sport. And our first caller is Keith from Glasgow. Hi, Keith.
K: Hi. I was really happy when Andy Murray won the Wimbledon tennis tournament.
G: That was in 2016, right?
K: Yes, he played Milos Raonic in the final.
G: Were you at the match?
K: No, I wasn't. I saw it on TV at my tennis club. It was fantastic!

2

G: Our next caller is Emma.
E: I often go running but last Sunday I ran in a ten-kilometre race for the first time. My time was thirty-nine minutes fourteen seconds! Before that my best time for 10K was forty minutes thirty seconds.
G: Were you the winner?
E: No, I wasn't, but my friend won the race. His time was thirty-two minutes forty.

3

G: And the next caller has a story for us about football. Is that right, Sam?
S: Yes. My favourite team is Liverpool. Last year we were in the cup final! The tickets were expensive – forty-five pounds! We took the train to London – that cost fifty-seven pounds! Then I lost the tickets.
G: Oh no!
S: We bought more tickets outside the stadium – seventy-five pounds! And we lost the game 2–1!

4

G: Our last caller is Jim.
J: Hi. Sport makes me happy.
G: How?
J: I wasn't fit before. But now I go jogging every morning. I go swimming three times a week. At weekends I go cycling, I play badminton and I do judo. And I play for the school football team. Life's great!

6.14 Unit 6, 6.6, Exercise 2

D = Dad Da = Dale E = Eva L = Lily M = Max S = Sol V = Vicky

What do you do in your free time?

M: I don't know why you're all here. They only asked me a few questions.
D: We want to listen to the radio star!
M: Dad!
L: Shh! It's starting!
Da: … and so our reporter Vicky Love went to interview some young people about the sports they enjoy.
V: So, Greg, what do you do in your free time?
M: I hang out with my friends and I do a lot … I dance. I mean, I do a lot of dancing.
V: Dancers need to be fit. Do you do much sport? Do you go running, for example?
M: No, I'm not very keen on running. It's boring.
V: But you like sport, right?
M: Not really. I play football sometimes but to be honest, I'm not really into sport. I love dancing.
V: Do you play for a football team?
M: No, I'm not interested in team sports. I go cycling with my friend Dad, I mean, Sol. I'm a big fan of skateboarding. Is that a sport?
V: I don't think so, no. OK, thanks. That was twelve-year-old Greg Marks. And now back to the studio.
D: Is that it? That wasn't very good.
M: I know but I …
S: Skateboarding! Is that a sport?
L: I do a lot … I dance!
M: I was nervous. I …
S: I go cycling with my friend Dad!
M: It's not easy talking on the radio. You …
E: And they got your name wrong! Greg Marks!
D: Greg Marks.
S: And your age! Twelve years old!

8.04 Unit 8, 8.2, Exercise 4

K = Katy L = Lola

L: Spain is very different from Britain. I mean, in Britain you have to queue everywhere. In Spain we don't queue so much.
K: Yeah, that's right.
L: I mean, you have to queue at the bus stop when you're the only person there. That's crazy!
K: No, you don't! That's not true.
L: And in Britain you have to say 'please' and 'thank you' all the time. For example, in a café you have to say, 'A cup of coffee, please.' And then when you get your coffee, you have to say 'Thank you.' And when someone opens a door for you, you mustn't forget to thank them.
K: Yes, well, it's polite, isn't it?
L: In Spain you don't have to say 'please' or 'thank you' in a café. You don't have to say 'por favor' or 'gracias' to the waiter. It's his job to give you a cup of coffee.
K: Really?
L: Yes. And another difference: in Spain you have to kiss your friends when you meet them. British people don't do that.
K: No, we don't.
L: You have to give two kisses – one on each side of the face. When you're at a party or with a lot of friends, it can take a long time to say goodbye because you mustn't forget to kiss everyone goodbye. I usually start saying goodbye half an hour before I want to go!

8.05 Unit 8, 8.4, Exercise 1

E = Eva M = Max S = Sol

S: There's a treasure hunt in Brighton on Sunday.
E: A what?
S: A treasure hunt – you know, you have to work out the meaning of a clue to find a place. Look! Then you go to the place and find another clue, and so on. You can win a mystery prize.
M: What prize can you win?
S: It's a mystery prize, Max. We don't know what it is.
M: Oh yeah.
S: It costs five pounds to enter and the money goes to Children in the World.
E: What's that?
S: Children in the World? It's a charity that helps children around the world. Do you want to go?
E/M: Sure. / Yeah, why not?

8.06 Unit 8, 8.4, Exercise 2

E = Eva M = Max S = Sol W = Woman

A mystery prize, Part 2

S: Open it. What does it say?
M: 'Look for a woman with wings.'
E: Let's go that way.
S: OK.
M: So, 'look for a woman with wings.'
S: Read that clue again.
M: 'Look for a woman with wings.'
E: Is there a statue of an angel here?
M: Look, under the angel's feet! There's a note!
E: Take a photo of the note. Has your camera got a zoom? Use the zoom. What does it say?
M: 'William entered here B4!'
E: I don't get it.
M: 'William entered here before.' Is it a door? Or a gate?
S: Got it! William is King William IV! Let's go to the Pavilion!
S: Here's the gate – the William IV gate!
M: And there's the clue: 'Iri al la biblioteko'? Is that French?
E: No, and it isn't Spanish. I think it's Esperanto.
M: What does it mean?
E: *Biblioteca* is library in Spanish. Is there a library near here? Let's go to the library.
S: There's the library.
W: You made it. Congratulations!
E/M/S: Thank you.
S: What's the prize?
M: An intensive course of Esperanto for three people.
E: Tre bona!

8.07/8.08 Unit 8, 8.5, Exercises 3 and 4

A = Ania M = Mario St = Steve S = Sonia

St: We often have problems when we write have a conversation or make a phone call. For example, one time I called someone and she asked me my name. I said, 'Watt'. She asked me the question again: 'Watt,' I said. 'WHAT'S YOUR NAME?' 'Watt. Mr Watt! W-A-T-T!' Then she understood.
S: I had a problem last summer. I was in a café and I asked the waiter for a jam sandwich. He asked, 'Strawberry?' and I said, 'No, jam! Cold meat!' And he started laughing. I meant a ham sandwich, not jam.'
St: Mario?
M: I have a friend in the US. We often chat online. One day he saved a girl's life! So I posted a message on his Facebook page. I wrote 'You are very bald.' He wasn't happy because in English *bald* means you haven't got any hair. But in Italian *baldo* means you are brave. I used the wrong word.

8.09 Unit 8, 8.5, Exercise 5

A = Ania M = Mario S = Steve

S: … when we have a conversation or make a phone call. For example, one time I called someone and she asked me my name. I said, 'Watt'. She asked me the question again. 'What's your name?'
M: I have a friend in the US. We often chat online. So I posted a message on his Facebook page.
A: One day I sent a text to a friend.

9.09 Unit 9, 9.6, Exercise 1

D = Dad E = Eva M = Max S = Sat-Nav

Twenty minutes before Max's audition, Part 1

S: At the – next crossroads – turn – left.
D: What is she saying now?
S: At the – next crossroads – turn – left.
D: What is she talking about? Which crossroads?
S: Turn – left – turn – left.
D: Where? There's no road!
M: I think we're lost.
S: Go – back to the – crossroads and turn – right.
E: The Sat-Nav isn't working. We're driving in circles. Max, your audition is starting in twenty minutes. Mr Gregg, why don't you try and park the car somewhere? Max, Sol and I can get out and try to get to the theatre ourselves.
M: How?
E: We run!
S: Turn – left – turn – left.

9.10 Unit 9, 9.6, Exercise 2

E = Eva M = Max S = Sol W = Woman V = Voice

M: There's one problem with this plan. We don't know where to go.
S: Just a sec! I've got a map app on my phone. Oh no, the GPS on my phone isn't working!
E: It's probably all these tall buildings. Why don't we ask somebody for directions?
M: Good thinking! … Excuse me. Where's the National Youth Theatre, please?
W: Go to the end of the road. Then turn left at the traffic lights into Holloway Road. Go past the Odeon Cinema. Then take the first turning on the left. That's Windsor Road. The theatre's on the right. You can't miss it! It's not far.
M: Great, thank you.
M: So, go straight on, turn left, then take the first turning on the right …
S/E: Left!

10.08/10.09 Unit 10, 10.5 Exercise 3 and 4

Mai: Hi Minh. Have you ever thought about what you want to do in the future?
Minh: Oh, I want to be a police officer.
Mai: Really? Why do you want to be a police officer?
Minh: I want to wear a uniform like them. I actually like watching many of them wearing uniforms when I see them around in Hà Nội.
Mai: But you'll have to be on time all the time.
Minh: I don't mind being on time. Even if the job starts at 6:00 a.m. I also like to work with different people, too. If I am a police officer, I will meet people from all walks of life.

Mai: How interesting! How long have you got this idea of becoming a police officer?

Minh: My uncle is a police officer. He told me many great stories about his job. I admire him and I want to be like him. What about you? What do you want to do in the future, Mai?

Mai: That's a tough question to me. I am not quite sure what I want to be in the future right now. My mum says ...

10.11 Unit 10, 10.6, Exercise 4

L = Lee B = Billy A = Amy

L: The summer holidays are coming up. Perhaps we could go camping together? My dad's got two big tents – me and Billy can share a tent and you can sleep in the second one, Amy.

B: That's a great idea!

A: Yeah, I'd love to go camping! Maybe by the sea. Brighton!

L: Brighton's often busy so it will probably be expensive.

B: Hey – I've got an idea! My Uncle Ally has got a farm in the Scottish Highlands. We could camp there.

A: The Scottish Highlands? That sounds amazing.

L: Yeah. But are you sure your uncle will say *yes*?

B: Sure – Uncle Ally will definitely let us camp on his farm. People often stay with him. Perhaps we should invite Krystal as well?

L: Why not? There will definitely be space in Amy's tent – it's for three people.

A: Hmm. Knowing Krystal, she probably won't want to stay in a tent. She might want to stay in a hotel!

L: I'm sorry but I definitely won't have the money to stay in a hotel! I may have to borrow money for my train ticket.

B: No, a hotel's too expensive! Look, I'll phone my uncle tonight and check.

1.1/1.2 Unit 1, Lesson 1.5, Exercises 4 and 5

D = Dan T = Tara J = Jo L = Lee

D: Good morning! This programme is *Have You Got Style?* and on our screens we've got three people. Hello, screen A! What's your name?
T: Hi! I'm Tara and I'm from London.
D: How old are you, Tara?
T: I'm fifteen.
D: You've got great style, Tara. That's a really nice T-shirt. Is that a picture of a dog?
T: Thanks! Yes, it's my family's dog, Mitsy.
D: And I really like your hair. The colours are great!
T: It's a different colour every week!
D: Cool! Now, screen B. What's your name and where are you from?
J: Hi, Dan. I'm Jo and I'm from Manchester. I'm twenty-five.
D: Hello, Jo. Can you tell me about your favourite clothes?
J: Yeah – all my clothes are black. I've got black trousers, black sweatshirts and black boots!
D: OK! And a black hat too! It's great!
J: Thanks. I've got a job in a market. All my clothes are from there.
D: I like your style! Screen C, hello!
L: Hi! I'm Lee. I'm from Scotland.
D: Hi, Lee! Your sunglasses are fantastic! And your jacket is a great colour.
L: Thanks. My favourite clothes are old – from my grandmother's house!
D: It's a cool style.
L: Thanks. I've got long dresses and beautiful shoes. I haven't got any jeans or boots!
D: Well, you've certainly got style, Lee!

2.1 Unit 2, Lesson 2.5, Exercise 3

A = Annie T = Tom

A: Tom, you aren't busy. Come shopping with me – to the supermarket. You can help.
T: OK. No problem. What's on the list? The fridge is empty!
A: Yeah, we haven't got any milk or butter. And there isn't any bread.
T: Yeah, no toast for breakfast!
A: There are some eggs and there's a packet of cereal.
T: Cereal but no milk – ugh!
A: Mmm … OK, I've got all that on the list. And some yoghurt – fruit yoghurt. Anything else?
T: Put fish fingers on the list – they're quick and easy.
A: They aren't good for you.
T: Look, you've got ice cream – and it isn't good for you!
A: OK, OK!
T: We haven't got any cheese. And maybe some tins of baked beans.
A: Good idea. We can have a cheese omelette tonight.
T: With fish fingers!
A: Tom! Let's go.

2.2 Unit 2, Lesson 2.5, Exercise 5

A = Annie T = Tom

A: We've got everything on the shopping list. Let's pay.
T: Can we get some bananas?
A: No, we can't. They're expensive – £3.50. We haven't got a lot of money.
T: OK. How much are the chocolate chip cookies?
A: They're £1.75. Let's get some.
T: Great! What about crisps?
A: The big packet of cheese and onion crisps is £2.40. It's a special price today.
T: Cool. Now let's pay.
A: Have we got the bread? No we haven't! The brown bread is £1.20 and the white is £1.65. Brown is good for you!
T: But white is good for toast!
A: OK!

3.1/3.2 Unit 3, Lesson 3.5, Exercises 3 and 4

I = Interviewer L = Liam D = Debbie M = Mark A = Anna

I: Hi, everyone! Today I'm at the Arts Theatre and here with me are some actors from the play *A Happy Life*. Liam March, can I talk to you first?
L: Sure. What do you want to know?
I: Do you get nervous before the play? Do you have any routines – things that you always do?
L: Oh yes. I think we all get nervous. I'm always worried about my words. So before the play I spend a long time practising my words. I sit in a quiet room and say all the words.
I: OK, I can understand that. You've got a lot of words to remember in this play! How about you, Debbie?
D: Well, I try to relax. I listen to some music and maybe read a magazine. I don't like to think about my words!
I: And Mark, what do you do before the play?
M: I'm a bit like Debbie. It's important to be relaxed. I usually go to sleep! Sometimes Debbie wakes me and says, 'Mark, you've got five minutes!' Then I'm nervous!
I: You can sleep? That's amazing! And Anna, do you relax?
A: Oh no, I'm like Liam. I feel really nervous. I walk round the car park again and again! Oh yes, and I eat chocolate. Lots of chocolate. At the end of a play I'm very fat!
I: Well, thanks, everyone. And good luck with the play!

4.1 Unit 4, Lesson 4.5, Exercise 2

P = Presenter K = Katherine

P: Good morning, everyone. This morning on *School Report* Katherine James is visiting her old school. Hi there, Katherine!
K: Hi! Yes, here I am at my old school, Park Street School. It's quite a big school and at the moment 635 students are studying here. They're aged from eleven to eighteen. It's an old school too – 340 years old! Park Street is a day school and a boarding school. Lots of students come here every day to study, but 200 girls and boys live here at the school.

4.2/4.3 Unit 4, Lesson 4.5, Exercises 3 and 4

P = Presenter K = Katherine E = Ella D = Dixie

P: Good morning, everyone. This morning on *School Report* Katherine James is visiting her old school. Hi there, Katherine!
K: Hi! Yes, here I am at my old school, Park Street School. It's quite a big school and at the moment 635 students are studying here. They're aged from eleven to eighteen. It's an old school too – 340 years old! Park Street is a day school and a boarding school. Lots of students come here every day to study, but 200 girls and boys live here at the school. At the moment I'm in the cafeteria and it's very noisy! I'm sitting with two girls, Ella and Dixie. They're in Year 10. That means they're revising for exams at the moment. How's it going, girls?
E: Hard work! I spend three hours every night with my books!

But these exams are important.
K: And Dixie, you're a boarder – you sleep at the school. Do you like that?
D: Oh yes, it's great fun! Like Ella, I'm revising too. It's not too hard when you're boarding. We've got a special room and a special time when we can study.
E: That's good. When I'm revising at home, I can hear my family! My sister usually listens to music and my mum and dad watch TV. It's sometimes hard to work!
K: And when you haven't got exams, do you do a lot of sports and hobbies here?
E: Oh yes. We don't have classes on Wednesday afternoons. We do sports like swimming and football.
D: I'm really lucky. I'm a boarder, so we can do sports at school every evening if we want. I play tennis a lot in the summer.
K: So, would you like to be a boarder, Ella?
E: Mmm … no, I like living with my family!
K: Well, thank you girls. Oh I can see my old teacher, Miss Rivers. She's walking towards me! Oh dear – I'm feeling like a little girl again!

5.4/5.5 Unit 5, Lesson 5.5, Exercises 3 and 4

P = Presenter A = Annie

P: Hi, Annie. Can you tell us something about the concert at Green Park?
A: Yes, this is really exciting. It's the first live concert in Green Park.
P: That's great news. When is it?
A: It's on Saturday 15 August.
P: OK. Brilliant! Which bands and singers can we see?
A: Well, the organisers don't know all the bands. But Jackson are definitely playing and maybe Tom O'Dell. They want the Six Cats to play but they aren't sure.
P: And what time is the concert? Is it all day or just the evening?
A: It's in the afternoon – 2.00 until 5.00, and then more bands from 7.00 until 11.00.
P: Are the tickets expensive?
A: They're quite expensive. They're £15.00. But the first 100 people to buy tickets only pay £7.50!
P: Brilliant! What's the website, Annie?
A: It's greenparkconcert.com. Or you can phone 02335678567.
P: Thanks, Annie. That's 02335678567. So, everyone, get on the computer or the phone *now*!

6.1/6.2 Unit 6, Lesson 6.5, Exercises 3 and 4

G = Girl B = Boy

1
G: Hi! How are you?
B: OK, but I'm really bored. I went swimming this morning but there's nothing to do now. My brother's watching a film about ice hockey but it isn't very good.
G: Do you want to play tennis later? Or are you too tired after swimming?
B: No, that's a great idea. How about 4.30?

2
G: Hiya. Where were you last week?
B: Ah, I was in New York with my parents – for a week! We came back on Sunday.
G: Lucky you!
B: Yeah! We saw a fantastic baseball game last Monday.
G: Wow! The New York Yankees?
B: Yes – amazing! Then on Tuesday we went to an American football match. Crazy!

3
G: Do you go jogging every day?
B: Yeah – every morning before breakfast. I usually jog for about forty-five minutes.
G: That's good. I only do thirty minutes and then I get tired!
B: But this morning the weather was terrible. I stopped after fifteen minutes.
G: Yeah. Jogging in the rain isn't very nice!

4
B: Are you enjoying the new judo club?
G: It's brilliant. Why don't you join too?
B: I think it's really expensive.
G: Oh no, not really. It's cheap to join. Only twenty pounds for a year.
B: Yes, but what about lessons?
G: Mmm … it's ten pounds a lesson. If you do competitions, it's ten pounds for the day. And the clothes are twenty-five pounds.
B: See? Expensive. Swimming's cheaper!

7.1/7.2 Unit 7, Lesson 7.5, Exercises 3 and 4

B = Beth Be = Becky C = Charlie L = Lisa

1
B: Eva was a really pretty girl in my class at primary school. Everyone wanted to be her friend. But she chose me to be her best friend! I was so happy, but then I got better marks than her in some tests and she chose another best friend. We weren't really good friends. She liked sports and I liked books.

2
Be: Yes, best friends at five years old and best friends today. We liked different singers and bands then and today! Gwen was a big pop fan – she loved Mika! But I preferred rock, like my dad's old Queen tracks. Oh it was terrible – Gwen played Mika tracks again and again!

3
C: Ben's family had the house next to ours when we were in Manchester. We were always together. We looked like brothers! We had the same red T-shirts and caps, the same trainers … We were really good friends.

4
L: We both really liked boys' things, not girls'. So we didn't play with dolls, but we had lots of small cars and we spent a lot of time racing them round the bedroom! My young brother had a small garage. He never played with it because we did! One thing I remember was Tina's mum always made us cheese sandwiches. Tina loved cheese but I hated it! But I didn't tell her. I always put the cheese in my pocket!

8.1/8.2 Unit 8, Lesson 8.5, Exercises 3 and 4

L = Lenny B = Beth O = Owen

L: Hi! Good to see you! Are you in your bedroom? There's a strange picture on the wall behind you!
B: No, this is my brother's room. And that strange poster is his favourite new band – they're terrible. They look like vampires. They played in Victoria Gardens a couple of months ago and he loved them.
L: So why are you in your brother's room?
B: Oh, it's crazy. This new house is lovely – lots of grass and trees and a river, but the wi-fi signal is rubbish. This is the best place in the house! In my room I can't phone and I can't get online. Or if I do, then everything stops after a few seconds.
L: So everyone wants to use your brother's room!
B: Yes. He isn't very happy about it! The phone company is doing something soon – very soon, I hope. There's some signal at the end of the garden. So, I sometimes take my

phone down there to call people. Anyway, how about you? Is everything OK?

L: Yeah, I got a new tablet for my birthday. It's lighter than my smartphone and it can do lots of things. I sent you some photos I took with it yesterday.

B: Yes, they're cool. Oh no, my brother's here! … Oh Owen, please – just five minutes?

O: It's always five minutes! I want to listen to some music!

B: You can listen to music downstairs.

O: I want to listen to it in my room, while I'm on my bed.

B: Please? You can go in my room.

O: Oh yes, and look at pretty pictures of horses and Justin Bieber – I don't think so. Can't you call your friend back?

B: I have my guitar lesson soon, so I only need a couple of minutes.

L: Owen, it's me, Lenny. Come on, mate.

O: Oh Lenny, it's you. OK, five minutes. Then … can I ask you some questions about my Maths homework?

L: Sure. Bye! See you later. Now, Beth, when can I visit …

9.1/9.2 Unit 9, Lesson 9.5, Exercises 3 and 4

G = Girl B = Boy

1

G: Hi! How are things?

B: Oh, busy, busy. I got back from the shops five minutes ago. I'm getting the food ready for the party. Are you OK?

G: The snow is terrible here.

B: Really? It stopped here half an hour ago.

G: There is so much snow here that dad can't drive up the hill. I'm really sorry, but I can't come to the party!

B: What a shame! Maybe you can stay at home and not go to school?

G: Maybe! But enjoy your party!

2

G: It's me, Fran. I'm going to spend a day in the garden. Why don't you come over? We can have a barbecue later. It's really hot today, so don't forget your sun cream. Yesterday it got cloudy at lunchtime. Then it was rainy in the afternoon. And they say it's going to happen again today, so bring an umbrella too! See you later.

3

G: Did you have a good walk yesterday?

B: It was brilliant, thanks. In the morning it was very windy, so we didn't leave until lunchtime. We walked ten kilometres along the sea. It was perfect – there weren't any clouds and we looked all the way across to Bear Island. We got home at 5.30 and it started to get foggy, but we were lucky on the walk. And the dogs loved it! You have to come next time. Maybe in the autumn when it's a bit windy – the sea is great then.

10.1 Unit 10, Lesson 10.5, Exercise 3

My name's Minh. Today I'll tell you about my dream job. I have always wanted to become a science teacher like my dad.

My dad is a great example for me. He is a patient and devoted full-time teacher at a secondary school in my district. He works at school from nine to five, and then he teaches free classes to poor children in the evenings.

I especially enjoy working with small children. I would like to teach children from all walks of life, especially children in my hometown. The most important thing is that I like science, and I hope there will be more children who love science like I do. A primary school with a laboratory, a library and a large playground will be a place I'd love to work for. A sports field may be a good idea too.

To be a science teacher, I think I need two things: a degree in teacher education and working experience. I think I will start working as a tutor when I enter university. Then I will become a teacher after I graduate. I think I will be very happy in my job.

10.2 Unit 10, Lesson 10.6, Exercise 4

A: Hi, Beth! The Rubies are playing in town tonight at the Grange Theatre. Mike and I are going. Would you like to come too?

B: Oh, I'm not sure. I might come but I've got a lot of work. If I finish early, I'll come.

A: Oh, Beth. The Rubies are more important than work. They probably won't come to our town again for a long time. I know! I can help you with your work.

B: Brilliant. Then I'll definitely come! What time are you and Mike going?

A: We'll probably meet outside the Grange about 7.30. I'm going to phone him in a moment to confirm. Do you want to meet us there?

B: I definitely won't be there by 7.30. I only get home from swimming at 7.20. How about I meet you inside at 7.45?

A: OK. Let me help you with that work now!

Starter Unit

0.1

Exercise 1
1 E 2 F 3 D 4 B 6 C

Exercise 2
2 are 3 is 4 am 5 are 6 are

Exercise 3
2 They aren't good friends.
3 She isn't a doctor.
4 I'm not fifteen.
5 We aren't English students.
6 You aren't from Paris.

Exercise 4
2 Are they good friends? Yes, they are.
3 Is she a doctor? No, she isn't.
4 Am I fifteen? Yes, I am.
5 Are we English students? Yes, we are.
6 Are you from Paris? No, you aren't.

Exercise 5
2 our 3 your 4 their 5 His

Exercise 6
2 Portsmouth 3 Ella 4 Jean
5 Manchester

0.2

Exercise 1
2 E 3 B 4 C 5 I 6 J 7 F 8 H
9 G 10 A 11 L 12 K

Exercise 2
2 keys 3 women 4 watches 5 men
6 children 7 teddies 8 mobile phones

Exercise 3
3 These 4 This 5 That 6 This 7 That
8 Those

Exercise 4
2 blue 3 brown 4 black 5 orange
6 yellow 7 green

0.3

Exercise 1
2 Put your books in your bags.
3 Turn to page fifteen.
4 Look at exercise five.
5 Open your books.
6 Ask your partner a question.

Exercise 2
2 Don't stand up.
3 Don't open your books.
4 Don't ask a question.
5 Don't sit down.
6 Don't write the answers.

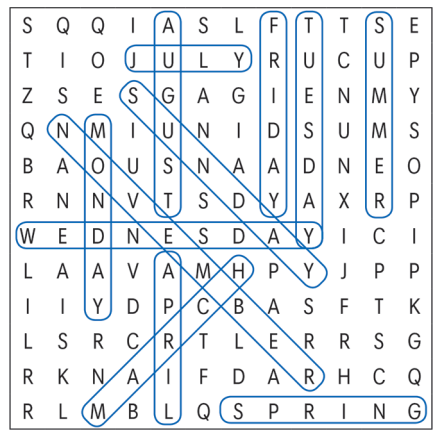
Exercises 3 and 4
2 a, iv 3 c, i 4 b, iii

Exercise 5
2 her 3 them 4 me 5 him 6 us

0.4

Exercise 1
2 seven thousand five hundred and eighty-four
3 two hundred and fifty-nine
4 three hundred and fifty-four
5 twenty-second
6 fifty-third
7 eleventh
8 ninety-ninth

Exercise 2



Exercise 3
2 17th August 3 22nd July 4 8th May
5 11th January 6 3rd March

Exercise 4
2 06846923425
3 06652146052
4 07785391441
5 07252905421
6 02781507823

Exercise 5
2 B 3 A 4 F 5 C 6 D 7 G 8 H

Exercise 6
2 What 3 How 4 What 5 Where
6 When 7 What

Exercise 7
b 7 c 3 d 2 e 5 f 4 g 6

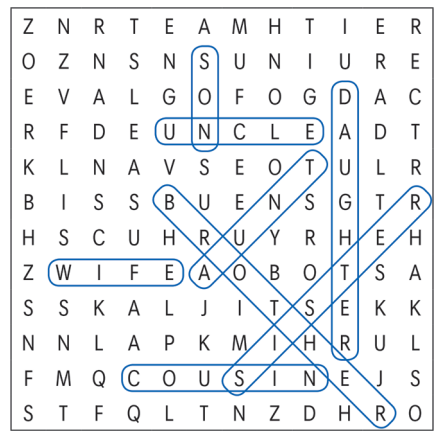
Unit 1

1.1

Exercise 1
2 Ireland 3 Scotland 4 Germany
5 Việt Nam 6 Japan 7 Italy
8 England 9 Argentina 10 France

Exercise 2
2 Irish 3 Scottish 4 German 5 Polish
6 Japanese 7 Italian 8 English
9 Argentinian 10 French

Exercise 3



Exercise 4
2 grandmother 3 Gary's 4 Kate's
5 aunt 6 cousin 7 grandfather
8 daughter

Exercise 5
2 Jack's dad's 3 James'/James's
4 Ella's 5 brothers'

Exercise 6
2 blonde 3 blue 4 slim 5 short

Exercise 7
2 Hans is **German**/from Germany.
3 My granny is **old**.
4 **Luke's** car is from the USA
5 Your hair is **short**.
6 My **sister's** husband is Phong.
7 Eva is **Argentinian**/from **Argentina**.

Exercise 8
2 French 3 grey 4 Ireland 5 long
6 brother 7 wife 8 Japanese 9 tall
hidden word: Argentina

Exercise 9
2 old 3 French 4 from 5 is 6 sister
7 tall 8 blonde

1.2

Exercise 1
2 I can swim a kilometre.
3 Keiko can write a letter in English.
4 Jim can drive a car.
5 Pat's brothers can fly a plane.
6 Gemma's baby can say 'mama' and 'dada'.

Exercise 2
2 I can't swim a kilometre.
3 Keiko can't write a letter in English.
4 Jim can't drive a car.
5 Pat's brothers can't fly a plane.
6 Gemma's baby can't say 'mama' and 'dada'.

Exercise 3
2 Can Mark drive a car?
3 Can they learn French at school?
4 Can your sister understand Italian?
5 Can Tina's baby walk?
6 Can your brother play football?
7 How many kilometres can you swim?

Exercise 4
2 No, he can't.
3 No, they can't.
4 Yes, she can.
5 No, he/she can't.
6 Yes, he can.

Exercise 5
2 e 3 a 4 c 5 d

Exercise 6
2 can 3 can 4 can 5 can
6 can't 7 can't 8 can

1.3

Exercise 1
a 3 b 4 c 2

Exercise 2
a 4 b 3 c 2 d 1

Exercise 3
1 ✗ 2 ? 3 ✗ 4 ✓ 5 ✗ 6 ✗

Exercise 4
2 nervous 3 quiet 4 brave

1.4

Exercise 1
2 have got 3 have got 4 have got
5 has got 6 has got 7 has got

Exercise 2
2 We haven't got a small house.
3 My cousin hasn't got a selfie stick.
4 The students haven't got homework today.
5 Katy's dad hasn't got a job.
6 Ella hasn't got a baby brother.
7 I haven't got a laptop.

Exercise 3
2 Have we got an Art lesson today?
3 Have Paul and Helen got a big house?
4 Has your brother got an interesting job?
5 Have you got a good dictionary?
6 Has your teacher got children?
7 Has your laptop got a camera?

Exercise 4
2 No, we haven't.
3 Yes, they have.
4 Yes, he has.
5 No, I haven't.
6 Yes, he/she has.
7 No, it hasn't.

Exercise 5
1 Yes
2 got, haven't
3 Has, hasn't
4 many / He's
5 Have, I've, haven't
6 Has, No

Exercise 6
2 I've 3 he's 4 have 5 hasn't 6 got
7 can't 8 you

1.5

Exercise 1
2 H 3 D 4 E 5 F 6 J 7 K 8 B
9 C 10 A 11 I

Exercise 2
2 trousers 3 shirt 4 boots 5 sweater
6 skirt

Exercise 3
2 really 3 your 4 Thanks 5 nice

Exercise 4
1 B 2 C 3 A

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

1.6

Exercise 1
2 d 3 a 4 b 5 c

Exercise 2
2 What about her?
3 Excuse me.
4 really cool
5 No worries!

Exercise 3
2 How's it going?
3 I'm fine.
4 I'm good, thanks.
5 My name's Kim.
6 I'm Lee.
7 Pleased to meet you.
8 This is my friend, Di.
9 See you later.
10 Nice to meet you, Emma.

Exercise 4
2 b 3 c 4 b 5 b

Exercise 5
2 a 3 f 4 e 5 c 6 b

1.7

Exercise 1
2 sixteen 3 long 4 style 5 friendly
6 speak 7 but 8 famous 9 different

Exercise 2
1 long blonde hair, blue eyes, lovely clothes, great style, a special electric chair
2 speak four languages, sing
3 walk

Exercise 3
2 e 3 b 4 a 5 c 6 d

Exercise 4
2 Annie can't walk but she isn't sad.
3 Tim can sing but he can't dance.
4 She can speak French but she can't speak German.
5 She's clever and (she's) funny.
6 She can play the guitar and (she can play) the piano.

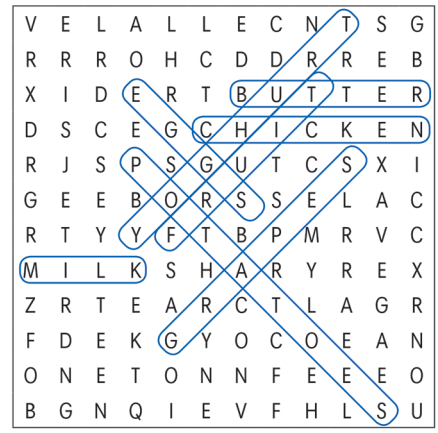
Unit 2

2.1

Exercise 1
Fruit: grapes
Vegetables: carrots, celery
Meat: bacon, burger
Drinks: milk, orange juice
Other: butter, crisps

Exercises 2 and 3
2 chicken M 3 muffin O 4 potatoes V
5 milkshake O 6 yoghurt O
7 bananas F 8 eggs O 9 cola O

Exercise 4



Exercise 5
1 eggs 2 butter 3 potatoes 4 milk
5 grapes 6 fruit 7 yoghurt

Exercise 6
1 C breakfast 2 B lunch 3 A dinner

Exercise 7
2 sandwich, apple 3 milk, cola
4 breakfast 5 chicken, dinner
6 Muffins 7 juice, milkshake
8 carrots, celery

Exercise 8
2 breakfast 3 eggs 4 bacon
5 cereal 6 calories 7 delicious
8 lunch 9 apple 10 cheese
11 dinner 12 Chicken 13 vegetables
14 yoghurt 15 biscuits

2.2

Exercise 1
2 café 3 fast food restaurant
4 sandwich bar 5 vegetarian café
6 restaurant 7 pizzeria

Exercise 2
2 are 3 is 4 are 5 are 6 is 7 is
8 are

Exercise 3
2 There aren't any cheap cafés.
3 There isn't a nice pizzeria.
4 There aren't any fast food restaurants.
5 There aren't any Chinese restaurants.
6 There isn't a big burger bar.
7 There isn't a vegetarian restaurant.
8 There aren't any French restaurants.

Exercise 4
2 Are there any cheap cafés?
Yes, there are.
3 Is there a nice pizzeria? Yes, there is.
4 Are there any fast food restaurants?
Yes, there are.
5 Are there any Chinese restaurants?
No, there aren't.
6 Is there a big burger bar?
No, there isn't.
7 Is there a vegetarian restaurant?
Yes, there is.
8 Are there any French restaurants?
No, there aren't.

Exercise 5
2 There aren't any biscuits in the box.
3 Is there a vegetarian café in the town centre?
4 Is there a pizza in the fridge?
5 There isn't a burger bar near our school.
6 There aren't any potatoes in the kitchen.
7 There aren't any Italian restaurants in my town.
8 Are there any eggs in the fridge?

Exercise 6
2 Is 3 isn't 4 any 5 are 6 some
7 there 8 It's

2.3

Exercise 1
2 plate 3 fork 4 frying pan 5 salt
6 pepper

Exercise 2
2 Add 3 Bake 4 Boil 5 Cut, fry

Exercise 3
1 grate 2 mix 3 squeeze

Exercise 4
1 four
2 Switzerland
3 (two) potatoes, (half an) onion
4 ten minutes
5 four (meat, eggs, salad, cheese)

2.4

Exercise 1
Countable nouns: *banana*, biscuit, burger, carrot, crisp, egg, omelette, onion
Uncountable nouns: *bacon*, bread, cheese, cola, juice, ketchup, milk, yoghurt

Exercise 2
2 any 3 a 4 any 5 some 6 an
7 some 8 any

Exercise 3
2 many, are 3 many, are 4 much, is
5 much, is 6 many, are 7 many, are
8 much, is

Exercise 4
2 b 3 b 4 b 5 c

Exercise 5
2 Let's 3 course 4 give 5 Keep

Exercise 6
2 Let's make an omelette.
3 Can you give me a hand?
4 Keep an eye on it.
5 Of course.

2.5

Exercise 1
2 cream 3 fingers 4 onion
5 cookies
hidden word: brownies

Exercise 2
2 idea 3 else 4 about
5 let's 6 price 7 special 8 much

Exercise 3
1, 2, 3, 6, 7, 8, 9 10

Exercise 4
2 b 3 d 4 a 5 f 6 e

Exercise 5
1 £3.50 2 £1.75 3 £2.40 4 £1.20
5 £1.65

2.6

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

Exercise 2
2 A burger with chips, please.
3 A cheese sandwich for me, please.
4 Can I have an orange juice, please?
5 Anything else?
6 Is that all?
7 Can I get you some drinks?
8 Here you are.
9 Is everything OK?
10 Any desserts?
11 That's £5.75, please.

Exercise 3
Waiter: Anything else?, Is that all?, Can I get you some drinks?, Here you are., Is everything OK?, Any desserts?, That's £5.75, please.
Customer: A burger with chips, please., A cheese sandwich for me, please., Can I have an orange juice, please?, Here you are.

Exercise 4
2 Anything else?
3 Can I get you some drinks?
4 Can I have an orange juice?
5 Any desserts?
6 Is everything OK?
7 That's £5.75, please.

Exercise 5
1 Just joking 2 Sure 3 Never mind

2.7

Exercise 1
2 There's too much sugar in my tea.
3 We haven't got enough glasses.
4 There aren't enough plates for dinner.
5 There are too many crisps for two people.
6 I've got too many chips with my burger.

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

Exercise 3
2 too 3 are 4 isn't 5 much 6 there
7 much 8 too

Exercise 4
2 bottle 3 packets 4 tins 5 kilo
6 grams

Exercise 5
2 too 3 too 4 lots 5 packets
6 bottles 7 bottles 8 enough
9 some 10 kilos 11 aren't 12 many
13 enough 14 there 15 enough

Unit 3

3.1

Exercise 1
2 in 3 in 4 at 5 at

Exercise 2
2 relax 3 get up 4 wake up
5 go home 6 study 7 have breakfast
8 work 9 have a shower 10 go to bed
11 go to school 12 have dinner

Exercise 3
2 get up 3 have a shower
4 have breakfast 5 go to school
6 work 7 go home 8 relax 9 exercise
10 have dinner 11 study 12 go to bed

Exercise 4
1 never 2 sometimes 3 often

Exercise 5
2 a 3 e 4 b/c 5 c/b

Exercise 6
2 check my emails
3 do karate
4 meet (my) friends
5 do (my) homework

Exercise 7
Across
2 evening 4 exercise 7 housework
8 often 10 yoga 11 text 12 wake
Down
3 check 5 study 6 sometimes
7 homework 9 meet

Exercise 8
2 get 3 have 4 have 5 go
6 have 7 go 8 exercise 9 do
10 sometimes/often 11 check
12 never

3.2

Exercise 1
2 C 3 E 4 A 5 B

Exercise 2
1 exercises, finishes, relaxes
2 cries, does, goes, has, studies
3 gets, makes, meets

Exercise 3
2 go 3 spends 4 goes 5 get
6 give 7 has

Exercise 4
2 We don't go shopping at the weekend.
3 My brother doesn't spend a lot of time on his computer in the evening.
4 Eva doesn't go to the cinema every Saturday.
5 You don't get good marks in English!
6 The teachers don't give us lots of homework on Fridays.
7 My cousin doesn't have a big lunch every day.

Exercise 5
2 We don't have English on Mondays.
3 My sister doesn't help my mum with the housework.
4 Our cat doesn't sleep a lot.
5 Mike often watches TV in the evening.
6 You never eat crisps.
7 My friends go to yoga on Thursdays.

Exercise 6
2 sleeps 3 doesn't eat 4 goes
5 goes 6 don't see 7 meets 8 has
9 likes 10 doesn't finish 11 visits
12 give

3.3

Exercise 1
2 chat 3 the Internet 4 play 5 watch

Exercise 2
1 c 2 b 3 a

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

Exercise 4
2 trip 3 dictionary 4 translator
5 certificate 6 culture

3.4

Exercise 1
1 mate 2 Awesome

Exercise 2
2 Does Pete like pop music?
3 Do we have a History test every week?
4 Do Jo and Lee go to the cinema on Saturday?
5 Does Jenny always watch TV in the evening?
6 Do you understand German?

Exercise 3
2 No, he doesn't.
3 No, we don't.
4 Yes, they do.
5 Yes, she does.
6 No, I don't.

Exercise 4
2 What do you watch (on TV)?
3 How do you travel to town?
4 Where does she go swimming?
5 What time/When do your mum and dad get up?
6 What do you do in your free time?
7 Where does your brother work?

Exercise 5
2 Where does Mike **play** football?
3 **Do** you have lunch at school?
4 No, **I don't**.
5 correct
6 What time do we **finish** school on Monday?

Exercise 6
2 when 3 Do 4 don't 5 Where
6 Does 7 Yes 8 speak 9 No
10 Do 11 I

3.5

Exercise 1
2 bored 3 sad 4 tired 5 excited
6 worried

Exercise 2
2 d 3 b 4 f 5 a 6 e

Exercise 3
1 b 2 c 3 a

Exercise 4
1 c 2 f 3 e 4 b

3.6

Exercise 1
1 I like learning Japanese. It's a **bit** difficult but it's interesting.
2 Do you know the **guy** over there? He wants to talk to us.

Exercise 2
2 What do you think of Sam Smith?
3 Do you like BTS?
4 I love watching sad films.
5 What kind of books do you like?
6 I really like chocolate.
7 I like football a lot.
8 I quite like tennis.
9 I don't mind cycling to school.
10 I don't like Hoa.
11 I don't enjoy Maths.
12 I can't stand onions.
13 I like lemonade but I prefer cola.

Exercise 3
1 ☺ 4, 6, 7, 8
2 😐 9, 13
3 ☹ 10, 11, 12
4 ? 2, 3, 5

Exercise 4
1 really 2 kind, quite, prefer 3 favourite
4 stand 5 mind 6 lot

Exercise 5
2 What do you think **of** the new French restaurant?
3 correct
4 I quite like **going** to the cinema.
6 I love **it**.

Exercise 6
2 c 3 c 4 b

3.7

Exercise 1
2 lot 3 so 4 don't 5 Then 6 at
7 After 8 finish 9 Then 10 After
11 do 12 because 13 because

Exercise 2
2 5.30
3 8.00
4 have breakfast
5 lessons finish/finish school
6 go swimming again
7 6.15
8 watch (some) TV or play (some) computer games
9 go to bed

Exercise 3
2 a We have Maths. Then we have English.
b We have Maths. After that we have English.
c After (we have) Maths, we have English.
3 a I have dinner. Then I play on my computer.
b I have dinner. After that I play on my computer.
c After (I have) dinner, I play on my computer.
5 a My friend isn't very good at English, so I help her with her English homework.
b I help my friend with her English homework because she isn't very good at English.
6 a I live near my school, so I walk to school in the morning.
b I walk to school in the morning because I live near my school.

Unit 4

4.1

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

Exercise 2
2 book 3 text 4 sports

Exercise 3
1 eraser 2 calculator 3 sports bag
4 text, exercise 5 whiteboard 6 poster
7 pencil case 8 projector

Exercise 4
2 Geography 3 Biology 4 History
5 English 6 Maths 7 Physics 8 Music
9 Drama 10 Chemistry

Exercise 5

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

Exercise 6
2 a 3 b 4 c

Exercise 7
2 IT 3 History 4 Drama 5 English
6 Art 7 Biology

Exercise 8
2 a 3 c 4 b 5 a 6 a 7 c

Exercise 9
2 Lessons 3 Art 4 Music 5 PE
6 breaks 7 pencil case 8 erasers
9 calculator 10 subject

4.2

Exercise 1
2 I am crying.
3 We are laughing.
4 She is doing yoga.
5 He is walking.
6 She is smiling.
7 You are listening to music.
8 It is sleeping.

Exercise 2
2 I'm 3 We're 4 She's 5 He's
6 She's 7 You're 8 It's

Exercise 3
2 I'm not crying.
3 We aren't laughing.
4 She isn't doing yoga.
5 He isn't walking.
6 She isn't smiling.

7 You aren't listening to music.
8 It isn't sleeping.

Exercise 4
2 What are you watching on TV?
3 Is your dad working today?
4 Are the students doing a test?
5 Why is Hannah running?
6 Which subject is your sister studying at university?

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

Exercise 6
2 Are you watching 3 I'm not
4 am doing 5 am not doing
6 am listening 7 is cooking
8 is she cooking 9 is making
10 am feeling

4.3

Exercise 1
2 get 3 for 4 make

Exercise 2
a

Exercise 3
1 e 2 a 3 d 4 b

Exercise 4
1 smile 2 classmates 3 closed
4 garden 5 bed 6 strange

Exercise 5
1 ? 2 ✗ 3 ✗ 4 ✓ 5 ✗ 6 ✓

4.4

Exercise 1
1 ready 2 lucky 2 Wow

Exercise 2
2 R 3 N 4 N 5 R 6 R

Exercise 3
2 wears, is wearing
3 works, is working
4 wait, are waiting
5 watches, is watching
6 learn, are learning

Exercise 4
2 What are you reading?
3 Does Kenny like Chinese food?
4 Where is Jim going?
5 What is the teacher writing?
6 Do Mark and Angela study French on Fridays?

Exercise 5
2 I **haven't got** /**don't have** many T-shirts.
3 We **usually go** to the shopping mall …
4 My sister **buys** all her clothes there.
5 She **works** there every Saturday.
6 She **says** that it's really good.
7 … she **isn't working** now.

4.5

Exercise 1
2 D, start 3 E, revise 4 A, do 5 C, have

Exercise 2
b

Exercise 3
1 635 2 11, 18 3 340 4 200 5 10
6 Wednesday 7 Rivers

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

4.6

Exercise 1
2 Sorry, you can't.
3 Sorry, I need it.
4 Can I have some water please?
5 Yes, no problem.
6 Can you tell me your phone number?
7 OK, just a second.
8 Can you help me with my computer?
9 Yes, of course.
10 Sorry, I'm using it.

Exercise 2
2 you 3 just 4 tell 5 course
6 I, need 7 have

Exercise 3
2 d 3 a 4 c 5 b

Exercise 4
2 b 3 a 4 a 5 a

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

4.7

Exercise 1
2 on 3 between 4 behind 5 next to
6 under

Exercise 2
2 The T-shirt is on the bed.
3 The girl is between her parents.
4 The apple is next to the banana.
5 The cat is in front of the dog.
6 Eva is behind the tree.

Exercise 3
2 Mum's putting the scrambled eggs **on** the plate now.
3 The teacher is **in front of** the whiteboard.
4 What's **between** your desk and your bed in your room?
5 Go **behind** me for the photo.
6 No, it's **under** the cat!

Exercise 4
2 between 3 in 4 next to 5 behind
6 on 7 under 8 on

Unit 5

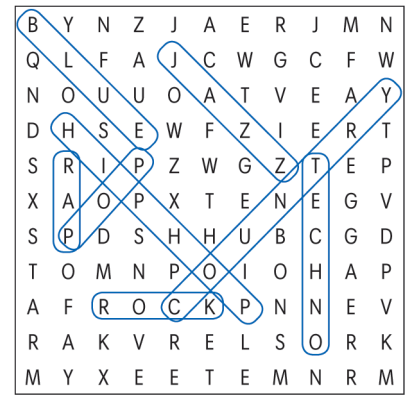
5.1

Exercise 1
2 keyboards 3 drums 4 trumpet
5 violin 6 piano 7 accordion
8 cello 9 guitar
hidden word: harmonica

Exercise 2
2 harmonica 3 cello 4 accordion
5 piano 6 violin

Exercise 3
2 D 3 B 4 A 5 E 6 C 7 G 8 H

Exercise 4



Exercise 5
2 techno 3 classical 4 country
5 blue 6 traditional

Exercise 6
2 guitar 3 guitar 4 bass 5 kind
6 rock 7 rock 8 classical 9 jazz
10 violin 11 saxophone 12 drums
13 keyboards 14 keyboards

5.2

Exercise 1
braver/richer: *cheaper*, cuter, darker, nicer
sadder: bigger, slimmer, thinner
happier: easier, friendlier, funnier, prettier
more interesting: more difficult, more excited, more expensive, more successful

Exercise 2
2 Tony is richer than Ben. Ben is poorer than Tony.
3 Eddie has (got) shorter hair than Trent./ Eddie's hair is shorter than Trent's. Trent has (got) longer hair than Eddie./ Trent's hair is longer than Eddie's.
4 Grace is younger than Barb. Barb is older than Grace.
5 The laptop is more expensive than the (smart)phone. The (smart)phone is cheaper than the laptop.
6 Question 1 is easier than question 2. Question 2 is more difficult than question 1.

Exercise 3
3 Anna is a better artist than Brian.
4 Brian is a better student than Anna.
5 Anna is a better driver than Brian.
6 Brian is a worse dancer than Anna.
7 Anna is a worse singer than Brian.
8 Brian is a better swimmer than Anna.

Exercise 4
2 taller 3 thinner 4 more intelligent
5 higher 6 worse 7 faster
8 more expensive 9 funnier
10 friendlier

5.3

Exercise 1
2 alright, boring
3 brilliant, funny, fantastic
4 great, terrible
5 cool

6 OK, interesting

Exercise 2
2 I'm a big fan of hip-hop music.
3 I recommend it 100 percent.
4 It's a bit boring.
5 To be honest, I think it's terrible.

Exercise 3
2 ballet dancer 3 musical 4 fan
5 talented 6 routine

Exercise 4
1 A 2 B

Exercise 5
1 c 2 b 3 a

5.4

Exercise 1
1 sweet 2 going 3 time

Exercise 2
the fittest the cutest the funniest
the most important the longest
the most interesting the most intelligent
the easiest

Exercise 3
2 the youngest 3 the most intelligent
4 the most expensive 5 the best
6 the smallest 7 the biggest
8 the busiest 9 the worst

Exercise 4
2 more 3 prettiest 4 best 5 hardest
6 longer

Exercise 5
2 most beautiful 3 quietest 4 newest
5 most expensive 6 cheapest
7 biggest 8 worst 9 nearest

5.5

Exercise 1
2 band 3 stage 4 street musicians
5 audience 6 concerts 7 singer

Exercise 2
2 see 3 live 4 to 5 enjoy

Exercise 3
1 F 2 T 3 F

Exercise 4
1 Green Park
2 (Saturday) 15 August
3 (The) Six Cats
4 5.00
5 11.00
6 7.50
7 02335678567

5.6

Exercise 1
2 so 3 Wow 4 idea

Exercise 2
2 What do you suggest?
3 Let's go to the cinema.
4 Have you got any other suggestions?
5 Yes, why not?
6 How about a new jacket?
7 Can I make a suggestion?
8 No, that's not a good idea.
9 I'm not sure.

Exercise 3
2 What, about 3 got 4 don't, sure
5 Let's, good

Exercise 4
2 c 3 a 4 b 5 b

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

5.7

Exercise 1
2 I'm, I'll 3 I'm, Do, you 4 This, is, I
5 The, is

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

Exercise 3
2 laughing out loud 3 great 4 wait
5 later 6 thanks 7 please 8 tonight
9 tomorrow

Exercise 4
2 happy 3 shocked 4 love 5 Kisses

Exercise 5
2 Are you OK? Come round later. Bye for now.
3 I got my/the test results today. Great! I'm so happy!
4 Why are you not at school? Call me. Kisses.
5 Great present. I love it! Thanks.
6 Can you get a ticket for me for the concert, please?

Exercise 6
Gr8 2 c u 2day. Thx 4 your help with homework! 🙂 Can u come 2 my party @ Benny's café 2moro? C u there. ❤️😘

Unit 6

6.1

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

Exercise 2
2 swimming 3 ice hockey 4 judo
5 basketball 6 cycling

Exercise 3
2 a runner 3 a cyclist 4 a player
5 a player 6 a player 7 a swimmer
8 a player

Exercise 4
2 play 3 win 4 win 5 score

Exercise 5
2 match 3 winning 4 win 5 point
6 scores 7 win

Exercise 6
Across
3 cyclist 5 point 7 individual
10 match 13 archery 14 running
15 ice
Down
2 goal 4 swimming 6 hockey 8 race
9 score 11 team 12 tennis

Exercise 7
2 team 3 match 4 win 5 score
6 individual 7 cycling 8 cyclist
9 race

6.2

Exercise 1
2 were 3 was 4 was 5 were 6 were
7 was

Exercise 2
2 were 3 was 4 were 5 was 6 was
7 was 8 was

Exercise 3
2 There wasn't any milk in the fridge
3 There weren't many people at the match
4 My answers weren't correct and the teacher wasn't happy!
5 Jim's birthday party wasn't on Saturday.
6 Last time the coffee here wasn't very good
7 The football players weren't very fit and the result wasn't very good.
8 My brother and I weren't at home yesterday morning.

Exercise 4
2 Where were you yesterday?
3 Who was your teacher in Year 9?
4 Were you in the team last year?
5 Was your dad a good student?
6 Which was your favourite film last year?/ Which film was your favourite last year?

Exercise 5
2 were 3 was 4 wasn't 5 weren't
6 was 7 was 8 was 9 weren't
10 were 11 were 12 Were 13 were
14 wasn't

6.3

Exercise 1
2 field, pitch 3 court 4 pool 5 track

Exercise 2
2 court 3 swimming pool 4 track
5 court

Exercise 3
2 Romanian 3 1961 4 1976
5 Canada 6 Montreal 7 uneven bars 8 1.00 9 10.00 10 7/seven

Exercise 4
1 ? 2 ✗ 3 ✓ 4 ✗ 5 ✗ 6 ?

6.4

Exercise 1
2 on 3 Poor 4 wrong

Exercise 2
2 jogged 3 played 4 emailed
5 kissed 6 painted

Exercise 3
2 I tried to make an omelette but it was terrible.
3 correct
4 Janine walked to school this morning.
5 We went to the park after school and I took some photographs on my phone.
6 Katy found an old exercise book from Year 5.
7 correct

Exercise 4
2 went 3 played 4 watched 5 took
6 saw 7 relaxed 8 had 9 cooked
10 ate 11 did 12 listened

6.5

Exercise 1
2 league 3 semi-final, final 4 cup

Exercise 2
2 go 3 for 4 play 5 did 6 do

Exercise 3
a 4 b 3 c 1 d 2

Exercise 4
1 B 2 B 3 B 4 C

6.6

Exercise 1
honest

Exercise 2
2 extreme 3 centre 4 fanatic
5 games

Exercise 3
2 What are your interests and hobbies/ your hobbies and interests?
3 What do you do in your free time?
4 Are you into sport?

Exercise 4
a 2 c 4 d 3

Exercise 6
2 c 3 a 4 b 5 c 6 a 7 b 8 b
9 b 10 c

Exercise 7
2 b 3 a 4 f 5 d 6 c

6.7

Exercise 1
2 Three years **ago** I went to the USA with my parents.
3 We started our lesson **at** 9.30 and we finished half an hour **ago**.
4 My friend arrived in England a week **ago** and she leaves tonight **at** nine o'clock.
5 It started to rain an hour **ago** and we've got a football match **at** 3.15!

Exercise 2
2 We moved to this town five years ago.
3 The film started two minutes ago.
4 I went to the football match three days ago.
5 The Romans built the Colosseum centuries ago.

Exercise 3
2 … years ago (depends on current year)
3 ten minutes ago
4 fifteen minutes ago
5 three days ago
6 three months ago

Exercise 4
2 courts 3 play 4 ago 5 keen
6 fan 7 games/matches 8 final
9 ago 10 lost 11 into 12 win/wins

Unit 7

7.1

Exercise 1
2 ten years 3 in 2016
4 in the twentieth century 5 in the 1990s
6 in the 1900s

Exercise 2
2 theory 3 universe
4 personal computer 5 explosion

Exercise 3
2 understood 3 wrote 4 ate 5 could
6 bought 7 began 8 became

Exercise 4
2 webcam 3 browser 4 engine
5 smartphone
hidden word: website

Exercise 5
2 search engine 3 webcam 4 website
5 smartphone 6 web browser

Exercise 6
2 sold 3 browser 4 website 5 ate
6 webcam 7 could

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

Exercise 7
2 the 3 computers 4 website
5 webcam 6 smartphone 7 Thanks
8 networking

7.2

Exercise 1
2 A 3 F 4 D 5 B 6 E

Exercise 2
2 Jack didn't go to the USA on holiday.
3 My parents didn't buy an expensive TV last week.
4 We didn't have a test in class this morning.
5 I didn't chat to my friends on a social networking site last night.
6 Tanya didn't lose her smartphone at the weekend.

Exercise 3
3 He didn't do his homework.
4 He went shopping.
5 He didn't hang out with his friends.
6 He played a computer game.
7 He didn't have dinner with his parents.
8 He didn't stay up late.

Exercise 4
2 stayed 3 took 4 didn't go 5 went
6 saw 7 had 8 didn't see
9 didn't have 10 bought
11 didn't spend 12 walked
13 watched 14 ate 15 liked
16 didn't like

7.3

Exercise 1
2 kettle 3 charger
4 electric toothbrush 5 cooker
6 washing machine

Exercise 2
c

Exercise 3
1 ✗ 2 ✓ 3 ✗ 4 ✗ 5 ? 6 ✓

7.4

Exercise 1
1 Seriously? 2 Of course not!

Exercise 2
2 Did all the students pass the test?
3 Did Maria find her essay?
4 Did they make a lot of noise last night?
5 Did Mick wake his parents up when he got home?
6 Did Chris and Sandy buy a new computer at the weekend?
7 Did Gary lose his smartphone at the concert?

Exercise 3
2 No, they didn't.
3 Yes, she did.
4 No, they didn't.
5 Yes, he did.
6 Yes, they did.
7 No, he didn't.

Exercise 4
2 What did Sarah do after school yesterday?
3 When did they build this house?
4 Where did you live in 2015?
5 Who did you email this morning?
6 What did Jenna watch on TV last night?

Exercise 5
2 did you move
3 did he do
4 Did you like
5 Did you enjoy
6 did you live

7.5

Exercise 1
2 B 3 G 4 C 5 A 6 F 7 D

Exercise 2
2 games console 3 tracks 4 CDs
5 earphones 6 DVDs 7 MP3 player

Exercise 3
1 Beth a, c 2 Becky h, d 3 Charlie b, g
4 Lisa e, f

Exercise 4
1 primary 2 different 3 still
4 didn't like 5 lived 6 similar 7 boys'
8 different

7.6

Exercise 1
1 fair 2 pain

Exercise 2
a 1 b 2

Exercise 3
2 I think so too.
3 Sorry but I don't agree.
4 I'm not sure.
5 I don't agree.
6 That's right.
7 Maybe you're right.
8 Sorry but I disagree.
9 Perhaps that's true.

Exercise 4
2 right 3 so 4 that's/you're 5 true
6 sure 7 disagree

Exercise 5
2 e 3 b 4 d 5 a

7.7

Exercise 1
3, 5, 7

Exercise 2
2 How 3 go 4 At 5 went 6 Then
7 Guess 8 See 9 love

Exercise 3
Greetings: Hi Katya!
Ask for news: How are you?, Did your test go OK?
Give your news: Then we went round a museum., I stayed with my friend.
Give some surprising news: Guess what!
Endings: Kisses, Phone me!, Lots of love, Love and hugs, Write back soon!, See you soon.

Unit 8

8.1

Exercise 1
b 3 south c 1 north d 4 west

Exercise 2
2 south 3 west 4 north 5 west
6 south 7 east 8 south 9 west
10 north

Exercise 3
2 F 3 C 4 B 5 A 6 D 7 G

Exercise 4
2 river 3 lake 4 island 5 sea

Exercise 5
2 river 3 sea 4 island
hidden word: ocean

Exercise 6
2 d 3 e 4 a 5 b

Exercise 7
2 population 3 language
4 capital city 5 flag

Exercise 8
2 North 3 population 4 flag
5 ocean 6 Antarctica

Exercise 9
2 Europe 3 south 4 sea 5 mountains
6 river 7 lake 8 capital 9 population

8.2

Exercise 1
2 F 3 D 4 B 5 A 6 E

Exercise 2
2 a have to b don't have to
3 a has to b doesn't have to
4 a have to b don't have to

Exercise 3
2 have to 3 don't have to
4 don't have to 5 have to

Exercise 4
2 have to 3 mustn't 4 don't have to
5 have to 6 don't have to 7 mustn't
8 don't have to

Exercise 5
2 mustn't 3 mustn't 4 mustn't
5 have to 6 don't have to 7 have to
8 don't have to 9 have to

8.3

Exercise 1
2 foreign 3 native 4 bilingual
5 fluently 6 grammar

Exercise 2
1 F 2 F 3 T 4 T 5 F

Exercise 3
1 over 100,000
2 in 1970
3 at the Royal College for Deaf People
4 more than 7,000
5 Tony Cornforth
6 (the first letters of) the researchers' names

8.4

Exercise 1
1 What does it mean? 2 Got it!

Exercise 2
2 a 3 an 4 an 5 a 6 an 7 an
8 a

Exercise 3
2 The card has a picture of a mountain.
3 The office has a big window …
4 We're having a test in class today.
5 … but I don't know the woman.
6 … it has a long and strange name.
7 I tried to clean the mark but it was impossible.
8 I found a pencil case and a calculator at school yesterday.

Exercise 4
1 The 2 a, The, a, a, the 3 a, The, a, a
4 a, a, The, the 5 a, a, The

Exercise 5
2 The 3 a 4 The 5 a 6 a 7 an
8 a 9 the 10 the 11 the 12 a
13 The 14 a 15 the

8.5

Exercise 1
2 conversation 3 postcard 4 letter
5 Skype calls 6 tweet

Exercise 2
2 sent 3 made 4 asked 5 posted
6 chatted 7 called

Exercise 3
C

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

8.6

Exercise 1
sweetie

Exercise 2
2 What do you mean?
3 I'm not sure I get it.
4 I understand now./Now I understand.
5 Do you get it?
6 Do you know what I mean?
7 I'm sorry, I don't understand.
8 I see.
9 Oh, right.
10 Do you mean 'email'?

Exercise 3
2 know, right 3 see 4 mean
5 understand 6 What

Exercise 4
2 c 3 a 4 c 5 a 6 b 7 c

8.7

Exercise 1
2 shouldn't meet 3 should ask
4 should tell 5 should think
6 shouldn't believe

Exercise 2
2 You shouldn't send your friend money
3 You shouldn't open the attachment
4 You shouldn't provide personal information
5 He/ she shouldn't text a strange person download from the Internet

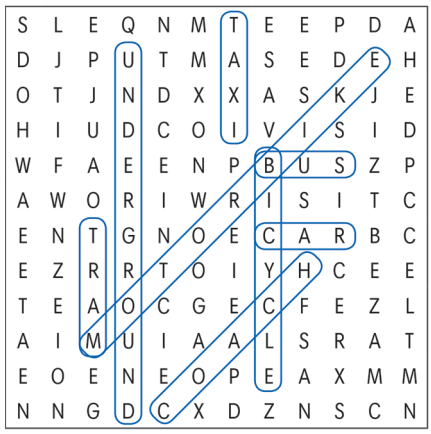
Exercise 3
2 You shouldn't share your personal information or passwords
3 We should tell our parents about everything we see on the Internet
4 You shouldn't talk to strangers online
5 You should ask parents before using the Internet or mobile phone
6 Parents shouldn't post their children's photos on Facebook

Exercise 4
2 b 3 b 4 a 5 a

Unit 9

9.1

Exercise 1



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

Exercise 2
2 university 3 bike lane 4 train station
5 car park 6 bus stop

Exercise 3
2 bike lanes 3 car park 4 train station
5 bus stop 6 universities

Exercise 4
2 ride 3 at 4 on 5 on 6 for 7 drive

Exercise 5
2 d 3 f 4 b 5 e 6 a

Exercise 6
2 c 3 b 4 a 5 b 6 c 7 b

Exercise 7
2 station 3 train 4 by 5 for 6 drive
7 park 8 ride 9 stop

9.2

Exercise 1
2 is flying 3 are going 4 is coming
5 is playing 6 am cooking
7 are planning

Exercise 2
2 My friend isn't flying to France tomorrow.
3 We aren't going to London by train to see the concert next week.
4 Bob isn't coming round this evening to play video games.
5 Stuart isn't playing tennis every day next week.
6 I'm not cooking dinner tonight for my parents.
7 Katy's mum and dad aren't planning a surprise party for her birthday next month.

Exercise 3
2 She's playing tennis with Leo (at 5.30) on Tuesday afternoon.
3 She isn't going to the art club (at 7.30) on Tuesday evening.
4 She's having dinner at Gary's (at 8.45) on Wednesday evening.
5 She's going to Salford Museum with her/the class (at 8.15) on Thursday morning.
6 She's arriving back at school (at 5.00) on Thursday afternoon.
7 She isn't going to the cinema with her mum and dad/her parents on Thursday evening.
8 Mike is taking part in a hockey competition (at 4.30) on Friday afternoon.

Exercise 4
2 Is Hannah going on holiday soon? Yes, she is.
3 Are you playing football on Saturday? No, I'm not./No, we aren't.
4 Are Mike and Sue leaving next week? No, they aren't.
5 Are you having dinner with Jen tonight? Yes, I am./Yes, we are.

Exercise 5
2 are playing 3 am not going
4 are flying 5 is having
6 Are you going 7 aren't staying
8 are staying 9 is taking

9.3

Exercise 1
2 skiing 3 hiking 4 sailing 5 surfing
6 sightseeing

Exercise 2
2 sunbathing 3 sightseeing 4 surfing
5 skiing 6 hiking

Exercise 3
1, 2, 5, 7, 9

Exercise 4
A 3 C 2 D 1

9.4

Exercise 1
1 Tell me about it 2 Believe it or not
3 Lucky you

Exercise 2
2 I'm going to tidy my bedroom.
3 I'm going to wash my hair.
4 I'm going to buy some books online.
5 I'm going to play with my brother
6 I'm going to relax in the garden.

Exercise 3
2 We are not going to stay in the park for long.
3 Are Cathy and Mark going to get married soon?
4 I'm not going to eat a lot at the restaurant.
5 Lyn isn't going to drink coffee for a month.
6 Are they going to book a hotel in the city centre?

Exercise 4
2 aren't going to stay
3 are going to visit
4 Are you going to go
5 are going to drive
6 are going to look
7 am going to show
8 are going to go
9 Is your German friend going to come
10 am going to visit

9.5

Exercise 1
Across
1 cold 2 warm 4 sunny 5 snowy
8 foggy
Down
1 cloudy 3 rainy 6 windy 7 hot

Exercise 2
2 rainy 3 Warm 4 sunny 5 foggy
6 windy 7 cloudy 8 cold 9 hot

Exercise 3
1 C 2 A 3 B

Exercise 4
1 b 2 c 3 c

9.6

Exercise 1
1 Good thinking! 2 Just a sec!

Exercise 2
1 c 2 b 3 a

Exercise 3
2 Go to the end of the road.
3 Go past the café.
4 Turn left at the crossroads.
5 Take the second turning on the right.
6 It's next to the bank.
7 It's on the right.
8 It's opposite the station.

Exercise 4
1 end, straight, the
2 near, Go, at
3 get, Take, past, miss
a bank b chemist's c shopping mall

9.7

Exercise 1
2 How 3 hear 4 going 5 celebrate
6 invite 7 can 8 like 9 on 10 at
11 at 12 come 13 hope 14 back

Exercise 2
2 He took part in a swimming competition.
3 Sara's sister, Wendy, is going to get married.
4 at university
5 Sara's parents
6 on Saturday 11 July
7 at Sara's house
8 at 7.30
9 lots of Wendy and Jake's friends, some of Sara's friends (Many, Sasha and possibly Dave)

Exercise 3
2 How are you?
3 It's my birthday on Sunday.
4 I'd like to invite you to my party.
5 Can you come?
6 Did you hear the news?
7 The party starts at 7.30.
8 I passed my exams.
9 Let's meet outside the café.

10.1

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

Exercise 2
Work indoors: doctor, secretary, chef
Work outdoors: tour guide, driver, farmer

Exercise 3
2 architect 3 mechanic
4 journalist 5 artist 6 farmer
7 chef 8 pilot

Exercise 4
2 postman 3 electrician 4 waiter
5 pilot 6 police officer 7 tour guide
8 farmer 9 soldier 10 gardener

Exercise 5
2 Are you happy at work?
3 Farmers don't work indoors.
4 I wouldn't like to wear a uniform.
5 You must get to work on time.
6 Firefighters need to work in a team.
7 Do teachers have to work at the weekend?
8 Secretaries usually work indoors.
9 Bus drivers often have to start work early.

Exercise 6
2 from 3 alone 4 happy 5 earn
6 time 7 weekend 8 team

Exercise 7
2 waiter 3 money 4 in 5 chef
6 weekend 7 uniform 8 journalist
9 architect 10 get 11 at

10.2

Exercise 1
2 timetable 3 course book
4 uniform 5 test 6 classroom

Exercise 2
2 will rain 3 'll be 4 'll break 5 'll win
6 will work

Exercise 3
2 N: It won't rain tomorrow.
Q: Will it rain tomorrow?
3 N: Prices won't be lower in the summer.
Q: Will prices be lower in the summer?
4 N: In the future children won't start school at the age of three.
Q: In the future will children start school at the age of three?

Exercise 4
2 Will you help me with this homework later?
3 It will only take an hour.
4 I don't think Miss Jones will teach us next term.
5 Where will your family live in England?
6 People will live longer in the future.

Exercise 5
2 'll do 3 won't need 4 will tell
5 won't have to 6 will drive
7 will robots choose 8 will 9 'll go
10 'll see 11 'll decide 12 won't have
13 'll pay 14 won't be

10.3

Exercise 1
2 part-time 3 summer 4 full-time

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

Exercise 3
2 ✗ 3 ? 4 ✓ 5 ? 6 ✗ 7 ✗

Exercise 4
2 realistic 3 survey 4 ambitious
5 definite 6 princesses

10.4

Exercise 1
2 failed 3 take 4 getting 5 get
6 cheated

Exercise 2
3 I'll be happy if I get a good mark.
4 If I get home too late, I won't call you.
5 I won't go running if it's very cold and rainy.
6 If I get a summer job, I'll earn lots of money.
7 If you don't go to bed soon, you'll be very tired tomorrow.

Exercise 3
2 f 3 d 4 e 5 a 6 b 7 c

Exercise 4
2 won't buy; don't want 3 'll be; leave
4 go; 'll have 5 will have to; becomes
6 doesn't give; 'll be 7 Will you wait; is

Exercise 5
2 go 3 'll be 4 spend 5 won't have
6 ask 7 'll give 8 will you buy
9 don't see

10.5

Exercise 1
2 staff room 3 pupil 4 cloakroom

Exercise 2
2 head 3 pupil 4 science 5 library
6 classmate 7 gymnasium
8 cloakroom 9 playground
10 education

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

10.6

Exercise 1
b I might go shopping tomorrow.
c I definitely won't watch the horror film.
d I probably won't finish this essay today.
e I will probably email some friends this evening.

Exercise 2
2 e 3 b 4 d 5 c

Exercise 3
2 I probably won't win lots of money/ the lottery.
3 I'll definitely learn to drive.
4 I'll probably buy a house.
5 I may/might have (two) children.
6 I probably won't go on a safari holiday.
7 I definitely won't run a marathon.

Exercise 4
2 b 3 d 4 f 5 c 6 a

10.7

Exercise 1
2 on 3 in 4 of 5 at 6 of 7 at
8 about 9 at
2 D 3 C 4 A 5 E 6 F 7 G 8 I
9 B

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

Exercise 3
2 a 3 c 4 c 5 a 6 c 7 b 8 a
9 a

For the words in reading texts

Prior to students' actual reading, teach the lexical items in the given glossary deliberately. The word meanings should be introduced first and then the word forms. Focus should be placed on the written (i.e., the spelling), but not the spoken word forms (i.e., the pronunciation) as students often encounter the former in their reading process. After the above deliberate vocabulary instruction, a quick review activity that helps students to connect the written forms to the correct meanings of those lexical items should be done. This activity is generally deemed to activate the lexical decoding process that students will need for their actual reading later on.

In case there are more than 10 words in such a glossary, deliberate vocabulary instruction prior to students' actual reading is not recommended. Instead of this, students should be provided with this glossary and then refer to it while they are reading the input text. This is empirically found to foster their reading comprehension as well as incidental vocabulary learning.

For the words in listening texts

Just like in the case of the reading context above, teach the words listed in the glossary deliberately. Again, the word meanings should be introduced first and then the word forms. However, the focus now should be placed on the spoken, but not the written word forms as students are required to recognize the word pronunciation from connected speech in their real-time listening process. After this deliberate vocabulary instruction, a quick review activity that helps students to connect the spoken forms (ideally in connected speech) to the correct meanings of those lexical items should also be done. This activity is also generally deemed to activate the lexical segmentation process that students will need for their actual listening later on.

Notes

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Notes

Notes