

TRẦN CAO BỘI NGỌC (Chủ biên) – TRẦN KIM DUYÊN – TRẦN NGUYỄN THUY THOẠI LAN

**TIẾNG ANH 9**

**Friends  
Plus**

**Teacher's  
Guide**



**NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM**



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# Plus

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# Introducing *Tiếng Anh 9 Friends Plus*

## Description of the course

*Tiếng Anh 9 Friends Plus* is a four-level course for lower-secondary students. It will give students all the skills they need to communicate with confidence in English. The core material covers all the requirements of the secondary school curriculum in a clear unit structure. Extra material covering culture and CLIL will motivate, interest and engage students, and also allow teachers to tailor the course to meet students' different needs and abilities. This variety and flexibility extends to a wide range of supplementary material, carefully designed to build on work done in class and also to address different abilities.

## Aims of the course

### To make planning and preparation easy

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

Each unit directs you to the relevant Culture and CLIL, so you can easily locate the most appropriate ways to extend each lesson.

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

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

### To keep students interested and involved

*Tiếng Anh 9 Friends Plus* is a topic-based course and the themes have been carefully chosen to maintain students' interest and motivation throughout the year. The topics and texts are designed both to motivate and to educate teenage learners. The activities are designed to engage students and encourage participation. The **Culture and CLIL** at the back of the Student Book provide variety and enable you to adapt the course to suit students' interests.

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

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

### To be flexible and to cater for all learning needs

*Tiếng Anh 9 Friends Plus* has been designed to be flexible, so that it can be used in streamed school systems, mixed-ability classes, and varying teaching loads. With *Tiếng Anh 9 Friends Plus* you can choose the most appropriate material for your class and for individual students. The **Culture and CLIL** at the back of the Student Book allow you to give students extra practice of particular skills and introduce variety into your

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

### To develop effective reading, writing, listening and speaking skills

*Tiếng Anh 9 Friends Plus* places equal emphasis on the development of all four skills. Each unit contains reading, writing, listening and speaking sections. A step-by-step approach has been taken to speaking and writing, which will ensure that students of all abilities will be able to produce their own texts and dialogues. The **Culture** and **CLIL** pages provide a variety of additional challenging reading material.

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

*Tiếng Anh 9 Friends Plus* presents new language in context to ensure that students fully understand usage as well as form. Each new point is practised in a variety of challenging activities to make students think and apply what they have learned. There is always a **Rules** section, which encourages students to think about and complete language rules themselves.

### To set goals and see outcomes

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

### To review and recycle language thoroughly and systematically

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

### To incorporate the latest developments in teaching methodology

*Tiếng Anh 9 Friends Plus* follows a tried and tested structure in the presentation and practice of language, but it also gives you the flexibility to introduce newer teaching methods into your class when you are ready. For example, the **CLIL** in the Student Book and the **Curriculum extra worksheets** on the **Teacher's Site** will enable you to experiment with Content and Language Integrated Learning (CLIL) in a structured way.

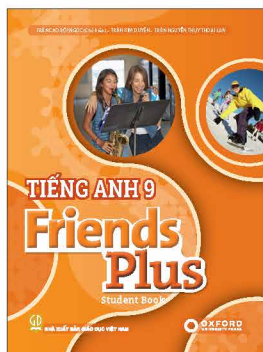


## To provide a comprehensive digital solution

*Tiếng Anh 9 Friends Plus* offers the facility to incorporate interactive teaching and learning in the classroom.

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

## Components of the course



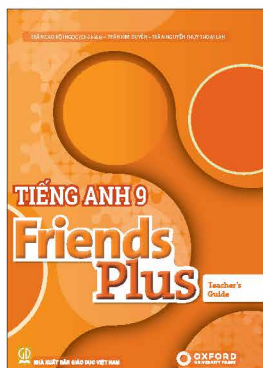
The **Student Book** contains:

- a **Starter unit** to revise basic vocabulary and grammar.
- eight **teaching units**; each unit has two vocabulary sections, two grammar presentations, and one listening and reading sections. There is practice of the four skills throughout. Each unit has a whole page devoted to speaking skills and a whole page devoted to writing skills.
- four **Progress Review** sections after every two units with **self assessments** and *I can ...* statements and eight **CLIL and Culture** sections which provide revision of all the language studied up to that point in the book, as well as additional cultural information.
- a **Reference section** which includes: a **Language focus reference** for each grammar point; an **Irregular verbs list**, and an alphabetical **Wordlist**.



The **Workbook** contains:

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



The **Teacher's Guide** contains:

- an introduction with information on ***Tiếng Anh 9 Friends Plus* methodology**.
- **teaching notes** and **answers** for all the Student Book material.
- ideas for **extra optional activities** and mixed-ability classes.
- **background notes**, **cultural information**, and **language notes**.
- the **audio scripts** for the Student Book and the Workbook.
- the Workbook **answer key**.



The **Teacher's Site** [www.phuongnam.edu.vn](http://www.phuongnam.edu.vn) provides:

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

The **classroom presentation tool** contains:

- digital versions of the Student Book and Workbook.
- **audio, video** and **interactive exercises** that can be launched directly from the page.
- automatic answer keys that let you display answers all at once or one by one.
- tools that let you zoom and focus on a single activity, highlight, and add notes to the page.

The **Teacher's site** [www.phuongnam.edu.vn](http://www.phuongnam.edu.vn) provides:

- photocopiable **Curriculum extra worksheets**.
- photocopiable **Drama worksheets**.
- useful information for teachers such as **Key competences** and the **Common European Framework**.

## ***Tiếng Anh 9 Friends Plus - Student Book at a glance***

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

## Core teaching units

# 1 Then and now

VOCABULARY • Memories  
can engage actively in a conversation.

Culture 190  
Language focus Reference 199

**THINK!** Think of five things that you have lost or found in the last ten years.

1 Read the internet posts and check the meaning of the words in blue. Match photos A–E with the people who wrote the posts.

**Angie** ☐ 6.28  
When I was young, we went on holiday to Scotland and I won my teddy bear at a hotel. I then lost it eventually, but we found her three weeks later in a bag properly so I had to write a description of mine.

**Erin** ☐ 11.30  
I found across this in a box of old photographs in my attic. I don't recognise myself at all and I don't remember this day because I was too young. But I think it's a baby photo, so I lost it then!

**Neil** ☐ 9.54  
My dad took me to the La Luf Power Festival, where I found this. I was amazed. It was an amazing experience. I've never liked any more famous singers and was there! We're going again next December. I'm really looking forward to it!

**Dean** ☐ 7.22  
I was upset when I lost this watch. I've loved it since my grandad. Luckily, I found it last week, before it was lost. It's really special because it reminds me of him.

**Lachna** ☐ 8.10  
I got this when I was on holiday in 1982. I was normally into swimming but I love this one. I often go back on that trip – it was awesome.

**C**

**D**

**E**

2 Do a memory test. Cover the texts and answer the questions.

- How many teddy bears were there at the hotel?
- Who took Nam to the festival?
- Where did Erin find the photo?
- What belonged to Dean's grandad?
- Where did Lachna get her souvenir?

3 **USE 128** Choose the correct options in the questionnaire. Then watch or listen. Which questions do you hear?

**ARE YOU SENTIMENTAL?**

- Do you keep **treasuring** souvenirs of places that you visit?
- Do you spend more time **looking back on** / **reflecting** the past or looking forward to / **forgetting** the future?
- Do you frame photos to recognise / **reminiscent** you of special events?
- What can you **remember** / **leave** about your last birthday?
- If you're taking your room and you get back, come across old toys, games or books, do you spend a long time looking at them?

**KEY PHRASES**

Finding out more information  
What about this? ... What did you do?  
When was that? ... What's the story behind that?  
Where was that? ... Really? Why (not)?

4 **USE 117** Work in pairs. Ask and answer the questions from the questionnaire. Use the key phrases to find out more information.

**Finisher?**

Write your own internet post about something you lost or found. What happened? How did you feel?

## Lesson 1

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

[illegible]

## Lesson 2

- A **reading text** contextualizes the first vocabulary set and models grammar structures which students will study in the following lesson.
- A **comprehension** exercise practises the vocabulary and develops reading **sub-skills**.
- The **Vocabulary plus** section highlights and practises key new vocabulary from the reading text.

## Lesson 3

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







**PROGRESS REVIEW 1**

**MY EVALUATION** - Think your partner. Do the exercises and then complete your own evaluation.

**VOCABULARY** Memorise

1 Complete the sentences with the correct form of the verbs. There are two extra verbs.

belong to come across keep forget look forward recognise remind leave

1 I'm an old army preside. I could do this better. I am happy with this. I can do this very well.

**LANGUAGE FOCUS** Past perfect

2 Complete the sentences with the correct past perfect form of the verbs in the box.

finish leave study not read close not visit

1 I realised that I had finished my history book at home. I had to go to the shop. I had to go to the shop. I had to go to the shop.

2 I had to go to the shop. I had to go to the shop. I had to go to the shop.

3 I had to go to the shop. I had to go to the shop. I had to go to the shop.

4 I had to go to the shop. I had to go to the shop. I had to go to the shop.

5 I had to go to the shop. I had to go to the shop. I had to go to the shop.

6 I had to go to the shop. I had to go to the shop. I had to go to the shop.

**READING** A fact file

2 Match the first half to the correct second half of the sentence.

1 Another popular way of getting to work is by train. a on trains for covering long distances

2 People can only use motorbikes in the countryside. b to increase the number of motorbikes in the countryside

3 The use of motorbikes in the countryside results in many accidents. c in transport

4 The new highway will help to reduce traffic. d arrived in Hanoi to try

5 Vale Nam has heavily invested in the road. e from long and narrow paths.

**Can I understand factual information in a text.**

**Can I identify the content of a dialogue.**

**PROGRESS REVIEW 1** 27

## Progress review

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

## Other features of the Student Book

**2 READING** • An online article

**THINK** Name three things you own which you don't really need.

**STUDY STRATEGY**

**Predicting content**

Before you read, look at the title and the pictures. This will help you understand the content of the text.

**1** Look at the title, headings and photos in the article on this page. What is different about these people's lifestyles? Why do they decide to live this way?

**2** **LISTEN** Read the article. Match two sentences from a-d with gaps 1-2 in the text. Then listen and check.

a They didn't spend much time online.  
b He hasn't bought food for a long time.  
c More and more people are turning to become chefs.  
d She never uses plastic cups, bags or bottles.

**3** Read the text again and answer the questions.

1 Why did Lauren change her lifestyle?  
2 How does Lauren help other people live without waste?  
3 What have Mark Boyle and Daniel Sault got in common?  
4 How are their lifestyles different?

**4 VOCABULARY PLUS** Find words 1-4 in the text. Which suffix do we use when something has a quality? Which suffix indicates that something lacks a quality?

1. meaningless  
2. useful  
3. homeless  
4. wasteful

**5** Complete the sentences. Use the words in the box and the suffixes -ful or -less.

care fear harm taste thought use

Wash hands after use. The product contains harmful chemicals.

1. Be \_\_\_\_\_ when you're cycling. This road is dangerous.

**20 Lifestyles**

**2 LANGUAGE FOCUS** • Present perfect: simple and continuous • for and since

**THINK** Can you do these exercises with the first four questions?

**1** Study examples a-c. Then answer questions 1-3.

a Lauren has been blogging about her lifestyle since she started university.

b Since then, she hasn't used any 'disposable' products.

c He hasn't used money since 2008.

1 Where's Lauren's blog?  
2 What's the main purpose of her blog?  
3 What's the main purpose of her blog?

**2** Complete the sentences with the correct form of the verbs in brackets. Use the present perfect simple or continuous.

1 I \_\_\_\_\_ (be) a chef since last year.  
2 They \_\_\_\_\_ (work) these books and they're working on another one.  
3 She \_\_\_\_\_ (not attend) the class for many days. She's ill.  
4 Find it \_\_\_\_\_ (be) a firm but I've paused it for a minute.

**for and since**

**3** Complete the text with for or since.

As an experiment, I'm not using my plastic bottle. I haven't looked at it \_\_\_\_\_ (not) since I started this morning. I've had the phone \_\_\_\_\_ (not) since I've started to avoid everywhere with me. I've thought about it but I've never used it to have received a text \_\_\_\_\_ (not) since I've started to have a text.

**4** **USE IT!** Complete the sentences with information about yourself. Use for or since. Then compare your answers with a partner's.

1 I've been living with my new room \_\_\_\_\_ (not) since I started.  
2 I've been living with my new room \_\_\_\_\_ (not) since I started.  
3 I've been living with my new room \_\_\_\_\_ (not) since I started.  
4 I've been living with my new room \_\_\_\_\_ (not) since I started.

**Finished?**

Write your partner's answers to the questions in exercise 4.

**Lifestyles** 21

- The **Finished?** activity provides support for mixed-ability classes.
- The **Study strategy** builds students' study skills and encourages autonomous learning.

**1 VOCABULARY AND LISTENING** • Describing objects

**THINK** What kind of things do people put into time capsules?

**1** Read the text and match the words in blue with their opposites (1-7).

fragile - tough  
1 unpopulated  
2 worthless  
3 old-fashioned  
4 unpleasant

5 rare  
6 used  
7 useless

**2** **LISTEN** **Pronunciation** Stress in syllables. Listen and repeat. How many syllables are there in each adjective? Copy and complete the table with the adjectives.

common - damaged - fashionable - fragile - rare - tough - undamaged - unpopular - useful - valuable

**3** **LISTEN** Listen to the beginning of a podcast. What is it about?

a a drama about the discovery of a time capsule  
b a show about how to make a time capsule  
c a documentary about different time capsules that have been found

**STUDY STRATEGY**

**Identifying the main idea**

When you listen, try to identify the content and the situation. This will help you understand the details more easily.

**4** **LISTEN** Now listen to the whole podcast. Write four or five and correct the false statements.

1 Workers opened the Boston capsule.  
2 The historic documents and one coin were almost undamaged.  
3 A university president found the Crypt of Civilization in the 1930s.  
4 The opening date for the crypt is 3000.  
5 People put rare objects into the crypt.

**5** **USE IT!** Think of things which people add. Write a list of things and put them in your classroom wall.

**14 Then and now**

**1 LANGUAGE FOCUS** • Past narrative tenses

**THINK** Can you do these exercises with the first four questions?

**1** Match rules 1-3 with the examples of tenses a-c. Then find more examples of these tenses in the text on pages 12-15.

a past continuous  
b past simple  
c past perfect

1 This tense describes a finished action in the past.  
2 This tense describes an action in progress in the past.  
3 This tense describes an action which was finished when another action happened.

**2** Look again at examples a-c in exercise 1. Answer the questions.

1 Which word is a regular past simple form?  
2 Which word is a past participle?  
3 Which word is a past form of feel?  
4 How do we form the past continuous?  
5 How do we form the past perfect?

**3** Read the story and choose the correct verb form. Explain your answers.

**A true story**

A long time ago in Sweden, there was a sailor called Åke Viding. He worked on a boat, but because of his work, he didn't meet many people. He 'hadn't had' 'wasn't having' a girlfriend for a long time. One day he 'was feeling' 'had felt' lonely and romantic, so he 'decided' 'was deciding' to write a letter. He addressed it to 'someone beautiful and far away', then he 'put' 'was putting' the letter into a bottle and he 'threw' 'had thrown' it in the sea. One day a fisherman in Italy 'was sailing' 'was sailing' along the coast when he 'saw' 'was seeing' a bottle and he 'picked it up' 'was picking it up'. He 'was opening' 'was opening' the bottle and he 'found' 'was finding' a letter. He 'was reading' 'was reading' the letter and he 'wasn't' 'wasn't' expecting to find a letter. He 'wasn't' 'wasn't' expecting to find a letter. He 'wasn't' 'wasn't' expecting to find a letter.

**Then and now** 15

- The **pronunciation exercises** allow students to practise and improve their pronunciation. There is a pronunciation exercise in each unit of the Student's Book.
- A final **Use it!** exercise allows students to use the new language in a more productive, personalized, or creative way. This is the **productive aim** of the lesson as described by the **I can ...** statement.

WORDLIST

British English pronunciation  
American English pronunciation

**PROPER NAMES**

**Alouder Graham Bell** /ə'laʊdər ɡrə'həm bɛl/ (a telephone)  
**James Watson** /dʒeɪmz wɒtən/ (a scientist)  
**Alan Turing** /ə'læn tʃʊrɪŋ/ (a computer scientist)  
**Charles Babbage** /tʃɑːlz bædʒ/ (a computer scientist)  
**Ada Lovelace** /ə'də lʌvəlɪs/ (a computer scientist)  
**Mark Zuckerberg** /mɑːk zʊkənbɜːrɡ/ (a computer scientist)  
**Bill Gates** /bɪl ɡeɪts/ (a computer scientist)  
**Steve Jobs** /stɪv dʒɒbs/ (a computer scientist)  
**Elon Musk** /ɛlən mʌsk/ (a computer scientist)  
**Jeff Bezos** /dʒef biːzəz/ (a computer scientist)  
**Tim Cook** /tɪm kʊk/ (a computer scientist)  
**Mark Zuckerberg** /mɑːk zʊkənbɜːrɡ/ (a computer scientist)  
**Bill Gates** /bɪl ɡeɪts/ (a computer scientist)  
**Steve Jobs** /stɪv dʒɒbs/ (a computer scientist)  
**Elon Musk** /ɛlən mʌsk/ (a computer scientist)  
**Jeff Bezos** /dʒef biːzəz/ (a computer scientist)  
**Tim Cook** /tɪm kʊk/ (a computer scientist)

WORDLIST

... (text continues) ...

2 LANGUAGE FOCUS REFERENCE • UNIT 2

**Present perfect**

**Present perfect simple**

| Questions                                   | Affirmative                               | Negative                                     |
|---------------------------------------------|-------------------------------------------|----------------------------------------------|
| Have you made up your mind?                 | I've made up my mind.                     | I haven't made up my mind.                   |
| Has your sister read out bits of your poem? | My sister has read out bits of your poem. | My sister hasn't read out bits of your poem. |

**Usage**

We use the present perfect when an action is complete.

We've finished it.

We often use the present perfect with verbs that have the idea of a short time or a single action: stop, finish, start, cut, leave, die, lose, find, begin, have, see, etc.

**Present perfect continuous**

| Questions                                | Affirmative                            | Negative                                  |
|------------------------------------------|----------------------------------------|-------------------------------------------|
| Have you been travelling this month?     | We've been travelling this month.      | We haven't been travelling this month.    |
| Has your dad been waiting for two hours? | My dad has been waiting for two hours. | My dad hasn't been waiting for two hours. |

**Usage**

We use the present perfect continuous when an action is incomplete and might continue.

We've been playing a fantastic game.

We often use the present perfect continuous with verbs that have the idea of a very long time or a repeated action: wait, try, rain, play, wait, work, find, see, etc.

**For and since**

We can use for and since with both the present perfect simple and continuous.

Since tells us when an action started.

It's been raining since March.

For describes the duration of a state or action. It's followed by a period of time.

It's been raining for five weeks.

100 LANGUAGE FOCUS REFERENCE

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

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

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Introduction 9



There are extra lessons for each unit which review and extend the language: **CLIL and Culture**.

There are extra lessons for each unit which review and extend the language: **CLIL and Culture**.

- There are four **CLIL** sections linked to the curriculum for other subjects studied in lower secondary schools.
- Subjects such as maths, language and literature, natural science and geography are addressed through motivating texts and activities.
- These pages allow you to introduce CLIL into your classroom in a structured way.

- There are four **Culture** sections, which invite cultural comparisons and get students thinking about similarities and differences with their own culture.
- If there is a documentary video with the lesson, it is indicated by a video icon and title in the header.

|  |  |
|--|--|
|  |  |
|--|--|

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



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



## LANGUAGE FOCUS PRACTICE • Unit 1



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### Past perfect

Complete the sentences using the correct form of the past perfect.

William **isn't** (see) *him* (twice) before. (We had met him twice before.)

1 I was happy when they gave me that ring. (I **wasn't** / **was** / **wasn't** / **was**)

2 Eva was worried (he / not / do) the work. (Eva **wasn't** / **was** / **wasn't** / **was**)

3 They decided (it / not / turn) the way. (They **didn't** / **wasn't** / **was** / **wasn't**)

4 Sam phoned Ben twice. (Ben **wasn't** / **was** / **wasn't** / **was**)

5 We were unhappy (we / lose) the match. (We **didn't** / **wasn't** / **was** / **wasn't**)

6 I got there (it / fall) early (at home). (I **wasn't** / **was** / **wasn't** / **was**)

7 Sophia was excited (she / find) the ring. (She **didn't** / **wasn't** / **was** / **wasn't**)

8 We were worried (they / get lost). (They **didn't** / **wasn't** / **was** / **wasn't**)

### Past narrative tenses

Complete the sentences using the correct past perfect or simple past of the verbs in brackets.

drink   not have   play   not speak   not visit

After he finished his lessons because he was tired, I **didn't** go on a picnic with him.

1 I was a member of the school choir, and that's the reason **why** **he** **didn't** **join** the choir.

2 I **wasn't** **happy** **when** **he** **came** to my house.

3 I **wasn't** **sure** **how** **good** **my** **yearbook** **was** **until** **I** **showed** **it** **to** **him**.

4 They **had** **studied** **hard** **for** **hours**, **so** **they** **were** **very** **tired** **when** **they** **went** **to** **the** **exam**.

5 When **we** **were** **at** **the** **bus** **stop**, **the** **bus** **wasn't** **there**.

6 First **we** **went** **to** **a** **new** **restaurant** **and** **then** **we** **went** **to** **a** **new** **cinema**.

7 I **enjoyed** **going** **to** **school** **because** **I** **wasn't** **happy** **at** **home**.

8 He **opened** **the** **door** **and** **he** **wasn't** **happy** **because** **he** **wasn't** **happy** **when** **he** **opened** **the** **door**.

### Time connectors

Complete the sentences with the world in the box.

as   before   and   although   because   but   once   when   until   while

As soon as we arrived at the house, **although**, her mum was already waiting for her.

1 The man **who** I **was** **going** **to** **visit** **last** **week** **wasn't** **there** **when** **I** **went** **there**.

2 The man **who** I **was** **going** **to** **visit** **last** **week** **wasn't** **there** **when** **I** **went** **there**.

3 The man **who** I **was** **going** **to** **visit** **last** **week** **wasn't** **there** **when** **I** **went** **there**.

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7

1

# CUMULATIVE REVIEW • Starter • Unit 2

## Speaking

1 Look at the photo below: what are the people talking about?

## Reading

2 Read Tom's blog post, and then copy him/yourself last Saturday night, if you're not?

## Listening

3 **1** Listen to the conversation. Choose the correct answer.  
 who is showing them how to use a camera?  
 a) an instructor in a camera shop  
 b) a helper in a sports shop  
 c) a teacher in a lesson on cameras

## 5

4 **1** Listen to the conversation and write the correct form.  
 1 Emma told her brother about her camera.  
 2 Emma had to borrow it from her brother.  
 3 Emma had to see a camera shop before ...  
 4 Emma had to see a camera shop before ...  
 5 Emma's brother took it to the camera ...  
 6 Emma made a decision about the camera.

## Writing

6 **1** Write a short blog post about a technology workshop you've taken. You can, for example, talk about taking photos, making a website, creating a new app or developing a video game.

## B. THINKING AND FEELING

1 What kind of workshop was it, and what did you learn about it? What did you go with to learn it was the other people like?  
 2 What did you have to do with it? What was the first thing you did?  
 3 What happened at the end? How did you feel?  
 4 WRITE: Write down in 4 sentences and the writing game.

|                       |                            |                       |
|-----------------------|----------------------------|-----------------------|
| my class<br>first ... | my class<br>during the ... | my class<br>first ... |
|-----------------------|----------------------------|-----------------------|

## Internet • Studio

Did you know?  
 The first short film was made in the 1890s!  
 The first feature film was made in the 1920s!  
 Find out what the young film-makers, the Lumière brothers, did on 28th December 1895.  
 Why was it important?

Last Saturday, I got the chance to go to a filmmaking workshop with my friend, Clara. She learned how to make short films in groups using the latest technology. All the students were really friendly and got to know everybody over a coffee at the beginning.

From the moment that we began at nine o'clock, we learned new skills. By the time we had lunch, we had all learned how to use the cameras. After lunch, I got involved with doing the lights for my group's film. Meanwhile, Clara was learning how to record the sound for her film.

In the end, we watched the eight films that we had made. Everybody loved my group's film called *Any Day At All*. It was a great experience. I got a lot out of it. I just got surprised. Any Day has one thing, you can watch it. Any

3 Read the blog post again. Number the events in 1 in the correct order.

- The students see the film.
- Tom puts her feelings in his blog.
- Everybody was at the different films.
- Tom had a short talk with other students.
- Tom helped to do the lights for his film.
- The students learned to use the cameras.

56 CUMULATIVE REVIEW • Starter • Unit 2

- This section provides corresponding exercises to **check** and **consolidate** understanding of each grammar structure.
- The **Cumulative review** section deals with **listening**, **speaking** and **writing** points covered in all the preceding units.
- There are four Cumulative review sections.

## KEY PHRASES

### Start Unit 1

Prequel or a prequel

How does it feel?

It doesn't really give you cause  
to feel about it in your wedding.

I really believe you'll place with the  
first.

Watch first two or three times a /  
over it.

### Unit 1

Believe something  
new and about that time as /

it was wedding of  
something new.

All in it and / watch this  
experience.

Watch it / watch it / daily,  
covering a number of  
days or a / week.

The moment that

By the time

It was really  
amazing.

It was really  
amazing.

### Unit 2

It's about decisions  
it's up to you.

In the end, that's  
not leaving that.

What are your options?

Which do you prefer? Is there  
how you thought of looking at it?

The good thing about it is / that  
/ hearing the news of it / sorry.

Those aren't the reasons that  
I'm here to hear about it.

It's all in the comments that  
don't matter. / The majority of

an equal number of people thought  
that.

### Unit 3

Giving a presentation

It's all to talk to you  
about that by knowing you  
first all it.

Another advantage is that  
it's also worth mentioning that.

And the first thing that  
I'm going to mention is /

rating about / the success  
of the first thing that I'm  
going to mention is /

believe / in the first thing that  
I'm going to mention is /

to achieve / in the first thing that  
I'm going to mention is /

to understand that /  
to believe / in the first thing that  
I'm going to mention is /

### Unit 4

Expressing sympathy and support  
in the first thing that I'm  
going to mention is /

and how to hear that /  
in the first thing that I'm  
going to mention is /

Clearing up / I can't down  
side of the first thing that  
I'm going to mention is /

It's not that bad of the world;  
you go back to the first thing  
that I'm going to mention is /

### Unit 5

Conversational phrases  
in the first thing that I'm  
going to mention is /

For a while, you /  
in the first thing that I'm  
going to mention is /

And / I can't  
and / in the first thing that  
I'm going to mention is /

And / in the first thing that  
I'm going to mention is /

And / in the first thing that  
I'm going to mention is /

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And / in the first thing that  
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And / in the first thing that  
I'm going to mention is /

### Unit 6

Expressing an interview  
in the first thing that I'm  
going to mention is /

I'm going to mention that /  
I'm going to mention that /

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Key phrases 69

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

# Tiếng Anh 9 Friends Plus methodology

## Vocabulary

Two vocabulary sets are presented in each unit of *Tiếng Anh 9 Friends Plus*. Both sets are connected with the main topic of the unit, and items have been selected for their frequency, usefulness and relevance to the age group. The vocabulary sets are presented through pictures or photos and / or short texts. They are also contextualised in the Vox pops videos. There is a variety of practice exercise types. Students are often asked to use language either in a personalised or creative way, and some exercises have open answers, so students can complete the tasks according to their ability. Where appropriate, a Key phrases section shows students examples of the vocabulary used in everyday communication and enables them to put this into practice. The target vocabulary is recycled and reinforced in texts and exercises throughout the unit.

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

The Wordlist in the Student Book provides students with an extensive vocabulary resource, which can be utilised in various ways:

- **For reference:** it can be used as a mini-dictionary.
- **For extension:** additional words are provided in the picture dictionary sections to widen students' vocabulary.

## Language focus

Each unit of *Tiếng Anh 9 Friends Plus* has two or more Language focus sections. The syllabus divides grammatical points into manageable chunks to avoid overload, and so that students have time to assimilate and practise what they have learned.

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

The grammar presentation is followed by a number of graded practice activities. The activities are topic-based and therefore require students to understand the usage and meaning of the grammatical structures, as well as the form. Some activities are more controlled, and others are more open. Every lesson concludes with a Use it! exercise that allows students to use the new language structures in a more productive, personalised or creative way. Where

appropriate, a Key phrases section shows students examples of the structure used in everyday communication and enables them to put this into practice.

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

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

## Reading

In *Tiếng Anh 9 Friends Plus* there is a wide range of text types, including articles, questionnaires, emails, webpages, stories, quizzes and interviews. All texts are carefully graded and aim to provide interesting information in a realistic way. Most of the texts are recorded on the Class audio CD.

Reading texts are used in different ways throughout the book:

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

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

**For extensive reading:** texts in the CLIL and Culture sections also recycle language from previous units, but are more challenging in terms of length, lexis and / or structure. The main reading text in each unit has comprehension exercises which focus on different sub-skills. The first exercise generally helps students to gain a global understanding of the text. Subsequent exercises ask students to read the text more carefully and then ask personalized questions on the same topic. The Vocabulary plus sections present key new language from the reading text.

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

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

There is more reading practice in the Workbook.



## Listening

The listening texts in *Tiếng Anh 9 Friends Plus* follow the second vocabulary set. They put the new vocabulary in context, providing a range of speakers in different situations, including radio programmes, interviews and conversations. The language used in the recordings is carefully graded.

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

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

## Speaking

On the Speaking page, a dialogue is modelled and the activities range from controlled exercises where students repeat the dialogue with the functional video or Class audio CD, to a more open follow-up exercise, where students make up their own dialogue following the model. Students can simply 'perform' their own dialogues in pairs, or they can write them down first before reading them aloud.

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

## Pronunciation

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

## Writing

*Tiếng Anh 9 Friends Plus* devotes a page in every unit to guided writing activities. The final writing tasks cover a variety of different text types, such as emails, blogs, articles and profiles. The support given for these final tasks ensures that even the less able students will be able to produce something.

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

There is more writing practice in the Workbook.

## Tiếng Anh 9 Friends Plus Options

Each unit offers four of the following optional pages which can be found at the back of the Student Book:

- CLIL
- Culture

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

## Methodology support

Teaching methodology resources to support the teacher in the classroom are included in the **Teacher's Site**. These include general *teaching tips*, and an *Introduction to CLIL*. There are also eight new **How to... guides** which focus on classroom management skills such as *How to teach students with SEN*, and *How to teach mixed ability classes*.

## Key competences

A mapping grid of **Key competences\*** is available on the **Teacher's Site**. These show how the competences that have been identified as suitable for development in the English classroom are developed in *Tiếng Anh 9 Friends Plus*.

\* The European Framework for Key Competences for Lifelong Learning was introduced into education legislation at the end of 2006.

## Evaluation and testing

*Tiếng Anh 9 Friends Plus* provides a wide range of ways for you to check your students' progress. In addition, this course also takes into account the fact that students in the same class learn at different rates; some students will need more revision and some students will want more challenging activities. Here is a brief summary of what is provided and where you can find it.

### Testing what students have learned

#### In the Student Book

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

#### In the Workbook

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

### Evaluation

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

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

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

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

### Assessing project work

Projects provide a great opportunity for self-assessment. Evaluation of project work is a good group activity. Students may benefit from producing work in groups, but they can also benefit from assessing work together cooperatively and maturely.

As groups, or individuals if appropriate, students can review the process of making their project: Did they plan well? Did they exploit resources effectively? Have they provided too much / too little information? Did they work well as a group? Were tasks evenly distributed? Did they choose the best presentation method? What could they have done better? Whole-class evaluation could include voting in different categories, for example: the most attractive poster, the most informative text, the most original idea, the most engaging presentation.

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

### Continuous assessment

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

\* The European Framework for Key Competences for Lifelong Learning was introduced into education legislation at the end of 2006.





# Classroom Presentation Tool

Deliver heads-up lessons with the classroom presentation tool.

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

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

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

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

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

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

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

Audio controls: 1.0x Speed, 3:01

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

1 Complete sentences 1–5 with the words in the box. Then answer questions a–c.

bought did didn't started wasn't

1 I  scared, but I was nervous.  
2 I  some new sport clothes.  
3 I  see you at the sports centre.  
4 What  you do last weekend?  
5 She  to sing professionally when she was only six.

a Which of the verbs in the box are regular and which are irregular?  
b How do we form the past simple of regular verbs?  
c Which verbs do we use to form questions and negatives?

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a Which of the verbs in the box are regular and which are irregular?  
b How do we form the past simple of regular verbs?  
c Which verbs do we use to form questions and negatives?

- Save your weblinks and other notes for quick access while teaching. Use across devices using one account so that you can plan your lessons wherever you are.
- Work on pronunciation in class: record your students speaking and compare their voices to Tiếng Anh 9 Friends Plus audio.

## Student Book contents

| UNIT                | VOCABULARY                                                                                                               | LANGUAGE FOCUS                                                 |  |
|---------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--|
| <b>Starter Unit</b> | p6 Social media and the internet:<br><i>connect, download, update, etc.</i><br><b>Key phrases:</b> Frequency expressions | p7 Present tenses; Question words before <i>to</i> -infinitive |  |

| UNIT                                                       | VOCABULARY                                                                                                                                                                 | READING                                                                                           | LANGUAGE FOCUS                                                          | VOCABULARY AND LISTENING                                                                                               |  |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--|
| <b>1<br/>Then and now</b>                                  | p10–11 Memories:<br><i>forget, remember, remind, etc.</i><br><b>Key phrases:</b> Finding out more information                                                              | p12 A fact file<br><b>Vocabulary plus:</b> Phrasal verbs                                          | p13 Past perfect                                                        | p14 Describing objects:<br><i>fragile, rare, valuable, etc.</i><br><b>Pronunciation:</b> Stress in adjectives          |  |
| <b>Culture:</b> Andy Warhol's time capsules p90            |                                                                                                                                                                            |                                                                                                   |                                                                         |                                                                                                                        |  |
| <b>2<br/>Lifestyles</b>                                    | p18–19 Making decisions:<br><i>consider, hesitate, make up my mind, etc.</i><br><b>Key phrases:</b> Talking about strengths and weaknesses                                 | p20 An online article<br><b>Vocabulary plus:</b> Adjective suffixes: <i>-ful</i> and <i>-less</i> | p21 Present perfect: simple and continuous; <i>for</i> and <i>since</i> | p22 Personal development: phrases with <i>get</i> :<br><i>get into, get to know, get used to, etc.</i>                 |  |
| <b>CLIL:</b> Civic and ethical education: Moral values p91 |                                                                                                                                                                            |                                                                                                   |                                                                         |                                                                                                                        |  |
| <b>PROGRESS REVIEW 1</b> p26–29                            |                                                                                                                                                                            |                                                                                                   |                                                                         |                                                                                                                        |  |
| <b>3<br/>Our surroundings</b>                              | p30–31 Money and marketing:<br><i>brand, cost, retailer, etc.</i><br><b>Key phrases:</b> Talking about spending habits                                                     | p32 An interview<br><b>Vocabulary plus:</b> Noun + noun combinations                              | p33 Adverbial clauses and phrase of reason                              | p34 Shops and shopping:<br><i>deliver, exchange, fit, etc.</i><br><b>Pronunciation:</b> /s/ and /ʃ/                    |  |
| <b>Culture:</b> Buy Nothing Day p92                        |                                                                                                                                                                            |                                                                                                   |                                                                         |                                                                                                                        |  |
| <b>4<br/>Feelings</b>                                      | p38–39 Feelings and emotions: adjectives and nouns:<br><i>annoyance, annoyed, annoying, etc.</i><br><b>Key phrases:</b> Talking about your feelings                        | p40 An investigation<br><b>Vocabulary plus:</b> Compound adjectives                               | p41 Possibility and certainty                                           | p42 Music, mood and health:<br><i>calm down, turn off, work out, etc.</i>                                              |  |
| <b>CLIL:</b> Science: The science of happiness p93         |                                                                                                                                                                            |                                                                                                   |                                                                         |                                                                                                                        |  |
| <b>PROGRESS REVIEW 2</b> p46–49                            |                                                                                                                                                                            |                                                                                                   |                                                                         |                                                                                                                        |  |
| <b>5<br/>English and world discovery</b>                   | p50–51 Discovery and invention: nouns and verbs:<br><i>discover, discovery, imagine, imagination, etc.</i><br><b>Key phrases:</b> Talking about discoveries and inventions | p52 A text<br><b>Vocabulary plus:</b> Noun suffixes: <i>-or, -er, -ion, -ment</i>                 | p53 Gerunds and infinitives                                             | p54 Life and the universe:<br><i>gravity, planet, star, etc.</i><br><b>Pronunciation:</b> The letters <i>ea</i>        |  |
| <b>CLIL:</b> Biology: Vaccines p94                         |                                                                                                                                                                            |                                                                                                   |                                                                         |                                                                                                                        |  |
| <b>6<br/>The self</b>                                      | p58–59 Types of people:<br><i>introvert, optimist, realist, etc.</i><br><b>Key phrases:</b> Comparing personality                                                          | p60 A poem<br><b>Vocabulary plus:</b> Idioms and proverbs                                         | p61 Reflexive pronouns                                                  | p62 Personality and experiences: adjectives, nouns, verbs:<br><i>adventure, adventurous, benefit, beneficial, etc.</i> |  |
| <b>CLIL:</b> Experiential activity: A personality game p95 |                                                                                                                                                                            |                                                                                                   |                                                                         |                                                                                                                        |  |
| <b>PROGRESS REVIEW 3</b> p66–69                            |                                                                                                                                                                            |                                                                                                   |                                                                         |                                                                                                                        |  |
| <b>7<br/>On the streets</b>                                | p70–71 City features:<br><i>leisure facilities, music venue, open-air cinema, etc.</i><br><b>Key phrases:</b> Talking about your neighbourhood                             | p72 Two online texts<br><b>Vocabulary plus:</b> Comparative and superlative adjectives            | p73 Adverbial clauses of result                                         | p74 Buildings and archaeology:<br><i>bury, destroy, renovate, etc.</i>                                                 |  |
| <b>CLIL:</b> Geography: Mexico City p96                    |                                                                                                                                                                            |                                                                                                   |                                                                         |                                                                                                                        |  |
| <b>8<br/>Scary</b>                                         | p78–79 Feelings:<br><i>fascinated by, bad at, nervous about, etc.</i><br><b>Key phrases:</b> Talking about how things make you feel                                        | p80 Scream machines<br><b>Vocabulary plus:</b> <i>ridiculous, fatal, excited, etc.</i>            | p81 Reported statements                                                 | p82 Injury collocations:<br><i>cut / cut / a cut, burn / burned / a burn, etc.</i>                                     |  |
| <b>Culture:</b> Skara Brae p97                             |                                                                                                                                                                            |                                                                                                   |                                                                         |                                                                                                                        |  |
| <b>PROGRESS REVIEW 4</b> p86–89                            |                                                                                                                                                                            |                                                                                                   |                                                                         |                                                                                                                        |  |



| VOCABULARY AND LISTENING                                                                                |  | LANGUAGE FOCUS                                                                                                                |  |                                                                                                                                            |  |
|---------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------|--|
| p8 Digital technology:<br><i>app, calculator, games console, etc.</i>                                   |  | p9 Question tags; <i>used to</i><br><b>Language focus reference:</b> Starter Unit 1 p98                                       |  |                                                                                                                                            |  |
| LANGUAGE FOCUS                                                                                          |  | SPEAKING                                                                                                                      |  | WRITING                                                                                                                                    |  |
| p15 Past narrative tenses                                                                               |  | p16 Telling an anecdote<br><b>Key phrases:</b> Telling an anecdote                                                            |  | p17 A blog post<br><b>Language point:</b> Time connectors<br><b>Key phrases:</b> Describing an eventful day                                |  |
| Language focus reference: Unit 1 p99                                                                    |  |                                                                                                                               |  |                                                                                                                                            |  |
| p23 Present perfect vs. past simple;<br>Adverbial clauses and phrases of concession                     |  | p24 Difficult decisions<br><b>Key phrases:</b> Talking about decisions<br><b>Pronunciation:</b> Rising and falling intonation |  | p25 A report on an opinion survey<br><b>Key phrases:</b> Presenting the results of a survey<br><b>Language point:</b> Expressing contrast  |  |
| Language focus reference: Unit 2 p100                                                                   |  |                                                                                                                               |  |                                                                                                                                            |  |
| p35 Future forms                                                                                        |  | p36 A presentation<br><b>Key phrases:</b> Giving a presentation                                                               |  | p37 A letter to a pen pal<br><b>Key phrases:</b> Talking about future career<br><b>Language point:</b> Conjunctions                        |  |
| Language focus reference: Unit 3 p101                                                                   |  |                                                                                                                               |  |                                                                                                                                            |  |
| p43 Ability, advice and obligation<br><b>Pronunciation:</b> Silent letters                              |  | p44 Talking about feelings<br><b>Key phrases:</b> Expressing sympathy and support<br><b>Pronunciation:</b> Intonation         |  | p45 A post on an advice forum<br><b>Key phrases:</b> Conversational phrases<br><b>Language point:</b> Conversational tone                  |  |
| Language focus reference: Unit 4 p102                                                                   |  |                                                                                                                               |  |                                                                                                                                            |  |
| p55 Conditionals; <i>wish</i>                                                                           |  | p56 Giving opinions<br><b>Key phrases:</b> Giving opinions: avoiding repetition                                               |  | p57 An opinion passage<br><b>Key phrases:</b> Explaining a point of view<br><b>Language point:</b> <i>suggest + V-ing</i>                  |  |
| Language focus reference: Unit 5 p103                                                                   |  |                                                                                                                               |  |                                                                                                                                            |  |
| p63 Defining and non-defining relative clauses<br><b>Pronunciation:</b> <i>that</i> in relative clauses |  | p64 An interview<br><b>Key phrases:</b> Giving answers in an interview                                                        |  | p65 A formal letter<br><b>Key phrases:</b> Writing a formal letter<br><b>Language point:</b> Linkers                                       |  |
| Language focus reference: Unit 6 p104                                                                   |  |                                                                                                                               |  |                                                                                                                                            |  |
| p75 Passive: past, present and future<br><b>Pronunciation:</b> Sentence stress                          |  | p76 Describing and comparing photos<br><b>Key phrases:</b> Describing and comparing photos                                    |  | p77 A tourist information leaflet<br><b>Key phrases:</b> Describing a building<br><b>Language point:</b> Prepositions and adverbs of place |  |
| Language focus reference: Unit 7 p105                                                                   |  |                                                                                                                               |  |                                                                                                                                            |  |
| p83 Reported questions; Reported requests                                                               |  | p84 Responding to a problem<br><b>Key phrases:</b> Responding to an accident<br><b>Pronunciation:</b> Consonant clusters      |  | p85 A narrative paragraph<br><b>Key phrases:</b> Writing a narrative paragraph<br><b>Language point:</b> Time conjunctions                 |  |
| Language focus reference: Unit 8 p106                                                                   |  |                                                                                                                               |  |                                                                                                                                            |  |

## Unit summary

### Vocabulary

Social media and the internet: *chat, check, connect, download, follow, post, reset, share, spend, stream, update, upload*

Digital technology: *app, calculator, games console, GPS, HD TV, remote control, satellite TV, spellchecker, translator, video calling, VR headset, wearable*

### Language focus

Present tenses; question words before to-infinitive

Question tags; *used to*

## Vocabulary • Social media and the internet

### Aim

Talk about how you use the internet and social media.

### THINK!

Ask: *What do you do online?* Elicit a few answers, then ask students individually to note down five things they do online. Students compare their lists in small groups and note down the three most popular things in their group. Ask groups to tell the class the three things they noted down. If students mention social media sites such as *Facebook*, teach the term *social media*.

### ANSWERS

Students' own answers.

### Exercise 1

Students read the internet survey and use their dictionaries to check the meaning of the blue verbs. Discuss the answers with the class and point out that some of the verbs, e.g. *post* and *follow*, have a slightly different meaning when talking about the internet.

Read through the words in the box with the class and make sure students understand them. Students then complete the survey with the correct words. Check answers.

### ANSWERS

2 requests 3 profiles 4 selfies  
5 links 6 comments 7 celebrities  
8 players 9 music 10 passwords  
11 Wi-Fi

### Exercise 2 1.02

Point out the expressions in the Remember! box. Explain that if something is *about to* happen, it is going to happen very soon. Students complete the

## Starter unit

### VOCABULARY • Social media and the internet

I can talk about how I use the internet and social media.

THINK! Name five things you do online.

- 1 Check the meaning of the verbs in blue in the internet survey. Then complete it with the words in the box.

celebrities comments links music  
passwords players profiles requests  
selfies time Wi-Fi

- 2 1.02 Complete the dialogue using the correct form of the verbs in blue. Then listen and check.

Rob Look – it's another picture of Alicia Vikander. Every time I <sup>1</sup> my Facebook, I see a new picture of her!  
Eve Well, she is very cool. I <sup>2</sup> her on Twitter. Yesterday, she <sup>3</sup> a link to the trailer of that new film she's in. It looks amazing!  
Rob Yeah – I want to see that, too.  
Eve Hey, are you online right now? I'm trying to <sup>4</sup> to the Wi-Fi but it's not working.  
Rob That's because they <sup>5</sup> the password here every day. It's Coffeetime200 today.  
Eve Oh, OK ... great. I'm online.  
Rob We should go now. The bus is about to leave!  
Eve Hang on! I'm just <sup>6</sup> my profile picture. There – do you like my latest selfie?  
Rob I love it. Now come on! Let's get out of here!

### Remember!

I'm about to order a coffee.  
The film is about to start.



### 6 Starter unit

dialogue with the correct form of the verbs. Play the audio for students to listen and check their answers. Check answers.  
Ask: *Are you sometimes late because of social media?*

### ANSWERS

1 check 2 follow 3 shared  
4 connect 5 reset 6 updating

### Exercise 3

Read through the key phrases with the class and make sure students understand them all. Students then make sentences using the words in bold.

### ANSWERS

Students' own answers.

### Internet survey

- How much **time** do you **spend** online each day?
- How often do you **check** your phone to see if you have any new messages or friend **requests**?
- How often do you **update** your social media **profile**?
- How many **photos** do you normally take and **upload** every week?
- What websites do you normally look at? Do you **share** **links** to things which you like?
- Do you ever **post** **comments** on blogs or news websites?
- Do you **follow** any **celebrities** on social media? Who do you follow?
- How often do you play games online? Do you **chat** to the other **players**?
- Do you usually **download** **TV shows** and films or do you **stream** them?
- Are hackers a problem? How often do you **reset** your **password**?
- When you meet friends, do you usually go to places where you can **connect** to free **Wi-Fi**? Where do you go?

- 3 Study the Key Phrases. Make sentences using the words in bold.

### KEY PHRASES

#### Frequency expressions

I **never** download films.  
I **(don't) usually** play games online.  
I **(don't) often** look at news websites.  
I **(nearly) always** go to places with free Wi-Fi.  
I watch films **two or three times a week / every day**.

- 4 USE IT! Work in pairs. Ask and answer the questions in the internet survey. Then choose a description from A–C for your partner.

- A You don't live much of your life online. What's life like in the real world?  
B You seem to have a good balance of real-world and internet life.  
C You're living your life online. Come back to the real world!

### Optional activity: Key phrases

With books closed, write a range of frequency expressions on the board in a random order, e.g. *never, three times a day, twice a week*, etc. In pairs, students put the expressions in order from the most frequent to the least frequent. You could do this as a race. Check answers.

### Exercise 4 USE IT!

In pairs, students ask and answer the questions in the internet survey and note down their partner's answers. They then read the descriptions and decide which one applies to their partner. Discuss the results as a class and ask students if they agree or disagree with the description their partner chose for them and why.

### ANSWERS

Students' own answers.

### More practice

Workbook page 4



# LANGUAGE FOCUS • Present tenses • Question words before to-infinitive

I can talk about my everyday life.

## Present tenses

1 Read answers a–c from the internet survey on page 6. Complete them with the time expressions in brackets.

- I don't ..... follow celebrities on social media, but ..... I'm following Daisy Ridley because she's here in Ireland making a film. (at the moment / usually)
- I ..... reset my password, but ..... I'm beginning to think that it's a good idea. (never / now)
- I write a blog ..... but I have problems because my sister is borrowing my laptop and I can't find it. (always / every week)

2 Match rules 1–3 with examples from a–c in exercise 1. Then complete the rules with **present simple** or **present continuous**.

### RULES

- In general, we use the ..... with frequency adverbs and expressions like *sometimes, usually and every week*.
- We normally use the ..... with time expressions which indicate an action in progress, like *now* and *at the moment*.
- We can also use the ..... with *always* when we talk about a habit or repeated action which annoys us.

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

- I ..... (read) *Paper Towns* by John Green at the moment and I ..... (enjoy) it.
- My friend Sal ..... (update) her profile photo quite often but I normally ..... (change) mine once a month.
- This phone is fast! It usually ..... (download) a film in minutes.
- What ..... (you / listen) to now?
- I ..... (not / usually / spend) much time reading blogs.
- Our Wi-Fi is really slow because my brothers ..... (always / play) games online.

## Question words before to-infinitive

4 Order the phrases to make meaningful sentences.

- show Oanh / to get help / where / I will / . /
- tell me / find / Could you / a Vietnamese restaurant / where to / ? /
- for technical support / who / YẾN asked me / to contact / . /
- to learn a / lent me a good / My brother / new language quickly / book on how / . /
- a healthy diet / to me how / The doctor explained / processed foods for / to avoid / . /
- know when / environmentally friendly project / to start our / Do you / ? /

5 Complete the sentences with **to-infinitive** of the verbs in the box. There are two extra verbs.

increase make improve play  
phone attend travel talk

- We can't decide whether ..... a presentation on renewable energy or not.
- Minh asked his teacher how ..... his public speaking skills.
- Could you show me who ..... to if I want to rewrite my assignment?
- It's not easy for him to learn how ..... golf.
- My brother is still at home because he hesitates about whether ..... his ex-girlfriend's graduation ceremony.
- My best friend always plans in advance where ..... during her summer break.

6 **USE IT!** Use the question words and the verbs in the box to write down five questions about a tourist attraction in Việt Nam.

get start do go contact eat buy  
wear visit bring

Do you know how to get to Lăng Gử flag tower in Hà Giang province?



Starter unit 7

## Rules:

- present simple
- present continuous
- present continuous

## Exercise 3

Elicit the time expression in the first sentence (*at the moment*). Elicit the correct verb form for this time expression (*present continuous*). Students complete the sentences with the correct verb forms. Check answers.

### ANSWERS

- 'm reading, 'm enjoying
- updates, change
- downloads
- are you listening
- don't usually spend
- are always playing

## Question words before to-infinitive

### Exercise 4

Students order the phrases to make meaningful sentences. Check answers.

### ANSWERS

- I will show Oanh where to get help.
- Could you tell me where to find a Vietnamese restaurant?
- YẾN asked me who to contact for technical support.
- My brother lent me a good book on how to learn a new language quickly.
- The doctor explained to me how to avoid processed foods for a healthy diet.
- Do you know when to start our environmentally friendly project?

### Exercise 5

Students read the sentences and complete them with **to-infinitive** of the verbs in the box. Remind the students that there are two extra verbs.

### ANSWERS

- to make
- to improve
- to talk
- to play
- to attend
- to travel

### Exercise 6 USE IT!

Read out the example question. With **weaker classes**, elicit some possible topics for sentences using the verbs in the box, e.g. *eat specialties, buy souvenirs, bring sweaters*, etc. Students write their questions, then compare them in pairs. Ask some students to read their questions to the class. With **stronger classes**, elicit answers from the questions.

### ANSWERS

Students' own answers.

## More practice

Workbook page 5

## Language focus • Present tenses • Question words before to-infinitive

### Aim

Talk about my everyday life.

### Warm-up

Ask students questions about their everyday life using different question words and the present tenses, e.g. *How often do you check your phone? When do you usually play games? What are some social media you are now using in your work or study?* Elicit answers, then write some of the questions on the board leaving out some of the words, e.g. *\_\_\_\_\_ often do you check your phone? When \_\_\_\_\_ you usually play games? What are some social media you \_\_\_\_\_ now using in your work or study?* Elicit the correct words to complete them.

## Present tense

### Exercise 1

Students complete the answers with the correct time expressions. Check answers and elicit which question in the survey each one answers (a 7, b 10, c 6).

### ANSWERS

- usually, at the moment
- never, now
- every week, always

### Exercise 2

Students match the rules with the examples in exercise 1 and then complete the rules with the correct tenses. Check answers. With **weaker classes**, read out the rules and elicit the answers to both tasks.

### ANSWERS

#### Matching task:

- I don't usually follow celebrities, I never reset my password, I write a blog every week
- at the moment I'm following, now I'm beginning
- my sister is always borrowing



# Vocabulary and Listening • Digital technology

## Aim

Learn vocabulary for digital technology and listen to a conversation about digital technology.

## THINK!

Read the questions with the class and give a few examples of technology or devices that make your life easier and why, e.g. *A mobile phone makes my life easier because I can talk to my friends easily. A computer makes my life easier because I can find information online.* In pairs, students think of more technology or devices that make life easier. Elicit answers from pairs, encouraging them to give reasons for their answers.

## ANSWERS

Students' own answers.

## Exercise 1

Students match eight of the words with the photos. They could work in pairs for this, and can use their dictionaries to help. You could do this as a race. Check answers, and check that students understand all the words in the box. Model pronunciation of words your students might find difficult, e.g. *HD TV, GPS.*

## ANSWERS

2 calculator 3 remote control  
4 VR headset 5 app 6 games console  
7 GPS 8 satellite TV

## Exercise 2 1.03 page 112

Explain to students that they are going to listen to a short conversation about some of the technology and devices in exercise 1. Play the audio. Students listen and note down the things the people mention. Allow students time to compare their answers in pairs and, if necessary, play the audio again for students to check and complete their answers. Check answers with the class.

## ANSWERS

HD TV, remote control, satellite TV, video calling, GPS, calculator, spellchecker, app

## Exercise 3 1.03 page 112

Allow students time to read through the sentences. With **stronger classes**, students could discuss in pairs whether they think they are true or false. Play the audio again. Students listen and decide whether the sentences are true or false. Check answers. With **weaker classes**, you could play the audio again as you check answers, pausing for students to hear each correct answer.



## VOCABULARY AND LISTENING • Digital technology

I can talk about technology and skills.

**THINK!** What technology makes your life easier? Which devices do you use every day?

### 1 Match eight words from the box with photos 1–8.

app calculator games console GPS HD TV remote control satellite TV  
spellchecker translator video calling VR headset wearable



### 2 1.03 Listen to a conversation. Which things from exercise 1 do the people mention?

### 3 1.03 Listen again and write true or false.

- Zoe's grandmother is watching an old TV.
- Zoe's grandmother really likes video calling.
- She thinks that people had more skills in the past.
- She didn't use a calculator when she was younger.
- Zoe knows how to make coffee.

### 4 USE IT! Work in pairs. Study the words in exercise 1. Ask and answer the questions.

- Which are necessities and which are luxuries?
- Which are the three most useful?
- Which are the three least useful?
- Which are the most and least expensive?
- Which do your grandparents use?



## 8 Starter unit

## ANSWERS

1 false 2 true 3 false 4 true  
5 true

## Exercise 4 USE IT!

Check that students understand *necessities* and *luxuries*. Students discuss the questions in pairs. Discuss as a class which are the three most useful technologies and why.

## ANSWERS

Students' own answers.

## Optional activity: Vocabulary

Say: *I can use this when I want to say something in another language.* Elicit the device (*a translator*). In pairs, students write clues for five of the words in exercise 1. Monitor and help while they are working. Ask students to close their books, then put pairs together into groups of four. They take turns to read their clues to each other and guess the devices. Ask who managed to guess all the words correctly.

## More practice

Workbook page 6



## LANGUAGE FOCUS • Question tags • *used to*

I can compare the past and present and check facts about people.

### Question tags

#### 1 Match 1–5 with question tags a–e.

- |                                   |              |
|-----------------------------------|--------------|
| 1 You really love golf,           | a did it?    |
| 2 The picture's great,            | b aren't we? |
| 3 That didn't exist,              | c don't you? |
| 4 We're very lucky,               | d do they?   |
| 5 People don't think so much now, | e isn't it?  |

#### 2 Write true or false for rules 1–4.

##### RULES

- We use question tags after a question form.
- We use the auxiliary verb *do* in all question tags.
- When a sentence is affirmative, we use a negative question tag.
- When a sentence is negative, we use an affirmative question tag.

#### 3 Complete the sentences.

- ..... an app for that, isn't there?
- ..... swim, can you?
- ..... use my laptop, did she?
- ..... got that new console, hasn't he?
- ..... buying his old console, aren't you?
- Your parents ..... watch TV, do they?

#### 4 Write question tags for sentences 1–5.

- We've got geography next lesson, .....
- You don't like her new film, .....?
- The new VR headsets are good, .....?
- Paul's got a 3D projector, .....?
- They went to the USA last year, .....?

### *used to*

#### 5 Study the examples and choose the correct options in rules 1–4.

TV didn't use to have colour pictures.  
Life used to be more difficult.  
Did people use to have more skills?

##### RULES

- We use *used to* + infinitive when we talk about a habit or state in the past which is **different / the same** now.
- After *used to* we use the **base / continuous** form of the verb.
- The negative form is ***didn't use to / used to***.
- The question form is ***Did* + subject + *use to / used to* + verb**.

#### 6 Complete the sentences and questions about life in the 1960s with the correct form of *used to* and the verbs in the box.

do exist have listen  
navigate wear write

In the 1960s, ...

- we ..... with real maps instead of GPS.
- people ..... to music on vinyl records.
- people ..... games consoles.
- satellite TV .....
- teenagers ..... different clothes.
- ..... people ..... letters instead of emails?
- what ..... teenagers ..... after school?

#### 7 USE IT! Write questions about your habits when you were younger. Use *used to* and the words in the box. Then ask and answer your questions with a partner.

eat spend have like play  
read speak watch

Did you use to watch cartoons after school?

No, I didn't.

Starter unit 9

## Language focus • Question tags; *used to*

### Aim

Compare the past and present and check facts about people.

### Warm-up

Write on the board: *It's an HD TV*. Ask: *How can you make that into a question?* Elicit the question form: *Is it an HD TV?* Write on the board: *It's an HD TV, .....?* Elicit the words to complete the question (*isn't it*) and add them to the board. Explain that this is a question tag and we use it to turn a statement into a question.

### Question tags

#### Exercise 1

In pairs, students match the statements with the question tags. Check answers.

##### ANSWERS

1 c 2 e 3 a 4 b 5 d

#### Exercise 2

Read out the first rule and elicit that it is false. Elicit the correct rule (we use *question tags after a statement form*). In pairs, students read the remaining rules and decide if they are true or false. Check answers with the class.

##### ANSWERS

1 false 2 false 3 true 4 true

### Language note

We often use question tags when we are asking a question to confirm something that we already know, e.g. *We've got an exam on Friday, haven't we?*

We use affirmative tags for negative sentences, and negative tags for affirmative sentences, e.g. *Your phone is new, isn't it?* *Your phone isn't new, is it?*

#### Exercise 3

Students complete the sentences with the correct words. With **stronger classes**, students could rewrite the affirmative sentences as negative, and the negative sentences as affirmative. Check answers.

##### ANSWERS

1 There's 2 You can't 3 She didn't use 4 He's 5 You're 6 don't

#### Exercise 4

Students write the question tags for the sentences. Check answers.

##### ANSWERS

1 haven't we 2 do you 3 aren't they 4 hasn't he 5 didn't they

### *used to*

#### Exercise 5

Read through the examples with the class, then read through the rules and elicit the correct words to complete them.

##### ANSWERS

1 different 2 base 3 use to 4 use to

### Language note

The form *used to* is the same for all persons, e.g. *I / you / he / they used to watch a lot of TV*.

The negative and question forms are *use to*, NOT *used to*, e.g. *We didn't use to watch TV*. NOT *We didn't used to watch TV*.

#### Exercise 6

Students complete the sentences with the correct form of the verbs and *used to*. Check answers.

##### ANSWERS

1 used to navigate 2 used to listen 3 didn't use to have 4 didn't use to exist 5 used to wear 6 Did, use to write 7 did, use to do

#### Exercise 7 USE IT!

Read out the example question. With **weaker classes**, elicit some possible topics for sentences using the verbs in the box, e.g. *eat chocolate, go to the cinema, have a mobile phone, like coffee*, etc. Students write their sentences, then compare them in pairs. Ask some students to read their sentences to the class.

##### ANSWERS

Students' own answers.

### More practice

Workbook page 7



## Unit summary

### Vocabulary

Memories: *belong to, come across, find, forget, get back, keep, leave, look back on, look forward to, recognise, remember, remind*

Describing objects: *brand new, common, damaged, fashionable, fragile, old-fashioned, popular, rare, tough, undamaged, unpopular, used, useful, useless, valuable, worthless*

### Language focus

Past perfect

Past narrative tenses

### Speaking

I can tell an anecdote with details about time, place and what happened.

### Writing

I can write a blog post describing a personal experience.

## Vocabulary • Memories

### Aim

Talk about memories.

### THINK!

Read the question with the class. Check that students understand *lost* and *found*. Give an example of something you have lost or found recently, then give a few examples of the kinds of things students might have lost or found, e.g. their phone, items of clothing, a wallet. Elicit other ideas from individual students. Alternatively, students discuss in pairs. Ask pairs to report back to the class.

### ANSWERS

Students' own answers.

### Exercise 1

Read out the internet posts with the class. Point out the blue words in the texts and remind students that they will need to look up the infinitive form of the verbs, not the past tenses. Students then read the posts and use their dictionaries to check the meaning of the blue words. With **stronger classes**, encourage students to guess the meaning from the context before they check in their dictionaries.

# 1 Then and now

## VOCABULARY • Memories

I can engage actively in a conversation.

Culture p90

Language Focus Reference p99

**THINK!** Think of five things that you have lost or found in the last ten years.

**1** Read the internet posts and check the meaning of the words in **blue**. Match photos A–E with the people who wrote the posts.

Amelie ☐ 6.28

When I was young, we went on holiday to Scotland and I **left** my teddy bear at a hotel. I **got him back** eventually, but the hotel had fifteen teddy bears in lost property, so I had to send a description of mine.

Erin ☐ 11.35

I **came across** this in a box of old photographs in our attic. I didn't **recognise** myself at first, and I don't **remember** this day because I was too young. But I think it's a cute photo, so I got it framed.

Nam ☐ 9.54

My dad took me to Đà Lạt Flower Festival, where I found this wristband. It was an amazing experience – I'll never **forget** seeing many famous singers and artists there! We're going again next December. I'm really **looking forward to** it!

Dean ☐ 7.22

I was upset when I lost this watch 'cos it **belonged to** my granddad. Luckily, I **found** it last week, behind a cupboard. It's really special because it **reminds** me of him.

Ichika ☐ 8.16

I got this when I was on holiday in Việt Nam. I don't normally **keep** souvenirs, but I love this one. I often **look back on** that trip – it was awesome.



10

Check that students understand all the words. Model pronunciation of words your students might find difficult, e.g. *remind*. Students then match the photos with the people in the posts.

### ANSWERS

A Dean B Ichika C Amelie D Erin  
E Nam

### Optional activity: Vocabulary

Write the infinitive form of the blue verbs and phrasal verbs on the board: *belong to, come across, find, forget, get back, keep, leave, look back on, look forward to, recognise, remember, remind*. Students work in pairs and write the past simple forms. They can find some past simple forms in the texts on page 10 and they can use their dictionaries to find the others.

Write the past simple forms on the board and elicit which verbs are regular and which are irregular. Elicit an example sentence of each verb.

### ANSWERS

**belonged to, came across, found, forgot, got back, kept, left, looked back on, looked forward to, recognised, remembered, reminded**  
Regular: *belong to, look back on, look forward to, recognise, remember, remind*  
Irregular: *come across, find, forget, get back, keep, leave*



C



D



E



## 2 Do a memory test. Cover the texts and answer the questions.

- 1 How many teddy bears were there at the hotel?
- 2 Who took Nam to the festival?
- 3 Where did Erin find the photo?
- 4 What belonged to Dean's grandad?
- 5 Where did Ichika get her souvenir?

## 3 1.04 Choose the correct options in the questionnaire. Then watch or listen. Which questions do you hear?

### ARE YOU SENTIMENTAL?

- 1 Do you **keep** / **belong to** souvenirs of places that you visit?
- 2 Do you spend more time **looking back on** / **finding** the past or **looking forward to** / **forgetting** the future?
- 3 Do you frame photos to **recognise** / **remind** you of special events?
- 4 What can you **remember** / **leave** about your last birthday?
- 5 If you're tidying your room and you **get back** / **come across** old toys, games or books, do you spend a long time looking at them?

### KEY PHRASES

#### Finding out more information

- |                 |                               |
|-----------------|-------------------------------|
| What about you? | What did you do?              |
| When was that?  | What's the story behind that? |
| Where was that? | Really? Why (not)?            |

## 4 **USE IT!** Work in pairs. Ask and answer the questions from the questionnaire. Use the key phrases to find out more information.

### Finished?

Write your own internet post about something you lost or found. What happened? How did you feel?

11

## Optional activity: Listening

Write the following questions on the board:

- 1 Who did Olivia go for a pizza with on her birthday?
- 2 Where did Rob get his shark's tooth?
- 3 What is Kaitlin dressed as in the photo?

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

### ANSWERS

- 1 her friends 2 in a shop when he was on holiday 3 a carrot

## Exercise 4 USE IT!

Allow students time to prepare their answers individually. Encourage them to think of examples to explain their answers. Put them into pairs to ask and answer their questions. Remind them to use the key phrases to ask for more information. Ask some students to tell the class something about their partner.

### ANSWERS

Students' own answers.

## Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their posts individually then compare in pairs. Ask some fast finishers to read their posts to the class. Ask other students if they have ever lost or found something similar.

## More practice

Workbook page 8

## Exercise 2

Ask students to cover the texts. They then read the questions and try to remember the answers. They could work in pairs for this and, for **stronger classes**, you could set a time limit to make it competitive. Check answers with the class and see who remembered the most answers correctly.

### ANSWERS

- 1 15 2 his dad 3 in a box of old photographs in her attic 4 a watch 5 in Việt Nam

## Optional activity: Vocabulary

Ask the following questions and elicit answers from individual students.

- 1 Have you ever left something on a bus or train? Did you get it back?
- 2 Do you have something that once belonged to a grandparent? What is it?
- 3 What toys have you kept from your childhood? Why?

## Exercise 3 1.04 page 112

Explain the meaning of *sentimental* (giving a lot of importance to your feelings, and things which remind you of the past). Students read the questions and choose the correct words. Check answers and check that students understand all the questions. Play the video or audio for students to note down the questions they hear. Check answers.

### ANSWERS

- 1 keep 2 looking back on, looking forward to 3 remind 4 remember 5 come across  
Students hear questions 1, 3 and 4.



## Reading • A fact file

### Aim

Understand factual information in a text.

### THINK!

Read out the question and elicit a few answers from individual students. Ask more questions if necessary to help students think of ideas, e.g. *What are the different types of private transport? What are the different types of public transport?*

### ANSWERS

Students' own answers.

### Exercise 1 1.05

Read out the title of the article and ask: *Is land transport necessary for Việt Nam's economic development?* then focus on the photos and ask: *What types of vehicles are popular in Việt Nam?* Elicit a few ideas. Pre-teach *common, efficient, city dweller, competitive* and *affordable*. Read out the question, then play the audio. Students read, listen and answer the questions. Check answers.

### ANSWERS

Three types of vehicles are mentioned. They are bicycles, motorbikes and cars.

### Exercise 2

Students read the text again and find out the adjectives that describe the forms of transport. Check answers.

### ANSWERS

modern, important, fast, efficient, modern-day, main, convenient, affordable

### Exercise 3

Students answer the questions and check their answers in the text. Check answers.

### ANSWERS

- 1 In the mid-20<sup>th</sup> century.
- 2 Because motorbikes were faster and more efficient.
- 3 The government was trying to invest in new infrastructure, like highways and railways.
- 4 They prefer cars and motorbikes.
- 5 Tech-based services are becoming more competitive.

## 1

### READING • A fact file

I can understand factual information in a text.

**THINK!** What are different types of vehicles that transport people and goods?

- 1 **1.05** Read and listen to the fact file. How many types of vehicles are mentioned? What are they?

- 2 Read the text again. Find out the adjectives that describe the forms of transport.

- 3 Answer the questions.

- 1 When were bicycles the important means of transport in Việt Nam?
- 2 Why did people ride motorbikes instead of bicycles?
- 3 What was the government trying to do during the 1990s?
- 4 What vehicles do city dwellers prefer?
- 5 What services are becoming more competitive?

- 4 **VOCABULARY PLUS** Match the phrasal verbs in blue with the following meanings.

- 1 being caused by *resulting from*
- 2 caused (things) to happen
- 3 go or travel
- 4 need the help of
- 5 spend money or time on

- 5 Complete the sentences with the correct forms of phrasal verbs in the text.

- 1 My grandmother is finding it harder to ..... these days.
- 2 The city plans to ..... its educational system this year.
- 3 Reducing speed limits has ..... fewer deaths on the roads.
- 4 Many people now ..... the internet for news.
- 5 His difficulty in walking ..... a childhood illness.

- 6 **USE IT!** Work in pairs. Discuss the questions. Then share your ideas with another pair.

- 1 How many different kinds of transport have you used?
- 2 Which transport do you prefer – air, road or water?
- 3 Have you got a smartphone app to call a taxi?
- 4 How do you travel to school every day?

### 12 Then and now

### Optional activity: Reading

Write the following definitions on the board or dictate them to the class:

- 1 in large amounts (paragraph 1)
- 2 take goods from one place to another (paragraph 2)
- 3 very suddenly and to a very great degree (paragraph 3)
- 4 greater in amount or number (paragraph 4)

Students find words in the text to match the definitions. Check answers.

### ANSWERS

- 1 heavily 2 transport
- 3 dramatically 4 increasing

### Exercise 4 VOCABULARY PLUS

Students find the phrasal verbs in the text. Check answers and write the phrasal verbs on the board. Focus on the phrasal verbs and elicit that phrasal verbs have two parts: verb and particle (preposition or adverb).

## Land transport in Việt Nam – then and now

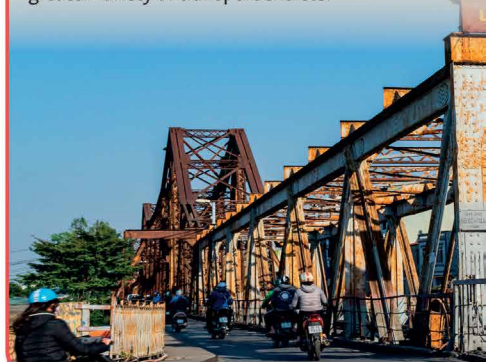
Over the years, there have been significant changes to land transport in Việt Nam. People used to **rely** heavily **on** bicycles, but modern forms of transport have replaced them.

### Bicycles

Had bicycles been an important means for many years before the advent of motorised vehicles? This was definitely true because they had played an essential role in Vietnamese daily life by the mid-20<sup>th</sup> century. Bicycles were used to **get around**, commute to work, transport goods to markets, and even to travel long distances. Streets full of bicycles made it a common sight.

### Motor vehicles

As the economy grew, there was a need for faster and more efficient transport. This **led to** the introduction of motorbikes due to their speed and convenience. The motor vehicles on the roads had not increased dramatically until the 1990s. At the time, the government was trying to **invest in** new infrastructure, like highways and railways. People then had a greater variety of transport choices.



### ANSWERS

- 2 led to 3 get around
- 4 rely on 5 invest in

### Exercise 5

Students complete the sentences using the correct forms of phrasal verbs in exercise 4. With **weaker classes**, elicit the verb forms that best fit in the blanks. Check answers.

### ANSWERS

- 1 get around 2 invest in 3 led to
- 4 rely on 5 results from

### Exercise 6 USE IT!

Students discuss the questions in pairs, then compare their ideas in groups of four. Discuss the answers with the class.

### ANSWERS

Students' own answers.

### More practice

Workbook page 12



## 1

## LANGUAGE FOCUS • Past perfect

I can talk about an action which was finished when another action happened.



## Modern-day vehicles

In recent years, the increasing number of cars **resulting from** economic development has been a new sign of social status. Cars, along with motorbikes, are one of the main vehicles for many city dwellers. In addition, tech-based services are becoming more competitive, providing people with a convenient and affordable way to move from one place to another.

## 1 Study these sentences from the text. Then choose the correct options to complete the rules.

- Had bicycles been an important means for many years before the advent of motorised vehicles?
- They had played an essential role in Vietnamese daily life by the mid-20<sup>th</sup> century.
- The motor vehicles on the roads had not increased dramatically until the 1990s.

## RULES

- The past perfect describes a past action or event that took place **before** / **after** another past action or event.
- We form the past perfect with **was** / **had** + a past participle.
- We use **not** or **never** to make **affirmative** / **negative** sentences.
- The question form is auxiliary verb + subject + **infinitive** / **past participle**.

## 2 Choose the correct options.

- After Tom read / **had read** the email, he turned off / **had turned off** his computer.
- Did Jane learn / **Had Jane learnt** to read and write before she started / **had started** school?
- We **didn't have** / **hadn't had** a foreign holiday until last summer.
- We **were** / **had been** tired because we played / **had played** football all afternoon.
- I **visited** / **had visited** five cities in southern Việt Nam by 2001.

## 3 Complete the sentences with the past perfect form of the verbs in brackets.

- They ..... (never / play) football until last week.
- ..... (you / buy) a ticket before you arrived at the station?
- I was sad because she ..... (forget) my birthday.
- ..... (he / leave) the house when you called?
- The children ..... (not / do) their homework, so they were in trouble.

## 4 USE IT! Work in pairs. Take turns to say what you think had happened before each situation.

- Peter apologised to his brother.  
*Perhaps they had had an argument.*
- Anna didn't go to the cinema with her friends.
- When Sally met her father at the station, she didn't recognise him.
- George was late for school on Tuesday.
- Ben and Helen were very excited.

## Finished?

Imagine you were late for school because you had gone on foot instead of by bicycle. Write sentences about what happened to you using the past perfect.

Then and now 13

## Language focus • Past perfect

## Aim

Talk about an action which was finished when another action happened.

## Warm-up

Ask: Can you remember when bicycles were the important means of transport in Việt Nam? When did motor vehicles increase dramatically? Elicit some ideas.

## Exercise 1

Students study the sentences and choose the correct options to complete the rules. With **weaker classes**, students could work in pairs for this. Check answers with the class.

## ANSWERS

- 1 before 2 had 3 negative 4 past participle

## Language note

We use the past perfect when we mention something that happened earlier, before another action: *I was happy because I had won.* We use the past simple, NOT the past perfect, if we mention a single event in the past: *I won a competition yesterday, NOT I had won a competition yesterday.*

## Exercise 2

Students choose the correct verb forms to complete the sentences. Check answers with the class and use the answers to reinforce the rules for using the past perfect.

## ANSWERS

- 1 had read, turned off 2 Had Jane learned, started 3 hadn't had 4 were, had played 5 had visited

## Exercise 3

Students complete the sentences with the correct past perfect forms. Check answers

with the class, and use the answers to reinforce the rules about the form of the past perfect.

## ANSWERS

- 1 had never played 2 Had you bought 3 had forgotten 4 Had he left 5 hadn't done

## Exercise 4 USE IT!

Read out the first situation and ask: *Why did he apologise? What had happened before?* Elicit a few possible answers. Students then discuss the situations and write sentences about what had happened in each one. Encourage them to use both affirmative and negative forms of the past perfect. With **stronger classes**, students could think of one more situation and then write a sentence about what had happened.

Discuss each situation in turn and elicit students' ideas. Discuss as a class which explanation is the most likely, and which is the most imaginative!

## ANSWERS

Students' own answers.

## Optional activity: Language

Ask students individually to write two more situations like the ones in exercise 4. Tell them they should also include what had happened before, e.g. *Sam was upset. He had lost his phone.* Students then work in pairs. They take turns to read out each situation, e.g. *Sam was upset.* They then have to mime the second part to get their partner to say what had happened before (*He had lost his phone*). See who manages to prompt their partner to give the correct reasons!

## Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class. Ask other students to identify the past perfect forms.

## More practice

Workbook page 9



# Vocabulary and listening • Describing objects

## Aim

Learn vocabulary for describing objects and listen to people talking about time capsules.

## THINK!

Read out the question and explain the meaning of *time capsule* (a container with objects that are typical of the present, left for people in the future). Elicit some things that people might put into a time capsule, e.g. *phones or games that are popular now, photos of important people, etc.*

## ANSWERS

Students' own answers.

## Exercise 1

Read adjectives 1–7 with the class and elicit or teach the meanings. Students read the text and match the blue adjectives with their opposites. Check answers, and check students understand all the adjectives. Model pronunciation of difficult words, e.g. *fragile, rare, valuable, tough*.

## ANSWERS

1 popular 2 valuable 3 fashionable  
4 damaged 5 common 6 brand new  
7 useful

## Exercise 2 1.06 PRONUNCIATION: Stress in adjectives

Check that students understand *syllable*. Say a few words, emphasizing the stressed syllable, e.g. *holiday, television*. Explain that in English the main stress falls on different syllables in different words. Play the audio, pausing for students to repeat. Students then copy the table and complete it with the correct adjectives. Play the audio again for students to check their answers.

## ANSWERS

o: rare, tough  
oo: damaged, fragile, useful  
ooo: undamaged, valuable  
oooo: fashionable, unpopular

## Exercise 3 1.07 page 112

Read out the study strategy. Make sure students understand that they should listen to hear the context of the conversation. Students read the three contexts. Play the audio for them to listen and choose the correct context. Check answers, and discuss what clues helped them to guess the context.

## ANSWER

c

## Exercise 4 1.08 page 112

Allow students time to read through the sentences. Check they understand *crypt*

## 1 VOCABULARY AND LISTENING • Describing objects

I can identify the context of a dialogue.

THINK! What kind of things do people put into time capsules?

### 1 Read the text and match the words in blue with their opposites (1–7).

fragile – tough

- |                 |           |
|-----------------|-----------|
| 1 unpopular     | 5 rare    |
| 2 worthless     | 6 used    |
| 3 old-fashioned | 7 useless |
| 4 undamaged     |           |

### 2 1.06 PRONUNCIATION: Stress in adjectives Listen and repeat. How many syllables are there in each adjective? Copy and complete the table with the adjectives.

COMMON damaged fashionable  
fragile rare tough undamaged  
unpopular useful valuable

|   |        |     |      |
|---|--------|-----|------|
| o | oo     | ooo | oooo |
|   | COMMON |     |      |

### 3 1.07 Listen to the beginning of a podcast. What is it about?

- a a drama about the discovery of a time capsule  
b a show about how to make a time capsule  
c a documentary about different time capsules that have been found

## STUDY STRATEGY

### Identifying the context

When you listen, try to identify the context and the situation. This will help you understand the details more easily.

### 4 1.08 Now listen to the whole podcast. Write true or false and correct the false statements.

- 1 Workers opened the Boston capsule. ....  
2 The historic documents and rare coins were almost undamaged. ....  
3 A university president found the Crypt of Civilisation in the 1930s. ....  
4 The opening date for the crypt is soon. ....  
5 People put rare objects into the crypt. ....

### 5 USE IT! Think of things which people sell. Write adverts for objects and put them on your classroom wall.

## How to ... make a time capsule

- Use a metal or **tough** plastic container. Otherwise objects can become **damaged**.
- Think of a few objects which are **fashionable** right now.
- You don't need to put **brand new** objects into your capsule, or your **valuable** collection of action figures. **Common** objects show people what normal life was like.
- Put some newspaper stories about important events into your capsule.
- Put some clips from **popular** films, TV programmes and songs on a memory stick.
- Include a personal message. It will be **useful** for people to know who you were.



The Crypt of Civilisation



The Boston time capsule

Earrings for sale – old-fashioned but cool! 149,000 VND  
Lego – 10 vehicles for sale. Will accept offers over 369,000 VND.

## 14 Then and now

and *waterproof*. Play the audio again. Students listen to decide whether the sentences are true or false and correct the false sentences. Check answers.

## ANSWERS

- 1 false (Experts opened it.)  
2 true  
3 false (A university president had the idea for the crypt in the 1930s. / They finished building the crypt in 1940.)  
4 false (It's in 8113.)  
5 false (They put ordinary objects into it.)

## Optional activity: Vocabulary

Write on the board:

Can you think of something that is:

- 1 fragile but useful?  
2 tough and fashionable?  
3 unpopular and worthless?  
4 rare and valuable?

In pairs, students think of an object to match each description. Pairs then work

together in groups of four. They say their objects to each other. The other pair guesses which description each object matches.

## Exercise 5 USE IT!

Read through the advert with the class. Check that students understand *Will accept offers over ...*. Students work in pairs to write adverts for objects to sell. Pin the adverts around the classroom and allow students time to walk around and read them. Ask: *Which objects would you like to buy? Why?*

## ANSWERS

Students' own answers.

## More practice

Workbook page 10



## 1 LANGUAGE FOCUS • Past narrative tenses

I can tell a story using different narrative tenses.

- 1 Match rules 1–3 with the examples of tenses a–c. Then find more examples of these tenses in the text on pages 12–13.

- a **past continuous**  
Some workers **were repairing** the building.  
b **past simple**  
Some experts **opened** the box.  
c **past perfect**  
Water **had destroyed** the documents a long time before they opened the box.

### RULES

- This tense describes a finished action.
- This tense describes an action in progress in the past.
- This tense describes an action which was finished when another action happened.

- 2 Look again at examples a–c in exercise 1. Answer the questions.

- Which word is a regular past simple form?
- Which word is a past participle?
- Which word is a past form of *be*?
- How do we form the past continuous?
- How do we form the past perfect?

- 3 Read the story and choose the correct verb forms. Explain your answers.

## A true story

A long time ago in Sweden, there was a sailor called Ake Viking. He worked on a boat, but because of his work, he didn't meet many people. He **'hadn't had / wasn't having** a girlfriend for a long time. One day he **'was feeling / had felt** lonely and romantic, so he **'decided / was deciding** to write a letter. He addressed it to 'someone beautiful and far away', then he **'put / was putting** the letter into a bottle and he **'threw / had thrown** it in the sea.

One day a fisherman in Italy **'emptied / was emptying** his net when he found the bottle and the message. He **'gave / was giving** it to his daughter Paolina, and she **'started / had started** writing to Ake. Three years after Ake **'had written / was writing** the letter, he finally travelled to Sicily and **'married / had married** his true love.

- 4 Complete the sentences using the verbs in brackets. Include a past simple form and a past perfect form in each sentence.

- I ..... (remember) that I ..... (see) her somewhere before.
- We ..... (be) late because we ..... (forget) the tickets.
- We ..... (not meet) before I ..... (see) her at the party.
- After we ..... (have) breakfast, we ..... (go) for a walk.
- When we ..... (arrive) at the station, we were late and the train ..... (leave).

- 5 Complete the questions with the correct verb forms. Then ask and answer the questions with a partner.

- What ..... you doing at this time yesterday?
- ..... you do anything interesting last weekend?
- When ..... you last ..... to the cinema?
- ..... you studied much English before you ..... to this school?
- Who ..... talking to you before you came into this class?

- 6 USE IT! Work in pairs. Invent a 'cooperative story'. Take turns to say sentences. Listen to your partner and continue their ideas.

One day I was walking in a wood with a friend.

It was dark and we were feeling a bit scared.

Suddenly, I saw ...

### Finished?

Think about a film with a happy or surprising ending. Write the story, using past narrative tenses. Read it to your classmates. Can they guess the film?

Then and now 15

## Language focus • Past narrative tenses

### Aim

Tell a story using different narrative tenses.

### Warm-up

Ask: *What can you remember about the Boston Time Capsule?* Elicit some ideas and ask more questions if necessary, e.g. *Who found it? What was in it?* Explain that the story about finding the Boston Time Capsule is a narrative. Ask: *What tenses do we usually use in a narrative?* Elicit a few ideas and tell students they are going to study narrative tenses now.

### Exercise 1

Students read the rules and match them with the examples of tenses. With **weaker classes**, read through the rules with the class and elicit which tense matches each rule. Refer students back

to pages 12 and 13 and ask them to find more examples of the tenses. Elicit the examples from the texts, asking students to identify the tenses in the examples.

### ANSWERS

1 b 2 a 3 c

### Language note

We use the past simple for the main events in the story: *I left home and walked to the park.* We use the past continuous for actions in progress during the main events: *The sun was shining, and I was feeling happy.* We use the past perfect for actions that happened earlier: *I had arranged to meet my friends.*

### Exercise 2

Students look at the examples in exercise 1 again and answer the questions. With **weaker classes**, do this with the whole class. Check answers.

### ANSWERS

1 opened 2 destroyed 3 were  
4 was / were + verb + -ing 5 had + past participle

### Exercise 3

Students choose the correct verb forms to complete the story. Check answers. Elicit why each verb form is correct, referring back to the rules if necessary.

### ANSWERS

1 hadn't had 2 was feeling  
3 decided 4 put 5 threw 6 was emptying 7 gave 8 started 9 had written 10 married

### Exercise 4

Read out the first sentence and elicit the correct verb forms as an example. With **weaker classes**, read out each gapped sentence in turn and elicit which action happened first. Students write the sentences using the past simple and past perfect. Check answers with the class.

### ANSWERS

1 remembered, had seen 2 were, had forgotten 3 hadn't met, saw  
4 had had, went 5 arrived, had left

### Exercise 5

Students complete the questions with the correct verb forms. Check answers. With **stronger classes**, students could write one more question using past narrative tenses. Students then ask and answer the questions in pairs. Ask students to tell the class something they learned about their partner.

### ANSWERS

1 were 2 Did 3 did, go  
4 Had, came 5 was  
Students' own answers.

### Exercise 6 USE IT!

Brainstorm some story beginnings, e.g. *One day I was walking home from school ... One day I was at the cinema with some friends ...* Students work in their pairs to create their story. Ask some pairs to tell the class their story. If the story is not finished yet, other students could suggest an ending.

### ANSWERS

Students' own answers.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students write their stories individually. Ask some students to read their stories to the class. See if other students can guess the films.

### More practice

Workbook page 11



# Speaking • Telling an anecdote

## Aim

Tell an anecdote with details about time, place and what happened.

## THINK!

Read the question with the whole class and elicit some answers. If students are struggling for ideas, ask more questions to start them thinking, e.g. *What about your first day at school? What about a holiday when you were young? What about a birthday party?*

## ANSWERS

Students' own answers.

## Exercise 1

Students read the sentences and decide which three sentences describe the boy's experiences. Check answers. Ask: *Do you have any similar memories?*

## ANSWERS

a, b, d

## Exercise 2 1.09 page 113

Read out the question, then play the video or audio. Students watch or listen and decide what happened to Theo. Check the answer.

## ANSWER

He fell off his new bike.

## Exercise 3 1.09 page 113

Read out the information about telling an anecdote, then read through the key phrases with the class and check that students understand them all. Play the video or audio again and ask students to watch or listen and complete the key phrases with the correct words. Check answers with the class.

## ANSWERS

- 1 got my first bicycle
- 2 my tenth birthday
- 3 really excited
- 4 great

## Optional activity: Key phrases

Play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

## ANSWERS

Students' own answers.

## 1 SPEAKING • Telling an anecdote

I can tell an anecdote with details about time, place and what happened.

**THINK!** What are your earliest memories of when you were young?



- 1 Look at the photos and read sentences a–d. Which three sentences describe the experience of the boy in the photos? Compare your ideas in pairs.

- a When I got home, I saw a beautiful brand new bike in the living room.
- b The first thing I did was to go outside and try out my new bike.
- c We were swimming in the sea when I realised that I'd lost my watch.
- d There I was, all dirty and crying, and my brand new bike was damaged.

- 2 Watch or listen to Theo's anecdote and check your answers to exercise 1. What happened to Theo?

- 3 When we tell an anecdote, we need to give details that help the other person understand (time, place, people and events). Watch or listen again. Complete 1–4 in the Key Phrases.

## KEY PHRASES

### Telling an anecdote

Have I told you about the time I <sup>1</sup> ..... ?  
It was the day of <sup>2</sup> .....  
I remember feeling <sup>3</sup> .....  
And that's it!  
All in all, it was / wasn't a/an <sup>4</sup> .....  
experience.  
Luckily / Thankfully / Sadly, ...



- 4 USE IT! Work in pairs. Follow the steps in the Speaking Guide.

## SPEAKING GUIDE

### A TASK

Read the *Tell me about ...* topics. Choose one of the topics. Then tell your partner about your experience.

### Tell me about ...

- a childhood birthday that you clearly remember.
- a holiday that you remember really well.
- the first time that you came to this school.
- a time that you got lost.
- an interesting place or object that you found.

### B THINK AND PLAN

- 1 Think about what you're going to say. Make notes about these things:

- time
- place
- people
- events – background and actions
- feelings

- 2 Decide which key phrases you want to use.

### C SPEAK

Practise your anecdote and then tell it to a friend. Try to memorise your story.

### D CHECK

Record yourself telling your anecdote. Then watch or listen back. What can you improve?

## 16 Then and now

## Optional activity: Key phrases

With books closed, write these sentences on the board:

- 1 I remember feel very happy.
- 2 Lucky, everyone was safe.
- 3 All for all, it was a great day.

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

## ANSWERS

- 1 I remember feeling very happy.
- 2 Luckily, everyone was safe.
- 3 All in all, it was a great day.

## Exercise 4 USE IT!

Explain that students are going to tell an anecdote from when they were younger, and they are going to record themselves. If this is not possible in class, they can listen to each other in pairs, rather than listening to their recording.

Read the task and the topics with the class and make sure students understand

everything. Students plan their anecdote and make notes. Remind them to use the key phrases to make their anecdote interesting.

Allow students time to memorise their anecdotes and practise telling them in pairs. They then record their anecdotes, using their phones. Alternatively, they could work in pairs and take turns to speak. Their partner listens and gives feedback. Encourage students to listen to their recording or their partner's feedback and decide what they can improve. They can then practise telling it again.

## ANSWERS

Students' own answers.



## 1

## WRITING • A blog post

I can write a blog post describing a personal experience.

**THINK!** What are the best and worst experiences you've had on holiday?

- 1 Read Mary's blog post. Was this a good, bad or mixed experience for her? Why?

## An eventful day

We had a great camping holiday in Germany last week, but there were some ups and downs! Tuesday was definitely the biggest adventure.

It all started at about seven in the morning, when my dad decided that we should go to a theme park.

While we were still waking up, he started packing the car for a day out, including food for a picnic.

The moment that we left the campsite, it started raining, and

by the time we arrived at the theme park two hours later, it was terrible. We couldn't even walk to the entrance. So we stayed in the car and ate our sandwiches. Meanwhile, my baby brother started crying because we had forgotten his teddy. Perfect! After that, we drove straight back to the campsite again.

When we finally got back there, we'd been in the car for five hours. Amazingly, just as we were getting out of the car, the rain

stopped. So we went for a swim in the lake and played some football with the other kids at the campsite. Afterwards we had a barbecue, and we stayed outside chatting until one in the morning, so it was all OK in the end.



- 2 Read the text again and answer the questions.

- Who had the idea to go to a theme park?
- Why didn't they go into the theme park?
- What were they doing when the rain stopped?

## Language point: Time connectors

- 3 Check the meaning of the words in blue in Mary's blog post. Then choose the correct options in 1–5.

- We went shopping and afterwards / meanwhile I went to a café.
- I stayed in the café just as / until it closed.
- By the time / Finally we arrived home, I was really tired.
- We had made some sandwiches while / before we left home.
- In the end / The moment that we said goodbye, I felt sad.

## KEY PHRASES

## Describing an eventful day

It all started at / when ...  
The moment that ...  
By the time ...  
Meanwhile, ...  
When we finally ...  
Amazingly, ...  
In the end, ...

- 4 **USE IT!** Follow the steps in the Writing Guide.

## WRITING GUIDE

## A TASK

Write a blog post (100–120 words) about a good or bad experience which you had on holiday.

## B THINK AND PLAN

Copy and complete the ideas map with notes about your story.



## C WRITE

Paragraph 1: Set the scene. What had happened before the main action started?  
Paragraph 2: What were the main events and what was happening in the background?  
Paragraph 3: What happened at the end? How did everyone feel?

## D CHECK

- variety of verb tenses
- time connectors

Then and now 17

## ANSWERS

- 1 afterwards 2 until 3 By the time  
4 before 5 The moment that

## Optional activity: Writing

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

- Max called me \_\_\_ as I was leaving.
- I recognised him the \_\_\_ that I saw him.
- By the \_\_\_ we got home, it was dark.
- \_\_\_ the end, everyone enjoyed the day.

Students complete the sentences with the correct words. With **weaker classes**, students can work in pairs for this. Check answers.

## ANSWERS

- 1 just 2 moment 3 time 4 In

## Exercise 4 USE IT!

Read the task with the class, and explain that students should try to tell their story in a clear and interesting way.

Students read through part B and make notes. They then write their story. This can be set for homework. Remind them to use some of the time connectors in the key phrases box. Students then check their writing using the checklist. Remind them also to check their grammar and spelling carefully.

## ANSWERS

Students' own answers.

## More practice

Workbook page 13

## Writing • A blog post

## Aim

Write a blog post describing a personal experience.

## THINK!

Read out the question and elicit a range of answers from individual students. Encourage them to give reasons for their answers. If students are struggling for ideas, ask more questions to prompt them, e.g. *Was the weather bad? Did you have an accident? Did the car break down? Were you ill?*

## ANSWERS

Students' own answers.

## Exercise 1

Students read the blog post and answer the question. Check the answer and encourage students to give reasons for their answers, saying what was good and what was bad about the experience.

## ANSWER

It was a mixed experience. Because there were some ups and downs.

## Exercise 2

Students read the text again and answer the questions. Check answers.

## ANSWERS

- Mary's dad
- because it was raining
- getting out of the car

## Exercise 3 Language point: Time connectors

Read through the key phrases with the class and explain that they are all time connectors, because they tell us when things happened. Students look at the blog post again and use their dictionaries to check the meaning of the blue words. Check answers with the class, and make sure that students understand all the words. Students then choose the correct words to complete the sentences. Check answers with the class.



## Unit summary

### Vocabulary

Making decisions: *avoid, commit, consider, not bother, drop out, get on with (something), hesitate, keep your options open, make up your mind, think twice, put off, rush into, stick with (a decision), take your time, try out*

Personal development: *get a lot out of, get in touch with, get into, get involved with, get ready, get the chance, get to know, get together with, get used to*

### Language focus

Present perfect: simple and continuous; *for* and *since*

Present perfect vs past simple; adverbial clauses and phrases of concession

### Speaking

I can talk about decisions.

### Writing

I can present the results of a survey and contrast people's opinions.

## Vocabulary • Making decisions

### Aim

Talk about making decisions.

### THINK!

Read out the question and give one or two examples of decisions you have made recently, e.g. *whether to buy a new car*. Elicit or give some examples of decisions students might make, e.g. *choosing a new phone, deciding how to celebrate a birthday, deciding which subjects to focus on at school*.

Allow students time to think about the last three decisions they made, then put them into pairs to tell their partner about them. Ask some students to tell the class about one of their decisions. Discuss as a class which decisions are easy to make, and which are difficult.

### ANSWERS

Students' own answers.

### Exercise 1

Focus on the questionnaire and elicit or explain that *choice* is the noun related to the verb *choose*.

# 2 Lifestyles

VOCABULARY • Making decisions  
I can talk about my ability to make decisions.

**THINK!** What are the last three decisions you made?

- Check the meaning of the words and phrases in **blue** in the questionnaire. Match eight of the words and phrases with definitions 1–8.
  - say yes to something
  - not make an effort to do something
  - postpone something
  - decide something too quickly
  - decide
  - not hurry
  - not change
  - choose not to participate
- Do the questionnaire with a partner. Then check your answers with the key.
- 1.10** Watch or listen to three people discussing their results from the questionnaire. Match 1–3 with a–c.
 
  - Joelle    a is very decisive.
  - Olivia    b doesn't enjoy making decisions.
  - Theo    c puts things off.

**KEY PHRASES**

Talking about strengths and weaknesses

How good are you at ... ?  
 I'm pretty good at ...  
 I'm someone who ...  
 I'm no good at (that).  
 ... is / isn't something I enjoy.

- USE IT!** Work in groups. Talk about your results from the questionnaire. Say how decisive you are and give examples. Use the key phrases.

**Finished?**

Write three tips to help people become more decisive. Use words and phrases from the questionnaire. Share your tips with the class. Which are the best ones?

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Point out that some of the blue words in the questionnaire are phrasal verbs, e.g. *stick with, put off*, and some are phrases, e.g. *take my time, keep your options open*. Explain that when they are looking up phrases in a dictionary, they may need to look under more than one word, e.g. *change your mind* might be under *change* or *mind*. Students then read the questionnaire and use their dictionaries to check the meaning of the blue words and phrases.

Go through the words and phrases with the class, and check that students understand them all. Students then match eight of the words and phrases with the definitions. Check answers with the class.

### ANSWERS

1 commit 2 don't bother 3 put off 4 rush into 5 make up my mind 6 take my time 7 stick with 8 drop out

### Optional activity: Vocabulary

Allow students one or two minutes to read the questionnaire again and memorise the vocabulary. With books closed, write the following words on the board:

*drop out, get on, make up, options, put off, rush, stick, time, twice*

Divide the class into teams. Teams take turns to choose a word from the board and make a correct sentence about making a choice, using the word in the correct phrase. If their sentence is correct, give them a point and cross the word off the board. If their sentence is not correct, don't correct it, but leave it on the board and move on to the next team. Continue until all the words are crossed off. See which team has the most points.



# Questionnaire: *Your choice*



**1 You're in a restaurant with your family. Is it easy to decide what to eat?**

- a I usually decide fairly quickly and then I **stick with** my decision.
- b I **think twice** before I say what I want. It's difficult because I like to **try out** lots of things.
- c I wait to see what other people have chosen and then copy them.



**2 You're at a swimming pool or the seaside. How do you get into the water?**

- a I go for it! Run or jump straight in. Why wait?!
- b I usually **hesitate**. I prefer to **take my time** and go in slowly.
- c I never jump into water. Sometimes I **don't bother** getting in.



**3 You're buying a present for your best friend's birthday. How long do you spend thinking about what to get?**

- a Not long. I **make up my mind** quickly. I know exactly what to get.
- b It takes me a while to choose things because I like to **consider** all the options first.
- c I will do anything to **avoid** choosing things in shops.



**4 You've got homework which you don't need to hand in until next week. When do you do it?**

- a I **get on with** it as soon as possible.
- b I **put off** doing it until the last possible moment.
- c I'll do a little bit each day until it's done.



**5 Your friend sends you a message to invite you to a party next month.**

- a I say 'yes' straight away. If I realise I can't go for some reason, I can always **drop out** later.
- b Before I **commit**, I'll check my diary and make sure I'm available. I don't like to **rush into** anything.
- c I'll say 'thanks for the invite', but won't decide until the day of the party. I like to **keep my options open**.



**Key:**  
Mostly a answers: It seems like you're a very decisive person. That's great! Make sure you don't rush into things too quickly without considering your options, though.  
Mostly b answers: Frankly, you're a bit indecisive. That's not always a bad thing, though. At least you aren't rushing into things.  
Mostly c answers: You're neither decisive nor indecisive. In fact, you prefer to avoid decisions. Sometimes we have to choose, though, so try practising.

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## Exercise 2

Students do the questionnaire in pairs, then read the key. Ask individual students if they agree with the analysis. Encourage them to give reasons for their answers.

### ANSWERS

Students' own answers.

## Exercise 3 1.10 page 113

Explain to students that they will watch or listen to three people talking about the results of the questionnaire. Allow students time to read the names and possible answers. Play the video or audio for students to watch or listen and match the people to the descriptions. Check answers with the class. With **weaker classes**, play the video or audio a second time to check the answers. Pause after each speaker and elicit which description matches each person and why.

### ANSWERS

1 c 2 a 3 b

### Optional activity: Listening

Write on the board:

Who ...

- 1 can't make up their mind what to buy?
- 2 likes to keep their options open about arrangements with friends?
- 3 likes ticking things off their list?

Students work in pairs and answer the questions from memory. Play the video or audio again, if necessary, for students to check their answers. Check answers with the class.

### ANSWERS

1 Theo 2 Joelle 3 Olivia

## Exercise 4 USE IT!

Allow students time to prepare their answers individually. Remind them to think of examples to explain their answers. Students then discuss in groups how decisive they are. Remind them to use the key phrases. Ask some groups to tell the class who in their group is the most and least decisive and why.

### ANSWERS

Students' own answers.

## Finished?

Refer **fast finishers** to the *Finished?* activity. Students can write their tips individually, then compare in pairs. Ask some fast finishers to read their tips to the class. Ask other students which tips they think are the best and why.

### More practice

Workbook page 14



## Reading • An online article

### Aim

Predict the ideas in a text by looking at the title and images.

### THINK!

Give some examples of things you own but don't really need, e.g. *clothes, ornaments*, etc. Students make a list of three things they own but don't need, then compare their ideas in pairs. Ask some pairs which things on their lists were similar. Brainstorm more ideas as a class and build up a list on the board, to show students the number of things most people now own but don't need.

### ANSWERS

Students' own answers.

### Exercise 1

Read out the study strategy. Focus on the title, headings and photos in the article. Read out the questions and elicit a few answers. Explain to students that if they take a little time to look at the pictures with a text, and read the title and headings, they can get a good idea of what the text is about before they read.

### ANSWERS

Students' own answers.

### Exercise 2 1.11

Students read the article and match two sentences with the gaps. Play the audio for students to listen and check their answers. Check answers with the class.

### ANSWERS

1 d 2 b

### Exercise 3

Students read the article again and answer the questions. Check answers.

### ANSWERS

- 1 Because she was shocked that people are so wasteful.
- 2 Her blog gives advice and ideas for people who want to reduce their impact on the environment.
- 3 They both live without money.
- 4 Daniel moves around to find food and shelter. Mark doesn't travel around. He lives in one place.

2

## READING • An online article

I can predict the ideas in a text by looking at the title and images.

**THINK!** Name three things you own which you don't really need.

### STUDY STRATEGY

#### Predicting content

Before you read, look at the title and the pictures. This will help you understand the content of the text.

- 1 Look at the title, headings and photos in the article on this page. What is different about these people's lifestyles? Why do you think they decided to live this way?

- 2 1.11 Read the article. Match two sentences from a–d with gaps 1–2 in the text. Then listen and check.

- a They didn't spend much time online.
- b He hasn't bought food for a long time.
- c More and more people are training to become chefs.
- d She never uses plastic cups, bags or bottles, for example.

- 3 Read the text again and answer the questions.

- 1 Why did Lauren change her lifestyle?
- 2 How does Lauren help other people live without waste?
- 3 What have Mark Boyle and Daniel Suelo got in common?
- 4 How are their lifestyles different?

- 4 **VOCABULARY PLUS** Find words 1–4 in the text. Which suffix do we use when something has a quality? Which suffix indicates that something lacks a quality?

- 1 moneyless
- 2 useful
- 3 homeless
- 4 wasteful

- 5 Complete the sentences. Use the words in the box and the suffixes *-ful* or *-less*.

care fear harm taste thought use

Wash hands after use. This product contains harmful chemicals.

- 1 Be ..... when you're cycling. This road is dangerous.

### 20 Lifestyles

### Optional activity: Reading

Write the following sentences on the board or dictate them to the class:

- 1 Lauren became interested in the environment after her degree.
- 2 She buys toothpaste with very little packaging.
- 3 Daniel stopped using money in 2000.
- 4 Mark lives in a caravan in the forest.

Students read the sentences and decide whether they are true or false, then check their answers in the article. Check answers.

### ANSWERS

1 false 2 false 3 true 4 false

### Exercise 4 VOCABULARY PLUS

Elicit that we can form adjectives from nouns and verbs by adding the suffixes *-ful* and *-less*. Students find the adjectives in the text and answer the questions. Check answers with the class. With **stronger**

## Alternative lives

People who have chosen to live differently

### Living without waste

Lauren Singer has always been interested in the environment. After finishing her degree in environmental studies, she made up her mind to live a 'zero-waste' lifestyle because she was shocked that people are so wasteful. Since then, she hasn't used any 'disposable' products. '.....' She either reuses containers or buys products without packaging. She even makes her own toothpaste. She has managed to reduce her waste so much that two years of her rubbish filled only one 500 gram jar! Lauren has been blogging about her lifestyle for the last few years and her blog gives useful advice and ideas for people who want to reduce their impact on the environment.



- 2 Thanks for the beautiful present. That was very ..... of you.
- 3 We need to add more salt to the pasta. It's really .....
- 4 This calculator is old and broken. I'm afraid it's .....
- 5 Jennie isn't scared of anything. She's totally .....

- 6 **USE IT!** Work in pairs. Ask and answer the questions.

- 1 What do you think of the people in the text?
- 2 Would you like to try any of their lifestyles? Why / Why not?
- 3 Do you think that we really need technology and money?

classes, students could write some example sentences using the adjectives.

### ANSWERS

*-ful* indicates that something has a quality, *-less* indicates that something lacks a quality

### Exercise 5

Students complete the sentences using adjectives formed from the words. Check answers.

### ANSWERS

1 careful 2 thoughtful 3 tasteless  
4 useless 5 fearless

### Exercise 6 USE IT!

Students discuss the questions in pairs. Discuss their ideas with the class.

### ANSWERS

Students' own answers.

### More practice

Workbook page 18



## 2 LANGUAGE FOCUS • Present perfect: simple and continuous • *for* and *since*

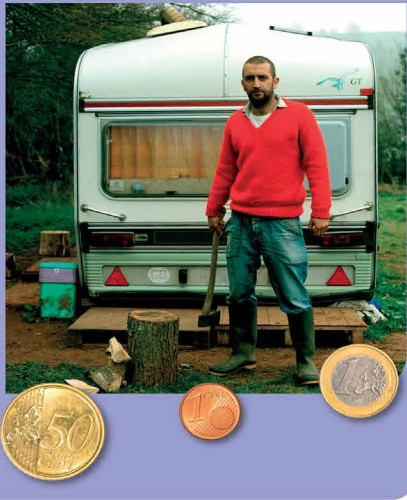
I can talk about experiences in my life and their duration.



### Living without money

Daniel Suelo is a modern nomad – he's moneyless and homeless, so he moves around to find food and shelter. He sometimes looks after people's houses for two or three weeks, but usually he lives in the caves of Utah, in the USA. When he was younger he worked as a cook, but he dropped out of society and hasn't used money since 2000. He says he's happier since he made his decision.

Mark Boyle is another moneyless man – he hasn't used money since 2008. Mark lives in a caravan in a field and grows his own vegetables. <sup>2</sup> He says that he's never been happier or healthier.



### Present perfect: simple and continuous

#### 1 Study examples a–c. Then answer questions 1–3.

- a Lauren has been blogging about her lifestyle **for** the last few years.
  - b **Since** then, she hasn't used any 'disposable' products.
  - c He hasn't used money **since** 2008.
- 1 Which sentence emphasises that an action is in progress and will probably continue?  
2 Which word do we use with a period of time?  
3 Which word do we use to give a point in time in the past?

#### 2 Complete the sentences with the correct form of the verbs in brackets. Use the present perfect simple or continuous.

- 1 ..... (it / rain) since last night?  
2 ..... (He / write) three books and he is working on another one.  
3 ..... (Nhi / not attend) the class for many days. She's ill.  
4 ..... (you / see) my pen? I can't find it.  
5 ..... (I / watch) a film but I've paused it for a minute.

### for and since

#### 3 Complete the text with *for* or *since*.

As an experiment, I'm not using my phone today. I haven't looked at it <sup>1</sup> ..... nine o'clock this morning. I've had the phone <sup>2</sup> ..... years and I've carried it around everywhere with me <sup>3</sup> ..... the day I bought it. It feels weird not to have received a text <sup>4</sup> ..... one whole day.

#### 4 USE IT! Complete the sentences with information about yourself. Use *for* or *since*. Then compare your answers with a partner's.

- I've been friends with Linh for three years.
- 1 ..... (be) friends with ...  
2 ..... (know) my teacher ...  
3 ..... (have) these shoes ...  
4 ..... (live) in my house / flat ...  
5 ..... (study) English ...

#### Finished?

Write your partner's answers to the questions in exercise 4.

Lifestyles 21

## Language focus • Present perfect; *for* and *since*

### Aim

Compare information with a partner.

### Warm-up

Ask: *What can you remember about the lifestyles of Lauren, Mark and Daniel?* Elicit a few ideas. Write these gapped sentences on the board:

- 1 Lauren Singer \_\_\_\_ always \_\_\_\_ interested in the environment.  
2 Mark Boyle \_\_\_\_ money since 2008.

Ask: *Which tense are the missing verbs in?* Elicit a few ideas, then refer students back to the article to check. Elicit the answers and elicit that we use the present perfect for actions that started in the past and continue in the present.

### ANSWERS

- 1 has, been 2 hasn't used

## Present perfect: simple and continuous

### Exercise 1

Students read the examples, then read the questions and answer them. Check answers with the class. With **weaker classes**, read through the examples with the class, then read out each question and elicit the answers. Elicit one or two more examples of periods of time and points in time, e.g. *for two weeks*, *for five minutes*, *since two o'clock*, *since yesterday*.

### ANSWERS

- 1 a 2 for 3 since

### Language note

Students will know that some verbs such as *be*, *know*, *like*, *love*, etc. are stative verbs, and are not used in continuous tenses. Point out that this rule also applies with the present perfect tenses, so these verbs are usually used in the present perfect simple, not continuous.

### Exercise 2

Read out the first sentence prompt and elicit the correct sentence form, referring back to the examples in exercise 1, if necessary, to help you explain why.

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

### ANSWERS

- 1 Has it been raining  
2 He's written  
3 Nhi hasn't been attending  
4 Have you seen  
5 I've been watching

## for and since

### Exercise 3

Read out the first sentence and elicit the missing word. Students then read the text and complete it with *for* or *since*. Check answers.

### ANSWERS

- 1 since 2 for 3 since 4 for

### Exercise 4 USE IT!

Read out the first sentence prompt and elicit one or two possible answers. Allow students time to write their sentences individually. They then share their answers in pairs. With **stronger classes**, students can write one or two more sentences about themselves, using *for* and *since*, to share with a partner. Ask some students to tell the class something they learned about their partner.

### ANSWERS

Students' own answers.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask some fast finishers to read their sentences to the class, omitting *for* or *since*. Ask other students to say the missing words.

### More practice

Workbook page 15



## Vocabulary and listening • Personal development

### Aim

Learn vocabulary to do with personal development and listen to students talking about their Transition Year.

### THINK!

Read out the questions and elicit answers from individual students. Discuss what help is provided by schools and teachers to help students decide on their future studies and careers, and discuss how parents and other family members can help.

### ANSWERS

Students' own answers.

### Exercise 1

Explain that, for this task, students should try to guess the meaning of the phrases from their context. Check that students understand *accustomed* in definition 1. Students read the leaflet and match the blue phrases with the definitions. Check answers, and check that students understand all the phrases. Ask: *Do you think a Transition Year is a good idea? Why? / Why not?*

### ANSWERS

- 1 get used to 2 get in touch with  
3 get involved with 4 get ready  
5 get into 6 get the chance  
7 get to know 8 get together with

### Optional activity: Vocabulary

Write these questions on the board:

- What kind of work experience would you like to get the chance to try?
- What sports or other activities would you like to get into?
- Where do you usually get together with your friends?
- What activities are good for getting to know people?

Students discuss the questions in pairs. Ask some students to tell the class about their discussions.

### Exercise 2

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

### ANSWERS

- 1 getting ready 2 got the chance to  
3 got to know 4 getting used to  
5 get into

### Exercise 3 1.12 page 113

Read out the task and make sure students understand that they should listen for the main idea, and shouldn't worry if

## 2 VOCABULARY AND LISTENING • Personal development

I can understand the main ideas in short conversations.

**THINK!** When do you have to decide about your future studies or career? Who helps you to decide?

- 1 Read the leaflet below and match the phrases in blue with definitions 1–8.

- benefit from get a lot out of  
1 become accustomed to  
2 contact  
3 be part of  
4 prepare  
5 become interested in  
6 have the opportunity  
7 learn more about someone  
8 meet in order to do something

- 2 Complete the sentences with the phrases in the box.

get into getting ready getting used to  
got the chance to got to know

- I listen to music when I'm \_\_\_\_\_ for school in the morning.
- Last year, I \_\_\_\_\_ do work experience in my dad's company. It was great!
- I \_\_\_\_\_ my friends really well when we went camping together.
- I'm \_\_\_\_\_ walking to school, instead of taking the bus.
- How did you \_\_\_\_\_ karate?

### Focus on schools: making your mind up

Secondary school students in Ireland have the option in fourth year to do a Transition Year (TY). This one-year programme helps prepare students for their Leaving Certificate in fifth and sixth years, and for life beyond.

In TY, students **get the chance** to do more varied cultural and social activities while deciding what to study for the next two years. TY coordinators give careers advice and **get in touch with** local businesses to organise work experience for students. Most students say that they **get a lot out of** the year.

### Transition Year aims

#### Personal and social skills

- **Get into** something new, like a sport or a hobby.
- **Get to know** people better in team-building activities.

#### Community action

- **Get involved with** projects and charities. Become an active and responsible citizen.
- **Get together with** people from the local community.

#### Work and career

- **Get used to** the world of work – students do work experience with two different companies or organisations.
- **Get ready** to choose options for fifth year – students try out different school subjects.

I think team-building activities are important to get to know each other.

## 22 Lifestyles

they don't understand every word. Allow students time to read the question, then play the audio. Students listen and answer the question. Check answers, and discuss what clues students used to understand the main idea.

### ANSWER

They have all had positive experiences.

### Exercise 4 1.12 page 113

Allow students time to read through the sentences. Play the audio again. Students listen and decide whether the sentences are true or false. With **stronger classes**, students could correct the false sentences. Check answers.

### ANSWERS

- 1 false 2 true 3 false 4 true  
5 false 6 true 7 false 8 false

### Exercise 5 USE IT!

Read through the task with the class, and refer students to the six bullet-points on the leaflet. Students decide which three activities are the most important. Remind

them that they must give reasons for their answers. Put students into pairs to discuss their ideas. Ask some pairs which things they agreed and disagreed on, and why. Discuss as a class how students can benefit from the activities mentioned on the leaflet.

### ANSWERS

Students' own answers.

### More practice

Workbook page 16



## 2 LANGUAGE FOCUS • Present perfect vs. past simple • Adverbial clauses and phrases of concession

I can talk about things I have and haven't achieved yet in my life.

### Present perfect vs. past simple

#### 1 Study the examples and the rules. Write present perfect or past simple for 1–6.

- I decided my subjects a long time ago. <sup>1</sup>.....  
I haven't decided anything. <sup>2</sup>.....  
I gained a lot of confidence when I was there. <sup>3</sup>.....  
I've gained a lot of confidence this year. <sup>4</sup>.....

#### RULES

We use the <sup>5</sup>..... when we talk about finished time periods.

We use the <sup>6</sup>..... when we talk about unfinished time periods or when we don't mention a time period.

#### 2 Choose the correct options.

- Since I came here, I've got used to / I got used to working.
- I've really got into / I really got into hockey in recent months.
- David's got a lot out of / David got a lot out of the lecture yesterday.
- When have you finished / did you finish your work experience?
- Have you got / Did you get in touch with Amy while she was here last week?

#### 3 Complete the text with the correct form of the verbs in brackets. Use the present perfect or past simple.

I <sup>1</sup>..... (start) my TY in September, and in the last three months I <sup>2</sup>..... (be) really busy. Every week, there are lectures from interesting people. Yesterday, a forensic scientist <sup>3</sup>..... (talk) to us about her job. She <sup>4</sup>..... (see) some interesting – and horrible! – crimes in her career and she <sup>5</sup>..... (describe) some of them to us. So far, I <sup>6</sup>..... (not do) any work experience, but I'd love to follow a detective or a forensics expert like her for a week. I <sup>7</sup>..... (not get) the best results in my last science exams, but I think I can improve and I <sup>8</sup>..... (decide) to do some science subjects for my Leaving Certificate.

### Adverbial clauses and phrases of concession

#### 4 Study the examples and complete the rules with clause, gerund or noun phrase.

- Although / Though / Even though I was really nervous about things like kayaking, I really got into it later.
- Despite many difficulties, I learned about all of the instruments and helped with X-rays and mixing stuff.
- In spite of being busy with our study, we've already raised over a thousand euros.

#### RULES

- We use clauses and phrases of concession to contrast two opposite meanings and show unexpected results.
- Though, although and even though are followed by a.....
- Despite and in spite of are followed by a..... or.....

#### 5 Choose the correct options.

- My brother has managed to save a lot of money though / despite his small salary.
- Even though / Despite it rained a lot, we enjoyed our holiday.
- Although / In spite of being very tired, they carried on walking.
- Many people still prefer to travel by plane though / in spite of airfares have increased greatly.
- I got very wet in the rain although / despite I had an umbrella.

#### 6 USE IT! Write six sentences about your life. Include adverbial clauses or phrases of concession. Compare your sentences with a partner's.

Although I only started learning how to play chess last year, I have won the school competition.

#### Finished?

Imagine you are on a TY. Write a paragraph about things you have already done and things you want to do but haven't done yet.



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#### ANSWERS

- 1 I've got used to 2 I've really got into  
3 David got a lot out of 4 did you finish  
5 Did you get

#### Exercise 3

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

#### ANSWERS

- 1 started 2 've been 3 talked  
4 has seen 5 described 6 haven't done  
7 didn't get 8 've decided

### Adverbial clauses and phrases of concession

#### Exercise 4

In pairs, students read the examples and complete the rules. Check answers with the class.

#### ANSWERS

- 2 clause 3 gerund, noun phrase

#### Exercise 5

Students choose the correct options to complete the sentences. Check answers, referring back to the rules in exercise 4 to explain the answers.

#### ANSWERS

- 1 despite 2 Even though  
3 In spite of 4 though 5 although

#### Exercise 6 USE IT!

Students write their sentences individually. They then compare in pairs.

#### ANSWERS

Students' own answers.

#### Finished?

Refer **fast finishers** to the **Finished?** activity. Students write their paragraphs individually. Ask some students to read their paragraphs to the class. Ask other students if their TYs sound like fun.

#### More practice

Workbook page 17

## Language focus • Present perfect vs. past simple • Adverbial clauses and phrases of concession

#### Aim

Talk about things you have and haven't achieved yet in your life.

#### Warm-up

Ask: *Have you had any work experience?* Elicit a few answers and write a present perfect sentence on the board, e.g. *(Ana) has had work experience.* Ask students more questions about their work experience, e.g. *what they did and when.* Write a past simple sentence on the board, e.g. *(Ana) did some babysitting last summer.*

Focus on the sentences on the board and elicit the names of the tenses. Ask: *What's the difference between the two tenses?* Elicit a few ideas, but don't confirm them.

## Present perfect vs. past simple

#### Exercise 1

In pairs, students read the examples and complete the rules. Check answers, and check that students understand the difference between the two tenses. With **weaker classes**, you could write contrasting pairs of sentences on the board, to help students understand, e.g. *I've done my homework.* (no time period) *I did my homework last night.* (finished time period) *I've seen Sam today.* *I saw Sam yesterday.*

#### ANSWERS

- 1 past simple 2 present perfect  
3 past simple 4 present perfect  
5 past simple 6 present perfect

#### Exercise 2

Students choose the correct verb forms to complete the sentences. Check answers, referring back to the rules in exercise 1 to explain the answers.



## Speaking • Difficult decisions

### Aim

Talk about decisions.

### THINK!

Ask the questions to the class and elicit some answers. Ask: *Is it important to choose subjects that you enjoy, or should you choose subjects you are good at? Why?* Elicit a range of answers and discuss the questions with the class.

### ANSWERS

Students' own answers.

### Exercise 1 1.13 page 113

Students read the dialogue and complete it with the correct words and phrases. Allow students time to compare their answers in pairs, then play the audio for students to listen and check their answers. Check answers with the class, then elicit what suggestion Liam makes to Rosa.

### ANSWERS

1 choose 2 options 3 reckon

4 advice 5 Good idea

Liam suggests that Rosa should speak to Mr Bartley.

### Exercise 2 1.13 page 113

Read through the key phrases with the class and check that students understand them all. Play the audio again for students to listen and focus on the pronunciation. Then ask the students to practise the dialogue in pairs.

### ANSWERS

Students' own answers.

### Exercise 3 1.14 PRONUNCIATION: Rising and falling intonation

Tell students that intonation means the voice rising or falling when speaking, then play the audio. Ask students to notice the kinds of sentences such as statements, *yes-no* questions and *wh*-questions. Elicit that a type of sentences has specific intonation. Elicit that the voice falls at the end of statements or *wh*-questions and the voice rises at the end of *yes-no* questions. Play the audio again, pausing after each sentence for students to repeat.

### Optional activity: Speaking

Read out the first key phrase (*It's up to you*) and elicit a question that it might follow, e.g. *What film shall we watch?* In pairs, students choose three of the key phrases and write a mini-dialogue (e.g. a question and answer) to show how each one is used in context. Ask some pairs to perform their mini-dialogues for the class. Correct any mistakes.

## 2 SPEAKING • Difficult decisions

I can talk about decisions.

**THINK!** Which school subjects are you best at and which do you enjoy most? Are they the same?

Liam Hey, Rosa. What are you up to?  
Rosa Oh, I'm still trying to <sup>1</sup>..... my last two subjects for fifth year.  
Liam Seriously? Haven't you done that yet? There's not much time left.  
Rosa I know. I've been thinking about it for ages, but I can't make up my mind.  
Liam OK. What are your <sup>2</sup>.....?  
Rosa Well, I've just chosen German, but I don't know whether to do business or art. Which do you <sup>3</sup>..... is best?  
Liam It's up to you, Rosa. They're totally different subjects.  
Rosa Yes, I know. I'm in two minds. The good thing about art is that I know I enjoy it, but then business is probably more useful. So I'm sort of leaning towards business.  
Liam Have you thought of speaking to Mr Bartley about this? He gave me some really good <sup>4</sup>.....  
Rosa <sup>5</sup>..... I Thanks, Liam.  
Liam No problem.



### 1 1.13 Complete the dialogue with the words and phrases in the box. Then listen and check. What suggestion does Liam make to Rosa?

advice choose good idea options reckon

### 2 1.13 Listen again and practise the dialogue.

### 3 1.14 PRONUNCIATION: Rising and falling intonation Decide whether these key phrases have rising or falling intonation. Then listen and repeat.

#### KEY PHRASES

#### Talking about decisions

It's up to you.  
I'm in two minds.  
I'm leaning towards ...  
What are your options?  
Which do you reckon (is best)?  
Have you thought of / considered that ... ?  
The good thing about ... is that ...

### 4 1.15 Watch or listen to a second dialogue. Which of the key phrases do you hear?

### 5 1.15 Watch or listen again and answer the questions.

- Why can't Victoria and Michael go to both festivals?
- What are the disadvantages of The Electric Picnic, according to Victoria?
- What's the advantage of going to Longitude with Lily?

### 6 USE IT! Read tasks A and B. Then prepare and act out one of the dialogues with a partner. Use some of the key phrases.

#### Task

A

You want to see a movie this summer with a friend, but your friend can't decide which to choose. You can only go to one. Try to help your friend decide which one to go to.

#### Task

B

You have been saving money for two years and want to buy a scooter, but you can't decide which one to buy. Your friend helps you to decide.

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### Exercise 4 1.15 page 114

Read out the question, then play the video or audio. Students watch or listen and note down the key phrases that they hear. Check answers with the class.

### ANSWERS

I'm in two minds.

Which do you reckon (is best)?

The good thing about ... is that ...

Have you considered that?

### Exercise 5 1.15 page 114

Allow students time to read through the questions. Play the video or audio again and ask students to watch or listen and answer the questions. Check answers.

### ANSWERS

1 They don't have enough money.

2 It's for older people, it's too big.

3 She's got two spaces in her car.

### Exercise 6 USE IT!

Allow students time to read through the two tasks. Check that they understand everything.

Put students into pairs to prepare and act out their dialogue. With **weaker classes**, you could work with the whole class and elicit a dialogue as an example. Students then work in pairs to prepare and practise the other dialogue.

Monitor and help students, and remind them to use the key phrases. Ask some pairs to perform their dialogues for the class. With **stronger classes**, encourage students to practise again without using their notes.

### ANSWERS

Students' own answers.



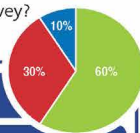
## 2 WRITING • A report on an opinion survey

I can present the results of a survey and contrast people's opinions.

**THINK!** Do you think that students should have a small amount of studying in the holidays?  
Why / Why not?

### 1 Read the survey results and the report and answer the questions.

- 1 There is one error in the report. What is it?
- 2 Do you agree or disagree with the majority of people in this survey?



Is it a good idea for students to have a small amount of studying in the holidays?

| Results       | Comments                                                                                                                                                                          |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YES<br>30     | 'It is helpful for students to have some work in the holidays so that they don't forget everything.'<br>'Students can maintain the concentration by doing work little and often.' |
| NO<br>15      | 'Students have too much work when they are at school and they need a break.'<br>'It's sad to consider the holidays as an extension of the school year.'                           |
| NOT SURE<br>5 | 'It depends on the amount of work.'                                                                                                                                               |

### Survey report: Holiday studying

In our survey at school, we asked people 'Should students have a small amount of studying in the holidays?' Of the forty students who participated, 60% said 'yes' and 30% said 'no'. **However**, 10% of people were undecided.

Those in favour said that it is helpful for students to have some work in the holidays so that they don't forget everything. **In contrast**, those against commented that students have too much work when they are at school and they need a break. Another comment from the 'yes' side was that students can maintain the concentration by doing work little and often, **whereas** people who said 'no' think that it's sad to consider the holidays as an extension of the school year. Those who were undecided didn't make comments, **although** one student said 'It depends on the amount of work.'

All in all, the results indicate that the majority of students think that a small amount of studying in the holidays can be helpful.

### 2 Study the Key Phrases. Which of the phrases is not in the report?

#### KEY PHRASES

##### Presenting the results of a survey

Those in favour said that ...  
Those against commented that ...  
People who said 'yes' / 'no' think that ...  
All in all, the results indicate that ...  
Most students / the majority of students ...  
An equal number of people thought that ...

#### Language point: Expressing contrast

### 3 Study the expressions in blue in the report. Rewrite sentences 1–4. Include the words in brackets.

- 1 Most students don't like exams. Many teachers think they are useful. (whereas)
- 2 I like trying out new things. I don't always like the things I try. (although)
- 3 I find maths and science really easy. Subjects like literature and English are difficult for me. (In contrast)
- 4 I think exams are important. I think we have too many. (However)

### 4 USE IT! Follow the steps in the Writing Guide.

#### WRITING GUIDE

##### A TASK

Do a class survey about the questions below. Then write a report (100–120 words) about the results.

Do we really need school exams every year?  
Why / Why not?

##### B THINK AND PLAN

- 1 Study the class survey results and calculate the percentages.
- 2 What are some comments from the 'yes' side?
- 3 What are some comments from the 'no' side?
- 4 What is the majority opinion?

##### C WRITE

Paragraph 1: Introduction and statistics  
Paragraph 2: Explanation of comments  
Paragraph 3: Summary

##### D CHECK

- key phrases
- phrases expressing contrast

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## Writing • A report on an opinion survey

### Aim

Present the results of a survey and contrast people's opinions.

### THINK!

Read out the questions and elicit a range of answers from individual students. Encourage them to give reasons for their answers. If students are struggling for ideas, ask more questions to prompt them, e.g. *Is it helpful for students to study in the holidays? Should students review the old lessons before a new school year?*

### ANSWERS

Students' own answers.

### Exercise 1

Check that students understand what a survey is. Students read the survey results and report, and answer the questions. Check answers, and discuss as a class who

agrees and disagrees with the people in the survey, and why.

### ANSWERS

- 1 50 people participated (not 40)
- 2 Students' own answers.

### Exercise 2

Read through the key phrases with the class and check that students understand them all. Students read the report again and decide which key phrase is not included. Check the answer.

### ANSWER

An equal number of people thought that ...

### Exercise 3 Language point: Expressing contrast

Ask students to find the blue expressions in the report. Read out the sentence containing each one and check that students understand it. Elicit that all the expressions introduce a contrasting idea or opinion. Point out that *However* and *In contrast* are used at the beginning of

a second sentence, and followed by a comma. *Although* and *whereas* are used in the same sentence as the first idea, after a comma. Read out the first pair of sentences and elicit how they can be joined. Students rewrite the remaining sentences. Check answers.

### ANSWERS

- 1 Most students don't like exams, whereas many teachers think they are useful.
- 2 I like trying out new things, although I don't always like the things I try.
- 3 I find maths and science really easy. In contrast, subjects like literature and English are difficult for me.
- 4 I think exams are important. However, I think we have too many.

### Exercise 4 USE IT!

Read the task with the class. Ask students to answer the survey question on a piece of paper, giving one reason for their answer. Collect in the results then read them to the class. Students note down each yes or no answer, and take notes on the reasons. With **weaker classes**, note the numbers and reasons on the board.

In pairs, students look at the survey results and answer the questions in part B. Discuss the answers as a class.

Read part C with the class. Students then write their report. This can be set for homework. Remind them to use expressions from exercise 3 and the key phrases. Remind them to check their grammar and spelling carefully.

### ANSWERS

Students' own answers.

### More practice

Workbook page 19

## Progress review 1 pages 26 - 29

- 1 1 came across 2 recognised  
3 forget 4 reminds  
5 m looking forward 6 belongs to  
2 1 d 2 a 3 e 4 b 5 c  
3 1 had left  
2 Had ... closed  
3 had finished  
4 hadn't used  
5 had ... studied  
6 hadn't read  
4 1 true 2 false 3 false  
4 true 5 true 6 false  
5 1 was building  
2 wrote  
3 found, was looking  
4 had been, opened  
5 married  
6 1 c 2 a 3 b 4 c 5 a 6 b 7 c 8 a  
7 1 at 2 Meanwhile  
3 The moment 4 Afterwards  
5 While 6 Amazingly 7 finally

### PROGRESS REVIEW 1

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

- ☹️☹️☹️☹️ I need to try this again. ☹️☹️☹️☹️ I am happy with this.  
☹️☹️☹️☹️ I could do this better. ☹️☹️☹️☹️ I can do this very well.

#### VOCABULARY Memories

1 Complete the sentences with the correct form of the verbs. There are two extra verbs.

belong to come across keep forget  
look forward recognise remind leave

- I \_\_\_\_\_ an old diary yesterday.
- I \_\_\_\_\_ the handwriting – it was mine!
- I'll never \_\_\_\_\_ the first time I flew in a plane.
- The diary \_\_\_\_\_ me of when I was twelve.
- Now, I' \_\_\_\_\_ to reading all of it.
- On the front of the diary it says 'This diary \_\_\_\_\_ Marina'.

I can engage actively in a conversation.

MY EVALUATION ☹️☹️☹️☹️

#### READING A fact file

2 Match the first half to the correct second half of the sentence.

- |                                                    |                                                            |
|----------------------------------------------------|------------------------------------------------------------|
| 1 Another popular way of getting                   | a on trains for covering long distances.                   |
| 2 People can rely                                  | b to an increase in the number of motor vehicles.          |
| 3 The use of motorbikes in the countryside results | c in transport particularly roads, airports, and seaports. |
| 4 The new highway will lead                        | d around Hà Nội is by bus.                                 |
| 5 Việt Nam has heavily invested                    | e from long and narrow paths.                              |

I can understand factual information in a text.

MY EVALUATION ☹️☹️☹️☹️



#### LANGUAGE FOCUS Past perfect

3 Complete the sentences with the correct past perfect form of the verbs in the box.

finish leave study not read  
close not use

- I realised that I \_\_\_\_\_ my history book at home.
- \_\_\_\_\_ the shop \_\_\_\_\_ by the time you got there?
- When I \_\_\_\_\_ the book, I returned it to the library.
- Nina \_\_\_\_\_ a computer until her dad bought one.
- How much \_\_\_\_\_ they \_\_\_\_\_ before the exam?
- I \_\_\_\_\_ the play before I went to the theatre to see it.

I can talk about an action which was finished when another action happened.

MY EVALUATION ☹️☹️☹️☹️

#### VOCABULARY AND LISTENING Describing objects

4 1.16 Listen to the dialogue. Write true or false.

- The genre of the dialogue is a radio news programme. \_\_\_\_\_
- The collection included a lot of very common Action Man toys. \_\_\_\_\_
- The collector had worked for a film company. \_\_\_\_\_
- The toys in the collection were unused. \_\_\_\_\_
- Some empty boxes in the collection were valuable, too. \_\_\_\_\_
- Some rare Action Man clothes sold for £5,480. \_\_\_\_\_

I can identify the context of a dialogue.

MY EVALUATION ☹️☹️☹️☹️

#### LANGUAGE FOCUS Past narrative tenses

5 Choose the correct options.

- Ake Viking was in the middle of some work. He was building / built / 'd built a boat.
- He was lonely. So he 'd written / was writing / wrote a letter and put it in a bottle.
- One day, a fisherman was finding / found / had found the bottle while he 'd looked / looked / was looking through his nets.
- The message was / was being / had been in the bottle for a long time when the fisherman had opened / was opening / opened it.
- Later Ake married / had married / was marrying Paolina, the fisherman's daughter.

I can tell a story using different narrative tenses.

MY EVALUATION ☹️☹️☹️☹️

#### SPEAKING Telling an anecdote

6 Choose the correct words.

Have I <sup>1</sup> \_\_\_\_\_ you about the time I got into trouble at the shops? It was the first day <sup>2</sup> \_\_\_\_\_ the summer holidays and I was shopping in town with friends.

We were walking around a fashionable gift shop and looking at some lava lamps <sup>3</sup> \_\_\_\_\_. I suddenly knocked one of them over! It fell onto the floor and it was damaged. I remember <sup>4</sup> \_\_\_\_\_ that I was in big trouble! <sup>5</sup> \_\_\_\_\_, the shop assistant quickly called the manager. As you can imagine, I felt upset and very afraid. The manager was a bit angry, but <sup>6</sup> \_\_\_\_\_ he said that I didn't need to pay for it.

And that's <sup>7</sup> \_\_\_\_\_. All in all, it <sup>8</sup> \_\_\_\_\_ a great experience, but I learned to be more careful in shops!

- |               |           |           |
|---------------|-----------|-----------|
| 1 a said      | b tell    | c told    |
| 2 a of        | b on      | c at      |
| 3 a while     | b when    | c during  |
| 4 a to feel   | b feel    | c feeling |
| 5 a Meanwhile | b While   | c When    |
| 6 a lucky     | b luckily | c luck    |
| 7 a those     | b them    | c it      |
| 8 a wasn't    | b was     | c weren't |

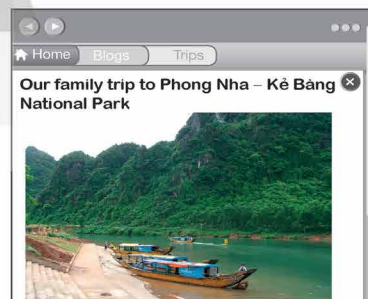
I can tell an anecdote with details about time, place and what happened.

MY EVALUATION ☹️☹️☹️☹️

#### WRITING A blog post

7 Complete the text with the words.

Afterwards Amazingly at finally  
Meanwhile The moment While



It all started <sup>1</sup> \_\_\_\_\_ 7.30 in the morning when my family got to Phong Nha town. We were all eager to visit some of the fascinating caves there. <sup>2</sup> \_\_\_\_\_, we enjoyed the scenery of Việt Nam on our long journey. From the town centre, we took a 30-minute boat ride on the Son River to Phong Nha cave. <sup>3</sup> \_\_\_\_\_ that we arrived, we were impressed by its rock formations and its underground river. The cave is quite well-lit with high ceilings and large dry areas. <sup>4</sup> \_\_\_\_\_ we climbed more than 500 steps to reach Tiên Sơn cave on the right. The inside landscape looks attractive and mysterious. <sup>5</sup> \_\_\_\_\_ I was walking through the stalagmites and stalactites, my brother started making a deep drumming sound by tapping on one of them. <sup>6</sup> \_\_\_\_\_, we were able to explore both caves in only one trip. The time spent there was evidence of the incredible power of nature. When we <sup>7</sup> \_\_\_\_\_ got back, it was 9.00.

I can write a blog post describing a personal experience.

MY EVALUATION ☹️☹️☹️☹️



## VOCABULARY Making decisions

### 8 Complete the words.

- I always think t... before I say 'yes'.  
I never answer immediately.
- Lorna makes up her m... very quickly.
- It's best to keep your options o... .
- Pavel waits and puts o... making decisions.
- Do you ever rush i... things too fast?
- I decide things slowly. I always take my t... .

I can talk about my ability to make decisions.

MY EVALUATION

## READING An online article

### 9 Complete the sentences with one of the words in brackets and add the suffixes -ful or -less.

- He was once a ... doctor. Now he's decided to change his career. (fear, success)
- Lewis and Abbie travel from place to place. They're sometimes ... for a few days, but they don't mind. (home, taste)
- Some people in our society throw away useful things – they're really ... (skill, care)
- Julia hasn't got a traditional job, but she's a very clever and ... person. (skill, money)
- If you want to travel the world alone, you need to be brave and ... (play, fear)
- They think that spending too long on technology is bad and ... (harm, thank)

I can predict the ideas in a text by looking at the title and images.

MY EVALUATION

## LANGUAGE FOCUS Present perfect

### 10 Complete the sentences with the present perfect simple or continuous form of the verbs in brackets and since or for.

- He ... (live) an alternative lifestyle ... six years and he plans to continue.
- I ... (know) my best friend ... I was very young.
- She ... (not listen) ... the last hour and she still isn't listening!
- They ... (not have) a home ... October last year.
- We ... (buy) any new things ... six months.
- It ... (rain) ... two o'clock and I don't think it's going to stop soon.

I can talk about experiences in my life and their duration.

MY EVALUATION

## VOCABULARY AND LISTENING Personal development

### 11 Listen to three students talking about the first afternoon of their community work at a primary school. Choose the correct options.

- Victoria had a positive / negative experience at first, but things changed.
- Victoria got into / got used to reading stories to the small children.
- Mark had a very positive / quite negative experience at the school.
- Mark got to know another helper / got together with a friend and did some sport.
- Ellie had a mostly positive / really negative experience.
- Ellie got into / got ready for the painting.

I can understand the main ideas in short conversations.

MY EVALUATION

- 1 twice 2 mind 3 open 4 off
- 5 into 6 time
- 9 1 successful 2 homeless
- 3 careless 4 skilful 5 fearless
- 6 harmful

- 10 1 's been living, for
- 2 've known, since
- 3 hasn't been listening, for
- 4 haven't had, since
- 5 haven't bought, for
- 6 's been raining, since

- 11 1 negative 2 got into
- 3 very positive
- 4 got together with a friend
- 5 mostly positive
- 6 got ready

- 12 1 started 2 've started
- 3 've become 4 became
- 5 although 6 in spite
- 7 never 8 despite

- 13 1 What are you up to
- 2 What are your options
- 3 It's a tricky decision
- 4 Have you considered another basketball club?
- 5 So I'm leaning towards the film club
- 6 The only bad thing about that club
- 7 But it's up to you

- 14 1 b 2 c 3 a 4 c 5 b 6 a 7 c

## 28 PROGRESS REVIEW 1

## LANGUAGE FOCUS Present perfect vs. past simple • Adverbial clauses and phrases of concession

### 12 Complete the sentences with the words.

although became 've become despite  
in spite started 've started never

- I ... business college two weeks ago.
- We ... the creative writing course and we're really enjoying it so far.
- This is a useful lesson. We ... more confident at speaking in front of people.
- Tarvi ... a member of the school council last year.
- I still can't remember his house ... I have been there several times.
- He was very fast ... of being terribly overweight.
- My sister has ... travelled abroad.
- They arrived late ... leaving in plenty of time.

I can talk about things I have and haven't achieved yet in my life.

MY EVALUATION

## SPEAKING Difficult decisions

### 13 Complete the dialogue. Then practise with your partner.

But it's up to you  
So I'm leaning towards the film club  
What are your options  
The only bad thing about that club  
What are you up to  
Have you considered another basketball club  
It's a tricky decision

- Mark 1 ... , Jack?
- Jack I'm choosing a school club for this year. Can you help me?
- Mark OK. 2 ... ?
- Jack Well, Friday is good for me and there's basketball club and film club on that day. I'm interested in both of them.
- Mark Hmm ... 3 ... , 4 ... ?  
Maybe in town?

## WRITING A report on an opinion survey

### 14 Choose the correct options.

In our survey about voting ages, we asked people 'Is sixteen old enough to vote in general elections?' Of the 25 people who took part, 59% said 'yes' and 32% said 'no'. These people had strong opinions. However, 9% of people were 1 ... . Those 2 ... commented that it's important for young people to have a voice, whereas those 3 ... said that politics doesn't affect young people. Another comment from the 'yes' side was that teenagers follow the news and know plenty about the world. In contrast, people who said 'no' 4 ... that teenagers haven't had enough experience of life. Most people who were undecided did not make comments, although one person said 'Everyone is different'. 5 ... , the results 6 ... that 7 ... of people think that sixteen is old enough to vote.

- 1 a decided b undecided c unchosen
- 2 a with favour b as a favour c in favour
- 3 a against b agreeing c not favour
- 4 a thinking b thinks c think
- 5 a All of all b All in all c All with all
- 6 a indicate b showing c shows
- 7 a most b the most c the majority

I can present the results of a survey and contrast people's opinions.

MY EVALUATION

- Jack Yes, there's a basketball club at the sports centre on Thursdays. 5 ... , 6 ... is that it sometimes finishes late. What do you reckon is best?
- Mark Well, the film club sounds like the best option. 7 ...
- Jack Yes, I think you're right. I'll choose that.

I can talk about decisions.

MY EVALUATION



Unit summary

Vocabulary

Money and marketing: *advertisement, bargain, brand, business, company, consumer, cost, luxury, marketing, price, producer, promote, rent, retailer, rip-off, save, spend, status symbol, value, worth*

Shops and shopping: *bar code, changing room, checkout, deliver, exchange, fit, label, receipt, return, scan, shelf, shop assistant, special offer, try on, window shopping*

Language focus

Adverbial clauses and phrase of reason  
Future forms

Speaking

I can vary the speed and emphasis of my voice when giving a presentation.

Writing

I can talk about my future career plans.

Vocabulary • Money and marketing

Aim

Talk about money and marketing.

THINK!

Read out the question and elicit one or two examples, e.g. *a house or apartment, a car*, etc. Allow students time to think and write a list of the five most expensive things they will spend money on. They can then compare their lists in pairs and choose five things from the two lists. Ask pairs in turn to tell the class their ideas.

ANSWERS

Students' own answers.

Exercise 1

Focus on the quiz and the table, and read out the introduction to the quiz. Elicit that *products* is a noun, and *afford* is a verb. Teach the meaning of *pineapple*, *venom*, *scorpion* and *fragrance*. Students read the quiz and add the blue words to the table. Check answers, then ask students to use their dictionaries to check the meaning of the words. With **stronger classes**, encourage students to guess the meaning from the context before they use their dictionaries. Discuss the meanings with the class.

# 3 Our surroundings

VOCABULARY • Money and marketing

I can express my attitude to shopping and money.

**THINK!** What are the five most expensive things you will spend money on in your life?

1 Read the quiz. Then copy and complete the table with the words in blue.

| Verbs  | Nouns    |
|--------|----------|
| afford | products |

2 Do the quiz. Then compare your answers with a partner's.

In the 18<sup>th</sup> century, pineapples became **status symbols** in Europe because they were exotic, rare and delicious. They only arrived fresh from South America on the fastest ships and could **cost** the equivalent of <sup>1</sup>..... today. Sometimes people **rented** them for a day to put on a table for a party.

a \$80    b \$8,000    c \$80,000

**The price puzzle**

Can you guess the prices of some of the most expensive **products** in the world? Could you **afford** any of them?

2 In small doses, venom from animals can help people with medical problems. Scorpion venom is the most expensive. Its **value** is approximately <sup>2</sup>..... per litre.

a \$100    b \$10 million    c \$100 million

3 Computer printers can seem like a **bargain**. But what you **save** on a printer, you will **spend** on ink. Some inks seem like a **rip-off** when you calculate the **price** per litre, which can be <sup>3</sup>.....

a \$710    b \$71,000    c \$71 million

4 You probably thought that fresh air was free, but it can be a **luxury** for people in some parts of the world. A Canadian **company** sells cans of air from the Rocky Mountains to **consumers** in cities where pollution is a big problem. Large cans cost <sup>4</sup>.....

a \$20    b \$200    c \$2,000

ANSWERS

| Verbs   | Nouns          |
|---------|----------------|
| cost    | advertisements |
| promote | bargain        |
| rent    | brands         |
| save    | business       |
| spend   | company        |
|         | consumers      |
|         | luxury         |
|         | marketing      |
|         | price          |
|         | producer       |
|         | retailer       |
|         | rip-off        |
|         | status symbols |
|         | value          |

Exercise 2

Students do the quiz individually, then compare their answers in pairs. With **weaker classes**, read through the quiz with the class first and make sure students understand everything. Check answers with the class, and see who guessed the most answers correctly.

ANSWERS

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

Optional activity: Vocabulary

Write on the board: *grabian*. Explain that it is one of the blue words with the letters jumbled (*bargain*). Ask students to choose three more of the blue words and write them with the letters jumbled. With books closed, students then swap words with a partner and try to unjumble their words.

Exercise 3

Students read the survey and choose the correct words. Check answers with the class.

ANSWERS

1 spend 2 saving 3 value, rip-off 4 brand, afford 5 products 6 advertisements





**5**

Fragrances are big **business**, but the perfume in a \$100 bottle probably only costs **\$5**. The bottle is worth three times more than that. **Marketing** and advertising cost about \$8. The rest of the money goes to the **producer** and the **retailer**.

**a** about \$2  
**b** about \$20  
**c** about \$80

**6**

Companies often pay famous people to **promote** their luxury **brands** – and not only in **advertisements**. Reports say that some watch brands paid celebrities **hundreds of thousands** of dollars to wear their watches to film premieres and Oscars ceremonies.

**a** hundreds  
**b** thousands  
**c** millions



**3** Choose the correct words in the consumer survey.

**Consumer survey**

- What do you **spend** / **promote** most money on?
- Are you **saving** / **renting** for anything at the moment?
- Which shops or products are good **value** / **cost** and which are a **rip-off** / **seller**?
- What luxury **brand** / **price** would you buy if you could **cost** / **afford** it?
- What **products** / **consumers** are popular with your age group at the moment?
- Which companies have the best marketing and **advertisements** / **businesses**?

**4** **1.18** Watch or listen to three people talking about their spending habits. Answer the questions.

- What is Sam saving for?
- What is Tegan's one luxury?
- Where does Daniel buy his games?

**KEY PHRASES**

**Talking about spending habits**

It's (not) worth spending a lot of money on (clothes).  
If money was no object, I'd (get a nice red bike).  
My one luxury is (this pair of sunglasses).  
This brand is really 'in' at the moment.  
I can afford (a tablet).  
I can't afford (anything there).

**5** **USE IT!** Work in groups. Ask and answer the questions in the consumer survey. Use the key phrases.

### Exercise 4 **1.18** page 114

Allow students time to read the questions, then play the video or audio for students to watch or listen and answer the questions. Check answers with the class.

#### ANSWERS

- 1** a car **2** a pair of sunglasses  
**3** a shop in town or online

#### Optional activity: Listening

Write the following questions on the board:

- What does Sam spend most of his money on?
- What does Tegan think about advertisements for make-up?
- What does Daniel say about the shops in the shopping centre?

Put students into pairs to answer the questions from memory. Play the video or audio again, if necessary, for students to check their answers. Check answers with the class.

#### ANSWERS

- 1** going out **2** They are all the same.  
**3** They sell expensive brands, so he can't afford to shop there.

#### Exercise 5 USE IT!

Allow students time to read the survey in exercise 3 again and think about their answers. Put them into small groups to ask and answer the questions in the survey. Remind them to use some of the key phrases. Monitor and help. Ask some students to tell the class about their answers.

#### ANSWERS

Students' own answers.

#### Optional activity: Vocabulary

Put students into pairs. Ask them to write three more consumer survey questions for their classmates, using vocabulary from this lesson. Students can then work in groups of four to ask and answer their questions. Ask some students to tell the class something they learned about their classmates.

#### ANSWERS

Students' own answers.

#### More practice

Workbook page 20



## Reading • An interview

### Aim

Infer the attitudes of people from what they say in a text.

### THINK!

Read out the question and discuss as a class. Ask: *Do you follow any celebrities? Who do you follow? Why?* Encourage students to join in and share their opinions and experiences with the class.

### ANSWERS

Students' own answers.

### Exercise 1 1.19

Read out the title, and explain *influencers* and *set the trends*. Check that students understand the difference between a *blog* and a *vlog*. Allow students time to read the sentences, then play the audio. Students read and listen to the text and decide whether the sentences are true or false. Remind them to explain their answers. Check answers.

### ANSWERS

- false (The interviewer asks a lot of questions about influencers and doesn't know anything about them.)
- false (The interviewer wants to get more followers and become an influencer.)
- false (Harper says that you need a minimum number of followers and that success 'doesn't happen overnight'.)
- true (Harper says that the marketing companies are prepared to give a lot of products to influencers, and this type of marketing is 'massive' now.)

### Exercise 2

Students read the text again and answer the questions. Check answers.

### ANSWERS

- music, clothes, make-up, skateboards, games
- They pay for every view or 'like' that the influencer gets.
- Nothing. The companies give them free products.
- Because they spend a lot of money and they stick with brands.

## 3

### READING • An interview

I can infer the attitudes of people from what they say in a text.

**THINK!** Which bloggers and celebrities have got most online followers? Why?

- 1.19 Read and listen to the text. Decide if you think a–d are true or false. Explain your answers.

The person asking the questions ...  
a ... knows something about this topic. ....  
b ... isn't interested in making money online. ....  
The person answering the questions ...  
c ... thinks it's easy to become an influencer. ....  
d ... thinks that influencers can be effective. ....

- 2 Read the text again and answer the questions.

- 1 What products does Harper mention?
- 2 How do companies decide how much to pay influencers?
- 3 How much do influencers pay for the products which they promote?
- 4 Give two reasons why marketing companies want to reach teenagers.

- 3 VOCABULARY PLUS Complete the noun + noun combinations. Find the missing words on pages 30–33. How do you say them in Vietnamese?

- 1 scorpion ..... (page 30)
- 2 computer ..... (page 30)
- 3 beauty ..... (page 32)
- 4 luxury ..... (page 31)
- 5 internet ..... (page 32)
- 6 fashion ..... (page 32)
- 7 music ..... (page 33)

- 4 Choose the noun from a–c which does not make a compound noun with words 1–6.

- |            |             |            |           |
|------------|-------------|------------|-----------|
| 1 hip hop  | a feet      | b artist   | c concert |
| 2 shop     | a assistant | b window   | c paper   |
| 3 head     | a ache      | b child    | c phones  |
| 4 football | a win       | b match    | c shirt   |
| 5 maths    | a man       | b teacher  | c exam    |
| 6 film     | a star      | b industry | c TV      |

- 5 USE IT! Work in pairs. Ask and answer the questions.

- 1 Do you follow any online bloggers, comedians or tutorials? Which ones?
- 2 Do you think that marketing influences you? Why / Why not?

### 32 Our surroundings

### Optional activity: Reading

Write these definitions on the board:

- 1 people who watch a vlog regularly (answer 1)
- 2 someone who advertises or promotes a product (answer 3)
- 3 happen very quickly (answer 4)

Students find words or phrases in the text to match the definitions. Check answers.

### ANSWERS

- 1 subscribers
- 2 promoter
- 3 happen overnight

### Exercise 3 VOCABULARY PLUS

Students find the nouns and decide how Vietnamese. With **stronger classes**, you could do this as a race. With **weaker classes**, students could work in pairs. Check answers.

## Influencers: the online stars who set the trends

An interview with marketing specialist Harper Tanner

### Who or what are influencers?

Erm ... people who have influence on others, obviously. @Young people who are stars on social media have thousands, sometimes millions, of followers. Companies pay them a lot of money to advertise products because they are like internet celebrities. A famous example from the UK is Zoella – she has about ten million subscribers to her beauty channel.



### Really? How does that work?

OK. Imagine I'm a fashion blogger or a popular gamer or someone who makes really funny videos. Marketing companies give me a product because of my popularity on social media. I recommend the product and my followers think, 'Hey, that must be cool because Harper likes it. I'm going to buy it!' The marketing company pays me, and everyone is happy.



### ANSWERS

- 1 venom
- 2 printers
- 3 channel
- 4 brands
- 5 celebrities
- 6 blogger
- 7 promoter / company

### Exercise 4

Read out the first word *hip hop* and the three nouns. Elicit which noun it cannot combine with to form a compound noun (*feet*). Students complete the task. Check answers, and discuss the meaning of the compound nouns.

### ANSWERS

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

### Exercise 5 USE IT!

Students discuss the questions in pairs. Discuss students' answers with the class.

### ANSWERS

Students' own answers.

### More practice

Workbook page 24





## Give me more examples.

OK. A music promoter sends a song to an internet star who maybe dances to the song. The music company then pays for every view or 'like' which that video gets. Or clothes retailers give lots of their products to influencers since they hope the influencers will wear or just mention their stuff online. Influencers never pay for clothes or makeup or skateboards or games. Marketing companies are THROWING stuff at them all the time.

## Hey, I've got this blog and nobody's throwing stuff at me!

Well, you'll need a minimum of 400,000 followers. That doesn't happen overnight, but when you are successful, you can earn big money. Some vloggers started earning when they were still at school! Online marketing is MASSIVE. Companies want to reach young customers as they spend a LOT and they stick with the brands that they like.

## OK. Thanks, Harper. I'm going to find some followers. See you online.

Good luck!

## 1 Study the sentences a–d. Then choose the correct options to complete the rules.

- Companies pay them a lot of money to advertise products **because** they are like internet celebrities.
- Companies want to reach young customers **as** they spend a lot and they stick with the brands they like.
- A clothes retailer gives lots of their products to influencers **since** they hope the influencers will wear or just mention their stuff online.
- Marketing companies give me a product **because of** my popularity on social media.

## RULES

- We use a **clause / noun phrase** after **because / as / since** to indicate the reason for an action or event.
- We use a **clause / noun phrase** after **because of** to indicate the cause of something.

2 Complete the sentences with **because** or **because of**.

- My sister could not reach the destination on time ..... the terrible traffic jam.
- The final test was so easy ..... Olive knew all the answer.
- ..... the language barrier, my uncle and my aunt got divorced.
- All flights to Đà Nẵng were cancelled ..... the harsh climate conditions.
- ..... Tom's laziness, he can't get the high scores in the exam.

## 3 Rewrite the sentences.

- She couldn't concentrate on her work because she was too tired.  
Because of .....
- My father didn't finish the project because of the lack of necessary materials.  
As .....
- I couldn't go to the party because of my late work.  
Because .....
- Mr Tuấn got a promotion because he worked hard.  
Because of .....
- Clare doesn't feel pleased because of her low salary.  
Since .....

## 4 USE IT! Complete the second parts of the sentences using adverbial clauses or phrase of reason.

- Susan failed the university entrance exam .....
- The team won the championship .....
- I couldn't attend the meeting .....
- Nam lost the opportunity at work .....
- The plane couldn't take off on time .....

## Our surroundings 33

The first answer: ... *because they are like internet celebrities.*

The second answer: ... *because of my popularity on social media.*

The third answer: ... *since they hope the influencers will wear or just mention their stuff online.*

The fourth answer: ... *as they spend a lot and they stick with the brands that they like.*

Give feedback.

## Exercise 1

Students study the sentences a–d then choose the correct options to complete the rules. With **weaker classes**, students could work in pairs for this. Check answers with the class.

## ANSWERS

- 1 clause 2 noun phrase

## Exercise 2

Read out the first sentence prompt and elicit the correct word, referring back to the rules in exercise 1 if necessary. Students then complete the sentences, adding **because** or **because of**.

Refer students back to the rules in exercise 1 to explain their answers. Check answers with the class. With **weaker classes**, you could do this part as a whole class. Elicit each correct sentence in turn, then refer students back to the appropriate rules and elicit which one each sentence matches.

## ANSWERS

- 1 because 2 because 3 Because of  
4 because of 5 Because of

## Exercise 3

Students rewrite the sentences using adverbial clauses and phrase of reason. Refer them back to the rules to help them explain their answers. Then check answers with the class.

## ANSWERS

- Because of her tiredness / being tired, she couldn't concentrate on her work.
- As my father lacked necessary materials, he didn't finish the project.
- Because my work was late, I couldn't go to the party.
- Because of working hard, Mr Tuấn got a promotion.
- Since the salary is low, Clare doesn't feel pleased.

## Exercise 4 USE IT!

Students read out the task and complete the second parts of the sentences using adverbial clauses and phrase of reason. Students write their sentences individually, then work in pairs to share the ideas.

## ANSWERS

Students' own answers.

## More practice

Workbook page 21

## Language focus • Adverbial clauses and phrase of reason

## Aim

Talk about the reason for an action or event.

## Warm-up

Ask students what they can remember about the *influencers* on page 32. Ask: *Who are influencers?* Elicit a few answers, and write some sentences on the board, e.g. *The online stars who set the trends. They are like internet celebrities. They are very popular on social media...*

With books open, tell students to underline the words or phrase in the reading text that mention the reason for an action or event.

Students will read aloud the sentences that have the words/phrases talking about the reason for an action or event.



## Vocabulary and listening • Shops and shopping

### Aim

Learn vocabulary to do with shops and shopping and use visuals to understand a spoken text about the future of shopping.

### THINK!

Read out the question and elicit answers from individual students. Ask more questions to encourage them to say more, e.g. *Do you like big shopping centres? Why? What things could make shopping more fun? Is online shopping more fun than shopping in shops? Why?*

### ANSWERS

Students' own answers.

### Exercise 1

Students complete the sentences with the correct words. Check answers, and check that students understand all the blue words. Elicit the nouns. With **weaker classes**, read the gapped sentences with the class first and elicit the meaning of the blue words, before students complete the sentences.

### ANSWERS

1 exchange 2 special offers 3 deliver  
4 fit 5 try on 6 window shopping  
7 scans 8 labels  
**Nouns:** bar codes, changing room, checkout, labels, receipt, shelves, shop assistant, special offers, window shopping

### Exercise 2 1.20 PRONUNCIATION: /s/ and /ʃ/

Model pronunciation of the /s/ and /ʃ/ sounds and elicit some words which use them, e.g. *see, safe, some, shoes, shop, sheep*. Explain the difference between two sounds. Play the audio. Students listen carefully then put the words into the correct row.

Check answers, then play the audio again, pausing after each word for students to repeat.

### ANSWERS

/s/: scan, screen, store, assistant  
/ʃ/: shopping, fashion, show, shelf

### Optional activity: Vocabulary

Students work in pairs and prepare a short conversation between a customer and a shop assistant, using some of the blue words. Monitor and help students. Ask some pairs to perform their dialogues for the class.

## 3 VOCABULARY AND LISTENING • Shops and shopping

I can use visuals to understand a spoken text.

**THINK!** Do you like shopping? Why / Why not?

### 1 Complete the sentences with the words in the box. Which of the words in blue are nouns?

deliver exchange fit labels scans  
special offers try on window shopping

- You can **return** or ..... a product if you've got the **receipt**.
- When there are ....., products are cheaper than usual.
- Shops normally ..... big or heavy items.
- When your clothes are the right size, they ..... you perfectly.
- A **changing room** is a place where you can ..... clothes.
- When you're ....., you're outside shops looking at the products in the windows.
- At the **checkout**, a **shop assistant** ..... the **bar codes** on products to find out their prices.
- Shops must always show prices on ..... or **shelves**.

### 2 1.20 PRONUNCIATION: /s/ and /ʃ/ Listen and put the words into the correct row.

scan screen shopping fashion store  
assistant show shelf

/s/:

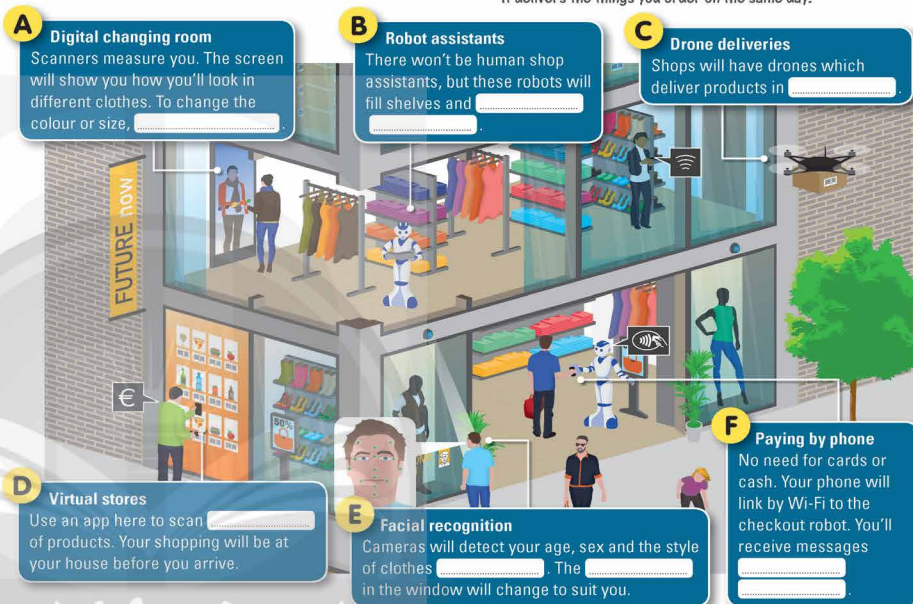
/ʃ/:

### 3 1.21 Study the diagram of the future of shopping. Then listen. In what order do you hear about topics A–F?

### 4 1.21 Listen again and complete the notes in A–F.

### 5 USE IT! Write five sentences to describe your perfect shop. Then compare your sentences with a partner's. Choose the best ideas.

It delivers the things you order on the same day.



34 Our surroundings

### Exercise 3 1.21 page 115

Read out the task and explain that looking at pictures and diagrams can help you to understand a spoken text better. Allow students time to look at the diagram and read the notes in A–F, then play the audio for them to listen and note down the order of the topics. Check answers.

### ANSWERS

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

### Exercise 4 1.21 page 115

Allow students time to read through the notes again, then play the audio again. Students listen and complete the notes. Check answers.

### ANSWERS

- touch the screen
- take your shopping to the checkouts
- less than an hour
- the bar codes
- you are wearing, advertisements
- when there are special offers

### Exercise 5 USE IT!

Read out the task and the example. With **weaker classes**, elicit one or two more ideas, e.g. *It has lots of choice. The products aren't expensive*. Students write their sentences individually, then work in pairs to agree on the five best ideas.

### ANSWERS

Students' own answers.

### More practice

Workbook page 22



### 3 LANGUAGE FOCUS • Future forms

I can talk about plans and predictions.

#### 1 Match a–d with examples 1–4.

- a going to .....  
b present continuous .....  
c present simple .....  
d will .....
- 1 You're going to buy a coat.  
2 Shopping will be different in the future.  
3 Your train leaves in ten minutes.  
4 You're cooking for friends tonight.

#### 2 Match the future forms from exercise 1 with rules 1–4.

##### RULES

- 1 We use this form when we plan or intend to do something in the future, but there isn't an exact date or time yet. ....  
2 We use this form when we have organised something and there is an exact date or time. ....  
3 We use this form for things which have a fixed timetable. ....  
4 We use this when we make a prediction about the future. ....

##### Remember!

We use **will** when we make an instant decision or a promise.

#### 3 Choose the correct options to complete the dialogue. Explain your answers.

- Becky Bye, Mum. See you later. I'm meeting / I'll meet Grace for lunch at 2.00 p.m.  
Mum Where <sup>2</sup> will you have / are you having lunch?  
Becky At Richy's café. Why?  
Mum Oh, because I'm <sup>3</sup> leaving / going to leave for my dentist's appointment in half an hour. I can drive you to town if you want.  
Becky Ah no, it's OK, thanks, Mum. I'm sure <sup>4</sup> you'll leave / you're leaving late, as always.  
Mum Hmm. Have you got any plans for the afternoon? Are you <sup>5</sup> going to buy / buying anything?  
Becky Maybe <sup>6</sup> we'll go / we're going window shopping. Why not meet us later?  
Mum OK, great.  
Becky Right. I'm going – my bus <sup>7</sup> will leave / leaves in two minutes. Bye!

#### 4 Complete the sentences using the correct form of **will**, **be going to** or the **present continuous**.

- 1 I ..... (not buy) that. I've decided that it doesn't suit me.  
2 I ..... (play) golf with Anna next Saturday. Would you like to come?  
3 I promise that I ..... (pay) you when I've got some money.  
4 Ask the shop assistant. He ..... (help) you.  
5 We've got great plans. Our company ..... (sell) fresh air.  
6 The president ..... (have) a staff meeting next Monday. You can meet him after that day.

#### 5 USE IT! Work in pairs. Read the information in the leaflet and prepare answers for 1–6. Then tell the class your plans and predictions.

- 1 When are you going?  
2 How are you going to get there?  
3 What time do the shops open and close there?  
4 What kind of things are you going to buy?  
5 Do you think that you'll enjoy the experience?  
6 What will be the best and worst things about the trip?

**Congratulations!**  
You've won first prize!

This means that you and two friends have got twenty minutes' FREE shopping in your favourite shopping centre. Each of you will have one trolley which you can fill.

**Enjoy!**



**Finished?**  
Imagine you are going shopping. Write a paragraph about your plans and predictions using as many different future forms as you can.

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##### ANSWERS

- 1 going to 2 will  
3 present simple 4 present continuous

#### Exercise 2

Students look at the examples in exercise 1 again and match them with the rules. Check answers. With **weaker classes**, read out each rule in turn and elicit which example in exercise 1 it matches. Make sure students understand how each future form is used.

Read the information in the Remember! box with the class. Elicit or give some examples of spontaneous decisions or offers or promises, e.g. 'I'm going shopping later.' 'I'll come with you.' (spontaneous decision) 'This bag is heavy!' 'I'll carry it for you.' (offer)

##### ANSWERS

- 1 a going to, 2 b present continuous,  
3 c present simple, 4 d will

#### Exercise 3

Students choose the correct forms to complete the dialogue. Refer them back to the rules to help them explain their answers. Check answers with the class.

##### ANSWERS

- 1 I'm meeting (organised + exact time)  
2 are you having (organised + exact time)  
3 leaving (organised + exact time)  
4 you'll leave (prediction)  
5 going to buy (plan / intention)  
6 we'll go (prediction – not organised)  
7 leaves (timetable)

#### Exercise 4

Students complete the sentences with the correct future forms. Check answers, referring back to the rules if necessary.

##### ANSWERS

- 1 'm not going to buy 2 'm playing  
3 'll pay 4 'll help 5 is going to sell 6 's having

#### Exercise 5 USE IT!

Allow students time to read the information, and make sure they understand everything. In pairs, students read the questions and prepare their answers. Ask pairs in turn to tell the class their plans and predictions. Discuss with the class whose shopping trip sounds like fun.

##### ANSWERS

Students' own answers.

#### Finished?

Refer **fast finishers** to the **Finished?** activity. Students write their paragraphs individually. Ask some students to read their paragraphs to the class.

#### More practice

Workbook page 23

## Language focus • Future forms

### Aim

Talk about plans and predictions.

### Warm-up

Ask students what they can remember about the diagram on page 34. Ask: *What does it say shopping will be like in the future?* Elicit a few answers, and write some sentences on the board, e.g. *The shop assistants will be robots.*

Underline the verbs and elicit that they refer to the future. Ask: *What other forms can we use to refer to the future?* Elicit some examples of other future forms to write on the board. Explain to students that they are going to learn some future forms.

### Exercise 1

Students match the examples with the future forms. With **weaker classes**, students could work in pairs for this. Check answers.



## Speaking • A presentation

### Aim

Vary the speed and emphasis of your voice when giving a presentation.

### THINK!

Ask the questions to the whole class and elicit some answers. Ask: *What makes a presentation interesting to watch? Does the person speak quickly or slowly? Do they keep their voice level all the time, or do they emphasise some words more than others?* Elicit a range of answers, and elicit the fact that speed and tone of voice are important for making a speech or presentation interesting to listen to.

### ANSWERS

Students' own answers.

### Exercise 1 1.22 page 115

Explain that students are going to watch or listen to someone presenting a new product. Allow students time to read the features. Check that they understand them all. Play the video or audio. Students watch or listen and note down the book's features. Check answers.

### ANSWERS

a, d, h, i

### Exercise 2

Read the key phrases with the class and check that students understand them all. Elicit which introduce new points.

### ANSWERS

First of all, it's ..., Another advantage is that ..., It's also worth mentioning that ..., Finally, one big advantage of ...

### Exercise 3 1.22 page 115

Play the video or audio again. Students watch or listen and complete the key phrases. Check answers.

### ANSWERS

- 1 some great features of the book
- 2 light and portable
- 3 I can carry it easily with one hand
- 4 books don't require any electricity or a charger
- 5 books are very easy to share with friends
- 6 books is that they're cheap – or even free
- 7 it's a great product

### Exercise 4 1.23

Read the information about speed and emphasis with the class. Read out the question, then play the audio, pausing after each sentence for students to repeat. Encourage them to copy the speed and intonation on the audio. Elicit which words the speaker makes longer.

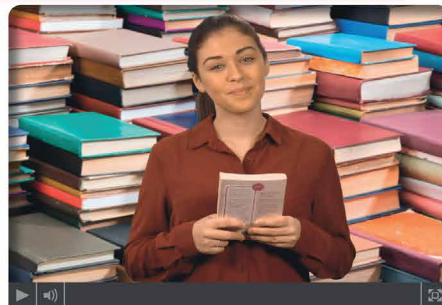
## 3 SPEAKING • A presentation

I can vary the speed and emphasis of my voice when giving a presentation.

**THINK!** Do you ever watch people describing products online? What have you seen?

- 1 **1.22** Watch or listen to Joelle presenting a 'new' product. What features from a–j does she say that a book has?
 

|                      |                 |
|----------------------|-----------------|
| a light and portable | f convenient    |
| b electronic         | g luxury brand  |
| c versatile          | h easy to share |
| d tough              | i good value    |
| e fragile            | j special offer |
- 2 Study the Key Phrases. Which phrases introduce new points?
- 3 **1.22** Watch or listen again and complete 1–7 in the Key Phrases.
- 4 **1.23** When we want to keep a listener's attention, it's a good idea to vary the speed and emphasis of what we're saying. Listen and repeat phrases 1–5. Which words does the speaker make longer?
  - 1 I think you're really going to like it.
  - 2 I can carry it easily with one hand.
  - 3 Some other products, in contrast, are a bit more fragile.
  - 4 You can use them anywhere.
  - 5 Now that's what I call good value!



### KEY PHRASES

#### Giving a presentation

I'd like to talk to you about ...  
Let me start by showing you <sup>1</sup> .....  
First of all, it's <sup>2</sup> .....  
As you can see, <sup>3</sup> .....  
Another advantage is that <sup>4</sup> .....  
It's also worth mentioning that <sup>5</sup> .....  
Finally, one big advantage of <sup>6</sup> .....  
I think you'll agree that <sup>7</sup> .....

### SPEAKING GUIDE

#### A TASK

Choose a product and prepare a presentation to tell people about its features and advantages.

#### B THINK AND PLAN

- 1 Think of three or four positive features of the product.
- 2 Are there any similar products? Why is this better?
- 3 Decide which key phrases you can use in your presentation.
- 4 Think about what you're going to say, and make notes.

#### C SPEAK

Practise speaking from your notes once or twice. Then take turns to do your presentations.

#### D CHECK

Did you vary your speed and emphasis when you were talking?

### STUDY STRATEGY

#### Engaging the audience

When you give a presentation, look at the audience and not at your notes. Make eye contact and remember to smile!

- 5 **USE IT!** Follow the steps in the Speaking Guide.



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### ANSWERS

- 1 really, like
- 2 easily, one hand
- 3 other, bit, fragile
- 4 anywhere
- 5 that's, good value

### Optional activity: Speaking

In pairs, students think about a new mobile phone, and what features it should have. Ask them to write three sentences about the phone using the key phrases. Point out they could use the features in exercise 1. Students then practise saying their sentences to emphasise the important words. Ask some students to say their sentences to the class.

### ANSWERS

Students' own answers.

### Exercise 5 USE IT!

Read out the study strategy. Demonstrate by first focusing on the class as you speak and getting eye contact. Then look at the board as you speak. Ask students for feedback about the delivery.

Read the task with the class. Students read part B and make notes. They could work in pairs for this. Students practise speaking from their notes. They could work in pairs for this.

Students take turns to do their presentations for the class. With larger classes, students could give their presentations to each other in groups. Encourage students to think about their speed and emphasis. Alternatively, students could give each other feedback on this.

### ANSWERS

Students' own answers.



### 3 WRITING • A letter to a pen pal

I can talk about my future career plans.

**THINK!** What are your plans for the future? What career that impresses you most?

99/8A Lê Lợi Street  
Hồ Chí Minh City  
11<sup>th</sup> September, 20...

Dear Tony,

It's been a while since we last talked. How are you doing at school? Hope you are having an awesome term. Today, I'm glad to share my future career plans with you. I hope that you will support me **as well as** give me some pieces of advice. I've always been interested in the healthcare industry and helping people in need. After much thought and consideration, I'd like to pursue a career in nursing in the future. I believe nursing is a **both** rewarding **and** challenging career that will allow me to make positive impacts on people's lives. I'm thrilled about the prospect of working in a dynamic environment where I'll have the chance to develop every day. I love **not only** meeting new people **but also** building lasting relationships with patients and colleagues. To achieve my career goals, I'll enrol in a nursing programme at a college. I'm confident that with the right training and experience, I'll be able to make a meaningful difference in the lives of those I care for.

I'd love to hear about your future career plans too. What are you interested in pursuing? Have you had any plans for your future career yet?

Thank you for being such a great pen pal of mine.  
I look forward to hearing from you soon.  
Stay well,  
Nam Phương

- 1** Read Nam Phương's letter then label each section with the appropriate heading.
- |                    |           |
|--------------------|-----------|
| a Address and date | d Body    |
| b Salutation       | e Closing |
| c Pleasantries     |           |

- 2** Complete the Key Phrases with words from the text.

#### KEY PHRASES

##### Talking about future career

I'm glad to <sup>1</sup> ..... To achieve <sup>4</sup> .....  
I believe <sup>2</sup> ..... I'm confident that <sup>5</sup> .....  
I'm thrilled about <sup>3</sup> ..... I'd love to <sup>6</sup> .....

**Language point: Conjunctions: *as well as; both ... and; not only ... but also***

- 3** Study the conjunctions in **blue** in Nam Phương's letter. Then complete the sentences using the conjunctions.

- Hannah gives me useful advice. She also helps me make reports quickly. (*as well as*)
- Tuấn is a skilful football player. So is Minh. (*Both ... and*)
- Doing exercise is good for your physical health and mental health, too. (*not only ... but also*)

- 4** **USE IT!** Follow the steps in the Writing Guide.

#### WRITING GUIDE

##### A TASK

Write a letter (100–120 words) to your pen pal and share with him / her about your future career.

##### B THINK AND PLAN

- Address and date
- Salutation
- Pleasantries
- Body

**Paragraph 1:** What future career are you interested in?

**Paragraph 2:** Why are you suitable for the career?

**Paragraph 3:** What will you do to achieve your goal?

##### C WRITE

Use the steps from section B and the model letter to help you.

##### D CHECK

- future tenses
- conjunctions
- key phrases

Our surroundings 37

## Writing • A letter to a pen pal

### Aim

Talk about future career plans.

### THINK!

Read out the questions and elicit a range of answers. Ask more questions to encourage students to say more, e.g. *What do you want to be in the future? What kind of jobs are you interested in?*

### ANSWERS

Students' own answers.

### Exercise 1

Students read Nam Phương's letter. Pre-teach *dynamic* (having a lot of ideas and enthusiasm), *challenging* (difficult), *rewarding* (worth doing). Students read the letter then label each section with the appropriate heading. Check answers with the class.

### ANSWERS

- |              |               |          |
|--------------|---------------|----------|
| a lines 1-3  | b line 4      | c line 5 |
| d lines 6-17 | e lines 18-19 |          |

### Exercise 2

Read through the key phrases with the class and check that students understand them all. Students read the guide again and complete the key phrases. Check answers.

### ANSWERS

- share my future career plans with you.
- nursing is a both rewarding and challenging career.
- the prospect of working in a dynamic environment.
- my career goals, I'll enrol in a nursing programme at a college.
- with the right training and experience, I'll be able to make a meaningful difference in the lives of those I care for.
- hear about your career plans too.

### Exercise 3 Language point: conjunctions: *as well as; both ... and; not only ... but also*

Focus on the conjunctions in blue in the letter and elicit the meanings. Elicit that all the conjunctions are used to join similar ideas together. Point out that each conjunction is used in a slightly different way in a sentence.

Read out the example. Students then write the remaining sentences. With **stronger classes**, ask students to write two different versions of each sentence, using different conjunctions. Allow students time to compare their answers in pairs, then check answers.

### ANSWERS

- Hannah gives me useful advice **as well as** helps me make reports quickly.
- Both Tuấn and Minh are skilful football players.
- Doing exercise is **not only** good for your physical health **but also** mental health.

### Optional activity: Writing

In pairs, students think of a future career and write two sentences about it, using the conjunctions. They then swap sentences with another pair and rewrite the sentences they have been given, using different conjunctions. Ask some groups to read some of the sentence pairs to the class.

### ANSWERS

Students' own answers.

### Exercise 4 USE IT!

Make sure students understand the meaning of the letter about future career plans. Elicit a few more ideas. Students read part B and plan their future career. Read through part C with the class. Students then write their future career. This can be set for homework. Remind them to use some of the conjunctions and key phrases. Remind them also to check their grammar and spelling carefully.

### ANSWERS

Students' own answers.

### More practice

Workbook page 25



## Unit summary

### Vocabulary

Feelings and emotions: *afraid, anger, angry, annoyance, annoyed, annoying, bored, boredom, boring, disgusted, disgusting, embarrassed, embarrassing, embarrassment, excited, exciting, excitement, fear, frightened, frightening, relaxation, relaxed, relaxing, stress, stressed, stressful, surprised, surprising, sympathetic, sympathy, worried, worry*

Music, mood and health: *affect, calm down, cheer up, concentrate, distract, improve, increase, reduce, sing along, slow down, speed up, turn down, turn off, turn on, turn up, work out*

### Language focus

Possibility and certainty

Ability, advice and obligation

### Speaking

I can express sympathy and support.

### Writing

I can write a post giving advice on an internet forum.

## Vocabulary • Feelings and emotions

### Aim

Talk about feelings and emotions.

### THINK!

Read out the first question and elicit or give some examples of different moods students might be in, e.g. *happy, cheerful, bored*. Write some useful vocabulary on the board.

Read out the second question and elicit some examples of things that might change someone's mood, e.g. *being tired, having an argument with someone, having something to look forward to*, etc.

Students discuss the questions in pairs. Ask some students to tell the class something they learned about their partner.

### ANSWERS

Students' own answers.

### Exercise 1

Read out the title of the texts and elicit or explain that *emotions* are feelings. Point to the nouns in the list and explain that the text contains adjectives related to the nouns.

Students read the descriptions and match the blue adjectives with the nouns. They can use their dictionaries to check the meanings. With **stronger**

# 4 Feelings

VOCABULARY • Feelings and emotions  
I can ask and answer questions about feelings.

CLIL p93  
Language Focus Reference p102

**THINK!** What kind of mood are you in today?  
Why? What things change your mood?

**1** Read the *Emotions test* and match the adjectives in blue with nouns 1–12.

- |            |                 |               |
|------------|-----------------|---------------|
| 1 surprise | 5 annoyance     | 9 boredom     |
| 2 disgust  | 6 anger         | 10 sympathy   |
| 3 stress   | 7 embarrassment | 11 excitement |
| 4 worry    | 8 fear (x2)     | 12 relaxation |

### Remember!

Some adjectives have two possible endings:  
-ed: describes one's feelings  
I felt bored.

-ing: describes the thing, person, or situation  
The film was boring. My English teacher is amusing.

**2** Do the *Emotions test*. Then check your answers with the key. How many did you get right?

**3** 1.24 Choose the correct words to complete the questions. Then watch or listen. Which questions do the people discuss?

- When did you last feel embarrassed / embarrassing?
- What kind of situations are stressed / stressful for you?
- What activities do you find most relaxed / relaxing?
- What are you frightened / frightening of?
- What is your most annoyed / annoying habit?

**4** 1.24 Study the Key Phrases. Then watch or listen again. What answers are given to the questions in exercise 3?

### KEY PHRASES

#### Talking about your feelings

I get quite / so ... when ...  
I'm not that bothered by ...  
There's nothing ... about ...  
It makes me feel really ... when ...  
What I find most ... is ...

**5** **USE IT!** Work in pairs. Ask and answer the questions in exercise 3. Use the key phrases.

## The emotions test

This is a photo of a woman who is afraid. The emotion on her face is fear. When psychologists showed a picture like this to a group of adults and a group of teenagers, 100% of the adults correctly identified the emotion. However, only 50% of teenagers recognised that the emotion was fear. Some thought that it was surprise, others thought that it was anger. The results of many studies seem to show that in our teenage years we are not always good at recognising emotions.



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

### Finished?

Think of alternative adjectives to describe the emotions in the photos.



**classes**, encourage students to guess the meanings from the context before they check in their dictionaries.

Go through the nouns and adjectives with the class, and check that students understand them all. Read through the Remember! box with the class. Elicit other examples of adjectives that have two possible endings, e.g. *excited / exciting, surprised / surprising*.

### ANSWERS

- 1 surprising 2 disgusting 3 stressful  
4 worried 5 annoyed 6 angry  
7 embarrassing 8 frightening, afraid  
9 boring 10 sympathetic 11 exciting  
12 relaxing

### Exercise 2

Students do the emotions test and check their answers in the key. With **weaker classes**, students could do this in pairs. Ask students how many they got right.

### ANSWERS

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

### Optional activity: Vocabulary

Write the blue adjectives from the texts on the board, then ask students to close their books. In pairs, students look at the adjectives and write the related nouns. You could set a time limit to make it competitive.

Check answers, and invite students to come and write the nouns on the board to check the spellings. See which pairs can write the most nouns correctly.

### Exercise 3 1.24 page 115

Students choose the correct words. Check answers, and check that students understand the questions. Explain that students will watch or listen to three conversations in which people talk about their feelings.

Read out the question, then play the video or audio for students to watch or listen and note down the questions. Check answers with the class.



# Take the test. Match photos A–H with descriptions 1–8.

- OK. It's great that I won a prize for my project, but now everybody's looking at me. Is that **embarrassing** or what?
- I've got a friend who lets her pet dog lick her face sometimes. Yuck! I think it's **disgusting**.
- It's **stressful** when my son is out late and doesn't call. At least he could send me a message or something. He's probably OK, but I'm still **worried**.
- I hate it when I'm cycling and motorists drive too near me. Once I got really **annoyed** at a bad driver and I shouted at him at some traffic lights. I was SO **angry**.
- When you find out that you've got a new baby cousin and you see how tiny he is, it's very **surprising**. He's so cute!
- I'm not **afraid** of many things, but there's something about wasps ... I just find them really **frightening**. I think I had a bad experience with them when I was young.
- Watching this video about the history of Alaska is the most **boring** thing I've done in my life! And does anyone feel **sympathetic** for me? NO!
- Yay!!! I've passed my driving test, at last! This is so **exciting**! And my instructor is going to be so pleased. These last two years of lessons haven't exactly been **relaxing** for him!



## Exercise 5 USE IT!

Allow students time to prepare their answers individually. They then ask and answer the questions in pairs. Encourage them to ask more questions to find out more information. Ask some students to tell the class something they learned about their partner.

### ANSWERS

Students' own answers.

## Finished?

Refer **fast finishers** to the **Finished?** activity. Students can work individually or in pairs to think of alternative adjectives to describe the emotions in the pictures. Ask some fast finishers to share their ideas with the class. Ask other students if they agree.

### More practice

Workbook page 26

### ANSWERS

- 1 embarrassed 2 stressful 3 relaxing  
4 frightened 5 annoying  
The people discuss questions 2, 3 and 5.

### Exercise 4 1.24 page 115

Read through the key phrases with the class and check that students understand them all. Elicit which phrases can be completed with an **-ed** adjective and which can be completed with an **-ing** adjective.

Play the video or audio again for students to note down the answers. Check answers with the class. With **stronger classes**, ask students to complete some of the key phrases so they are true for them. Elicit some examples from the class.

### ANSWERS

- 2 being stuck in traffic  
3 playing the piano  
5 snoring

### Optional activity: Listening

Write the following questions on the board:

- Do Kaitlin and Joelle agree that being stuck in traffic is stressful?
- What joke does Theo make about feeling relaxed?
- Why was Rob embarrassed about his habit once?

Put students into pairs to answer the questions from memory. Play the video or audio again, if necessary, for students to check their answers. Check answers with the class.

### ANSWERS

- No, they don't agree. Kaitlin says she just relaxes and reads a book.
- He jokes that he feels relaxed before an exam, when he hasn't done any revision.
- He was embarrassed because everyone on the camping trip heard him snoring.



## Reading • An investigation

### Aim

Identify an author's audience and intention.

### THINK!

Students discuss the questions in pairs. Discuss as a class what evidence there is that animals have feelings, e.g. *dogs often seem sad when their owner is missing*.

### ANSWERS

Students' own answers.

### Exercise 1

Read out the three sentences and check that students understand *philosopher* and *philosophy*. Pre-teach *orca* and *crow*. Students read the blog quickly and choose the best summary. Check the answer.

### ANSWER

b

### Exercise 2 1.25

Students read the sentences. Play the audio. Students read and listen, and decide if the sentences are true or false, then correct the false sentences. Check answers.

### ANSWERS

- 1 true
- 2 false (studies today show that animals may have thoughts or feelings)
- 3 true
- 4 false (small-brained animals like crows and mice show sympathy)
- 5 true

### Exercise 3

Students read the text again and answer the questions. Check answers.

### ANSWERS

- 1 Scientists have spent a lot of time researching animals.
- 2 Months and sometimes years later
- 3 Elephants, whales and chimpanzees
- 4 Because scientific studies suggest that animals might have emotions. / She thinks the evidence suggests that animals must feel something.

## 4 READING • An investigation

I can identify an author's audience and intention.

**THINK!** Do you think that animals are intelligent and have feelings? Why / Why not?

### 1 Scan the blog. Choose from a–c.

- a It's by a philosopher who is talking about the history of philosophy.
- b It's by a person who is interested in the subject because she likes animals.
- c It's by a scientist who is talking about her work and advertising a book.

### 2 1.25 Read and listen to the text. Write true or false and correct the false sentences.

- 1 The author gets on well with her pets. ....
- 2 Studies today show that animals don't have thoughts or feelings. ....
- 3 Chimpanzees show sympathy. ....
- 4 Small-brained animals don't show sympathy. ....
- 5 In the future, we'll know more about animals' emotions. ....

### 3 Read the text again and answer the questions.

- 1 How do people know more about animal behaviour these days?
- 2 For how long do elephants visit their dead?
- 3 Which animals in the blog are big-brained mammals?
- 4 Why does the author think that Descartes was wrong?

### 4 VOCABULARY PLUS Scan the blog and complete the two-part adjectives in 1–6. How do all of the adjectives end?

- 1 four- ..... 4 broken- .....
- 2 long- ..... 5 big- .....
- 3 one- ..... 6 open- .....

### 5 Complete the adjectives in 1–6. Use the -ed form of the words in the box.

behave blood eye hair hand skin

- 1 Crocodiles are cold- ..... creatures.
- 2 That blonde- ..... girl is my sister.
- 3 It's difficult for me to use that pen because I'm left- .....
- 4 You're such an excellent class. You're all very well- .....
- 5 I'm tall and blue- ..... like my father.
- 6 I can't stay in the sun for long because I'm very pale- .....

### 40 Feelings

### Optional activity: Reading

Write on the board:

According to the text, which animals ...

- 1 keep the same partner all their lives?
- 2 use grass to cover dead bodies?
- 3 get upset when an animal is in pain?

Students answer the questions in pairs. Check answers.

### ANSWERS

- 1 orcas 2 crows 3 mice

### Exercise 4 VOCABULARY PLUS

Elicit that a compound adjective is made up of more than one word. Give a few examples, e.g. *a blue-eyed girl*, *a bald-headed man*. Students find the adjectives in the text and answer the question. Check answers, and check that students understand all the adjectives.



If you've read my blog before, you already know that I'm an animal lover. My two dogs are the best four-legged friends in the world, and I've also adopted a long-haired, one-eyed cat with an attitude; she seems to know exactly what I'm thinking. So this month I wanted to ask a question: Can animals think and feel like we do?

In the 16<sup>th</sup> century, the philosopher René Descartes said that animals were like mechanical robots which didn't feel pain or have thoughts and feelings. Since then, opinions have changed, as scientists have spent a lot of time researching animals. Here are a few of the surprising things which they've observed:

- When an elephant dies, the other elephants in the group cover its body and stand next to it. They stay near the dead animal for days and seem broken-hearted. Members of the group will visit the place months and sometimes years later. It seems like they could be expressing their sadness. They might, perhaps, have emotions.



### 6 USE IT! Work in groups. Ask and answer the questions.

- 1 Do you agree with the conclusion of the blog?
- 2 Have you heard of any other cases of animal intelligence or emotions?

### ANSWERS

- 1 four-legged 2 long-haired  
3 one-eyed 4 broken-hearted  
5 big-brained 6 open-minded  
The adjectives all end with -ed.

### Exercise 5

Students complete the compound adjectives. Check answers, and check that students understand all the adjectives.

### ANSWERS

- 1 blooded 2 haired 3 handed  
4 behaved 5 eyed 6 skinned

### Exercise 6 USE IT!

Students discuss the questions in groups. Discuss their ideas as a class.

### ANSWERS

Students' own answers.

### More practice

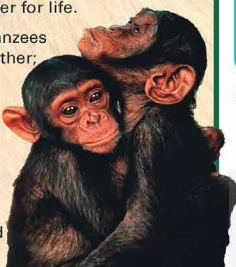
Workbook page 30





- Whales act like they're happily in love. They embrace and play together. Some, like orcas, have one partner for life.
- Studies show that chimpanzees are sympathetic to each other; one chimpanzee will hug another chimpanzee if it is hurt.
- It's not only big-brained mammals which show sympathy. Crows, like elephants, stand in a group when one dies, and bring grass to cover the body. Scientists have also noted that mice appear worried when another mouse is in pain.
- Animals in a group certainly have different personalities; some are confident; some are shy; some are relaxed; others are more aggressive and assertive.

So what about Descartes? To me, it's pretty obvious that he was wrong. The evidence suggests that animals must feel something; they can't simply be like robots. Researchers are using brain scans to discover more about animal behaviour, so we may know more about their emotions in the future. For now, we should be open-minded and considerate towards animals. They might be thinking more than we realise.



### may, might, could, can, must

1 Read examples 1–5. What do the modal verbs in **blue** mean? Write *possibly*, *definitely* or *definitely not*.

- They **could** be expressing sadness. ....
- The evidence suggests that animals **must** feel something. ....
- They **can't** simply be like robots. ....
- We **may** know more in the future. ....
- They **might**, perhaps, have emotions. ....

2 Choose the correct options to complete the rules.

#### RULES

- We use *may*, *might* and *could* to express possibility / certainty.
- We use *must* and *can't* when we are certain / not certain about things.
- The modal verbs in exercise 1 **change** / **don't change** in the *he, she* and *it* forms.
- We always / never use *to* after modal verbs.

3 Complete the sentences with appropriate modal verbs.

- She's smiling, so she ..... be unhappy.
- I'm not sure, but they ..... live in Huế.
- You're going to Canada? You ..... be excited!
- Orcas are rare here, but you ..... see one if you're lucky.
- It ..... be frightening to see a shark when you're swimming.
- England aren't a great football team. They ..... not win the match tomorrow.

4 **USE IT!** Work in pairs. Exchange opinions about ideas 1–6 using words from the box and the modal verbs.

be frightening   be fun   be intelligent  
be surprising   have feelings   have fun

- horse riding
- elephants
- this film
- my exam results
- swimming with dolphins
- spiders

Horse riding **might** be fun.

Really? I think it **must** be frightening.

#### Finished?

Write five sentences about the animal emotions using modal verbs.

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### Exercise 3

Read out the first sentence prompt and elicit the correct modal verb, referring back to the rules if necessary. Students then complete the sentences. Check answers with the class.

#### ANSWERS

- 1 can't   2 may / might / could  
3 must   4 may / might / could  
5 must   6 may / might

### Exercise 4 USE IT!

Read out the task, then read through the six ideas with the class and make sure students understand them all. Read out the example answers and ask: *What do you think about horse riding?* Elicit answers from one or two students. Try to elicit an answer with each modal verb.

Students work in pairs to exchange their opinions. Encourage them to give reasons. With **stronger classes**, encourage students to use their own opinions, as well as the ones in the box, e.g. *I think horse riding must be boring because you just sit there!*

Ask some students to tell the class which ideas they disagreed on the most and why.

#### ANSWERS

Students' own answers.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually, then compare with another fast finisher. Alternatively, ask some fast finishers to read their sentences to the class.

### More practice

Workbook page 27

## Language focus • Possibility and certainty

### Aim

Use *may*, *might*, *could*, *can* and *must* to express possibility and certainty.

### Warm-up

Write on the board: *Animals have emotions.* Ask: *Do you agree with this? How certain are you that it is true? If 1 is not certain at all and 10 is completely certain, what number would you give to yourself?*

Elicit answers from individual students, and write sentences on the board based on their answers, e.g. *Ana thinks animals might have emotions. Dan thinks animals must have emotions.* Underline the modal verbs and explain that we can use modal verbs to express possibility and certainty.

### Exercise 1

Students read the sentences and write the correct words to show the meaning of the modal verbs. Check answers with the class.

#### ANSWERS

- 1 possibly   2 definitely   3 definitely  
not   4 possibly   5 possibly

### Exercise 2

Students choose the correct words. With **weaker classes**, read through the rules with the class and elicit the correct words.

#### ANSWERS

- 1 possibility   2 certain   3 don't  
change   4 never

### Language note

We can use *may not* and *might not* to express a negative possibility, e.g. *They may / might not have emotions* (it's possible that they don't have emotions). We can't use *could not* in this way: *They couldn't have emotions.*



## Vocabulary and listening • Music, mood and health

### Aim

Learn vocabulary to do with music, mood and health and identify a speaker's tone and purpose.

### THINK!

Read out the question and elicit answers from individual students. Ask: *Does some music change your mood? In what way? What music can make you feel happier?* Elicit a range of answers.

### ANSWERS

Students' own answers.

### Exercise 1

Explain that, for this task, students should try to guess the meaning of the words and phrases from their context. Pre-teach /IQ (intelligence quotient, a scale that measures intelligence).

Students read the blog and match the blue words and phrases with the definitions. With **weaker classes**, students could work in pairs for this. Check answers, and check that students understand all the words and phrases.

Point out that *affect* is a verb, whereas *effect* is a noun. Explain that *affect* means 'have an effect on something / someone'.

Ask: *Do you listen to music in any of the ways that are mentioned in the text? Which ones?* Elicit answers from individual students.

### ANSWERS

1 speed up 2 turn up 3 cheer up  
4 increase 5 calm down 6 distract

### Optional activity: Vocabulary

To practise the vocabulary, ask: *Do adults sometimes tell you to turn your music down?* Elicit a few answers, then put students into pairs. Ask them to write a short conversation about music between a parent and a teenager, using as many of the blue words and phrases as they can. Monitor and help, then allow them time to practise their conversations in pairs. Ask some pairs to perform their conversations for the class. See which pair managed to use the most words and phrases correctly.

### Exercise 2 1.26 page 115

Read out the study strategy and the task and make sure students understand that they should listen to hear the speaker's tone (how they are feeling) and their purpose (what they are doing when they speak). Explain to students that understanding a speaker's mood and

## 4 VOCABULARY AND LISTENING • Music, mood and health

I can identify a speaker's tone and purpose.

**THINK!** What music do you listen to when you're in a good mood and a bad mood?

### 1 Read the blog and match six of the words in blue with definitions 1–6.

- 1 go faster .....
- 2 make louder .....
- 3 become happier .....
- 4 make more .....
- 5 become more relaxed .....
- 6 prevent concentration .....

### STUDY STRATEGY

#### Identifying a speaker's tone

Listen carefully to how the person is speaking. Try to assess how he or she is feeling. This will help you to understand the context more easily.

### 2 1.26 Listen to situations 1–4, and for each one choose a word from box A and a word from box B to identify the speakers' mood and purpose.

A

angry energetic  
happy patient

B

argument discussion  
explanation instructions

### 3 1.26 Listen again and choose the correct answers.

- 1 The teacher wants Kevin to ...  
a slow down b speed up c stop
- 2 The man wants the young man to ...  
a turn down his music b relax  
c take off his headphones
- 3 The dentist says endorphins can help to ... pain.  
a reduce b increase c stop
- 4 The mother wants her son to ...  
a practise less b practise more  
c stop practising

### 4 USE IT! Work in pairs. Ask and answer the music questions.

- 1 What music do you put on to relax or calm down?
- 2 Does music distract you or help you to concentrate when you study?
- 3 Do your parents ever ask you to turn your music down or to turn it off?
- 4 What songs do you sing along to? Do you turn up the volume when you hear them?

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purpose can help them to understand the overall meaning of a conversation.

Play the audio for students to listen and choose the correct words. Check answers.

### ANSWERS

1 energetic, instructions 2 angry, argument 3 patient, explanation  
4 happy, discussion

### Exercise 3 1.26 page 115

Allow students time to read through the sentences and options. Play the audio again. Students listen and choose the correct options. Check answers.

### ANSWERS

1 a 2 c 3 a 4 a

### Exercise 4 USE IT!

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

### The surprising stuff blog

## Music, mood and health

When we **turn on** the radio and hear a good song, we **cheer up**, but scientific studies have shown that music **affects** our brains and bodies in many more ways.



1 If you **turn up** the volume and **sing along** to your favourite songs, it's good for your heart and health. But if other people can hear the music from your headphones, you should **turn down** the volume – it could cause you hearing problems.

2 If you listen to fast music while you **work out**, it can **improve** your fitness, and help you to **speed up** your running. But you mustn't listen to music when you're cycling because it could **distract** you and cause an accident.



3 Listening to music can help you to **concentrate** on your homework. But it's better without lyrics, so **turn off** the rap and start playing something more melodic.

4 Music therapy **reduces** anxiety and helps people to **calm down**. Relaxing music **slows down** your heart and breathing. It can also help reduce pain.



5 Learning to play an instrument can **increase** your IQ, because you have to use both sides of your brain.



### ANSWERS

Students' own answers.

### More practice

Workbook page 28



## 4 LANGUAGE FOCUS • Ability, advice and obligation

I can talk about abilities, advice and obligations.

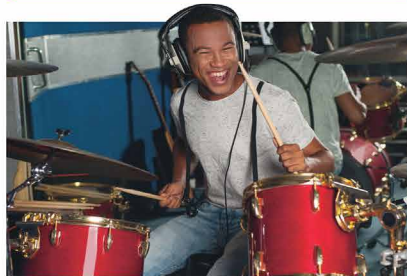
### Ability: *can, could, be able to*

#### 1 Study the examples and choose the correct options to complete the rules.

You can't turn down drums.  
I couldn't hear you.  
One day you'll be able to play the whole song.

#### RULES

- We use **can** / **could** to express an ability in the past.
- We use **can** / **could** to express an ability in the present.
- We use **be able to** / **could** to express an ability in the future.



#### 2 Complete the sentences with the correct form of *can, could or be able to*.

- Why don't you turn up the music? Then we'll all \_\_\_\_\_ sing along.
- I'm going to have singing lessons. Then I might \_\_\_\_\_ join a band.
- We \_\_\_\_\_ turn on the TV because it was broken.
- I really \_\_\_\_\_ exercise at the moment. I'm too tired.
- \_\_\_\_\_ you speak English when you were three?

#### 3 Make sentences using phrases from the boxes.

I'm sure that people will be able to speak with animals in the future.

|                                                                                                                |                                                                            |                                 |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------|
| I don't think that<br>I doubt that<br>I'm sure that<br>In the past,<br>When I was<br>younger,<br>One day soon, | I<br>my best<br>friend<br>my parents<br>people<br>this class<br>scientists | can<br>could<br>will be able to |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------|

### Advice and obligation: *should, must, have to*

#### 4 Read examples 1–6. Write A (advice), O / P (obligation or prohibition) or N / O (no obligation).

- You must be careful. ....
- You mustn't listen to music when you're cycling. ....
- You have to concentrate if you're on the road. ....
- You don't have to practise all day every day. ....
- You should look where you're going. ....
- You could have a break sometimes. ....

#### 5 1.27 PRONUNCIATION: Silent letters Listen. Which letters are silent? Listen again and repeat.

- It could distract him.
- We mustn't copy in exams.
- I couldn't finish my project.
- They should help us.

#### 6 Choose the correct options.

- You mustn't / shouldn't wake her up. She looks so peaceful.
- You don't have to / mustn't help, but you can if you've got time.
- You must / should turn off all music after midnight. That's the law.
- I mustn't / don't have to eat chocolate. I'm allergic to it.
- You have to / don't have to be in bed to feel relaxed.
- We shouldn't / don't have to distract her. She's concentrating.



#### 7 USE IT! Work in pairs. Complete the sentences with your own ideas.

For the world to be a peaceful place, ...

- we should ...
- we shouldn't ...
- we must ...
- we mustn't ...
- we don't have to ...

To be in a good mood every day, ...

- you should ...
- you shouldn't ...
- you have to ...
- you don't have to ...



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## Language focus • Ability, advice and obligation

### Aim

Use modal verbs to express ability, advice and obligation.

### Warm-up

Ask: *Is it a good idea to listen to loud music when you're cycling?* (no) *Is it possible to hear what's happening around you?* (no)  
Write on the board: You \_\_\_\_\_ listen to loud music. You \_\_\_\_\_ hear things around you.  
Elicit the missing verbs, *shouldn't* and *can't* and elicit that these are modal verbs. Ask: *Which sentence expresses an ability? Which sentence gives advice?*

### Ability: *can, could, be able to*

#### Exercise 1

Students read the examples and rules, then choose the correct words. Check

answers. With **weaker classes**, read out each example and ask questions to check understanding, e.g. *Is it possible to turn down drums?* (no) Then read out the rules and elicit the correct answers.

#### ANSWERS

1 could 2 can 3 be able to

#### Exercise 2

Students complete the sentences. Check answers, referring back to the rules to explain the answers.

#### ANSWERS

1 be able to 2 be able to 3 couldn't  
4 can't 5 Could

#### Exercise 3

Read out the example sentence and elicit one or two more examples. Students make more sentences individually or in pairs. Ask some students to read their sentences to the class.

#### ANSWERS

Students' own answers.

## Advice and obligation: *should, must, have to*

### Exercise 4

Check that students understand *advice*, *obligation* and *prohibition*. Elicit some examples of things that are obligatory, and things that are prohibited. Students read the sentences and decide what they express. Check answers. Point out that *must* and *have to* have a similar meaning in affirmative sentences, but different meanings in negative ones.

#### ANSWERS

1 O/P 2 O/P 3 O/P 4 N/O  
5 A 6 A

### Exercise 5 1.27 PRONUNCIATION: Silent letters

Explain that silent letters are written but not pronounced. Ask students to read the sentences, then play the audio. Students listen and notice which letters are silent. Play the audio again, pausing to check answers and for students to repeat. With **stronger classes**, students could write some sentences using these words and other words with silent letters, then practise saying them.

#### ANSWERS

1 could 2 mustn't 3 couldn't  
4 should

### Exercise 6

Students choose the correct verbs. Check answers.

#### ANSWERS

1 shouldn't 2 don't have to  
3 must 4 mustn't 5 don't have to  
6 shouldn't

### Exercise 7 USE IT!

Students complete the sentences with their own ideas. Ask some students to read some of their sentences to the class.

#### ANSWERS

Students' own answers.

### More practice

Workbook page 29

# Speaking • Talking about feelings

## Aim

Express sympathy and support.

## THINK!

Ask the questions to the whole class and elicit some answers. Ask: *Is it important to make time to help friends? Why? Who do you usually talk to when you are feeling down – friends or family members? Why?* Elicit a range of answers from individual students.

## ANSWERS

Students' own answers.

## Exercise 1 1.28

Read out the questions, then play the audio. Students listen and read, and answer the questions. Check answers.

## ANSWER

Brad is feeling sad / fed up because he didn't get into the swimming team.

## Exercise 2 1.28 PRONUNCIATION: Intonation

Read out the information about tone of voice, then read through the key phrases with the class and check that students understand them all. Play the audio again for students to listen and focus on the intonation. With **weaker classes**, pause the audio after some of the key phrases for students to repeat, copying the intonation on the audio. Students then practise the dialogue in pairs, focusing on tone of voice.

## ANSWERS

Students' own answers.

## Optional activity: Speaking

As a class, brainstorm some other things that teenagers might feel down about, e.g. *I've had an argument with my best friend. I've failed an exam.* Write a selection of situations on the board.

In pairs, students take turns to say one of the situations on the board. Their partner responds with the key phrases and expresses sympathy and support.

## Exercise 3 1.29 page 116

Read out the questions, then play the video or audio. Students watch or listen and answer the questions. Check answers.

## ANSWERS

- 1 Her family might have to move house.
- 2 It's quite far, but cool.
- 3 She feels a bit better.

## Exercise 4 1.29 page 116

Play the video or audio again. Students watch or listen and note down the key phrases. Check answers.

## 4 SPEAKING • Talking about feelings

I can express sympathy and support.

**THINK!** Do you ever have to help friends when they're feeling down? When?

**Josie** What's up, Brad? You look a bit sad.  
**Brad** I didn't get into the swimming team. Not even the reserves.  
**Josie** Oh no! I'm surprised to hear that. You must feel really fed up.  
**Brad** Yes, I do.  
**Josie** I can imagine. Cheer up – we know that you're a good swimmer. You mustn't get too down about it.  
**Brad** I can't help it. It's really disappointing.  
**Josie** Hey, look on the bright side. Now you don't have to get up early for training every day! Yeah, but I really enjoyed all that.  
**Brad** Don't worry. It's not the end of the world. I'm sure you'll get another chance. You just have to keep improving.  
**Brad** I suppose I could try again in the autumn. There are more trials then, and I can practise all summer.  
**Josie** Exactly. It may even be better then. It's a busy time now anyway, with all the exams and stuff.  
**Brad** Hey, you're right. It might not be so bad after all. Thanks, Josie.



## 3 1.29 Watch or listen to another dialogue. Answer the questions with a partner.

- 1 What's Jan's problem?
- 2 What does Ned say about London?
- 3 How does Jan feel at the end?

## 4 1.29 Watch or listen again. Which key phrases do you hear?

## 5 Read tasks A and B. Which situation did you watch or hear in exercise 3?

### Task

#### A

Your friend thinks that he / she might have to move to a different town or city. Give sympathy and support.

### Task

#### B

Your friend has failed his / her math exam. Give sympathy and support.

## 6 USE IT! Work in pairs. Act out situation A or B.

## KEY PHRASES

### Expressing sympathy and support

I'm (really) sorry / surprised / amazed to hear that.  
You must feel ...  
I can imagine.  
Cheer up. / Calm down.  
Look on the bright side.  
Don't worry.  
It's not the end of the world.  
You just have to ...



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## ANSWERS

I'm sorry to hear that.  
I can imagine.  
Look on the bright side.  
You must feel awful.  
You just have to ...  
Don't worry.

## Exercise 5

Allow students time to read through the situations. Elicit which situation they heard in exercise 3.

## ANSWER

### Task A

## Exercise 6 USE IT!

Explain to students that they are going to act out one of the situations in exercise 5. Allow them time to prepare their ideas. With **weaker classes**, you could work with the whole class and elicit one of the dialogues as an example. Students could then work in pairs to prepare and practise the other dialogue. With **stronger classes**, students could use their own idea for a situation. Monitor and help, and remind

them to use the key phrases. Ask some pairs to perform their dialogues for the class.

## ANSWERS

Students' own answers.



## 4

## WRITING • A post on an advice forum

I can write a post giving advice on an internet forum.

**THINK!** In what kind of situations do people ask for advice on the internet?

- 1 Read the forum post. What advice does Kim give to Linh? What do you think of the advice?

## Friends forum



I've just started at a new school and there's a group of people I hang out with. We have a laugh together, but it bothers me when they say that only 'sad' people study a lot. Last week they teased me when I got good marks in a history test. I'm not sure if I like that. **Linh**



Hey, Linh,

OK, well this is a slightly annoying situation, isn't it? But quite common, IMO. Let's think. What could you do? For a start you should probably ask these people why it's 'sad' to do well.

They might be having problems with some of the work. Hey – you could even offer to help them. What do you reckon?

What else? Are you meeting a lot of new people at the moment? I bet that there are **LOADS** of other people that you can be friends with if you want. Just be yourself, 'cos then I can guarantee that people will respect you. If you like studying, that's cool. You're obviously popular and you don't have to change who you are.

And one more thing. You did the right thing asking for advice. It's never a bad idea to talk to other people about it. Like they say, 'a problem shared is a problem halved'. Anyway, good luck and I hope that things work out for you. ☺ **Kim**

IMO = in my opinion

- 2 Complete the Key Phrases.

### KEY PHRASES

#### Conversational phrases

Hey. \_\_\_\_\_  
Let's <sup>1</sup> \_\_\_\_\_  
For a <sup>2</sup> \_\_\_\_\_  
What do you <sup>3</sup> \_\_\_\_\_?  
\_\_\_\_\_ else?  
I bet / I reckon ...  
And one more <sup>4</sup> \_\_\_\_\_  
Anyway, ...

### Language point: Conversational tone

- 3 Study points 1–4 and find examples in the post.

A text with a conversational tone ...

- 1 includes questions for the reader.
- 2 uses informal and conversational language.
- 3 uses question tags.
- 4 sometimes uses CAPITALS, **bold**, *italic*, underlined words or emojis for emphasis.

- 4 **USE IT!** Follow the steps in the Writing Guide.

### WRITING GUIDE

#### A TASK

Choose one of the situations and write a post (100–120 words) giving advice to the person with the problem.

I've been receiving annoying texts and I don't know who they're from. **Mai**

My friend's probably moving to another town eighty kilometres away soon. **Huy**

#### B THINK AND PLAN

- 1 What do you think of the situation?
- 2 Is this a common problem?
- 3 Who should the person talk to first?
- 4 What other advice can you think of?
- 5 What can you say to support and sympathise with this person?

#### C WRITE

Paragraph 1: Talk about the problem and say who to speak to.

Paragraph 2: Give more ideas and advice.

Paragraph 3: End the post and reassure the person.

#### D CHECK

- modal verbs
- conversational tone

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## Writing • A post on an advice forum

### Aim

Write a post giving advice on an internet forum.

### THINK!

Read out the question and elicit a range of answers from individual students. Encourage them to give reasons for their answers. If students are struggling for ideas, ask more questions to prompt them, e.g. *What about if they are having problems with friends at school? What about if they are having problems at home, with their parents or a brother or sister?*

### ANSWERS

Students' own answers.

### Exercise 1

Check that students understand what an internet forum is. Students read the post and answer the questions. Discuss

as a class what Kim's advice to Linh is, and encourage students to express their opinions on the advice. Ask: *What advice would you give to Linh?*

### ANSWER

Talk to them, offer them help with schoolwork, make other friends

### Exercise 2

Students read the text again and complete the key phrases. Check the answers with the class and check that students understand all the key phrases.

### ANSWERS

1 think 2 start 3 reckon 4 What 5 thing

### Exercise 3 Language point: Conversational tone

Ask students to find examples of the four things in the text. They could work in pairs for this. Check answers.

### ANSWERS

- 1 What could you do? / What do you reckon? / Are you meeting a lot of new people at the moment?
- 2 (key phrases)
- 3 OK, well this is a slightly annoying situation, isn't it?
- 4 LOADS, ☺

### Exercise 4 USE IT!

Read the task with the class, and read out the two situations. Make sure students understand everything.

Go through part B with the class and elicit some possible answers. Students then plan their post. With **weaker classes**, you could elicit a plan for one of the situations with the class and make notes on the board. Students could then use these notes to help them plan and write their post. With **stronger classes**, you could brainstorm some more situations in which someone needs advice, and students could use one of these for their post if they prefer.

Read part C with the class. Students then write their post. This can be set for homework. Remind them to use the key phrases, and some of the language features from exercise 3. Remind them also to check their grammar and spelling carefully.

### ANSWERS

Students' own answers.

### More practice

Workbook page 31



## Progress review 2 pages 46 - 49

- 1 1 bargain 2 promotes 3 symbol  
4 rip-off 5 worth 6 afford

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

- 3 1 Her sister can't get the good job *as / since / because* she doesn't have enough qualifications.

- 2 *Because of* getting the poor scores in the exam, he felt deeply disappointed.

- 3 We couldn't drive to the wedding party on time *because of* the bumpy road.

- 4 That boy isn't allowed to enter the club since he *is* not old enough.

- 5 *Because / As / Since* the weather is terribly bad, the drivers have to drive very slowly.

- 4 1 try on 2 eighteen/18

- 3 second/2<sup>nd</sup> 4 twenty-one/21

- 5 receipt 6 exchange 7 forty-five/45

- 8 checkout 9 deliver

- 10 seven/7

- 5 1 she's going to get 2 leaves

- 3 I'll pay 4 I'm visiting

- 5 won't go 6 are you going to buy

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

- 7 1 much consideration

- 2 great potential 3 To achieve

- 4 as well as 5 competitive

- 6 I am confident that 7 positive impact  
8 stay in touch

## PROGRESS REVIEW 2

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



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

### VOCABULARY Money and marketing

#### 1 Complete the words in the dialogues.

- 'Do you think this gadget is expensive?'  
'No, not at all. It's a b.....'
- 'Who's that celebrity in the advert?'  
'It's Keira Knightley. She always p..... that perfume.'
- 'Why does your neighbour drive a huge car?'  
'Probably because it's a status s.....'
- 'Shall we go to that restaurant over there?'  
'No, it's a rip-..... I let's try this one.'
- 'Your new ring looks really valuable.'  
'Sadly, it's plastic and it isn't w..... much.'
- 'Are you going to come to the concert?'  
'No, I can't a..... it. I've spent all my money.'

I can express my attitude to shopping and money.

**MY EVALUATION**

### READING An interview

#### 2 Match 1-6 with a-f.

- |                                       |            |
|---------------------------------------|------------|
| 1 That girl is a famous fashion ..... | a channel. |
| 2 I watch videos on her beauty .....  | b blogger. |
| 3 She knows other internet .....      | c brands.  |
| 4 She also met a cool hip hop .....   | d window.  |
| 5 She promoted some luxury .....      | e stars.   |
| 6 We saw the products in a shop ..... | f artist.  |

I can infer the attitudes of people from what they say in a text.

**MY EVALUATION**

### LANGUAGE FOCUS Adverbial clauses and phrase of reason

#### 3 Find the mistakes in these sentences and correct them.

- Her sister can't get the good job so she doesn't have enough qualifications.
- As getting the poor scores in the exam, he felt deeply disappointed.
- We couldn't drive to the wedding party on time because the bumpy road.
- That boy isn't allowed to enter the club since he not old enough.
- Because of the weather is terribly bad, the drivers have to drive very slowly.

I can talk about the reason for an action or event.

**MY EVALUATION**

### VOCABULARY Shops and shopping

#### 4 1.30 Listen to the dialogue in a clothes shop and complete the text.

Welcome to TopWear!

A few things about our shop ...

You're very welcome to 1 ..... clothes in one of our 2 ..... changing rooms - you can find these on the ground and 3 ..... floors. If, for any reason, you'd like to bring clothes back, please return them to the shop within 4 ..... days - you'll need to bring along the 5 ..... We're always happy to give customers their money back or 6 ..... items. You can do this in the shop where you bought the clothes or in one of our 7 ..... other shops around the country. Don't forget that if you can't find your size, you can order it at the 8 ..... and we'll 9 ..... it to you within 10 ..... working days. You can also order from our website: www.topwear.com.

I can use visuals to understand a spoken text.

**MY EVALUATION**

## 46 PROGRESS REVIEW 2

### LANGUAGE FOCUS Future forms

#### 5 Choose the correct options.

- Nina has saved some money and now she's going to get / she'll get / she gets that new smartphone.
- We need to get up early tomorrow. Our train will leave / leaves / leave at 7.30.
- 'I've forgotten my purse!' 'Don't worry. I pay / I'll pay / I'm paying for your ticket.'
- 'Can you meet me at the shopping centre at 7.00?' 'No, sorry. I'm visiting / I visit / I'll visit my grandparents this evening.'
- In the future, people aren't going / don't go / won't go to the shops any longer.
- 'I want to buy some trainers next week.' 'Which brand do you buy / are you buy / are you going to buy?'

I can talk about plans and predictions.

**MY EVALUATION**

### SPEAKING A presentation

#### 6 Complete Ruth's presentation with phrases a-h.

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| a Another advantage is          | e I'd like to talk to you about a |
| b As you can                    | f I think you'll                  |
| c Finally, one big advantage of | g It's worth                      |
| d First of all, it's            | h Let me start by                 |

Hi. I'm Ruth, and today I ..... new product. It's a special towel for sport or holidays. I'm ..... showing you some of the different features of this product. ..... much smaller than normal towels. ..... see, I can easily hold it in one hand. ..... mentioning that it's very light and it's perfect for the beach or the sports centre. ..... that it dries more quickly than a traditional towel. It feels dry after just thirty minutes. ..... the towel is that it comes in twelve different colours. So you'll definitely find a colour that you like. ..... agree that the product is convenient and practical. It's in the shops now, so don't miss out!

### WRITING A letter to a pen pal

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

To achieve ..... as well as  
much consideration ..... positive impact  
great potential ..... competitive  
I'm confident that ..... stay in touch

380/8A Trần Phú Street  
Hồ Chí Minh City  
26<sup>th</sup> May, 20....

Dear Amy,

It has been for a while since we last met in Hà Nội. How is everything? I hope this letter finds you in good health and high spirits.

I'm so glad to share some exciting news with you. After 1 ..... , I decided to pursue a career in AI. As you know, AI is a rapidly growing field with 2 ..... for both innovation and impact. I'm really into in how AI can be used to solve complex problems and improve people's lives. 3 ..... this goal, I'll try to work hard to develop my skills 4 ..... my knowledge in computer science. I'm planning to enrol at a renowned university close to my home to obtain a master degree in computer science and enhance my knowledge and expertise. I know this field is not only 5 ..... but also challenging; however, I'm excited about the opportunities it offers. 6 ..... my passion and dedication will allow me to succeed in this career and make a 7 ..... on the world.

I'd love to hear about your own future career and any exciting plans you have for the future. As always, it's great to 8 ..... with you.

Hope to hear from you soon.

With love,  
Uyên

I can talk about my future career plans.

**MY EVALUATION**

I can vary the speed and emphasis of my voice when giving a presentation.

**MY EVALUATION**

## PROGRESS REVIEW 2 47



## VOCABULARY Feelings and emotions

### 8 Complete the sentences with the correct form of the words in brackets.

- We felt ..... when we learned about the science of emotions. (surprise)
- Some colours are ..... for people. (relax)
- There was a real feeling of ..... at the concert. (excite)
- You can tell when people feel ..... (bore)
- The students seemed ..... when they opened the exam paper. (worry)
- My brother had a look of ..... on his face. (annoy)

I can ask and answer questions about feelings.

MY EVALUATION

## READING An investigation

### 9 Complete the compound adjectives with the words.

blooded eyed haired left open well

- He's a good boy. He's ..... behaved.
- She's tall and blue-..... like her dad.
- I'm .....-handed. I always write with that hand.
- There's a beautiful long-..... rabbit in the zoo.
- Is he .....-minded? Does he like new ideas?
- That creature is a reptile. It's cold-.....

I can identify an author's audience and intention.

MY EVALUATION

## LANGUAGE FOCUS Possibility and certainty

### 10 Complete the sentences with the words.

can't have could be may feel may hear  
might discover must have

- Evidence shows that elephants ..... feelings. Experts say that they express sadness in a number of different ways.
- Scientists think that when dolphins jump, they ..... happy, but they aren't sure.
- If you listen carefully, you ..... the dolphins making noises to communicate.
- People feel that microorganisms ..... emotions because they're too small.
- It's possible that scientists ..... more about animal emotions in the future.
- Some small creatures ..... unhappy at certain times, but we don't know for sure.

I can express possibility and certainty.

MY EVALUATION

## VOCABULARY AND LISTENING Music, mood and health

### 11 Listen to three situations. Match 1–8 to a–h.

- |                              |                |
|------------------------------|----------------|
| 1 The swimming instructor is | a patient.     |
| 2 The swimmers should        | b calm down.   |
| 3 Martha sounds              | c excited.     |
| 4 Martha wants Katie to      | d concentrate. |
| 5 Katie thinks Martha should | e speed up.    |
| 6 The drama teacher is very  | f annoyed.     |
| 7 Jack needs to              | g cheer up.    |
| 8 The other students have to | h slow down.   |

I can identify a speaker's tone and purpose.

MY EVALUATION

## 48 PROGRESS REVIEW 2

## LANGUAGE FOCUS Ability, advice and obligation

### 12 Choose the correct options.

- When my dad was younger, he **can** / **could** / **will be able to** play the violin really well.
- If we sit at the front tomorrow, we **'ll be able to** / **could** / **couldn't** hear the singer better.
- You **have to** / **should** / **mustn't** listen to music on your bike because you can't hear the cars.
- We **don't have to** / **mustn't** / **must** perform in the concert. We can choose to watch instead.
- It's good to listen to classical music when you study. You **shouldn't** / **should** / **mustn't** try it.

I can talk about abilities, advice and obligations.

MY EVALUATION

## SPEAKING Talking about feelings

### 13 Correct the words in bold. Then practise with your partner.

- Adele What's the matter? You look stressed.  
Erin I am! I found out that I failed the history test.  
Adele I'm really sorry to hear that.  
Erin I have to do the test again on Friday.  
Adele Oh no! You **might** be feeling really fed up!  
Erin Yes, I don't want to do it again.  
Adele I **must** imagine.  
But listen, **\*not** worry! I can help you to revise.  
Erin Thanks, Alison. That's really kind of you.  
Adele Yes, cheer **\*down**!  
And **\*watch** on the bright side.  
It's on Friday, so your weekend is still free. It's not the end of the **\*lifel**!  
Erin Yes, you're right, Adele.  
Adele You just **\*has** to think positively!

I can express sympathy and support.

MY EVALUATION

## WRITING A post on an advice forum

### 14 Choose the correct words.

## Advice FORUM

Quỳnh Mi

I sit near my best friend at school, but she always talks to me and I can't do my work. What can I do?



1. .... Quỳnh Mi,  
There's an annoying situation for you, isn't it? 2. .... have a think. For a 3. ...., you should talk about this with your friend. Explain that you like talking to her outside lessons but you need to study in class. What 4. .... reckon?  
What 5. ....? You could speak to another person about the situation. I 6. .... your teacher will listen and understand. Perhaps your teacher could put you next to another student sometimes?  
Are one 7. .... thing, you were right to ask for help. It's always important to share problems, IMO!  
8. .... good luck and hope that everything works out for you at school.  
Phùng Triu

- |              |            |           |
|--------------|------------|-----------|
| 1 a Here     | b Hey      | c How     |
| 2 a Let's    | b Let us   | c Let     |
| 3 a starting | b starts   | c start   |
| 4 a are you  | b did you  | c do you  |
| 5 a else     | b other    | c also    |
| 6 a worry    | b sure     | c bet     |
| 7 a another  | b more     | c lastly  |
| 8 a Anyway   | b Anything | c Anytime |

I can write a post giving advice on an internet forum.

MY EVALUATION

- |                  |                  |
|------------------|------------------|
| 8 1 surprised    | 2 relaxing       |
| 3 excitement     | 4 bored          |
| 5 worried        |                  |
| 6 annoyance      |                  |
| 9 1 well         | 2 eyed           |
| 3 left           | 4 haired         |
| 5 open           | 6 blooded        |
| 10 1 must have   | 2 could be       |
| 3 may hear       | 4 can't have     |
| 5 might discover | 6 may feel       |
| 11 1 c           | 2 h              |
| 3 f              | 4 g              |
| 5 b              | 6 a              |
| 7 e              | 8 d              |
| 12 1 could       | 2 'll be able to |
| 3 mustn't        | 4 don't have to  |
| 5 should         |                  |
| 13 1 I'm         | 2 must           |
| 3 can            | 4 don't          |
| 5 up             | 6 look           |
| 7 world          | 8 have           |
| 14 1 b           | 2 a              |
| 3 c              | 4 c              |
| 5 a              | 6 c              |
| 7 b              | 8 a              |



## Unit summary

### Vocabulary

Discovery and invention: *adapt, adaptation, become extinct, extinction, create, creation, cure, design, develop, development, discover, discovery, experiment, explore, exploration, imagine, imagination, invent, invention, test*

Life and the universe: *alien, astronaut, death, disease, Earth, gravity, humans, life, meteor, planet, space, species, star, sun, threat, universe*

### Language focus

Gerunds and infinitives

Conditionals, *wish*

### Speaking

I can discuss a topic and express my opinions in different ways.

### Writing

I can present my opinions about a topic in a structured way.

## Vocabulary • Discovery and invention

### Aim

Talk about different discoveries and inventions.

### THINK!

Read out the question and check that students understand *previous centuries*. Brainstorm ideas as a class and write the names of the inventions on the board. Encourage students to explain what each invention is for as they mention it, e.g. *The telephone makes it possible for us to talk to people in different places.*

### ANSWERS

Students' own answers.

### Exercise 1

Read through the words in the box with the class and check that students understand them. Students read and complete the texts. Allow students time to compare their answers in pairs, then check answers with the class. Make sure students understand all the blue words. Model pronunciation of any words your students might find difficult, e.g. *cure, creating, extinct*.

### ANSWERS

1 electricity 2 radar 3 headaches  
4 life 5 capsule 6 microchip 7 drug  
8 species

# 5

## English and world discovery

VOCABULARY • Discovery and invention  
I can talk about different discoveries and inventions.

CLIL p94

Language Focus  
Reference p103

**THINK!** Name five inventions from the last 100 years and five inventions from previous centuries.

**1** Complete the gaps in the stories about discoveries 1–8 with the words in the box. Which sentence do you think is false?

capsule drug electricity headaches  
life microchip radar species

**STUDY STRATEGY**

**Learning new words in families**

When you learn a new word, study other words in the same family in your dictionary. Learning words in families makes them more memorable and helps you learn a lot of words quickly.

**2** Study the words in blue in the stories about discoveries. Copy and complete the table with the base form of each verb and a noun for each of the verbs.

| Verb (base form) | Noun      |
|------------------|-----------|
| invent           | invention |
| design           | design    |

**3** 1.32 Watch or listen to four people talking about inventions. Write down the inventions or discoveries they mention.

**KEY PHRASES**

**Talking about discoveries and inventions**

It's hard to imagine life without ...  
I think that someone needs to invent ...  
I can't think of anything better than ...  
... is / are at the top of my list.

**4** **USE IT!** Think of answers to questions 1–3. Then compare your ideas with a partner. Use the key phrases.

- What do you think is the best and the worst discovery or invention?
- Which three discoveries or inventions are most useful for school?
- What invention do we need in the future?

**1** People **invented** the wheel more than 5,000 years ago. Recently, in a survey of the most important inventions of all time, people chose the wheel, the internet and \_\_\_\_\_.

**2** Before Robert Watson-Watt **designed** a modern \_\_\_\_\_ system, people had more primitive methods for detecting an enemy.

**3** John Pemberton was a pharmacist who hoped to **cure** \_\_\_\_\_ with a mixture of coca leaves and cola nuts. An assistant accidentally added water, **creating** a drink which later became Coca-Cola.

**Finished?**

**Think of an invention. Write what it does and how it works. Read your description to a partner for him / her to guess.**

This sentence is false: 'They also found the fossil of a unicorn, which has become extinct.' Unicorns don't exist.

### Exercise 2

Read out the study strategy. Ask students to say what methods they use to record and learn vocabulary and which they find most useful. Then read through the table with the class. Elicit example sentences using *invent* and *invention*, to show the difference between the verb and the noun, e.g. *Who invented electricity? Electricity is a great invention*. Point out that with some words, such as *design*, the noun and verb forms are the same.

Students copy and complete the table. Allow students time to check their answers in a dictionary. Check answers with the class.

### ANSWERS

| Verb (base form) | Noun        |
|------------------|-------------|
| cure             | cure        |
| create           | creation    |
| explore          | exploration |
| adapt            | adaptation  |
| imagine          | imagination |
| experiment       | experiment  |
| develop          | development |
| test             | test        |
| discover         | discovery   |
| become extinct   | extinction  |

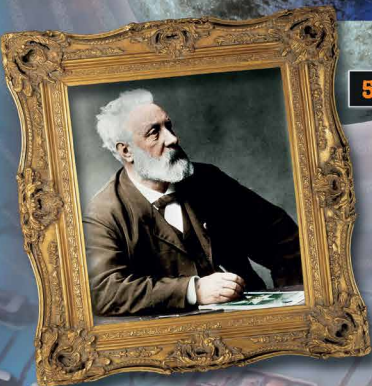
### Exercise 3 1.32 page 117

Explain to students that they will watch or hear four people talking about different inventions or innovations. Elicit or explain the difference between an *invention* (something new that someone invents) and an *innovation* (a new version of something, or a new way of doing something).

Read out the task, then play the video or audio for students to watch or listen and note down the inventions and

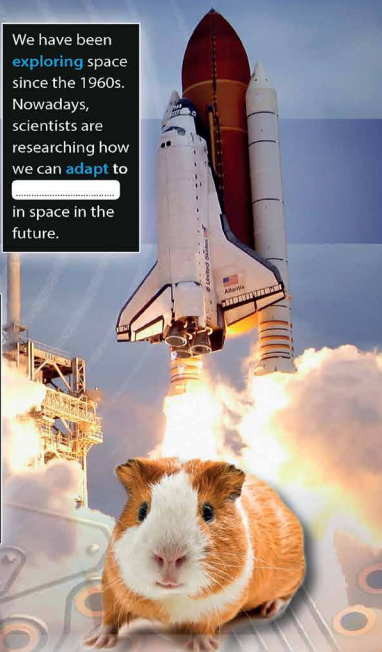


# Discovery stories



**5** In 1865, Jules Verne wrote *From the Earth to the Moon*. In this story, he **imagined** astronauts travelling from Florida to the moon in an aluminium . In 1969, that really happened.

**4** We have been **exploring** space since the 1960s. Nowadays, scientists are researching how we can **adapt** to  in space in the future.



**6** People sometimes **experiment** with their own bodies. Professor Kevin Warwick implanted a  into his arm and into his wife's arm. Now, when she feels something, he feels it too.

**7** When researchers **develop** a new , they often use animals to **test** it, but they also pay people – 'human guinea pigs'. These people stay in comfortable clinics and receive good care while they do this risky job.

**8** Scientists identify approximately 18,000 new  every year. In 2015, they **discovered** this beautiful sea creature near Japan. They also found the fossil of a unicorn, which has **become extinct**.



innovations. Check answers, and ask:  
Which invention or innovation do you think is the best? Why?

## ANSWERS

smartphone, bicycle, social media, penicillin /antibiotics, cures or vaccines for illnesses, dishwasher

## Optional activity: Listening

Write the following sentences on the board, or dictate them to the class:

- 1 It's a great invention for saving time.
- 2 It's quiet, it's clean.
- 3 They have saved so many lives.
- 4 Someone needs to invent a screen that doesn't break.

Put students into pairs to discuss which invention each sentence matches, according to the people in exercise 3. Play the video or audio again for students to listen and check. Check answers.

## ANSWERS

- 1 dishwasher 2 bicycle
- 3 cures or vaccines 4 smartphone

## Exercise 4 USE IT!

Allow students time to prepare their answers individually. They then discuss the questions in pairs. Ask some students to tell the class about a discovery or invention they both think is important and why.

## ANSWERS

Students' own answers.

## Optional activity: Vocabulary

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

- 1 How do you imagine life in 100 years from now?
  - 2 Which disease would you most like to find a cure for?
  - 3 Should we protect all animals so that they don't become extinct?
  - 4 What new machine would you most like to design?
  - 5 Would you like to explore space?
- Put students into pairs to discuss the questions, giving reasons for their answers. Ask some pairs to tell the class what they agreed and disagreed on, and why.

## ANSWERS

Students' own answers.

## Finished?

Refer **fast finishers** to the **Finished?** activity. Students can work individually to prepare a description of an invention, then swap with another fast finisher and guess their partner's invention.

## More practice

Workbook page 32



## Reading • A text

### Aim

Guess the meaning of words in a text using context and previous knowledge.

### THINK!

Read out the question and elicit a few ideas. Ask more questions if necessary to help with ideas, e.g. *What about your school's programmes to foster the teaching and learning of the English language? What do you do to improve your own skills in speaking, writing, listening and reading?*

### ANSWERS

Students' own answers.

### Exercise 1 1.33

Read out the title of the text and elicit the meaning of *inventions* (something newly created, or the activity of creating new things). Pre-teach *discovery*, *communication* and *documentation*. Play the audio of the first paragraph and ask: *Does English help to record inventions and discoveries?* Elicit the answer (T). Play the rest of the audio. Students read and listen and write T, F or NG. Check answers.

### ANSWERS

1T 2NG 3F 4F

### Exercise 2

Explain that guessing the meaning of new words from the context is an important reading skill. Students look at the highlighted words and read them in context. Read through the key phrases with the class and make sure students understand them all. Ask students to find the first word (*communication*) in the text. Encourage them to guess what it means, using some of the phrases. Students then discuss the meaning of the remaining words in pairs. Check answers.

### ANSWERS

Students' own answers.

### Optional activity: Reading

Write these definitions on the board:

- 1 a product or a way of doing something which has never been made or never existed before.
  - 2 the process of finding something, information, a place, usually for the first time, or the thing that is found.
  - 3 something that is different from something else, and offering the possibility of choice
  - 4 official papers, or written material that provides proof of something
- Students find words in the text to match the definitions. Check answers.

### ANSWERS

- 1 invention (n.)
- 2 discovery (n.)
- 3 alternative (n.)
- 4 documentation (n.)

## 5 READING • A text

I can guess the meaning of words in a text using context and previous knowledge.

**THINK!** What is the role of the English language in world discoveries and inventions?

### 1 1.33 Read and listen to the text. Write true, false or NG (not given).

- 1 English helps to record inventions and discoveries.
- 2 English is the only language for the publication of books on world inventions and discoveries.
- 3 All inventions and discoveries were carried out by English researchers.
- 4 All books written by non-English speaking scientists were translated into English.

### 2 Study the highlighted words in the text. What do they mean? Explain your answers using some of the key phrases.

### KEY PHRASES

I believe this word means ... because ...  
I recognise part of the word, it means ...  
If I have to take a guess, I will say this word means ...  
I wish I would have a close guess, but I am not sure. This word might be about ...

### 3 VOCABULARY PLUS Find the noun form of words 1–5 in the text. Which five suffixes can you identify?

- 1 explore (v)
- 2 develop (v)
- 3 advance (v)
- 4 invent (v)
- 5 communicate (v)

### 4 USE IT! Work in groups. Brainstorm some ideas for the role of English in your studies.

Let's think about how English widens our knowledge when we surf the Internet.

We could find huge information written in English by experts worldwide.

## English and world inventions and discoveries

English is often considered to be the international language of science. The spread of English never stops going hand in hand with many world-changing discoveries and inventions. English proves to stand the test of time and becomes an effective tool in **communication**, in the **documentation** and **sharing** of discoveries and inventions.

In communication, the use of English helps to promote international cooperation and aims to **encourage** significant scientific advancements. English **enables** scientists, engineers, explorers, and inventors worldwide to think of new ideas and to share their findings.

For ease of information storage and sharing, scientists like **employing** English to document and share the knowledge of inventions and discoveries, creating easy access to the development of various fields. The reaches of human thought are widened thanks to scientific publications (original or translated versions) on, for example, Isaac Newton's law of gravitation, Thomas Edison's key inventions including the light bulb and recorded sound, Christopher Columbus's and James Cook's explorations of new lands, etc. Therefore, translating a wide variety of books written by non-English speaking scientists into English **allows** the books to reach the masses.

It is hard to imagine life without the English language. If it were not for the English language, would there be another language to play the same role? Or do you wish you could invent a more effective **alternative**?

## 52 English and world discovery

### Exercise 3 VOCABULARY PLUS

Students find the nouns in the texts and identify the suffixes. Check answers.

### ANSWERS

- 1 exploration, explorer
- 2 development
- 3 advancement
- 4 invention, inventor
- 5 communication

Suffixes: *-ation, -er, -ment, -ion, -or*

### Exercise 4 USE IT!

Divide the class into groups of about 4 students. Each group discusses the role of English in their studies. With **weaker classes**, you could brainstorm a few ideas with the class first. Refer them to the two examples in the speech bubbles.

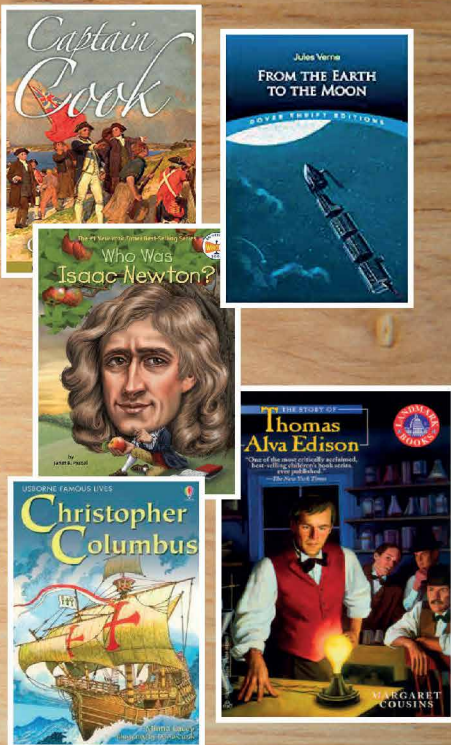
### ANSWERS

Students' own answers.

### More practice

Workbook page 36



**Finished?**

Write a paragraph about your likes and dislikes for your future career using your answers from exercise 3.

- 1 Study examples a–f. Then match them with rules 1–2.**
- Scientists like **employing** English to share the knowledge of inventions.
  - English serves as a medium for communication with those who love **listening** to new updates.
  - English enables scientists **to collaborate** on new ideas.
  - Translating books into English allows them **to be** more accessible to the masses.
  - Those who are not fluent in English hate **using** English to write scientific journals.
  - They dislike **working** in groups with lazy classmates.

**RULES**

- We use gerunds (the *-ing* form of verbs) after some verbs, e.g. *like, love, enjoy, dislike, hate, suggest*.
- We use infinitives (the base form of verbs) after some verbs, e.g. *aim, enable, employ, allow, prove*.

- 2 Complete the sentences with the gerund or infinitive form of the verbs in brackets. Which rule (1–2) in exercise 1 explains your answers?**

I love **working** (work) with nature rather than against it.

- I **hate** ..... (do) business because I don't like ..... (calculate).
- I **love** ..... (learn) social work because I **have a passion** for community service.
- Knowing English **enables me** ..... (discuss) with my foreign friends.
- I **dislike** ..... (become) a chef because I'm **not good at** cooking.
- In the future, I **aim** ..... (be) a great scientist because I **really enjoy** ..... (find) out new things.

- 3 USE IT! Talk about your likes and dislikes about your future career. Use the blue phrases from exercise 2.**

I love **reading books about history** because I **aim to be** an historian.

Hmm, I **dislike learning history** because I **have a short memory** for events and dates.

**English and world discovery 53**

answer (a). Continue in this way, reading out each rule in turn and eliciting the matching sentence.

**ANSWERS**

- a rule 1 b rule 1 c rule 2  
d rule 2 e rule 1 f rule 1

**Optional activity: Language**

Read these sentences to the class one by one. For each sentence, ask: *Correct or incorrect? Why?*

- English enables us to attend international conferences.
- Books are allowed reaching the masses when written in English.
- People use English as an effective tool to reach out to the world of science.
- I enjoy to learn English.

**ANSWERS**

- correct – we use infinitives after *enable*
- incorrect (allowed to read) – *allow* is followed by an infinitive
- correct – we use an infinitive after *use*
- incorrect (enjoy learning) – *enjoy* is followed by a gerund

**Exercise 2**

Read out the example answer. With **weaker classes**, do another example with the class. Students then complete the sentences with the correct verb forms. Ask them to note down for each sentence which rule explains their answer. Check answers with the class.

**ANSWERS**

- doing, calculating (rule 1)
- learning (rule 1)
- to discuss (rule 2)
- becoming (rule 1)
- to be (rule 2), finding (rule 1)

**Exercise 3 USE IT!**

Read through the blue phrases in exercise 2 with the class. Allow students time to prepare their ideas. Students then work in pairs to talk about their likes and dislikes. Ask some students to tell the class something they learned about their partner.

**ANSWERS**

Students' own answers.

**Finished?**

Refer **fast finishers** to the **Finished?** activity. Students can write their paragraphs individually, then compare with another fast finisher.

**More practice**

Workbook page 33

## Language focus • Gerunds and infinitives

**Aim**

Talk about your likes, dislikes and know how to use to-infinitive after some verbs.

**Warm-up**

Ask: *Can you remember how gerunds and infinitives are used in the text on page 52?* Refer students back to the text on page 52 to check. Ask students to identify infinitives and gerunds in the text. Explain to students that they are going to learn more about gerunds and infinitives now.

**Exercise 1**

Students read the rules and match them to the examples. Check answers with the class. With **weaker classes**, read out the first rule and ask: *Which sentence a–f uses a gerund after the main verb?* Elicit the



# Vocabulary and listening • Life and the universe

## Aim

Ask questions about life on our planet and in the universe.

## THINK!

Read out the question and elicit answers. With **stronger classes**, you could do this as a race, allowing students to use their dictionaries or phones to help. Teach the names of all the planets in English: *Earth, Mars, Venus, Mercury, Jupiter, Saturn, Uranus, Neptune*.

## Exercise 1

Students read the questions in the live chat and check the meaning of the blue words. Discuss the meaning of the words.

## ANSWERS

Students' own answers.

## Exercise 2

Explain to students that it can help them understand a listening if they predict what they might hear. Students read questions a–g and think about which ones they can answer, then compare their ideas in pairs. Elicit some possible ideas, but don't confirm them.

## ANSWERS

Students' own answers.

## Exercise 3 1.34 page 117

Read out the task, then play the audio. Students listen and answer the questions. Check answers.

## ANSWERS

The experts answer questions a, b, d and e.

Students' own answers.

## Exercise 4 1.34 page 117

Allow students time to read through the sentences. Check they understand *per cent*, and can say decimals, e.g. 5.4 (*five point four*). Play the audio again. Students listen and complete the sentences. With **stronger classes**, students could complete the sentences from memory, then listen again to check. Check answers.

## ANSWERS

1 30% 2 vacuum 3 International Space Station 4 4.6 million 5 65,000 6 Cows, over 20

## Exercise 5 1.35 PRONUNCIATION: the letters ea

Remind students that in English the same letters can be pronounced in different ways, e.g. *were / here, gave / have*. In pairs, students look at the words in the box and think about how to say them. Play the

## 5 VOCABULARY AND LISTENING • Life and the universe

I can listen for detailed information.

THINK! How many planets can you name in English?

- 1 Read the live chat and check the meaning of the words in **blue**.
- 2 Think about questions a–g. Do you know any of the answers? Compare your ideas with a partner's.
- 3 1.34 Listen to the podcast. Which of questions a–g do the experts answer? Did you hear any of your answers?
- 4 1.34 Read 1–6. Then listen again and complete the sentences with information from the podcast.
  - 1 In four billion years, our sun will be about ..... hotter.
  - 2 You can't hear music or voices in space because it's a .....
  - 3 The presenter mentions a video of an astronaut playing the guitar in the .....
  - 4 The meteor in 2015 was ..... miles from Earth.
  - 5 The meteor was travelling at ..... kilometres an hour.
  - 6 ..... are more dangerous than sharks – they kill people a year.

- 5 1.35 PRONUNCIATION: The letters **ea** Listen to the words and then repeat. In which two words are the letters **ea** pronounced in the same way?

death disease earth threat

- 6 USE IT! Make as many questions as you can using the **blue** words. Then share your questions with the class. Which questions would you send to a live chat?

How many species are there on Earth?  
Is there more than one universe?

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audio. Students listen and decide which two words are pronounced the same way. Check answers. Play the audio again, pausing after each word for students to repeat.

## ANSWER

death and threat

## Optional activity: Vocabulary

To practise the vocabulary, say: *This is what keeps you on the ground*. Elicit the word (*gravity*). Students work in pairs and write three more clues for the blue words in the live chat. With books closed, pairs work in groups of four to read their clues to each other and guess the words. See who can guess all the words correctly.

## ANSWERS

Students' own answers.

## Exercise 6 USE IT!

In pairs, students write questions using the blue words. Students then work in small

## WHAT IF ... ?

Live chat followed by our weekly podcast

This week – Send us your science questions about Earth and space.

If a coin fell on me from a skyscraper, would it kill me?  
No. **Gravity** would accelerate it a bit, but a coin is flat and small, so it would fall quite slowly through the air. It wouldn't really hurt you. A metal biro **WOULD** be dangerous.

What would happen if everyone on **Earth** jumped at the same time?  
Not much. Tell me when you organise it!

What **disease** is the biggest **threat** to humans?  
If we aren't careful, diseases will become resistant to antibiotics. So something which isn't dangerous now might be **VERY** dangerous in the future, and could become an epidemic.

- a) What will we do if the **sun** dies?
- b) If an **astronaut** played the guitar in **space**, would anyone hear it?
- c) Is there **life** on Mars or any other **planet**?
- d) What are the chances of a really big **meteor** hitting Earth?
- e) Which **species** causes the most **deaths**?
- f) How many **stars** and planets are there in the **universe**?
- g) How would we greet **aliens** if they came to Earth? Is there a plan?



groups to compare their questions and choose the two they would most like to send to a science programme. Ask groups to read their questions to the class and agree on the two best questions.

## ANSWERS

Students' own answers.

## More practice

Workbook page 34



## Conditionals

## 1 Study sentences a–g and match them to the types of conditional 1–3.

- Sound doesn't travel if there isn't any air.
- Diseases will become resistant to antibiotics if we aren't careful.
- If it rains, we can stay at home.
- If she studies hard, she may pass the exam.
- If you don't hurry, you might miss the last train.
- If I had more time, I could visit you.
- If he were here, he would help us.

## RULES

- We use the **zero conditional** for a fact or a situation which is generally true.
- We use the **first conditional** for a situation which is possible and probable.
- We use the **second conditional** for a situation which is possible but not probable.
  - can, could, may, might* ... are used in conditionals to express possibility, uncertainty or permission.

## 2 Complete the table with the words in the box.

past present will

| Type of conditional | if clause | Result clause       |
|---------------------|-----------|---------------------|
| Zero                | present   | 1. ....             |
| First               | present   | 2. .... + base form |
| Second              | 3. ....   | would + base form   |

## 3 Study the examples of conditionals in the visitor's guide. Choose the correct verb forms.

## EARTH – A VISITOR'S GUIDE

- Welcome to Earth! We're between the planets Venus and Mars.
- To survive, humans need food and water – but if we **\*eat / eaten** too much food, we become ill.
- Most plants here need water, food and light. If you keep a plant in the dark, it **\*won't / wouldn't** grow.
- We love being outside in the sun, but if we don't use special protection, our skin **\*burns / burnt!**
- We're friendly, but people here can be selfish. If we **\*share / shared** things more, it would be a better place.
- There are a lot of us here. If our population **\*grows / grew** more, we'll need a new place to live.
- A lot of other species are near extinction. If we don't protect them, **\*they'll / they'd** be disappear.



## wish

## 4 Study the examples and complete the rule.

- We wish that researchers **found** a way to prevent the use of deepfake technology for evil purposes soon.
- They wish someone **invented** a machine to clean up ocean plastic.
- I wish we **would** invent cures for all types of cancer soon.
- I wish she **were** able to afford an AI robot to do household chores.

## RULE

We use the ..... tense to make wishes about a present situation which is not currently true or does not happen.

## 5 Rewrite the sentences.

- He wants to speak to aliens from space.  
He wishes .....
- His English is not good enough to study space science.  
He wishes .....
- They can't afford explorations to discover new species.  
They wish .....
- She is not strong enough for the journey to Sơn Đoòng cave.  
She wishes .....

## 6 USE IT! Complete questions 1–6 with the correct verb forms.

- If you ..... (be) a millionaire, what would you do?
- If you travelled to Mars, what things from Earth ..... (you / miss)?
- If you could only take three species of animal to another planet, which ..... (you save)?
- If you travel in the future, where ..... (you / go)?
- Do you wish you ..... (become) the best student in the school?
- Do you wish you ..... (own) a car or rely on public transport?

## Finished?

Work in pairs. Ask and answer the questions in exercise 6.

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## ANSWERS

- 1 eat 2 won't 3 burns 4 shared  
5 grows 6 they'll

## wish

## Exercise 4

Students read the examples and complete the rules. Check answers, and check that students understand that the simple past tense is used in the clause that follows the verb *wish*.

## ANSWER

simple past

## Exercise 5

Students rewrite the sentences using the given words. Check answers.

## ANSWERS

- He wishes he could speak to aliens from space.
- He wishes his English were good enough to study space science.
- They wish they could afford explorations to discover new species.
- She wishes she were strong enough for the journey to Sơn Đoòng cave.

## Exercise 6 USE IT!

Elicit the first answer as an example. Students write the questions. Check answers.

## ANSWERS

- 1 were 2 would you miss  
3 would you save 4 will you go  
5 became / would become  
6 owned / would own

## Finished?

Refer **fast finishers** to the **Finished?** activity. Students write their answers to the questions in exercise 6 individually, then ask and answer with another fast finisher.

## More practice

Workbook page 35

## Language focus • Conditionals, wish

## Aim

Talk about possible and hypothetical situations and make wishes.

## Warm-up

Write on the board: *If a coin fell on you from a skyscraper, what would happen?* See if students can remember the answer and the reason (it wouldn't kill you because it is flat and small, so would fall quite slowly). Explain that this is a *hypothetical* situation because we are imagining it, and elicit that the question uses the second conditional with *if*.

## Conditionals

## Exercise 1

In pairs, students study the sentences and match them to the types of conditional. Check answers. With **weaker classes**, read out the rule for each type of conditional

sentence, then read out each sentence and elicit which type it is.

## ANSWERS

- a zero b first c first d first  
e second f second g second

## Language note

In all types of conditional, the *if* clause or result clause can come first. When the *if* clause comes first, there is a comma before the result clause, e.g. *If a meteor hits the Earth, it will cause a lot of damage.*

## Exercise 2

Students complete the table. Check answers. Read the Remember! box with the class and make sure students understand everything.

## ANSWERS

- 1 present 2 will 3 past

## Exercise 3

Students choose the correct verb forms in the guide. Check answers, referring back to the rules to explain the answers.



# Speaking • Giving opinions

## Aim

Discuss a topic and express your opinion in different ways.

## THINK!

Read the question to the class and elicit some answers. If students are struggling for ideas, ask more questions to start them thinking, e.g. *What would it be like in space? What would you see? How would you feel taking off? Would you feel safe so far away from home?*

## ANSWERS

Students' own answers.

## Exercise 1

Focus on the photo and elicit the words *astronaut* and *moon*. Read out the task, then ask students to read the comments and decide which are in favour and which are against. Check answers. Ask: *Which comment do you agree with most? Why?* Elicit a range of answers.

## ANSWER

Comments 2 and 3 are in favour of space exploration, 1 and 4 are against.

## Exercise 2 1.36 page 117

Explain to students that they will watch or listen to someone talking about space exploration. Allow them time to read the sentences, then play the video or audio. Students watch or listen and choose the correct option. Check the answer, and elicit why this is the correct option and why the others are wrong.

## ANSWER

c

## Exercise 3 1.36 page 117

Read through the key phrases with the class and check that students understand them all. Model pronunciation of *doubt*. Play the video or audio again. Students watch or listen and note down the key phrases that Sam uses. Check answers.

## ANSWERS

I don't believe that ...; In my opinion, ...; I doubt that ...; There's no doubt in my mind that ...; As far as I can see, ...; When you think about it, ...

## Optional activity: Speaking

Ask students to write three opinions of their own about space travel, using the key phrases. Put students into pairs to compare their opinions and discuss whether they agree or disagree. Ask some students to tell the class what they agreed and disagreed on.

## ANSWERS

Students' own answers.

# 5

## SPEAKING • Giving opinions

I can discuss a topic and express my opinion in different ways.

**THINK!** Would you like to go into space? Why / Why not?

- 1** Read the task. Then read opinions 1–4. Which comments are in favour of space exploration? Which are against?

### TASK

Read the statement. Discuss the topic and give your opinion.

"Space exploration is a waste of money."

- 1 It would be better to spend money on other things.
- 2 We need to know what's out there.
- 3 Scientists do useful experiments there.
- 4 Earth has its own problems. We should fix them first.

- 2**  1.36 Watch or listen to Sam giving his opinion about the topic. Choose the correct option.

- a He's mostly in favour of space exploration.
- b He's completely in favour of space exploration.
- c He's mostly against space exploration.
- d He's completely against space exploration.



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- 3**  1.36 When we give opinions about something, it's a good idea to vary the phrases that we use to introduce those opinions. Listen or watch again. Which key phrases does Sam use?

## KEY PHRASES

### Giving opinions: avoiding repetition

I believe / don't believe (that) ...  
In my opinion, ...  
I doubt that ...  
There's no doubt (in my mind) that ...  
It's true / It isn't true that ...  
I can / can't see why people think that ...  
As far as I can see, ...  
If / When you think about it, ...

- 4**  **USE IT!** Follow the steps in the Speaking Guide.

## SPEAKING GUIDE

### A TASK

'It's important and necessary that we use animals in research to test products and drugs.' Discuss.

### B THINK AND PLAN

- 1** Think about the topic. Which of these words are useful for you?

alternatives companies cruel  
cure develop disease essential  
products test useful

- 2** Think about what you're going to say. Make notes. Use the key phrases.

### C SPEAK

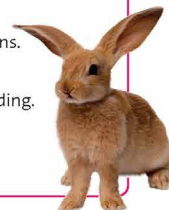
Record yourself giving opinions.

### D CHECK

Watch or listen to your recording.

What can you improve?

- avoiding repetition
- speaking clearly
- pronunciation



## Exercise 4 USE IT!

Explain that students are going to record themselves expressing their opinions on a different topic. Read out the task and make sure students understand it.

Read through the words in part B with the class and check students understand them all. Elicit a few opinions for and against the use of animals, using the words, e.g. *There are alternatives scientists could use. Using animals is cruel.* Students think about their opinions and make notes.

Allow students time to look back at the key phrases and plan how they are going to express their opinions. They can then record their opinions using their phones. Students could do this for homework.

Encourage students to watch or listen to their recording and decide what they can improve. Alternatively, students could share their recordings in small groups and give each other feedback. Discuss with students what they learned from this activity.

## ANSWERS

Students' own answers.



## 5 WRITING • An opinion passage

I can present my opinions about a topic in a structured way.

**THINK!** Do you think English is useful in the field of science, e.g. space exploration? Why / Why not?

### 1 Read the passage and answer the questions.

- 1 How many reasons does the writer give in favour of the importance of English in the field of science?
- 2 Which of the opinions do you agree or disagree with?
- 3 Which conditional sentences does the writer use?

### Do you think that English is the universal form of communication in science?

The need to integrate into the globalised world suggested finding a common language for better communication. Throughout the course of time, English has proved itself to be a key factor in connecting the world effectively. Many people suggest learning English to catch golden opportunities in professional life. Others may be against English thinking it poses challenges for non-English speakers. However, I am definitely in favour of English.

In the first place, English is widely spoken as an official language and as a second language in a large number of countries. Furthermore, in the field of science, English is currently the best way to share one's research findings with international scientists. English is, most of the time, a dominant language in the field of space exploration and on the International Space Station. Finally, English plays a crucial role in various industries including business, education, tourism, medicine, etc. If there were no common language, rather simple to learn like English, how would those scientists work together? Who can suggest creating a constructed language, with a simple grammatical structure and regular vocabulary, easy enough to master in the shortest time possible?

In summary, it is my opinion that English is vital, especially in scientific communication and collaboration worldwide.

### 2 Find the key phrases in the text. Which phrases ...

- 1 help to express an opinion?
- 2 help to contrast different ideas?
- 3 help to list reasons and arguments?

#### KEY PHRASES

##### Explaining a point of view

I am (definitely) in favour of / against ...  
In the first place, ...  
Furthermore, ...  
Finally, ...  
However, ...  
It is my opinion that ...

### Language point: suggest + V-ing

### 3 Study the words in blue in the passage. Then complete the sentences.

- 1 Some doctors suggest (experiment with AI) .....
- 2 Many scientists suggest (create more satellites) .....
- 3 World scholars suggest (carry out further research) .....
- 4 Researchers suggest (develop submarine technology) .....

### 4 USE IT! Follow the steps in the Writing Guide.

#### WRITING GUIDE

##### A TASK

Write a passage (100–120 words) giving your opinion about the use of animals in scientific research.

##### B THINK AND PLAN

- 1 What do you know about this subject?
- 2 Why does it happen?
- 3 Are you in favour of it or against it? Why?
- 4 Are there any alternatives?
- 5 Do you think that the alternatives would work?

##### C WRITE

**Paragraph 1:** Explain the situation. Say if you're in favour of it or against it.

**Paragraph 2:** Give your main reasons for being in favour of or against the situation.

**Paragraph 3:** Summarise your arguments and repeat your opinion.

##### D CHECK

- paragraphs
- phrases to list and explain your opinions, reasons and arguments
- conditional sentences
- gerunds and infinitives

- 3 In the first place, ... Furthermore, ...  
Finally, ... In summary, ...

### Exercise 3 Language point: suggest + V-ing

Read out the example sentences with *suggest + V-ing* in the passage. Elicit that these blue words convey with the language point *suggest + V-ing*.

Students read the 4 sentences, then complete them. Check answers.

#### ANSWERS

- 1 experimenting with AI
- 2 creating more satellites
- 3 carrying out further research
- 4 developing submarine technology

### Exercise 4 USE IT!

Read the task with the class, and explain that in this writing task students should present their own opinions in a structured way. Students answer the questions in part B and plan their essay.

Read through part C with the class. Students then write their essay. This can be set for homework. Remind students to use some of the key phrases. Remind them also to check their grammar and spelling carefully.

#### ANSWERS

Students' own answers.

#### More practice

Workbook page 37

## Writing • An opinion passage

### Aim

Present your opinions about a topic in a structured way.

### THINK!

Read out the questions and elicit a range of answers. Encourage students to give reasons for their answers. If students are struggling for ideas, ask more questions to prompt them, e.g. *Why is it necessary to find a common language? Do you think all non-English speakers like learning English? Do you think English help catching opportunities to find a good job? In your opinion, is English useful for other industries such as business, education, tourism, medicine, etc. as well?*

#### ANSWERS

Students' own answers.

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### Exercise 1

Students read the passage and answer the questions. Check answers.

Focus on the conditional sentence in the passage, and point out the use of *might* as an alternative to *would* in second conditional sentences.

#### ANSWERS

- 1 three
- 2 Students' own answers.
- 3 If there were no common language, rather simple to learn like English, how would those scientists work together? (Second conditional)

### Exercise 2

Students find the key phrases in the text and match them with the meanings. Check answers, and make sure students understand all the key phrases.

#### ANSWERS

- 1 I am definitely in favour of ... , It is my opinion that ...
- 2 However, ...



## Unit summary

### Vocabulary

Types of people: *conformist, couch potato, dreamer, extrovert, follower, introvert, leader, loner, nature-lover, optimist, realist, rebel, pessimist, team player*

Personality and experiences: *adventure, adventurous, beneficial, benefit, challenge, challenging, confidence, confident, easy-going, hard-working, independence, independent, responsible, responsibility, reward, rewarding, sociable, socialise*

### Language focus

Reflexive pronouns

Defining and non-defining relative clauses

### Speaking

I can answer interview questions and use filler expressions when I need time to think.

### Writing

I can write a formal letter to introduce myself and request information.

## Vocabulary • Types of people

### Aim

Talk about types of people.

### THINK!

Read out the question and elicit some of the differences between different people, e.g. *some people are kind and sympathetic, but others don't seem to care about other people; some people try hard and want to do well, but others are lazy*. Ask: *Do you think you are born with your personality, or do you learn it as you grow up?* Put students into pairs to discuss the question. Ask some students to tell the class about their discussions.

### ANSWERS

Students' own answers.

### Exercise 1

Students read the quiz and use their dictionaries to check the meaning of the blue words. With **stronger classes**, encourage students to guess the meanings from the context before they check in their dictionaries. Students then match five of these words with the words in the box. With **weaker classes**, read out each word in turn and explain the meaning. Elicit the word from the quiz with an opposite meaning.

# 6

## The self

**VOCABULARY • Types of people**  
I can talk about what kind of person I am.

**THINK!** Do you think people are born with a specific personality or is their personality shaped by their life experiences?

- Read the quiz and check the meaning of the words in blue. Then match five of the words with an opposite personality type in the box.

dreamer   introvert   leader  
 pessimist   rebel   team player

dreamer   realist

- Do the quiz. Then write a list of 4–6 words that describe you.
- 2.02 Watch or listen to three pairs of friends talking about their personality. Are they 'chalk and cheese' or 'birds of a feather'?

**birds of a feather (flock together) idiom**  
people of the same sort (are found together)

**chalk and cheese idiom**  
when two people are completely different from each other

- 1 Olivia and Tegan  
2 Sam and Joelle  
3 Daniel and Rob
- 2.02 Study the Key Phrases. Then watch or listen again. What type of person is each speaker?

**KEY PHRASES**

**Comparing personality**

I'm more of a ...  
 To be honest, I'm a bit of a ...  
 I tend to ...  
 I suppose so.  
 I'm the opposite / same.  
 Me, too.

- USE IT! Work in groups. Discuss the personality of a famous person. Use the words from exercise 1.

**1 Have you got your feet on the ground or your head in the clouds?**

a I'm a **realist**. I like facts. I don't spend all day dreaming.

b I love stories and using my imagination. The real world can be boring!

c It depends. It's nice to dream occasionally.

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Check answers, and check that students understand all the words.

### ANSWERS

introvert / extrovert, leader / follower, pessimist / optimist, rebel / conformist, team player / loner

### Exercise 2

Students do the quiz and write a list of words to describe themselves. They can compare their lists in pairs or small groups. Ask some students to tell the class which words they chose and why.

### ANSWERS

Students' own answers.

### Optional activity: Vocabulary

Say: *This kind of person likes to be alone and doesn't like being with other people.* Elicit the correct word (*loner*). In pairs, students write four more clues for the words in the quiz and exercise 1. With books closed, they then work with another pair. They take turns to read out their descriptions and guess the words.

Ask who managed to guess all the words correctly. With **stronger classes**, you could make it more challenging by saying that students must guess the words and write them correctly.

### Exercise 3 2.02 page 117

Read out the definitions of the two idioms and make sure students understand them. Explain to students that they will watch or listen to three conversations in which people talk about how similar or different they are to their friends. Explain to students that they have to decide whether each pair is 'chalk and cheese' or 'birds of a feather'.

Play the video or audio for students to watch or listen and note down the answers. Check answers with the class and ask: *Do you find it surprising that friends can be very different? Why? / Why not?*



# PERSONALITY QUIZ

**2** Hippies and punks didn't conform with society. How do you see yourself?

- a A **conformist**, and that's fine. Why fight against everything?
- b I really don't like to conform. We need to change the world!
- c I have a rebellious side, but people don't always see it.

**3** What's your outlook? Are you generally positive?

- a Yes, I'm definitely an **optimist**.
- b I worry quite a lot and often expect the worst.
- c It depends on my mood and if the sun is shining.

**4** How do you see yourself in a group?

- a I'm a bit of an **extrovert** and usually like being at the centre of things.
- b I think it's better to be a **loner** sometimes. Groups can get complicated.
- c I'm OK in groups of people, but I'm more of a **follower** than a leader.

**5** Do you prefer chilling out at home or being out and about?

- a I'm a **nature-lover**. I prefer being by the ocean or in the mountains.
- b I'm a bit of a **couch potato**, to be honest. I prefer being at home.
- c I'm equally happy walking in the fresh air or relaxing on the sofa.

## ANSWERS

- 1 chalk and cheese
- 2 chalk and cheese
- 3 birds of a feather

## Exercise 4 2.02 page 117

Read through the key phrases with the class and check that students understand them all. Elicit some endings for the phrases, e.g. *I'm more of an optimist than a pessimist*. Play the video or audio again for students to note down the type of person each speaker is. Check answers with the class. With **stronger classes**, ask students to complete some of the phrases so they are true for them. Elicit some examples from the class.

## ANSWERS

Olivia - introvert  
Tegan - extrovert  
Sam - pessimist  
Joelle - dreamer / optimist  
Daniel - nature lover in summer, couch potato in winter  
Rob - nature lover in summer, couch potato in winter

## Optional activity: Listening

Write the following gapped sentences on the board:

- 1 I hate being the \_\_\_ of attention.
- 2 I tend to \_\_\_ on the problems in life.
- 3 Life is \_\_\_, so why not enjoy it?
- 4 Do you prefer \_\_\_ out at home?

In pairs, students complete the sentences from memory. Play the video or audio again if necessary for students to check their answers. Check answers with the class.

Ask: *Do you like being the centre of attention? Why? / Why not? Do you tend to focus on problems or good things? Do you agree that life is short, so you should enjoy it? When do you like chilling out at home?* Elicit answers from individual students.

## ANSWERS

- 1 centre 2 focus 3 short 4 chilling

## Exercise 5 USE IT!

In small groups, students discuss personality of a famous person using the words from exercise 1. Encourage them to ask more questions to find out more information about him / her. Ask some students to tell the class all information they learned about that person.

## ANSWERS

Students' own answers.

## More practice

Workbook page 38



## Reading • A poem

### Aim

Interpret ideas in a text.

### THINK!

As a class, brainstorm some poems that students know. If students are struggling for ideas, help them by saying the names of some popular poems in Vietnamese. Ask: *Have you ever written a poem? What was it about?* Elicit answers from students.

### ANSWERS

Students' own answers.

### Exercise 1 2.03

Allow students time to read through the summary and check that they understand *image, identity* and *bullies*. Pre-teach *nerd, poser* and *loser*. Play the audio for students to read and listen to the poem. Students choose the correct words. Check answers.

### ANSWERS

1 identity 2 brave 3 everyone

### Exercise 2

Ask students to read verse A again. Read out the example and point out how this idea is expressed in the verse. Students read the poem again and decide whether the remaining ideas are true or false. Remind them to explain their answers from the poem. Check answers.

### ANSWERS

- 1 false (Only I know what I am – Don't judge this book by its cover)
- 2 true (We can't all be the same)
- 3 true (At different times we see ourselves in a different light)
- 4 false (So if I wear black clothes, it doesn't make me a poser / It's what's inside that counts and it's not always simple)
- 5 false (Don't be afraid to stand out from the crowd)
- 6 true (I might not conform to your ideas about me / I won't say I'm sorry)

### Optional activity: Reading

Write *rhyme* on the board and explain the meaning. Elicit that lines in a poem often rhyme. In pairs, students find lines in the poem with words that rhyme. Bring students' ideas together on the board and point out that the same sound in English can be written in different ways.

### ANSWERS

see / identity, look / books,  
lover / cover, same / name, you / too,  
night / light, simple / people,  
hate / eight, crowd / proud, to / you,  
happy / sorry

## 6 READING • A poem

I can interpret ideas in a text.

THINK! Do you know any poems? Have you ever written one?

- 1 2.03 Read and listen to the poem. Choose the correct options in the summary below.

- 1 The poem is about clothes and image / identity / bullies.
- 2 The author is afraid / brave / a dreamer.
- 3 The audience for this poem is bullies / friends / everyone.

- 2 Read the poem again. Which of ideas 1–6 are in the poem? Write *true* or *false* for each idea and explain your answers using lines from the poem.

The writer is sometimes confused. (Verse A)  
True – 'At times things seem so certain; at times they don't.'

- 1 The writer's identity and personality are clear for other people. (Verse B) .....
- 2 It's OK to be different. (Verse C) .....
- 3 Our personalities can have many sides. (Verse D) .....
- 4 The writer thinks that clothes reflect personality. (Verse D) .....
- 5 You can avoid bullies if you stand out from the crowd. (Verse E) .....
- 6 The writer isn't worried what people think about him / her. (Verse F) .....

- 3 VOCABULARY PLUS Match phrases 1–5 with the correct meanings a–e.

- 1 Don't judge a book by its cover.
  - 2 Take me as you find me.
  - 3 Stand out from the crowd.
  - 4 He's got his head in the clouds.
  - 5 He's got his feet on the ground.
- a Be different from other people.  
b Appearances don't tell you everything.  
c He's a realist.  
d He's a dreamer.  
e You should accept me; don't try to change me.

- 4 USE IT! Choose your favourite lines from the poem. Compare with a partner. Say why you feel that way.

I like this line. I think it has a strong message: it doesn't matter what others think of you.

I like these two lines because they have the best rhyme.

### 60 The self

### Exercise 3 VOCABULARY PLUS

Students match the phrases with the correct meanings. Point out that phrases 1–3 are in the poem, but 4 and 5 are not. Check answers, and ask: *Are there similar phrases in Vietnamese?*

### ANSWERS

1 b 2 e 3 a 4 d 5 c

### Exercise 4 USE IT!

Students choose their favourite lines in the poem. In pairs, they compare their ideas and explain why they like these lines. Ask some students to tell the class which lines they like and why.

### ANSWERS

Students' own answers.

### More practice

Workbook page 42

## Be yourself

### (A)

When you're looking in the mirror, tell me, what do you see?

It isn't always easy to find your own identity  
At times things seem so certain; at times they don't

Sometimes people lose themselves before they  
\* find their way again.

### (B)

You might say that I'm a rebel 'cos of how I look  
You might say that I'm a nerd for reading all those books

So ... Dreamer? Leader? Loner? Lover?

Only I know what I am –

Don't judge this book by its cover.

### (C)

Be yourself – we can't all be the same

Be yourself – you're more than just a name

Be yourself – I'll give respect to you

I'll be myself, so please respect me, too.



leader

loner

goth



(D)

Just like the landscape changes colour  
between day and night  
At different times we see ourselves in a  
different light  
So if I wear black clothes, it doesn't make me  
a poser  
And if I never win a race, it doesn't make me  
a loser  
It's what's inside that counts and it's not  
always simple  
Remember labels are for clothes; they're not  
for people.

(E)

And if bullies call you names, don't listen to  
their hate  
Fall down seven times, stand up eight  
Don't be afraid to stand out from the crowd  
You yourself know you've got reasons to  
be proud.

(F)

So I think you should know that I might not  
conform to  
Your ideas about me; it's best that I warn you  
That if you take me as you find me, I'll be  
more than happy  
But if you don't, it's not my fault – I won't say  
I'm sorry

To be myself – we can't all be the same  
I am myself – a lot more than a name.  
Be yourself, I'll give respect to you  
I'll be myself, so please respect me, too.



### 1 Complete these sentences from pages 60–61 with the correct reflexive pronouns. What are the other reflexive pronouns?

- Sometimes people lose ..... before they find their way again.
- I'll be ....., so please respect me, too.
- At different times we see ..... in a different light.
- You ..... know you've got reasons to be proud.

### 2 Read the rules. Which sentence in exercise 1 has an emphatic pronoun?

#### RULES

- We use a **reflexive pronoun** when the object of the verb is the same as the subject.
- When a reflexive pronoun is used to emphasise the person or thing that is the subject, it is called an **emphatic pronoun**.

### 3 Complete the sentences with the correct pronouns. Then write *R* (reflexive) or *E* (emphatic).

Oh dear. You've cut *yourself* really badly. *R*

- My parents enjoyed ..... at the cinema.
- Katie told us ..... that she was leaving school.
- My friends and I enjoy ..... most when we're hanging out in the park.
- Did he teach ..... how to play the guitar?
- The poem ..... is pretty good, but I don't like poetry in general.
- I ..... am happiest when I'm reading a book.
- How would you describe ..... ?
- What activities do you like to do by ..... ?

### 4 USE IT! Work in pairs. Ask and answer questions 7 and 8 from exercise 3.

#### Finished?

Answer the questions.

- How do you enjoy yourself?
- What clothes do you wear to 'be yourself'?
- What have you taught yourself to do?

The self 61

## Language focus • Reflexive pronouns

### Aim

Describe yourself and your hobbies.

### Warm-up

Ask a student to pass you their book. Say: *He / She gave a book to me*. Give the book to another student and say: *I'm giving the book to him / her*. Write the sentences on the board and elicit that words such as *I*, *he*, *she*, *him*, *her* are pronouns.

Hold up your book and say: *I'm not giving it to anyone*. Write on the board: *I'm keeping it for \_\_\_\_*. Elicit the missing word *myself*. Elicit or explain that this is a reflexive pronoun.

### Exercise 1

Students read the sentences and complete them with the correct reflexive pronouns from the poem. With **weaker classes**, students could work in pairs for

this. Check answers with the class and elicit the other reflexive pronouns. You could write a list of subject pronouns on the board and elicit the reflexive pronoun for each one. Point out the two different reflexive pronouns for *you*: *yourself* (singular) and *yourselves* (plural).

#### ANSWERS

- 1 themselves 2 myself 3 ourselves  
4 yourself

The other reflexive pronouns are *himself*, *herself*, *itself* and *yourselves*.

### Exercise 2

Read through the rules with the class and elicit which sentence in exercise 1 has an emphatic pronoun. Point out that emphatic pronouns are stressed when they are spoken. Model pronunciation of sentence 4 in exercise 1 to illustrate this.

#### ANSWER

You yourself know ...

### Exercise 3

Read out the first example sentence and answer. Students then complete the remaining sentences and decide if the pronouns are reflexive or emphatic. They could work in pairs for this.

Check answers with the class. Elicit or explain that *by myself* / *by yourself*, etc. means *alone*.

#### ANSWERS

- themselves – R
- herself – E
- ourselves – R
- himself – R
- itself – E
- myself – E
- yourself – R
- yourself – R

### Exercise 4 USE IT!

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

#### ANSWERS

Students' own answers.

### Finished?

Refer **fast finishers** to the *Finished?* activity. Students can write their answers individually and compare with another fast finisher. Alternatively, read out each question in turn and ask fast finishers to tell the class their answers.

### More practice

Workbook page 39



## Vocabulary and listening • Personality and experiences

### Aim

Learn vocabulary to do with personality and experiences and listen to a radio show about character-building courses.

### THINK!

Read out the question and elicit that *useful* here refers to things that can help other people, or help you develop skills, experience or confidence. Point to the photos and elicit in what ways these activities might be useful.

In pairs, ask students to think of three more useful things that they could do during the summer holidays.

### ANSWERS

Students' own answers.

### Exercise 1

Pre-teach *sailing*, *tall ships* (ships with tall sailing masts) and *volunteering*. Students read the text and check the meaning of the blue words in their dictionaries. Go through these words with the class and make sure students understand them all. Focus on the table and point out that it contains related adjectives, nouns and verbs. Students complete the table. Check answers.

### ANSWERS

- 1 adventurous 2 beneficial  
3 challenge 4 confidence  
5 easy-going 6 hard-working  
7 independence 8 responsible  
9 rewarding 10 sociable

### Optional activity: Vocabulary

Divide the class into teams. With **stronger classes**, you could ask students to close their books. Read out the following clues for the adjectives in exercise 1.

- I like doing things by myself.
  - I enjoy doing exciting things.
  - I love spending time with other people.
  - This helps me.
  - I always work hard.
  - I don't get stressed about things.
  - This is fun, and it makes me feel good.
  - This is very difficult.
  - You can trust me – I won't let you down.
  - I'm sure of myself and my abilities.
- The first team to give the correct adjective each time gets a point.

## 6

## VOCABULARY AND LISTENING • Personality and experiences

I can identify the speakers in a radio show.

**THINK!** What are the most useful things you can do during the summer holiday?

- 1 Read the text about summer courses and check the meaning of the words in blue. Then copy and complete the table with the words.

| Adjective   | Noun / Verb        |
|-------------|--------------------|
| 1 .....     | adventure (n)      |
| 2 .....     | benefit (n / v)    |
| challenging | 3 ..... (n / v)    |
| confident   | 4 ..... (n)        |
| 5 .....     |                    |
| 6 .....     |                    |
| independent | 7 ..... (n)        |
| 8 .....     | responsibility (n) |
| 9 .....     | reward (n / v)     |
| 10 .....    | socialise (v)      |

- 2 **2.04** Read the questions below. Then listen to the radio show. Choose the correct options.

- The first two speakers are ...
  - two presenters.
  - two experts.
  - a presenter and an expert.
- The people who call in are ...
  - teens asking for advice.
  - teens talking about past experiences.
  - parents requesting advice for their children.

- 3 **2.04** Listen again and answer the questions.

- What type of student can benefit from a character-building course?
- What skills can these courses help to develop?
- What is Andy worried about?
- What other activities do you have to do on the sailing course?
- How does Claire describe herself?
- What doesn't she want to do?

- 4 **USE IT!** Discuss the questions with a partner. Explain your answers.

- Which experience would be more rewarding for you?
- What chores are you responsible for at home?
- What's the most adventurous thing you've ever done?
- Do you like to try new challenges?

I think the Tall Ships Adventures would be more rewarding for me, because I think it'd make me more confident.

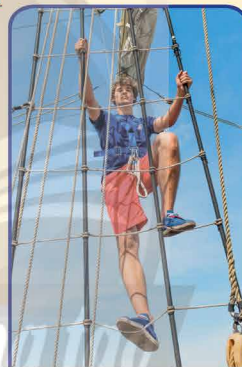


## Character-building courses for teens

Are you in the 15–18 age group? Do you want to do something different this summer? Here are some examples of summer courses where you can develop **beneficial** skills like teamwork, **confidence** and **independence**.

### Tall Ships Adventures

If you're an **adventurous** teen who wants a **challenge**, this might be for you. It's suitable for people with different physical abilities, and previous sailing experience isn't necessary. You'll be in a small space with all kinds of people, so if you're **sociable** and **easy-going**, you'll love life on a tall ship.



### Conservation Sites of Sea Turtles on Côn Đảo Island, Việt Nam

These volunteering trips to turtle conservation sites are **rewarding** for nature-lovers who want to help save sea turtles. You can visit these amazing sites to see mother turtles lay eggs, look after the hatchlings, then release them to the sea safely. You need to be **hard-working** and **responsible** because you'll be doing important tasks alongside professional scientists.

Page 1 2 3 Next >

### ANSWERS

- 1 independent 2 adventurous  
3 sociable 4 beneficial  
5 hard-working 6 easy-going  
7 rewarding 8 challenging  
9 responsible 10 confident

### Exercise 2 **2.04** page 118

Explain to students that they are going to hear part of a radio show. Allow students time to read through the questions and options. Check they understand *requesting*. Play the audio. Students listen and choose the correct answers. Check answers with the class.

### ANSWERS

- 1 c 2 a

### Exercise 3 **2.04** page 118

Allow students time to read through the questions. Check they understand *shy*. Play the audio again. Students listen and answer the questions. Check answers.

### ANSWERS

- 1 all types / everyone  
2 teamwork, decision-making, responsibility  
3 He doesn't know much about sailing.  
4 cleaning the toilets, helping prepare food in the kitchen, washing up  
5 a bit shy  
6 travel too far

### Exercise 4 USE IT!

Students discuss the questions in pairs. Ask some students to tell the class something they learned about their partner.

### ANSWERS

Students' own answers.

### More practice

Workbook page 40



## 6 LANGUAGE FOCUS • Defining and non-defining relative clauses

I can describe people, places and things.

- 1 Study sentences a–f. Then choose the correct options to complete the rules.
- It's good to do something **that** challenges you.
  - You'll be with people **who** have similar interests.
  - You'll visit some amazing destinations **where** the only inhabitants are wild animals.
  - There are adults on board **whose** job is to teach you about sailing.
  - That's something **which** I'm worried about.
  - People **that** apply must be hard-working.

### RULES

- We can use the relative pronoun **who** or **that** when we refer to **places / people**.
- We can use **which** or **that** for **people / things**.
- We can use **whose** for **people / possessions**.
- We can use **where** for **places / things**.
- We usually put prepositions at the **beginning / end** of a relative clause.

- 2 Complete the sentences with **who**, **whose**, **where** or **which**. Which pronouns can be replaced with **that**?

- I don't know ..... bag this is.
- Alaska is a place ..... you can see wild bears.
- Is there anyone here ..... can speak Japanese?
- Tom is the man ..... lives next door.
- Sailing is something ..... I'd like to try.

### Defining and non-defining relative clauses

- 3 Read the examples and study the rules.

- The student **who / that** won the math contest last year is from Hà Tĩnh.
- Hà Nội, **which** is the capital of Việt Nam, is famous for its landscapes.

### RULES

- A defining clause gives information about the noun or pronoun it modifies. Defining clauses do not have commas. We use **that** instead of **who**, **which** in informal style.
- A non-defining clause gives extra information about the noun or pronoun it modifies and has a comma at the start. In non-defining clauses, we don't use **that**.

- 4 Rewrite the sentences using defining or non-defining relative clauses.

- The book was very interesting. I borrowed it from the school library.  
The book .....
- Minh's bicycle broke down. He had to take a bus to school.  
Minh .....
- All the students passed. They studied hard for the test.  
All the students .....
- Hạ Long Bay is a magnificent natural wonder. It is located in Quảng Ninh province.  
Hạ Long Bay .....
- We're going to a place. We can see lions there.  
We're going .....

- 5 **2.05 PRONUNCIATION: that in relative clauses** Listen and repeat. What is the difference between **that** in the two sentences?

- That course sounds like a lot of fun.
- You'll visit places that you didn't know existed.

- 6 **USE IT!** Write definitions for places, things and people using relative clauses. Then read your definitions to a partner. Can they guess what it is?

It's an animal which lives in the Caribbean and swims under water ...

### Finished?

Write some sentences using defining and non-defining clauses.



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## Language focus • Defining and non-defining relative clauses

### Aim

Describe people, places and things using relative clauses.

### Warm-up

Elicit what students can remember about the character-building courses on page 62. Ask: *Who can benefit from the courses? What about people who are shy?* Elicit answers, then write on the board: *People ..... are shy can benefit from the course.* Elicit the missing word (**who**), explain that it is a relative pronoun and *who are shy* is a relative clause.

### Exercise 1

Students read the sentences and rules and choose the correct words to complete

the rules. Check answers. With **weaker classes**, read out sentences a–f and check understanding. Then read out the rules and elicit the correct answers, referring back to the sentences to confirm them.

### ANSWERS

- 1 people 2 things 3 possessions  
4 places 5 end

### Exercise 2

Students complete the sentences. Check answers.

### ANSWERS

- 1 whose 2 where 3 who 4 who  
5 which  
The pronouns which can be replaced with **that**: **who**, **which**

### Exercise 3

In pairs, students read the examples and study the rules. Check that students understand the differences between the two clauses.

### Exercise 4

Students rewrite the sentences using defining or non-defining relative clauses. Check answers.

### ANSWERS

- The book **which / that** I borrowed from the school library was very interesting.
- Minh, **whose** bicycle broke down, had to take a bus to school.
- All the students **who** studied hard for the test passed.
- Hạ Long Bay, **which** is located in Quảng Ninh province, is a magnificent natural wonder.
- We're going to a place **where** we can see lions.

### Exercise 5 **2.05 PRONUNCIATION: that in relative clauses**

Play the audio. Students listen and notice the pronunciation of **that**. Discuss the difference in pronunciation with the class, then play the audio again. Pause after each sentence for students to repeat.

### ANSWERS

- That** is pronounced as the strong form /ðæt/ (**that** = a demonstrative adjective).
- that** is pronounced as the weak form /ðət/ (**that** = a relative pronoun).

### Exercise 6 USE IT!

Students write their definitions individually, then read their definitions in pairs and guess what each one is. With **weaker classes**, students could write definitions in pairs, then guess in groups of four.

### ANSWERS

Students' own answers.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students write their sentences using defining and non-defining clauses.

### More practice

Workbook page 41



## Speaking • An interview

### Aim

Answer interview questions and use filler expressions when you need time to think.

### THINK!

Read the question to the class and elicit some answers. If students are struggling for ideas, make some suggestions, e.g. *What about babysitting? What about doing sports coaching?* Encourage students to say what work they would enjoy and why.

### ANSWERS

Students' own answers.

### Exercise 1 2.06

Explain that Caro is in an interview for work on a volunteer programme. Pre-teach a *5k race* (a five kilometre race), *charity* and *mentoring* (offering help and support to young people). Play the audio. Students read, listen and answer the question. Check the answer. Students then practise the dialogue in pairs.

### ANSWER

A tennis mentoring programme

### Exercise 2

Read through the key phrases with the class and check that students understand them all. Elicit which phrases we use when we need time to think.

### ANSWERS

That's a good question.  
Let me see.

### Optional activity: Speaking

Ask students to complete some of the key phrases with information about themselves. They then practise saying their sentences in pairs. Encourage them to practise several times, until they can say their sentences in a natural way.

### Exercise 3 2.07 page 118

Read out the question, then play the video or audio. Students watch or listen and answer the first question. Check the answer.

Then refer students back to the key phrases in exercise 2. Play the video or audio again for students to watch or listen and note down the key phrases they hear. Check answers with the class.

### ANSWERS

A French homework club

Key phrases students hear:

I'd like to do something that involves ... ;  
I suppose I'm a ... ; That's a good question; Let me see. ;  
(Most) people say that I'm ...

## 6 SPEAKING • An interview

I can answer interview questions and use filler expressions when I need time to think.

**THINK!** What kind of summer job or voluntary work would you like to do?

- Woman** What kind of summer programme are you looking for?  
**Caro** I'd like to do something that involves volunteering.  
**Woman** Why does voluntary work interest you?  
**Caro** I want to do something useful, and meet people.  
**Woman** Tell me about yourself. What type of person are you?  
**Caro** Er ... Well, I see myself as an extrovert. And I suppose I'm an optimist.  
**Woman** What would you say your strengths are?  
**Caro** That's a good question. I'd say that I'm hard-working and, well, most people say I'm reliable.  
**Woman** Tell me about a challenging experience that you have had.  
**Caro** Let me see. Hmm ... a challenging experience in my life was when I ran a 5k race for charity. It was tough, but rewarding.  
**Woman** That all sounds very positive. Would a project that involves sport interest you? We have some vacancies on our Tennis Mentoring programme.  
**Caro** That would be great, thanks.



**3** Watch or listen to the second dialogue. What voluntary work does the interviewer offer Ned? Which key phrases do you hear?

**4** **USE IT!** Work in pairs. Choose one of the volunteer opportunities and practise a dialogue: one person is the interviewer and the other person is the student. Use the key phrases. Then swap roles.

### Volunteer opportunities

- Be a volunteer English teacher for poor children in the neighbourhood
- Be an assistant in a local kindergarten
- Plant trees
- Clean up the streets of the neighbourhood at weekends
- Cook for the poor



**1** Read and listen to the dialogue. What type of voluntary work does the interviewer offer Caro? Practise the dialogue with a partner.

**2** Study the Key Phrases. Which key phrases do we use when we need a few seconds to think about our answers?

### KEY PHRASES

#### Giving answers in an interview

I'd like to do something that involves ...  
I see myself as / I suppose I'm a(n) ...  
That's a good question.  
Let me see.  
I'd say / Most people say (that) I'm ...  
A (challenging) experience in my life was when ...

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### Exercise 4 USE IT!

Explain to students that they are going to role-play an interview. Allow them time to read through the list of volunteer opportunities.

Students then prepare their interviews. Encourage them to think about which key phrases they can use. Students then practise their interviews. Monitor and help. They can swap roles and practise again.

Ask some pairs to perform their interviews for the class. With **stronger classes**, students could work with a new partner to role-play an interview spontaneously.

### ANSWERS

Students' own answers.



## 6

## WRITING • A formal letter

I can write a formal letter to introduce myself and request information.

**THINK!** What are the differences between a letter and an email?

- 1 Read Diệp's letter. Find examples of formal writing.

## STUDY STRATEGY

## Formal writing

Remember, we always write words out in full in formal writing, for example, *I'd = I would*.

- 2 Read the letter again. Put topics a–d in the order they appear in the text.

- reasons for interest in the programme
- polite request and practical details
- purpose of letter
- personality and relevant experience

31/1/11 An Dương Vương Street  
District 5  
Hồ Chí Minh City

Ms Ngô Phương Lan,  
Head, Personnel Department  
ABC Travel Group  
Hồ Chí Minh City

11<sup>th</sup> June, 20...

Dear Ms Ngô Phương Lan,

I am Lê Ngọc Diệp, a year 9 student. I am writing for further information about the volunteer tourism programme organised by ABC Travel Group advertised on your website last week.

This programme really interests me **because** I love gaining experience from tourism experts. I plan to study tourism at university **so that** I can become a tour guide, **so** it would be rewarding to have hands-on experience.

I was born with skills for problem solving and teamwork, which meets the requirements for a tour guide. Moreover, last summer's volunteer tourism programme gave me precious experiences on travelling software development.

I would be grateful if you could send me further information about the volunteer programme. I am about to take exams, **but** I will be available from 12<sup>th</sup> July.

I look forward to hearing from you.

Yours sincerely,

Lê Ngọc Diệp

- 3 Find and complete the Key Phrases.

## KEY PHRASES

## Writing a formal letter

Dear <sup>1</sup> \_\_\_\_\_,  
I am writing for <sup>2</sup> \_\_\_\_\_  
I would be grateful if you could <sup>3</sup> \_\_\_\_\_  
I look forward to <sup>4</sup> \_\_\_\_\_  
Yours sincerely, <sup>5</sup> \_\_\_\_\_

## Language point: Linkers

- 4 Study the **blue** words in the letter. Then complete the sentences with the words.

- I join an online course ..... I want to upgrade my knowledge.
- Tourism management is an interesting field of study, ..... it is quite difficult.
- He studied hard ..... he could achieve his ambitions.
- I love meeting people, ..... it would be great to work in tourism.

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

## WRITING GUIDE

## A TASK

Write a letter (100–120 words) requesting information about a volunteer programme.

## B THINK AND PLAN

Make notes on the following topics:

- What programme are you interested in?
- What type of person are you?
- Why are you suitable for the programme?
- What are your plans and ambitions?

## C WRITE

Paragraph 1: Who you are and the purpose of your letter

Paragraph 2: The reasons for your interest in the programme

Paragraph 3: Personality and relevant experience

Paragraph 4: Practical details and final request

## D CHECK

- relative clauses
- linkers

The self 65

## Writing • A formal letter

## Aim

Write a formal letter to introduce yourself and request information.

## THINK!

Read out the question and elicit some answers. If students are struggling for ideas, ask more questions to prompt them, e.g. *What about the way you start and end it? What about the style of writing – which is more formal?* Elicit that a letter is usually more formal than an email, includes your own address and the address of the person you are writing to, and uses more formal phrases for starting and ending it.

## ANSWERS

Students' own answers.

## Exercise 1

Explain that Ngọc Diệp is writing to ask for information about the volunteer tourism programme. Read out the study strategy and ask students to give examples of formal and informal language. Then students read through the letter and find examples of formal writing. Check answers.

## ANSWERS

Dear Ms Ngô Phương Lan,; I am ...; I am writing for ...;  
it would be rewarding to ...;  
I would be grateful if you could ...; I look forward to ...;  
Yours sincerely,

## Exercise 2

Check that students understand *purpose* and *relevant*. Students read the letter again and decide on the order of the topics. Check answers.

## ANSWERS

c, a, d, b

## Exercise 3

Students find the key phrases in the letter and complete them. Check answers, and check that students understand all the phrases.

## ANSWERS

- Ms Ngô Phương Lan
- further information about ...
- send me further information about ...
- hearing from you.
- Lê Ngọc Diệp

## Exercise 4 Language point: Linkers

Ask students to study the blue words in the letter. They then complete the sentences. Check answers.

## ANSWERS

- 1 because 2 but 3 so that 4 so

## Optional activity: Writing

Write the following words and phrases on the board.

- because
- so that
- so
- but

Ask students to make sentences using those words.

## ANSWERS

Students' own answers

## Exercise 5 USE IT!

Read through the task with the class. Go through the questions in part B. With **weaker classes**, brainstorm a plan with the class and make notes on the board for students to refer to.

Read through part C. Students then write their letter. This can be set for homework. Remind them to use the key phrases and the linkers. Remind them also to check their grammar and spelling carefully.

## ANSWERS

Students' own answers.

## More practice

Workbook page 43

## Progress review 3 pages 66 - 69

- 1 1 discovery 2 imagination  
3 explore 4 invention 5 adapt  
6 create
- 2 1 exploration 2 development  
3 advancement 4 invention  
5 communication
- 3 1 coming 2 to leave  
3 swimming 4 learning  
5 Designing 6 to enter  
7 to watch
- 4 1 meteors 2 400, Earth  
3 gravity 4 1965  
5 the sun
- 5 1 go, 'I'll see 2 doesn't do, becomes  
3 won't win, works  
4 spoke, would you say  
5 would become 6 invented
- 6 1 true 2 no doubt 3 believe  
4 about 5 far 6 in  
7 why 8 doubt
- 7 1 suggests 2 in favour of  
3 In the first place 4 Furthermore  
5 Finally 6 I believe

### PROGRESS REVIEW 3

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



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

#### VOCABULARY Discovery and invention

1 Complete the sentences with one of the words from each pair.

adapt / adaptation create / creation  
discover / discovery explore / exploration  
imagine / imagination invent / invention

- 1 Scientists now think that there is water on Mars. That's an amazing .....
- 2 Ava developed some great ideas for our design project. She has a fantastic .....
- 3 Scientists want to ..... the Amazon and look for new types of animals and plants.
- 4 Hezârfen Ahmed Çelebi created a new ..... in the 17<sup>th</sup> century – it was a set of special 'bird wings' that he could fly with.
- 5 Could you ..... to living in space?
- 6 The two governments want to work together and ..... a space programme.

I can talk about different discoveries and inventions.

MY EVALUATION

#### READING A text

2 Complete the sentences with the noun form of the words in brackets.

- 1 The ..... of space has led to numerous scientific breakthroughs. (explore)
- 2 The ..... of technology has significantly impacted our daily lives. (develop)
- 3 The ..... in digital technology have improved the way we perform daily tasks such as navigating traffic. (advance)
- 4 Alexander Graham Bell's ..... of the telephone led to modern telecommunications technology. (invent)
- 5 Effective ..... plays an important role in building strong relationships. (communicate)

I can guess the meaning of words in a text using context and previous knowledge.

MY EVALUATION

### 66 PROGRESS REVIEW 3

#### LANGUAGE FOCUS Gerunds and infinitives

3 Complete the dialogue with the gerund or infinitive form of the verbs in the box.

come design enter learn leave  
swim watch

- Molly** Hi! Are you interested in ..... to the beach later? We're planning ..... from here at 4.00.
- Anna** Well, I love ..... in the sea, but I can't come. I have design club after school.
- Molly** Design club? What's that?
- Anna** It's for ..... about invention and design.
- Molly** ..... new things sounds fun!
- Anna** Yes, why don't you join? We've created a flying robot and we're going ..... it for a competition.
- Molly** Perhaps 'I'll come ..... next week.

I can talk about likes, dislikes and know how to use to-infinitive after some verbs.

MY EVALUATION

#### VOCABULARY AND LISTENING Life and the universe

4 2.08 Listen to the radio programme about spacewalks and complete the sentences.

- 1 Most people think that ..... are the biggest threat on a spacewalk.
- 2 Parmitano was doing a spacewalk from the International Space Station ..... kilometres above .....
- 3 The problem in Parmitano's helmet was made worse because of the zero .....
- 4 There haven't been any deaths on spacewalks since they first started in .....
- 5 People can sometimes see ..... on a spacewalk. It isn't always dark.

I can listen for detailed information.

MY EVALUATION

#### LANGUAGE FOCUS Conditionals, wish

5 Complete the sentences with the correct conditional form of the verbs in brackets.

- 1 If you ..... (go) outside tonight at 11.00, you ..... (see) a meteor in the sky. (first conditional)
- 2 If an astronaut ..... (not do) exercise, he or she ..... (become) ill. (zero conditional)
- 3 She ..... (not win) the prize unless she ..... (work) hard. (first conditional)
- 4 If you ..... (speak) to the inventor of the internet, what ..... (you / say)? (second conditional)
- 5 Do you wish you ..... (become) a film star in the near future?
- 6 I wish someone ..... (invent) a teleporting machine in real life.

I can talk about possible and hypothetical situations and make wishes.

MY EVALUATION

#### SPEAKING Giving opinions

6 Choose the correct words.

In future, should drivers pay to take their cars into the centre of big cities in order to stop pollution? Well, it's <sup>1</sup> **true / truth / truly** that scientists are concerned about increasing pollution levels in our cities and there's <sup>2</sup> **not / nothing / no doubt** in my mind that this could be a big problem in the future. I <sup>3</sup> **in believe / believe / belief** that we all need to take this threat seriously because when you think <sup>4</sup> **to / around / about** it, air quality affects everybody. As <sup>5</sup> **far / long / best** as I can see, making drivers pay at busy times to go into city centres could help the problem.

<sup>6</sup> **In / On / Of** my opinion, it would reduce the amount of traffic and pollution. Of course, I can see <sup>7</sup> **what / why / who** some people think it's a bad idea – nobody likes paying for things! If the government made drivers pay, I <sup>8</sup> **doubted / doubts / doubt** that it would be popular at first, but in the end, everybody would see the benefit of cleaner air.

I can discuss a topic and express my opinion in different ways.

MY EVALUATION

#### WRITING An opinion passage

7 Complete the text with the words and phrases.

Finally Furthermore suggests  
I believe in favour of In the first place

If multilingual devices were widely used in daily life, would we need to learn English? The need to communicate worldwide <sup>1</sup> ..... popularising the wide use of multilingual devices. However, I am definitely <sup>2</sup> ..... learning English because human communication cannot be carried out by technology alone. Moreover, English is currently widely spoken and is one of the key languages of international business, scientific research, etc. Learning a foreign language including English has many benefits. <sup>3</sup> ....., it improves intelligence and memory, lowers the risk of brain ageing and Alzheimer's disease. <sup>4</sup> ....., it develops soft skills such as problem-solving skill. <sup>5</sup> ....., knowing English has practical advantages in various situations. In fact, multilingual devices can translate accurately in terms of grammar, vocabulary but they cannot understand cultural contexts to know the real meaning of words in a certain context. In business settings, it can build stronger relationships when discussions are carried out through the same language without the use of a multilingual device. In summary, <sup>6</sup> ..... that multilingual devices can make communication easier, but learning English still brings about great benefits in terms of cognitive development and practical applications.

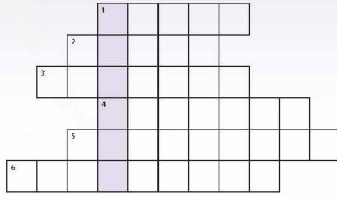
I can present my opinions about a topic in a structured way.

MY EVALUATION



## VOCABULARY Types of people

8 Complete the words for types of people using sentences 1–6. Then solve the mystery word.



- I tend to do things alone. I don't like groups.
- I'm not keen on conforming to society.
- My head isn't in the clouds. I definitely like to live in the real world!
- I often use my imagination and I like stories.
- I'm not very positive about the future.
- I'm always at the centre of everything and I love talking to all my friends.

Mystery word: \_\_\_\_\_

I can talk about what kind of person I am.

MY EVALUATION

## READING A poem

9 Complete the idioms with the correct word. Then match 1–4 with a–d.

- She is a(n) \_\_\_\_\_ person.
  - Don't judge a \_\_\_\_\_ by its cover.
  - Stand out from the \_\_\_\_\_.
  - He is a(n) \_\_\_\_\_.
- a A person who wakes up, arrives to work, etc. before the usual time.  
b A person who is practical and close to reality.  
c Appearances don't always tell you everything.  
d Try not to be the same as other people.

I can interpret ideas in a text.

MY EVALUATION

## LANGUAGE FOCUS Reflexive pronouns

10 Correct the bold words in the sentences. Then write R (reflexive) or E (emphatic).

- I made this paella **yourself**.
- We enjoyed **themselves** on the adventure holiday.
- The students carried the big tents **yourselves**. Nobody helped them.
- Aren't you going to introduce **ourselves** to everyone?
- Susie cut **myself** in the kitchen.
- The personality quiz **herself** is fun, but I don't agree with the answers!

I can describe myself and my hobbies.

MY EVALUATION

## VOCABULARY AND LISTENING Personality and experiences

11 Listen to the radio show. Correct the information in bold.

- The second person that you can hear on the radio show is a **student**.
- Amira interviews **four** students.
- Amira thinks that one benefit of volunteering is that it helps with **independence**.
- Rachel has become a lot more responsible during her time as a **volunteer**.
- Sam thinks that you need to be really **easy-going** to volunteer at a zoo.
- The **presenters** are the last people to speak on the show.

I can identify the speakers in a radio show.

MY EVALUATION

- 8 1 loner 2 rebel 3 realist  
4 dreamer 5 pessimist 6 extrovert

Mystery word: leader

- 9 1 down-to-earth, b 2 book, c  
3 crowd, d 4 early bird, a  
10 1 myself, E 2 ourselves, R  
3 themselves, E 4 yourselves, R  
5 herself, R 6 itself, E  
11 1 presenter 2 two  
3 confidence 4 sociable  
5 hardworking 6 students

- 12 1 , who ND 2 , which ND  
3 where D 4 , which ND  
5 whose D

- 13 1 which involves art 2 Tell me about yourself 3 Let me see  
4 Most people say 5 that I'm a hard worker 6 That's a good question 7 that I'm easy-going  
8 in your life 9 That sounds wonderful

- 14 1 c 2 b 3 b 4 a 5 c 6 b  
7 c 8 a

## 68 PROGRESS REVIEW 3

## LANGUAGE FOCUS Defining and non-defining relative clauses

12 Complete the sentences with the correct relative pronouns and use commas where necessary. Then write D (defining) or ND (non-defining).

- My friend Lan \_\_\_\_\_ is a nature-lover, often does volunteer work.
- Hà Nội \_\_\_\_\_ is the capital of Việt Nam, has many places of interest.
- This is the office \_\_\_\_\_ you can learn more about work experience.
- The Việt Nam National Museum of History \_\_\_\_\_ is one of the top historical museums in Việt Nam, has 110,000 documents and antiques from the prehistoric time to 1945.
- Are you the student \_\_\_\_\_ mother organises the music camp?

I can describe people, places and things.

MY EVALUATION

## SPEAKING An interview

13 Complete the dialogue. Then practise with your partner.

Interviewer: What kind of work interests you?  
Jessica: I'd like something \_\_\_\_\_.  
Interviewer: \_\_\_\_\_?  
Jessica: \_\_\_\_\_ I see myself as independent. \_\_\_\_\_ that I'm a good leader. I'd also say \_\_\_\_\_.

Interviewer: What are your strengths?  
Jessica: \_\_\_\_\_ I'm friendly and relaxed, so I suppose \_\_\_\_\_.

Interviewer: Tell me about a challenging experience.  
Jessica: Last year I cycled twenty kilometres for charity.

## WRITING A formal letter

14 Choose the correct words.

Dear Mr Lê Xuân Mai,  
I am a fourteen-year-old student in Year 9.  
I \_\_\_\_\_ to request further information on the volunteer programme at ABC Youth Drama Centre.  
The programme really \_\_\_\_\_ me. I take part in a lot of drama productions, and I'm \_\_\_\_\_ work with the theatre directors at the Centre. I plan to study drama at university to become an actor one day.  
I consider \_\_\_\_\_ an independent person, so I could work on my own with small groups of students. I'm also very reliable, so I \_\_\_\_\_ that I could be a helpful member of the programme.  
I'd be very grateful if you could email me some more information. I am \_\_\_\_\_ go on an exchange visit to Huế, but I will be available from 5<sup>th</sup> May.  
I look forward \_\_\_\_\_ from you.  
Yours sincerely,  
Trần Thị Thanh

- |                  |             |              |
|------------------|-------------|--------------|
| 1 a write        | b 'll write | c 'm writing |
| 2 a interesting  | b interests | c interest   |
| 3 a so that      | b because   | c so         |
| 4 a keen to      | b keen on   | c intend to  |
| 5 a herself      | b yourself  | c myself     |
| 6 a 'm believing | b believe   | c believed   |
| 7 a aim to       | b around to | c about to   |
| 8 a to hearing   | b to hear   | c hear       |

I can write a formal letter to introduce myself and request information.

MY EVALUATION

Interviewer: That sounds very positive. Would a holiday art project with children interest you?  
Jessica: \_\_\_\_\_ I Thank you.

I can answer interview questions and use filler expressions when I need time to think.

MY EVALUATION



## Unit summary

### Vocabulary

City features: *ancient ruins, amusement park, city centre, green space, heavy traffic, industrial site, leisure facilities, music venue, open-air cinema, pedestrian walkway, botanical gardens, railway line, skatepark, sports stadium*

Buildings and archaeology: *build, bury, destroy, display, examine, excavate, hide, locate, remove, renovate, restore, uncover, unearth*

### Language focus

Adverbial clauses of result

Passive: past, present and future

### Speaking

I can describe and compare two photos, and speculate about what they show.

### Writing

I can write about a building.

## Vocabulary • City features

### Aim

Discuss how to improve your neighbourhood.

### THINK!

Read out the question and elicit answers from individual students. Encourage them to give reasons for their answers, e.g. *It's lively. There's a big sports centre. It's boring because there aren't many young people*, etc.

### ANSWERS

Students' own answers.

### Exercise 1

Read out the title of the texts and check that students understand it. Ask: *What kinds of things can improve a city?*

Students read about the projects and answer the question. Check the answer.

### ANSWER

Projects 1 and 3

### Exercise 2

Students read the texts again to find words to complete the city features. You could do this as a race to make it fun. Check answers, and check that students understand all the words. Ask: *Which projects would you most like to see in your city? Why?*

### ANSWERS

1 skatepark 2 railway line  
3 pedestrian walkway(s)

# 7 On the streets

VOCABULARY • City features

I can discuss how to improve my neighbourhood.

CLIL p96

Language Focus Reference p105

**THINK!** What do you like and dislike about where you live?

- 1 Read about the city improvement projects. Which projects interest most skaters?
- 2 Complete city features 1–12 with one word from the text. Which project would you most like to see in your city?
 

|                    |                     |
|--------------------|---------------------|
| 1 skate .....      | 7 open-air .....    |
| 2 railway .....    | 8 botanical .....   |
| 3 pedestrian ..... | 9 heavy .....       |
| 4 amusement .....  | 10 industrial ..... |
| 5 leisure .....    | 11 green .....      |
| 6 ancient .....    | 12 music .....      |
- 3 2.10 Watch or listen. What problems do the people talk about?
- 4 2.10 Watch or listen again. Which of the key phrases do you hear?

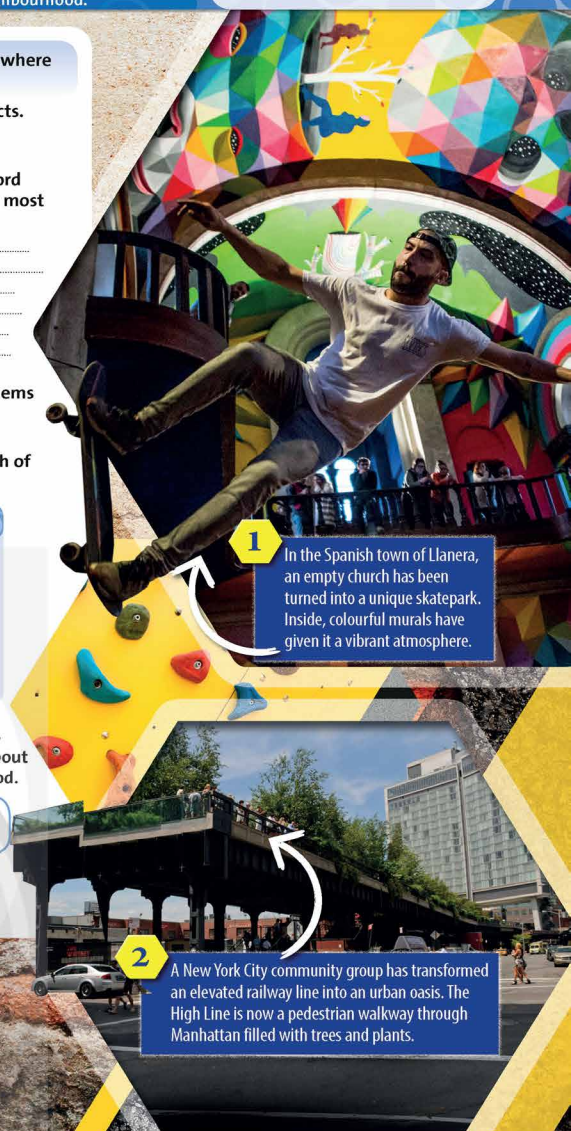
### KEY PHRASES

#### Talking about your neighbourhood

There isn't / aren't enough ...  
There's a lack of ...  
There's too much / too little ...  
There are too many / too few ...  
I think my town needs ...  
I wish we had ...

- 5 **USE IT!** Work in groups. Use the key phrases and the ideas in the box to talk about one project to improve your neighbourhood.

fun events   green spaces   leisure facilities  
public transport   sharing



**1** In the Spanish town of Llanera, an empty church has been turned into a unique skatepark. Inside, colourful murals have given it a vibrant atmosphere.

**2** A New York City community group has transformed an elevated railway line into an urban oasis. The High Line is now a pedestrian walkway through Manhattan filled with trees and plants.

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- 4 amusement park
- 5 leisure facilities
- 6 ancient ruins
- 7 open-air cinema
- 8 botanical gardens
- 9 heavy traffic
- 10 industrial site
- 11 green space 12 music venues

### Optional activity: Vocabulary

Ask students to close their books, and put them into teams. Write the first half of the city features words on the board, e.g. *skate, railway, pedestrian*, etc.

Teams take turns to choose one of the words. They make a sentence using the full word, and explain what it means, e.g. *We sometimes go to the skatepark. It's a place where you can ride your skateboard*. If their sentence and definition is correct, award them a point and cross that word off the board. If the sentence or definition is not correct, leave the word on the board and move on to the next team. Continue until all the words are crossed off the board. See which team has the most points.

### Exercise 3 2.10 page 119

Explain to students that they will watch or listen to four people talking about where they live. Read out the question, and explain that each person talks about a different problem.

Play the video or audio. Students watch or listen and note down the problem each person talks about. Check answers.

### ANSWERS

**Theo:** A peaceful neighbourhood lacking in leisure facilities for teenagers  
**Olivia:** A lack of public transport to the city centre  
**Sam:** Too many old, abandoned buildings with graffiti, not enough green spaces  
**Kaitlin:** Noise from the stadium, too much heavy traffic





**3** In Paris, France, thousands of roller skaters take to the streets on Friday nights for the weekly Pari Roller event. Streets in the city centre are closed to heavy traffic so that skaters can speed around in safety.

**4** In Croatia, they have found a great new use for some ancient ruins. In the summer, the Pula Arena amphitheatre, built by the Romans over 2,000 years ago, is used as an open-air cinema, and sometimes it even becomes a sports stadium.

**5** In Hồ Chí Minh City, Việt Nam, Suối Tiên Amusement Park, which used to be a small forestry farm raising livestock and growing fruit trees, is now a fantastic destination for locals and tourists alike. The park offers a wide range of leisure facilities, from thrilling rides and water activities to botanical gardens and cultural exhibits.

**6** In Germany, the Duisburg Landscape Park transformed an old industrial site into a beautiful green space. The original factory structures are now used as diving pools and music venues.

### Optional activity: Listening

Write the following questions on the board: Who says ... ?

- 1 It's safe to ride my bike here.
- 2 There are places where young children can play.
- 3 I can watch sports from my bedroom.
- 4 There's nothing special about where I live.

In pairs, students answer the questions from memory. Play the video or audio again if necessary for students to check their answers. Check answers with the class.

#### ANSWERS

1 Sam 2 Theo 3 Kaitlin 4 Olivia

classes, ask students to complete some of the phrases with their own ideas. Elicit some examples from the class.

#### ANSWERS

There isn't / aren't enough ...  
 There's a lack of ...  
 There's too much / too little ...  
 There are too many / too few ...  
 I think my town needs ...

### Exercise 5 USE IT!

Students work in small groups to discuss their neighbourhood and discuss a project to improve it. Tell students they can use ideas from the projects in this lesson, or their own ideas. Remind them to use the key phrases.

Monitor and help while they are working.

### More practice

Workbook page 44

### Exercise 4 2.10 page 119

Read through the key phrases with the class and check that students understand them all. Play the video or audio again for students to notice the key phrases they hear. Check answers. With **stronger**



## Reading • Two online texts

### Aim

Identify and compare different genres of text.

### THINK!

Read out the question and elicit a range of answers. Ask more questions if necessary to prompt students, e.g. *What about tennis / football / running?* Ask: *Have you ever watched a big sporting event? What was it? What was it like to be there?*

### ANSWERS

Students' own answers.

### Exercise 1

Explain that students are going to read two texts about sports in London. Ask students to look at the two texts. Ask: *How do they look different?* Elicit that text A looks more serious, and text B has headings. Pre-teach *retractable*, *mural* and *hawk*. Students read the two texts quickly. Check answers.

### ANSWERS

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

### Exercise 2 2.11

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

### ANSWERS

- 1 It was opened in 1923.
- 2 its partially retractable roof and its arch which is 133 metres high and 315 metres wide
- 3 'The Gunners' is another name for the Arsenal football team.
- 4 It's been the heart of Britain's skateboard community for over forty years.
- 5 strawberries and cream
- 6 It is the only Grand Slam tournament that is played on grass.

### Optional activity: Reading

Ask: *Which text is more informal? (text B)* Write the following definitions on the board:

- 1 most important (Introduction)
- 2 look at something (Emirates Stadium)
- 3 from my personal standpoint (Wembley Stadium)

Students read text B again and find informal words or phrases to match the definitions. Check answers.

### ANSWERS

1 top 2 check out 3 in my opinion

## 7

### READING • Two online texts

I can identify and compare different genres of text.

**THINK!** Which famous sports events take place in London?

### 1 Read texts A and B quickly. Then answer questions 1–6.

Which text ...

- 1 only presents fact? .....
- 2 contains facts and opinions? .....
- 3 has a chatty tone? .....
- 4 has a formal tone? .....
- 5 comes from an online encyclopedia? .....
- 6 is a personal blog? .....

### 2 2.11 Read and listen to the texts. Answer the questions.

- 1 When was the first Wembley Stadium opened?
- 2 What are the distinctive features of Wembley Stadium?
- 3 Who are the Gunners?
- 4 Why is the Undercroft skatepark important?
- 5 What do people typically eat at Wimbledon?
- 6 What is unique about the Wimbledon Grand Slam tournament?

### 3 VOCABULARY PLUS Find the comparative or superlative forms for 1–6 in the texts.

- |                   |              |
|-------------------|--------------|
| 1 large .....     | 4 big .....  |
| 2 legendary ..... | 5 good ..... |
| 3 talented .....  | 6 tall ..... |

### 4 Complete sentences 1–6 about places you know. Use the adjectives in the box and your own ideas.

busy colourful cool crowded distinctive  
expensive high industrial large  
spectacular unusual well-known

The clock tower in my city isn't as large as Big Ben, but it is very beautiful.

- 1 ..... in ..... isn't as ..... as .....
- 2 ..... is more ..... than .....
- 3 The ..... is the ..... in Europe.
- 4 ..... is the ..... in the world.
- 5 The most ..... in my town / city is .....
- 6 The ..... is as ..... as .....

### 5 USE IT! Work in pairs. Choose some 'must-see' sports venues in Việt Nam. What events are held there? Say why these venues are special, and why people should visit them.

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### Exercise 3 VOCABULARY PLUS

With **weaker classes**, briefly review the form and use of comparative and superlative adjectives with long and short adjectives. Students find the comparative and superlative forms in the texts. Check answers.

### ANSWERS

1 the (second) largest 2 (Arsenal's) most legendary 3 the most talented  
4 the biggest 5 the best 6 taller

### Exercise 4

Briefly revise the use of (*not*) *as ... as* to compare things. Read out the example sentence. Students complete the sentences. They could work in pairs for this. Check answers. With **stronger classes**, students could write more sentences with their own ideas.

### ANSWERS

Students' own answers.



A

### Wembley Stadium

Wembley Stadium is a sports stadium in London, England. It opened in 2007 and was built to replace the original Wembley Stadium, which was built in 1923. With a capacity of 90,000, it's the second largest stadium in Europe. The distinctive features of the stadium are its partially retractable roof and the arch, which is 133 metres high and 315 metres wide. Wembley Stadium hosts the matches of the English national football team as well as the finals of several important football competitions, such as the FA cup and the UEFA Champions League. This stadium is also a concert venue for many well-known musicians.



Mỹ Đình National Stadium is a multi-purpose sports arena located in Hà Nội. It is home to the Việt Nam national football team. With its seating capacity of over 40,000 people, the stadium hosted the 31<sup>st</sup> SEA Games in 2022. Don't miss it!

### Exercise 5 USE IT!

As a class, brainstorm some important sports venues in Việt Nam. Students then work in pairs to discuss what events are held there and why they are important. Ask pairs to choose one of their venues to tell the class about.

### ANSWERS

Students' own answers.

### More practice

Workbook page 48



## 7 LANGUAGE FOCUS • Adverbial clauses of result

I can describe my city using adverbial clauses of result.

B

### London for sports fans

London is such an interesting destination with lots of sports events that as a sports fan, there's no reason to get bored.

Here's my top selection.

#### Emirates Stadium

I'm not an Arsenal fan myself, but this is one of England's top football stadiums. Check out the murals outside, which celebrate some of the Gunners' most legendary players.

#### The Undercroft

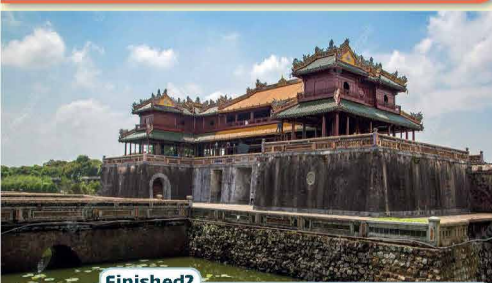
This skatepark next to the River Thames has been the heart of Britain's skateboarding community for over forty years. It's so popular that you can see some of the most talented skaters and BMXers in the country there.

#### Wembley Stadium

This is the biggest stadium in the UK, and in my opinion, it's the best! You can see the famous arch from miles away; it's taller than the London Eye. The stadium has such a powerful sound system that the music can be heard clearly from every corner.

#### Wimbledon

Lots of top tennis stars have played on Wimbledon's Centre Court, including the Williams sisters, Federer and Nadal. It's the only Grand Slam tournament on grass, so Wimbledon has its own hawk, Rufus, to scare away the pigeons. The grass on Wimbledon's Centre Court is maintained so carefully that it's often considered the best grass court in the world. While you're here, try the classic dish — strawberries and cream.



#### Finished?

Write a short review about a place of interest using adverbial clauses of result.

- Study the examples a–d. Then choose the correct options to complete the rules.
  - London is such an interesting destination with lots of sports events that as a sports fan, there's no reason to get bored.
  - The stadium has such a powerful sound system that the music can be heard clearly from every corner.
  - It's so popular that you can see some of the most talented skaters.
  - The grass on Wimbledon's Centre Court is maintained so carefully that it's often considered the best grass court in the world.

#### RULES

- such + (a / an) + adjective / adverb + noun + that
- so + adjective / noun + that
- so + adverb / noun + that

- Complete the text using *so* or *such*.

Huế is a historically rich city located in central Việt Nam. The Imperial City in Huế is preserved <sup>1</sup> ..... well that it's a UNESCO World Heritage Site and one of the most popular tourist destinations in Việt Nam. The Perfume River in Huế is <sup>2</sup> ..... a beautiful and romantic river that it becomes the deep inspiration to numerous artists, poets, and composers. The cuisine in Huế is <sup>3</sup> ..... unique that it's known for its imperial cuisine, which was once only served to the royal family but is now available in some of the best restaurants in the city. The city has <sup>4</sup> ..... charming streets and traditional architecture that Huế has become a must-visit city in Việt Nam for history and culture lovers.

- USE IT! Work in pairs. Ask and answer questions about your city using *so ... that* and *such ... that*. Use some suggestions in the box to help you.

traffic architecture education  
foods & drinks entertainment city dwellers

What are foods like in Hồ Chí Minh City?

They are so delicious and varied that they attract tourists from all walks of life.

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Elicit the similarities in these sentences. Underline *so ... that ...* and *such ... that ...*. Elicit that we use an adjective after *so* and a noun after *such*.

Explain that both structures are adverbial clauses of result as we use them to talk about the result of something.

#### ANSWERS

- about 28,000 kilos
- about 7,000 litres
- about ten
- £2.50

#### Exercise 1

Students read the example sentences, then choose the correct options to complete the rules. They could work in pairs for this. Check answers with the class, then go through the rules with the class and elicit or give more examples.

#### ANSWERS

- adjective
- adjective
- adverb

#### Exercise 2

Explain that students are going to read the text about Huế, a city in central Việt Nam. Ask students to read the text carefully and complete it with *so* or *such*, referring back to the rules in exercise 1, if necessary, to help you explain why. Students then complete the text.

Check answers with the class, referring back to the rules if necessary.

#### ANSWERS

- so
- such
- so
- such

#### Exercise 3 USE IT!

Read out the example question and elicit a few more questions that students could ask, e.g. *Do you think that our city dwellers are friendly? Do we experience any traffic problems in our city?*

Allow students time to prepare some questions individually. They then ask and answer their questions in pairs. With **weaker classes**, students could work in pairs to prepare their questions, then in groups of four to ask and answer them. With **stronger classes**, students could ask more questions using their own ideas.

Ask some students to tell the class some of the things they discussed about their town or city.

#### ANSWERS

Students' own answers.

#### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their review individually and compare with another fast finisher. Alternatively, ask them to read their review to the class, without saying the name of the venue. See if other students can guess the venue.

#### More practice

Workbook page 45

## Language focus • Adverbial clauses of result

#### Aim

Describe your city using adverbial clauses of result.

#### Warm-up

Ask: *What traditional food at Wimbledon is so good that you can't miss it? (strawberries and cream)*

Elicit some more interesting facts about Wimbledon.

Write some on the board:

- Wimbledon is such an old tennis tournament that it is widely known among people of all ages.
- The dress code at Wimbledon is so strict that some find it a little bit strange.
- The museum at Wimbledon is so great that everyone can't miss it to learn about the history of the tournament.



# Vocabulary and listening • Buildings and archaeology

## Aim

Learn vocabulary to do with buildings and archaeology and listen to a radio programme about archaeology.

## THINK!

Read out the question and elicit answers. Prompt students with ideas if necessary, reminding them of important historic / historical castles, palaces, cathedrals, caves, etc. in Việt Nam. Ask more questions to encourage them to say more about each site, e.g. *How old is it? Who built it? Have you visited it? What is it like?*

## ANSWERS

Students' own answers.

## Language note:

*historic* means 'important in history; likely to be thought of as important at some time in the future'

Example:

- a historic building / monument
- a historic occasion / decision / day / visit / victory

*historical* means 'connected with the past'

Example:

- historical background / context
  - 'connected with the study of history'
- Example:
- historical documents / research

## Exercise 1

Pre-teach *Viking*, *skeleton* and *DNA*. Students read the web page and check the meaning of the blue verbs. With **weaker classes**, write the infinitive forms *build* and *bury* on the board to help them. Check answers, and write all the infinitive forms on the board. Check that students understand all the verbs.

## ANSWERS

locate, renovate, excavate, build, unearth, remove, restore, display, bury, destroy, uncover, examine

## Exercise 2

Students circle the two synonyms in each group. Check answers, and elicit why the third verb in each group is different.

## ANSWERS

- 1 build, construct 2 find, locate  
3 uncover, unearth 4 examine, inspect 5 renovate, restore

## 7

## VOCABULARY AND LISTENING • Buildings and archaeology

I can predict what type of information I need to listen for.

**THINK!** What ancient or historic / historical sites are there in Việt Nam?

- 1 Read the *Hidden History* web page and check the meaning of the verbs in blue. Write the infinitive forms of the verbs.

hidden – hide

- 2 Circle the two words in each list that are synonyms.

destroy, demolish, reconstruct

- 1 build, construct, destroy  
2 bury, find, locate  
3 display, uncover, unearth  
4 examine, excavate, inspect  
5 remove, renovate, restore



- 3 **2.12** Listen to the radio programme *Hidden History*. Which discovery is the topic of the programme?

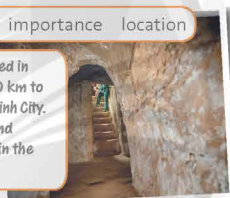
- 4 **2.12** Read the sentences and decide what type of information is missing: a date, number or time. Then listen again and complete the sentences.

- 1 King Richard III's skeleton was found in .....  
2 Richard III was killed on .....  
3 He was King of England for ..... years.  
4 Greyfriars Church was destroyed ..... years after Richard's death.  
5 Archaeologists started excavating the car park in .....  
6 Richard was ..... years old when he died.  
7 The skeleton was dated to between ..... and .....  
8 Richard was reburied in .....

- 5 **USE IT!** Work in groups. Choose a historic / historical site in Việt Nam. Discuss the points in the box.

age discovery importance location

Củ Chi Tunnels are located in Củ Chi District, about 60 km to the northeast of Hồ Chí Minh City. This gigantic underground tunnel system was built in the late 1940s.



## 74 On the streets

## Optional activity: Vocabulary

Put students into pairs and refer them back to the story of King Richard III's skeleton. Ask them to imagine they are the people who first uncovered the skeleton, and ask them to prepare a short conversation, using as many of the blue words as possible. Monitor and help, then ask some pairs to perform their conversations for the class.

## Exercise 3 **2.12** page 119

Read out the question. Tell students not to worry if they don't understand everything at this stage. Play the audio for students to listen and answer the question. Check the answer, and ask students what they learned about the discovery.

## ANSWER

The discovery of King Richard III's skeleton

## Exercise 4 **2.12** page 119

Read out the first gapped sentence and elicit what kind of information is missing (*a date*). Students work in pairs to read the remaining sentences and guess the missing information. Discuss as a class. Play the audio again. Students listen and complete the sentences. Check answers.

## ANSWERS

- 1 February 2013 2 22<sup>nd</sup> August 1485  
3 two 4 one hundred 5 August 2012  
6 32 7 1455, 1540 8 March 2015

## Exercise 5 USE IT!

As a class, brainstorm some historic / historical sites in Việt Nam. Students work in groups to choose a site and discuss what they know about it. Ask groups in turn to tell the class about the site they chose.

## ANSWERS

Students' own answers.

## More practice

Workbook page 46



## Hidden History

It's amazing to think of the treasures that might be hidden under your feet. Did you know that many ancient things are discovered accidentally by ordinary people in everyday locations?

In 2007, Britain's only complete Viking ship was located under a pub near Liverpool when the owner decided to renovate the building. Construction workers were excavating an area in order to build a car park, when they accidentally unearthed the 1,000-year-old ship. Thick mud had protected it.

The ship hasn't been removed yet, but archaeologists plan to restore it. They hope that it will be displayed in a museum one day.

Sometimes, archaeologists know what they're looking for and get lucky. The skeleton of King Richard III of England was lost for centuries, since the church where he was buried had been destroyed. But recently, the king's skeleton was uncovered in a car park in Leicester. It was examined by experts, who used DNA techniques to confirm the identity of the king.

*Hidden History* takes a closer look at some incredible stories of accidental or lucky discoveries.



## 7 LANGUAGE FOCUS • Passive: past, present and future

I can ask and answer questions about discoveries.

- 1 Complete the passive sentences with the words in the box. Then answer questions 1–5 below.

are discovered   hasn't been removed  
might be hidden   was examined  
was killed   will be displayed

- a Many ancient things \_\_\_\_\_ accidentally by ordinary people.  
b The skeleton \_\_\_\_\_ by experts.  
c They hope it \_\_\_\_\_ in a museum one day.  
d Richard III \_\_\_\_\_ by a soldier.  
e It's amazing to think of the treasures that \_\_\_\_\_ under your feet.  
f The ship \_\_\_\_\_ yet.

- 1 Which sentence is in the present simple?  
2 Which two sentences are in the past simple?  
3 Which sentence is in the present perfect?  
4 How are future and modal passives formed?  
5 When do we use *by*?

- 2 Complete the sentences with the verbs in brackets.

- 1 Locals believe that treasure \_\_\_\_\_ near here. But no one has found it yet. (bury)  
2 The Lascaux cave drawings \_\_\_\_\_ by children who fell into a hole. (find)  
3 DNA tests \_\_\_\_\_ out by Dr Stevens next month. (carry)  
4 The ship \_\_\_\_\_ because it is under a pub. (can / not remove)  
5 The site \_\_\_\_\_ yet. (not excavate)  
6 The treasure \_\_\_\_\_ until next year. (not display)  
7 Ancient treasure \_\_\_\_\_ under your house. (may / hide)  
8 Viking ships like this \_\_\_\_\_ in England 1,000 years ago. (not build)

- 3 **2.13 PRONUNCIATION: Sentence stress**  
Listen to the sentences. Which auxiliary verbs are weak? Which are strong? Listen again and repeat.

- 1 The remains **were** discovered in 2016.  
2 The ship **hasn't been** moved yet.  
3 Many treasures **aren't** found by experts.  
4 Nothing **has been** found at the site yet.

- 4 Complete the newspaper article. Use past, present and future passive forms of the verbs in the box.

cover ~~discover~~ examine keep label  
make put take not touch unearth write

### Priceless treasure unearthed by Yorkshire builder

This 15<sup>th</sup>-century jug and coins **were discovered** by builder Richard Mason in 2004. The jug <sup>1</sup> \_\_\_\_\_ during a house renovation. 'It <sup>2</sup> \_\_\_\_\_ in dirt, so I just put it in my garage.' The jug <sup>3</sup> \_\_\_\_\_ for eight years. 'One day, I moved it, and gold and silver coins fell out. I was amazed!' The treasure <sup>4</sup> \_\_\_\_\_ to the British Museum where it <sup>5</sup> \_\_\_\_\_ by experts. One gold coin <sup>6</sup> \_\_\_\_\_ in Italy in the 1500s, and is unique. Currently, the jug <sup>7</sup> \_\_\_\_\_ at the British Museum. In the near future, it <sup>8</sup> \_\_\_\_\_ on display, and it <sup>9</sup> \_\_\_\_\_ 'The Mason Hoard'. 'I'm proud that my name <sup>10</sup> \_\_\_\_\_ on a museum exhibit,' says Mr Mason.



- 5 Study the passive questions a–f and answer questions 1 and 2.

- a How was the ship located?  
b Was the skeleton found by builders?  
c Has the ship been removed yet?  
d When will the ship be restored?  
e Where is the treasure buried?  
f How can ancient objects be dated?

- 1 Which questions are in the present simple, past simple, present perfect and future?  
2 Where do we put *be* in questions in future and modal forms?

- 6 **USE IT!** Write questions about the text in exercise 4. Then ask and answer with a partner.

- 1 discovered / the / was / how / treasure / ?  
2 taken / where / the / were / jug and coins / ?  
3 the / made / coins / all / of / are / gold / ?  
4 been / the / have / yet / dated / coins / ?  
5 are / where / now / jug and coins / kept / the / ?  
6 the / what / labelled / treasure / be / will / ?



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## Language focus • Passive: past, present and future

### Aim

Ask and answer questions about discoveries.

### Warm-up

Ask what students can remember about the Viking ship from page 74. Write on the board: *Construction workers unearthed the ship. / The ship \_\_\_\_\_ by construction workers.* Elicit how the second sentence should be completed (*was unearthed*). Ask: *Which sentence is active and which one is passive?* Elicit the answers.

### Exercise 1

Students complete the sentences, then answer the questions. Check answers.

#### ANSWERS

- a are discovered   b was examined  
c will be displayed   d was killed

e might be hidden   f hasn't been removed

- 1 a   2 b, d   3 f   4 with *will* or modal verb + *be* + past participle   5 We use *by* to say who did the action.

### Exercise 2

Students complete the sentences. With **weaker classes**, read out the gapped sentences first and elicit which tense each passive verb should be in. Check answers.

#### ANSWERS

- 1 is buried   2 were found   3 will be carried   4 can't be removed   5 hasn't been excavated   6 won't be displayed   7 may be hidden   8 weren't / hadn't been built

### Exercise 3 **2.13 PRONUNCIATION: Sentence stress**

Play the audio. Students listen and notice which auxiliary verbs are weak and which are strong. Discuss the answers, then play the audio again, pausing after each sentence for students to repeat.

### ANSWERS

The auxiliary verbs *were* /wə/ and *has* /həz/ in 1 and 4 are weak. The past participle *been* /biːn/ is also weak in the present perfect passive, as in 2 and 4. The auxiliary verbs *hasn't* /'hæznt/ and *aren't* /aɪnt/ are strong.

### Exercise 4

Students complete the article. Check answers.

#### ANSWERS

- 1 was unearthed   2 was covered  
3 wasn't touched   4 was taken  
5 was examined   6 was made  
7 is kept   8 will be put  
9 will be labelled   10 will be written

### Exercise 5

Students answer the questions. Check answers.

#### ANSWERS

- 1 Present simple: e; Past simple: a, b; Present perfect: c; Future: d  
2 We put *be* after the subject or before the past participle.

### Exercise 6 USE IT!

Students put the words in order to make questions. They then ask and answer the questions in pairs. Check answers.

#### ANSWERS

- 1 How was the treasure discovered? It was discovered by a builder during a house renovation.  
2 Where were the jug and coins taken? They were taken to the British Museum.  
3 Are all the coins made of gold? No, they aren't. They're made of gold and silver.  
4 Have the coins been dated yet? Yes, they have.  
5 Where are the jug and coins kept now? They're kept at the British Museum.  
6 What will the treasure be labelled? It will be labelled 'The Mason Hoard'.

### More practice

Workbook page 47



# Speaking • Describing and comparing photos

## Aim

Describe and compare two photos, and speculate about what they show.

## THINK!

Refer students to the photos and elicit what each one shows. Encourage students to give as much detail as possible in their descriptions and ask questions if necessary to prompt them, e.g. *What kinds of buildings can you see? How big are they? What do you think they are used for?*

## ANSWERS

Students' own answers.

## Exercise 1 2.14 page 119

Explain that students will watch or listen to someone describing and comparing photos A and B. Students read the phrases and match them with the photos. Play the video or audio. Students watch or listen and check their answers. Check answers.

## ANSWERS

Photo A: 1, 4, 6

Photo B: 2, 3, 5

## Exercise 2 2.14 page 119

Read through the key phrases with the class and check that students understand them all. Play the video or audio again. Students watch or listen and answer the question: *Which photo does Tegan prefer?*

## ANSWER

She prefers photo B.

## Exercise 3

Read out the question and explain that speculate means 'guess'. Elicit which phrases are used for speculating.

## ANSWERS

It looks like ... , but I'm not sure.

Maybe it's ...

This could be a ... because ...

## Optional activity: Speaking

Before students move on to the final speaking task, put them into pairs and ask them to describe and compare photos A and B in exercise 1. Tell them they can use ideas from the audio or video, or they can use their own ideas. Encourage them to use some of the key phrases. Ask some students to describe and compare the photos for the class.

## ANSWERS

Students' own answers.

## Exercise 4 USE IT!

Read out the study strategy. Then read through the speaking guide with the class. Explain to students that they must

# 7

## SPEAKING • Describing and comparing photos

I can describe and compare two photos, and speculate about what they show.

**THINK!** Look at the photos on this page. What do they show?



**1**   2.14 Study the sentences from two different descriptions and match them with photos A and B. Then watch or listen and check.

- 1 I don't think there are any cafés or shops.
- 2 Maybe it's the only park in this part of the city.
- 3 This could be a bicycle lane.
- 4 It looks like an industrial site.
- 5 The area has been renovated.
- 6 One is a black and white photo of the city many years ago.

**2**   2.14 Watch or listen again. Which photo does Tegan prefer?

## KEY PHRASES

### Describing and comparing photos

These two pictures show the same neighbourhood of a city.  
In the first picture, there are a few cars in front of the church.  
It's hard to see, but I don't think there are any cafés or shops.  
It looks like an industrial site, but I'm not sure.  
By contrast, in this picture, there's a large park with trees.  
Maybe it's the only park in this part of the city.  
This could be a bicycle lane because I can't see any cars.

**3** Study the Key Phrases. When we aren't sure, we can use phrases to speculate. Which phrases do this?

## STUDY STRATEGY

### Describing and comparing photos

In the exam, you will have a few minutes to prepare. Use this time to think of useful vocabulary, including opposite adjectives, which will help you to contrast the photos.

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**4**  **USE IT!** Follow the steps in the Speaking Guide.

## SPEAKING GUIDE

### A TASK

Look at photos C and D. Describe the photos. Talk about similarities and differences and speculate why things have changed. Explain which you prefer and why.

### B THINK AND PLAN

1 Look at the places. Make notes about the following things in each place:

area buildings  
special features people

2 Decide which key phrases you want to use.

### C SPEAK

Describe the photos. Record yourself giving your comments.

### D CHECK

Watch or listen to your comments. What can you improve?



complete all the parts of the task (describe the photos, compare them, speculate about them and say which they prefer and why). Allow students time to look at photos C and D and plan what they are going to say. In pairs, students then take turns to speak and record what they say using their phones. They then watch or listen to what they and their partner said and discuss what they could improve. If students are not able to record themselves, they could listen to each other in pairs and give feedback.

## ANSWERS

Students' own answers.



## 7 WRITING • A tourist information leaflet

I can write about a building.

**THINK!** What do you know about Hồ Chí Minh City?

### 1 Read the tourist information leaflet and answer the questions.

- 1 Which street is the leaflet about?
- 2 When were the landmarks built?
- 3 What style is each building?
- 4 Where is the visitor centre and what can you see there?
- 5 Where can you buy some wonderful souvenirs?



### 2 Study the key phrases and find them in the text.

#### KEY PHRASES

##### Describing a building

... is one of ... buildings.  
Look right / left / up / down.  
The ... was built in ...  
It is located in / near ...  
... is well worth a visit.

#### Language point: Prepositions and adverbs of place

### 3 Study the table. Then add the words in blue from the texts to the table.

| Direction              | Location                  |
|------------------------|---------------------------|
| left<br>down<br>around | next to<br>under<br>there |

### 4 USE IT! Follow the steps in the Writing Guide.

#### WRITING GUIDE

##### A TASK

Write a section of a tourist information leaflet (100–120 words) for a building in your city or a city you know.

##### B THINK AND PLAN

- 1 Where is it located?
- 2 When was it built?
- 3 What style is it?
- 4 Is there anything interesting to see inside / outside the building?
- 5 What is the history of the building?

##### C WRITE

Use your notes from B to write a first draft of your tourist information leaflet.

##### D CHECK

- passive forms
- key phrases
- adverbs and prepositions of place

## HỒ CHÍ MINH CITY LANDMARKS

### The Central Post Office

Located **in** the heart of the city, at 2 Công Xã Paris Street, District 1, the Central Post Office was built between 1886 and 1891, and it is still a working post office today. This magnificent building is a perfect example of Gothic and Renaissance styles.

Visitors can admire its grand interior with complex metalwork, and a vast collection of antique telephones and stamps. It's also a great place to purchase unique souvenirs, including postcards and stamps.

For those who want to learn more about the history and significance of Hồ Chí Minh City landmarks, the visitor centre located **near** the entrance of the Central Post Office is well worth a visit. **Here**, you can find information about the buildings' construction, as well as maps and brochures that will help you explore the area.

### The Notre Dame Cathedral

Just a short walk **across** the Central Post Office, you'll find the Notre Dame Cathedral, another must-see landmark. It was built in the late 19<sup>th</sup> century, and is considered one of the most beautiful examples of neo-Romanesque architecture **in** Southeast Asia.

The cathedral has the twin bell towers that reach a height of about 58 metres. Looking **up**, visitors can marvel at the stunning stained-glass windows and beautiful carvings. The cathedral can accommodate up to 1,200 worshippers. It's also a popular spot for photographers, as the stunning façade of the cathedral makes for a perfect backdrop.

On the streets 77

## Writing • A tourist information leaflet

### Aim

Write about a building.

### THINK!

Read out the question and elicit what students know about Hồ Chí Minh City. Elicit or explain that it is not the capital of Việt Nam, but it is one of the biggest and busiest cities in Việt Nam.

### ANSWERS

Students' own answers.

### Exercise 1

Explain the meaning of *tourist information leaflet*. Point to the photos and teach the meaning of *landmark* (an important building or monument that is easy to recognise). Students read the leaflet and answer the questions. Check answers.

### ANSWERS

- 1 The leaflet is about Công Xã Paris Street.
- 2 The Central Post Office was built between 1886 and 1891. The Notre Dame Cathedral was built in the late 19<sup>th</sup> century.
- 3 The Central Post Office is in the Gothic and Renaissance styles. The Notre Dame Cathedral is in the neo-Romanesque style.
- 4 The visitor centre is near the entrance of the Central Post Office. You can see there maps and brochures that will help you explore the area.
- 5 You can buy some wonderful souvenirs at the Central Post Office.

### Exercise 2

Read through the key phrases with the class and check that students understand them all. Students read the leaflet again and find the key phrases. Ask individual students to read out the phrases in context and check that students understand them.

### Exercise 3 Language point: Prepositions and adverbs of place

Elicit or explain the difference between a preposition and an adverb. Elicit that a preposition is always followed by a noun, e.g. *We walked **around** the town.* An adverb is not followed by a noun, e.g. *Turn **left**.* Point out that some words can be both a preposition and an adverb, e.g. *There's a cafe **inside** the theatre. Let's go **inside**.*

Read through the table with the class and elicit an example of each preposition or adverb in use. Students then find the blue words in the text and add them to the table. Check answers. With **stronger classes**, you could brainstorm more examples of prepositions and adverbs of place, e.g. *to, towards, away from, in, on, beside.*

### ANSWERS

Direction: up

Location: in, near, here, across

### Exercise 4 USE IT!

Read the task with the class. Elicit a few examples of buildings that students could write about.

Students read part B and plan their information panel. Students then write their text. This can be set for homework. Remind them to use the prepositions and adverbs of place and the key phrases.

Remind them also to check their grammar and spelling carefully.

### More practice

Workbook page 49



## Unit summary

### Vocabulary

Feelings: *fascinated by, happy about, nervous about, scared of, thrilled at, keen on, worried about, terrified of, good at, bad at*

Injury collocations: *burn, burned, cut, break, broken, bruise, bruised, injure, injured, injury, sprain, sprained*

### Language focus

Reported statements

Reported questions, Reported requests

### Speaking

I can offer to help someone with an injury.

### Writing

I can write a narrative paragraph using time conjunctions.

## Vocabulary • Feelings

### Aim

Say how you feel about things.

### THINK!

Read the questions with the class. Give some examples of phobias, e.g. *a fear of spiders / snakes, a fear of heights*. Ask students: *What phobias do you know about? If you have any phobias, what are they?* Tell students that if they prefer not to talk about a serious phobia, they can invent one. Ask some students to tell the class about their experiences. Ask if other students have similar phobias.

### ANSWERS

Students' own answers.

### Exercise 1

Read out the title of the quiz and elicit or teach the meaning of *risk (danger)*. Check that students understand *heights, caving, injections* and *thrills*. Teach the word *phobia*. Allow students time to read the quiz and choose their answers. They can then work in pairs to read the key and discuss whether they agree. Ask some students to tell the class about their results and their partner's results.

### ANSWERS

Students' own answers.

# 8

## Scary

VOCABULARY • Feelings

I can say how I feel about things.

Culture p97  
 Language Focus Reference p106

**THINK!** What is a phobia? Do you have one?

**1** Look at the title of the questionnaire. Do the *Risk Factor* questionnaire. Then look at the key. Do you agree?

# THE RISK FACTOR

Choose the option that's true for you.

1 SNAKES

**A** I'm fascinated by snakes. I had a snake around my neck when I was at the zoo. It felt warm and dry.

**B** I touched a snake once, but I wasn't happy about it!

**C** I have a phobia of snakes and I keep away from them.

2 HEIGHTS

**A** I climbed to the top of the Eiffel Tower last year. It was cool!

**B** I'm not scared of heights if I know I can't fall.

**C** I don't like high places. I am nervous about going into a tall building!

3 HORROR FILMS AND STORIES

**A** I read lots of horror stories, and I'm thrilled at horror films. They're scary, but it feels good!

**B** I watch horror films sometimes, but only with friends.

**C** I have bad dreams after a scary film. I never watch them.

4 THRILLS

**A** I love roller coasters. I'll try anything once.

**B** I'll try things if they aren't dangerous, but I'm scared of things that are really fast.

**C** I hate roller coasters! I prefer to have my feet on the ground.

**KEY**

**Mostly A:** You love danger and risk. You are a real adventurer, but you need to be careful – you don't want to go to hospital!

**Mostly B:** You aren't scared of danger and you like adventure, but you're not keen on anything that is too dangerous. You think a bit of fear with your fun is OK.

**Mostly C:** Your life is a bit boring because you're nervous about risks and adventure. Try an action sport or go on a roller coaster. Maybe it'll be fun!

### Background

The Eiffel Tower in Paris was built in 1889 and is 324 metres high, roughly the same height as an eighty-storey building. It is the tallest building in Paris. Between two and five per cent of people suffer from acrophobia, or fear of heights.

Although there are many dangers associated with climbing and caving, there are not very many serious accidents associated with the sports each year. Horse riding, which is a much more popular sport, often appears high up on lists of dangerous sports because of the large number of accidents which occur.

It is estimated that as many as ten per cent of people have a fear of needles and injections. For people with severe symptoms their fear can lead to them avoiding medical treatments, with obvious health consequences.

The tallest roller coaster in the world is called Kingda Ka and is based at the Six Flags Great Adventure park in New Jersey, in the USA. It is 139 metres high and reaches speeds of over 200 kilometres per hour. The world's fastest roller coaster is Formula Rossa at Ferrari World in Abu Dhabi. It reaches speeds of 240 kilometres per hour.

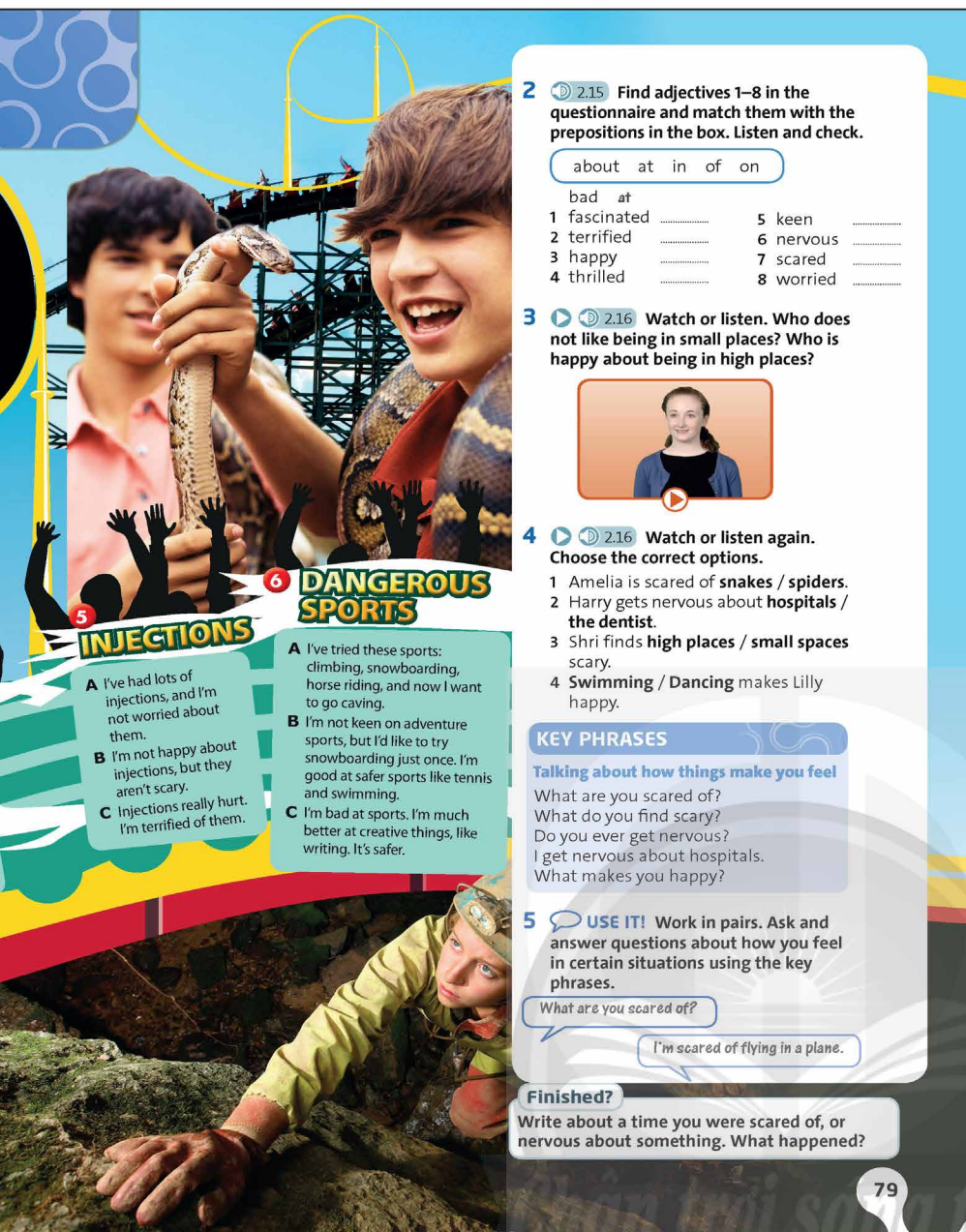
### Exercise 2 2.15

Students find the adjectives in the text and match them with the prepositions. Play the audio for students to listen and check. Check answers with the class and check that students understand all the adjectives. Point out to students that when they learn a new adjective, verb or noun, they should always try to learn any prepositions that are typically used with it.

### ANSWERS

1 by 2 of 3 about 4 at 5 on  
6 about 7 of 8 about





- 2 **2.15** Find adjectives 1–8 in the questionnaire and match them with the prepositions in the box. Listen and check.

about at in of on

- |              |       |           |       |
|--------------|-------|-----------|-------|
| 1 fascinated | _____ | 5 keen    | _____ |
| 2 terrified  | _____ | 6 nervous | _____ |
| 3 happy      | _____ | 7 scared  | _____ |
| 4 thrilled   | _____ | 8 worried | _____ |

- 3 **2.16** Watch or listen. Who does not like being in small places? Who is happy about being in high places?



- 4 **2.16** Watch or listen again. Choose the correct options.

- Amelia is scared of **snakes / spiders**.
- Harry gets nervous about **hospitals / the dentist**.
- Shri finds **high places / small spaces** scary.
- Swimming / Dancing** makes Lilly happy.

#### KEY PHRASES

##### Talking about how things make you feel

What are you scared of?  
What do you find scary?  
Do you ever get nervous?  
I get nervous about hospitals.  
What makes you happy?

- 5 **USE IT!** Work in pairs. Ask and answer questions about how you feel in certain situations using the key phrases.

What are you scared of?

I'm scared of flying in a plane.

#### Finished?

Write about a time you were scared of, or nervous about something. What happened?

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#### Language note:

Other uses of the adjective *thrilled*

- be thrilled at / about / with something
- be thrilled to do something
- be thrilled to bits (that) .... = extremely pleased

#### Optional activity: Vocabulary

Write the adjectives from exercise 2 on the board and ask students to close their books. Divide the class into teams. Teams take turns to choose an adjective from the board and say a sentence using the adjective and the correct preposition. If their sentence is correct, they get a point and the word is crossed off the board. Continue until all the adjectives have been practised and see which team has the most points.

#### ANSWERS

Students' own answers.

#### ANSWERS

- spiders
- hospitals
- small spaces
- Dancing

#### Optional activity: Key phrases

Play the video or audio again, pausing after each of the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

#### Exercise 5 USE IT!

Read out the task and the example dialogue. Point out to students that they can ask the questions in the key phrases, or they can ask more specific questions, e.g. *Are you scared of snakes? Do you get nervous about injections?* Allow students time to prepare some questions, then put them into pairs to ask and answer them. Encourage them to use some of the other adjectives from exercise 2 in their answers, e.g. *No, I'm not scared of snakes. I'm quite keen on them!* Ask some students to tell the class something they learned about their partner.

#### ANSWERS

Students' own answers.

#### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write about their experiences and then compare with another fast finisher. Alternatively, ask some fast finishers to tell the class about their experiences. Ask other students if they would feel nervous or scared in that situation.

#### More practice

Workbook page 50

#### Exercise 3 **2.16** page 120

Read through the questions with the class and read out the names of the people students will hear (Amelia, Harry, Shri, Lilly). With **weaker classes**, you could write the names on the board. Play the video or audio. Students watch or listen and answer the questions. Check answers with the class.

#### ANSWERS

Shri doesn't like being in small places.  
Amelia doesn't have a problem with heights.

#### Exercise 4 **2.16** page 120

Allow students time to read through the sentences. Play the video or audio again for students to watch or listen and choose the correct words. With **stronger classes**, students could choose the correct words from memory, then listen again to check. Check answers with the class.



## Reading • Scream machines

### Aim

Identify the main idea in an article.

### THINK!

Read out the question and the clue to help students. Elicit the answer.

### ANSWER

A roller coaster.

### Exercise 1

Read out the question and ask students what they think Jane's problem might be. Elicit a few possible ideas, but don't confirm them at this stage. Point out that for this activity students need to read for the main idea in the article, not the details, so they don't need to understand every word. Allow students time to read the article. You could set a time limit of two minutes, to encourage students to read quickly. Check the answer with the class.

### ANSWER

She's frightened of heights and speed.

### Exercise 2 2.17

Allow students time to read through the sentences, then play the audio. Students read and listen and complete the sentences with the correct words. Allow students time to compare their answers in pairs, then check answers with the class.

### ANSWERS

1 heights, speed 2 brave 3 friends  
4 happy 5 danger 6 Driving

### Exercise 3

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

### ANSWERS

- 1 false (Lots of people love roller coasters because they know they're in no real danger)
- 2 false (Jane feels happy after being on her first roller coaster)
- 3 true
- 4 true
- 5 false (The chance of a fatal accident is one in 50 billion)

### Exercise 4 VOCABULARY PLUS

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

### ANSWERS

frightened – fright ridiculous – ridicule  
brave – bravery excited – excitement  
risky – risk fatal – fatality

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## READING • Scream machines

I can identify the main idea in an article.

**THINK!** What is a 'scream machine'? (If you can't guess, look at the photo to help you.)

### 1 Read the article. What is Jane Clark's problem?

### 2 2.17 Read and listen to the article again and complete the sentences.

- 1 Jane Clark is scared of ..... and .....
- 2 Jane is going on *Oblivion* because she wants to be .....
- 3 Jane's ..... have come with her on the ride.
- 4 Jane feels ..... after the ride.
- 5 Some people love extreme sports because they love ..... and excitement.
- 6 ..... in your car is more dangerous than riding on a roller coaster.

### 3 Read the article again. Write true or false and correct the false statements.

- 1 Lots of people love roller coasters because they are not afraid of danger. ....
- 2 Jane still feels scared after being on her first roller coaster. ....
- 3 Roller coasters are a real fear to some people. ....
- 4 For those who prefer taking risks, extreme sports are absolute musts. ....
- 5 According to the article, it is likely to have an accident when you try a roller coaster. ....

### 4 VOCABULARY PLUS Find the noun form of the words in blue in the text.

### 5 Complete the sentences with the correct forms of the nouns from exercise 4.

- 1 The firefighter's ..... and risk saved the whole family from a burning building.
- 2 Skydiving is one of the extreme sports that are worth taking a .....
- 3 The accident on the highway caused a massive tailback, but there were no .....
- 4 The team's poor performance drew ..... from their fans.
- 5 The roller coaster ride at Universal Studios Singapore filled us with both ..... and .....

# SCREAM MACHINES

## Scary or fun?

Why do millions of people love roller coasters? The answer is that people love feeling afraid when they know they're in no real danger. But Jane Clark has never been on a roller coaster. She is **frightened** of heights and speed. 'It's **ridiculous**. All my friends have ridden on roller coasters, and they love it,' says Jane. 'I've always wanted to try, but I've never been **brave** enough.' Well, Jane has decided that today this is going to change. She has bought a ticket for *Oblivion* and her friends are here to support her. Her heart is beating and she can't speak as she gets in. Then they're off. People are screaming because they're scared, or is it because they're **excited**? She screams, too. Three minutes later, it's all over. Jane is happy. She's done it! She's been on her first roller coaster. 'Words can't describe it!' she says.

### 6 USE IT! Work in pairs. Ask and answer the questions. Do you like any extreme sports? What is it? Why / Why not?

Are you keen on bungee jumping?

I feel rather scared of it. Jumping off a very high bridge or a cliff sounds extremely risky to me.

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### Optional activity: Vocabulary

Write the following sentences on the board:

- 1 Roller coasters are popular because people love being in danger and feeling afraid.
- 2 Jane has never wanted to go on a roller coaster.
- 3 Jane screams during the ride.
- 4 There is a high risk of accidents on a roller coaster.

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

### ANSWERS

- 1 false (People love feeling afraid when they are not really in danger.)
- 2 false (She has always wanted to try a roller coaster ride.)
- 3 true
- 4 false (The chance of a serious accident is one in 50 billion.)

### Exercise 5

Students read the sentences, and complete the sentences with the correct forms of the nouns from exercise 4. Check answers with the class.

### ANSWERS

1 bravery 2 risk 3 fatalities  
4 ridicule 5 fright, excitement

### Exercise 6 USE IT!

Allow students time to prepare their answers individually, then put them into pairs to ask and answer the questions.

Ask some students to tell the class why their partner likes or doesn't like some extreme sports.

### ANSWERS

Students' own answers.

### More practice

Workbook page 54





But for some people, roller coaster phobia never goes away. Psychologist Frank Farley believes that there are two types of people when it comes to fear and risk. Some people prefer the quiet life. For others, danger and excitement make them feel alive. Their brains produce 'feel-good' chemicals in **risky** situations, and they love extreme sports like climbing or paragliding. Roller coasters are great for these people because they can get the excitement without the danger. The chance of a **fatal** accident is one in 50 billion. Driving to the amusement park is more dangerous than riding on a 'scream machine'!

**4 USE IT!** Work in pairs. Take turns to make true and false reported statements. Guess the true statements.

Anna told me that she'd seen the football final.

I don't think that's true. Anna doesn't like football.

#### Finished?

Report three things that friends or family members have said to you today. Use *say* or *tell*.

### 1 Study the table. Then complete sentences 1–6.

| Direct speech                   | Reported speech                |
|---------------------------------|--------------------------------|
| <i>am / is / are</i>            | <i>was / were</i>              |
| <i>have / has</i>               | <i>had</i>                     |
| Present simple                  | Past simple                    |
| Present continuous              | Past continuous                |
| Past simple and present perfect | Past perfect                   |
| <i>can / could</i>              | <i>could</i>                   |
| <i>will / would</i>             | <i>would</i>                   |
| <i>must / have to</i>           | <i>had to must (for rules)</i> |

- 'I'm scared of spiders.'  
He said that he ..... scared of spiders.
- 'We can't find the way home.'  
The children said that they ..... the way home.
- 'The man has a beard.'  
She told the officer that the man ..... a beard.
- 'My friends are playing badminton outside.'  
Jane told her mom that her friends ..... badminton outside.
- 'We bought the tickets for you, Kim.'  
Kim's cousins said that they ..... the tickets for her.
- 'I've never ridden on roller coasters before.'  
The girl told her roommate that she ..... on roller coasters before.

### 2 Study *said* and *told* in the reported sentences in exercise 1. What is the difference between them?

### 3 2.18 Listen to Clare Watson talking about her fear. Complete the sentences with the verbs you hear and then report what Clare said.

- I ..... going out because it's scary.
- The doctors ..... a solution to my problem.
- I ..... lots of medicine.
- Therapy groups .....
- I ..... very depressed.
- I ..... now ..... a new virtual reality treatment.
- I ..... beaches, shopping centres and streets.
- I ..... better.

statement different? Elicit the verb tense changes in the reported speech.

### Exercise 1

Read through the table with the class. Students complete the sentences, using the table as a reference. With **weaker classes**, students could work in pairs for this. Check answers.

#### ANSWERS

- was
- couldn't find
- had
- were playing
- had bought
- had never ridden

### Language note

In reported speech, the tenses move one tense back into the past, so present simple becomes past simple, present continuous becomes past continuous, etc. Point out that some modal verbs change in reported speech, e.g. *can* becomes *could*, and *will* becomes *would*, but *could* and *would* remain the same in direct and reported speech. Point out that the past form of *must* is *had to*. But when *must* is used for rules, *must* remains unchanged.

### Exercise 2

Read out some of the sentences with *said* and *told* and elicit the answer. Point out the common errors: *He said me that he was scared.* *He told that he was scared.*

#### ANSWER

*said* is followed by *that* without an object, but *told* always has an object before *that*.

### Exercise 3 2.18 page 120

Allow students time to read the sentences.

Ask: *Why does Clare visit the doctors?*

(because she has a fear/ because she is scared of something). Play the audio.

Students listen and then complete the sentences. Then they need to report what Clare said. Remind them that they need to change the tenses. Check answers.

With **weaker classes**, students can work in pairs to change the sentences to reported speech.

#### ANSWERS

- stop
- haven't found
- took
- didn't help
- am
- am now
- can visit
- am getting

- Clare said (that) she stopped going out because it was scary.
- Clare said (that) the doctors hadn't found a solution to her problem.
- Clare said (that) she had taken lots of medicine.
- Clare said (that) therapy groups hadn't helped.
- Clare said (that) she was very depressed.
- Clare said (that) she was then undergoing a new virtual reality treatment.
- Clare said (that) she could visit beaches, shopping centres and streets.
- Clare said (that) she was getting better.

### Exercise 4 USE IT!

Read out the example reported statement and elicit one or two more examples from the class. Allow students time to write their reported statements individually. Remind them to write a mixture of true and false statements. Students then work in pairs to read their sentences to each other and guess whether they are true or false. Ask some students to read their sentences to the class and discuss any errors.

### Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and compare with another fast finisher. Alternatively, ask them to read their sentences to the class. See if other class members can give the exact words the people said.

### More practice

Workbook page 51

## Language focus • Reported statements

### Aim

Use *tell* and *say* in reported speech.

### Warm-up

Ask: *When did you have an accident? Was it serious? Are you still scared of that experience?*

As students answer, write some of their replies on the board using speech marks, e.g. *'I had my accident two months ago.'* *'Luckily, I just fell off my bike and had some bruises on my arm.'* *'But I am still scared whenever I think of that experience.'* Focus on the sentences and ask: *What did (Lan) say?* Elicit answers and write the correct reported speech sentences on the board, e.g. *(Lan) said she was still scared whenever she thought of that experience.* Ask: *Which sentence gives her exact words? Which sentence reports what she said?* Elicit answers and ask: *How is the reported*

Chân trời sáng tạo

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# Vocabulary and listening • Injury collocations

## Aim

Listen for specific information.

## THINK!

Read out the questions then put students into pairs to discuss them. Tell students that if they prefer not to talk about something serious, they can talk about a minor accident they have had. Ask some students to tell the class about their experiences. Ask if other students have had similar accidents.

## ANSWERS

Students' own answers.

## Exercise 1 2.19

Students use their dictionaries to check the meaning of the blue verbs and choose the correct words in the sentences. Play the audio for students to check their answers. Check answers with the class and check that students understand all the verbs. Play the audio again and point out any difficult pronunciations, e.g. *burn*, *bruise*.

## ANSWERS

- |            |            |
|------------|------------|
| 1 cut      | 4 sprained |
| 2 broken   | 5 burned   |
| 3 a bruise | 6 injured  |

## Exercise 2 2.20

Refer students back to the examples in exercise 1. Elicit or explain that *cut* in sentence 1 is a verb, *broken* in sentence 2 is a past participle used as an adjective and *a bruise* in sentence 3 is a noun.

Students copy the table and work in pairs to complete it with the related words. Play the audio for students to listen and check their answers. Check the answers.

## ANSWERS

- |          |             |
|----------|-------------|
| 1 cut    | 5 bruised   |
| 2 broken | 6 injured   |
| 3 burn   | 7 an injury |
| 4 bruise | 8 sprained  |

## Optional activity: Vocabulary

Write these sentences on the board:

- He's got a bad injury on his arm.
- I can't do sport because I've got a sprain ankle.
- She's got a bruised on her face.
- How did you get that cut on your leg?
- She's break her arm.

Students work in pairs to correct the mistakes in the sentences. Tell them that one sentence is correct. Check answers.

## ANSWERS

- injury
- sprained
- bruise
- correct
- broken

# 8

## VOCABULARY AND LISTENING • Injury collocations

I can listen for specific information.

**THINK!** Have you ever had a bad accident? What happened?

## 1 2.19 Check the meaning of the blue words and choose the correct options. Listen and check.



1 How did you **cut** / **burn** your finger?



2 I'm afraid your ankle is **broken** / **bruised**.



3 I fell off my bike. I've got a **bruise** / **an injury** on my knee.



4 I've **burned** / **sprained** my wrist again.



5 She's been in the sun and her nose is **burned** / **sprained**.



6 Their best player has **cut** / **injured** his shoulder.

## STUDY STRATEGY

### Learning words in groups

Writing groups of related words is a useful way of expanding your vocabulary.

## 2 2.20 Read the Study Strategy. Complete the table with words from exercise 1. Then listen and check.

| Verb     | Past participle / adjective | Noun        |
|----------|-----------------------------|-------------|
| 1 cut    | cut                         | a cut       |
| break    | 2 broken                    | a break     |
| 3 burn   | burned                      | a burn      |
| 4 bruise | 5 bruised                   | a bruise    |
| injure   | 6 injured                   | 7 an injury |
| sprain   | 8 sprained                  | a sprain    |

## 3 2.21 Listen to interviews with three young people and answer the questions.

- Who has never broken any bones?
- Who has been to hospital?
- Who has had an operation?

# 82 DANGEROUS SPORTS

Simon Hunter has travelled around the country, finding out what dangerous sports young people are into these days.

## 82 Scary

## Exercise 3 2.21 page 121

Read out the questions and check that students understand *have an operation*. Play the audio. Students listen and answer the questions. Check answers with the class.

## ANSWERS

- Owen and Tim
- Laura and Rachel
- Rachel

## Exercise 4 2.21 page 121

Allow students time to read the sentences. Point out that they must listen carefully for specific details to complete the sentences. Play the audio again. Students listen and complete the sentences. Check answers with the class.

## ANSWERS

- snowboarding
- her wrist
- his friend, Tim
- 32 km/hour
- a team
- her ankle

## Optional activity: Listening

Write the gapped sentences on the board:

- Laura also likes running and \_\_\_\_.
- She spent \_\_\_\_ in hospital.
- Owen has only had cuts and \_\_\_\_.
- Tim has had a \_\_\_\_ ankle.
- Rachel's team has won \_\_\_\_ games.

Students complete the sentences from memory then listen again to check. Check answers with the class.

## ANSWERS

- swimming
- one night
- bruises
- sprained
- a few

## Exercise 5 USE IT!

Students work in pairs to discuss injuries they have had. Ask some students to tell the class about their partner's injuries.

## More practice

Workbook page 52



## Reported questions

- 1 Study the direct and reported questions. Then choose the correct options to complete the rules.

| Direct question               | Reported question                                            |
|-------------------------------|--------------------------------------------------------------|
| Who is Simon Hunter?          | I asked her who Simon Hunter was.                            |
| Has Laura ever had an injury? | I asked my friend if / whether Laura had ever had an injury. |
| What's your favourite sport?  | My teacher asked me what my favourite sport was.             |

## RULES

- The word order is usually **the same** / **different** in direct and reported questions.
- The tense **changes** / **stays the same** in reported questions.
- We can use *if* or *whether* to report **all questions** / **Yes/No questions**.
- We use *Wh-* words to report **all questions** / **Wh- questions**.

- 2 Choose the correct words.

- When I got home, my mum asked me ...  
 1 why I **am** / **was** late.  
 2 where I **was** / **had** been.  
 3 if I **have** / **had** seen a good film.  
 4 whether I **am** / **was** hungry.  
 5 what I **am** / **was** doing the next day.  
 6 if I **have** / **had** done my homework.

- 3 Report the questions.

- 'Did you see a good film?' Tom asked Lucy.  
*Tom asked Lucy if she had seen a good film.*  
 1 'Where are you going?' Ellie asked Sam.  
 2 'Do you like rap?' Dad asked me.  
 3 'Can you help me?' Joe asked his sister.  
 4 'What time did you leave?' Tim asked Eric.  
 5 'Will you go with me?' my friend asked me.  
 6 'How did you get home?' Mum asked me.

## Reported commands, requests, offers and suggestions

- 4 Study the direct and reported sentences in the table. Then match sentences 1–4 with types of sentences a–d.

a request b command c suggestion d offer

| Direct                                    | Reported                                                                 |
|-------------------------------------------|--------------------------------------------------------------------------|
| 1 'Don't talk in the library.'            | He <b>told</b> / <b>ordered</b> the students not to talk in the library. |
| 2 'Please help him call an ambulance.'    | They <b>asked</b> the woman to help him call an ambulance.               |
| 3 'I can take you to that sports centre.' | Jones <b>offered</b> to take me to that sports centre.                   |
| 4 'Let's go skiing, John.'                | Kim <b>suggested</b> that John (should) go skiing.                       |

- 5 Complete the sentences with the correct form of the verbs in brackets.

- The teacher offered ..... me a dictionary. (lend)
- Marcus suggested that we ..... at 5.00 p.m. (meet)
- She told Sam ..... his mobile phone to class. (not bring)
- Mum asked us ..... her tidy the room. (help)
- The judge told the prisoner ..... (stand up)
- Dad offered ..... me to the cinema. (drive)

- 6 Rewrite the sentences in reported speech.

- 'Help me with my homework, please,' Sally asked me.
- 'Why don't we watch a film tonight?' Steve suggested.
- 'Wait outside,' the police officer told us.
- 'I can make dinner this evening,' Mary said.
- 'Don't make noise,' the teacher told her students.
- 'Please don't give us homework,' we asked the teacher.

## Finished?

Write five questions, requests or offers. Then work in pairs and report your partner's questions.

'When did you watch a horror film?'  
 Phong asked me when I had watched a horror film.

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## Language focus • Reported questions

## Aim

Report what people say.

## Warm-up

Ask what students can remember about Jane Clark's fear. Elicit a few ideas, then ask: *What questions do you think her classmates asked her after she tried roller coasters for the first time?*

Elicit ideas and write some direct questions on the board, e.g. *How do you feel? Do you want to ride on roller coasters again?* Write the same questions on the board as reported questions, e.g. *Her classmates asked her how she felt.* Elicit differences between the direct and reported questions.

## Exercise 1

Read through the table with the class. Students choose the correct words. Check answers.

## ANSWERS

- 1 different 2 changes 3 Yes / No questions 4 Wh- question

## Exercise 2

Students learn the rules again and choose the correct words. Check answers with the class.

## ANSWERS

- 1 was 2 had 3 had 4 was 5 was 6 had

## Exercise 3

Read out the example. Remind students to think about tense and pronoun changes and also the word order. Students report the questions. Check answers.

## ANSWERS

- Ellie asked Sam where he was going.
- My dad asked me if / whether I liked rap.
- Joe asked his sister if / whether she could help him.
- Tim asked Eric what time he had left.
- My friend asked me if / whether I would go with him / her.
- Mum asked me how I had got home.

## Reported commands, requests, offers and suggestions

## Exercise 4

Read through the table with the class and elicit which type of sentence each one is. Point out the different verb patterns, and point out the negative infinitive form (*not to talk*).

## ANSWERS

- 1 b 2 a 3 d 4 c

## Exercise 5

Elicit the first answer as an example. Students complete the sentences. Check answers.

## ANSWERS

- 1 to lend 2 meet 3 not to bring 4 to help 5 to stand up 6 to drive

## Exercise 6

Students rewrite the sentences in reported speech. Check answers.

## ANSWERS

- Sally asked me to help her with her homework.
- Steve suggested that we watch a film.
- The police officer told us to wait outside.
- Mary offered to make dinner.
- The teacher told her students not to make noise.
- We asked the teacher not to give us homework.

## Finished?

Refer **fast finishers** to the *Finished?* activity. Students write five questions, requests or offers, then work in pairs to report what their partner said.

## More practice

Workbook page 53



## Speaking • Responding to a problem

### Aim

Offer to help someone with an injury.

### THINK!

Read out the situation and the question to the class and elicit some possible answers. Ask more questions to encourage students to say more, e.g. *How do you know if it's broken? What should you do?*

### ANSWERS

Students' own answers.

### Exercise 1 2.22

Students read the gapped dialogue and complete it with the correct words. With **weaker classes**, students could work in pairs. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the questions about Chloe and Joe to the class and elicit the answers.

### ANSWERS

- 1 while
- 2 couldn't
- 3 bruise
- 4 broken
- 5 doesn't
- 6 Let's

Chloe fell while she was skateboarding.  
Joe thinks she should go to the doctor.

### Exercise 2 2.22

Put students into pairs and ask them to cover the dialogue in exercise 1. Students choose the correct words in the key phrases and decide whether they are used for describing an accident or responding. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into Vietnamese to check understanding.

### ANSWERS

- 1 wrong; R
- 2 OK; R
- 3 my; A
- 4 really; A
- 5 Let; R
- 6 hurts; A
- 7 R
- 8 can't; A
- 9 should; R

### Optional activity: Key phrases

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

## 8 SPEAKING • Responding to a problem

I can offer to help someone with an injury.

**THINK!** A friend has hurt his ankle. How do you know if it is serious or not?

Joe Hey, Chloe! What's wrong? Are you OK?  
Chloe No, I've hurt my arm.  
Joe How did you do it?  
Chloe I fell <sup>1</sup>..... I was skateboarding. I was going too fast and I <sup>2</sup>..... stop. It's really painful.  
Joe Let me see. Oh dear! You've got a <sup>3</sup>..... on your arm.  
Chloe Ouch! Don't touch. It really hurts.  
Joe And your elbow's very red.  
Chloe Really?  
Joe Can you move it?  
Chloe No, I can't move it at all. It's too painful. Do you think I've <sup>4</sup>..... it?  
Joe I don't know, but it <sup>5</sup>..... look good. I think you should see a doctor.  
Chloe I'll call Mum and she can take me.  
Joe Come on. <sup>6</sup>..... go over there and wait for her.  
Chloe Thanks, Joe.



- 1 2.22 Complete the dialogue with the correct words. Then watch or listen and check. What happened to Chloe? What advice does Joe give her?

- 2 2.22 Cover the dialogue and choose the correct words in the Key Phrases. Watch or listen again and check. Which phrases are for describing an accident and which are for responding? Write A (accident) or R (response).

### KEY PHRASES

#### Responding to an accident

- |                                           |                            |
|-------------------------------------------|----------------------------|
| 1 What's wrong / the problem?             | <input type="checkbox"/> R |
| 2 Are you OK / fine?                      | <input type="checkbox"/>   |
| 3 I've hurt the / my arm.                 | <input type="checkbox"/>   |
| 4 It's really / amazing painful.          | <input type="checkbox"/>   |
| 5 Let / Let's me see.                     | <input type="checkbox"/>   |
| 6 It really hurts / painful.              | <input type="checkbox"/>   |
| 7 Can you move it?                        | <input type="checkbox"/>   |
| 8 I can / can't move it at all.           | <input type="checkbox"/>   |
| 9 I think you should / will see a doctor. | <input type="checkbox"/>   |

- 3 Work in pairs. Practise the dialogue.

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### Exercise 3

Students work in pairs to practise the dialogue.

### Exercise 4

Read out the first prompts and ask two confident students to read out the example answer. Read out the next prompts and elicit a possible dialogue from the class. Students then work in pairs and take turns to ask what's wrong and describe their problem. Ask some pairs to perform one of their dialogues for the class.

### ANSWERS

Students' own answers.

### Exercise 5 2.23 PRONUNCIATION: Consonant clusters

Recycle students what consonant cluster is. Model pronunciation of the three examples (*school*, *describe* and *fact*) Ask students to underline the consonant clusters. Play the audio for students to listen and check answers with the class. Play the audio again, pausing for students to repeat individually and chorally.

- 4 Work in pairs. Ask and answer questions using the key phrases.

- |                   |                  |
|-------------------|------------------|
| 1 hurt / knee     | 2 cut / finger   |
| 3 burn / shoulder | 4 break / nose   |
| 5 injure / elbow  | 6 sprain / ankle |

What's wrong?

I've hurt my knee.

Can you move it?

Yes, but it hurts a bit.

- 5 2.23 PRONUNCIATION: Consonant clusters Underline the consonant cluster(s) in these words. Then listen and check.

sprain fruit snack camp unpleasant  
coaster risks hospital spend jump  
factor thrilled

- 6 USE IT! Work in pairs. Prepare a dialogue for the following situation. Use the key phrases and the dialogue in exercise 1 to help you. Then change roles.

**Student A:** You've hurt a finger playing basketball. You can't move it, and it's painful.  
**Student B:** Offer to help to Student A. Find out what the problem is and suggest what he / she should do.

### ANSWERS

sprain fruit snack camp unpleasant  
coaster risks hospital spend jump  
factor thrilled

### Exercise 6 USE IT!

Read through the situation with the class and make sure students understand everything. Students work in pairs to prepare a new dialogue. They swap roles and practise again. Ask some students to perform their dialogue for the class.

### ANSWERS

Students' own answers.

### Optional activity: Speaking

Ask students to imagine individually that they have an injury. Ask them to think about what has happened and how it happened. Put students into pairs to ask each other about their injury and suggest what they should do. Encourage students this time not to prepare their dialogue in advance, but to act it out spontaneously, using some of the key phrases. Ask some students to perform one of their dialogues for the class.



## 8

## WRITING • A narrative paragraph

I can write a narrative paragraph using time conjunctions.

**THINK!** What experience do you find most unpleasant in your life?

One weekend, my family and I decided to go on a picnic at a nearby park. We packed a delicious spread of sandwiches, fruits, and snacks, and set off with excitement. However, things did not go as planned. **As soon as** we arrived at the park, we realised that it was overcrowded with noisy groups and there were no available picnic tables. **After** we walked around for a while to search for a spot, we finally found a small patch of grass under a tree and decided to make do with it. **When** we started unpacking our food, we noticed that there were swarms of mosquitoes buzzing around, making it impossible to enjoy our meal in peace. We tried to ward them off with mosquito repellent, but it was hopeless. To make matters worse, the weather suddenly turned hot. We didn't realise that we had forgotten to bring extra water **until** we were all sweating uncomfortably. We decided to pack up and leave earlier than planned, disappointed and frustrated with our outing. Despite our great efforts, it turned out to be our unpleasant picnicking experience, but we learned the importance of planning ahead and being prepared for unexpected challenges during outdoor activities.

**1** Read the paragraph. Where did the writer's family have an unpleasant experience? How did they feel at that time?

**2** Study the Key Phrases.

## KEY PHRASES

## Writing a narrative paragraph

One day / One weekend, we decided to ...  
However, things did not go as planned.  
It turned out to be ...  
... made it impossible (for us) to ...  
To make matters worse, ...  
Despite our great / big / huge / ongoing / continuing efforts, ...

## Language point: Time conjunctions

**3** Study the **blue** words in the paragraph. Then complete the sentences with the words.

- ..... I stumbled over a rock, I sprained my ankle.
- Jane fell off her bike ..... she was riding home from school yesterday.
- We went paragliding ..... it had stopped raining.
- Read your book ..... your teacher comes back.

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

## WRITING GUIDE

## A TASK

Write a paragraph (100–120 words) about your unpleasant experience in life.

## B THINK AND PLAN

Make notes on the following questions:

- When and where did you experience something unpleasant?
- Why was it annoying or displeasing?
- What lesson can you learn from that frustrating experience?

## C WRITE

Use your notes from B to write a paragraph about your unpleasant experience in life.

## D CHECK

- past tenses
- time conjunctions

## Optional activity: Writing

Write the following sentence beginnings on the board:

- 1 Will you wait here ... ?
- 2 James jumped for joy ...
- 3 I had a game of chess ...
- 4 Baby Rose smiled ...

Students work in pairs to complete each sentence with *as soon as*, *after*, *when* and *until* and their own ideas. Ask students in turn to read out one of their sentences, omitting *as soon as*, *after*, *when* or *until*. They can cough to indicate the gap. Other students guess the missing word.

## ANSWERS

Students' own answers.

## Exercise 4 USE IT!

Read the task with the class. Ask a few questions to elicit some opinions on the topic, e.g. *How long ago did you experience something unpleasant? In what way did it annoy you?* Students read part B and plan their paragraph. Students then write their paragraph. This can be set for homework. Remind them to use time conjunctions and the key phrases. Remind them also to check their grammar and spelling carefully.

## ANSWERS

Students' own answers.

## More practice

Workbook page 55

## Writing • A narrative paragraph

## Aim

Write a narrative paragraph using time conjunctions

## THINK!

Read out the question and elicit some possible answers from individual students. Ask more questions to encourage students to say more, e.g. *When and where did you experience something unpleasant? Why was it unpleasant?*

## ANSWERS

Students' own answers.

## Exercise 1

Students read the paragraph and answer the question. Then students compare their answers in pairs. Check answers with the class.

## ANSWERS

They had the unpleasant experience at a nearby park.  
They felt disappointed and frustrated.

## Exercise 2

Students study the Key Phrases. Check that students understand all the phrases.

## Language point: Time conjunctions

## Exercise 3

Ask students to find the blue words in the paragraph. Make sure students understand the meanings of all blue words. Read out the first sentence and elicit the correct word to complete it. Students complete the remaining sentences with the correct words. Check answers with the class.

## ANSWERS

- 1 As soon as
- 2 when
- 3 after
- 4 until

Scary 85

Chân trời Sáng tạo



## Progress review 4 pages 86 - 89

- 1 1 leisure 2 skate 3 ancient
- 4 music 5 heavy 6 industrial
- 2 1 longer 2 the most expensive
- 3 the most talented 4 the best
- 5 more formal
- 3 1 It is such an interesting city that it takes tourists four hours to go sightseeing.
- 2 It was such a comfortable room that the students all could fall asleep easily.
- 3 It is such a tasty soup that my English friend wants to try more.
- 4 The weather was so good that our class had a great time on our trip to Cù Chi Tunnels.
- 5 The city dwellers are so hospitable that they have made a good impression on all visitors.
- 4 1 unearthed 2 located
- 3 potatoes 4 buried 5 1,500
- 6 removed 7 examined
- 8 preserved
- 5 1 The coins were kept in a jug until last year.
- 2 The old painting will be displayed next July.
- 3 Ancient things are discovered every year.
- 4 The museum isn't cleaned on Sundays.
- 5 When were the Roman coins made?
- 6 Will the treasure be sold very soon?
- 7 The exhibit won't be opened until next spring.
- 8 The king's body wasn't found in 2011.
- 6 1 two pictures show
- 2 the first picture
- 3 It's hard to 4 it looks like
- 5 not sure 6 By contrast
- 7 maybe it's 8 I prefer photo
- 7 1 one 2 is located 3 was built
- 4 were destroyed 5 up 6 inside
- 7 there 8 a visit

## PROGRESS REVIEW 4

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



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

### VOCABULARY City features

1 Complete the words in the online forum post.

#### What do you like about your town?

Our town is fun when you have free time because there are lots of <sup>1</sup> facilities. The best thing is the new <sup>2</sup>s park you'll find me there a lot! There are nice green spaces, too, and they've opened the <sup>3</sup>a ruins where you can hang out in the summer. If you fancy going to a concert with friends, there's also a cool <sup>4</sup>m venue. There's one big problem with our town - it's quite polluted because there's always <sup>5</sup>h traffic and there's air pollution, too, from the big factory at the <sup>6</sup>i site to the east.

I can discuss how to improve my neighbourhood.

MY EVALUATION

### READING Two online texts

2 Complete the sentences with the correct comparative or superlative form of the words in brackets.

- 1 This article is ..... than the entry in the online encyclopaedia. (long)
- 2 This review describes concert tickets that you can buy. (expensive)
- 3 That blogger is one of travel writers on the internet. (talented)
- 4 Which guide discusses places to go skateboarding in London? (good)
- 5 Is this description of London ..... than the one you read yesterday? (formal)

I can identify and compare different genres of text.

MY EVALUATION

86 PROGRESS REVIEW 4

### LANGUAGE FOCUS Adverbial clauses of result

3 Rewrite the sentences.

- 1 The city is so interesting that it takes tourists four hours to go sightseeing. It is such .....
- 2 The room was so comfortable that the students all could fall asleep easily. It was such .....
- 3 The soup is so tasty that my English friend wants to try more. It is such .....
- 4 It was such good weather that our class had a great time on our trip to Cù Chi Tunnels. The weather was .....
- 5 They are such hospitable city dwellers that they have made a good impression on all visitors. The city dwellers are .....

I can describe my city using adverbial clauses of result.

MY EVALUATION

### VOCABULARY AND LISTENING Buildings and archaeology

4 2.24 Listen to the conversation. Complete the online article with words from the conversation.

#### Hoard found on farm

An ancient hoard was discovered last month near the town of Louth in the east of the UK. The hoard of treasure was <sup>1</sup> by a local metal detector enthusiast, Alan Smith. It was <sup>2</sup> in the middle of a field of <sup>3</sup>. The hoard was <sup>4</sup> in the grave of an ancient ruler around <sup>5</sup> years ago. The hoard consists of a gold necklace, two large bowls and some ancient weapons. These were <sup>6</sup> from the ground by a group of archaeologists, and they were <sup>7</sup> by experts at the British Museum. The necklace, in particular, is well <sup>8</sup> and it is worth more than £50,000.

I can predict what type of information I need to listen for.

MY EVALUATION

### LANGUAGE FOCUS Passive: past, present and future

5 Write sentences in the past, present or future passive.

- 1 the coins / keep / in a jug until last year
- 2 the old painting / display / next July
- 3 ancient things / discover / every year
- 4 the museum / not clean / on Sundays
- 5 when / the Roman coins / make / ?
- 6 the treasure / sell / very soon / ?
- 7 the exhibit / not open / until next spring
- 8 the king's body / not find / in 2011

I can ask and answer questions about discoveries.

MY EVALUATION

### SPEAKING Describing and comparing photos

6 Jake is describing the two photos. Complete the description with the phrases. There is one extra phrase.

By contrast could be the first picture  
I prefer photo it looks like It's hard to  
maybe it's not sure two pictures show



These <sup>1</sup> the same street, but in different years. This one is an old photo of the street a long time ago. Perhaps it was taken in the 1920s. In <sup>2</sup>, there are lots of carriages with horses. <sup>3</sup> see, but I don't think there are any cars at all. There's a big building in the distance - <sup>4</sup> a cathedral, but I'm <sup>5</sup>. There's something in the middle of the street - this could be a bridge because it goes high across the road. <sup>6</sup> in this picture, there's only a small number of vehicles and I think there might only be one or two people - <sup>7</sup> early in the morning. The buildings have all been renovated and they look like offices with shops under them. It seems like the bridge has been destroyed. <sup>8</sup> A because it's busy, lively and more interesting to look at.

I can describe and compare two photos, and speculate about what they show.

MY EVALUATION

### WRITING A tourist information leaflet

7 Choose the correct options.

#### The Royal Exhibition Building

The Royal Exhibition Building is <sup>1</sup>ones / one / some of the most famous 19<sup>th</sup> century buildings in Australia. It <sup>2</sup>is located / located / locates in the centre of Melbourne. It <sup>3</sup>were built / was built / was built in 1880 as a place for large exhibitions and it is still a working exhibition centre today. Parts of the building <sup>4</sup>was destroyed / were destroyed / were destroy by fire in the 20<sup>th</sup> century, but the main building with its impressive roof is still standing. If you look <sup>5</sup>to / up / at, you can see the large dome with a flag on the top. If you go <sup>6</sup>upside / onside / inside the building, you'll find one of the latest exhibitions <sup>7</sup>there / that / then. Outside you can see beautiful gardens. The place is well worth <sup>8</sup>to visit / a visit / for visit.

I can write about a building.

MY EVALUATION

PROGRESS REVIEW 4 87



## VOCABULARY Feelings

### 8 Complete the sentences with the correct adjectives.

- 'What's the matter?' 'My sister used my camera. I wasn't very **h** about it.'
- 'Do you prefer rock or reggae songs?' 'I think I'm **t** at classical music.'
- 'Are you afraid of snakes?' 'Yes, I'm really **s** of them.'
- 'I haven't studied for the exam!' 'Oh dear. Are you very **w** about it?' 'Yes, I am!'
- 'Do you see your cousins very often?' 'Yes, they're really nice. I'm very **k** on them.'
- 'Thy Ca is **g** at running.' 'Yes, I think she'll win a gold medal in SEA Games women's marathon one day.'



I can say how I feel about things.

MY EVALUATION



## READING Scream machines

### 9 Complete the words in the sentences.

- We were very sad when we read the newspaper article about the **fa** accident.
- This magazine says that roller coaster rides aren't dangerous or **ri** at all.
- I'm afraid of small spiders. I know it's silly and **ri**!
- My brother is not **br** enough to try getting on the dangerous ride.
- Do you think you'll feel **fr** when you go paragliding next week?

I can identify the main idea in an article.

MY EVALUATION



## 88 PROGRESS REVIEW 4

## LANGUAGE FOCUS Reported statements

### 10 Complete the sentences with said or told and reported speech.

- 'We're going to find him.'  
The police **\_\_\_\_\_** me that they **\_\_\_\_\_** him.
- 'You must be careful.'  
Our teacher **\_\_\_\_\_** us that we **\_\_\_\_\_** careful.
- 'I'll find the thief.'  
The detective **\_\_\_\_\_** that he **\_\_\_\_\_** the thief.
- 'We saw the robbery.'  
They **\_\_\_\_\_** the man that they **\_\_\_\_\_** the robbery.
- 'I can catch the vandal.'  
The officer **\_\_\_\_\_** that she **\_\_\_\_\_** the vandal.
- 'I love crime novels.'  
Valentina **\_\_\_\_\_** that she **\_\_\_\_\_** crime novels.

I can use tell and say to report speech.

MY EVALUATION



## VOCABULARY AND LISTENING Injury collocations

### 11 Listen to the PE teacher talking to the girls' volleyball team. Complete the teacher's notes with injury vocabulary.

#### Players

OK – Emma, Cara, Rachel, Ava, Yasmin and Louisa  
Hannah has <sup>1</sup> **\_\_\_\_\_** her hand.  
Safira has <sup>2</sup> **\_\_\_\_\_** her finger badly.  
Caitlin hasn't <sup>3</sup> **\_\_\_\_\_** her leg, but she's <sup>4</sup> **\_\_\_\_\_**.  
Jennie has got a big <sup>5</sup> **\_\_\_\_\_** on her left shoulder.  
Ella has <sup>6</sup> **\_\_\_\_\_** her ankle and she's <sup>7</sup> **\_\_\_\_\_** her knee.  
Aisha has got a bad <sup>8</sup> **\_\_\_\_\_** on her right arm.

I can listen for specific information.

MY EVALUATION



## WRITING A narrative paragraph

### 14 Choose the correct words.

Last summer, I decided to take a road trip with a group of friends to a popular beach town. We were <sup>1</sup> **\_\_\_\_\_** about the adventure and had planned the trip for weeks in advance. However, the trip <sup>2</sup> **\_\_\_\_\_** out to be an unpleasant experience. First, our car broke down on the way. The heat was unbearable, and we were in the middle of nowhere, with no food or water <sup>3</sup> **\_\_\_\_\_**. A mechanic arrived. <sup>4</sup> **\_\_\_\_\_** his great efforts, he unsuccessfully fixed the car. After having to rent another car, we had to squeeze all our luggage in the small trunk. We <sup>5</sup> **\_\_\_\_\_** arrived at the beach town, but it was not what we had expected. The beach was crowded and littered with rubbish, and the water was polluted. We tried to make the most <sup>6</sup> **\_\_\_\_\_** the situation by exploring the town, but it was filled with tourist traps and overpriced restaurants. <sup>7</sup> **\_\_\_\_\_** matters worse, one of my friends fell ill and had to be hospitalised. We had to cut our trip short and return home early, disappointed and exhausted. It was a frustrating and <sup>8</sup> **\_\_\_\_\_** experience, and we learned the importance of being prepared for unexpected challenges during road trips.

- |             |           |              |
|-------------|-----------|--------------|
| 1 a excited | b keen    | c fascinated |
| 2 a became  | b got     | c turned     |
| 3 a after   | b while   | c until      |
| 4 a Though  | b Despite | c In spite   |
| 5 a finally | b next    | c firstly    |
| 6 a in      | b of      | c on         |
| 7 a To make | b Making  | c Made       |
| 8 a tire    | b tired   | c tiring     |

I can write a narrative paragraph using time conjunctions.

MY EVALUATION



8 1 happy 2 thrilled 3 scared

4 worried 5 keen 6 good

9 1 fatal 2 risky 3 ridiculous

4 brave 5 frightened

10 1 told, were going to find

2 told, had to be

3 said, would find

4 told, 'd seen

5 said, could catch

6 said, loved

11 1 burned 2 cut 3 broken

4 injured 5 bruise 6 sprained

7 injured 8 cut

12 1 I was 2 they lived 3 to help

4 go 5 not to move

6 he would return

13 1 What's wrong

2 I've hurt my leg

3 Let me see

4 It really hurts

5 Can you move it

6 No, I can't move it at all

7 I think you should see a doctor

14 1 a 2 c 3 c 4 b 5 a 6 b 7 a

8 c

## LANGUAGE FOCUS Reported questions

### 12 Choose the correct options.

- The man asked if I **was / was I / am** I all right.
- The police officer asked where **they did live / they do live / they lived**.
- The shop manager came outside and offered **help / helping / to help** us.
- My friend suggested that we **to go / go / going** home at once.
- The detective told the thief **don't to move / not to move / not move**.
- We wanted to know if **he would return / will he return / he return**.

I can report what people say.

MY EVALUATION



## SPEAKING Responding to a problem

### 13 Complete the dialogue with the key phrases. Then practise with your partner.

It really hurts.  
I think you should see a doctor.  
I've hurt my leg.  
Can you move it?  
What's wrong?  
No, I can't move it at all.  
Let me see.

- Charlotte Hi, Joel <sup>1</sup> **\_\_\_\_\_**? Are you OK?  
Joe Not really. <sup>2</sup> **\_\_\_\_\_**.  
Charlotte Oh no! What happened?  
Joe I was cycling down the hill when I fell off my bike. It's very painful. <sup>3</sup> **\_\_\_\_\_**.  
Charlotte Ouch! Don't touch. <sup>4</sup> **\_\_\_\_\_**.  
Joe Your ankle is red. <sup>5</sup> **\_\_\_\_\_**?  
Charlotte <sup>6</sup> **\_\_\_\_\_**. It's too painful. Do you think I've broken it?  
Joe I don't know. <sup>7</sup> **\_\_\_\_\_**. I'll call my dad and he can take you to the hospital. He's at home.  
Charlotte Thanks, Charlotte.  
Joe

I can offer to help someone with an injury.

MY EVALUATION





# 1 Culture • Andy Warhol's time capsules

## Aim

Discuss what objects tell us about different cultures.

## Warm-up

With books closed, ask students individually to write the names of four possessions they have that they think most of their classmates also have, and four possessions that they think most of their classmates don't have. Put students into small groups to compare their lists. Discuss as a class what things everyone in the class has, and discuss some of the unusual things students own.

## Background

Andy Warhol (1928–87) was an American pop artist whose works explore the role of celebrity, advertising and consumerism in modern life. His most famous works include *Campbell's Soup Cans* (1962) which shows cans of a well-known brand of soup, and *Marilyn Diptych* (1962), which shows a repeated screen print of the actress Marilyn Monroe.

## Exercise 1 3.02

Ask students to look at the photos and the title of the article. Play the audio. Students read and listen to the article and answer the questions. Check answers.

### ANSWERS

Pop artist, Andy Warhol. Many objects from his everyday life.

## Exercise 2

Point out the blue words in the article, and allow students time to read the definitions. Students read the article, then match the blue words with the definitions. Check answers with the class and check that students understand all the blue words.

### ANSWERS

1 spotlight 2 ordinary 3 astonishing  
4 chronicler 5 bizarre 6 hoarder

## Exercise 3

Students read the text again to decide whether the sentences are true or false and correct the false sentences. Allow students time to compare their answers in pairs, then check answers with the class.

### ANSWERS

1 false (he was famous for his pop art)  
2 false (they contained ordinary objects that appear worthless)  
3 true  
4 false (a fan paid \$30,000 to help open the box)  
5 true

## 1

## CULTURE

## Andy Warhol's time capsules

I can discuss what objects tell us about different cultures.

1 3.02 Study the photos and the title of the text. Then read and listen to the text. Who is the man in the photo? What objects are in the boxes?

2 Read the text again. Match the words in blue in the text with the definitions.

- 1 attention from newspapers and television
- 2 not unusual, different or special
- 3 amazing, very surprising
- 4 a person who records historical events
- 5 strange or unusual
- 6 a person who collects a lot of things

3 Read the text again. Write true or false and correct the false sentences.

- 1 Andy Warhol was famous for his Cubist art. ....
- 2 Each box contained valuable objects. ....
- 3 Warhol made his first time capsule in 1974. ....
- 4 A fan bought one of the boxes for \$30,000. ....
- 5 Some of the boxes contained pieces of Andy's art. ....
- 6 In contrast to the time capsules, Warhol's art is only concerned with famous people. ....

4 YOUR CULTURE Work in pairs. Ask and answer the questions about Việt Nam.

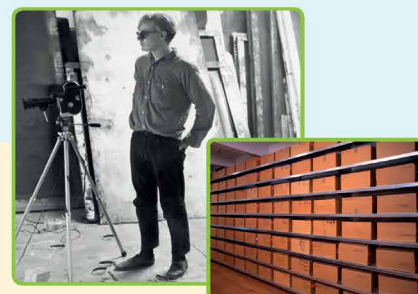
- 1 Can you think of any famous collections in museums in Việt Nam?
- 2 If Andy Warhol lived in Việt Nam today, what everyday objects would he put in his boxes?

5 USE IT! Give a presentation about a time capsule.

- 1 Imagine you are keeping a brown cardboard box like Andy Warhol this week. Choose five everyday objects to put in your box.
- 2 Make notes to answer the following questions.
  - Why did you choose these objects?
  - What do the objects tell us about you?
  - What do the objects tell us about your culture?
- 3 Give your presentation to the class.
- 4 Listen to the other presentations. Summarise what the collections tell us about your culture.

## LIFE IN A BOX

An old postcard, a map to a party, used postage stamps, a magazine, a piece of junk mail, some wrapping paper and ribbon ... Does this sound like a work of art or a load of old rubbish? In fact, these are objects from a time capsule created by the world's most famous Pop artist, Andy Warhol. Before he died in 1987, Andy Warhol had filled more than 600 boxes with hundreds of thousands of objects from his everyday life. Even when he was very young, Warhol liked collecting things. At the age of nine, he collected photographs of film stars. There's nothing unusual about that. However, his later collections are truly astonishing. From 1974 onwards, he always kept a brown cardboard box next to his desk. Whether it was a letter from a film star or a receipt for some shopping, if he didn't want to get rid of an object, he put it into the box. As soon as he had finished a box, he closed it, wrote the date on it and started another. Warhol thought that the boxes were valuable. 'Some day I'll sell them for \$4,000 or \$5,000 apiece.'



he wrote in his diary in 1986. Many people agree with him. The boxes are now at the Andy Warhol Museum in Pittsburgh, USA. In 2014, Warhol fans bought tickets to watch the opening of one of the final boxes. One fan had paid \$30,000 to help open it. Was it worth it? It's true that many of the items are quite ordinary and appear worthless, but some of the boxes also contain rare objects: a drawing that Warhol never exhibited, a photograph that he took ... Some of the items are simply bizarre: a fan's toenail clippings, a piece of pizza, even a mummified foot. Warhol's art put everyday objects in the spotlight to make a comment on consumer society. Now, after his death, the everyday objects of Warhol's own life tell us a lot about the artist and society in the 20<sup>th</sup> century. So, was Warhol just a hoarder or an important chronicler of his time?

## 90 CULTURE

6 false (it is concerned with everyday objects.)

## Exercise 4 YOUR CULTURE

Allow students time to prepare their answers individually, then put them into pairs to discuss the questions. Discuss the answers with the class.

### ANSWERS

Students' own answers.

## Exercise 5 USE IT!

Read out the task and ask students to make notes individually. With weaker classes, you could brainstorm some ideas with the class and make notes on the board for students to refer to. Students then prepare their presentations.

Students can give their presentations to the class in turn. Alternatively, with large classes put students into groups to give their presentations. As students listen, they make notes on the objects their classmates have chosen, then write a short summary saying what the collections say

about their culture. Discuss their ideas as a class.

### ANSWERS

Students' own answers.



- 1 Check the meaning of the words in the box. Then read and complete the text.

consequences deceived envious  
identities reward trust unfair

- 2  3.03 Read and listen to the text. Check your answers to exercise 1.

- 3 Read the text again. Write M (Marc), J (Jasmine), P (their parents) or N (no one) for sentences 1–8.

- 1 ..... didn't get good exam results.
- 2 ..... acted dishonestly.
- 3 ..... experienced negative emotions about what had happened.
- 4 ..... didn't find out that Jasmine had cheated.
- 5 ..... had a difficult decision.
- 6 ..... broke a promise.
- 7 ..... benefited from someone else's moral values.
- 8 ..... changed their moral values as a result of the situation.

- 4 Work in pairs. Discuss questions 1–6.

- 1 Do you think Marc made the right decision?
- 2 Does it make a difference that Jasmine is Marc's sister?
- 3 What would you do if you were Jasmine's mum or dad and you found out what had happened?
- 4 Can you think of a reason why Jasmine cheated?
- 5 Is it important to keep a promise? Why / Why not?
- 6 Have you ever been in a situation like this? What happened?

- 5  **USE IT!** Write about a moral dilemma that you have experienced. Describe the situation and what you did. What happened in the end?

## A moral dilemma



Life is full of decisions, but some are more difficult than others. Sometimes we have to make a decision where every option seems like a bad one, and those are the most difficult of all.

Marc and his sister Jasmine had important exams at school recently. Marc studied hard, but he found the exams difficult and his results were poor. However, Jasmine's results were much better. Her parents were delighted and bought her a new computer as a <sup>1</sup>..... . Marc was a bit <sup>2</sup>..... – he'd worked hard, too – but he was pleased for his sister. However, a few weeks later, Jasmine admitted to Marc that she had cheated in the exams. She made him promise not to say anything. Marc was shocked and angry that Jasmine had <sup>3</sup>..... everyone, particularly their parents. However, he knew that Jasmine would hate him if he broke his promise. In the end, although he felt that it was completely <sup>4</sup>....., he decided to keep quiet.

In situations like this, the action that a person takes will depend on their moral values. These are the principles that make us decide what are the right and wrong things to do. In the same way that people have different appearances and personalities, we have different moral <sup>5</sup>..... . A value that is extremely important to one person, such as honesty, might not be as important to another person. In Marc's situation, he faced a moral dilemma, but his moral values helped him to make a decision. He strongly wanted Jasmine to face the <sup>6</sup>..... of her actions, but he felt that breaking his sister's <sup>7</sup>..... would be even worse. Jasmine was lucky – other people might feel that uncovering her dishonesty was the most important thing.

### Exercise 4

Allow students time to prepare their answers individually. Students then discuss the questions in pairs. Discuss the answers as a class.

#### ANSWERS

Students' own answers.

#### Optional activity: Speaking

Put students into pairs. Tell them that one of them is Marc. The other can be Jasmine, or a friend of Marc's. Ask them to prepare a conversation between Marc and Jasmine, or between Marc and a friend, about the moral dilemma he faces. Monitor and help while students are working. Ask some pairs to perform their conversations for the class.

#### ANSWERS

Students' own answers.

### Exercise 5 USE IT!

With **weaker classes**, you could brainstorm as a class some ideas for moral dilemmas that students have experienced. Make notes on the board for students to refer to. Students write about a moral dilemma they have experienced. They could compare their experiences in small groups.

#### ANSWERS

Students' own answers.

## 2 CLIL • Civic and ethical education: Moral values

### Aim

Talk and write about a moral dilemma.

### Warm-up

Ask: *What would you do if you found out that a friend had acted in a dishonest way? Would you tell someone, or would you keep quiet?* Elicit a few answers, and elicit that it is not always easy to decide what to do. Write the term *moral dilemma* on the board and elicit or explain the meaning.

### Exercise 1

Students check the meaning of the words in their dictionaries, then read the text and complete it with the words.

#### ANSWERS

- 1 reward 2 envious 3 deceived  
4 unfair 5 identities 6 consequences  
7 trust

### Exercise 2 3.03

Play the audio. Students read and listen to the text and check their answers. Check answers with the class.

### Exercise 3

Students read the text again and write the correct letter for each sentence. Check answers with the class.

#### ANSWERS

- 1 M 2 J 3 M 4 P 5 M 6 N  
7 J 8 N



### 3 Culture • Buy Nothing Day

#### Aim

Discuss consumer behaviour.

#### Warm-up

With books closed, ask: *How often do you go shopping?* Elicit a range of answers. Ask students to make a list of the last five things they bought. Put students into pairs to compare their lists and discuss which of the things they really needed, and which they didn't need. Discuss their ideas as a class.

#### Background

Thanksgiving is an American celebration which takes place on the fourth Thursday of November. Families get together to celebrate the successful harvest and remember the first harvest enjoyed by the early settlers to the US. On Black Friday, the day after Thanksgiving, many shops offer a lot of products at reduced prices, and the day has become the biggest shopping day of the year.

#### Exercise 1

Students work in pairs to look at the poster and the title and discuss the question. Discuss their ideas as a class.

#### ANSWERS

Students' own answers.

#### Exercise 2 3.04

Students read and listen to the article, then check the meaning of the blue word combinations. Check answers with the class. Students then make new combinations. Check answers with the class and check that students understand the new combinations.

#### ANSWERS

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

#### Optional activity: Vocabulary

Say: *This is a big building where there are lots of shops* (shopping centre). In pairs, students write four more clues for word combinations from exercise 2. Students then work in groups of four, with books closed. They take turns to read their clues to each other and guess the words.

#### Exercise 3

Students read the text again and decide whether the sentences are true or false. Remind them to correct the false sentences. Check answers with the class.

#### ANSWERS

1 true

### 3

#### CULTURE

#### Buy Nothing Day

I can discuss consumer behaviour.

1 Look at the posters and the title of the article. What do you think the text on the poster means?

2 3.04 Read and listen to the article. Check the meaning of the adjective / noun + noun combinations in blue. Then match 1–6 with a–f to make new combinations.

- |            |                            |
|------------|----------------------------|
| 1 shopping | a media, life, issues      |
| 2 special  | b sports, bill, filter     |
| 3 water    | c goods, rights, society   |
| 4 consumer | d disaster, gas, world     |
| 5 natural  | e basket, centre, list     |
| 6 social   | f effects, event, occasion |

3 Read the article again. Write true or false and correct the false sentences.

- American shops are very busy on Black Friday.
- Retailers in many countries offer lower prices on Thanksgiving Day.
- The Adbusters organisation wants people to participate in Black Friday shopping.
- Buy Nothing Day is always in November.
- Kalle Lasn thinks that consumerism causes environmental problems.
- The organisers of Buy Nothing Day don't expect people to change their way of life.

4 YOUR CULTURE Work in pairs. Ask and answer the questions about Việt Nam.

- What is the busiest shopping period in Việt Nam?
- Do retailers promote special offers on Black Friday in Việt Nam?

5 USE IT! Work in small groups. Give a presentation to convince people to participate in Buy Nothing Day or Black Friday.

- Make notes about the following:
  - How could people spend the day?
  - What are the benefits of participating for themselves and others?
  - What will they miss out on if they don't participate?
- Give your presentation to the class.
- Listen to the other presentations. Vote to decide which presentation is the most convincing.



#### SHOP LESS, LIVE MORE

When did you last buy something? Maybe you are looking forward to a shopping trip at the weekend, but will it make you happy? In the short term, the answer might be yes. However, some people think it might not be good for our health and happiness in the long term.

One of the busiest shopping days of the year in the USA is Black Friday, the day after Thanksgiving, when many shops have special offers. Black Friday has spread around the world as large retailers try to increase consumer spending. In many countries, it is the start of the Christmas shopping period. However, not everyone will be queuing for a bargain. In 1992, Buy Nothing Day started in Canada as a protest against consumerism and the shopping frenzy that takes place at this time of year. The anti-consumerist organisation Adbusters promoted Buy Nothing Day and now more than sixty countries take part. Their message is simple: 'Participate by not participating'. For twenty-four hours on the fourth Friday of November, people leave their purses and wallets at home and do not buy anything at all. Some people choose to spend

time with friends and family instead. Others join protests. But what's the point?

'Over-consumption has ecological consequences,' says Kalle Lasn, co-founder of Adbusters. 'Every single purchase that you make has some kind of an impact on the planet.' Making the products and transporting them to the shops use a lot of natural resources. When they are no longer in fashion, the products will end up on the rubbish heap. It all contributes to air and water pollution, the destruction of our environment and social inequality.

Reports suggest that the social impact of our spending habits is also serious. People in consumerist cultures are more likely to suffer from financial problems, stress and obesity. In order to pay for expensive products, people work long hours and therefore spend less time with family and friends.

Critics of Buy Nothing Day say it's meaningless because people will just buy more the following day. But the organisers argue that Buy Nothing Day makes people think about the consequences of consumption and maybe make some changes to their lifestyle.



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- false (they offer lower prices on Black Friday.)
- false (it wants people not to take part)
- true
- true
- false (they expect people to make some changes to their lifestyle)

they enjoyed listening to and why, and which presentations they found the most persuasive.

#### ANSWERS

Students' own answers.

#### Exercise 4 YOUR CULTURE

Allow students time to prepare their answers individually. Put them into pairs to ask and answer the questions. Discuss the answers with the class.

#### ANSWERS

Students' own answers.

#### Exercise 5 USE IT!

Students work in small groups. Ask them to choose either Black Friday or Buy Nothing Day and prepare their ideas for a presentation. With weaker classes, brainstorm some ideas for each option with the whole class first and make notes on the board. Ask groups in turn to give their presentations to the class. Discuss as a class which presentations

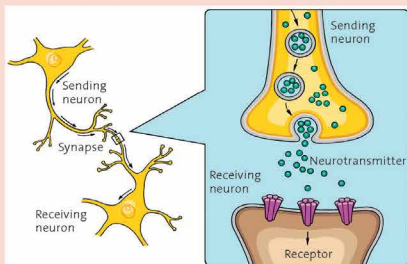


## Science: The science of happiness

I can understand the role of neurons and neurotransmitters in the body.

- 1 **3.05** Read and listen to the article. What is the name for the chemicals that help to create our emotions?

- 2 Check the meaning of the words in blue in the article.



## The science of happiness

**What makes us happy?** Spending time with friends, playing our favourite sport, eating a big piece of cake, and so on. Surprisingly, the things that make us happy haven't changed much since the time the first humans lived in caves and hunted to survive. Social contact, physical exercise and delicious food have always made human beings happy. Why? The answer is simple. Emotions helped the first humans to survive. When we do something that increases our chance of survival, such as making friends with someone or eating high-calorie food, our **brain** rewards us with feelings of happiness. We will repeat the action in the future to get the same feeling.

**So, how exactly do our bodies produce feelings of happiness?**

First, **receptors** in the mouth, eyes, nose, skin or ears receive information from our environment. For example, when we eat something delicious, taste receptors in the mouth receive the information and send **electrical impulses**. Cells called **neurons** carry the electrical impulses around the body. At the ending of the neuron cell, the impulse passes to another neuron cell, but the two cells do not touch. There is a small gap between the two cells called a **synapse**. The signal is carried across the synapse by special chemicals called **neurotransmitters**, which attach to receptor molecules on the receiving cell. The neurotransmitters dopamine, serotonin and endorphins have a very important role in creating the brain's reward for useful behaviour: happiness.

- 3 Read the article again. Answer the questions.

- 1 According to the article, what is the purpose of emotions?
- 2 What do receptors do when they receive information from our environment?
- 3 What is a synapse?
- 4 How does the electrical impulse go from one neuron to another?

- 4 **USE IT!** Read the information about dopamine, serotonin and endorphins then choose the sentence from A–C to complete each paragraph.

- A Exercise, laughter and spicy food can have the same effect.  
B Your brain is rewarding you for eating all those calories!  
C Like dopamine, it also helps you to sleep.



### Dopamine

This neurotransmitter plays an important part in the brain's reward system. If you are enjoying a bar of chocolate, your body produces more dopamine and you feel good.

- 1 ..... Dopamine is also important for sleep.

### Serotonin

An increase in serotonin makes you feel happy.

- 2 ..... Your body produces serotonin when you exercise and when you are in the sun. In winter, when the days are shorter and there isn't much sunshine, a lot of people experience feelings of sadness.

### Endorphins

If you hurt yourself or if you are feeling stressed, your body will produce endorphins to block the pain signals. But you don't need to be in pain to produce more endorphins:

- 3 .....

### Optional activity: Speaking

Put students into pairs and tell them they are going to practise explaining the science of happiness. Write the blue words from the article on the board and tell students they can write six more words from the text to help them with their explanation. When students have written their words, ask them to close their books. In their pairs, students use the words on the board and their own notes to explain the science of happiness. Elicit some explanations from pairs.

#### ANSWERS

Students' own answers.

### Exercise 4 USE IT!

Read through the task with the class. Check that students understand what they have to do. Students work individually then they could compare their answers in pairs.

#### ANSWERS

1 B 2 C 3 A

## 4 CLIL • Science: The science of happiness

### Aim

Understand the role of neurons and neurotransmitters in the body.

### Warm-up

Ask: *What makes you feel happy?* Elicit a few answers, and prompt students with ideas if necessary, e.g. when it's your birthday, when your team wins a game, when you see your friends. Ask: *Do you know what happens in your body when you feel happy?* Elicit a few ideas.

### Exercise 1 **3.05**

Read out the question and check that students understand chemicals. Play the audio. Students read and listen and answer the question. Check the answer with the class.

#### ANSWER

neurotransmitters

### Exercise 2

Students work in pairs to check the meaning of the blue words. Check that students understand all the words.

#### ANSWERS

Students' own answers.

### Exercise 3

Students read the article again and answer the questions. Allow students time to compare the answers in pairs before you check with the class.

#### ANSWERS

- 1 They help us to survive by making us feel good when we do something that is good for us.
- 2 They send electrical impulses.
- 3 A small gap between two neurons.
- 4 It is carried across the synapse by neurotransmitters.



## 5 CLIL • Biology: Vaccines

### Aim

Understand a text about the use and purpose of vaccines.

### Warm-up

Focus on the photos and read out the title of the text. Elicit or explain the meaning of *vaccine* (a substance that is put into your blood to protect you from a particular disease). Discuss as a class what students know about vaccines, e.g. that they are often made from the disease itself, and you usually have them as injections. Discuss what vaccines are for.

### Exercise 1 3.06

Read through the three options with the class and check that students understand them. Pre-teach *immunity*, *to immunise* and *white blood cells*. Play the audio. Students read and listen to the text and choose the correct answer. Check the answer with the class.

#### ANSWER

1 b

### Exercise 2

Point out the words in blue in the text. Ask students to read the text again and match the words with the definitions. Explain that they should use the context to help them guess the meanings. Allow students time to compare their answers in pairs, then check answers with the class. Check that students understand all the words and model pronunciation of words your students might find difficult, e.g. *eradicated*, *orally*.

#### ANSWERS

1 eradicated 2 antibodies 3 orally

### Exercise 3

Students read the text again and answer the questions. Allow students time to compare their answers in pairs, then check answers with the class.

#### ANSWERS

- 1 smallpox
- 2 by injection or orally (through the mouth)
- 3 the white blood cells
- 4 people who live in or visit a country where the disease exists

### Exercise 4 USE IT!

Put students into pairs to make a list of the diseases mentioned and discuss how to say them in their language. They could use their dictionaries to check. They then discuss which vaccinations are compulsory in Việt Nam. Discuss the answers with the class.

5

CLIL

## Biology: Vaccines

I can understand a text about the use and purpose of vaccines.

### 1 3.06 Read and listen to the text. Where do you think this text is from?

- a a biology textbook
- b a public information leaflet
- c a scientific report

### 2 Match the words in blue in the text with the definitions.

- 1 destroy completely (verb)
- 2 a substance the body produces to fight disease (noun)
- 3 through the mouth (adverb)

### 3 Answer the questions.

- 1 Which disease no longer exists?
- 2 How are most vaccines applied to the body?
- 3 What cells produce antibodies?
- 4 Who needs the yellow fever vaccine?

### 4 USE IT! Work in pairs. Ask and answer the questions.

- 1 Which diseases are mentioned in the text? What are they in Vietnamese?
- 2 Which vaccinations are compulsory in Việt Nam? When do you have them?

## Vaccines

Vaccines are used to protect the body against certain dangerous diseases before we come into contact with them. Global vaccination programmes have **eradicated** or controlled many **deadly** diseases around the world. For example, smallpox was officially eradicated in 1980.



### What is in a vaccine?

Vaccines are biological substances that are made of the same micro-organisms that cause disease.

### How do vaccines work?

Vaccines help develop the body's immunity by imitating a real infection. When the vaccine is introduced into the body, usually by injection or **orally**, the immune system reacts to the invading substance as if it were a real disease. The white blood cells produce **antibodies** to attack and destroy the substance in the vaccine. These antibodies then stay in the body and they create immunity. If the body comes into contact with the disease in the future, the immune system will respond immediately and protect against the infection.



### Are all vaccines the same?

Different types of vaccines are used to immunise against different diseases.

### When and how often do you need vaccines?

Most children are vaccinated against serious childhood diseases when they are babies. Several doses of the vaccines are needed to build up a complete immunity, so the vaccination is repeated three times. Some vaccines, such as the influenza vaccine, are only effective for a short time and need repeating every year. Others, like the yellow fever vaccine, are only necessary if you live in or visit a country where the disease exists.



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#### ANSWERS

Students' own answers.

### Optional activity: Speaking

Write on the board the four question headings from the text, then ask students to close their books. Put students into pairs and ask them to see what they can remember from the text and answer the questions in their own words. Discuss the answers with the class. Students can then look at the text again to see what they missed.



**Experiential activity: A personality game**

I can make a personality game.

**1 Read the rules and play the personality game.****Rules**

- 1 Play the game in groups of four.
- 2 Pick a situation card and read it to the rest of your group – 'the guessers'.
- 3 The guessers decide what they think you would do in that situation and how you would feel. They write their answers and you write yours.
- 4 Each guesser reads their answer, e.g. *I think that Thanh would ... He's an optimist, so he would (n't) feel ...*
- 5 Read your answer. Any person who guessed your answer scores five points.
- 6 Take turns until everyone has picked a situation card.
- 7 The winner is the person with the highest score.

A close friend has asked you to lend him / her some money to buy his / her mum a birthday present. He / She can't pay you back for a week or two. You need the cash to buy a new DVD which has just come out. **What would you do and how would you feel?**



Your friends have got together and bought you a bungee jump ticket for your birthday present. They really think that it's something you've always wanted to try. **What would you do and how would you feel?**



You arrive at a party. You don't know many people and you are wearing an old T-shirt and jeans. You suddenly realise that everyone is looking at you. All the other guests are dressed in smart clothes. **What would you do and how would you feel?**



You've been looking forward to a camping trip at the seaside next weekend. Your parents have already booked a boat trip to an island. On Saturday morning, it's raining when you wake up. **What would you do and how would you feel?**

**2 Work in groups. Make a personality game. Follow the steps in the project checklist.****PROJECT CHECKLIST**

- |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1 To make your situation cards, first choose four personality attributes you want to test, e.g. <i>optimism, confidence, generosity, responsibility, honesty, kindness, creativity, independence, etc.</i></li> </ol> | <ol style="list-style-type: none"> <li>2 Think of four situations which could test these attributes. Choose situations which could create strong feelings.</li> <li>3 Cut a piece of paper into four cards.</li> <li>4 Write each situation on a different card.</li> </ol> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**3 Play a new personality game in groups of four. Make a note of your score. Who knows the people in your group the best?****6 CLIL • Experiential activity: A personality game****Aim**

Make a personality game.

**Warm-up**

Ask: *How would you describe your personality?* Elicit a few ideas, e.g. *friendly, confident*. Put students into pairs and give them two minutes to write as many personality adjectives as they can. Bring students' ideas together on the board. Ask: *Which words most describe you?* Elicit a few answers from individual students. Tell students they are going to make and play a personality game.

**Exercise 1**

Read through the rules with the class and make sure students understand everything. Demonstrate the game by reading out the first situation card to the

class and asking: *What do you think I would do?* Elicit a range of answers, and tell students who guessed correctly. Students then play the game in small groups. Ask who in each group was the best at guessing.

**ANSWERS**

Students' own answers.

**Optional activity: Language**

Ask students to look at the situations in the game again and discuss in pairs which tenses are used and why. Discuss as a class that they use present tenses (the present simple, present continuous and present perfect) because the situations are in the present. Point out the use of the present perfect continuous in the fourth situation in the game. Elicit that we use this tense when a situation started in the past and is still continuing in the present. Encourage students to use these tenses when they write their own situation cards.

**Exercise 2**

Read through the project checklist with the class and make sure students understand everything.

Put students into groups of four to make their situation cards. Elicit a few examples of situations that could test the different personality attributes, e.g. ask: *What situation could test how generous someone is?* Monitor and help while students are working and make sure that all the situations are clear and understandable. With **weaker classes**, you could brainstorm five or six ideas for situations and make notes on the board. Students can then choose four situations to make into cards.

**ANSWERS**

Students' own answers.

**Exercise 3**

Students can either play the game again using their own cards, or they can swap cards with another group and play the game using the cards they are given. Remind them to keep a note of their scores. Ask who scored the most points, and therefore knows the people in their group the best.

**ANSWERS**

Students' own answers.



## 7 CLIL • Geography: Mexico City

### Aim

Talk about life in a megacity.

### Warm-up

With books closed, ask: *What are the biggest cities in the world?* Elicit a few ideas, e.g. *Beijing, Tokyo, Delhi*. Write the names on the board. If students don't mention Mexico City, add it to the list on the board. Write the word *megacity* and elicit or teach the meaning. Ask: *What do you think it is like to live in a megacity?* Elicit a few answers, and tell students they are going to read about life in Mexico City.

### Exercise 1

Read out the task and explain to students that reading the first sentence of each paragraph can give them a good idea of the topic of each paragraph. Students read the first sentence of each paragraph and match the headings with the paragraphs.

#### ANSWERS

a 4 b 3 c 2

### Exercise 2 3.07

Pre-teach *overcrowding*, *foundations* and *shanty town*. Play the audio. Students read and listen, and check their answers to exercise 1. Check answers with the class.

### Exercise 3

Students read the text again and answer the questions. Allow students time to compare their answers in pairs, then check answers with the class.

#### ANSWERS

- 1 volcanoes, earthquakes and flooding
- 2 proper foundations, toilets and clean drinking water
- 3 from November to May
- 4 in squares (a chequerboard)

### Optional activity: Vocabulary

Write the following definitions on the board:

- 1 likely to suffer from something (paragraph 1)
- 2 not good enough (paragraph 2)
- 3 polluted air (paragraph 3)
- 4 people who travel to work each day (paragraph 3)
- 5 very lively (paragraph 4)

Students work in pairs and find words or phrases in the text to match the definitions. Check answers with the class and check that students understand the words.

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CLIL

## Geography: Mexico City

I can talk about life in a megacity.

- 1 Read the first sentence of each paragraph in the text about Mexico City and match the headings a–c with the correct paragraphs 2–4.

a A beautiful city b Bad air c Too many people

- 2  3.07 Read and listen to the text. Check your answers to exercise 1.

- 3 Read the text again and answer the questions.

- 1 What are the natural environmental risks that people living in Mexico City face?
- 2 What do the houses in the shanty towns lack?
- 3 When is the air quality especially bad?
- 4 How is the city laid out?

## Mexico City: a megacity

1 Mexico City is the capital of Mexico. It's an exciting, noisy and busy place to live, but it's also vulnerable to natural disasters. It sits on an ancient lake surrounded by mountains and volcanoes and is in constant danger of earthquakes and flooding.

2  With a population of more than 18 million, overcrowding is a major issue in Mexico City and the housing supply is inadequate. As a result, shanty towns, called *barrios*, have appeared. People who are desperate for somewhere to live in the city put up these shanty houses in any spare corner of land. The houses ought to have proper foundations, but they have been built quickly on top of the land and when the floods come, water sweeps the houses away. Disease spreads quickly in megacities like Mexico City – overcrowding could be a reason for this. Sometimes, as many as ten people live in one room, sharing toilets, water and cooking facilities. In the 21<sup>st</sup> century, we should have the technology to provide toilets and clean drinking water for everyone, but this isn't the case in shanty towns.

- 4  **USE IT!** Ask and answer the questions in pairs.

- 1 What do you think the Mexican government ought to do to improve the shanty towns?
- 2 How can they improve the air quality in the city?
- 3 What kind of public transport does a city need?
- 4 Would you like to live in a megacity? Why / Why not?



3  Pollution is another health hazard. Smog covers the city from November to May and tens of thousands of people die from health issues relating to it. A programme called *Hoy No Circula* has been introduced and cars must stay off the road for one day a week. The government is also trying to encourage commuters to find a different way to travel to work: there is a new bicycle sharing service called *Ecobici* and a *Metrobus* system.

4  Despite its problems, Mexico City is vibrant and lively with a rich cultural life, fantastic shopping, amazing restaurants and plenty for its citizens and visitors to do. There are more than two hundred museums and galleries and there is a wonderful zoo. Architecturally, it is very interesting with a wonderful checkerboard layout and splendid architecture, which dates from the 16<sup>th</sup> century.



#### ANSWERS

- 1 vulnerable to
- 2 inadequate
- 3 smog
- 4 commuters
- 5 vibrant

### Exercise 4 USE IT!

Allow students time to prepare their answers individually. Students then discuss the questions in pairs. Discuss students' ideas as a class.

#### ANSWERS

Students' own answers.



1 Look at the photos. Which period of history do you think these constructions and objects are from? Read the article and check your ideas.

2 3.08 Check the meaning of the words in the box and complete the article. Then listen and check.

abandoned approached carved exposed  
hunted inhabited passageways severe

3 Read the article again. Answer the questions.

- 1 What is Mainland?
- 2 When and how was the ancient village of Skara Brae uncovered?
- 3 How many houses were found?
- 4 What did the houses look like inside?
- 5 What two possible reasons does the author give for the people of Skara Brae leaving their village?

## The lost village of Skara Brae

Winter in the northern isles of Scotland is a stormy season. Every year, heavy rain and strong winds hit the coast of the Orkney Islands. In the winter of 1850, there was a very <sup>1</sup>..... storm on Mainland, the largest of the Orkneys. It caused terrible damage to the island, but it also revealed an amazing archaeological treasure. When the storm cleared, the outline of an ancient village was <sup>2</sup>..... Since then, the site has been excavated and explored by archaeologists and they have made some remarkable discoveries.

The ancient village of Skara Brae was built more than 5,000 years ago and was probably <sup>3</sup>..... between around 3200 BC and 2200 BC. That makes it older than the Great Pyramid at Giza. It's easy to see why this period of history is called the Stone Age – the houses of Skara Brae and everything in them are made from stone.

The village is so well preserved that it has changed little in 5,000 years. The eight stone houses are connected by low <sup>4</sup>..... with stone doors. They all have a similar layout: one main room with a central fireplace and stone beds on both sides.

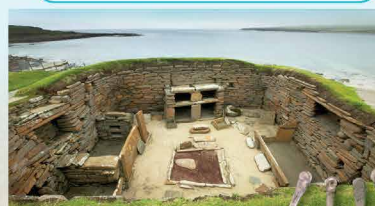


4 **YOUR CULTURE** Work in pairs. Think of an important archaeological site in Việt Nam. Ask and answer the questions.

- 1 What period of history is it from?
- 2 What was discovered there?
- 3 What does it tell us about the people who lived in Việt Nam at that time? What does it tell us about their way of life?

5 **USE IT!** Work in pairs. Speculate about the use of the following objects in the community of Skara Brae. Use the photos and the text to help you.

carved stone balls dresser needles  
red colouring material stone boxes



Opposite the entrance is a large stone dresser, a kind of cupboard. It sounds basic to today's visitor, but in the Stone Age these were warm and comfortable houses.

The archaeologists' investigations have given us lots of information about the people who lived at Skara Brae and what life was like for them. They were farmers who kept sheep and cattle. They also ate fish, and <sup>5</sup>..... deer. Every part of the animal was used, including the bones. The archaeologists found jewellery, hair pins, needles, bowls and cups, all <sup>6</sup>..... from animal bones and stone. They also found stone pots that contained red colouring material and some mysterious carved stone balls.

Around 2200 BC, Skara Brae was <sup>7</sup>..... and slowly covered by the earth and sands. We don't know why these people left their small community. It is possible that farming became more difficult because of changes to the environment. We also know that, as the Bronze Age <sup>8</sup>..... society began to change and small farming communities broke up. Skara Brae was left to the winds.

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article quickly to check their ideas. Check the answer with the class.

### ANSWER

They are from a period around 5,000 years ago.

### Exercise 2 3.08

Students use their dictionaries to check the meaning of the words in the box. Students then read the article again and complete it. Allow students time to compare their answers in pairs, then play the audio for them to listen and check. Check answers.

### ANSWERS

- 1 severe
- 2 exposed
- 3 inhabited
- 4 passageways
- 5 hunted
- 6 carved
- 7 abandoned
- 8 approached

### Exercise 3

Students read the article again and answer the questions. Check answers.

### ANSWERS

- 1 the largest of the Orkney Islands
- 2 in a storm in 1850
- 3 eight
- 4 they have one main room, with a fireplace in the middle and stone beds on both sides.
- 5 changes to the climate or changes to society

### Exercise 4 YOUR CULTURE

Brainstorm some archaeological sites in Việt Nam. Students choose one of the sites in pairs and discuss the questions. Discuss their ideas as a class.

### ANSWERS

Students' own answers.

### Exercise 5 USE IT!

Read through the words in the box. Write some structures for speculating on the board, e.g. *It might have been used for (cooking). It's possible that people used it (to carve wood)*. Students work in pairs to speculate about how the objects were used. Discuss their ideas as a class.

### ANSWERS

Students' own answers.

## 8 Culture • Skara Brae

### Aim

Learn about a lost village in Scotland and speculate about historical artefacts.

### Warm-up

Ask: *What do you know about Scotland?* Elicit a few ideas and discuss what students know about Scotland. Share the background information with the class.

### Background

Scotland is one of the four countries that make up the United Kingdom. Although it is part of the UK, it has its own parliament which makes decisions on internal matters such as education and health. Scotland is the most northerly part of the UK, so the weather is generally colder and wetter than in southern parts, but it enjoys very long hours of daylight during the summer months. Although it makes up a third of the island of Great Britain, Scotland has a population of only around five million people, compared to over fifty million in England. The northern part of the country is made up of groups of islands, including the Orkney Islands and Shetland Islands.

### Exercise 1

Students work in pairs to look at the photos and discuss the questions. Elicit a few ideas from students. Students read the



# Workbook answer key

## Starter unit

### Vocabulary page 4

- 1 1 D 2 A 3 B 4 F 5 C
- 2 1 download 2 check 3 update 4 share 5 follow  
6 spend time
- 3 1 check 2 follow 3 post 4 spend time  
5 connect 6 chat 7 share 8 update
- 4 **Example:** I use social media all the time. I usually spend hours on Twitter and Instagram. I follow celebrities and I always read the comments and look at the photos they share every day.

### Language focus page 5

- 1 1 uploads 2 Do 3 Does 4 'm 5 's 6 're 7 Am  
8 Is 9 Are
- 2 1 Are you writing 2 leave 3 'm looking 4 want  
5 don't know 6 organises 7 resets 8 doesn't tell  
9 isn't answering 10 's working 11 works  
12 Do you know 13 remember
- 3 2 whom 3 where 4 how 5 when
- 4 2 to pronounce 3 to book 4 to handle 5 to learn  
6 to ask 7 to buy 8 to contact 9 to improve  
10 to fix
- 5 1 Can you tell me why to consider studying abroad for a term?  
2 Do you know who to approach for guidance on writing a good essay?  
3 Can you recommend where to celebrate our year-end party next week?  
4 Can you tell me who to ask for permission before using the hall?
- Students' own answers.

### Vocabulary page 6

- 1 Communication: video calling  
Films / Programmes: HD TV, satellite TV  
Gaming: games console, VR headset  
Studying: calculator, spellchecker
- 2 1 HD TV 2 VR headsets 3 wearables 4 high-speed broadband 5 app 6 remote control 7 video calling 8 calculator
- 3 1 spellchecker 2 GPS 3 HD TV 4 games console  
5 video calling 6 translator
- 4 **Examples:**  
1 video calling, I use messenger to chat to friends  
2 satellite TV, we all watch it  
3 my games console, I love gaming  
4 spellchecker, I sometimes make mistakes

### Language focus page 7

- 1 1 do 2 use to 3 study 4 use to 5 use to  
6 chat 7 did 8 didn't

- 2 1 used to take 2 didn't use to take 3 didn't use to spend 4 used to go 5 used to use 6 did, use to do
- 3 1 can, can't you 2 haven't, have we 3 's, isn't there  
4 -, does she 5 aren't, are they
- 4 1 aren't you 2 do you 3 didn't I 4 was it  
5 didn't we 6 is she 7 isn't it
- 5 Students' own answers.

## Unit 1 Then and now

### Vocabulary page 8

1

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

remember

- 2 1 forget 2 find 3 leave 4 recognise 5 remind  
6 keep 7 belong to 8 get back 9 remember  
10 come across
- 3 1 recognise 2 remember 3 leave 4 got it back  
5 keep 6 have found 7 look back 8 look forward to
- 4 **Examples:**  
1 I quickly recognise the very large tree at my primary school. It's in the middle of the schoolyard.  
2 I remember my first school lesson in English alphabets most. My teacher was very gentle and kind then.  
3 I always look forward to drama club after school on Fridays because it's good fun.  
4 I came across my old diary at home recently. It's interesting to read so I decided to keep it.

### Language focus page 9

- 1 1 remembered 2 hadn't 3 forgotten 4 Had  
5 spent 6 had 7 hadn't 8 had
- 2 1 had lived 2 had read 3 hadn't found 4 had finished 5 Had, seen 6 hadn't tried 7 had broken  
8 had, done
- 3 1 felt 2 hadn't been 3 had always lived 4 decided  
5 arrived 6 had left
- 4 **Examples:**  
1 hadn't eaten all day  
2 hadn't flown before  
3 had lost my phone  
4 hadn't seen them for two years  
5 had finished five minutes earlier



## Vocabulary and listening page 10

- 1 1 rare 2 damaged 3 valuable 4 Old-fashioned  
5 useless
- 2 1 common 2 valuable 3 popular 4 damaged  
5 used 6 useless
- 3 c
- 4 1 Brand new 2 undamaged 3 tough 4 damaged,  
worthless 5 Unpopular, popular 6 fashionable
- 5 Examples:
- 1 I collect Twilight memorabilia. Most of it is quite common, but undamaged.
  - 2 I think that in general it's more important for clothes to be comfortable to wear.
  - 3 I think it's better to buy used things because it helps the environment.
  - 4 The most useful app I've used is a transport app because it shows you the quickest and cheapest ways to travel.

## Language focus page 11

- 1 1 wasn't enjoying 2 decided 3 didn't stay  
4 'd left 5 hadn't seen
- 2 1 stole, wasn't looking 2 recognised, 'd met 3 Did,  
enjoy, hadn't visited 4 thought, Had, seen 5 were,  
doing, were travelling 6 played, swam
- 3 1 was eating 2 saw 3 recognised 4 belonged  
5 hadn't realised 6 'd left 7 didn't keep 8 sent  
9 invited 10 were sitting 11 called 12 sat down  
13 gave 14 'd been
- 4 Examples:
- 1 while we were reading a blog.
  - 2 when they found my old action figures.
  - 3 had already gone without me.
  - 4 another person had bought it five minutes before.

## Reading page 12

- 1 a 3 b 5 d 4 e 2
- 2 1 Who, Anaïs 2 What, were born 3 What, Skype  
4 Where, South Korea 5 Who, their mother
- 3 1 They were adopted.  
2 They learned that they were identical twins.  
3 They thanked their mother for giving them life.  
4 They made a documentary film.  
5 A friend helped them to film the events as they happened in real life.
- 4 1 Fascinatingly 2 immediately 3 identically  
4 quickly 5 Incredibly

## Writing page 13

- 1 1 While 2 time 3 that 4 afterwards  
5 meanwhile 6 until 7 before 8 end 9 Finally
- 2 1 that 2 While 3 time 4 until 5 Afterwards  
6 meanwhile 7 finally 8 as 9 end
- 3 1 amazingly 2 that 3 time 4 While 5 as  
6 Meanwhile 7 end 8 finally
- 4 Students' own answers.

## Unit 2 Lifestyles

### Vocabulary page 14

- 1 1 keep 2 stick 3 consider 4 rush 5 hesitate  
6 avoid 7 take  
Mystery word: decisive
- 2 1 mind 2 off 3 think 4 rush 5 with 6 bother  
7 out
- 3 1 try out 2 rush into 3 took my time 4 keep  
your options 5 made up my mind 6 changed  
7 dropped out 8 stick with
- 4 Examples:
- 1 There was a school trip to see a play at the theatre. I put off making a decision about it for ages, but I went in the end.
  - 2 My friend asked me to join the new volleyball club. I hesitated at first, but then I joined the club and I really enjoyed it.
  - 3 I dropped out of a Saturday job last month and I regret it now. It's better to think twice and stick with things sometimes.

### Language focus page 15

- 1 1 lived 2 have / haven't 3 has / hasn't 4 Have  
5 Has 6 been 7 's 8 living 9 has / hasn't  
10 Have / Haven't 11 Has / Hasn't
- 2 1 She's been hesitating about the decision since last month.  
2 We've been considering the options for weeks.  
3 Has he been making his mind up for a few days?  
4 Have they been living this lifestyle since May?  
5 You haven't been using the internet for the last two weeks.  
6 My sister hasn't been eating any meat or fish since she became a vegetarian.
- 3 1 for 2 's been camping 3 's visited 4 's been  
5 've been following 6 since 7 hasn't been cycling  
8 for 9 's been helping 10 's made  
11 hasn't had 12 since
- 4 Examples:
- We've chosen a great film to watch.  
We've been trying out the new games console.  
We've been chatting to our friends online.  
I've planned what to have for lunch.  
I've started cooking lunch.

### Vocabulary and listening page 16

- 1 2 a 3 d 4 c 5 f 6 g 7 e
- 2 1 involved 2 used 3 into 4 to know 5 ready  
6 in touch
- 3 1 Marcus 2 Rebecca 3 James
- 4 1 true 2 false 3 true 4 false 5 true
- 5 Example: I'd like to get involved in the nature reserve project because I'm very interested in working with animals. I'd get the chance to learn a lot of new skills and I'd get to know the different wildlife in the park. I'd also get used to working outdoors and I'd get in touch with useful contacts for the future.



## Language focus page 17

- 1 1 's 2 haven't 3 hasn't 4 Have 5 Has  
6 worked 7 drop out 8 Did
- 2 1 started 2 Have you learned 3 've found out  
4 's taught 5 hasn't got 6 repaired 7 Did Ray help  
8 didn't do
- 3 1 Even though the concert was crowded, they really enjoyed it.  
2 She completed the marathon although she was exhausted.  
3 We decided to have a picnic despite the rainy weather.  
4 In spite of his age, he still leads an active life.  
5 Though Tim often annoyed Ann, she was fond of him.
- 4 1 Even though she never takes any exercise, she is very fit and healthy.  
2 Despite the cold, he wasn't wearing a coat.  
3 Although we love music, we can't play a musical instrument.  
4 In spite of feeling very tired, Sarah worked on the project late yesterday.  
5 Despite the heavy rain, the football match continued without interruption.

## Reading page 18

- 1 b
- 2 1 true 2 true 3 false 4 false 5 false 6 true
- 3 1 They can still make phone calls and send emails and text messages.  
2 She's been looking at newspapers and magazines, and talking to her parents.  
3 They don't have their phone numbers because they normally use online chat.  
4 They've learned that they spend over two hours a day on social media.  
5 She liked it because she'd never seen students borrow so many books before.
- 4 1 helpful 2 truthful 3 eventful 4 hopeless  
5 endless

## Writing page 19

- 1 2 d 3 e 4 a 5 f 6 c
- 2 1 However, three people weren't sure.  
2 In contrast, the majority of people disagreed.  
3 although he didn't explain why.  
4 whereas I wasn't surprised.  
5 In contrast, two people decided slowly.  
6 although we asked a different question.
- 3 1 undecided 2 in favour 3 against 4 side  
5 think 6 said 7 All in all 8 indicate 9 The majority of
- 4 Students' own answers.

## Unit 3 Our surroundings

### Vocabulary page 20

- 1 1 bargain 2 retailer 3 status symbol 4 business  
5 advertisement 6 price 7 rent 8 afford
- 2 1 rip-off 2 bargain 3 producer 4 rent  
5 consumer 6 status symbol 7 marketing 8 save
- 3 1 product 2 companies 3 promote 4 worth  
5 marketing 6 consumers 7 brands
- 4 Examples:  
1 I think that they cost a lot but they aren't a rip-off because they're good quality.  
2 I think it uses online advertisements to promote its latest products.  
3 It makes consumers believe they're luxury items and status symbols, and buy them.

### Language focus page 21

- 1 2 d 3 e 4 b 5 c 6 a
- 2 1 because of 2 if 3 so 4 Because / As / Since  
5 because of 6 If 7 Because of 8 because / as / since
- 3 1 Because of 2 Because / As / Since 3 because / as / since
- 4 1 My brother caused a serious accident last night because he drove too fast.  
2 Because of making really funny videos, the fashion bloggers become popular on social media.  
3 Since Ann didn't sleep well last night, she's having a headache now.

### Vocabulary and listening page 22

- 1 1 receipt 2 deliver 3 label 4 scan 5 shelves  
6 special offer 7 window shopping
- 2 1 changing rooms 2 fit 3 deliver 4 return  
5 receipt 6 exchange 7 checkout 8 shop assistants
- 3 1 shirt 2 a bit annoyed 3 small 4 no 5 quite expensive
- 4 1 try it on 2 doesn't fit, return it 3 leave the label  
4 exchange it, the checkout 5 keep the receipt
- 5 Examples:  
1 Yes, I always keep the receipt in case I want to return or exchange anything.  
2 Yes, I often go window shopping to see what I like and then I wait for the special offers.  
3 Yes, I sometimes speak to them if I can't find what I'm looking for on the shelves.

### Language focus page 23

- 1 1 doesn't open 2 's renting 3 'm not waiting 4 'll pay  
5 won't drive 6 'm going to buy 7 aren't going to shop
- 2 1 When does your train leave?  
2 Is Leah meeting you at the station?  
3 Will the shopping centre be busy?  
4 Where are you going to have lunch?  
5 What time does their flight to New York leave?  
6 Is Leah going to buy anything?



- 3 1 In the future, people won't go to shops.  
 2 Our bus arrives at 8.00 tonight.  
 3 Jo is buying a bike today.  
 4 My daughter is going to take a few exams at the end of this week.
- 4 1 'I'll have 2 'I'm going to buy 3 opens 4 'I'll be  
 5 's coming 6 'I'll wait 7 'I'll call 8 'I'll talk
- 5 Examples:  
 1 there won't be any shops. People will order everything online.  
 2 I'll take up a new sport.  
 3 I'm going shopping with friends in town.  
 4 closes in ten minutes.

## Reading page 24

- 1 1 is 2 consumers 3 warn people 4 position
- 2 1 true 2 false 3 false 4 true 5 false
- 3 1 Because he has experience as a marketing manager for a department store.  
 2 Because they're more expensive.  
 3 No. You often don't save much money.  
 4 They make the clothes untidy so people think that everybody has been looking at them.  
 5 He thinks you should plan what to buy so that you're not a victim of sales techniques.
- 4 1 department store 2 shopping basket 3 lifetime  
 4 shopping centre 5 sales techniques

## Writing page 25

- 1 1 as 2 is not 3 as 4 both 5 well 6 also
- 2 1 as well as girls 2 and children who love food  
 3 and very tough, too 4 but it's also for me! 5 and taking to the beach
- 3 1 share my career plan 2 as well as fashion 3 our drawing skills 4 both knowledge and skills 5 To achieve my goals 6 the chance to contribute  
 7 Write to me soon
- 4 Students' own answers.

## Unit 4 Feelings

### Vocabulary page 26

- 1 1 relaxation 2 boredom 3 anger 4 excitement  
 5 sympathy
- 2 1 boredom, bored 2 embarrassment, embarrassed  
 3 disgust, disgusted 4 sympathy, sympathetic  
 5 annoyance, annoyed 6 stress, stressed
- 3 1 worried 2 relaxed 3 stressful 4 embarrassed  
 5 worrying 6 sympathetic
- 4 1 exciting 2 worried 3 boring 4 frightened  
 5 surprising 6 embarrassed
- 5 Examples:  
 1 I'm not that bothered by concerts. I don't usually get embarrassed or stressed.  
 2 There's nothing boring about staying at home. It makes me feel relaxed.

- 3 I get frustrated when people do this. What I find most annoying is when they lie about it.

### Language focus page 27

- 1 1 may 2 could 3 might 4 might not 5 can't
- 2 1 might not finish 2 ✓ 3 can't be 4 must be  
 5 might learn
- 3 1 may feel 2 might not come 3 must be 4 may have 5 can't be
- 4 1 It might feel sad. 2 She might not meet us later.  
 3 It must be very expensive. 4 It might rain later.  
 5 It can't cost that much.
- 5 Examples (photo A):  
 She could be very frightened.  
 The horse must be excited about going in the field.  
 She may be scared of the horse.
- Examples (photo B):  
 She can't feel happy and relaxed.  
 She may feel stressed about revising.  
 She might be worried about her exams.

### Vocabulary and listening page 28

1

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| T | U | R | N | O | N | R | B | X | S |
| I | K | V | B | K | Z | E | W | Z | L |
| N | Z | O | Y | L | K | D | E | T | O |
| C | S | P | E | E | D | U | P | U | W |
| R | V | Q | U | S | N | C | Y | R | D |
| E | Z | J | G | B | T | E | X | N | O |
| A | T | U | R | N | O | F | F | U | W |
| S | K | W | V | I | S | T | Y | P | N |
| E | Z | T | U | R | N | D | O | W | N |

turn on - turn off

speed up - slow down

turn up - turn down

increase - reduce

- 2 1 work out 2 sing along 3 improves 4 cheer up  
 5 reduce 6 calm down 7 distracts 8 concentrate
- 3 1 energetic 2 inform 3 explain 4 relaxed
- 4 1 improve 2 increase 3 concentrate 4 speed up,  
 slow down 5 calm down

#### 5 Examples:

- 1 Please turn up the volume!  
 2 You should calm down and cheer up!  
 3 You need to slow down a bit!  
 4 You should work out at the gym.

### Language focus page 29

- 1 1 Can 2 can 3 can't 4 couldn't 5 Could  
 6 could 7 couldn't 8 won't 9 able 10 will  
 11 won't
- 2 1 I can't read and listen to loud rock songs.  
 2 Alex couldn't read music when she was five.  
 3 You can concentrate very well.  
 4 Could I walk from an early age?  
 5 Could Ed speak Greek when he was young?  
 6 I'll be able to relax after the exam.
- 3 1 should 2 should 3 don't have to 4 must  
 5 mustn't



#### 4 Examples:

- I can stay calm before exams.
- I can concentrate well for a short time.
- I must remember to take breaks!
- I mustn't check my phone when I'm studying.
- If I take regular breaks, I'll learn more.
- If I stopped checking my phone, I could study faster.

### Reading page 30

- 1 c
- 2 1 tone 2 green 3 grey 4 Red 5 intense
- 3 1 I think it's because bright colours could keep her awake at night.  
2 They can make a room appear smaller.  
3 It brought out sadness and boredom.  
4 Findlay wants to make his room more modern.  
A deep shade of red could be the answer.  
5 It would be cheaper and it would avoid a whole room in red, which could make him feel stressed.
- 4 2 f 3 b 4 c 5 d 6 a

### Writing page 31

- 1 b 5 c 4 d 1 e 2
- 2 1 What else?, Are you feeling like you can't talk to her now?  
2 isn't she?, shouldn't she?  
3 OK, cool, cos, Anyway
- 3 1 is it 2 hey 3 let's 4 start 5 What 6 reckon  
7 else 8 bet 9 ASAP 10 thing 11 isn't it  
12 Anyway
- 4 Students' own answers.

## Unit 5 English and world discovery

### Vocabulary page 32

- 1 1 design 2 imagine 3 experiment 4 discover  
5 explore
- 2 1 create, creation 2 cure, cure 3 adapt, adaptation  
4 test, test 5 become extinct, extinction
- 3 1 design, b 2 adaptation, c 3 invention, a  
4 extinction, c 5 discovery, b
- 4 Examples:  
1 Computers and smartphones, I use them to find information on different websites.  
2 to find a cure for cancer.  
3 a phone that doesn't need a battery.

### Language focus page 33

- 1 1 stopping 2 living 3 to look 4 to find 5 to do
- 2 1 Visiting 2 to test 3 to watch 4 Eating 5 to start  
6 living 7 buying 8 to listen
- 3 1 to know 2 kicking 3 to keep 4 to create  
5 to help 6 to use 7 producing 8 Using  
9 scoring
- 4 Examples:  
1 to be a sound engineer  
2 using the latest technology

- 3 to work with musicians  
4 studying sound engineering at university  
5 to find a job  
6 meeting famous people  
7 creating fantastic music

### Vocabulary and listening page 34

- 1 1 gravity 2 disease 3 astronaut 4 humans  
5 species 6 sun
- 2 1 stars 2 Earth 3 universe 4 sun 5 gravity  
6 astronaut 7 space 8 life
- 3 1 meteors 2 moved around 3 slowly 4 two  
5 cycling
- 4 1 twenty 2 the UK 3 feet 4 water 5 smaller
- 5 Examples:  
Are you afraid of finding aliens in space?  
Will astronauts travel to another part of the universe in the future?  
Are meteors a serious threat to Earth?  
Do you think there's life on other planets?

### Language focus page 35

- 1 1 move 2 look 3 'I'll see 4 went 5 wouldn't  
6 hadn't seen 7 wouldn't
- 2 1 is 2 jumps 3 doesn't fall 4 becomes  
5 doesn't stay
- 3 1 'I'll visit, is 2 wouldn't be, went 3 studies, 'I'll do  
4 would people do, hit 5 won't win, changes
- 4 1 had 2 could 3 succeeded 4 found 5 would  
6 enjoyed
- 5 Examples:  
1 created effective drugs to kill all bacteria.  
2 they won't find cures for diseases.  
3 I'd take lots of photos to show my friends!  
4 you heat it.

### Reading page 36

- 1 1 person who visits a festival 2 made from living things 3 cheap 4 try to find
- 2 1 don't know 2 false 3 false 4 true 5 don't know
- 3 1 They don't want to put the tent away and they can buy another cheap tent next year.  
2 The tent was too heavy to carry.  
3 Because Amanda is making them by hand.  
4 Example: Yes, because it biodegrades in 120 days so it's good for the environment.  
5 Example: I think more people will buy the factory tents because they'll be cheaper.
- 4 1 similarity 2 equipment 3 investigation  
4 encouragement 5 reaction

### Writing page 37

- 1 1 b, reducing 2 a, stopping 3 e, signing up for  
4 c, developing
- 2 1 The increasing demand of meat suggests having more intensive farming now.  
2 A lot of food is efficiently produced due to the invention of factory farming.



- 3 The animals don't get exercise or sunlight because they live inside.
- 4 Many animals suffer in factory farms because they don't eat natural food.
- 5 The poor conditions of animals suggest my being against factory farming.
- 3 1 the first place 2 because 3 believe 4 unless 5 if 6 summary 7 opinion
- 4 Students' own answers.

## Unit 6 The self

### Vocabulary page 38

1

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

- 1 nature lover
- 2 couch potato
- 2 1 extrovert 2 rebel 3 loner 4 leader 5 realist 6 dreamer
- 3 1 extrovert 2 team player 3 pessimist 4 optimist 5 leader 6 follower 7 nature lover 8 couch potato
- 4 Examples:
  - 1 I like to be positive and look on the bright side so I'm definitely an optimist.
  - 2 Yes, I used to be an introvert as a child, but I'm more of an extrovert now.
  - 3 He's a natural leader because people often listen to his ideas or opinions.
  - 4 I like Taylor Swift. I think she's a bit of a rebel because she's in the news a lot.

### Language focus page 39

- 1 1 myself 2 yourself 3 yourself 4 himself 5 herself 6 himself 7 herself 8 itself 9 itself 10 ourselves 11 ourselves 12 yourselves 13 yourselves 14 themselves 15 themselves
- 2 1 our, E 2 your, R 3 your, E 4 her, R 5 my, E 6 him, R 7 them, R 8 it, E
- 3 1 himself 2 yourselves 3 themselves 4 ourselves 5 herself 6 myself
- 4 Examples:
  - 1 Yes, my brother taught himself to play golf on holiday last year.
  - 2 I'd describe myself as a pessimist because I always think the worst will happen!
  - 3 Yes, we've made some posters ourselves for our bedrooms.

### Vocabulary and listening page 40

- 1 1 rewarding 2 adventurous 3 responsibility 4 socialise 5 independent 6 hard-working
- 2 1 challenging 2 independence 3 reward 4 sociable 5 easy-going 6 benefits
- 3 1 true 2 false 3 false 4 true 5 true 6 false
- 4 1 challenging, rewarding 2 beneficial 3 confident 4 hard-working 5 sociable
- 5 Example: I'd like to do work experience at a fashion company. I think it'd be a very sociable place. It'd be challenging and rewarding to think of new ideas and show that I'm hard-working and responsible.

### Language focus page 41

- 1 1 that 2 where 3 which 4 that 5 whose 6 in
- 2 1 who 2 where 3 who's 4 where 5 which 6 whose 7 that 8 which
- 3 1 D 2 D 3 ND 4 D 5 ND
- 4 1 Marie Curie that → Marie Curie, who 2 who's → whose 3 that → who 4 whose → who 5 when → , which
- 5 Examples:
  - 1 which is challenging and a bit dangerous.
  - 2 who likes to be independent.
  - 3 whose husband is famous, too.
  - 4 where you can learn skills like teamwork.

### Reading page 42

- 1 2 D 3 E 4 F 5 A 6 B
- 2 1 - 2 B 3 - 4 C 5 F 6 -
- 3 1 She started teaching herself to climb in Central Park, New York, at the age of six.
- 2 They think that she's an introvert because she gives short answers to their questions.
- 3 She became the first female to climb the dangerous rocks and complete the routes.
- 4 She appeared in *Time* magazine as one of the top teenagers of the year.
- 5 I think the writer says that because Shiraishi is very talented and unusual.
- 4 2 e 3 a 4 f 5 d 6 c

### Writing page 43

- 1 2 b 3 a 4 f 5 c 6 e
- 2 1 so that 2 so 3 but 4 so 5 because 6 but
- 3 1 really interests me 2 I'm keen 3 I believe 4 I consider myself 5 I'd be grateful 6 look forward to hearing
- 4 Students' own answers.

## Unit 7 On the streets

### Vocabulary page 44

- 1 2 H 3 B 4 D 5 A 6 C 7 I 8 F 9 J 10 E
- 2 1 open-air cinema 2 sports stadium 3 green space 4 ancient ruins 5 industrial site 6 city centre



- 3 1 skatepark 2 sports stadium 3 music venue  
4 heavy traffic 5 pedestrian walkways  
6 railway line

**4 Example:**

I think our city needs more green spaces and it could do with a new park next to the ancient ruins. There's a lack of places to see bands too. What we need is a good music venue or a big sports stadium where bands could also play. There's too much heavy traffic in the city centre – I wish we had better public transport and more bike lanes.

**Language focus** page 45

- 1 1 such 2 so 3 so 4 such  
2 1 such, d 2 such, c 3 so, b 4 so, f 5 so, a  
3 1 The impact was so positive that families began flocking to the park.  
2 It was such lively atmosphere that it attracted local artists to host outdoor events.  
3 It was such a profound transformation that it sparked a sense of pride among the residents.  
4 The park became a symbol of revitalisation that was so vivid that neighbouring communities began to consider their own improvement projects.

**4 Examples (positive):**

There are lots of historic buildings.  
There are plenty of cool shops in the centre.  
There are lots of nice parks to walk around.

**Examples (negative):**

There are often too many big queues to get into the museums.  
There are only a few cheap places to eat in the centre.  
There isn't enough space on public transport.

**Vocabulary and listening** page 46

- 1 1 examine 2 display 3 unearth 4 restore  
5 destroy  
2 1 hidden 2 examined 3 buried 4 restored  
5 removed 6 located  
3 1 date 2 number 3 number 4 time 5 date  
4 1 27<sup>th</sup> April 2 nineteen 3 one 4 600  
5 3<sup>rd</sup>, 4<sup>th</sup> centuries  
5 1 ten 2 remove 3 buried 4 several million  
5 displayed at  
6 **Example:** Last year, a Roman pot and some silver jewellery were excavated by farmers in a nearby town. I saw it on the local TV news. They were examined and restored by archaeologists and they're now displayed in the town's museum.

**Language focus** page 47

- 1 1 isn't 2 're 3 invited 4 wasn't 5 found  
6 Were 7 haven't 8 has 9 preserved 10 won't  
11 Will 12 might  
2 1 were unearthed, Egypt 2 was built, Athens  
3 was created, Inca 4 were discovered, Italy  
3 1 will be built next year. 2 might be bought by a museum. 3 hasn't been renovated. 4 won't be examined by the expert.

- 4 1 When were the cave paintings discovered?  
2 How many cave paintings can be seen?  
3 Who were the paintings discovered by?  
4 Why have the paintings been admired?  
5 What will be written in the future?

**5 Examples:**

When were they unearthed?  
Who was the first soldier discovered by?  
What are the soldiers made of?  
Where will they be displayed in the future?

**Reading** page 48

- 1 1 a local government website  
2 a review on a personal blog  
2 1 A 2 B 3 A 4 B 5 A 6 A 7 B 8 B  
3 1 They can walk for five minutes from the city centre or park next door.  
2 Everybody has to wear a helmet.  
3 It isn't safe to use them in wet weather.  
4 He likes it a lot. He gives it '10 out of 10 for the coolest location'.  
5 He does BMXing. He calls himself a 'BMXer'.  
6 He says that it gets very noisy at rush hour.  
4 1 more tired 2 the most dangerous 3 the coolest  
4 smoother 5 the most modern 6 worse

**Writing** page 49

- 1 1 down 2 across 3 left 4 on 5 inside 6 up  
2 1 up 2 right 3 inside 4 there 5 across  
6 down  
3 1 The, was built in 2 look 3 is located in  
4 is well worth a visit 5 Look left 6 is one of the, monuments 7 It was installed in  
4 Students' own answers.

**Unit 8 Scary**

**Vocabulary** page 50

- 1 2 d 3 a 4 f 5 c 6 e  
2 1 about 2 by 3 at 4 about 5 about 6 on  
3 1 happy about 2 scared of 3 good at 4 thrilled at  
5 nervous about 6 keen on  
4 1 keen 2 thrilled 3 good 4 scared 5 nervous / worried  
5 1 at 2 on 3 about 4 of 5 about  
Students' own answers.

**Language focus** page 51

- 1 1 was 2 'd 3 could 4 would 5 had to  
2 1 said, were searching 2 told, 'd seen  
3 told, could read 4 said, had to finish 5 said, 'd ridden 6 told, had to learn  
3 1 told, worked at the shop during the day  
2 said, 'd left her phone at work  
3 told, was drunk  
4 said, couldn't believe her eyes  
5 said, would never drive fast  
6 said, had to believe her



#### 4 Examples:

My dad said that he liked his new job.

Our teacher said that she would take us to the science museum next month.

### Vocabulary and listening page 52

1 2 b bruise 3 f burn 4 a cut 5 e break 6 d sprain

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

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

4 2 burn, sun 3 sprain, bus 4 break, mountains  
5 cut, mountain bike 6 break, door

5 Students' own answers.

### Language focus page 53

1 1 the police would 2 I could 3 the bookstore was  
4 he'd 5 they were

2 1 what we had seen 2 where the burglar had gone  
3 if I had a photo of him 4 whether we could identify him  
5 when we could come to the station 6 if we had told anybody about it

3 1 not to chase, command 2 to help, offer 3 tell, suggestion  
4 to drive, offer 5 to make, request 6 not to leave, command

#### 4 Examples:

1 offered to lend me his phone.

2 asked me to describe it.

3 told me to tell a teacher.

4 suggested that I take it to the school reception desk.

### Reading page 54

1 1 Charlie 2 Brittany 3 Elise

2 1 D 2 C 3 F 4 B 5 E

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

4 1 They learned what to do when a person is badly injured.  
2 He fell off his bike.  
3 He had serious cuts, he was unconscious and there was a lot of blood in his mouth.  
4 They got special awards.  
5 Students' own answers.

5 1 ridiculous 2 excited, frightened 3 alive, fatal

### Writing page 55

1 1 after 2 when 3 As soon as / When 4 as soon as / when  
5 after 6 until 7 after 8 until 9 after 10 until

2 2 h 3 a 4 i 5 j 6 d 7 e 8 g 9 b 10 f

1 She'll send the report to you **as soon as** / **after** she receives the final data.

2 They won't announce the winner **until** all the votes are counted.

3 **After** the movie ends, we can grab something to eat.

4 He was playing the guitar **when** he heard the doorbell ring.

5 He apologised **after** realising his mistake.

6 She went to bed **after** finishing her homework.

7 The children were talking loudly **when** their new teacher came in.

8 We cleaned up the kitchen **after** we cooked dinner.

9 They won't release the new product **until** they receive the positive feedback from the market research.

10 He was not allowed to play video games **until** he finished his chores.

3 1 when 2 planned 3 worse 4 making  
5 efforts 6 gathered 7 soaked 8 Despite

4 Students' own answers.

## Cumulative Review

### Starter – Unit 2 page 56

1 Film-making

2 Yes. It was a great experience and he got a lot out of it.

3 b 6 c 5 d 1 e 4 f 2

4 a

5 1 true 2 false 3 false 4 true 5 true 6 false

6 Students' own answers.

### Starter – Unit 4 page 57

1 Students' own answers.

2 They're a bit of a rip-off

3 a Toby b speak c will d the majority

4 d

5 1 retailers 2 ten million 3 used 4 eleven / 11  
5 fit 6 reduce

6 Students' own answers.

### Starter – Unit 6 page 58

1 Students' own answers.

2 Answer their questions briefly

3 1 Where, Blackburn School in Lancashire

2 Why, they are aiming to study astronomy or astrophysics at university

3 When, next month

4 Who, Ms Best

5 What, the exploration of Mars

6 What, If a spacecraft completed the long journey to Mars, where would be the best place for it to land?, What would be the biggest challenge or threat to any human who tried to live on Mars?

4 One – Maya

5 1 David 2 Sophia 3 Maya 4 Sophia 5 David  
6 Maya

6 Students' own answers.

### Starter – Unit 8 page 59

1 Students' own answers.

2 At the supermarket

3 1 Because she forgot her purse.

2 She left all her groceries at the counter and rushed back home to get her purse.



- 3 It rained heavily.  
 4 She learned that she should double-check that she has everything she needs before leaving the house.  
 4 Skateboarders in the city centre, two  
 5 1 £200 £100 2 small large 3 buses streets  
 4 is isn't 5 fun exercise 6 exciting annoying  
 6 Students' own answers.

## Language focus practice

### Starter unit page 60

- 1 1 're watching 2 don't understand 3 never check  
 4 Do you chat 5 is Mark playing 6 's always using  
 2 1 'm downloading 2 doesn't update 3 takes  
 4 Do, exercise 5 're, using 6 are, chatting  
 3 1 to go 2 to cook 3 to pursue 4 to trust 5 to wear  
 6 to invest 7 to ask 8 to book  
 4 1 has he? 2 ✓ 3 don't you? 4 is there?  
 5 ✓ 6 am I?  
 5 1 used to play 2 used to come 3 used to enjoy  
 4 didn't use to practise 5 didn't use to listen 6 used to watch  
 6 1 Oleg and Alex never go on that website.  
 2 My sister is always on social media.  
 3 Do they chat three times a week?  
 4 I don't usually stream films.

### Unit 1 page 61

- 1 1 It had belonged to my aunt. 2 She hadn't done the work.  
 3 It hadn't rained for weeks. 4 He had dropped it again.  
 5 We had lost the match. 6 I had fallen asleep at home.  
 7 What had she found? 8 Had they got lost?  
 2 1 drank 2 'd heard 3 hadn't spoken 4 didn't have  
 5 had left 6 played 7 hadn't visited 8 saw  
 3 1 hadn't climbed 2 were eating 3 ran 4 had used  
 5 Did you see 6 wasn't smiling  
 4 1 came across 2 were 3 'd been 4 had opened  
 5 looked 6 found 7 didn't recognise 8 was looking  
 9 came 10 said 11 moved  
 5 1 that, time 2 before 3 meanwhile 4 as, end

### Unit 2 page 62

- 1 1 've been reading 2 has lost 3 've been waiting  
 4 's been playing 5 've joined 6 've bought  
 2 1 've been learning, since 2 've known, for  
 3 haven't been listening, for 4 hasn't heard, since  
 5 Have you been standing, for 6 Has Martina had, since  
 7 's been getting ready, for 8 's loved, since  
 3 1 haven't enjoyed 2 started 3 've taken up  
 4 found 5 ✓  
 4 1 Although the sun was shining, it wasn't very warm.  
 2 He didn't get the job though he had all the necessary qualifications.  
 3 In spite of the law, people continue to use mobile phones while driving.  
 4 Despite having a headache, I had a great birthday.

- 5 1 However, I learned a lot from it. 2 although we weren't sure. 3 In contrast, it felt cold outside.  
 4 whereas my friend studied Italian there.

### Unit 3 page 63

- 1 1 Because of 2 because / as / since 3 because of  
 4 Because / As / Since 5 Because of  
 2 1 Because of Mai's absence from school, she didn't understand the lessons.  
 2 My mother couldn't sleep last night because of her awful headache.  
 3 Since my bike broke out, I had to take the bus to work.  
 4 Nam walked so slowly because of his hurt leg.  
 5 Because of the heavy snow, I couldn't go to school on time.  
 3 1 Is Lily going to buy those trainers?  
 2 Danny is getting married next month.  
 3 They won't enjoy that new film.  
 4 There isn't a Math exam at 9 a.m. next Friday.  
 5 John isn't visiting his family this Saturday.  
 6 Does the bus arrive in Manchester at 5.30?  
 4 1 's going to start 2 won't like 3 'll phone 4 're going to plan  
 5 will live 6 isn't going to watch  
 5 1 starts 2 'm meeting 3 leaves  
 4 are you coming 5 are you doing  
 6 1 This car isn't only great but also convenient.  
 2 I bought a new coat as well as a pair of jeans.  
 3 This jacket is available in both blue and red.  
 4 I went to the shops and played football, too.  
 5 This hat is not only cheap but also practical.  
 6 She often buys shoes as well as bags.

### Unit 4 page 64

- 1 1 must 2 may 3 must 4 can't 5 might  
 6 could  
 2 1 couldn't find 2 can play / 's able to play 3 could swim  
 4 can't understand 5 won't be able to walk  
 3 1 could 2 couldn't 3 can't 4 can 5 be able to  
 6 Will, be able to  
 4 1 Jennifer has to do an exam later.  
 2 Vadim should concentrate more in class.  
 3 Do we have to read this for our homework?  
 4 You must improve your fitness.  
 5 We mustn't run in the corridors at school.  
 5 1 doesn't have to 2 have to 3 shouldn't  
 4 should 5 must 6 mustn't

### Unit 5 page 65

- 1 1 to visit 2 studying 3 to walk 4 to find  
 5 becoming 6 Watching  
 2 1 designing products 2 to explore new places  
 3 to go to the new museum soon 4 inventing things  
 5 to do the maths exercise 6 using the microscope  
 3 1 I wouldn't be afraid if I met an alien.  
 2 If you mix red and blue, it makes purple.  
 3 They won't produce that new invention unless it's cheap.  
 4 If he spoke German, he would spend a year working there.  
 5 If you saw a meteor, what would you do?

4 1 could 2 afforded 3 would 4 cleared 5 could

5 1 as soon as 2 as soon as 3 when 4 after  
5 until

- 5 1 The travel guide suggested exploring the original features of Tết when in Việt Nam.  
2 The coach suggested focusing on improving soft skills during the training course.  
3 Her doctor suggested exercising regularly for better health and longer life.  
4 Professional public speakers suggested rehearsing the speech many times before speech delivery.  
5 The manager suggested implementing a new strategy to increase productivity.

## Unit 6 page 66

1 1 himself 2 yourselves 3 themselves 4 yourself  
5 herself 6 ourselves 7 itself 8 myself

2 1 yourself 2 ourselves 3 myself 4 itself  
5 themselves 6 himself 7 herself

3 1 D 2 ND 3 ND 4 D 5 ND

4 1 who 2 whose 3 where 4 who's 5 which  
6 whose 7 which 8 where

- 5 1 We're introverts, but we like socialising.  
2 Megan studied medicine so that she could become a doctor.  
3 I didn't understand so I asked my teacher.  
4 He's hungry because he hasn't eaten.

## Unit 7 page 67

1 1 so 2 such 3 so 4 such 5 so

- 2 1 It was such beautiful weather that we decided to have a picnic in the park.  
2 The puzzle was so challenging that even the experienced players struggled to solve it.  
3 It was such shocking news that it left everyone in the room speechless.  
4 The artist is so skilled that her paintings always receive praise and admiration.  
5 It was such a high mountain that it took us hours to reach the summit.

3 1 isn't 2 will be 3 aren't 4 weren't 5 be  
6 will be / won't be

4 1 will be opened 2 was discovered 3 are sold  
4 was restored 5 is given 6 will be written

5 1 will it be built 2 are they grown 3 was it destroyed 4 has it been stolen 5 is it cleaned

6 1 inside 2 across 3 up 4 there

## Unit 8 page 68

1 1 could run 2 'd taken 3 weren't coming  
4 had to find 5 hadn't broken 6 had to catch  
7 would explain 8 felt

2 1 told, had been 2 told, 'd 3 said, 'd 4 said, was  
5 told, had to 6 told, could 7 said, enjoyed

3 1 if we wanted any help 2 why I was running  
3 if I had told the police 4 what we were going to do  
5 if I could look for the camera

4 1 play 2 to cook 3 not to talk 4 watch  
5 not to wake up



# Student Book audio scripts

## Starter unit

Page 8 Exercises 2 and 3 1.03

**Z = Zoe, G = Grandma**

**Z** Hi, Grandma. Are you still watching that? Wow, you really love golf, don't you?

**G** I do love golf, sweetheart, especially on this TV.

**Z** It's HD, Grandma. The picture's great, isn't it?

**G** HD?

**Z** Yes, you know, high definition.

**G** Ah! Yes, it's amazing. You know that TV didn't use to have colour pictures. My first TV was black and white. And we didn't have remote controls, you know.

**Z** How did you use to change the channel?!

**G** We used to stand up and walk to the TV! Just imagine.

Although there only used to be three channels. There wasn't any satellite TV.

**Z** Wow! And I know you like using Skype. I guess that didn't exist when you were younger, did it?

**G** Oh no, no. But I think video calling is wonderful.

**Z** We're very lucky now, aren't we? I imagine that life used to be more difficult without all this technology.

**G** Not really. Just different. ... We didn't have GPS, for example, so we used to use real maps more, and most people your age can't do that now!

**Z** Do you think people used to have more skills?

**G** No, I mean we had different skills. Like reading maps, and doing maths in our heads because we didn't use calculators. And you've got things like spellcheckers now, and there are apps for everything. People don't need to think so much now, do they?

**Z** Well, we still have some skills. I can make coffee you know. There isn't an app for that. Would you like one?

**G** I'd love a cup of coffee. Thanks, Zoe.

**Z** No problem.

## Unit 1

Page 11 Exercise 3 1.04

**O = Olivia, T = Tegan, D = Daniel, R = Rob, S = Sam, K = Kaitlin**

**1**

**O** What can you remember about your last birthday?

**T** Ooh. Let me think. Actually, I'm not sure if I can remember anything.

**O** Really? Why not?

**T** Well maybe I didn't do anything. I honestly can't remember! What about you?

**O** I can remember mine. I had a great time!

**T** Nice! What did you do?

**O** I went out for pizza with my friends. You were there, Tegan! Remember?

**T** Oh yes.

**2**

**D** Do you keep souvenirs of places that you visit?

**R** Yes, I do. This is my favourite. I carry it everywhere with me.

**D** What is it?

**R** It's a shark tooth.

**D** Ooh cool! What's the story behind that?

**R** Well, believe it or not, it's from a massive shark which I caught when I was fishing in Australia.

**D** You're kidding!

**R** Yes, I'm kidding. It's just plastic. I bought it in a shop when I was on holiday.

**3**

**S** Do you frame photos to remind you of special events?

**K** Mm, not really, they're all on my phone, though.

**S** ... You've got loads on here! ... What's this one?!

**K** Oh no ...

**S** Is this you?!

**K** Yes, that's me.

**S** What were you wearing?!

**K** It was supposed to be a carrot costume, for a school assembly in Year 4.

**S** That's hilarious!

**K** OK, OK, I was only a kid!

Page 14 Exercise 3 1.07

**A = Amy, E = Eric**

**A** Hi, I'm Amy,

**E** and I'm Eric.

**A** And this is our second podcast about time capsules. Last week we gave you some tips. This week we want to talk about some real time capsules.

**E** Let's start with the Boston time capsule, because it's the oldest and it's an interesting story.

Page 14 Exercise 4 1.08

**A = Amy, E = Eric**

**A** Hi, I'm Amy,

**E** and I'm Eric.

**A** and this is our second podcast about time capsules. Last week we gave you some tips. This week we want to talk about some real time capsules.

**E** Let's start with the Boston time capsule, because it's the oldest and it's an interesting story.

**A** Yes, some builders came across this one in 2015. The workers were repairing a historic building when they found a metal box hidden inside the walls. Two men had left it there over two hundred and twenty years ago.

**E** That's right. So some experts opened the box, VERY carefully, because it contained fragile documents.

Also inside, there were some unusual coins, a medal, some newspapers from 1795, and some really interesting historic documents. All in amazingly good condition.

**A** Those coins will be pretty valuable now!

**E** Let's look at another one from the USA – but this one is a bit bigger.

**A** Yes, it's enormous. It's in Georgia, and it's called the Crypt of Civilisation. People call it the first modern time capsule.

**E** It's really a room – a waterproof room with a massive metal door. The idea for it came from a university president in the 1930s. He wanted future civilisation to have information about us. The opening date is the year 8113.

**A** That's a long, long time.

**E** It certainly is. They finished building the crypt in 1940. The things in the room were ordinary objects in 1940, like typewriters and radios. But looking at the pictures, some of them look very old-fashioned now!

**A** I know, look at this toaster!

Page 16 **Exercises 2 and 3** 1.09

**Theo**

Have I told you about the time I got my first bicycle? It was the day of my tenth birthday. When I got home from school, I saw a beautiful brand new bike in the living room. I remember feeling really excited! I've got an older brother, you see, so I always got his old bicycles when he was too big for them. It was the same with clothes. I didn't have many things which were fashionable or brand new.

Anyway, the first thing I did was to go outside and try out my new bike. All my family came out into the street, and they were watching me. The problem was, the bike was quite big, and it wasn't easy to ride. And then, twenty metres down the road ... I fell off!

What a disaster! There I was, all dirty and crying, and my brand new bike was damaged. I used to be quite a tough kid, but I was upset and embarrassed. And that's it! All in all it wasn't a great experience. Luckily, nobody took any photos!

**Unit 2**

Page 18 **Exercise 3** 1.10

**N = Neil, J = Joelle, O = Olivia, T = Theo**

**N** Joelle, how good are you at making decisions?

**J** I'm not sure. I mean, I can make decisions, but I prefer to put things off, especially if it's something difficult, like making arrangements with friends. I guess I'm someone who likes to keep my options open.

**N** Olivia, are you a decisive person?

**O** Yes, definitely. I'm someone who sticks with my decisions. For example, I'm pretty good at buying presents, because I always know what I want to get before I go into the shop. I'm quite an organised person, and I like to get on with things as soon as I can, so I can tick them off my list!

**N** Theo, how good are you at making decisions?

**T** I'm pretty indecisive! For example, ordering food at a restaurant ... I can NEVER decide what I want! I'm no good at shopping either. I go to every shop to see what they've got, and then I can't make up my mind after seeing so many different options. Making decisions just isn't something I enjoy!

Page 22 **Exercises 3 and 4** 1.12

**TY = Transition Year coordinator, J = Joey, R = Rita, M = Martin, L = Laura**

**1**

**TY** How's Transition Year going for you, Joey?

**J** Good, so far, thanks. I've already had the chance to do a few interesting things.

**TY** Yes? What have you enjoyed most so far?

**J** I'd say it was definitely the week at the outdoor activity centre.

**TY** The outdoor activities. Yeah, they're good, aren't they?

**J** Really good. I think I gained a lot of confidence when I was there. I was really nervous about things like kayaking, but in the end I really got into it. We did a lot of activities in teams,

and that helped us get to know each other better and learn to trust each other. I thought that was really good. We had a real laugh with the teachers, too.

**2**

**TY** So, Rita. How's Transition Year going for you? Have you done any work experience yet?

**R** Yes, I've done one of my weeks, and I've organised another week in June.

**TY** Oh yes, that's right – you've just finished working at the dentist's. How was that?

**R** Pretty good actually. I learned about all of the instruments and helped with X-rays and mixing stuff. It was cool.

**TY** So, do you think you might study to be a dentist?

**R** I don't know. I haven't decided on my subjects for 5<sup>th</sup> year yet.

**TY** Well, you can take your time and try out some of the subjects before you decide.

**R** Yeah, I will.

**3**

**TY** Hi Martin, Laura. You're getting ready for your trip to India. How are the preparations going?

**M** Good, thanks. We've already raised over a thousand Euros.

**L** We need about another thousand for the flights and stuff.

**TY** Great! When are you hoping to go out to India?

**L** February maybe.

**M** We still haven't got the exact dates.

**TY** You know, two boys in fifth year did that same project last year. You should get in touch with them.

**M** We already have! We got together with them a few weeks ago and they told us all about their experience.

**L** We'll be working with children like they did, hopefully.

**TY** Great. And have you made any decisions about next year?

**M** No, I haven't decided anything.

**TY** And you, Laura?

**L** Yes. I decided my subjects a long time ago. And in the future, I might get involved with charity work. I've really enjoyed that.

Page 24 **Exercises 1 and 2** 1.13

**L = Liam, R = Rosa**

**L** Hey, Rosa. What are you up to?

**R** Oh, I'm still trying to choose my last two subjects for fifth year.

**L** Seriously? Haven't you done that yet? There's not much time left.

**R** I know. I've been thinking about it for ages, but I can't make up my mind.

**L** OK. What are your options?

**R** Well, I've just chosen German, but I don't know whether to do business or art. Which do you reckon is best?

**L** It's up to you, Rosa. They're totally different subjects.

**R** Yes, I know. I'm in two minds. The good thing about art is that I know I enjoy it, but then business is probably more useful. So, I'm sort of leaning towards business.

**L** Have you thought of speaking to Mr Bartley about this? He gave me some really good advice.

**R** Good idea! Thanks, Liam.

**L** No problem.



**V = Victoria, M = Michael**

**V** Michael, have you decided which festival you want to go to yet?

**M** Mmm, I'm in two minds. I think we should go to Longitude or The Electric Picnic. But I can't decide between the two!

**V** We can't put it off any longer; we need to get tickets. And we don't have enough money to go to both.

**M** I know. Which do you reckon is best?

**V** Right, well, The Electric Picnic's for older people, I reckon, and it's massive – almost too big. I like the idea of Longitude 'cos it's more alternative.

**M** That's true, but then it always rains at Longitude. And the good thing about The Electric Picnic is that it's much nearer.

**V** Hmm, I suppose so. But you know that my friend Lily is driving to Longitude and she's got two spaces in her car. Have you considered that?

**M** Lily is going to Longitude? Seriously? Right, that's it. I've made up my mind. If it's good enough for Lily, it's good enough for me.

**V** Oh good. I'm glad we've sorted that out.

## Progress review 1

**D = Diane, M = Mike**

**D** After the latest information on the sale of one of Europe's largest car makers, we now move to a sale of a different type. And it's over to our north of England correspondent, Mike Carter. Hello Mike.

**M** Good morning, Diane. I'm standing outside the auction house here on Teesside. There are a lot of people leaving the place after the sale of an important collection.

**D** When you say 'collection' people usually think about a collection of valuable paintings or rare books, but that's not the case today, is it?

**M** No. Today we saw the sale of a big collection of toys – these were mostly rare Action Man toys.

**D** Who did they belong to?

**M** Well, they belonged to an 88-year-old man called Doug Carpenter. In the 1970s and 1980s he had worked for a popular toy company called Palitoy. While he was working for the company he kept some of the products – he was allowed to.

**D** So why was his collection so special?

**M** Well, all the toys were unused and they had been kept safely in their boxes in a room at the top of his house. Both the toys and the boxes were completely undamaged and some of the boxes, in particular, were very rare. A small number of boxes were empty, but they were still valuable – one box sold for £160.

**D** £160 for an empty box?

**M** But the most valuable thing today was a set of Action Man sports clothes. Someone paid £6,480 for the set – it was a rare judo outfit. It was unused and in a special box.

**D** Wow, £6,480 for Action Man clothes. Perhaps, it isn't always a good idea to throw away your old or useless things. Thank you, Mike.

**T = Teacher, V = Victoria, M = Mark, E = Ellie****1**

**T** Hi Victoria! How have you found your first afternoon here at the school?

**V** Well, I was very nervous at first, because I haven't helped in a school before and I've never got involved with working with children. So I found the first hour a bit difficult.

**T** I see.

**V** But when I got the chance to read some stories to a group of children – I really got into it!

**T** Fantastic!

**V** I haven't completely got used to reading stories like a teacher – but I enjoyed it a lot! I can't wait for next week.

**2**

**T** Hello, Mark. How has the afternoon been for you?

**M** I've found it all really interesting here at the school. It's been great so far.

**T** That's good. What's been the best thing?

**M** Well – in the break time, I got together with Dan – he's doing community work here too, and we organised a football match with the children in the playground.

**T** That sounds fun. Did you get to know Dan here?

**M** No, he's a friend from my secondary school.

**3**

**T** Hi, Ellie. Have you enjoyed your first visit here?

**E** Yes, I've really enjoyed helping the children – except for the painting activity!

**T** Oh, why was that?

**E** Well, the school told me that I needed to do painting with the children. So I got ready for it – I'm wearing old clothes.

**T** Good idea!

**E** Well ... the children really got into it! And they put paint everywhere – all over me!

**T** Oh no!

**E** But it was a good afternoon overall.

## Unit 3

**N = Neil, S = Sam, T = Tegan, D = Daniel****1**

**N** Sam, what do you spend your money on?

**S** I haven't got loads of money. I spend it mostly on going out, I suppose. When I go out with friends, we might get a pizza or something in town. It's not worth spending a lot of money on clothes. If I get any money for my birthday, then I'll put it in the bank because I'm saving for a car. If money was no object, I'd get a nice red Ferrari, but that isn't going to happen.

**2**

**N** Tegan, do you like shopping?

**T** Yeah, I actually do like shopping, and if you look around, you can get some bargains in town. My one luxury is this pair of sunglasses. I spent quite a bit of money on them, so I hope they last me a while! This brand is really 'in' at the moment. Apart from clothes, I get make-up. I don't take any notice of advertisements for make-up, though, they're all the same.

**3**

**N** Daniel, what do you spend your money on?

**D** There's a big shopping centre near where I live, but most of the shops only sell expensive brands, so I can't afford anything there. I spend most of my money on games stuff – there is one shop in town where you can rent games, and they also buy and sell used games. The prices of new games are a bit of a rip-off. I can usually get things cheaper online.

**Page 34 Exercises 3 and 4 1.21**

Hello, and welcome to our tour. Shopping will be different in the future ...

Let's start here, on the street. One day soon you'll be walking along window shopping. The cameras in the shops will be watching you. The camera software will recognise how old you are, if you're a man or a woman, and what style of clothes you are wearing. Then the advertisements in the window will change. The advertisements will be specially for you. Ah, so you want to go in ... of course.

Welcome to the store. No, there aren't any shop assistants. Only robots which fill the shelves and take your shopping to the checkouts.

Stand in front of this screen and we'll scan your body. Good. Now we know what size you are. No, there aren't any changing rooms. Look at the screen – yes, you can see yourself in different clothes. Touch the screen to change the colour or size of the clothes. You won't need to try things on. Oh, good, you're going to buy a coat. Press this button. Your shopping will be at the checkout when you leave.

Are you buying a gift for a friend? Why not send it by drone? Drones operate in towns and cities. It's quick and convenient. Order a pair of shoes online now, and your friend will be wearing them in less than an hour.

You're leaving. You won't need any cards or cash. Just connect to the Wi-Fi on your phone to pay the robot. Thank you, and goodbye. We'll send you messages when there are special offers.

Now, time to go home. Your train leaves in ten minutes. Ah, you're cooking for friends tonight ... but you haven't got any food? No problem. There's a virtual store outside. Scan the bar codes of the food and we'll deliver it before you get home.

What's that? You're impressed with the technology of the future. Well, you won't be waiting for it long, I promise. Why? Because it already exists. See you at the shops ...

**Page 36 Exercises 1 and 3 1.22**

Hi. I'm Joelle, and today I'd like to talk to you about my favourite product: the book. I think you're really going to like it.

Let me start by showing you some great features of the book.

First of all, it's light and portable. As you can see, I can carry it easily with one hand. It's also quite tough. If you drop it, it won't break. Some other products, in contrast, are a bit more fragile.

Oh dear!

Another advantage is that books don't require any electricity or a charger, so you can use them anywhere, unlike e-readers and tablets, which can run out of battery.

It's also worth mentioning that books are very easy to share with friends.

Finally, one big advantage of books is that they're cheap – or even free! If you visit a place called a library, you can borrow one for up to a month. Now that's what I call good value!

So there you have it – the book. I think you'll agree that it's a great product. Get yours today!

## Unit 4

**Page 38 Exercises 3 and 4 1.24**

**K = Kaitlin, J = Joelle, S = Sam, T = Theo, O = Olivia, R = Rob**

### 1 Kaitlin and Joelle

**K** What kind of situations are stressful for you?

**J** Hmm ... What I find most stressful is being stuck in traffic. I hate it when I'm sitting on the bus and it's not moving and I just want to be at home.

**K** Really? I'm not that bothered by traffic. I just relax and read a book.

**J** Oh, I couldn't do that. There's nothing relaxing about being stuck in a traffic jam!

### 2 Sam and Theo

**S** What activities do you find most relaxing?

**T** I feel most relaxed when I'm at school and it's five minutes before an exam and I haven't revised.

**S** What?!

**T** I'm joking! What I find most relaxing is playing the piano. I really love it because when I'm playing, I don't think of anything else except music. It's great.

### 3 Olivia and Rob

**O** What is your most annoying habit?

**R** My most annoying habit? I'll show you – look.

**O** You snore!

**R** I REALLY snore. I suppose it's not exactly a habit because I can't stop it, but occasionally it is incredibly annoying, like if I stay at a friend's for a night. Once, I was camping and everybody on the campsite heard me. They weren't sure who it was though – in the morning people were asking me if I had heard it. Oops!

**O** Ugh, that's SO embarrassing!

**Page 42 Exercises 2 and 3 1.26**

**I = Instructor, A = Adult, B = Boy, D = Dentist, G = Girl, M = Mom, D = David**

**1**

**I** OK, everybody, we're going to speed up a bit now. Right, so following me and lift and stretch and lift and stretch and ... Kevin, that's a bit too fast actually; you can slow down just a little ... yes, no, keep going – OK, that's nice. Right, we're going to do 10 more of these and ... one and two and three and four and ...

**2**

**A** Hey! HEY! BE CAREFUL!! That was really dangerous.

**B** Sorry?

**A** You can't hear me, can you? Take off your headphones – that might help!

**B** Sorry? I couldn't hear you ... Oh, the headphones. Sorry, did I hit you?

**A** No, you didn't, but you should look where you're going. Honestly! You have to concentrate if you're on the road. That was crazy!

**B** OK, OK, calm down.

**A** Calm down? Yeah, well that's a bit difficult when you've just nearly killed me.

**B** OK I'm sorry.

**A** OK. You must be careful, though ...



3

- D Hello, Sophie. How are you?  
G Not bad. I don't really like coming to the dentist, though.  
D Ha, no, nobody likes coming here. Did you bring some music with you?  
G Yes, I did.  
D Oh good. Do you remember what I explained to you last time?  
G Oh yes, about music and what was it? Endorphins?  
D Endorphins, yes. When you listen to music which you like, it helps you to relax and your body makes those chemicals called endorphins which help to reduce pain. So hopefully you won't really feel this.  
G OK. Shall I put on my headphones, then?  
D Yes, then you can relax and I promise this won't take long.  
G OK, then.  
D Right. That's it. Comfortable?  
G Yes.  
D OK. Open wide for me, please ...

4

- M David!!  
D Oh hi, Mum. What do you think?  
M Erm, yes. You're improving. I think. One day, you'll be able to play the whole song!  
D Thanks! That really cheers me up. It's not easy.  
M No. I can hear that. You can't turn them down, can you?  
D No, Mum, sorry. You can't turn down drums.  
M Oh well. I'm glad you're happy. I'm not sure if the neighbours are happy, though.  
D No?  
M No. You don't have to practise all day every day, you know. You could have a break sometimes.  
D OK, Mum. I'll have a break.

Page 44 **Exercises 3 and 4** 🎧 1.29

**N = Ned, J = Jan**

- N What's up, Jan? You don't look too happy.  
J No, I'm feeling so fed up. I've just heard that we might have to move house.  
N No! Really? I'm sorry to hear that.  
J Yeah. My mum's got a new job, which is good, but it means we'll need to relocate. I can't believe it.  
N I can imagine. Where might you be moving?  
J To London.  
N London? Right. That's quite a long way. Look on the bright side, though – London is a really cool city. You'll be able to go and see Arsenal play!  
J Oh great!  
N And we could all come and visit you.  
J Yes, but I really like it here. I don't want to move.  
N I know. You must feel awful. But listen, it might not even happen. You just have to keep your fingers crossed and see. Things could still change.  
J You're right. Thanks, Ned. You've cheered me up a bit.  
N Good. Don't worry. Things will work out OK.

**Progress review 2**

Page 46 **Exercise 4** 🎧 1.30

**C = Customer, S = Shop assistant**

- C Hi, I'm interested in these jeans, but I'm in a bit of a hurry. I don't think that I'm going to have time to try them on. There are a lot of people waiting outside the changing rooms over there.

- S I see, ... well, we've got eighteen changing rooms altogether here in the store. There are some more upstairs on the second floor, so you could try going up there.  
C OK. Can you also tell me about returns? Just in case I don't have time to try them on.  
S Sure. If for any reason you get home and find that your jeans don't fit, return them to the store in twenty-one days – you'll need the receipt of course. We'll happily give you your money back or you can exchange them for a different size.  
C OK. Could I take the jeans back to one of your other shops? There's a shop nearer to my house.  
S Yes, that's fine ... You can take the jeans back to any of our shops around the country – there are forty-five other TopWear shops.  
C Great.  
S And one other thing. If you can't find the right size on the shelves, we can order it here at the checkout and we'll deliver it to your home address in less than seven working days. Or of course, you can order things online on our website too.  
C That's really helpful. You know ... mmm ... I think I'm going to buy the jeans – now that I know all about your returns policy.  
S That's great. Let me just scan the bar code. That's twenty-eight pounds.  
C OK. Here you are.  
S Thanks. .... Great .... Bye!

Page 48 **Exercise 11** 🎧 1.31

**SI = Swimming instructor, S = Swimmers, M = Martha, K = Katie, T = Teacher, J = Jack**

**Situation 1**

- SI Good afternoon, everybody! We've got a big swimming competition this weekend, so we have to train really hard today! We're going to practise the 200 metres first, OK? Can't wait to see what you can do! Ready?

S OK, sir. Yeah, we're ready.

SI Right! Ready, go!

SI Great start, everybody! Good ... Now, don't go too fast!

**Situation 2**

M I don't know what's the matter with you, Katie. You've been quiet all afternoon – just because you lost that basketball match!

K I just want to be on my own, Martha.

M You should just forget about the match and cheer up! We could have a bit of fun and play that new computer game, couldn't we?

K Well, I might start to feel better if you calm down and leave me alone for a bit!

**Situation 3**

T Thank you, Dan. That was great. Our play is going to be really good .... Now, Jack ... can you say your lines again?

J OK. Look! What's that over there in the distance? Can you see it? It looks like a monster, yes, a terrible monster! I'm starting to feel afraid.

T Yes, that's better than last time. But you should speed up and speak naturally. Can you try that again, please? A little faster this time!

T Please ... you must concentrate, everybody, and listen. Now, start, Jack ...

## Unit 5

### Page 50 Exercise 3 1.32

**N = Neil, Te = Tegan, D = Daniel, K = Kaitlin, Th = Theo**

**N** What's your favourite invention?

**Te** This is my favourite invention. It's hard to imagine life without a smartphone, really. I know that people survived for centuries without one of these, but now most people have got one. I always break my screen though – I think that someone needs to invent a screen that doesn't break.

**N** What do you think are the best and worst discoveries or inventions?

**D** Personally, I can't think of anything better than a bicycle. It gets you from A to B, it's quiet, it's clean, and it keeps you fit and healthy. And the worst? Well, I think it's a shame that someone ever invented social media. Some of my friends are obsessed with it, and would rather sit and check their messages than actually hang out together. That really annoys me.

**N** What do you think is the best discovery or invention?

**K** I think medicines, like penicillin and other antibiotics are at the top of my list. They have saved SO many lives. But there is still a lot to do. Scientists still need to develop cures or vaccines for illnesses which are still very common and very dangerous – like malaria.

**N** Which invention would you miss most at home?

**Th** In our house, I think the thing we'd miss most is the dishwasher. It's a great invention for saving time. I remember when our dishwasher wasn't working and my parents made me wash the dishes EVERY day.

### Page 54 Exercises 3 and 4 1.34

**L = Lucy, F = Frank, M = Mike, J = Jan**

**L** Hello! Welcome to the *What if ...?* podcast – our weekly look at your science questions. The questions are coming in fast, so let's see how many our experts can get through today. Where shall we start? ... Ah, here's an easy one: What will we do if the sun dies? Frank?

**F** Well, it will die, but we've got four or five billion years to think of an answer to that one. If theories are correct, the sun will then be about 30% hotter and the oceans won't exist. Earth will be a very different place, and if humans still exist, they'll probably be living on different planets by then.

**L** Mike, your turn. What about the guitar one?

**M** Yes, well as you know, space is a vacuum, and sound doesn't travel if there isn't any air. So if you played guitar in space, nobody would hear you.

**L** That's right, but if you were in the space station then people would hear you. Actually, there's a great video of an astronaut playing the guitar in the International Space Station. OK. Jan, you're our astronomer. What are the chances that a really big meteor will hit Earth?

**J** Well, we're probably safe for the next few hundred years. Astronomers observe any object which might come close, and occasionally there is a bit of a panic.

**L** Yes, when did that last happen?

**J** Well in 2015, a big meteor came very close to us.

**L** How big? And how close?

**J** Well, the meteor was three kilometres wide and it passed 4.6 million miles away from Earth.

**L** 4.6 million miles. Is that close?

**J** In space, 4.6 million miles is very close. And this thing was travelling at 65,000 kilometres an hour. If that had hit the

Earth, it would have destroyed a big area – probably the size of a small country.

**L** Well, I'm glad that it missed then! Next question. Frank?

**F** Yes, I like this one. Which species causes the most deaths? Now I know people will be thinking sharks and snakes and so on, but in fact, sharks only cause about five deaths a year. Surprisingly, cows are worse, causing over twenty deaths a year. But by far the most dangerous species is humans, in my opinion.

**L** Yes, I'm sure you're right, and on that happy note, let's have a commercial break ...

### Page 56 Exercises 2 and 3 1.36

Is space exploration a waste of money?

Well, I've got a few opinions about this. I know that some people think that space exploration is useful. I'm sure that scientists do some interesting experiments when they're up there in space, but do we really need to go into space to do those experiments? I doubt that it's really necessary. Surely scientists can do those experiments here on earth.

People also say that we need to explore and to find new places where humans can live. Well, in my opinion, it would be better if we tried to make Earth a better place. I don't believe that people really want to go and live on the moon or on Mars. When you think about it, that really wouldn't be much fun!

So as far as I can see, there isn't any reason to explore space and there's no doubt in my mind that it is a waste of money. I think that it would be better to spend the money on other things, like medicines or houses or clean energy.

## Unit 6

### Page 58 Exercises 3 and 4 2.02

**N = Neil, O = Olivia, T = Tegan, S = Sam, J = Joelle, D = Daniel, R = Rob**

#### 1 Olivia and Tegan

**N** How do you see yourself in a group?

**O** In our group, I'm more of an introvert. I hate being the centre of attention!

**T** I love it!

**O** Yeah, you're definitely the leader of the group!

**T** I suppose so. I'm an extrovert, so I'm happiest when I'm with a big group of people.

**O** I don't mind being with the group, but I just don't want to be the leader.

#### 2 Sam and Joelle

**N** Are you generally positive?

**S** Not really ... To be honest, I'm a bit of a pessimist. I tend to focus on the problems in life.

**J** I'm the opposite.

**S** Yeah, you are.

**J** I know bad things happen, but life is short, so why not enjoy it?

**S** I think that's why we're friends – she cheers me up when I'm worrying about something!

**J** And he reminds me to be sensible sometimes. I guess I tend to be a dreamer, otherwise.

#### 3 Daniel and Rob

**N** Do you prefer chilling out at home or being out and about?

**D** Well in summer, I'm definitely a nature-lover.

**R** Me too.



**D** Yeah, we spend most of the time at weekends at the park, or at the swimming pool.  
**R** In winter, I prefer to be indoors. It gets pretty cold here!  
**D** I'm the same. We're definitely couch potatoes when it's cold outside!  
**R** But I think that's fine. It's fun to watch TV or play video games together, I just wouldn't want to do it all the time.

Page 62 **Exercises 2 and 3** 2.04

**P = Presenter, J = Jane, A = Andy, C = Claire**

**P** So, we're at that time of year when students are planning their summer holidays. Many young people are looking for something a bit different. With me is Jane Anderson from Teen Zone. She's going to tell us about the benefits of some alternative summer programmes.

**J** Hi, Mick. Yes, it's good to do something that challenges you and pushes you to your limits. New experiences can help you find out more about yourself, and others. They also help you learn new skills.

**P** Are they suitable for everyone? Even people who aren't into group activities, or who aren't very independent?

**J** Absolutely. Everyone can benefit from these programmes because they all involve teamwork. And they're designed to develop personal skills like decision-making and responsibility.

**P** Right. Let's take some questions.

**A** Hello. I'm Andy. I'd like to know more about the tall-ship adventures. It sounds incredible, but I don't know much about sailing. That's something which I'm worried about.

**J** That's not a problem, even complete beginners can go on this course. There are adults on board whose job is to teach you all about sailing.

**A** And other than sailing, what else would we be doing?

**J** Good question! Well you would get involved in many different activities, such as cleaning the toilets, helping prepare food in the kitchen, and washing up! So people that apply must be hard-working. But you'll have a lot of fun too – don't worry!

**A** OK, thanks!

**P** Now let's take a question from our next caller.

**C** Hi. I'm Claire. I'm interested in the wildlife volunteer project. Do you need to have a lot of confidence? I'm a bit shy.

**J** Well, you'll be with people who have similar interests, so I think you'll soon make friends and become more confident. There are also evening activities which are designed for you to relax and socialise with the other volunteers, like film evenings, and night hikes.

**C** Oh, great. And do you know where the programmes take place? I'm an animal lover, and I want to do something to help the environment, but I don't want to travel too far.

**J** Well, there are programmes all over the world, from protecting dolphins in Costa Rica to releasing turtle hatchlings to the sea in Côn Đảo island, Việt Nam. But there are also options closer to home, in Andorra, Italy and Britain, for people who want to stay in Europe.

**C** That sounds brilliant! Thanks.

**P** Thanks for the advice, Jane. It's time for a quick break. Don't go away, there'll be more from us after this ...

Page 64 **Exercise 3** 2.07

**A = Adult, N = Ned**

**A** What kind of volunteering would you like to do, Ned?

**N** I'd like to do something that involves children. I think I'm good with children.

**A** OK ... Tell me about yourself. What type of person are you?

**N** Er ... I suppose I'm a people person. I'm easy-going and sociable.

**A** What would you say your strengths are?

**N** Let me see ... My strengths are that I'm reliable and ... well ... People say that I'm responsible.

**A** Tell me about a rewarding experience that you have had.

**N** Hmm ... That's a good question. Well, last year I went on a school exchange trip to France. I never used to feel very confident about speaking French, but there was one day when my friends and I got lost. I had to ask for directions in a shop, in French, and the shopkeeper understood what I said! I was able to follow his directions back to the hostel. That was really rewarding, and I have more confidence now.

**A** That's great. Would you like to help out at an after-school homework club? We could use a French speaker to help the younger students with their homework! It would just be an hour a week.

**N** Yes, I'd love that, thanks.

## Progress review 3

Page 66 **Exercise 4** 2.08

**P = Presenter, M = Mark**

**P** Welcome to *Science Weekly* and today we're looking at spacewalks. If you've seen any of the films about spacewalks in recent years, you'll probably remember some of the accidents or adventures that happened. But just how dangerous are spacewalks and what are the threats? We're going to find out from our guest, space scientist Mark Evans. Welcome, Mark!

**M** Hi! Well, most people believe that meteors are the biggest threat. But of course, with modern technology we can predict meteors. To be honest, the biggest threat comes from problems with the equipment.

**P** That's interesting.

**M** Yes, in recent years, the Italian astronaut, Luca Parmitano had a serious problem with his equipment on a spacewalk.

**P** Really?

**M** Yes. He was doing a walk from the International Space Station about 400 kilometres high above Earth when his space helmet began to fill with water. This was because something inside the helmet had broken.

**P** Oh no!

**M** The water didn't go away because of the zero-gravity, so Parmitano couldn't see at all. If he hadn't used his hands to feel his way back to the spacecraft door, he would have been in trouble.

**P** So was he OK in the end?

**M** Yes, yes. He was fine. In fact, problems like this are very rare and there have been no deaths on spacewalks since they first started in 1965.

**P** And would you like to go on a spacewalk?

**M** If I were younger, definitely! You get wonderful views – people think it's dark in space, but you can see the sun for some of the time. You can see a sunrise or sunset every forty-five minutes! Isn't that incredible?

**P** Amazing! Well, thank you for coming to talk to us today, Mark.

**M** Thank you.



**M = Matt, A = Amira, R = Rachel, S = Sam**

**M** Welcome to *The Friday Magazine* show with me Matt Hurley here at our Birmingham studio and Amira Patel in London. So today we're asking - what are the benefits of volunteering for young people? Now .... Amira has got a couple of student volunteers with her. So, over to you, Amira ...

**A** Thanks, Matt. Yes, I'm here with high school students, Rachel and Sam, who have both volunteered over the last year. So hello to you both.

**R** Hi there ...

**S** Hello.

**A** So, Rachel, tell us about your experience of volunteering.

**R** Well, I work at a day centre for older people - it's somewhere that they can go to meet people and have lunch. I volunteer there every Friday lunchtime.

**A** And how has volunteering benefited you? I think that people often say that volunteering can improve your confidence, for example.

**R** Well, I was already quite confident ... And I suppose I was fairly responsible, too.

**A** OK.

**R** But, you know, I used to be a bit quiet sometimes and volunteering at the day centre has really helped me to become more sociable. Yeah ... I definitely see myself as being much more sociable now.

**A** That's interesting. And what about you, Sam? Where do you volunteer?

**S** At my local zoo ... on a Saturday, you know, cleaning out and feeding the animals ... that sort of thing.

**A** Sounds fun!

**S** Well it is fun and I have enjoyed myself ... but it isn't easy ... You have to be extremely hardworking to be a volunteer at a place like a zoo. And it's a big responsibility looking after the animals - they don't always do what you want!

**A** And how have you benefited?

**S** Well, I think I've become more confident with looking after difficult animals.

**A** Well, thank you, Rachel and Sam, for telling us about your experiences.

**R and S** Goodbye! ...

## Unit 7

**N = Neil, T = Theo, O = Olivia, S = Sam**

**N** Theo, what's it like where you live?

**Th** My neighbourhood is very 'nice' ... There are lots of green spaces and plenty of playgrounds for children ... But there's nothing for us! Loads of young people live here, but there's a lack of leisure facilities. I think my town needs a skatepark and a cool music venue for concerts.

**N** Olivia, tell me about where you live.

**O** I live in a pretty ordinary suburb of the city. The main problem here is public transport. There are too few buses into the city centre and the last one is at 7 p.m. So if I go to a concert in the city, it's hard to get home. We could do with a better public transport system.

**N** Sam, do you like where you live?

**S** I live in the city centre. It's great for shopping or going out. There are a few bike lanes on the main streets, so I can cycle safely to a lot of places - that's cool. The main problem

here is that there are too many old, abandoned buildings, so there's graffiti everywhere. There aren't enough green spaces, either. I wish we could have something like the High Line, in New York.

**N** Kaitlin, what's your neighbourhood like?

**K** I live near a sports stadium - in fact I can see the pitch from my bedroom window! That's definitely the best thing about where I live. The downside of that is the noise, and there's too much heavy traffic, especially at weekends. Sometimes I think it'd be nicer to live in a nice, quiet suburb!

**I = Interviewer, Dr = Dr Simms**

**I** This week I'm in Leicester with archaeologist Dr Marion Simms. We're at the exact spot where the skeleton of King Richard III was unearthed on 4<sup>th</sup> February 2013. Dr Simms, can you explain how Richard was found here after five centuries?

**Dr** Richard III died at the Battle of Bosworth near Leicester on 22<sup>nd</sup> August 1485. He had been king for only two years when he was killed by a soldier, fighting with King Henry VII. We know that he was buried in Greyfriars Church in Leicester. But one hundred years later, this church was destroyed and with it, the location of Richard's grave.

**I** So why did archaeologists search here in the centre of Leicester?

**Dr** Historians found written descriptions of the location of the church. They realised that it was probably under the car park. Although the chances of finding Richard III were very small, they decided to excavate the site, and work started in August 2012. And they were extremely lucky. They quickly uncovered the old church, as well as a skeleton with battle injuries. The skeleton was removed and examined carefully.

**I** How was the skeleton identified?

**Dr** Firstly, the shape of the body gave them a clue. Richard had suffered from a serious back problem and he had died aged thirty-two. The skeleton was of a man in his early 30s with a back problem. Then the bones were dated to between 1455 and 1540. This corresponded to the date of Richard's death. Finally, DNA techniques confirmed his identity.

**I** Richard had no children, so how was that done?

**Dr** Two female descendants of Richard's sister were located. Their DNA was tested and it matched the DNA of the skeleton. Now the archaeologists were sure they had found the lost king. Imagine their excitement!

**I** Then, in March 2015, King Richard III was reburied in Leicester Cathedral, only a short distance from where we are standing. What an extraordinary story ...

These two pictures show the same neighbourhood of a city, but in different years. One is a black and white photo of the city many years ago, maybe in the 1960s. The other one is more modern. The area has been renovated and the old buildings have been destroyed and rebuilt. Only the church is the same.

In the first picture, there are a few cars in front of the church. It's hard to see, but I don't think there are any cafés or shops. There aren't any green spaces, just a large empty area. It looks like an industrial site, but I'm not sure.

By contrast, in this picture, there's a large park with trees. Lots of people are sitting around. Maybe it's the only park in this



part of the city. This could be a bicycle lane because I can't see any cars. In the first picture, the buildings are smaller, but here, they are tall and modern. They look like blocks of flats, or office blocks, maybe.

I prefer photo B because I think it's important to have green spaces in a city, and fewer cars!

## Unit 8

### Page 79 Exercises 3 and 4 2.16

**I = Interviewer, A = Amelia, H = Harry, S = Shri, L = Lilly**

#### 1 Amelia

**I** What are you scared of?

**A** Spiders. I can't even look at a picture of a spider. They're horrible.

**I** What about heights? Are you nervous about high places?

**A** No, not at all. I don't have a problem with heights.

#### 2 Harry

**I** What do you find scary?

**H** Hospitals are really scary. I get really nervous about visiting someone in hospital.

**I** What makes you happy?

**H** Happy? Mmm ... Music makes me happy. Listening to music.

#### 3 Shri

**I** Do you ever get nervous about things or situations?

**S** Oh, yes. I get really nervous when I'm in a small place.

**I** So caving isn't a sport that you want to try then?

**S** No way! I like being outside.

#### 4 Lilly

**I** What makes you happy?

**L** Lots of things. But my favourite is dancing. It makes me really happy.

**I** Are you scared of anything?

**L** I find roller coasters scary. All my friends love them, but I don't.

### Page 81 Exercise 3 2.18

I have been outside my home only three times in two months. I stop going out because it's scary. I have agoraphobia - a fear of open places. I have seen three different doctors, but they haven't found a solution to my problem. I took lots of medicine and went to therapy groups, but they didn't help. I am very depressed. Fortunately, I am now undergoing a new virtual reality treatment and I'm extremely enthusiastic. I can visit beaches, shopping centres and streets with my headset and computer. I'm getting better, and I hope to visit real places soon.

### Page 82 Exercises 3 and 4 2.21

**I = Interviewer, L = Laura, O = Owen, R = Rachel**

#### 1

**I** Laura, are you into sports?

**L** Yes. I love sport.

**I** And what sports do you do?

**L** Running and swimming, but my favourite is snowboarding.

**I** What do you like about it?

**L** I love going fast on the snow. It makes me feel free. It's awesome.

**I** It looks dangerous. Have you ever had an injury?

**L** Yes, I broke my wrist when I was a beginner. It wasn't very serious so I only spent one night in hospital.

#### 2

**I** What sports do you do, Owen?

**O** I go mountain biking with Tim, my friend. It's really exciting.

**I** Have you tried downhill biking?

**O** Yeah. It's awesome. My record for downhill is 32 kilometres per hour. Tim's is 37 kilometres per hour. He's crazy!

**I** Have you had any injuries?

**O** Nothing serious. Only cuts and bruises. I've been lucky.

**I** What about Tim? Has he broken any bones?

**O** No. He's only had a sprained ankle. He's been incredibly lucky.

#### 3

**I** What sports do you like, Rachel?

**R** Ice hockey. I play goalie in a team here in Edinburgh.

**I** Has your team ever won a game?

**R** Sure. We've won a few games.

**I** It looks dangerous. Have you ever broken any bones?

**R** No, you see, I wear all this protective gear. But I broke my ankle on the way to hockey training once. I fell off my bike!

**I** Was it serious?

**R** Yes. I had an operation and I was in hospital for ten days.

### Page 84 Exercises 1 and 2 2.22

**J = Joe, C = Chloe**

**J** Hey, Chloe! What's wrong? Are you OK?

**C** No. I've hurt my arm.

**J** How did you do it?

**C** I fell while I was skateboarding. I was going too fast and I couldn't stop. It's really painful.

**J** Let me see. Oh dear! You've got a bruise on your arm.

**C** Ouch! Don't touch. It really hurts.

**J** And your elbow's very red.

**C** Really?

**J** Can you move it?

**C** No, I can't move it at all. It's too painful. Do you think I've broken it?

**J** I don't know, but it doesn't look good. I think you should see a doctor.

**C** I'll call Mum and she can take me.

**J** Come on. Let's go over there and wait for her.

**C** Thanks, Joe.

## Progress review 4

### Page 86 Exercise 4 2.24

**W = Woman, M = Museum attendant**

**W** Hi. I was wondering if you could help me. Can you tell me about these new things at the museum?

**M** Yeah, sure. We're really pleased to have this hoard of treasure on display here. It was discovered recently in the town of Louth not far from here.

**W** Great.

**M** Yeah, it's interesting because it wasn't found by professional archaeologists, it was unearthed by a local man called Alan Smith, using a metal detector.

**W** A metal detector? That's exciting. And where exactly did he find it?

**M** Well, it was in a strange place ... it was located in the middle of field of potatoes on a big farm.

**W** Really? But who did it originally belong to?

**M** Well, the hoard was buried in the grave of an ancient ruler - we think it was buried about 1,500 years ago - so it all belonged to him. As you can see he was probably very

important because there's a beautiful gold necklace, two big bowls and also some weapons.

**W** So how did they take all the things out of the ground? It must be difficult.

**M** Well, the things were removed by a group of archaeologists.

**W** And are they valuable?

**M** Yes, they were examined by experts at the British Museum. The necklace is very well preserved and it is worth over £50,000.

**W** Cool. I'd like to find something like that!

**M** Yeah, me too!

**W** Have you got any more information?

**M** Yes, you should have a look at our leaflet about the hoard.

**W** Great. I'd like that.

**M** I'll get you one.

**W** Thanks.

Page 88 **Exercise 11**  **2.25**

**T = Teacher, G = Girls, E = Emma, C = Cara**

**T** OK, girls. Thanks for coming to the meeting. There's a bit of a problem this week. We've got a lot of injuries. There are enough players for a team on Thursday ... just! So ... am I right? Emma, Cara, Rachel, Ava, Yasmin and Louisa – are you OK to play?

**G** Yes, miss.

**T** OK, so that's six players. Now, I've had messages from some of the other girls and they can't play. Poor Hannah has burned her hand on a barbecue. The burn isn't too bad. I think she'll be better next week. Then, Safira, well ... I think she won't play volleyball for a few weeks. She's cut her finger badly on a knife.

**E** Oh dear. That sounds bad, miss.

**T** Yes, and Caitlin fell off a horse at the weekend ... onto her leg. The good news is that she hasn't broken her leg, but she is injured, and she can't play.

**C** Oh no ... she's our best player!

**T** Well, you're all good players! Now, poor Jennie – she's got a big bruise on her left shoulder from training. It's very painful, so she can't play. And Ella, you know she plays basketball, too, well she's sprained her ankle badly and she's injured her knee. So she's out of the team. And last of all, Aisha, she fell over in that match last Friday and she's got a bad cut on her right arm.

**E** Yeah, that was terrible ...

**T** So ... let's hope that there aren't any more injuries before the match on Thursday!

**G** Yes miss!





# Workbook audio scripts

## Unit 1

Page 10 Exercises 3 and 4 02

**P = Present, B = Bill**

**P** Today, we're talking to professional collector Bill Race. He buys and sells action figures. So ... Bill. When did you first start collecting things?

**B** I started collecting action figures when I was eleven. Sometimes I bought them with pocket money or they were presents.

**P** And ... who gave them to you?

**B** Well, my uncle was living in the United States and he sent me all the really popular Star Wars figures. I also began to collect comics at that time.

**P** So when did you start to sell things?

**B** I sold my first action figure when I was eighteen. It was a Batman figure. I sold it for £50, but I'd bought it for only £2. It was still in its original box. Never get rid of the boxes! Things are always more valuable in their boxes!

**P** Interesting! Have you got any other tips for young collectors?

**B** Remember, brand new things can sell for more money. A brand new and rare Luke Skywalker figure from the 1970s sold for 25,000 dollars recently.

**P** Wow! That's a lot!

**B** Of course, most people want to play with the figures, but people pay more for undamaged items. So, keep your figures in a tough container in a safe place. But don't worry if something is a bit damaged, it doesn't mean that it's worthless.

**P** That's good to know.

**B** Oh ... and don't get rid of the things you collect! Unpopular things can suddenly become popular.

**P** OK. What's your most important tip?

**B** Just enjoy collecting! And don't worry if things aren't fashionable now! I always collect the things I love. And who knows – they might even become fashionable in the future.

**P** Great! Thanks for coming on the programme, Bill.

## Unit 2

Page 16 Exercises 3 and 4 04

**T = Teacher, R = Rebecca, J = James, M = Marcus**

**1**

**T** Hello, Rebecca. How have you found your first year here at college and the subjects you chose to study?

**R** I've been happy here since I started and I'm pleased with my choice of subjects ... I haven't got bored with them so far!

**T** That's good to hear, Rebecca!

**R** Yes, my teachers are really good and they've helped me get into the lessons and get used to studying in a new environment. I've enjoyed drama more than anything!

**T** And have you got involved in anything else?

**R** Well, I've done some fantastic plays and concerts. It's been good to get together with other drama students outside class.

**2**

**T** Hi, James. Have you enjoyed your first year here?

**J** To be honest, I've found the transition from school to college quite difficult so far.

**T** Really?

**J** Yeah, at first I was pleased about getting the chance to study what I wanted.

**T** Yes ...

**J** But I haven't got a lot out of the subjects that I've chosen. I decided to do all science subjects and I'm not sure that was right for me.

**T** And what about life outside lessons?

**J** Well ... I've found it a bit difficult to get to know other students too ... but I've made a couple of good friends.

**3**

**T** Hello, Marcus. How has this first year been for you?

**M** Well, I found it hard when I first started ... and I nearly dropped out! But things soon got better!

**T** Good! What about your lessons?

**M** I've got a lot out of the science and engineering courses that I chose. I feel like I'm getting ready for the world of work.

**T** That's important.

**M** And the teachers have already helped us to get in touch with local businesses. I'm doing work experience this summer.

**T** That all sounds great.

## Unit 3

Page 22 Exercise 3 06

**E = Elliot, D = David**

**E** Hello?

**D** Hey Elliot! Are you still at the shopping centre?

**E** Yes, I'm in that new clothes shop.

**D** Ah! Perfect!

**E** Oh no ... What do you want me to do now?

**D** Well, you know I'm going to Natasha's party tomorrow evening ...?

**E** Yes ...

**D** Well, I've got a problem. I've just looked at my shirt and it's got a hole in the front!

**E** And don't tell me ... you want me to get you a new one.

**D** Well ...

**E** OK ... what size are you?

**D** Small. Can you get one that's ... 'good value' – you know not too expensive.

**E** I can't see any small ones. I'll have a look on the shelves for your size. But, look, nothing's cheap here or ... on special offer. It's all quite expensive.

**D** OK. OK. But I still want you to get me a shirt. I'll call back in five minutes.

Page 22 Exercise 4 07

**E = Elliot, D = David**

**E** Hello?

**D** Hi! How's it going?

**E** Well, there's good news and bad news. I've found a good shirt, but they've only got it in extra large!

**D** Great ...

**E** The good news is that I've ordered a small one for you. It's £25.

**D** But ... I'll have nothing to wear tomorrow ...

**E** It's all right. They're going to deliver it between 9.00 and 10.00 tomorrow morning. You can try it on at home.

**D** OK ...

**E** It's OK if it doesn't fit. You can return it to the shop. But you need to leave the label on.

**D** Right.

**E** If necessary, you can exchange it at the checkout on the first floor. But you must keep the receipt.

**D** I'm sure it'll fit. Thanks, Elliot!

**E** No problem!

## Unit 4

### Page 28 Exercises 3 and 4 09

**P = Present, K = Karen**

**P** Welcome to our weekly *Brain First* podcast. Today, we're going to hear from Dr Karen Lloyd about how learning a musical instrument can benefit your brain and mood. Welcome to the show.

**K** Thank you! We're going to look at three areas today: IQ and memory, concentration, and emotions. So, let's start with IQ and memory. Now, you may not know that playing an instrument like the piano is a very complex process and it uses nearly every part of your brain. It's actually the same as working out – but for your brain, not your body! Evidence suggests that learning a musical instrument may change the power and shape of parts of your brain. It can improve your memory and it could even increase your IQ.

**P** I'd certainly like to improve my memory.

**K** Another important area is concentration. When playing an instrument you read the music, and then change this information into hand movements – and you do this again and again. This can help to develop the part of the brain we use for concentration. If musicians didn't concentrate they wouldn't be able to play with other people.

**P** Could you explain that further?

**K** Well, if you turn on the radio and listen to classical music, you'll understand. You often hear the orchestra speed up or slow down, for example. If they're not concentrating, it can all go wrong!

**P** Ah yes ...

**K** Finally, your emotions are also affected. Learning to play an instrument helps people to express their feelings and this can reduce stress. You may notice that you calm down and relax while playing. Overall, learning an instrument has benefits for both the brain and mood. If you don't play one, you should think about learning.

**P** Well, I certainly am now. Thank you Dr Lloyd!

## Unit 5

### Page 34 Exercises 3 and 4 11

**P = Presenter, T = Tara, D = Dylan**

**P** Welcome to this week's *Science World*. Today we're going to hear from two students, Tara Edwards and Dylan Jones, about an unusual science lesson at their school.

**T** If you'd visited our school yesterday, you would have seen a surprising video in our science class. On the video, thousands of school students were having a science lesson from a new teacher. But the teacher wasn't in their

classroom, he was in space and he was travelling at 27,600 km an hour.

**D** Yes ... the new teacher was astronaut Tim Peake, who was on the International Space Station for six months. In a twenty-minute video call to planet Earth, he answered a lot of questions from students in classrooms across the UK.

**P** And what were the questions?

**D** One student, Matthew, was worried about threats to life on the Space Station and asked 'Is there a possibility of a meteor hitting the International Space Station?' Another student asked 'Why doesn't space have any gravity?' Surprisingly, there were no questions about aliens!

**T** After answering the questions, Tim also did some experiments with gravity. The students told the astronaut to do different things – like 'Turn around, touch your feet and drink some water' – and they could then see the effects of zero gravity on his body. He also removed his hands from the microphone and it floated and moved around in the air.

**D** Tim also explained about changes to the human body in space. The heart starts to beat more slowly in zero gravity and astronauts need to do two hours of exercise every day – usually running or cycling. If they didn't do any exercise, their hearts would get smaller.

**P** Thanks, Dylan and Tara. Around 300,000 students enjoyed having that science lesson with Tim! If you go to our radio station website, you'll find a link to a video of the lesson, so you can watch it at home.

## Unit 6

### Page 28 Exercises 3 and 4 13

**P = Presenter, Marie = M, C = Chris, E = Emma**

**P** Welcome to *In Your Area*. This week we're talking about work experience. I'd like to welcome Marie Bell, who is responsible for work experience programmes in the Oxford area. We'll also hear from two students, Chris and Emma. Hi, everyone.

**M, C and E** Hi.

**P** So, Marie, you're going to tell us about a particularly interesting work experience programme not far from here.

**M** Yes, that's right. We're lucky to be near the centre of the British Formula One motorsport industry.

**P** People call the area 'motorsport valley', don't they?

**M** That's right. And one of the Formula One companies, Williams, offers work experience to secondary school students. It benefits a number of young people each year, including Chris and Emma.

**C** Yes, we did a programme in July called 'Five days in the life of Williams' and it was really cool.

**E** We arrived early every morning and spent all day learning about the science and engineering behind Formula One cars. There was a lot of new information, so it was a challenging experience, but very rewarding too. I really enjoyed myself.

**P** How did you get a place on the programme?

**E** It's quite difficult. You have to do a phone interview and talk about yourself. And being good at maths is beneficial ...

**C** You need to be confident with numbers too.

**E** And very hard-working. It definitely isn't a programme for couch potatoes.

**P** What did you enjoy most about the work experience?

**C** I found it a very sociable experience. I liked that. We had to introduce ourselves to everyone on the first day and soon



became friends. It builds your confidence too – working with others on an important project.

**P** Well, it sounds like a fantastic programme, which can both challenge and reward students. Anything you'd like to add, Marie?

**M** Yes, students who want to apply for next year can find more information through the In Your Area website.

**P** Thank you all for joining us today.

## Unit 7

### Page 46 Exercises 4 and 5 15

**P = Presenter, K = Kate**

**P** And now over to our correspondent, Kate Ross, who's on the phone from Spain with news of an archaeological discovery. Good morning, Kate.

**K** Good morning from Tomares, where an incredible 600kg of ancient Roman coins have been unearthed by construction workers. The coins were accidentally found on 27<sup>th</sup> April while the workers were putting in new water pipes.

**P** Wow, 600kg of coins. And are they in good condition?

**K** Yes, the coins were preserved in nineteen large Roman jugs and ten of those were completely unbroken. They were found in a park and they were located just one metre under the ground.

**P** Amazing!

**K** Of course, the construction work stopped so that archaeologists from Seville museum could remove the jugs from the ground and carefully examine them.

**P** And can you tell us more about the Romans in this region?

**K** The Romans were in the Iberian Peninsula for around 600 years from 218 BC until the early 5<sup>th</sup> century. The coins have been dated to the third and fourth centuries because they show images of two Roman emperors – Maximian and Constantine. Interestingly, the coins were in very good condition because they were buried soon after they were made. And they could be worth several million euros! It is thought that the coins were kept to pay soldiers and other important workers in that part of the Roman Empire.

**P** And what's the future for the coins?

**K** A spokeswoman said that all the coins will be displayed at the museum in Seville, so visitors will be able to see the coins for themselves. It will certainly be an impressive sight.

**P** Thank you, Kate.

## Unit 8

### Page 52 Exercises 3 and 4 17

**R = Receptionist, Mi = Michael, T = Tony, Ma = May, J = Jill, P = Peter, S = Sally**

**1**

**R** Hello. Can I have your name please?

**M** Yes, it's Michael. Michael Baldini.

**R** And what happened to you?

**M** I was playing hockey earlier. I'm the goalie, and the ball hit me in the face. I wasn't wearing protective gear, and I've got this bruise on my eye.

**R** OK. The nurse will look at that.

**M** Thanks.

**2**

**R** Good afternoon. What's your name, please?

**T** Tony. Tony Davis.

**R** How can we help you?

**T** I've been outside today ... I was sitting in the sun for a long time.

**R** Oh dear. Are you burned?

**T** Yes. I burn easily. It's here ... on my shoulders.

**R** OK. I'll tell the nurse.

**T** Great.

**3**

**R** Hello. Can you give me your name?

**M** It's May. May Silva.

**R** And what can we do for you?

**M** It's my arm.

**R** OK.

**M** Well, actually, it's my wrist. I sprained my wrist yesterday. I was running for the bus when I fell over. It's a bad sprain.

**R** Perhaps the doctor should look at it.

**M** Thanks.

**4**

**R** Good afternoon. What's your name, please?

**J** Jill. Jill Riley.

**R** And how can I help you?

**J** I've broken my leg. I broke it last week. I was climbing in the mountains near here. It was quite a serious break and I was in hospital.

**R** OK.

**J** Well, it's hurting a lot again today.

**R** I'll ask the doctor to look at it.

**J** OK, thank you.

**5**

**R** Hello. What's your name?

**P** It's Peter. Peter Chan.

**R** What can I do to help you?

**P** Oh ... I've come about my leg. Well, it's my knees. I've cut my knees. I fell off my mountain bike.

**R** Right. I'll ask the nurse to look at them as soon as possible.

**P** Thanks.

**6**

**R** Hello there. Can you tell me your name, please?

**S** It's Sally. Sally Newman.

**R** And why are you here today?

**S** I've injured my finger badly. I closed my finger in a door and I think I've broken it. It could be a bad break.

**R** Mmm ... The doctor should look at that.

**S** Thanks.

## Cumulative review, Starter unit to Unit 2

### Page 56 Exercises 4 and 5 18

**S = Shop assistant, E = Emma**

**S** Have you ever used a camera before?

**E** Yeah, of course. I borrowed my brother's camera a lot ... that was before he broke it. But I've never come across one like this.

**S** Yes, not many people have seen this type of camera, it's brand new – it's only just come in. It's got an amazing zoom for a small camera and it's not very expensive.

**E** Oh, right, I see. That's good. It's quite small, isn't it?

**S** Yes, and light, too. It also comes inside a really tough bag, and you can carry it around in that, which is very useful.

**E** Good. Can you show me how to use it?

**S** Sure. As you can imagine, with all pieces of technology, you need to be quite careful with it. Don't forget to hold it like this – with your hand through the safety strap. The most

important thing is to avoid dropping it because you can break the screen at the back.

**E** Yeah, it's OK. I'm pretty good at looking after cameras or phones and ... I hardly ever break things. Now, where do you turn it on? You press that, don't you?

**S** Yes, press the button at the top on the right.

**E** Right ... And how do I take a picture?

**S** Well, to take photos use this black button here. Touch it once to focus and hold it down to take a photo. It's really easy to get used to.

**E** Cool! Well, thanks for showing me. I'll have a good think about it and I'll make up my mind. Perhaps I'll come back tomorrow.

**S** Great. Thank you.

## Cumulative review, Starter unit to Unit 4

### Page 57 Exercises 4 and 5 19

**P = Presenter, A = Adam**

**P** Welcome to *Customer Choice*, the radio programme for consumers. Today, we'll be looking at the future of something that many of you are wearing on your feet right now – sports shoes or trainers. Trainers are big business for producers and retailers. For example, one group of retailers sold more than ten million pairs of trainers last year in shopping centres across the UK. With me today is an expert on sports brands and sports marketing – Adam Khan. Welcome, Adam.

**A** Thank you.

**P** So what are the new things to look out for in the world of trainers?

**A** I think we'll see two important changes in the next twenty years. Firstly, the big companies will make more of their trainers from used materials. These will appeal to people who are worried about the environment.

**P** Ah yes!

**A** And we've seen this already. For example, last year, one large company made a new brand of trainer from recycled waste – this waste all came from the oceans. Each pair of trainers contained eleven plastic bottles!

**P** Wow! Fantastic! And what's the other big change?

**A** Some of the important companies are talking about using 3D printers to make trainers.

**P** 3D printers?

**A** Yes, the idea is that you go into a sports shop and the shop assistant scans your feet. Then the 3D printer in the shop makes a pair of trainers that fit perfectly!

**P** Cool! Amazing!

**A** This could reduce waste and also be good for the environment. You see, the shops won't have to get rid of the trainers on their shelves that they don't sell.

**P** Great!

**A** Of course, the plans for the 3D printers aren't going to happen soon – perhaps in fifteen years' time.

**P** OK ... well, it sounds like a wonderful idea. Thank you, Adam, for talking to us.

## Cumulative review, Starter unit to Unit 6

### Page 58 Exercises 4 and 5 20

**T = Teacher, D = David, M = Maya, S = Sophia**

**T** Hi David, Maya and Sophia. How's your project on the exploration of Mars? Is it going well?

**D** Yes, thanks. We've found a lot of useful information already.

**M** Yes, it's going really well.

**T** Great. Now ... I'm interested in hearing your opinions on this question.

**S** Oh yes ...

**T** If you had the chance, would you go on the first space flight to Mars? Remember it would take seven months to get there! You first, David.

**D** Mmm ... the first space flight to Mars. That's a good question! Well, I'm very interested in studying space exploration, ... but I think it would be a very challenging experience, especially the long journey – that would worry me. And to be honest, I'm not someone who's adventurous ... There's no doubt in my mind that you would need to be completely fearless. I'm a bit of a realist, and I know that it wouldn't be for me!

**T** And what about you, Maya?

**M** If you had asked me that question last year, I would have said 'No'. But I've been thinking more and more about space exploration and I believe that one day there really will be a flight to Mars and astronauts will explore the planet. When you think about it, someone would need to go ... And people say that I'm confident, and I consider myself to be pretty independent too ... plus I want to study something to do with space at university ... so it could be me. Yes, why not?

**T** Great! And you Sophia?

**S** It's hard to imagine travelling to Mars – the whole thing would be really stressful and also I'd be worried about what I would find on the planet. In my opinion, there would be a lot of dangers there, and if you think about it, there wouldn't be a big chance of you coming back. So, no!

**T** OK. Thanks.

## Cumulative review, Starter unit to Unit 8

### Page 59 Exercises 4 and 5 21

**P = Presenter, D = Daniella, W = Woman, M = Man**

**P** And one final piece of news ... Local people have been complaining about skateboarders in the city centre, and last night the local council decided to take action. They announced a plan to ban skateboarding in all public spaces in the centre of the city, including pedestrian walkways, bike lanes and car parks. Offenders may have to pay up to £100 if they are caught. A spokesperson for the council said that they had opened a large skatepark last year and skateboarders didn't need to go on the streets. So earlier we sent our reporter, Daniella Smith, onto the streets to ask people what they thought about this plan.

**D** Hello. What do you think about the plan to ban skateboarders from the city centre?

**M** Oh yes, I read about it online this morning. Skateboarding isn't really a big problem here and most skateboarders stop when people come along. So I'm not worried. Skateboarding is also good exercise – better than sitting at home!

**D** And what do you think about offenders paying £100?

**M** I think it's too harsh. And the police should stop real crimes like mugging or pickpocketing.

**D** Thank you. And on to the next person ... What is your opinion about banning skateboarders from public spaces here?



**W** As far as I can see it isn't such a bad idea. There are too many skateboarders in the city centre and they're annoying. A large skatepark was built last year with plenty of space in it, so they should go there.

**D** And what about paying £100?

**W** That's about right in my opinion, especially if they're caught more than once.

**D** OK. Thank you. And that's the end of my report on the streets.

**P** So that was Daniella earlier today. Now, we need to wait and see if skateboarding really will be banned.



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