

Keep it

**REAL!**

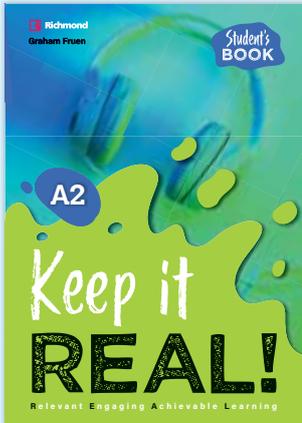
Keep it

**REAL!**

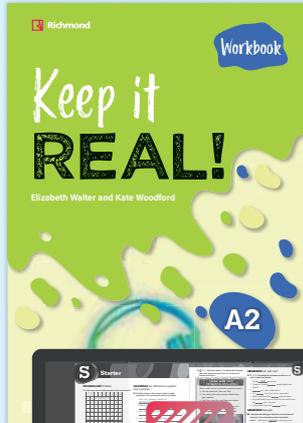
# Keep it REAL!

Everything you need to 'Keep it real!' in the class and at home.

## Student COMPONENTS



**Student's Book**



**Workbook  
and  
e-Workbook**

## Teacher COMPONENTS



**Teacher's Guide  
and  
Student's Book  
combined**

### Audio

**Video and animations**

**Keep moving! digital game**

**Extended practice**



**Richmond  
Learning  
Platform**

### Tests

**Worksheets**

**Scripts**

**Workbook answer key**



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# STUDENT'S BOOK CONTENTS

	LANGUAGE		SKILLS	
	VOCABULARY	GRAMMAR	READING	LISTENING
<b>Starter unit</b> p4	› Clothes › <i>be</i> : affirmative, negative and questions › <i>There is / There are</i> › Activities › <i>can</i> and <i>can't</i> › <i>have got</i>			
<b>Unit 1</b> <b>On screen</b> p9	› Types of film › <b>Vlog</b> › Adjectives to describe films	› Present simple › Adverbs and expressions of frequency › Present continuous › <b>Pronunciation:</b> Contractions › Present simple and present continuous › <b>Grammar animations</b>	› <i>Films or books?</i> › <b>Skill:</b> Understanding different opinions in a forum › <b>Word Power:</b> Film nouns	› <i>Be part of the action!</i> › <b>Skill:</b> Listening for key words
<b>Unit 2</b> <b>Good job!</b> p19	› Jobs around the home › <b>Vlog</b> › Jobs	› Past simple › <b>Pronunciation:</b> <i>-ed</i> endings › <i>be</i> : past simple › <i>could</i> and <i>couldn't</i> › <b>Grammar animations</b>	› <i>Amazing inventions</i> › <b>Skill:</b> Understanding the main idea of a text › <b>Word Power:</b> Compound nouns	› <i>Before they were famous</i> › <b>Skill:</b> Listening for specific details
<b>Unit 3</b> <b>Survival stories</b> p29	› Verbs and prepositions of movement › <b>Vlog</b> › Adjectives and adverbs	› Past continuous › <b>Pronunciation:</b> Sentence stress › Past simple and past continuous › Past time expressions › <b>Grammar animations</b>	› <i>An amazing rescue</i> › <b>Skill:</b> Understanding the sequence of events in a story › <b>Word Power:</b> <i>-er</i> noun ending	› <i>Jungle survival</i> › <b>Skill:</b> Listening for the main idea
<b>REVIEW UNITS 1-3 pp100-101</b>			<b>PROJECTS UNITS 1-3 pp106-107</b>	
<b>Unit 4</b> <b>Consumer society</b> p39	› Containers › <b>Vlog</b> › Money verbs	› Quantifiers: <i>some, any, (how) much, (how) many, a lot of</i> › <b>Pronunciation:</b> The letter <i>a</i> › Comparatives and superlatives; ( <i>not</i> ) <i>as ... as</i> › <b>Grammar animations</b>	› <i>Love food, hate waste!</i> › <b>Skill:</b> Using pictures to help understand a text › <b>Word Power:</b> Spotting the odd word out	› <i>Are you good with money?</i> › <b>Skill:</b> Listening for different ideas
<b>Unit 5</b> <b>I'm only human</b> p49	› The human body › <b>Vlog</b> › Health problems	› <i>will</i> and <i>won't</i> ; <i>may</i> › First conditional › <i>should</i> and <i>shouldn't</i> › <b>Pronunciation:</b> /ʊ/ and /u:/ › <b>Grammar animations</b>	› <i>Humans of the future</i> › <b>Skill:</b> Working out the meaning of new words › <b>Word Power:</b> <i>-ion</i> noun ending	› <i>If you don't rest, you won't get better</i> › <b>Skill:</b> Identifying the relationship between speakers
<b>Unit 6</b> <b>Special days</b> p59	› Party plans › <b>Pronunciation:</b> /ʃ/ › <b>Vlog</b> › Things for a camping trip	› <i>be going to</i> › <i>be going to</i> and <i>will</i> › Present continuous for future arrangements › Reflexive pronouns › <b>Grammar animations</b>	› <i>Birthday celebrations</i> › <b>Skill:</b> Scanning a web page for specific information › <b>Word Power:</b> Adverbs of certainty	› <i>A music festival</i> › <b>Skill:</b> Listening for specific information in a phone call
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<b>Unit 7</b> <b>Amazing adventures</b> p69	› Expressions with <i>get, go, make</i> and <i>take</i> › <b>Vlog</b> › Feelings	› Present perfect affirmative and negative › Present perfect questions; <i>ever</i> and <i>never</i> › <b>Pronunciation:</b> Sentence stress › <b>Grammar animations</b>	› <i>Pushing your limits</i> › <b>Skill:</b> Understanding paraphrased sentences › <b>Word Power:</b> Extreme adjectives	› <i>Have you ever felt scared?</i> › <b>Skill:</b> Predicting answers to questions and listening to check
<b>Unit 8</b> <b>You've got a friend in me</b> p79	› Relationships › <b>Vlog</b> › Kind acts	› Present perfect with <i>for</i> and <i>since</i> › Present perfect and past simple › <b>Pronunciation:</b> Present perfect and past simple › <b>Grammar animations</b>	› <i>A special friend</i> › <b>Skill:</b> Identifying correct and incorrect information › <b>Word Power:</b> Synonyms	› <i>Be kind!</i> › <b>Skill:</b> Listening for answers to <i>Wh</i> -questions
<b>Unit 9</b> <b>Changes</b> p89	› Life stages: nouns and adjectives › <b>Vlog</b> › School rules	› <i>used to</i> › <i>have to</i> and <i>don't have to</i> ; <i>must</i> and <i>mustn't</i> › <b>Pronunciation:</b> <i>must</i> and <i>mustn't</i> › Indefinite pronouns › <b>Grammar animations</b>	› <i>A life-changing decision</i> › <b>Skill:</b> Identifying the main topic of a paragraph › <b>Word Power:</b> Words to do with The Olympics	› <i>Different countries, different rules</i> › <b>Skill:</b> Listening for the answers to a quiz
<b>REVIEW UNITS 7-9 pp104-105</b>			<b>PROJECTS UNITS 7-9 pp110-111</b>	
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SPEAKING	WRITING	CULTURE	21 <sup>ST</sup> CENTURY SKILLS
<ul style="list-style-type: none"> <li>&gt; <i>It sounds scary!</i></li> <li>&gt; <b>Skill:</b> Making and responding to suggestions</li> <li>&gt; <b>Useful language:</b> Making and responding to suggestions</li> <li>&gt; <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>A film review</i></li> <li>&gt; <b>Skill:</b> Writing about my favourite film</li> <li>&gt; <b>Useful language:</b> Reviewing a film</li> <li>&gt; <b>Look!</b> Writing a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>Great British animation</i></li> <li>&gt; <b>Word Power:</b> Sequence adverbs</li> <li>&gt; <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li><b>FIND OUT</b> p10</li> <li><b>THINK CRITICALLY</b> p12</li> <li><b>COMPARE CULTURES</b> p17</li> <li><b>GET CREATIVE</b> p11</li> </ul>
<ul style="list-style-type: none"> <li>&gt; <i>When can you start?</i></li> <li>&gt; <b>Skill:</b> Taking part in a job interview</li> <li>&gt; <b>Useful language:</b> Asking and talking about skills and abilities</li> <li>&gt; <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>A biography</i></li> <li>&gt; <b>Skill:</b> Writing about a famous person</li> <li>&gt; <b>Useful language:</b> Writing about a person's life</li> <li>&gt; <b>Look!</b> Prepositions of time</li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>A famous writer</i></li> <li>&gt; <b>Word Power:</b> Crime words</li> <li>&gt; <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li><b>FIND OUT</b> p20</li> <li><b>THINK CRITICALLY</b> p19</li> <li><b>COMPARE CULTURES</b> p27</li> <li><b>GET CREATIVE</b> p20</li> </ul>
<ul style="list-style-type: none"> <li>&gt; <i>Guess what happened!</i></li> <li>&gt; <b>Skill:</b> Telling a story and reacting</li> <li>&gt; <b>Useful language:</b> Telling and reacting to a story</li> <li>&gt; <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>A narrative</i></li> <li>&gt; <b>Skill:</b> Writing a short story</li> <li>&gt; <b>Useful language:</b> Writing a story</li> <li>&gt; <b>Look!</b> <i>when, while, during</i></li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>Australia's dangerous animals</i></li> <li>&gt; <b>Word Power:</b> Australian animals</li> <li>&gt; <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li><b>FIND OUT</b> p30</li> <li><b>THINK CRITICALLY</b> p30</li> <li><b>COMPARE CULTURES</b> p34</li> <li><b>GET CREATIVE</b> p29</li> </ul>
<b>LITERATURE UNITS 1-3 pp112-113</b>			
<ul style="list-style-type: none"> <li>&gt; <i>Too much choice?</i></li> <li>&gt; <b>Skill:</b> Comparing advantages and disadvantages of products</li> <li>&gt; <b>Useful language:</b> Comparing products</li> <li>&gt; <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>A survey</i></li> <li>&gt; <b>Skill:</b> Writing a survey report</li> <li>&gt; <b>Useful language:</b> Survey results</li> <li>&gt; <b>Look!</b> Expressions of quantity</li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>Second-hand shopping in the UK</i></li> <li>&gt; <b>Word Power:</b> Matching definitions</li> <li>&gt; <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li><b>FIND OUT</b> p40</li> <li><b>THINK CRITICALLY</b> p43</li> <li><b>COMPARE CULTURES</b> p47</li> <li><b>GET CREATIVE</b> p41</li> </ul>
<ul style="list-style-type: none"> <li>&gt; <i>What should I do?</i></li> <li>&gt; <b>Skill:</b> Giving advice about a problem</li> <li>&gt; <b>Useful language:</b> Expressing concern and giving advice</li> <li>&gt; <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>A How to ... guide</i></li> <li>&gt; <b>Skill:</b> Writing a <i>How to ... guide</i> giving advice</li> <li>&gt; <b>Useful language:</b> Giving tips and advice</li> <li>&gt; <b>Look!</b> Imperatives</li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>Vegan Britain</i></li> <li>&gt; <b>Word Power:</b> Food groups</li> <li>&gt; <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li><b>FIND OUT</b> p50</li> <li><b>THINK CRITICALLY</b> p50</li> <li><b>COMPARE CULTURES</b> p57</li> <li><b>GET CREATIVE</b> p57</li> </ul>
<ul style="list-style-type: none"> <li>&gt; <i>A special occasion</i></li> <li>&gt; <b>Skill:</b> Asking for and offering help</li> <li>&gt; <b>Useful language:</b> Asking for, offering and accepting help</li> <li>&gt; <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>A thank-you letter</i></li> <li>&gt; <b>Skill:</b> Writing a letter to say thank you</li> <li>&gt; <b>Useful language:</b> Writing a thank-you letter</li> <li>&gt; <b>Look!</b> Preposition + <i>-ing</i></li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>Happy New Year!</i></li> <li>&gt; <b>Word Power:</b> Types of performer</li> <li>&gt; <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li><b>FIND OUT</b> p60</li> <li><b>THINK CRITICALLY</b> p67</li> <li><b>COMPARE CULTURES</b> p67</li> <li><b>GET CREATIVE</b> p64</li> </ul>
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<ul style="list-style-type: none"> <li>&gt; <i>Have you ever tried skydiving?</i></li> <li>&gt; <b>Skill:</b> Asking for information</li> <li>&gt; <b>Useful language:</b> Asking for and giving information</li> <li>&gt; <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>A blog post</i></li> <li>&gt; <b>Skill:</b> Writing a blog post about a school trip</li> <li>&gt; <b>Useful language:</b> Describing things you've done</li> <li>&gt; <b>Look!</b> <i>so</i> and <i>such</i></li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>Tourism in New Zealand</i></li> <li>&gt; <b>Word Power:</b> Extreme sports</li> <li>&gt; <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li><b>FIND OUT</b> p70</li> <li><b>THINK CRITICALLY</b> p70</li> <li><b>COMPARE CULTURES</b> p77</li> <li><b>GET CREATIVE</b> p77</li> </ul>
<ul style="list-style-type: none"> <li>&gt; <i>Come on, it'll be fun!</i></li> <li>&gt; <b>Skill:</b> Persuading someone</li> <li>&gt; <b>Useful language:</b> Persuading and responding</li> <li>&gt; <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>A description of a friend</i></li> <li>&gt; <b>Skill:</b> Writing a description of your best friend</li> <li>&gt; <b>Useful language:</b> Describing someone you know well</li> <li>&gt; <b>Look!</b> Adjective order</li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>The Story of Comic Relief</i></li> <li>&gt; <b>Word Power:</b> Matching words with definitions</li> <li>&gt; <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li><b>FIND OUT</b> p80</li> <li><b>THINK CRITICALLY</b> p80</li> <li><b>COMPARE CULTURES</b> p87</li> <li><b>GET CREATIVE</b> p87</li> </ul>
<ul style="list-style-type: none"> <li>&gt; <i>A school exchange</i></li> <li>&gt; <b>Skill:</b> Talking about rules</li> <li>&gt; <b>Useful language:</b> Talking about rules</li> <li>&gt; <b>Keep moving!</b></li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>An email</i></li> <li>&gt; <b>Skill:</b> Writing an email to someone visiting your country</li> <li>&gt; <b>Useful language:</b> Giving information</li> <li>&gt; <b>Look!</b> Opinion adverbs</li> </ul>	<ul style="list-style-type: none"> <li>&gt; <i>Multicultural USA</i></li> <li>&gt; <b>Word Power:</b> Language suffixes</li> <li>&gt; <b>Culture video</b></li> </ul>	<ul style="list-style-type: none"> <li><b>FIND OUT</b> p90</li> <li><b>THINK CRITICALLY</b> p90</li> <li><b>COMPARE CULTURES</b> p97</li> <li><b>GET CREATIVE</b> p94</li> </ul>
<b>LITERATURE UNITS 7-9 pp116-117</b>			

# Welcome to **KEEP IT REAL!**

**Keep it real!** is the ideal 6-level secondary course for today's mixed-ability classes, with its flexible blend of dynamic video and digital content, easy-to-use classroom materials, and focus on developing communicative competence and 21st Century skills.

**Keep it real!** thoroughly develops students' grammar, vocabulary and pronunciation and provides manageable skills development opportunities, including a focus on culture. Optional sections contain project-based work, literature lessons based on extracts from the **Richmond Readers**, and exams lessons that practise common exam tasks.

**Keep it real!** has a full range of print and digital components including:

**Student's Book**

**Workbook and e-Workbook**

**Teacher's Guide** with Student's Book interleaved pages

**Teacher's resources** including worksheets and tests

**Teacher's audio, video and animated material** as MP3 and MP4 download

**Teacher's iBook** for interactive whiteboards

**Richmond Learning Platform**

with extended practice activities, assignable and trackable tests and complete teacher's resources

## KEY FEATURES

Each *Keep it real!* unit has a number of key features which make the course engaging and unique:

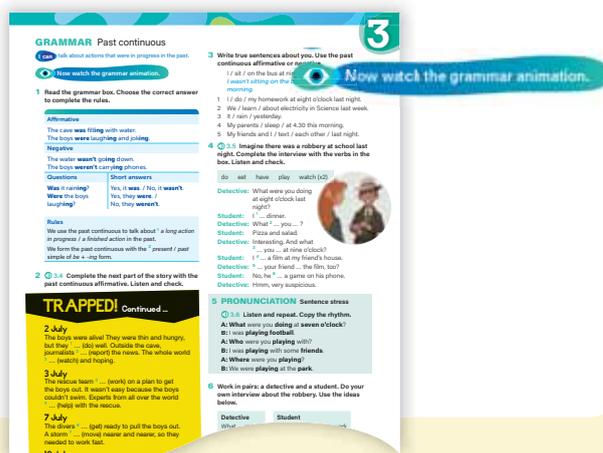
### Vocabulary opener pages with vlogs

A focus on vocabulary at the start of each unit with an optional vlog where real vloggers are used in authentic contexts.



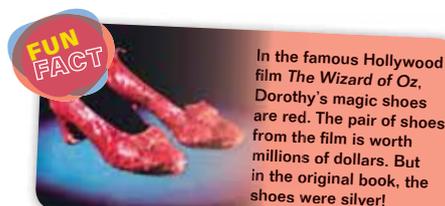
### Accessible grammar with animated presentations

Simple, effective grammar lessons with animated grammar presentations.



### Fun facts

Regular 'fun fact' feature offers fun and interesting information to arouse curiosity.



**Fast finisher**

An optional Fast finisher extension activity at the end of each lesson to keep students busy.

**FAST FINISHER**

Write about your partner's answers to the questionnaire. *Yolanda likes comedies and fantasy films. She ...*

**FAST FINISHER**

Write a post for the forum on page 10. Give your opinion on the question: *Are films better than books?*

**Keep talking! speaking lessons with Keep moving! game**

Each unit includes a functional speaking lesson based on real-world themes and a dynamic board game called *Keep moving!*

**Real Culture! with video**

Each unit includes a reading lesson on cultural topics from English-speaking countries and an optional culture video which extends the theme.

**Word Power**

Regular word-building exercises through the Word Power feature.

**4 Word Power** Match the extreme adjectives in blue in the text with the definitions.

- 1 very big
- 2 very tired
- 3 very cold
- 4 very scary

**21st Century skills**

Four 21st Century skills exercises per unit: *Think critically, Get creative, Find out and Compare cultures.*

**5 THINK CRITICALLY** Imagine some friends are planning an exciting trip to a mountain, a desert, a cave, etc. What's your advice for a safe trip?

**8 GET CREATIVE** Write a questionnaire for your classmates, for example: How often do you watch science-fiction films? Do you like horror films: a lot, not much, not at all? Draw a chart to present the results.

**5 FIND OUT** What machines did these people invent to help with household chores?

- 1 William Henry Hoover
- 2 Alva John Fisher

**3 COMPARE CULTURES** What number do you call in an emergency in your country? What are the different types of emergency services?

**Projects, Literature and Exams**

Extra sections at the back of the Student's Book for extended learning.

# UNIT OVERVIEW

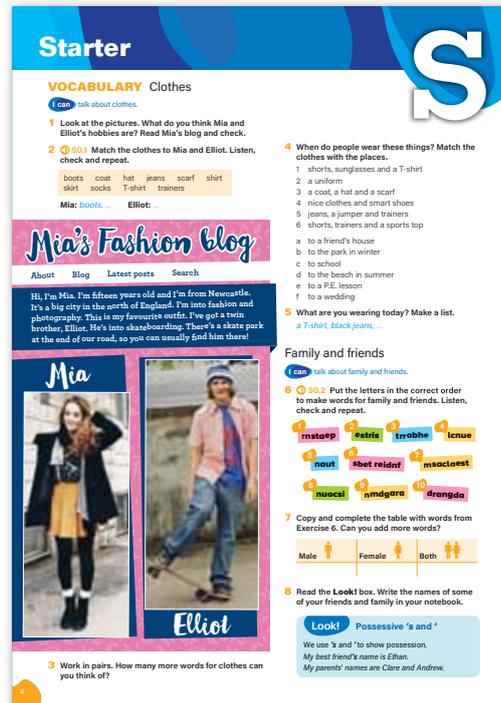
## Student's Book

There is a 5-page Starter unit at the beginning of the Student's Book. It reviews basic grammar and vocabulary areas from earlier levels. There is also a short reading and speaking section towards the end of the Starter unit, providing students with a useful introduction to skills work.

The Starter unit is optional. It will depend on your timetable and which areas you think your students would benefit from revising before beginning work on the main units. It can also serve as a useful introduction to the course methodology and features.

The units are 10 pages with 6 main sections:

- 1 **Vocabulary** (includes a vlog)
- 2 **Grammar** and **Reading** (includes a grammar animation)
- 3 **Vocabulary, Listening** and **Grammar** (includes a grammar animation)
- 4 **Reading, Listening** and **Speaking** (includes a digital speaking game)
- 5 **Culture** (includes a culture video)
- 6 **Writing**



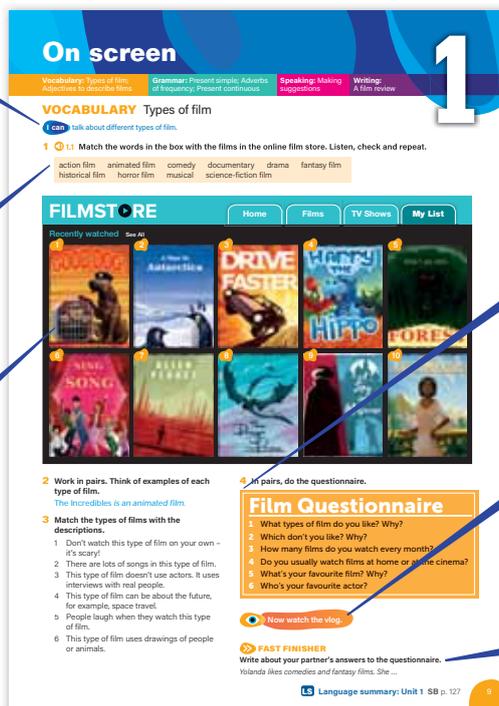
## VOCABULARY

There are two vocabulary lessons per unit. The first vocabulary lesson appears on the unit opener page and usually presents the items with colourful visuals, especially at the lower levels. These pages also feature a video in the form of an optional vlog, for use in digital classrooms.

Lesson aims clearly stated in 'I can' statement.

Substantial vocabulary sets with around 10-15 items taught per vocabulary lesson.

Engaging visuals, a text or a quiz to present the vocabulary.



Typically 3 to 5 practice exercises with a pairwork or personalized activity to finish.

Fun, optional vlog on the unit theme including some of the new vocabulary from the lesson.

Fast finisher caters for mixed ability and consolidates what students have learned.

## READING and GRAMMAR

There are two grammar lessons per unit. The Reading and grammar spread features the first grammar lesson of the unit and the grammar is presented via a reading text. This lesson also features an optional grammar animation.

**Films or books?**  
**READING** *can understand different opinions in a forum.*  
 1 Read and listen to the forum. Copy the table and complete it with the names.  
 Who prefers films?  
 Who prefers books?  
 Who likes films and books?

**GRAMMAR** Present simple  
*can talk about facts, habits and routines.*  
 Now watch the grammar animation.

**Adverbs and expressions of frequency**  
*can use adverbs like often to do things.*  
 Read the grammar box and rules. Then read the posts in the forum on page 10 again and find more adverbs and expressions of frequency.

**FAST FINISHER**  
 Write a post for the forum on page 10. Give your opinion on the question: Are films better than books?

Graded reading texts contextualize grammar and practise relevant reading skill.

Texts focus on relevant and engaging topics for today's teenagers.

Word Power word-building task.

4 exercises per unit focus on 21st Century skills: Find out, Get creative, Think critically and Compare cultures.

Fast finisher caters for mixed ability and consolidates what students have learned.

Fun facts provide fun but interesting information related to the topic of the lesson.

Lesson aims clearly stated in 'I can' statement.

Animated grammar presentations of meaning and form.

Grammar presented inductively and form and use highlighted in tables and rules.

Controlled and freer practice exercises on form and meaning.

## VOCABULARY, LISTENING and GRAMMAR

The second vocabulary lesson is combined with a listening activity. This spread also features the second grammar lesson of the unit. There is an optional grammar animation.

**Be part of the action!**  
**VOCABULARY and LISTENING** Adjectives to describe films

**GRAMMAR** Present continuous  
*can talk about actions in progress now.*  
 Now watch the grammar animation.

**PRONUNCIATION** Contractions  
 1.5 Listen and repeat.

**FAST FINISHER**  
 Choose a picture in Unit 1. Describe what is happening in the picture.

Lesson aims clearly stated in 'I can' statement.

Vocabulary is presented via a listening with the opportunity to practise a relevant listening skill.

Controlled and freer practice exercises on form and meaning.

Fast finisher caters for mixed ability and consolidates what students have learned.

Animated grammar presentations of meaning and form.

Pronunciation feature allows students to listen and repeat.

Grammar presented inductively and form and use highlighted in tables and rules.

# UNIT OVERVIEW

## Keep talking!

### READING, LISTENING and SPEAKING

The *Keep talking!* lesson starts with a focus on reading and listening before moving on to the functional area of speaking. This spread also features a digital game called *Keep moving!* which encourages spoken interaction. The lesson ends with a structured 'Prepare, Speak, Reflect' output task.

Lesson aims clearly stated in 'I can' statement.

Reading and listening tasks provide context for speaking section. Focus on real world information via blogs, leaflets, signs, adverts and maps.

Exercises for relevant reading and listening skills.

Optional digital board game *Keep moving!* for class use. A fun, dynamic way to revise language from the unit.

*Fast finisher* caters for mixed ability and consolidates what has been learned.

Recorded dialogues model spoken language.

Useful language box highlights key expressions with listen and repeat facility.

Supported 3-stage *Speaking plan* for end-of-lesson speaking task.

## Real culture!

The *Real Culture!* spread contains a text and exercises on a relevant cultural theme. It also practises reading skills. It features an optional video on a related cultural theme.

Lesson aims clearly stated in 'I can' statement.

Reading text on a related cultural theme. Focus on English-speaking culture around the world.

*Fast finisher* caters for mixed ability and consolidates what students have learned.

Word Power word-building task.

4 exercises per unit focus on 21st Century skills: *Find out, Get creative, Think critically and Compare cultures.*

Fun optional culture video recycles grammar and vocabulary from the unit.

WRITING

There is a one-page writing lesson at the end of each unit that focuses on a particular text type and the language associated with it. The lesson ends with a structured 'Prepare, Write, Reflect' output task. There is a complete Writing summary section at the back of the Workbook with additional model texts and *Tips for writing*.

**Lesson aims clearly stated in 'I can' statement.**

**Exercises to focus on the model text and support the writing process.**

**Model texts such as emails, blog posts, descriptions, reviews and letters.**

**References to additional sections at the end of the Student's Book and the Workbook.**

**Useful language box highlights key expressions needed for the writing task.**

**Look! box highlights additional areas of language or text structure needed for the writing task.**

**Supported 3-stage Writing plan for the end-of-lesson writing task.**

LANGUAGE SUMMARIES

There is a Language summary page at the end of the Student's Book for each unit. It provides a useful 'at a glance' visual summary of the grammar, vocabulary and functional language taught in the course. This can be used in class or at home as a quick reference whenever needed.

**Complete grammar tables for each grammar point from the unit.**

**Full summary of grammatical forms with clear highlighting.**

**Comprehensive grammar rules with explanations of meaning.**

**A list of the vocabulary taught in each unit.**

**A list of the key expressions from the Keep talking! speaking lesson.**

**A list of the key expressions and input from the writing lesson, including the language from the Look! boxes.**

# ON-SCREEN LEARNING

*Keep it real!* offers dynamic on-screen learning for digital classrooms with optional vlogs (video blogs) and culture videos, as well as animated content in the form of an optional alternative grammar presentation. There is also an innovative digital board game called *Keep moving!* at the end of the speaking lesson which can be enjoyed as a whole class activity.

## VLOGS

Authentic, real life vloggers in engaging, contemporary contexts.

Informal but graded spoken English and variety of accents including British and American English.



For further teaching notes for each vlog see Teacher's Guide pages 285-293 and for vlog scripts see pages 303-305.

Watch with the teacher in class or for revision at home.

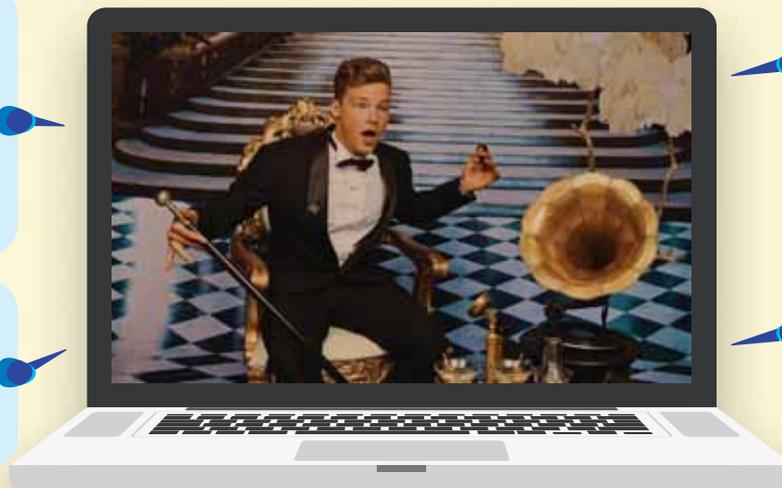
Use as consolidation and revision of vocabulary from the lesson or to set the scene for the unit.

Available with or without subtitles. Useful for mixed ability and supported learning.

## CULTURE VIDEOS

Engaging, mini-documentaries on cultural themes from across the English speaking world such as the UK, the USA, Canada, Australia and New Zealand.

Documentaries provide an opportunity for recycling vocabulary and grammar from the unit.



For further teaching notes for each culture video see Teacher's Guide pages 294-302 and for culture video scripts see pages 306-308.

Available with or without subtitles. Useful for mixed ability and supported learning.

Informal but graded English with a variety of accents including British and American English.

Watch with the teacher in class or for revision at home.

## GRAMMAR ANIMATIONS

Ready-made optional grammar presentations for each grammar lesson.

A range of characters in fun, bite-sized scenarios and short stories.

Available with or without subtitles. Useful for mixed ability and supported learning.



For Grammar animations scripts see Teacher's Guide pages 309-312.

Use as a fun revision tool or as a recap at the end of the lesson.

A visual focus on form and meaning supported by audio models.

Present simple  
**I/You/We/They prefer** fantasy films.  
**He/She/It prefers** fantasy films.  
**I/You/We/They watch** films every week.  
**He/She/It watches** films every week.

## Keep moving! DIGITAL BOARD GAME

Uniquely developed digital board game at the end of each *Keep talking!* lesson to revise unit content.

Use animated characters to progress along the board.

Win badges and collect treasure.



The game tests language, skills and general knowledge.

Play in collaborate or compete mode. Practise mediation, peer-to-peer teamwork, problem solving and strategic thinking.

Answer questions and complete mini-tasks to reach the finish point.



# consolidation and extension

There are optional lessons at the end of the Student's Book for consolidation and extension. These include termly Reviews, Projects and Literature sections as well as a short Exams practice section for each unit.

## REVIEWS

There are 3 termly Reviews that revise grammar and vocabulary via the 4 skills. Each spread starts with a reading, followed by a listening, speaking and writing activity. The aim of these spreads is to consolidate the grammar and vocabulary from the previous 3 units through simple, guided skills activities.

Reading section with a short review text.

Listening section recycles and reviews via dialogues and monologues.

Speaking section revises key language via short discussion or pairwork tasks.

Writing section reviews key language via simple guided writing tasks.

Test your memory! section with simple recall prompts for fun revision of unit content.

## PROJECTS

There are 3 termly Projects that consolidate grammar and vocabulary in a fun, collaborative task.

There are 3 clear stages 'Prepare, Do, Reflect' which support students as they create projects in pairs or small groups. A model of the project 'output' is provided for reference throughout the lesson.

Prepare stage with photos and tasks to help with ideas and planning.

Do stage with support for creating the project.

Reflect stage with tasks for improving the projects.

21st Century skills included for project planning and research.

Useful language box with grammar structures from the unit.

Model project for reference and support.

Look! box encourages ways of working such as mediation or collaboration.

LITERATURE

There are 3 termly Literature lessons that each feature an extract from the **Richmond Readers** series. These provide an opportunity for extensive reading practice in a fun and supported way. There are 3 clear stages 'Before you read, Read, Reflect' which support students with their reading.

Before you read stage prepares students to read the text and think about the context.

Main points of the story are summarized in the *Outline* box.

Read stage helps students to focus on the main points of the story extract.

Word Power word-building task.

Reflect stage helps students to think about the story in a more general or personalized way.

21st Century skills included as part of the literature lesson.

Extract from the **Richmond Readers** series at the appropriate level with visuals to support details of the story.

Key words from the text are highlighted in the *Glossary*.

EXAMS

There are 9 Exam practice lessons that provide further practice of the grammar and vocabulary from the unit, using common exam question types. These are taken from a wide range of exam boards appropriate for the level and age group. Each section builds towards completing an exam style task.

Each lesson focuses on a skill such as reading, listening, speaking and writing, and a common exam question type such as multiple choice, gapfilling, writing a message and discussing a topic, etc.

Look! boxes provide general information on the scope of the exam task and what students can expect.

Useful strategies box gives guidance and tips on how to approach the exam task.

Exercises build towards and support the *Exam task* at the end of the lesson.

Graded *Exam task* which brings together the themes of the unit.

Exam practice lesson finishes with an opportunity to complete a simple *Exam task* based on the skills and strategies taught.

# Extended practice and assessment

## Workbook

The Workbook provides thorough practice of the Student's Book material, for students to do in class or at home, with graded activities for mixed ability via the 'star' system. There is a Progress check every 3 units and a writing summary at the back of the book. The Workbook audio is available as an MP3 download on the **Richmond Learning Platform**.

Practice of vocabulary and grammar from the Student's Book. Graded with stars to show 3 levels of difficulty.

Regular 'listen and check' activities. Available as MP3 downloads on the **Richmond Learning Platform**.

3 termly Progress checks test vocabulary and grammar from the previous 3 units.

A range of exercises test knowledge of vocabulary and grammar across different units.

Comprehensive Writing summary section at the back of the Workbook.

Model texts for each of the Student's Book writing lessons.

Text features and key language clearly highlighted.

Useful *Tips for writing* in short summary section.

Practice of the 4 skills from the Student's Book: reading, listening, speaking and writing.

Word Power word-building task.

Regular 'listen and check' activities. Available as MP3 downloads on the **Richmond Learning Platform**.

Use as end-of-term revision in class or at home.

Convenient Vocabulary summary section at the back of the Workbook.

Unit-by-unit reference for items taught in the 2 vocabulary lessons in the Student's Book.

Listed alphabetically for easy use.



# Richmond Learning Platform

## EXTRA PRACTICE WORKSHEETS

There are 72 print-and-go worksheets that provide students with extra practice of grammar and vocabulary in a variety of different ways, including via the 4 skills. The grammar and vocabulary worksheets are offered at 2 levels of difficulty. All the worksheets can be found on the **Richmond Learning Platform** and can be printed off for use in class or set as homework. Audio for the listening worksheets is available as an MP3 download on the **Richmond Learning Platform**.

2 vocabulary and 2 grammar worksheets for every unit.

The language worksheets are graded for two levels of difficulty via consolidation and extension versions.

4 skills worksheets for every unit: reading, listening, speaking and writing.

The skills worksheets revise grammar and vocabulary via a skills activity at one level of difficulty, and end with a short 21st Century skills task.

## TESTS

There is a comprehensive test package offered on the **Richmond Learning Platform**. Tests are offered at 2 levels of difficulty and are presented in both PDF and digital format.

Tests for grammar, vocabulary, reading, listening, speaking and writing. The 4 skills are tested separately.

Consolidation and extension versions of each test (not speaking).

Tests are auto-marked (except for speaking and writing tasks which require teacher grading).

Unit-by-unit tests, end-of-term tests, and end-of-year tests.

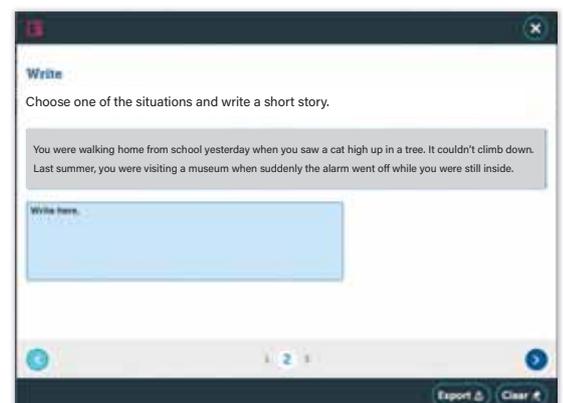
## EXTRA PRACTICE ACTIVITIES

Extra practice activities for self-study on the **Richmond Learning Platform** in digital format.

Reading and listening activities use Student's Book texts and audio with new comprehension tasks.

Speaking and writing activities test Useful language from the Student's Book. Listen, repeat and record facility for speaking and pronunciation.

Vlogs and culture videos from the Student's Book further exploited using new tasks.



## Teacher's Guide

The *Keep it real!* Teacher's Guide is a complete planning and teaching resource with Student's Book pages and teaching notes combined. Student's Book audio scripts, Workbook answer keys and additional teaching notes for the Student's Book vlogs and culture videos are available at the back of the Teacher's Guide.

Reproductions of every Student's Book page on the left-hand page.

Complete teacher's notes with answer keys on the right-hand page.

A summary of the topics covered in each unit with the language aims clearly stated.

Ideas for fun lesson introductions to warm students up to the topic of the lesson.

Answer keys highlighted in easy-to-find boxes.

Signposting to supplementary support material.

**On screen**

**VOCABULARY** Types of film

1 Match the words in the box with the films in the online film store. Listen, check and repeat.

**FILMSTORE**

2 Work in pairs. Think of examples of each type of film.

3 Match the types of film with the descriptions.

4 In pairs, do the questionnaire.

**Film Questionnaire**

1.1 Read through the words in the box and elicit or teach the meanings. Sit match the words to the pictures. Play the audio track. Students check their answers. Play the audio again for students to repeat the words.

**FAST FINISHERS**

2 Put students into pairs to think of an example of each type of film. Elicit examples of each type of film. Practise more speaking, ask questions about some of the popular films that are mentioned, e.g. 'Who's the star? What's the best part?'

**On screen**

**UNIT 1 OVERVIEW:** The topic of this unit is films and other forms of entertainment. Students read some opinions about whether films are better than books and listen to a radio programme about 4D cinema. They read a webpage advertising local entertainment and learn how to make and respond to suggestions. They then read an article about the animated Wallace and Gromit films and they also watch a vlog about making a short film and a culture video about a film crew.

**VOCABULARY** Types of film

3 Ask students to read the descriptions and match each one with a type of film. Allow students to compare their answers in pairs, then check with the class using the answers in the key.

4 Put students into pairs to do the questionnaire. Ask them to read down their partner's answers. Ask some students to tell the class something about their partner.

**WARMER**

Ask: 'Is there a cinema in your town or city? Do you prefer to see films at the cinema or at home? Why? Why not? Do you like? Use these questions to brainstorm expressions for films and filmstars, and to use words for film types students already know.'

1.1.3 Read through the words in the box and elicit or teach the meanings. Sit match the words to the pictures. Play the audio track. Students check their answers. Play the audio again for students to repeat the words.

**FAST FINISHERS**

2 Put students into pairs to think of an example of each type of film. Elicit examples of each type of film. Practise more speaking, ask questions about some of the popular films that are mentioned, e.g. 'Who's the star? What's the best part?'

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**CULTURE VIDEO** UNIT 1

**VLOG** UNIT 1

**Making a movie**

**BACKGROUND INFORMATION**

**LANGUAGE**

**PREPARE**

**21st Century skills**

**WATCH**

**REFLECT**

**21st Century skills**

**PREPARE**

**21st Century skills**

**WATCH**

**REFLECT**

**21st Century skills**

**GRAMMAR ANIMATION SCRIPTS**

**CULTURE VIDEO** UNIT 1

**VLOG** UNIT 1

**Making a movie**

**BACKGROUND INFORMATION**

**LANGUAGE**

**PREPARE**

**21st Century skills**

**WATCH**

**REFLECT**

**21st Century skills**

**UNIT 1**

**UNIT 2**

**UNIT 3**

**UNIT 4**

**WORKBOOK ANSWER KEY**

**STARTER**

**Reading**

**Grammar**

**Speaking**

**Writing**

**Vocabulary and Listening**

Detailed vlog and culture video teaching notes at the back of the Teacher's Guide.

Guidance on vocabulary teaching, noticing tasks and extra ideas.

Scripts for all vlogs, culture videos and animations.

Workbook answer key for easy reference.

# iBook for teachers

The *Keep it real!* iBook is a fully interactive version of the course for use in class. It combines all the teaching and learning elements of the course for use with a Smart Board or projector, in a convenient one-stop resource.



Student's Book pages with pop-up answer keys and audio / video scripts.

Includes embedded audio, culture videos and vlogs at a click.

Includes Student's Book, Workbook and Teacher's Guide all in one place.

Easily accessible grammar animations and *Keep moving!* revision game.



## Richmond Learning Platform

There is a wealth of interactive resources on the **Richmond Learning Platform**. These can be used as self study or assigned by the teacher and assessed and tracked through the mark book. The **Richmond Learning Platform** also includes downloadable PDFs and other key components.



Extra practice activities for skills, pronunciation and video resources that can be assigned, tracked and marked.

Print-and-go worksheets and tests for use in class.

Workbook audio MP3 and answer key.

Digital tests that can be assigned, tracked and marked.

Complete downloadable audio, video, animations, and scripts.

Downloadable wordlists and CEFR mapping documents.

## VOCABULARY Clothes

I can talk about clothes.

- Look at the pictures. What do you think Mia and Elliot's hobbies are? Read Mia's blog and check.
- SO.1 Match the clothes to Mia and Elliot. Listen, check and repeat.

boots coat hat jeans scarf shirt  
skirt socks T-shirt trainers

Mia: *boots, ...* Elliot: *...*

## Mia's Fashion blog

About Blog Latest posts Search

Hi, I'm Mia. I'm fifteen years old and I'm from Newcastle. It's a big city in the north of England. I'm into fashion and photography. This is my favourite outfit. I've got a twin brother, Elliot. He's into skateboarding. There's a skate park at the end of our road, so you can usually find him there!

Mia



Elliot

- Work in pairs. How many more words for clothes can you think of?

- When do people wear these things? Match the clothes with the places.

- shorts, sunglasses and a T-shirt
  - a uniform
  - a coat, a hat and a scarf
  - nice clothes and smart shoes
  - jeans, a jumper and trainers
  - shorts, trainers and a sports top
- a to a friend's house  
b to the park in winter  
c to school  
d to the beach in summer  
e to a P.E. lesson  
f to a wedding

- What are you wearing today? Make a list.

*a T-shirt, black jeans, ...*

## Family and friends

I can talk about family and friends.

- SO.2 Put the letters in the correct order to make words for family and friends. Listen, check and repeat.

- rnstaep
- estris
- trrobhe
- lcnuce
- naut
- sbet reidnf
- msaclaest
- nuocsi
- nmdgara
- drangda

- Copy and complete the table with words from Exercise 6. Can you add more words?

Male 	Female 	Both 

- Read the **Look!** box. Write the names of some of your friends and family in your notebook.

### Look! Possessive 's and '

We use 's and ' to show possession.  
*My best friend's name is Ethan.*  
*My parents' names are Clare and Andrew.*

# Starter



**STARTER UNIT OVERVIEW:** The aim of this unit is to review language that students already know, and remind them of some vocabulary and grammar before they start the main units of the book. They learn vocabulary for clothes, family and friends, activities and school subjects. They study the present forms of *be* and *There is / There are*. They also revise *can / can't* and *have got*. They read a blog and practise different forms of the grammar points in a text. They also practise introducing themselves.

Vocabulary	Grammar	Pronunciation	Reading	Speaking
Clothes; Family and friends; Activities; School subjects	<i>be</i> : affirmative, negative and questions; <i>There is / There are</i> ; <i>can</i> and <i>can't</i> ; <i>have got</i>	<i>can</i> and <i>can't</i>	Understanding different forms of grammar in a text	Introductions

## VOCABULARY Clothes

Sts revise vocabulary for clothes and family and friends. They study *be*: affirmative, negative and questions, and *there is / there are*. They personalize the language by talking about their own friends and family, and describing their bedroom.

### Vocabulary

Clothes (*boots, coat, hat, jeans, scarf, shirt, skirt, socks, T-shirt, trainers*); Family and friends (*aunt, best friend, brother, classmate, cousin, granddad, grandma, parents, sister, uncle*)

### Grammar

*be*: affirmative, negative and questions; *There is / There are*

### WARMER

Write on the board: *school, house, friend, cinema, shop, class, lesson, picture, birthday, singer, family, park*. Put students into teams. Teams take turns to choose a word and say it in a sentence, e.g. *We are at school today*. If their sentence is correct, they get a point and the word is crossed off the board. Continue until all the words are crossed off, then see which team has the most points.

- Brainstorm some hobbies, e.g. *football, tennis, music*. Elicit or teach *fashion, photography* and *skateboarding*. Focus on the photos and read the question. *What about Mia and Elliot?* Elicit a few ideas. They may say *fashion* for Mia and *skateboarding* for Elliott. Then ask students to read the blog and check. Check answers.

### Answers

Mia: fashion and photography  
Elliot: skateboarding

- Students could work in pairs to match the clothes to Mia and Elliot. Play the audio for them to check their answers. Play the audio again for sts to repeat.

### Answers

Mia: boots, coat, scarf, skirt, socks  
Elliot: hat, jeans, shirt, trainers, T-shirt

- Put sts into pairs to think of more words for clothes. Write a list on the board. Make sure you include *shorts, sunglasses, uniform, shoes, jumper* and *sports top*.

- Sts match the clothes with the places. Check answers.

### Answers

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

- Ask sts to make lists of clothes they are wearing. To make this into a game, ask sts to add one answer that is false. Ask sts in turn to read their lists to the class. Other sts identify the false answer.

## Family and friends

- Sts could work in pairs to put the letters in the correct order. Play the audio once for sts to check their answers. Play the audio again for sts to listen and repeat.

### Answers

1 parents	5 aunt	9 grandma
2 sister	6 best friend	10 granddad
3 brother	7 classmate	
4 uncle	8 cousin	

- Sts copy and complete the table and add more words. Check answers. Elicit or teach the meaning of any new words that sts suggest. Make sure they include: *mother, father* and *twin*.

### Answers

Male: brother, uncle, granddad  
Female: sister, aunt, grandma  
Both: parents, best friend, classmate, cousin

- Read through the Look! box with the class. Point out the difference between the singular and plural use of the possessive 's and '. Ask students to write similar sentences individually.

### Vocabulary practice: WB p.4

Sts will find more practice of vocabulary for clothes and family and friends here. Set these exercises for homework.

## GRAMMAR *be*: affirmative, negative and questions

**I can** ask and answer about personal information.

- 1** Read the grammar box. What are the affirmative, negative and question forms for *I, you, he/she/it, we* and *they*?

Affirmative: *I'm, you're, he's, ...*

Affirmative	Negative
I'm from Newcastle.	She <b>isn't</b> from London.
Questions	Short answers
Are you into skateboarding?	Yes, I <b>am</b> . / No, I'm <b>not</b> .

- 2** **S0.3** Copy and complete the interview with Elliot from page 4. Use the contracted form of *be* where possible. Listen and check.

**What** <sup>1</sup> ... your name?

*My name* <sup>2</sup> ... *Elliot Wilson*.

**How old** <sup>3</sup> ... you?

*I* <sup>4</sup> ... *fifteen years old*.

**Who** <sup>5</sup> ... older - you or Mia?

*Mia* <sup>6</sup> ... *older than me - by ten minutes!*

**...** <sup>7</sup> Mia in your class at school?

*No, she* <sup>8</sup> ... *We* <sup>9</sup> ... *in different classes*.

**...** <sup>10</sup> your friends into skateboarding, too?

*No, they* <sup>11</sup> ... *They* <sup>12</sup> ... *mostly into football or video games*.

- 3** Copy and complete the questions with the question words in the box.

How old    What    What time    When  
Where    Who

- ... are you from?
- ... are you?
- ... 's your birthday?
- ... 's your favourite singer?
- ... 's your favourite film?
- ... is it now?

- 4** Work in pairs. Ask and answer the questions in Exercise 3. Think of more questions with the question words.

*Where's your favourite place in the world?*

## There is / There are

**I can** use *There is / There are* to describe a place.

- 5** Copy and complete the grammar box with *is, isn't, are, and aren't*.

### Affirmative

There <sup>1</sup> ... / There's a skate park in our road.  
There <sup>2</sup> ... some big houses.

### Negative

There <sup>3</sup> ... a cinema.  
There <sup>4</sup> ... any shops.

### Questions

<sup>5</sup> ... there a basketball court?  
<sup>6</sup> ... there any restaurants?

### Short answers

Yes, there **is**. /  
No, there **isn't**.  
Yes, there **are**. /  
No, there **aren't**.

- 6** Look at the picture of Mia and Elliot's grandparents. Complete the sentences with the correct form of *there is / there are*.



*There's* a comfortable sofa.

- ... some books on the shelves.
- ... a desk.
- ... an orange armchair.
- ... any lamps.
- '... any plants?' 'Yes, ...'
- '... a dog?' 'No, ... , but ... a cat!'

- 7** Write five or six sentences about your bedroom. Use the words in the box and your ideas.

bed    bookshelf    comics    desk    games console  
headphones    lamps    mirrors    pictures  
plants    wardrobe

*There's a comfortable bed. There aren't any ...*

- 8** Work in pairs. Ask and answer about your bedrooms.

*A: Is there a sofa in your bedroom?*

*B: No, there isn't. Are there any pictures in your bedroom?*

## FAST FINISHER

Describe your classroom. Use *there is* and *there are*.

*There are 25 chairs. There's a ...*

## GRAMMAR *be*: affirmative, negative and questions

- 1 Read the grammar box about *be* with sts. Make sure they understand the meaning of *affirmative* and *negative*. Sts could work in pairs to answer the questions. Check answers. Briefly revise the difference between long forms (*I am, she is*) and contracted forms (*I'm, she's*). Point out that we use *be* to talk about where someone is from and their nationality, but also their age (he's sixteen), their birthday (my birthday is on ...) and in phrases like *I'm into tennis* (= I like it).

### Answers

Affirmative: I'm, you're, he's, she's, it's, we're, they're

Negative: I'm not, you're not/you aren't, he's not/he isn't, she's not/she isn't, we're not/we aren't, they're not/they aren't

Question: Am I, Are you, Is he, Is she, Are we, Are they

Ask questions to check concept.

**Concept check questions:** *I'm a teacher – affirmative or negative? (affirmative). Can you make it negative? (I'm not a teacher). She are fourteen – correct? (no – She's fourteen). My book is in my bag – correct? (yes). Can you make it negative? (My book isn't in my bag).*

- 2 **S0.3** Read the first question in the interview with the class and elicit the answer 's. Sts then copy and complete the interview. Allow sts to compare their answers in pairs, then play the audio for sts to listen and check answers. Remind sts that there are two ways to make the negative form of *be* and both are correct.

### Answers

1 's	5 's	9 're
2 's	6 's	10 Are
3 are	7 Is	11 aren't
4 'm	8 isn't	12 're

- 3 Sts could work in pairs to complete the questions with the correct question words. Check answers.

### Answers

1 Where	3 When	5 What
2 How old	4 Who	6 What time

- 4 Demonstrate the task by asking individual sts the questions and eliciting their answers. Sts then work in pairs to ask and answer the questions. Tell them they should use full sentences when they answer. Monitor and correct any mistakes in a feedback session at the end.

## There is / There are

- 5 Read out the first sentence in the grammar box and elicit the answer. If students are struggling to think of the answer, refer them back to Mia's blog on page 4 to find it. Sts can then work in pairs to copy the grammar box into their notebooks and complete it. Check answers. Point out that we use *some* in affirmative sentences and *any* in negative sentences and questions.

### Answers

1 is	3 isn't	5 Is
2 are	4 aren't	6 Are

Ask questions to check concept.

**Concept check questions:** *There's a cinema in the town – one or more than one? (one). There are some chairs in the classroom – one or more than one? (more than one). There aren't some shops – correct? (no – There are some shops / There aren't any shops). Are there some chairs in the classroom – correct? (no – Are there any chairs?).*

- 6 Focus on the picture and ask sts what they can see. Read out the example answer, then read through the remaining sentences and check that sts understand *armchair* and *plants*. Ask sts to copy the sentences and complete them with the correct words. Allow sts to compare their answers in pairs, then check answers.

### Answers

1 There are	5 <b>A:</b> Are there
2 There isn't	<b>B:</b> there are
3 There's	6 <b>A:</b> Is there
4 There aren't	<b>B:</b> there isn't, there's / there is

- 7 Ask sts to write their sentences individually. Remind them to write some negative sentences, as well as affirmative ones. Ask a few sts to read some of their sentences to the class. Correct any errors in the use of *there is / there are*.
- 8 Read out the example questions and answers, and point out the two question forms *Is there a ... + singular noun*; *Are there any ... + plural noun*. Students work in pairs to ask and answer questions. Ask sts to note down their partner's answers, then ask some sts to tell the class about their partner's bedroom.

## FAST FINISHER

Sts who finish early can practise the grammar further. Sts write sentences about the classroom, using *there is* and *there are*. Weaker sts could work in pairs and make a list of things they can see in the classroom.

- G Grammar practice:** WB pp.4 and 5  
Sts will find more practice for *be*: affirmative, negative and questions and *There is / There are* here. Set these exercises for homework.

## VOCABULARY Activities

**I can** talk about activities.

**1** **S0.4** Complete the survey with the verbs in the box. Listen, check and repeat.

cook dance do drive make play read ride run speak swim write

### The **BIG** survey

Today's questions are:

What things can you do? What things can't you do?



I can <sup>1</sup> ... a bike, but I can't <sup>2</sup> ... a car.  
Rob, 28



I can't <sup>7</sup> ... – I don't like water. But I can <sup>8</sup> ... five kilometres!  
Judith, 65



I can <sup>3</sup> ... the guitar, but I can't <sup>4</sup> ... music. I play 'by ear'.  
Anna, 17



I can <sup>9</sup> ... in French but I can't <sup>10</sup> ... it – I'm too shy!  
Lucy, 19

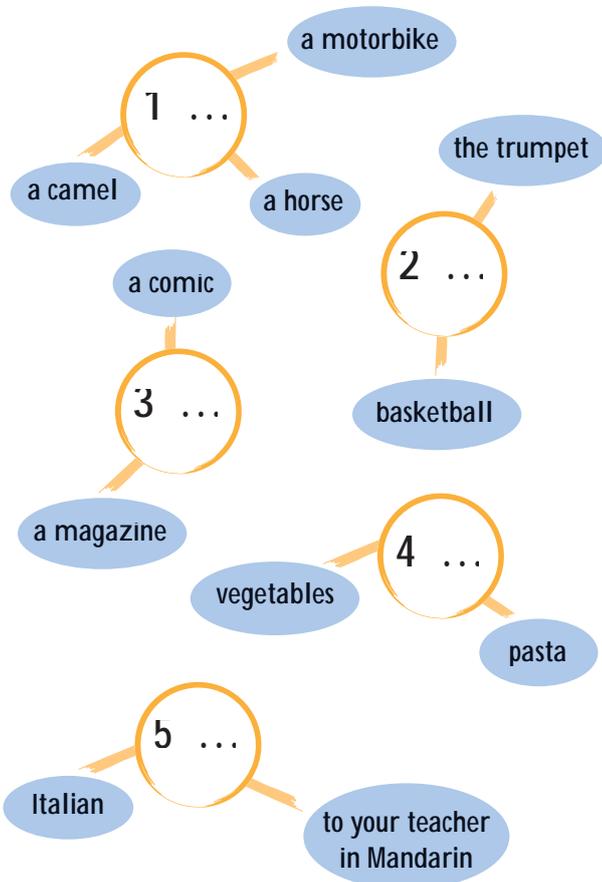


I can't <sup>5</sup> ... a meal, but I can <sup>6</sup> ... a sandwich!  
Tali, 15



I can <sup>11</sup> ... , but I can't <sup>12</sup> ... gymnastics.  
Danny, 15

**2** Complete the mind maps with the verbs from Exercise 1. Add an extra word to each mind map.



### School subjects

**I can** talk about school subjects.

**3** **S0.5** Match the school subjects in the box with the pictures. Listen, check and repeat.

Art Drama English French Geography  
History Maths Music P.E. Science



**4** Match the exam questions with a school subject. Work in pairs. Can you answer the questions?

- 1 What are the two longest rivers in the world?
- 2 In which century and decade was World War I?
- 3 Which famous Spanish painter painted *The Old Guitarist*?
- 4 Is a whale a fish, a mammal or a reptile?
- 5 If a car is travelling at 90 km per hour, how long will it take to travel 270 km?

## VOCABULARY Activities

Sts learn expressions for activities and words for school subjects. They identify both these vocabulary sets from picture clues, then listen and check their answers. They learn *can* and *can't* to talk about ability, and practise the pronunciation. They also learn *have got* for possessions and family members. They personalize the language by talking about their own abilities and their own possessions and family members.

### Vocabulary

Activities (*cook a meal, dance, do gymnastics, drive a car, make a sandwich, play the guitar, read music, ride a bike, run five kilometres, speak French, swim*); School subjects (*Art, Drama, English, French, Geography, History, Maths, Music, P.E., Science*)

### Grammar

*can* and *can't*; *have got*

### WARMER

Mime playing football and say: *I can play football*. Mime playing tennis and say: *I can ...*. Elicit the answer (*I can play tennis*). Mime a few more activities and elicit the sentences, e.g. *sing, swim, ride a bike, read a book*. Invite sts to mime something they can do. Other sts can guess the activities.

- 1 **S0.4** Sts could work in pairs to complete the survey. Play the audio once for sts to listen and check their answers. Read through the sentences with the class and check that sts understand everything, then play the audio again, pausing for sts to repeat.

#### Answers

1 ride	5 cook	9 write
2 drive	6 make	10 speak
3 play	7 swim	11 dance
4 read	8 run	12 do

- 2 Read through the words in the mind maps with the class and check sts understand them all. Sts could work in pairs to copy the mind maps into their notebooks and complete them. To check answers, draw the mind maps on the board and elicit the correct answers. Add other words that sts suggest and check that all sts understand them, (e.g. 1 *a scooter*, 2 *chess*, 3 *a book*, 4 *a pizza*, 5 *slowly*).

#### Answers

1 ride	3 read	5 speak
2 play	4 cook	

### EXTRA PRACTICE

For extra practice of the activities, write the nouns from the mind maps on the board, in a random order, not in groups. Ask sts to close their books, and put them into teams. Point to nouns in turn. Teams race to say a sentence using *I can* and the correct verb.

## School subjects

- 3 **S0.5** Sts could work in pairs to match the school subjects with the pictures. Play the audio once for sts to check their answers. Check they understand all the school subjects, then play the audio again, pausing for sts to repeat.

#### Answers

1 History	5 Maths	9 Drama
2 Science	6 Art	10 Geography
3 English	7 Music	
4 French	8 P.E.	

- 4 Read out each question in turn. Check that sts understand it, and elicit the correct school subject. Sts then work in pairs and try to answer the questions. Check answers, and see which pair answered the most questions correctly.

#### Answers

- Geography – the Nile and the Amazon
- History – 1910s (20th century)
- Art – Pablo Picasso
- Science – mammal
- Maths – 3 hours

### V Vocabulary practice: WB p.5

Sts will find more practice of activities and school subjects here. Set these exercises for homework.

## GRAMMAR *can* and *can't*

**I can** talk about ability.

1 Read the grammar box. Choose the correct word to complete the rule.

Affirmative	Negative
I <b>can</b> play the guitar.	She <b>can't</b> swim.
Questions	Short answers
<b>Can</b> you ride a horse?	Yes, I <b>can</b> . / No, I <b>can't</b> .

### Rule

After *can* and *can't*, we use a verb <sup>1</sup>with / without **to**.

## 2 PRONUNCIATION *can* and *can't*

1 S0.6 Listen and repeat.

/ə/	/æ/	/ɑː/
Can you swim?	Yes, I <b>can</b> .	No, I <b>can't</b> .

3 S0.7 Listen and repeat.

'Can you speak German?' 'Yes, I can.'

'Can you drive a car?' 'No, I can't.'

4 Write true sentences about you with *can* or *can't*.

- I / run / five kilometres.
- I / say / 'hello' and 'goodbye' in three languages.
- I / name / four countries beginning with A.
- I / make / a sandwich.
- I / swim / the length of a pool underwater.
- I / count / backwards from twenty in English.

5 Work in pairs. Ask and answer the questions from Exercise 4.

A: *Can you run five kilometres?*

B: *Yes, I can. Can you?*

## have got

**I can** use *have got* to talk about possessions and appearance.

6 Copy and complete the grammar box. What are the full forms of 've and 's?

Affirmative	Negative
I've got a new bike.	We haven't got a sister.
He's got school today.	She hasn't got a dog.
Questions	Short answers
Have you got a brother?	Yes, I have. / No, I haven't.
<sup>1</sup> ... he ... a new bike?	Yes, he <sup>2</sup> ... / No, he <sup>3</sup> ...

7 Look at the picture. Copy and complete the sentences with the correct form of *have got*.



Elsie **has got** long fair hair.

- Alex and Ben ... white T-shirts.
- Ben ... a hat.
- Elsie and Ben ... glasses.
- Elsie: 'I ... a mobile phone.'
- Ben and Alex: 'We ... long hair!'
- '... Ben and Alex ... phones?' 'No, they ...'
- '... Elsie ... long hair?' 'Yes, she ...'

8 Work in pairs. Ask and answer questions about your friends and family.

A: *Has your sister got a guitar?*

B: *Yes, she has.*

Have	you	got	long / short / brown hair?
Has	your best friend		blue / green / brown eyes?
	your brother		a bike / a car / a motorbike?
	your sister		a cat / a dog / a pet?
	your parents		a laptop / a games console?
			a guitar / a violin?

## FAST FINISHER

Describe your favourite celebrities. Use *have got*.

*Dua Lipa has got dark hair and brown eyes.*



## GRAMMAR *can* and *can't*

- 1 Read the grammar box with sts about *can* and *can't*. Point out that the form always stays the same (*I can, she can, we can*, etc.). Draw attention to the word order in questions: *Can she swim?* NOT ~~*She can swim?*~~ Check answers.

**Answer**  
without

Ask questions to check concept.

**Concept check questions:** *Joey can cook, Anna can't cook - who can make a nice meal? (Joey). George can to ride a bike - correct? (no - George can ride a bike). You can speak French - how do you make that into a question? (Can you speak French?).*

### PRONUNCIATION

- 2 **S0.6** Play the audio once for sts to listen to the sentences, then play it again for them to repeat.
- 3 **S0.7** Play the audio once for sts to listen to the sentences, then play it again for them to repeat.
- 4 Read through the sentence endings with the class and check that sts understand everything. Give one or two examples about yourself, using the sentence prompts. Sts then work individually to write true sentences about themselves. Ask one or two sts to read some of their sentences to the class. Check the form and correct any mistakes.
- 5 Ask the example question to one or two sts and elicit their answers. Sts then work in pairs to ask and answer their questions from Exercise 4. Ask them to note down the things their partner *can* and *can't* do. Ask some sts to tell the class one thing their partner can do, and one thing they can't do.

## *have got*

- 6 Read the grammar box with sts about *have got*. Draw attention to the different forms, *have got* and *has got*. Point out that we use *have got* for *I, we* and *they*, and we use *has got* for *he, she, it*. Explain that we use *have got* to talk about possessions (things that are ours), e.g. *I've got a bike*, and also about family members, e.g. *I've got a sister*. Point out that we can also use it to talk about appearance, e.g. *Sam's got short hair*. Sts could work in pairs to answer the questions. Check answers.

### Answers

1 Has, got  
2 has  
3 hasn't  
The full forms are *have* and *has*.

Ask questions to check concept.

**Concept check questions:** *I've got a bike - is it my bike? (yes). Jack's got a guitar - is it his guitar? (yes). My cousin have got a dog - correct? (no - my cousin has got a dog). You have got a sister? - correct? (no - Have you got a sister?). I've got a cat - can you make that negative? (I haven't got a cat). My sister has got a horse - can you make that negative? (My sister hasn't got a horse).*

- 7 Focus on the picture and point out that it shows Alex on the left, Elsie in the middle and Ben on the right. Sts work individually to copy the sentences and complete them with the correct forms of *have got*. Allow sts to compare their answers in pairs, then check with the class.

### Answers

1 have got	5 haven't got
2 hasn't got	6 Have, got, haven't
3 haven't got	7 Has, got, has
4 've got	

- 8 Read out the example question and answer, then focus on the table and elicit some more example questions and answers. Sts then work in pairs to ask and answer questions. Monitor and help while they are working. For feedback, invite one or two sts to ask a classmate one of the questions. This student can answer, then choose another classmate to ask a different question.

### FAST FINISHER

Fast finishers can write a description of their favourite celebrity using *have got*. Weaker sts could write sentences about themselves using *have got*. Encourage them to write about their family, possessions and appearance.

### G Grammar practice: WB p.5

Sts will find more practice for *can* and *can't*, and *have got* here. Set these exercises for homework.

## READING

I can understand different forms of grammar in a text.

### 1 S0.8 Read and listen to Kieran's blog and answer the questions.

- Where is Kieran from?
- What does he say about his family?
- What are his hobbies?



**KIERAN'S BLOG**

ALL ABOUT ME! | POSTS | CONTACT ME

Hi, my name's Kieran. I'm fourteen years old and I'm from Newcastle. I go to a big secondary school in the north of the city. <sup>1</sup> ... more than 2,000 students. I really like my school. <sup>2</sup> ... a great gym where we can <sup>3</sup> ... basketball, and the teachers are all really nice. My favourite subjects <sup>4</sup> ... English and Geography.

I live near my school, so I can walk to school in the mornings. <sup>5</sup> ... a big park near my house, but there <sup>6</sup> ... many shops or restaurants – it's a quiet area. I've got an older brother. <sup>7</sup> ... name's Anand and he's sixteen. I've also got a younger sister. <sup>8</sup> ... name's Meera and she's eleven. We're all quite tall, and we've got dark hair and brown eyes – the same as <sup>9</sup> ... parents.

<sup>10</sup> ... do I do in my free time? I like all types of sport, especially football and Formula 1 racing. In my bedroom, I've got lots of posters of my favourite sports stars. I also love music, but only to listen to. I can't play an instrument and I've got a terrible singing voice!

### 2 Choose the correct answer to complete the blog.

- |              |             |             |
|--------------|-------------|-------------|
| 1 a There's  | b There are | c They are  |
| 2 a It's got | b He's got  | c She's got |
| 3 a to play  | b play      | c playing   |
| 4 a am       | b is        | c are       |
| 5 a There's  | b There are | c It's got  |
| 6 a not      | b isn't     | c aren't    |
| 7 a Your     | b Her       | c His       |
| 8 a Your     | b Her       | c His       |
| 9 a us       | b our       | c we        |
| 10 a Who     | b Why       | c What      |

## SPEAKING Introductions

I can introduce myself.

### 3 S0.9 Listen and read. What three things have Kay and Charlie got in common?

**Kay:** Hi, are you new here?

**Charlie:** Yes, I am. It's my first day.

**Kay:** Me, too! My name's Kay. What's your name?

**Charlie:** I'm Charlie. Nice to meet you, Kay. So, what year are you in?

**Kay:** I'm in Year 9.

**Charlie:** So am I! I'm in Mrs Ryan's class. She's really nice. Whose class are you in?

**Kay:** I've got Mr Bliss. He's OK, but he's quite strict.

**Charlie:** What's your favourite subject?

**Kay:** Probably Maths, but I like History, too.

**Charlie:** Hmm, I'm not keen on Maths, but I like History.

**Kay:** Oh, there's the bell – time to go. I can't be late for Mr Bliss! See you later.

**Charlie:** Yes, see you around.

### 4 S0.10 Listen and repeat the Useful language.

#### Useful language

##### Introductions

Are you new here?

What's your name?

Nice to meet you.

What year are you in?

Whose class are you in?

What's your favourite subject?

### 5 Here are some more questions to ask a new student. Put the words in the correct order.

- old / how / you / are / ?
- brothers / you / any / got / or sisters / have / ?
- do / live / where / you / ?
- music / what type / of / like / do / you / ?
- favourite / your / singer / is / who / ?

### 6 Work in pairs. Imagine you're at a new school. Write a new dialogue. Use the Useful language and the questions in Exercise 3. Then practise your dialogue.

#### FAST FINISHER

Think of other questions to ask a new student at school.

Are you in any after-school clubs?



## READING

### WARMER

Write on the board three sentence beginnings: *I'm ...*, *I've got ...*, *I can ...*. Complete the three sentences about yourself, making two of the sentences true and one false, e.g. *I'm from London, I've got two sisters, I can ride a horse*. Ask sts to guess which sentence is false. Ask sts individually to complete the sentences about themselves, writing two true sentences and one false. Put sts into groups to read their sentences to each other and guess the false ones. Ask whose sentences were difficult to guess.

- 1  **S0.8** Look at the blog with the class and read out the title *Kieran's blog*. Read out the questions and check that sts understand them. Play the audio for sts to read and listen to the blog. They then write answers to the questions. Check answers.

#### Answers

- Newcastle
- He's got an older brother (Anand, 16) and a younger sister (Meera, 11). All of his family are quite tall, and they've got dark hair and brown eyes.
- He likes sport, especially football and Formula 1 racing, and he likes listening to music.

- 2 Sts read the blog again and choose the correct answers to complete it. Check answers, referring back to the language sts have learned in this unit to explain the answers.

#### Answers

- |     |     |      |
|-----|-----|------|
| 1 b | 5 a | 9 b  |
| 2 a | 6 c | 10 c |
| 3 b | 7 c |      |
| 4 c | 8 b |      |

### EXTRA PRACTICE

If your sts found the text difficult, ask sts to listen and read again. Pause the audio after each paragraph and explain any words that sts don't understand.

## SPEAKING Introductions

- 3  **S0.9** Focus on the picture of Kay and Charlie and elicit that they are at school. Read out the question and explain the meaning of *in common* if necessary. Then play the audio for sts to listen and read. Elicit the answer to the question.

#### Answers

They are both new students.  
They are both in Year 9.  
They both like History.

- 4  **S0.10** Play the audio once for sts to listen to the Useful language. Read through all the phrases with the class and check that sts understand everything. You could elicit how to say the phrases in the sts' own language. Play the audio again for sts to repeat.

- 5 Sts put the words in the correct order to make more questions. Check answers with the class, and check that sts understand all the questions.

#### Answers

- How old are you?
- Have you got any brothers or sisters?
- Where do you live?
- What type of music do you like?
- Who is your favourite singer?

- 6 Sts work in pairs to prepare a new dialogue, using the questions in Exercise 3 and the Useful language. Monitor and help while sts are working. Allow sts time to practise their dialogue in pairs, then invite one or two pairs to perform their dialogue for the class.

### FAST FINISHER

Fast finishers can think of more questions to ask a new student at school. For weaker sts, write some prompts on the board to give them ideas for more questions to write:

*favourite / film ?*  
*have got / pets ?*  
*good at sport ?*

**Vocabulary:** Types of film; Adjectives to describe films

**Grammar:** Present simple; Adverbs of frequency; Present continuous

**Speaking:** Making suggestions

**Writing:** A film review

## VOCABULARY Types of film

I can talk about different types of film.

1 1.1 Match the words in the box with the films in the online film store. Listen, check and repeat.

action film    animated film    comedy    documentary    drama    fantasy film  
historical film    horror film    musical    science-fiction film

## FILMSTORE

Home
Films
TV Shows
My List

Recently watched [See All](#)

1

2

3

4

5

6

7

8

9

10

2 Work in pairs. Think of examples of each type of film.

*The Incredibles is an animated film.*

3 Match the types of films with the descriptions.

- 1 Don't watch this type of film on your own – it's scary!
- 2 There are lots of songs in this type of film.
- 3 This type of film doesn't use actors. It uses interviews with real people.
- 4 This type of film can be about the future, for example, space travel.
- 5 People laugh when they watch this type of film.
- 6 This type of film uses drawings of people or animals.

4 In pairs, do the questionnaire.

### Film Questionnaire

- 1 What types of film do you like? Why?
- 2 Which don't you like? Why?
- 3 How many films do you watch every month?
- 4 Do you usually watch films at home or at the cinema?
- 5 What's your favourite film? Why?
- 6 Who's your favourite actor?

Now watch the vlog.

#### FAST FINISHER

Write about your partner's answers to the questionnaire.

*Yolanda likes comedies and fantasy films. She ...*

# On screen

# 1

**UNIT 1 OVERVIEW:** The topic of this unit is films and other forms of entertainment. Sts read some opinions about whether films are better than books and listen to a radio programme about 4D cinema. They read a webpage advertising local entertainment and learn how to make and respond to suggestions. They then read an article about the animated *Wallace and Gromit* films and they also watch a vlog about making a short film and a culture video about a film crew.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Types of film; Adjectives to describe films	Present simple; Adverbs and expressions of frequency; Present continuous; Present simple and present continuous	Contractions	Understanding different opinions in a forum	Listening for key words	Making and responding to suggestions	A film review

## VOCABULARY Types of film

Sts learn the names for types of film. They confirm understanding by matching the types of films to descriptions and thinking of examples of each type of film. They personalize the vocabulary by doing a questionnaire on the types of films they like.

### Vocabulary

Types of film (*action film, animated film, comedy, documentary, drama, fantasy film, historical film, horror film, musical, science-fiction film*)

### Vlog

loan: *Making a movie*

### WARMER

Ask: *Is there a cinema in your town or city? Do you prefer to see films at the cinema or at home? Why? What films do you like?* Use these questions to revise expressions for likes and dislikes, and to see what words for film types students already know.

- 1.1 Read through the words in the box and elicit or teach the meanings. Sts match the words to the pictures. Play the audio track. Sts listen and check their answers. Play the audio again for sts to repeat the words.

### Answers

- |                 |                        |
|-----------------|------------------------|
| 1 comedy        | 6 musical              |
| 2 documentary   | 7 science-fiction film |
| 3 action film   | 8 fantasy              |
| 4 animated film | 9 drama                |
| 5 horror film   | 10 historical film     |

- Put sts into pairs to think of an example of each type of film. Elicit examples of each type of film. To practise more speaking, ask questions about some of the popular films that sts mention, e.g. *Who likes this film? What's the best part?*

- Ask sts to read the descriptions and match each one with a type of film. Allow students to compare their answers in pairs, then check with the class and check that students understand all the vocabulary in the definitions.

### Answers

- |               |                        |
|---------------|------------------------|
| 1 horror film | 4 science-fiction film |
| 2 musical     | 5 comedy               |
| 3 documentary | 6 animated film        |

- Put sts into pairs to do the questionnaire. Ask them to note down their partner's answers. Ask some students to tell the class something about their partner.

### Vlog

This lesson features an optional vlog in which a vlogger talks about a film he is making. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 285 and 303.

### FAST FINISHER

Sts who finish early can practise vocabulary for film types further. They write sentences about their partner's answers to the questionnaire. Weaker sts could work in pairs to practise the vocabulary. They take turns to point to the films in the pictures. Their partner says the correct word.

### Vocabulary practice: WB p.6

Sts will find more practice for vocabulary for types of film here. Set these exercises for homework.

### LS Language summary: Unit 1 SB p.127

# Films or books?

## READING

**I can** understand different opinions in a forum.

1 **1.2** Read and listen to the forum. Copy the table and complete it with the names.

Who prefers films?	
Who prefers books?	
Who likes films and books?	

YourOpinion.org
Home   Topics   New   Create Discussion   Log in

## ARE FILMS BETTER THAN BOOKS?

Do you prefer watching films or reading books?  
Click on the buttons and tell us what you think.

Are films better than books?

👍 Yes

or

No 👎

👍 48% Say Yes

52% Say No 👎

**Amy** posted 3 minutes ago  
My best friend doesn't agree, but I think films are more exciting. Science-fiction films often have amazing music and **special effects** – *Star Wars*, for example. You never get that with books.

**Daniel** posted 12 minutes ago  
I like reading more than watching films because with books you get the whole story. **Directors** often cut the little details that make the book special, or sometimes they change the **plot** completely.

**Karl** posted 26 minutes ago  
I think books are better because you can take them anywhere. I always read on the bus, for example. OK, you can do that with films on your phone, too, but the screen is really small, so it's harder to enjoy.

**Melissa** posted 42 minutes ago  
I love reading and going to the movies. I usually read a book every two weeks and I go to the cinema with my friends at least once a month. Which do I like more? I can't choose, sorry!

**Johnny** posted 1 hour ago  
It usually takes me a month to read a book, but I can watch a film in two hours! I love fantasy films such as *The Lord of the Rings*, but the books are really long and impossible to read.

**Laura** posted 1 hour ago  
When I read a book, I like imagining what the people and places in the story look like. I'm often disappointed when I see the film. For example, in the *Percy Jackson* films, the **characters** aren't how I imagined at all.

2 Read the forum again and answer the questions. Who ...

- 1 says it's quicker to watch a film?
- 2 creates a picture of the characters in his/her head?
- 3 likes films with special effects?
- 4 often carries a book with him/her?
- 5 says that the story in a film is sometimes different from the book?
- 6 watches films with other people?

3 **Word Power** Complete the sentences with the blue words from the forum.

- 1 Hermione Granger and Ron Weasley are my favourite film ... .
- 2 I didn't understand that film. Can you explain the ... ?
- 3 Alfonso Cuarón is a Mexican film ... .
- 4 The ... in the new *Avengers* film are amazing.

4 Work in groups. Do you prefer watching films or reading books? Why? Compare your opinions.

5 **FIND OUT** Who wrote *The Lord of the Rings*? How many books are there? How long did it take the author to write the first book?

# Films or books?

## READING

Sts read an online forum discussing whether films are better than books. They focus on understanding different opinions in a forum. They learn to use the present simple and adverbs and expressions of frequency to talk about facts, habits and routines.

### Reading text

An online forum discussing whether films are better than books

### Reading skill

Understanding different opinions in a forum

### WARMER

Ask for a show of hands: *Who reads books?* Ask some of the students who put up their hands additional questions, e.g. *What kinds of book do you read? What's your favourite book? Why?* Ask: *Who never reads books?* Ask some of the students who put up their hands additional questions, e.g. *Why don't you like reading? Do you prefer watching films? Why?*

- 1**  **1.2 Understanding different opinions in a forum** Ask students to look at the title of the forum. Ask: *How many people agree? (48%) How many disagree? (52%).* Ask: *What do you think some of the people might say about films and books?* Elicit a few ideas, and note down language sts use that shows opinions, e.g. *I prefer ... , Films are better because ... , I love books because ...*. Point out that these are ways of showing opinions, and it is useful to understand different opinions when they read an online forum. Ask sts to copy the table into their notebooks. Play the audio for sts to read and listen to the forum and complete the table. Check answers, and elicit the part of the text which gives each person's opinion.

### Answers

Who prefers films? Amy, Johnny  
Who prefers books? Daniel, Karl, Laura  
Who likes films and books? Melissa

- 2** Ask sts to read the forum again and answer the questions. Check answers with the class and elicit the part of the text which confirms each answer.

### Answers

1 Johnny	3 Amy	5 Daniel
2 Laura	4 Karl	6 Melissa

- 3** **Word Power** Point out the blue words in the text. With weaker classes, read out each of the blue words in context and elicit or explain the meaning. Sts then read the sentences and complete them with the correct words. Stronger sts could work in pairs to work out the meanings of the blue words before completing the sentences. Check answers with the class, and check that sts understand all the words.

### Answers

1 characters	3 director
2 plot	4 special effects

- 4** Read out the question, then write on the board the two headings: *Films* and *Books*. Elicit all the opinions from the forum and make notes under the correct heading, e.g. *Films: more exciting, music and special effects*. Allow sts time to think about their own opinions individually, using the ideas on the board and their own ideas. They then work in groups to compare their opinions. Ask some sts to tell the class their opinions and reasons.

## 21st Century skills



- 5**  **FIND OUT**

Set this exercise for homework if you prefer. Sts can find this information out by looking online or by asking other people. The answers to the question are: J.R.R. Tolkien wrote the original *The Lord of the Rings* books. There are three books. It took him around seventeen years to write the first *The Lord of the Rings* book.

- R** **Reading practice: WB p.7**

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR Present simple

**I can** talk about facts, habits and routines.

**Now watch the grammar animation.**

- 1 Read the grammar box. Copy and complete the rules with *regularly* and *true*.

### Affirmative

I/You/We/They often **go** to the cinema.

He/She **prefers** books to films.

### Negative

I/We/You/They **don't talk** about books.

He/She **doesn't agree** with me.

### Questions

**Do you like** reading?

**Does he read** on the bus?

### Short answers

Yes, I **do**. / No, I **don't**.

Yes, he **does**. /  
No, he **doesn't**.

### Rules

We use the present simple to talk about things that are <sup>1</sup>... or that happen <sup>2</sup>...

- 2 Complete the text with the correct form of the verb in brackets.

Film directors often **make** (make) films from books. But sometimes they <sup>1</sup>... (not follow) the original story! For example, in *The Hunger Games*, Peeta <sup>2</sup>... (lose) a leg in the book, but in the film he <sup>3</sup>... (not lose) it!

In one of the *Jurassic Park* films, some men <sup>4</sup>... (take) a T-Rex and its baby to the USA. The T-Rex <sup>5</sup>... (escape) and <sup>6</sup>... (kill) a lot of people. This <sup>7</sup>... (not happen) in the book – the dinosaurs <sup>8</sup>... (not leave) the island!



- 3 Write questions using the present simple.

- your town / have a cinema?
- How often / you / go to the cinema?
- Who / you / go with?
- How much / a ticket / cost?
- you / like horror films?

- 4 Work in pairs. Ask and answer the questions from Exercise 3.

A: *Does your town have a cinema?*

B: *Yes, it does.*

## Adverbs and expressions of frequency

**I can** describe how often I do things.

- 5 Read the grammar box and rules. Then read the posts in the forum on page 10 again and find more adverbs and expressions of frequency.

I'm **often** disappointed.

Directors **sometimes** change the plot.

I go to the cinema **once a month**.

I read a book **every two weeks**.

You **never** get that with books.

### Rules

Adverbs of frequency go after the verb *be*, but before other verbs.

We usually put expressions of frequency like *once a month/ every two weeks* at the end of a sentence.

- 6 Write true sentences about you. Include an adverb or expression of frequency.

My friends and I watch action films.

*My friends and I watch action films every Friday night.*

- I watch horror films in bed.
- I buy a new book from a bookshop or online.
- My parents let me download films from the internet.
- We watch a film in English class.
- I turn my phone off in the cinema.

- 7 Work in pairs or small groups. Discuss your answers.

A: *I often watch horror films in bed.*

B: *Me, too.*

C: *Really? I never watch horror films in bed. They give me bad dreams!*

- 8 **GET CREATIVE** Write a questionnaire for your classmates, for example: *How often do you watch science-fiction films? Do you like horror films: a lot, not much, not at all?* Draw a chart to present the results.

**FUN FACT**



In the famous Hollywood film *The Wizard of Oz*, Dorothy's magic shoes are red. The pair of shoes from the film is worth millions of dollars. But in the original book, the shoes were silver!

### FAST FINISHER

Write a post for the forum on page 10. Give your opinion on the question: *Are films better than books?*

**LS** Language summary: Unit 1 SB p. 127

## GRAMMAR Present simple

## Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Do you like fantasy films?*, including the form and use of the present simple and adverbs and expressions of frequency. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 309 for animation script.

- 1 Read the grammar box about the present simple with sts, then read out the rules and elicit the missing words.

## Answers

- 1 true                      2 regularly

Write a present simple sentence using *I* on the board, e.g. *I often go to the cinema*. Change *I* to *he* or *she* and elicit the necessary changes: *She often goes to the cinema*. Put a cross by both sentences and elicit the negative forms. Repeat this with one or two more simple sentences, and also elicit the question and answer forms.

Ask questions to check concept.

**Concept check questions:** *I like books – a fact? (yes). I go swimming every day – a routine? (yes). He like books – correct? (no – likes). I not enjoy reading – correct? (no – I don't enjoy). She don't like films – correct? (no – doesn't like).*

- 2 Ask sts to read the text and write the correct verb forms. Check answers with the class, writing the correct verb forms on the board for sts to check their spellings.

## Answers

- |                |                  |
|----------------|------------------|
| 1 don't follow | 5 escapes        |
| 2 loses        | 6 kills          |
| 3 doesn't lose | 7 doesn't happen |
| 4 take         | 8 don't leave    |

- 3 Read out the first set of prompts and elicit the question. Sts then write the remaining questions. Weaker sts could work in pairs for this. Check answers with the class.

## Answers

- 1 Does your town have a cinema?
- 2 How often do you go to the cinema?
- 3 Who do you go with?
- 4 How much does a ticket cost?
- 5 Do you like horror films?

- 4 Sts work in pairs to ask and answer the questions. Ask some students questions about their partner, e.g. *How often does (Sam) go to the cinema?*

## Adverbs and expressions of frequency

- 5 Read through the examples and rules with the class and check that sts understand all the adverbs and expressions. They then read the forum again and find more examples.

## Answers

Science-fiction films **often** have amazing music ...  
Directors **often** cut the little details ...  
I **always** read on the bus ...  
It **usually** takes me more than a month to read ...

Ask questions to check concept.

**Concept check questions:** *Tom goes to the cinema every week. Jack goes once a month – Who goes more? (Tom). Ana sometimes goes to the cinema on Saturdays – does she go every Saturday? (no – only sometimes). I read often books – correct? (no – I often read books).*

- 6 Read out the example sentence and elicit one or two more. Sts then work individually to write their sentences.
- 7 Put sts into pairs or groups to discuss their answers. Monitor and help while sts are working and correct any mistakes in a feedback session at the end.

## 21st Century skills



## 8 GET CREATIVE

Put sts into small groups and explain that they are going to write a questionnaire for their classmates. Monitor and help while they are working and make sure their questions are correct. Divide the class into new groups for sts to ask and answer their questions and note down their classmates' answers. Put them back into their original groups to prepare charts of their results. Monitor and help as necessary. Ask groups in turn to present their charts to the class.



Encourage sts to read this fun fact for pleasure. They might also be interested to know that the actors who played the Cowardly Lion and the Scarecrow wore masks that had to be glued to their faces each day. It took an hour each evening to remove the masks!

## &gt;&gt; FAST FINISHER

Sts who finish early can practise the grammar further by writing a post for the forum on page 10, giving their own opinion on whether films are better than books. Weaker sts could work in pairs and write one or two sentences with their opinions.

## G Grammar practice: WB p.8

Sts will find more practice for the present simple and adverbs and expressions of frequency. Set these exercises for homework.

## LS Language summary: Unit 1 SB p.127

# Be part of the action!

## VOCABULARY and LISTENING Adjectives to describe films

I can listen for key words.

1 1.3 Match the adjectives to describe films in the box with the icons. Listen, check and repeat.

boring brilliant confusing enjoyable exciting funny romantic sad scary serious silly terrible



2 Choose the correct adjective.

- I don't like horror films. They're too *scary* / *terrible* / *enjoyable*.
- The film was *brilliant* / *confusing* / *sad*. I didn't understand it.
- The scene where Mufasa dies in *The Lion King* is very *sad* / *funny* / *enjoyable*.
- It was *an enjoyable* / *an exciting* / *a terrible* film. I give it 1 out of 10.
- Jack and Rose's first kiss in *Titanic* was very *confusing* / *romantic* / *scary*.
- The film was *silly* / *funny* / *boring*. I fell asleep after twenty minutes!
- The actors were very *boring* / *funny* / *sad*. We laughed and laughed!
- We watched a *serious* / *funny* / *romantic* documentary about plastic pollution.



3 Ask and answer about films that you watched recently.

A: *What do you think of the new Star Wars film?*

B: *The special effects are exciting, but the plot is confusing.*

4 Read the advert. What do you think a 4D cinema is?

What happens in a 4D cinema that doesn't happen in a normal cinema?



5 1.4 Listen to the radio programme.

Which of the experiences in the advert does Adam mention? What does he think about his first time in a 4D cinema?

6 1.4 Listen again and answer the questions.

- Where is James Bond when Adam's seat first starts moving?
- What happens to his seat when the cars are driving fast?
- Where is Bond when it starts snowing?
- Why does Adam say, 'Luckily, I'm wearing a coat'?
- What is the weather like in Brazil?
- What can Adam smell?

7 THINK CRITICALLY Why do you think going to the cinema is such a popular thing to do? Why do some people prefer to watch films at home?

LS Language summary: Unit 1 SB p. 127

# Be part of the action!

## VOCABULARY and LISTENING

### Adjectives to describe films

Sts listen to a radio programme about 4D cinema and focus on listening for key words. They learn to use the present continuous to talk about actions in progress now, and learn to use the present simple and present continuous correctly.

#### Vocabulary

Adjectives to describe films (*boring, brilliant, confusing, enjoyable, exciting, funny, romantic, sad, scary, serious, silly, terrible*)

#### Listening text

A radio programme about 4D cinema

#### Listening skill

Listening for key words

### WARMER

Put sts into teams. Say the names of some films that sts know, e.g. *The Hunger Games*. As you say each film name, ask: *What type of film is it?* Sts race to say the correct type of film. Then ask: *How can you describe this film? Is it funny? Exciting? Good?* Elicit some adjectives to describe each film you mention, and see what adjectives sts know.

- 1  1.3 Read through the words and elicit or teach the meanings. Put sts into pairs to match the adjectives to the pictures. Play the audio for sts to listen and check the answers. Play the audio again for sts to repeat the words.

#### Answers

1 silly	5 terrible	9 funny
2 scary	6 boring	10 serious
3 romantic	7 confusing	11 brilliant
4 enjoyable	8 exciting	12 sad

- 2 Sts read the sentences and choose the correct adjectives. Check answers.

#### Answers

1 scary	4 a terrible	7 funny
2 confusing	5 romantic	8 serious
3 sad	6 boring	

- 3 Read out the example answer, then ask one or two individual sts what they think of the new *Star Wars* film. Sts then work in pairs to ask and answer questions. Ask some sts to tell the class their opinions about some films they know.

- 4 Focus on the advert and check sts understand all the words. Ask sts to read the advert and discuss the questions in pairs. Elicit their ideas and discuss them as a class, but don't confirm them.

- 5  1.4 Read out the questions, then play the audio for sts to listen and note down the answers. See TG page 274 for audio script. Allow sts to compare their answers in pairs, then check answers.

#### Answers

He experiences a moving seat, snow, air and smells.  
He says that it was a really enjoyable experience.

- 6  1.4 **Listening for key words** Read through the questions with the class and point out that to answer these questions, sts need to listen for some key words. Elicit the key words for each question, e.g. *Where is James Bond when Adam's seat starts moving?* Elicit one or two possible answers for each question, but don't confirm them. Play the audio again for sts to answer the questions. Check answers with the class.

#### Answers

- 1 in his car
- 2 it moves really fast
- 3 high up in the mountains, in France
- 4 because there's cold air in the cinema
- 5 warm and sunny
- 6 oranges and pineapples

## 21st Century skills



- 7  **THINK CRITICALLY**

As a class, brainstorm advantages and disadvantages of going to the cinema and watching films at home, e.g.:

Going to the cinema: more exciting on a big screen, special effects are better

Watching films at home: cheaper, can chat while you watch, can have food

Sts then work in pairs or groups to discuss their ideas.

#### Optional extension

You could ask sts in pairs to think about a film they know and think about how it could work in a 4D cinema. Ask them to think about three effects they would use at key points in the film. Ask pairs in turn to tell the class their ideas.

-  **Vocabulary and listening practice: WB p.9**

Sts will find more practice for listening, and practice of vocabulary for adjectives to describe films here. Set these exercises for homework.

-  **Language summary: Unit 1 SB p.127**

## GRAMMAR Present continuous

**I can** talk about actions in progress now.

**Now watch the grammar animation.**

- 1 Copy and complete the grammar box with the correct forms of the verb *be*.

### Affirmative

I <sup>1</sup> ... **wearing** a coat.  
He/She's **driving** through Rome.  
You/We/They <sup>2</sup> ... **relaxing**.

### Negative

I'm **not sitting** on a beach.  
He/She <sup>3</sup> ... **moving**.  
You/We/They **aren't talking**.

### Questions

**Am I going** fast?  
**Is it following** us?  
**Are they skiing**?

### Short answers

Yes, I **am**. / No, I <sup>4</sup> ...  
Yes, it <sup>5</sup> ... / No, it **isn't**.  
Yes, they **are**. / No, they <sup>6</sup> ...

- 2 Look at the picture from the film *Mission: Impossible - Fallout*. Complete the description with the correct present continuous form of the verb in brackets.

Ethan Hunt (Tom Cruise) <sup>1</sup> ... (ride) a motorbike through Paris. A lot of police officers <sup>2</sup> ... (follow) him. Three of them <sup>3</sup> ... (ride) motorbikes and the others <sup>4</sup> ... (drive) cars. They <sup>5</sup> ... (go) really fast, but they <sup>6</sup> ... (not go) as fast as Ethan. Ethan <sup>7</sup> ... (wear) a black leather jacket, but he <sup>8</sup> ... (not wear) a helmet. What <sup>9</sup> ... the other people in his team <sup>10</sup> ... (do)? They <sup>11</sup> ... (wait) for him in a boat. Come on, Ethan!



- 3 Write questions using the present continuous. Ask and answer them in pairs.

- What / you / wear / today?
- your teacher / use / a computer?
- it / rain / outside?
- What / your parents / do / today?
- What / you / study / in history?
- you / watch / a good TV series / at the moment?

## 4 PRONUNCIATION Contractions

- 1.5 Listen and repeat.

Full form	Contraction
I am driving.	I'm driving.
She is sitting.	She's sitting.
You are watching.	You're watching.
We are reading.	We're reading.
They are cooking.	They're cooking.

- 5 1.6 Listen and write the sentences in your notebook.

## Present simple and present continuous

**I can** use the present simple and present continuous correctly.

- 6 Read the grammar box. Choose the correct answers to complete the rules.

Present simple	Present continuous
I often <b>ride</b> my bike to school.	He's <b>riding</b> a motorbike through Paris.
It usually <b>snows</b> in winter.	It's <b>snowing</b> in the film.

### Rules

We use the present <sup>1</sup> *continuous* / *simple* to talk about facts, habits and routines.

We use the present <sup>2</sup> *continuous* / *simple* to talk about actions in progress now.

- 7 1.7 Complete the phone conversation. Listen and check.

- Ivan:** Hi, Anna. What <sup>1</sup> ... (you / do) at the moment?  
**Anna:** It's movie night! I <sup>2</sup> ... (watch) a film with my family.  
**Ivan:** <sup>3</sup> ... (you / always / watch) a film together on Friday night?  
**Anna:** Yes, we do! My dad <sup>4</sup> ... (download) a new film every week. Then we <sup>5</sup> ... (turn off) the lights and imagine that we're in the cinema!  
**Ivan:** That's a great idea. <sup>6</sup> ... (you / usually / have) popcorn, too?  
**Anna:** Yes – my brother <sup>7</sup> ... (make) some in the kitchen now!  
**Ivan:** Lucky you!  
**Anna:** What about you? What <sup>8</sup> ... (you / do)?  
**Ivan:** I'm at Pat's house. We <sup>9</sup> ... (play) video games and <sup>10</sup> ... (listen) to music.  
**Anna:** Have fun!  
**Ivan:** You, too! Bye!

## FAST FINISHER

Choose a picture in Unit 1. Describe what is happening in the picture.

## GRAMMAR Present continuous

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Is the alien attacking the hero?*, including form and use of the present continuous and the difference between the present simple and present continuous. Sts will find more practice for reading here. Set these exercises for homework.

- 1 Read the grammar box with sts about the present continuous and elicit the missing forms of *be*. Draw attention to the two different parts of the form of the present continuous: the correct form of *be* and the *-ing* form of the verb. Point out that both parts are necessary: *They are playing football*. NOT *They playing football* or *They are play football*. Check answers.

#### Answers

- |            |                  |          |
|------------|------------------|----------|
| 1 'm / am  | 3 isn't / is not | 5 is     |
| 2 'r / are | 4 'm not         | 6 aren't |

Ask questions to check concept.

**Concept check questions:** *She's listening to music – is this in progress now? (yes). I'm learn English – correct? (no – I'm learning). He enjoying the party – correct? (no – he's enjoying the party). Can you make the sentence negative? (He isn't enjoying the party). Can you make it a question? (Is he enjoying the party?).*

- 2 Focus on the photo and elicit what it shows. Teach the word *motorbike* if necessary. Point out that a description of a picture uses the present continuous because you are describing something that is happening now, in the picture. Sts read the description and complete it with the correct verb forms. Check answers.

#### Answers

- |                 |                 |                |
|-----------------|-----------------|----------------|
| 1 is riding     | 5 're going     | 9 are          |
| 2 are following | 6 aren't going  | 10 doing       |
| 3 are riding    | 7 is wearing    | 11 are waiting |
| 4 are driving   | 8 isn't wearing |                |

- 3 Sts could work in pairs to write the questions. Check these with the class, and check that sts understand them all. Sts then ask and answer the questions in pairs. Ask the questions to the class and elicit a few answers for each one.

#### Answers

- What are you wearing today?
- Is your teacher using a computer?
- Is it raining outside?
- What are your parents doing today?
- What are you studying in history?
- Are you watching a good TV series at the moment?

### PRONUNCIATION

- 4 1.5 Point out that in informal situations, we usually use contractions rather than full forms. Play the audio for sts to repeat.
- 5 1.6 Play the audio, pausing after each sentence to allow sts time to write. Allow sts time to check their answers in pairs, then play the audio again for them to listen and check. Check answers.

#### Answers

- |                   |                    |
|-------------------|--------------------|
| 1 We're playing.  | 4 He's skiing.     |
| 2 It's raining.   | 5 They're talking. |
| 3 You're running. | 6 I'm listening.   |

## Present simple and present continuous

- 6 Read the grammar box with sts about the present simple and present continuous. Sts could work in pairs to read the rules and choose the correct words to complete them. Check answers, then ask questions to check concept.

**Concept check questions:** *I listen to music every day – a habit or in progress now? (a habit). Can you make a similar sentence meaning 'in progress now'? (I'm listening to music now). She's playing tennis – a habit or in progress now? (in progress now). Can you make a similar sentence about a habit? (She plays tennis every weekend).*

#### Answers

- |          |              |
|----------|--------------|
| 1 simple | 2 continuous |
|----------|--------------|

- 7 1.7 Sts complete the conversation with the correct verb forms. Allow sts to compare their answers in pairs, then play the audio for them to listen and check.

#### Answers

- |                       |                       |
|-----------------------|-----------------------|
| 1 are you doing       | 6 Do you usually have |
| 2 'm watching         | 7 's making           |
| 3 Do you always watch | 8 are you doing       |
| 4 downloads           | 9 're playing         |
| 5 turn off            | 10 listening          |

### FAST FINISHER

Sts choose a picture in Unit 1 and describe what is happening. They could work individually and write their answers, or work in pairs and do it as a speaking task. Weaker sts could choose a picture and write one or two sentences about what is happening.

- G Grammar practice:** WB p.10

Sts will find more practice for present simple and present continuous here. Set these exercises for homework.

- LS Language summary:** Unit 1 SB p.127

**KEEP TALKING!**

# It sounds scary!

## READING and LISTENING

I can find information in an events guide.

About

Latest news

What's on

Events



# WHAT'S ON

our top tips for events in your area

Saturday, 13 October



### The Dark Forest (12+)

A group of teenagers spend the night in the forest. But they aren't alone ...

📍 ABC Cinema 3 p.m.

🎫 Tickets: £9 Under 16s: £7

BUY TICKETS



### Crazy Creatures

Fun animated film for all the family. With the voices of John Rodriguez and Margot Jackson.

📍 Odeon Cinema 3.15 p.m.

🎫 Tickets: £8 Under 16s: £6.50

BUY TICKETS



### Mad about Manga

Explore the history of manga, and dress as your favourite manga character!

📍 Modern Art Gallery

🎫 Free

RESERVE



### Dinosaur World

They walk. They roar. Don't miss this exhibition of life-size moving dinosaurs!

📍 Victoria Museum

🎫 £10 Under 16s: Half price

BUY TICKETS



### Safari in the City

For one day only, enjoy a very special tour of the zoo with TV presenter, Holly Bruce.

📍 City Zoo 10 a.m. and 2 p.m.

🎫 Tickets: £15

**SOLD OUT**



### Karate Class

Do you want to learn karate? All of our classes are free this week, so come and try it!

📍 Sports Centre 3 p.m. and 5 p.m.

Monday – Saturday

🎫 Free

RESERVE

**1** Look at the events guide. Do you know any web pages like this for your town or area?

**2** Read the events guide and find answers to these questions.

- How old must you be to see *The Dark Forest*?
- What type of film is *Crazy Creatures*?
- Which events don't cost any money?
- How much is a child's ticket for Dinosaur World?
- At which event can you dress up in special clothes?
- Where can you meet a famous person?
- What time does the afternoon tour of the zoo start?
- How many free karate classes are there?

**3** 1.8 Listen. Which events from the web page do you hear?

**4** 1.8 Listen again and answer the questions.

- Which colour belts is the karate class for?
- What does *yame* mean?
- Where is the noise coming from in *The Dark Forest*?
- Who goes to investigate the noise?
- Where does the snake in the zoo come from?
- How long is the snake?


**KEEP TALKING!**

## It sounds scary!

### READING and LISTENING

Sts read an events guide about what's on in a town or city and discuss any similar guides that they know in their area. They listen to some announcements and conversations to identify the events from the guide and answer detailed questions. They then learn how to make and respond to suggestions. They read and hear a model dialogue and personalize the Useful language by following the steps in the Speaking plan.

#### WARMER

Ask: *What's on in your town or city at the moment?* Elicit a few ideas, and ask more questions if necessary to prompt sts, e.g. *What films can you see? Are there any exhibitions at the museum? Are there any festivals or concerts?* Elicit a few answers, then ask: *How do you find out what's on in your town or city?* Elicit some answers, and elicit the idea of a *What's On* website. Tell sts they are going to read an events guide on a *What's On* website.

- 1 Look at the events guide with the class and ask sts if they know any similar webpages in their town or area.
- 2 Read through the questions with the class and check that sts understand everything. Ask them to read the events guide and find the answers. Check answers, eliciting the part of the webpage which confirms each answer.

#### Answers

- 1 twelve years old
- 2 animated
- 3 Mad about Manga, Karate Class
- 4 £5
- 5 Mad about Manga
- 6 Safari in the City
- 7 2.00 p.m.
- 8 12

- 3  1.8 Tell sts they will hear three of the events from the *What's On* website. Tell them they should listen carefully to identify the event that each one is about. Play the audio for sts to listen and note down the events that are mentioned. See TG page 274 for audio script. Check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

#### Answers

- 1 Karate Class
- 2 The Dark Forest
- 3 Safari in the City

- 4  1.8 Allow sts time to read through the questions. Check they understand them all. Play the audio again for them to listen and answer the questions. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

#### Answers

- 1 white and yellow
- 2 stop
- 3 the tall trees
- 4 Tom
- 5 the forests of Central America
- 6 180 cms

## SPEAKING Making and responding to suggestions

I can make and respond to suggestions.

### 1 1.9 Listen and read. Which of the events on page 14 do Alex and Meera decide to go to?

**Alex:** What shall we do this afternoon?

**Meera:** How about going to the cinema? There's a new horror film.

**Alex:** *The Dark Forest*? That sounds scary. I'm not sure. I'd prefer to see *Crazy Creatures*.

**Meera:** Hmm, I don't really like animated films.

**Alex:** Why don't we go to the zoo, then? There's a safari day.

**Meera:** OK, that's fine by me.

**Alex:** Oh, it's sold out already. What about going to the art gallery? There's a manga exhibition, and it's free.

**Meera:** Great idea! I love manga.

**Alex:** OK, let's go!



### 2 1.10 Listen and repeat the Useful language.

#### Useful language

##### Making suggestions

What shall we do this afternoon/tomorrow?

How about / What about ...?

Why don't we ...?

##### Responding

I'm not sure.

That sounds scary/boring/exciting.

I'd prefer to ...

That's fine by me.

### 3 1.11 Copy and complete the dialogue with the words in the box. Listen and check.

about don't exciting going shall to go

**Ana:** What <sup>1</sup> ... we do tomorrow?

**Milo:** How about <sup>2</sup> ... for a bike ride?

**Ana:** I'm not sure. I'd prefer <sup>3</sup> ... to a theme park.

**Milo:** Hmm, that sounds expensive. And I don't really like theme parks. What <sup>4</sup> ... going fishing?

**Ana:** That doesn't sound very <sup>5</sup> ... !

**Milo:** OK. Why <sup>6</sup> ... we go to the beach? We can go swimming and then have lunch there.

**Ana:** Great idea!

### 4 Work in pairs. Make suggestions for what to do tomorrow and make a plan. Follow the steps in the Speaking plan.

#### Speaking plan

##### Prepare

- > Choose some of the events from page 14, or think of your own.
- > Make notes for your dialogue.

##### Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.

##### Reflect

- > How can you improve next time?
- > Swap roles and choose new events.

Now play *Keep moving!*

#### FAST FINISHER

Write your own events guide like the one on page 14. Include two or three events or activities in your area.

## SPEAKING Making and responding to suggestions

- 1 1.9 Read out the question and explain to sts that they will hear two people discussing which event to go to. With stronger classes, you could play the dialogue with books closed and ask: *Which of the events from page 14 do Alex and Meera decide to go to?* With weaker classes, you could play the dialogue for sts to listen and read. Check the answer.

### Answer

Mad about Manga

- 2 1.10 Tell sts there are different ways they can make suggestions in English, and different ways they can respond, so they accept the suggestion or reject it. Ask them if they remember, or can see, any in the dialogue in Exercise 1. Read through the Useful language box with the class and check sts understand all the phrases.

Ask questions to check concept.

**Concept check questions:** *I want to go to the cinema – How can I suggest this to my friend? (How about going to the cinema? / Why don't we go to the cinema?). I'm not sure – am I accepting the suggestion? (no). That sounds great – am I accepting? (yes). What else can I say to accept? (That's fine by me). How can I say what I want to do instead? (I'd prefer to ...).*

- 3 1.11 Ask sts to copy the dialogue in their notebooks and complete it using the Useful language from Exercise 2. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. Sts could then practise the dialogue in pairs.

### Answers

1 shall	3 to go	5 exciting
2 going	4 about	6 don't

- 4 Sts follow the steps in the Speaking plan to practise making and responding to suggestions.

## Speaking plan

### Prepare

Sts work in pairs to choose some events or think of their own ideas. You could brainstorm some ideas with the class. They then make notes for their dialogue, using the Useful language in Exercise 2 to help them.

### Speak

Sts decide who will speak first and then practise their dialogue in their pairs. They can practise with, and then without, notes. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

### Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. Sts swap roles and follow the steps again with a different partner. If they record their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their conversations for the class if they feel confident.

## Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

## FAST FINISHER

Sts write their own events guide like the one on page 14. Encourage them to use the text on page 14 as a model and include events from their area. They could then work in pairs and have another conversation to make suggestions and decide which event to go to. Weaker sts could write one or two brief descriptions of events in their area for a webpage.

## Speaking practice: WB p.11

Sts will find more practice for making and responding to suggestions here. Set these exercises for homework..

## Language summary: Unit 1 SB p.127

REAL

CULTURE!

## Great British animation

I can compare famous animated characters in the UK with animated characters in my country.

# The World of Wallace and Gromit



Aardman Animations is a British animation company. Its two most famous animated characters are Wallace and Gromit. Wallace is an inventor who invents crazy things, and Gromit is his dog and best friend. Together they have lots of exciting and very funny adventures, but they always find time for a cup of tea!

Aardman's style of animation is unusual. These days, most animation companies use computers to create their characters, but Aardman uses models. So, how exactly do they do it?

First, the animators build a model of the character out of clay. Then, they take a picture of the character with a special camera. Next, the animators move parts of the character, for example, its eyes, its mouth or its fingers, and they take another picture. Finally, they put the pictures together to make a film, and the characters appear to move!



The work is very slow. They take 24 pictures for every second of film, and in a typical day, they create just two to three seconds of film! It can take two years to make a complete film. It's a lot of hard work, but the results are amazing.

The Aardman team have won lots of awards, including several Oscars. Their films are very popular with British people of all ages, and it's a Christmas tradition to watch Wallace and Gromit on TV! People love them because they live an ordinary British life: they drink tea, they like toast and jam, and they live in a typical British house. And people love the funny and imaginative stories, and the incredible animation.



## Great British animation

Sts learn about Aardman Animations, a British company which produces the Wallace and Gromit animated films. They study words to show the order of events and listen to a set of instructions. They then compare cartoons and films in the UK with popular programmes in their own country. This lesson features an optional culture video about a film crew: see SB page 17.

**WARMER**

Put sts into pairs. Give them two minutes to write the names of as many animated films as they can. Elicit their ideas, then ask: *Do you know how they make animated films?* Elicit what sts know about how different animated films are made.

**BACKGROUND**

The Aardman Animations films have proved extremely popular in Britain with both children and adults. Films made by Aardman Animations include *Chicken Run* (2000), *Wallace and Gromit: The Curse of the Were-Rabbit* (2005), *Flushed Away* (2006), *Shaun the Sheep Movie* (2015), *Early Man* (2018) and *Shaun the Sheep Movie: Farmageddon* (2019).

- Put sts into pairs to look at the pictures and discuss what they know about the characters. Discuss their ideas as a class.
- 1.12** Read out the task, then tell sts they are going to read and listen to the text, and they should ignore any words they don't understand for now. Play the audio for sts to read and listen and find three reasons why Wallace and Gromit are popular. Check the answers.

**Answer**

Wallace and Gromit are popular because:

- they live an ordinary British life
- people love the funny and imaginative stories
- the animation is incredible

- Focus on the summary and point out the example mistake that has been corrected. Ask sts to read the summary and correct five more mistakes. They can then read the text again in their own time, or you could play the audio again for them to read and listen. Allow sts to compare their answers in pairs, then check answers with the class.

**Answers**

computers models  
one year two years  
a taxi-driver an inventor  
coffee tea  
Easter Christmas

- Word Power** Read out the task, then ask sts to find *First* and *Then* in paragraph 3 of the text. Point out how these words show the order of events. Ask sts to read the rest of this paragraph and find two more words that show the order of events. Check answers, and check that sts understand all the words.

**Answers**

Next, Finally

- 1 Look at the pictures on page 16. Do you know these animated characters? What do you know about them?
- 2 **1.12** Read and listen to the article. Find three reasons why Wallace and Gromit are popular.
- 3 Read the article again. Find and correct five more mistakes in the summary below.  
*American X British ✓*

Aardman Animations is an American animation company. The company uses computers to create the characters. It's a very slow way to work. It takes one year to make a film. Wallace and Gromit are two of Aardman's most famous characters. Wallace is a taxi driver and Gromit is a dog. They love coffee and toast and jam. British people enjoy watching the films at Easter.

- 4 **Word Power** We use words like *first* and *then* to show the order of events. Find two more words in the text that show the order of events.
- 5 Work in pairs. Close your books. Explain to your partner how they make films at Aardman Animations. Then swap roles.  
*First, ... Then, ... Next, ... Finally, ...*
- 6 **1.13** Work in pairs. Read *How to make a cup of tea ... with Wallace and Gromit!* Put the instructions in the correct order. Then listen and check.
- 7 **COMPARE CULTURES** Which cartoons and other animated films and TV shows are popular in your country? Who are your favourite characters? What do you like about them?

 Now watch the culture video.

### **FAST FINISHER**

Describe your favourite character in a cartoon or animated film.

*One of my favourite characters is SpongeBob SquarePants. He lives underwater in a pineapple.*

## How to make a cup of tea ...

# with Wallace and Gromit!



### You will need ...



a kettle



water



a teabag



a cup



milk



sugar

### Instructions

- a Take the teabag out of the water.
- b Enjoy!
- c Next, add the hot water.
- d First, boil some water in a kettle.
- e Finally, add some milk (and sugar, if you like).
- f Leave the teabag in the water for one or two minutes.
- g Then, put a teabag in a cup.

## REAL CULTURE!

- 5 Sts work in pairs and with their books closed, explain how they make films at Aardman Animations. They swap roles and practise again. Elicit a description from the class.
- 6 **1.3** Point out the instructions at the bottom of page 17, and explain that they are in the wrong order. Read through the *You will need ...* part with the class and check that sts understand all the objects in the pictures. Sts then work in pairs to put the instructions in the correct order. Play the audio for them to listen and check.

### Answers

d, g, c, f, a, e, b

### EXTRA PRACTICE

Put sts into pairs. They take turns to give instructions about another familiar everyday activity, e.g. heating up a pizza, tidying your bedroom, etc. Ask them to try to speak for one minute. If your sts use smartphones in class, they could record their conversations. They can watch their films back and discuss in their pairs how they could improve. If there is time, they could repeat the activity and try to improve.

## 21st Century skills



### 7 COMPARE CULTURES

Put sts into pairs or small groups. Encourage each group to brainstorm ideas for cartoons and animated films and TV shows that are popular in their country. Ask them to discuss who their favourite characters are, and why they like them. Monitor and help while they are working. Ask some pairs or groups to tell the class their ideas. Ask other sts if they agree or disagree, and why.

### Culture video

This lesson features an optional culture video about a film crew. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *A day on a film set* on TG pages 294 and 306.

### FAST FINISHER

Sts write a description of their favourite character in a cartoon or animated film. Weaker sts could work in pairs and write two or three sentences about a character in a cartoon or animated film that they know.

# My favourite film

## WRITING A film review

I can write a film review.

- 1 Look at the picture. Do you know this film? Discuss in pairs what happens, or what you think happens, in the film.
- 2 Read the film review. What does the reviewer think of the actors in the film?



One of my favourite films is *The Martian*. It's a science-fiction film. I watched it on TV last month and I really enjoyed it.

The film is set in the future. A team of scientists are living and working on Mars. One day, there is a storm. A large piece of metal hits one of the astronauts, Mark Watney, and the other scientists think that he's dead. They decide to leave the planet and return to Earth. However, Mark isn't dead, and when he wakes up, he is alone on Mars. He now needs to find a way to survive and to contact Earth ...

The film is really enjoyable. The actors are excellent, especially Matt Damon as Mark Watney. The plot is simple, but the special effects are amazing and the music is great. The film is quite funny in parts, and the ending is very exciting! In conclusion, I totally recommend it.

by Louise Wilcox

- 3 Look at the **Useful language**. How do you say these expressions in your language?

### Useful language

#### Reviewing a film

One of my favourite films is ...	The special effects are ...
The film is set in ...	The plot is simple/ confusing.
The actors are ...	The ending is exciting/silly.

- 4 Read the **Look!** box. Then look at the end of the review. What type of punctuation do we use after *In conclusion*?

### Look! Writing a conclusion

We often finish a film review with a conclusion: one or more sentences where you give your final opinion about the film. We can use *In conclusion* to introduce our final opinion.

- 5 Match sentences 1–4 and a–e. Use them to write conclusions in your notebook. Include *In conclusion*.

The plot is confusing and the actors are really bad.

*The plot is confusing and the actors are really bad. In conclusion, it's a terrible film.*

- 1 The actors are great and the songs are brilliant.
  - 2 It's really scary and the ending is very imaginative.
  - 3 The actors are good, but the story is boring.
  - 4 It's a love story, but it's also very funny.
- a if you like horror films, this is for you.  
b I really enjoyed this musical.  
c it's a great romantic comedy.  
d ~~it's a terrible film.~~  
e there are good things and bad things about this film.

- 6 Write a film review. Follow the steps in the **Writing plan**.

### Writing plan

#### Prepare

- > Choose one of your favourite films.
- > Make notes about the plot.
- > Think about your opinions of the actors, special effects, ending, etc.

#### Write

- > Organize your ideas into paragraphs:
  - The name of the film and when you saw it
  - A short summary of the plot
  - Your conclusion
- > Use the expressions from the **Useful language** box.

#### Check

- > Check your grammar: present simple and present continuous.
- > Check your spelling.

# My favourite film

## WRITING A film review

Sts read a film review of the film *The Martian*. They learn useful language for reviewing a film and study how to write a conclusion. They then follow the steps in the Writing plan to write a film review of a film that they know.

### Writing

A film review

### Useful language

Reviewing a film (*One of my favourite films is ..., The film is set in ..., The actors are ..., The special effects are ..., The plot is simple/confusing, The ending is exciting/silly.*)

### Look!

Writing a conclusion

### WARMER

Ask: *Where can you read reviews of films?* Elicit that you can read them online or in magazines. Ask: *Do you ever read film reviews? What information can you find in them?* If sts read film reviews, ask more questions to find out why they find them useful. If sts don't regularly read film reviews, discuss as a class what information you can find in them (information about the plot, the actors, and an opinion about how good the film is).

- Focus on the picture and read out the name of the film. Use the picture to teach the words *astronaut* and *Mars*. Put sts into pairs to discuss the questions. Discuss their ideas as a class, but don't confirm them.
- Read out the question, then ask sts to read the film review and find the answer. Check the answer, eliciting the part of the review which confirms the answer.

#### Answer

She says that the actors are excellent.

- Read the Useful language box with sts about language for reviewing a film. Ask them how they say these expressions in their first language. You could elicit a few more adjectives to describe the plot (e.g. *complicated, silly*) and the ending (e.g. *happy, sad*).
- Read the Look! box with sts about writing a conclusion. Sts read the conclusion in the film review and notice the punctuation after *In conclusion*. Check the answer with the class.

#### Answer

A comma

Ask questions to check concept.

**Concept check questions:** *Where is the conclusion – at the beginning, in the middle, or at the end? (at the end). What information do we give in the conclusion? (our opinion of the film). What punctuation do we use after 'in conclusion'? (a comma).*

- Point out how the example sentences matches to sentence d, and point out how it is rewritten using *In conclusion*. Ask sts to match the sentences and write them in their notebooks, using *In conclusion*. Check answers with the class.

### Answers

- b: The actors are great and the songs are brilliant. In conclusion, I really enjoyed this musical.
- a: It's really scary and the ending is very imaginative. In conclusion, if you like horror films, this is for you.
- e: The actors are good, but the story is boring. In conclusion, there are good things and bad things about this film.
- c: It's a love story, but it's also very funny. In conclusion, it's a great romantic comedy.

- Ask sts to write a film review about one of their favourite films following the steps in the Writing plan.

### Writing plan

#### Prepare

Sts work as individuals and make notes about one of their favourite films. Monitor while they are working, and help with vocabulary if necessary. Remind them to think about the characters, plot, special effects and ending.

#### Write

Read through the paragraph plan with the class, then refer back to the model film review and show how it follows the paragraph plan. Sts then write their film review following the paragraph plan. Refer them back to the Useful language and the Look! box and encourage them to use them in their reviews. Remind them they can also use the adjectives for describing films from page 12.

#### Check

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Reassure them that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap their film reviews and give feedback on the use of the present simple and present continuous. Remind sts that they should always be positive and encouraging when they give feedback to a partner.

- W Writing practice:** WB p.12  
Sts will find more practice for writing here. Set these exercises for homework.

- W Writing summary:** WB p.84

- E Exams:** Unit 1 SB p.118

- LS Language summary:** Unit 1 SB p.127

**Vocabulary:** Jobs around the home; Jobs

**Grammar:** Past simple; be; past simple; could and couldn't

**Speaking:** Talking about skills and abilities

**Writing:** A biography

## VOCABULARY Jobs around the home

**I can** talk about jobs around the home.

- 1 2.1 Complete the survey with the expressions in the box. Use the *-ing* form of the verb. Listen and check.  
1 a *tidying your room*

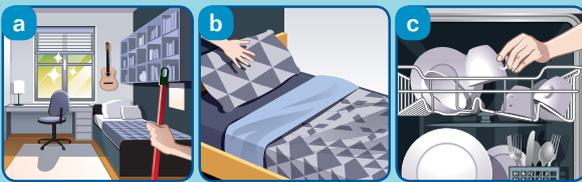
clean the bathroom   do the laundry   do the shopping   do the washing up   lay the table   load the dishwasher  
make dinner   make your bed   take out the rubbish/recycling   tidy your room   wash the car   wash the floor

## JOBS AROUND THE HOME

Do you help at home? Here are the results of our survey of British teenagers.

### 1 Which jobs do you do most often?

88% of you do chores, and the ones you do most often are:



### 2 Which jobs do you complain about the most?

90% of you complain about doing chores! The three most hated jobs are:



### 3 Which are your favourite jobs?

63% of you are happy to help cook! These are your two favourite jobs:



### 4 Which jobs do you never do?

Most of you never help with these jobs:



### 5 Which jobs do your parents pay you to do?

Parents pay 47% of you for doing jobs. These are the jobs that parents most often pay for:



- 2 Read the survey. Which results surprise you? Which results don't surprise you?
- 3 Which jobs do you help with? Write sentences with *often*, *sometimes*, *hardly ever* and *never*.  
*I often take out the rubbish.*
- 4 Ask and answer the questions in pairs.
- Which jobs do you hate doing?
  - Which jobs don't you mind doing?
  - Which jobs are easy?
  - Do you sometimes argue with your parents about jobs around the home? When and why?

- 5 **THINK CRITICALLY** Discuss in pairs. Is it important for children and teenagers to do jobs around the home? Why/Why not?

Now watch the vlog.

### FAST FINISHER

Make a list of more jobs around the home. How many can you think of?

*tidy the living room, walk the dog, ...*

# Good job!

# 2

**UNIT 2 OVERVIEW:** The topic of this unit is jobs. Sts read about a teen entrepreneur, and listen to a podcast about the jobs some celebrities did before they were famous. They read some adverts for jobs for teenagers and learn to talk about skills and abilities. They read a biography of the writer Agatha Christie and write their own biography of a famous person. They also watch a vlog about the jobs a student does at home and a culture video about a young Ugandan artist.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Jobs around the home; Jobs	Past simple; <i>be</i> : past simple; <i>could</i> and <i>couldn't</i>	- <i>ed</i> endings	Understanding the main idea of a text	Listening for specific details in a podcast	Taking part in a simple job interview	A biography

## VOCABULARY Jobs around the home

Sts learn expressions for jobs around the home and read the results of a survey of what jobs British teenagers help with at home. They personalize the vocabulary by talking about which jobs they do around the home and which they hate doing.

### Vocabulary

Jobs around the home (*clean the bathroom, do the laundry, do the shopping, do the washing up, lay the table, load the dishwasher, make dinner, make your bed, take out the rubbish/recycling, tidy your room, wash the car, wash the floor*)

### Vlog

Tati: *Student chores*

### WARMER

Ask: *What do you do when you get home from school?* Elicit a few ideas, e.g. *do homework, play games*, etc. If sts mention doing jobs around the home, ask other sts if they do the same thing. If they don't mention doing jobs, ask: *What about helping at home? Do you help your parents at home? What jobs do you do?* Elicit a few ideas.

- 1 **2.1** Read through the words in the box and elicit or teach the meanings. Read out the task and point out the example answer. Point out that sts should use the *-ing* form of the verbs in their answers. They could work in pairs to match the expressions and the pictures. Sts listen and check their answers. Play the audio again for sts to repeat the jobs.

### Answers

- |                                    |                         |
|------------------------------------|-------------------------|
| a tidying your room                | g making dinner         |
| b making your bed                  | h laying the table      |
| c loading the dishwasher           | i doing the laundry     |
| d doing the washing up             | j doing the shopping    |
| e washing the floor                | k washing the car       |
| f taking out the rubbish/recycling | l cleaning the bathroom |

- 2 Ask sts to read the survey, then put them into pairs to discuss which results surprise them, and which don't surprise them. Discuss their ideas as a class.

- 3 Ask sts individually to write sentences about the jobs they help with. If necessary, revise adverbs of frequency. Ask some sts to read some of their sentences to the class.
- 4 Read out the questions and check that sts understand them all. Put sts into pairs to ask and answer the questions. Ask them to note down their partner's answers. Ask some students to tell the class something they learned about their partner.

### 21st Century skills



### 5 THINK CRITICALLY

Put sts into pairs to discuss the questions. Ask some pairs to tell the class their opinions.

### Vlog

This lesson features an optional vlog in which a vlogger talks about the jobs she does in her home. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 286 and 303.

### EXTRA PRACTICE

Put sts into pairs. They take turns to talk about a job around the home that they don't mind, and one that they hate.

### FAST FINISHER

Sts who finish early can practise the vocabulary further by brainstorming more jobs around the home and making a list. Weaker sts could work in pairs and try to think of five more jobs around the home.

### V Vocabulary practice: WB p.14

Sts will find more practice for vocabulary for jobs around the home here. Set these exercises for homework.

### LS Language summary: Unit 2 SB p.128

# Amazing inventions

**READING** I can understand the main idea of a text.

1 **2.2** Read and listen to the article. What is the 'Boot Buddy'? What job does it help with? Is it successful?

## THE BOOT BUDDY

Like many teenagers, Arminster Dhillon from London didn't like doing the washing up or tidying his room, but the job he hated most was cleaning his muddy football boots. There wasn't an easy way to clean them after practice, and his mum complained when he brought mud into the house. Then one day, Arminster had an idea. He found a water bottle, a plastic knife and a small brush, and he put them together. When he started cleaning his boots, his older brother laughed. 'What are you doing?' he asked. 'Go and do it the normal way in the sink.' But to his brother's surprise, Arminster's idea worked!

Arminster didn't stop there. He made some drawings of his invention, and experimented with different designs. He then used a 3D printer to create a model. However, to start a business, Arminster needed money. He decided to appear on *Dragons' Den*, a television programme where people show their business ideas to a group of experts and millionaires, and ask for money to help them. Fifteen-year-old Arminster was very nervous when he stood up in front of the 'Dragons', but he knew this was his big opportunity. Did the Dragons like the idea? Yes, they did! Three of them agreed to give Arminster £20,000 each. He became the youngest person ever to succeed on the programme.

With the Dragons' help, Arminster now sells his invention, the 'Boot Buddy', all over the world. For footballers everywhere, it's an end to the problem of muddy boots!



2 Complete the sentences with the names of the people in the box.

Arminster (x3) footballers  
his brother his mum  
the Dragons

- 1 ... didn't like cleaning his football boots.
- 2 ... didn't want mud in the house.
- 3 ... created a new invention to make cleaning easier.
- 4 ... thought that Arminster's invention was silly.
- 5 ... went on a TV show with his invention.
- 6 ... helped Arminster with his business.
- 7 ... use the 'Boot Buddy'.

3 **Word Power** Read the definition of a compound noun. Make five more compound nouns with the words in the boxes.

### compound noun

two nouns together which make one new noun, for example, *football boots*

boxing golf ice swimming tennis

ball costume gloves racket skates

4 **GET CREATIVE** Work in pairs or small groups. Think of a job around the home that you don't like doing. Invent some ideas to make the job easier. Present your ideas to the class.

5 **FIND OUT** What machines did these people invent to help with household chores?

- 1 William Henry Hoover
- 2 Alva John Fisher

# Amazing inventions

## READING

Sts read an article about a teen entrepreneur who invented a clever device to help him clean his football boots. They focus on understanding the main idea of a text. They learn to use the past simple and practise pronunciation of *-ed* endings. They practise using the past simple to talk about things they did yesterday, last weekend, etc.

### Reading text

An article about a teen entrepreneur and his clever invention

### Reading skill

Understanding the main idea of a text

### WARMER

Ask for a show of hands: *Who plays football or other sports?* Ask some of the students who put up their hands additional questions, e.g. *What sports do you do? Does your sports kit get muddy? Do you clean your boots or trainers? Is this a fun job?* Ask: *Who doesn't play sports?* Ask some of the students who put up their hands: *What things do you sometimes clean? Do you enjoy cleaning things? Why/Why not?*

### 1 2.2 Understanding the main idea of a text

Focus on the article. Explain to sts that they are going to read and listen to the article, and they are going to focus on understanding the main idea of the text. Explain that this means they don't have to understand all the details, just the main points, so they shouldn't worry if there are words or sentences that they don't completely understand. Read out the task and the questions, then play the audio for sts to read and listen to the article and write the answers to the questions. Check answers.

#### Answers

The 'Boot Buddy' is an invention that helps clean mud off boots. It is essentially a bottle with a brush on the end, and water comes out through the brush to clean the boots. It's very successful!

- 2 Ask sts to read the article again and match the sentence halves. Check answers with the class and elicit the part of the text which confirms each answer.

#### Answers

- 1 Arminder
- 2 His mum
- 3 Arminder
- 4 His brother
- 5 Arminder
- 6 The Dragons
- 7 Footballers

- 3 **Word Power** Read out the definition of *compound noun* and elicit one or two more compound nouns with *football*, e.g. *football shirt*, *football match*. Sts could work in pairs to make five more compound nouns. With weaker classes, read through the words in the two boxes with the class first and check students understand them all. Check answers with the class and check that students understand all the compound nouns.

#### Answers

boxing gloves, golf ball, ice skates, swimming costume, tennis racket

## 21st Century skills



### 4 GET CREATIVE

Read out the task, then put sts into pairs or small groups. In a mixed ability class, try to put weaker sts with stronger sts, to provide support. You could brainstorm a few ideas for jobs around the home that sts don't like doing. Sts then brainstorm ideas and plan their invention. Monitor and help while they are working. Ask pairs or groups in turn to present their inventions to the class. The class could vote for their favourite idea. As an extension, sts could develop their idea further and make a poster advertising it, with a picture of the invention and a description of how it can help.

## 21st Century skills



### 5 FIND OUT

Set this exercise for homework if you prefer. Sts can find this information out by looking online, or by asking other people. The answers to the question are: 1 William Henry Hoover invented the vacuum cleaner. 2 Alva John Fisher invented the washing machine.

### **R** Reading practice: WB p.15

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR Past simple

I can talk about events in the past.

Now watch the grammar animation.

- 1 Read the grammar box. Choose the correct answers to complete the rules.

### Affirmative

Arminder **hated** cleaning his boots.  
His older brother **laughed**.

### Negative

He **didn't like** doing the washing up.  
Arminder **didn't stop** there.

### Questions

**Did** the Dragons **like**  
Arminder's idea?

### Short answers

Yes, they **did**. / No, they  
**didn't**.

### Rules

We form <sup>1</sup> *irregular / regular* verbs in the past simple by adding *-ed*.

To make negative sentences, we use <sup>2</sup> *did / didn't* + infinitive.

To make questions, we use <sup>3</sup> *didn't / did* + subject + infinitive.

- 2 Find the past simple form of these verbs in the article on page 20. Which verbs are regular?

become bring complain decide find  
know make put stand start

- 3 Complete the text with the past simple affirmative of the verbs in brackets. Use the Irregular verbs list on page 136 to help you.

## GREAT INVENTIONS: THE DISHWASHER

Josephine Cochrane *invented* (invent) the first dishwasher in the 1870s. She <sup>1</sup> ... (live) in a big house and <sup>2</sup> ... (have) a lot of dinner parties. Her servants always <sup>3</sup> ... (do) the washing up, but one evening they <sup>4</sup> ... (break) some of her expensive plates. That <sup>5</sup> ... (give) Josephine an idea: why not invent a machine to wash the dishes? Josephine <sup>6</sup> ... (draw) some designs, and then she <sup>7</sup> ... (build) a model. In 1886, she <sup>8</sup> ... (take) her dishwasher to an exhibition and she <sup>9</sup> ... (win) a prize for the best invention. Now millions of homes around the world have a dishwasher!



- 4 Lucy's parents are away for the weekend. Her messages to them aren't true. Correct the messages in your notebook.

I did my homework on Friday night. (go to a party)  
*She didn't do her homework on Friday night. She went to a party.*

- I got up early on Saturday. (stay in bed until 11.30)
- After breakfast, I tidied my room. (watch TV)
- Then I did the laundry. (meet her friends in town)
- I cooked pasta for dinner. (order a pizza)
- I cleaned the kitchen. (fall asleep)



## 5 PRONUNCIATION -ed endings

- 2.3 Listen and repeat.

/t/	/d/	/ɪd/
laughed	complained	decided

- 2.4 Listen and repeat the verbs you hear. Add them to the table.

- 7 Write questions in the past simple.

you / watch / any good films last night?

*Did you watch any good films last night?*

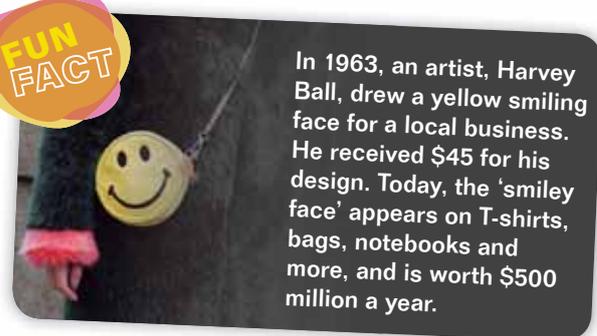
- What / you / do / last weekend?
- your dad / make / dinner yesterday?
- you / lay / the table before dinner?
- Where / you / go / on holiday in the summer?
- What / you / do / there?

- 8 In pairs, ask and answer the questions in Exercise 7. Give more information if you can.

A: *Did you watch any good films last night?*

B: *Yes, I did. I watched Captain Marvel.*

FUN FACT



In 1963, an artist, Harvey Ball, drew a yellow smiling face for a local business. He received \$45 for his design. Today, the 'smiley face' appears on T-shirts, bags, notebooks and more, and is worth \$500 million a year.

## FAST FINISHER

Write sentences about famous people and their creations. Use the verbs *invent*, *paint*, *write*, *sing*.

Leonardo da Vinci painted the 'Mona Lisa'. Ed Sheeran and Beyoncé sang 'Perfect'.

## GRAMMAR Past simple

## Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I played a lot when I was young!*, including the form and use of the past simple. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 309 for animation script.

- 1 Read the grammar box about the past simple with sts, then read out the rules and elicit the correct words to complete them.

## Answers

1 regular    2 didn't    3 did

Write a present simple sentence on the board, e.g. *People play tennis*. Write the current year and elicit that the sentence refers to now. Change the date to 1970 and elicit the past simple form: *People played tennis in 1970*. Put a cross and a question mark next to the past simple sentence and elicit the negative and question forms: *People didn't play tennis in 1970*. *Did people play tennis in 1970?*

Ask questions to check concept.

**Concept check questions:** *I like inventing things – now or in the past? (now). He invented the Boot Buddy – now or in the past? (in the past). People liked his idea – Is 'like' a regular verb? (yes – it has the -ed ending). He didn't wanted to clean his boots – correct? (no – he didn't want ...). He made the Boot Buddy – Is 'make' a regular verb? (no – it's irregular).*

- 2 Sts could work in pairs to find the past simple forms in the article on page 20. Check answers with the class, and check that sts understand all the verbs.

## Answers

become: became	find: found
bring: brought	know: knew
complain: complained (regular verb)	make: made
decide: decided (regular verb)	put: put
	stand: stood
	start: started (regular verb)

- 3 Read out the task and refer sts to the Irregular verbs list on page 136 to help them. Sts then read the text and complete it with the correct verb forms. Check answers with the class.

## Answers

1 lived	4 broke	7 built
2 had	5 gave	8 took
3 did	6 drew	9 won

- 4 Read out the first prompt and the example answer. Sts write the remaining sentences in their notebooks. Weaker sts could work in pairs for this. Check answers.

## Answers

- 1 She didn't get up early on Saturday. She stayed in bed until 11.30.
- 2 After breakfast, she didn't tidy her room. She watched TV.
- 3 She didn't do the laundry. She met her friends in town.
- 4 She didn't cook pasta for dinner. She ordered a pizza.
- 5 She didn't clean the kitchen. She fell asleep.

## PRONUNCIATION

- 5  2.3 Point out that the -ed ending for past simple verbs has three different pronunciations. Play the audio for sts to listen and repeat.
- 6  2.4 Ask sts to copy the table into their notebooks. Play the audio, pausing for sts to repeat and add the verbs to the table.

## Answers

/t/: asked, worked, washed  
/d/: cleaned, lived, used  
/ɪd/: hated, needed, started

- 7 Sts write questions in the past simple. Check answers with the class.

## Answers

- 1 What did you do last weekend?
- 2 Did your dad make dinner yesterday?
- 3 Did you lay the table before dinner?
- 4 Where did you go on holiday in the summer?
- 5 What did you do there?

- 8 Put sts into pairs to ask and answer the questions and add more information. Ask some sts to tell the class something about their partner.



Encourage sts to read this fun fact for pleasure. They might also be interested to know that the emojis we all use on our phones originally came from Japan in the 1990s. Emojis are not always understood in the same way in different cultures, and different cultures have different emojis, e.g. in Japan there is an emoji for bowing.

## FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about famous people in the past and things they created. Weaker sts could work in pairs and write one or two sentences about a famous person.

- G** Grammar practice: WB p.16  
Sts will find more practice for the past simple here. Set these exercises for homework.

- LS** Language summary: Unit 2 SB p.128

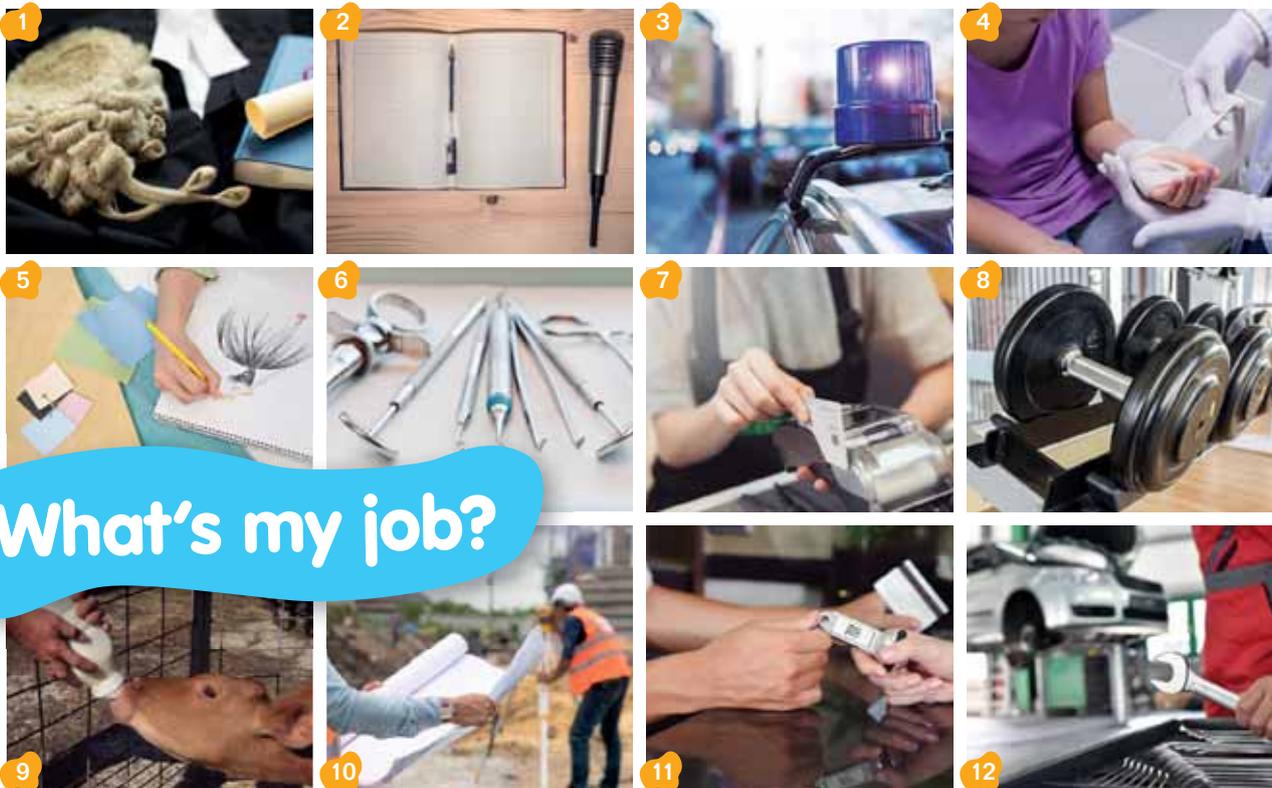
# Before they were famous

## VOCABULARY and LISTENING Jobs

**I can** listen for specific details in a podcast.

**1** **2.5** Match the pictures with the jobs. Listen, check and repeat. In pairs, think of more jobs.

dentist designer engineer farmer journalist lawyer mechanic  
nurse personal trainer police officer receptionist shop assistant



What's my job?

**2** Match six of the jobs in Exercise 1 with the descriptions. Who ...

- 1 looks after ill people?
- 2 builds bridges and roads?
- 3 repairs cars?
- 4 works in a gym and helps people to become fitter?
- 5 grows food and looks after animals?
- 6 writes news stories?

**3** In pairs, think of more jobs. Ask and answer the questions.

- 1 Which jobs do you think are the most interesting?
- 2 Which jobs do you think are the hardest?
- 3 Which job would you like to do when you're older?

**4** **2.6** Look at the pictures. What job(s) do these people do? Listen to the podcast. What jobs did they do before they were famous?

**ENTERTAINMENT WEEKLY**

**BEFORE THEY WERE FAMOUS: Part One**



Emma Stone



Hugh Jackman



Lady Gaga

**5** **2.6** Copy the notes. Listen again and complete them.

<input type="checkbox"/>	Before they were famous: Part One
<input type="checkbox"/>	Emma Stone worked in a <sup>1</sup> ... shop for <sup>2</sup> ... .
<input type="checkbox"/>	Hugh Jackman taught <sup>3</sup> ... and <sup>4</sup> ... when he was only <sup>5</sup> ... years old.
<input type="checkbox"/>	Lady Gaga's customers liked her because she was <sup>6</sup> ... .

# Before they were famous

## VOCABULARY and LISTENING Jobs

Sts learn vocabulary for jobs, then listen to a podcast about three famous people and the jobs they did before they were famous. They focus on listening for specific details. They learn the past simple of *be*, and they learn to use *could* and *couldn't* to talk about abilities in the past.

### Vocabulary

Jobs (*dentist, designer, engineer, farmer, journalist, lawyer, mechanic, nurse, personal trainer, police officer, receptionist, shop assistant*)

### Listening text

A podcast about the jobs that people did before they were famous

### Listening skill

Listening for specific details in a podcast

### WARMER

With books closed, tell sts that in the last lesson they learned twelve jobs around the home. Put them into teams and give them two minutes to remember as many of the expressions as they can. Elicit answers and see which team remembered the most. Check understanding of the expressions. Ask: *These are all jobs in the home. What jobs do people do outside the home?* Elicit a few answers, e.g. *teacher, doctor*.

- 1  2.5 Read through the jobs and elicit or teach the meanings. Put sts into pairs to match the jobs to the pictures. Play the audio for sts to listen and check the answers. Play the audio again for sts to repeat the words. They then work in pairs to think of more jobs. Bring their ideas together on the board and elicit or teach the meanings.

### Answers

1 lawyer	7 shop assistant
2 journalist	8 personal trainer
3 police officer	9 farmer
4 nurse	10 engineer
5 designer	11 receptionist
6 dentist	12 mechanic

- 2 Sts read the descriptions and match them to six of the jobs. Check answers, and remind sts that we use the article *a/an* when we say what someone's job is, e.g. *He's a nurse. She's a dentist*.

### Answers

1 nurse	4 personal trainer
2 engineer	5 farmer
3 mechanic	6 journalist

- 3 Put sts into pairs to think of more jobs and ask and answer the questions. Discuss the questions as a class and encourage sts to express their own opinions.
- 4  2.6 Focus on the photo and ask sts what they know about the people. Elicit a few ideas, but don't confirm them. Read out the questions, then play the audio for sts to listen and note down the answers. See TG page 274 for audio script. Allow sts to compare their answers in pairs, then check answers. Sts might be interested to know that Emma Stone is an American actor who appeared in the musical *La La Land*, Hugh Jackman is an Australian actor who is best known for playing Wolverine in the *X-Men* films, and Lady Gaga is an American singer and songwriter whose songs include 'Just Dance' and 'Bad Romance'.

### Answers

Emma Stone: actor – before she was famous, she was a shop assistant  
 Hugh Jackman: actor – before he was famous, he was a teacher  
 Lady Gaga: singer and actor – before she was famous, she was a waitress

- 5  2.6 **Listening for specific details in a podcast** Read out the task and elicit that sts need to listen carefully in order to hear the correct information to complete the notes. Point out that in this kind of task, they will hear the exact word that they need to write. Ask sts to copy the notes into their notebooks. Put them into pairs to read the notes and guess the kind of information that is missing. Discuss their ideas as a class, e.g. 1 a type of shop, 2 a type of customer, 3 and 4 school subjects, 5 a number, 6 an adjective. Tell sts that when the answer is a number, they can write it as a word or a number. Play the audio again for sts to complete the notes. Check answers with the class and write the answers on the board for sts to check their spellings. Point out that in an exam, for this type of task they usually have to spell the words correctly for the answer to be correct.

### Answers

1 cake	3 P.E.	5 18 / eighteen
2 dogs	4 Drama	6 friendly

-   **Vocabulary and Listening practice: WB p.17**  
 Sts will find more practice for listening, and practice of vocabulary for jobs here. Set these exercises for homework.

-  **Language summary: Unit 2 SB p.128**

## GRAMMAR *be*: past simple

**I can** use *was* and *were* to talk about the past.

**Now watch the grammar animation.**

- 1 Copy and complete the grammar box with *was*, *wasn't*, *were* and *weren't*.

### Affirmative

Her first job **was** in a cake shop.

His students <sup>1</sup> ... almost the same age.

### Negative

It <sup>2</sup> ... an ordinary cake shop.

Most famous people **weren't** born rich.

### Questions

<sup>3</sup> ... she a waitress?

**Were** they teachers?

### Short answers

Yes, she **was**. / No, she **wasn't**.

Yes, they **were**. / No, they <sup>4</sup> ...

- 2 **2.7** Copy and complete the sentences with the correct form of *was* or *were*. Listen and check.



**BEFORE THEY WERE FAMOUS: Part Two**

The runner Usain Bolt is the winner of eight Olympic Gold medals. But <sup>1</sup> ... he interested in running at school? No, he <sup>2</sup> ... His favourite sports <sup>3</sup> ... cricket and football!

Taylor Swift's first job <sup>4</sup> ... on a farm. It <sup>5</sup> ... an ordinary farm – it <sup>6</sup> ... a Christmas tree farm! Taylor's job <sup>7</sup> ... to look for insects on the trees and take them off!

As teenagers, the actors Matt Damon and Ben Affleck <sup>8</sup> ... at the same school. <sup>9</sup> ... they in the same class? No, they <sup>10</sup> ... , but they <sup>11</sup> ... good friends!

- 3 Read the **Look!** box. What is the negative form of *there was* and *there were*?

### Look! *there was / there were*

The past simple of *there is / there are* is *there was / there were*.

**There was** a party at school yesterday.

**There were** lots of people at the bus stop this morning.

**Was there** a storm last night? Yes, **there was**.

- 4 George had a bad day yesterday. Copy and complete the sentences with the correct form of *there was* and *there were*.

- ... any milk in the fridge for breakfast. **X**
- ... any buses so he was late for school. **X**
- ... a Maths test at school. **✓**
- ... any difficult questions? Yes, ... **✓**
- ... a storm on the way home. **✓**

## *could* and *couldn't*

**I can** talk about ability in the past.

- 5 Read the grammar box. Do *could* and *couldn't* have a different form for *he*, *she*, and *it*?

### Affirmative

I/You/He/She/It/We/They **could** sing and act.

### Negative

I/You/He/She/It/We/They **couldn't** swim.

### Questions

**Could** you play the piano when you were six?

### Short answers

Yes, I **could**. /  
No, I **couldn't**.

- 6 **2.8** Write sentences about the people when they were young. Use *could/couldn't* and *was/were*. Then listen and check.

Mozart / play the piano / when he / three  
*Mozart could play the piano when he was three.*

- Picasso / draw really well / when he / a child
- Serena Williams / play tennis / when she / four
- When he / fifteen, Michael Jordan / not / get into his school basketball team!
- When he / sixteen, the astronaut Neil Armstrong / fly a plane, but he / not / drive a car
- Before she / famous, the author JK Rowling / not / afford a computer. She wrote most of *Harry Potter* using a pen and paper!

- 7 Work in pairs. Ask and answer the questions. Choose different ages.

**A:** *Could you swim when you were three?*

**B:** *No, I couldn't.*

**A:** *What about when you were seven?*

**B:** *Yes, I could swim when I was seven.*

swim	two
cook a meal	four
speak English	seven
ride a bike	eight
use a computer	...

## FAST FINISHER

Imagine you are a superhero. Write sentences about your superpowers when you were younger.

*When I was two, I could climb tall buildings.*



GRAMMAR *be*: past simple

## Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Could you make ice cream when you were 10?*, including the past simple forms of *be*, and the form and use of *could* and *couldn't*. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 309 for animation script.

- 1 Read the grammar box with sts about the past simple of *be* and elicit the missing forms. Draw attention to the two different past simple forms *was* and *were*, and point out that the verb *be* does not behave in the same way as other verbs in negative and question forms (we don't use *didn't* or *did*). Point out the word order in questions: *Was he a teacher?* NOT *He was a teacher?* Check answers.

## Answers

1 were 2 wasn't 3 Was 4 weren't

Ask questions to check concept.

**Concept check questions:** *She's an actor – now or in the past? (now). She was a shop assistant – now or in the past? (in the past). Can you make the sentence negative? (She wasn't a shop assistant). They was happy – correct? (no – They were happy). They were rich? – is this a correct question? (no – Were they rich?).*

- 2 **2.7** Focus on the photos and ask sts if they know the people. Ask them to read the sentences quickly to check. They then copy the sentences into their notebooks and complete them with the correct forms of *be*. Play the audio for them to listen and check. Refer back to the grammar box to explain the answers.

## Answers

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

- 3 Read the Look! box with the class. Point out that *there was / there were* is the past simple form of *there is / there are*. Elicit the negative forms.

## Answers

there wasn't, there weren't

- 4 Sts copy the sentences into their notebooks and complete them. Allow sts to compare their answers in pairs, then check with the class.

## Answers

1 There wasn't                      4 Were there, there were  
2 There weren't                    5 There was  
3 There was

*could* and *couldn't*

- 5 Read the grammar box with sts about *could* and *couldn't*. Explain that these are the past simple forms of *can* and *can't*. Ask sts if the form is different for *he*, *she*, and *it*, and elicit the answer.

## Answer

no

Ask questions to check concept.

**Concept check questions:** *I can swim – now or in the past? (now). I could swim – now or in the past? (in the past). My brother can sing well when he was five – correct? (no – My brother could sing well). Can you make the sentence negative? (My brother couldn't sing well). You could play the guitar when you were five? – is that a correct question? (no – Could you play ...?).*

- 6 **2.8** Sts write the sentences in their notebooks. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. Check answers, referring back to the rules in the grammar box to explain the answers.

## Answers

1 Picasso could draw really well when he was a child.  
2 Serena Williams could play tennis when she was four.  
3 When he was fifteen, Michael Jordan couldn't get into his school basketball team!  
4 When he was sixteen, the astronaut Neil Armstrong could fly a plane, but he couldn't drive a car.  
5 Before she was famous, the author JK Rowling couldn't afford a computer.

- 7 Demonstrate the task by asking one or two confident sts the example questions and eliciting their answers. Sts then ask and answer questions in pairs. Monitor and help while they are working. Ask some sts what their partner could and couldn't do when they were younger.

## FAST FINISHER

Sts can practise using *could* further by imagining themselves as a superhero and writing sentences about things they could do when they were younger. Weaker sts could write one or two true sentences about things they could do when they were younger.

- G Grammar practice:** WB p.18  
Sts will find more practice for the past simple of *be* and *could* and *couldn't* here. Set these exercises for homework.

- LS Language summary:** Unit 2 SB p.128

# KEEP TALKING!

## When can you start?

### READING and LISTENING

I can understand job adverts.

1 Work in pairs. At what age can teenagers in your country get a part-time or holiday job? Do you know any teenagers with a job?

2 Read the job adverts and match them with the pictures.



**WANTED! BABYSITTER**

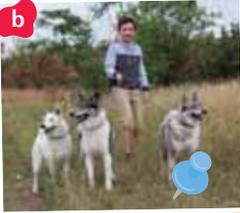
- Do you like looking after children?
- Are you sixteen or older?

We're a family with two young children. We're looking for a babysitter to work one or two evenings a week, Monday to Friday.  
Call Tom or Delia on 519 6203

**Newspaper boys and girls**

- Are you fourteen or older?
- Can you ride a bike?

We're looking for someone to deliver newspapers to homes in the area. Monday to Friday. Start time 7 a.m. You will finish in time to get to school.  
Please ask at Morton Newsagent's.



**Sports camp assistant**

Do you love sport? Do you like working with children? Do you want to work this summer holiday? Energize is the UK's favourite sports camp for children. We're looking for confident people to organize activities five days a week. You must be fifteen or older.  
Call Dan on 029 2018 0132



**Dog walker**

Hello! My name is Lola and I'm three years old. I can be a bit naughty, but I'm very friendly!

My owner is looking for someone to take me for walks, five days a week during July and August. One or two hours a day is all the exercise I need!

So if you love dogs, then call my owner, Sarah, on 07700 900784.



**Café helper**

We're a small, friendly café. We're looking for a hard-working person (age fourteen or older) to clean the kitchen and do the washing up.  
Hours of work: Saturday 11 a.m.–3 p.m.  
Good pay. Free lunch!  
Ask at the Dream Bean Café.



3 Read about the people below. Which is the best job for each person? Which person can't do any of these jobs? Why not?

- 1 Josie is fifteen. She's the captain of her school volleyball team. She also plays football and does athletics. She's hard-working and is good with children.
- 2 Sam is fourteen. He wants a weekend job, but he can't work on Sunday afternoons. He doesn't mind what job he does.
- 3 Megan is sixteen. She wants some extra money for her holiday next summer. She'd like a job that she can do before school.
- 4 Charlie is thirteen. He'd like to work in the summer holidays, but he also wants to have time to see his friends. He likes sport, animals and playing video games.
- 5 Duane is fifteen. He's interested in food and he's great with children (he has three younger sisters!). He's free to work on Saturday evenings and all day on Sunday.
- 6 Lucy is seventeen. She's studying for exams, but would like to work some evenings after school. She enjoys working with children and animals.

4 2.9 Lucy phones Delia to find out more about the babysitting job. Listen. Is Lucy interested in the job?

5 2.9 Listen again and complete Lucy's notes in your notebook.

*Job:* Babysitter  
*Age of children:* <sup>1</sup> ... and ...  
*Days:* <sup>2</sup> ... and ...  
*Time:* From <sup>3</sup> ... to ...  
*Pay:* <sup>4</sup> ... per hour

## KEEP TALKING!

## When can you start?

## READING and LISTENING

Sts read some adverts for jobs for teenagers. They read some descriptions of people and discuss which job would be best for each person. They listen to a phone conversation in which a teenager enquires about one of the jobs in the adverts and complete some notes. They then learn how to talk about skills and abilities. They read and hear a model dialogue and personalize the Useful language by following the steps in the Speaking plan.

## WARMER

Write the jobs from page 22 on the board as gapped words, e.g. *d \_ n t \_ s t, n \_ \_ s e*. Put sts into pairs or teams and give them two minutes to complete as many of the jobs as they can. Elicit the answers and check that sts understand all the jobs. Ask: *Is it possible for a teenager to do any of these jobs? Why/Why not? What jobs can teenagers do?* Elicit some answers, and elicit some possible jobs that teenagers can do, e.g. *shop assistant, café helper, babysitter*.

- 1 Discuss the questions as a class. If sts know teenagers who have a job, ask more questions to find out what job they have and if they enjoy it.
- 2 Sts read the job adverts and match them with the pictures. Allow sts to compare their answers in pairs, then check with the class.

## Answers

- a café helper
- b dog walker
- c newspaper boys and girls
- d babysitter
- e sports camp assistant

- 3 Read out the task and explain that sts must read the description of each person and focus on things they are interested in and things they are good at. They then match them to the job that is best for them. As an example, read out the first description and ask: *What is she interested in? (sport) What is she good at? (working hard and working with children).* Ask: *Which is the best job for her? Why?* Elicit the answer (sports camp assistant) and elicit the reasons (she loves sports and working with children). Sts read the remaining descriptions and match the people to the jobs. Allow sts to compare their answers in pairs, then check with the class, eliciting the part of each job advert that matches the person's interests and skills.

## Answers

- 1 sports camp assistant
- 2 café helper
- 3 newspaper boy or girl
- 4 dog walker
- 5 Duane can't do any of these jobs because he is not free at the right times.
- 6 babysitter

- 4 ① 2.9 Read out the task and point out that this task is asking them to listen for general meaning, so they shouldn't worry if they don't understand all the details of the conversation. Play the audio for sts to listen and answer the question. See TG page 275 for audio script. Check the answer with the class.

## Answer

Yes

- 5 ① 2.9 Remind sts that in the last lesson they practised listening to complete notes. Ask them to copy the notes into their notebooks, then work in pairs to discuss what kind of information they need for each gap. Discuss this with the class (1 ages, 2 days, 3 times, 4 an amount). Remind them that they can write numbers as either words or numbers. Play the audio again for them to listen and complete the notes. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

## Answers

- 1 seven, five / 7, 5      3 6 p.m., 8 p.m.
- 2 Monday, Thursday      4 £8

## SPEAKING Talking about skills and abilities

I can take part in a simple job interview.

- 1 **2.10** Josie is having an interview for a job as a sports camp assistant. Listen and read. Do you think she gets the job? Why/Why not?

**Dan:** Good morning, I'm Dan. Nice to meet you.  
**Josie:** Hello, I'm Josie. Nice to meet you, too.  
**Dan:** So, why are you interested in working at a sports camp?  
**Josie:** Well, I love playing sports. I do athletics, and I also play football and volleyball.  
**Dan:** How well can you play volleyball?  
**Josie:** Oh, I can play very well. I play for my school team.  
**Dan:** That's great. Do you enjoy working with children?  
**Josie:** Yes, I do. I sometimes babysit for other families in my street, so I'm good at organizing games. I know how to keep children busy!  
**Dan:** Perfect. Well, thank you for talking to me. We can let you know about the job next week.  
**Josie:** Fantastic! I look forward to hearing from you.



- 2 **2.11** Listen and repeat the **Useful language**.

### Useful language

#### Asking about skills and abilities

Why are you interested in ...?  
 How well can you ...?  
 Do you enjoy ...?

#### Talking about your skills and abilities

Quite well. / Very well. / Not very well.  
 I'm (not very) good at ...  
 I love/enjoy ...  
 I know how to ...

- 3 **2.12** Tom is having an interview for a job as a waiter. Put the interview in the correct order. Listen and check.

- a **Int:** That's great – our foreign customers love that! Are you good at carrying plates?  
 b **Tom:** I can speak Spanish quite well, and I know how to say 'hello' and 'goodbye' in a few other languages.  
 c **Int:** Perfect. Thank you for talking to me.  
 d **Tom:** I'm friendly and I enjoy working with people.  
 e **Int:** Can you speak any languages? A lot of tourists visit the restaurant.  
 f **Tom:** Yes, I am. I often help my parents with jobs at home.  
 g **Int:** Why are you interested in working as a waiter?

- 4 Work in pairs. Interview each other for a part-time or holiday job. Follow the steps in the **Speaking plan**.

### Speaking plan

#### Prepare

- Decide on your roles.
- Choose one of the job adverts from page 24.
- Make notes for your dialogue.

#### Speak

- Practise your dialogue.
- Use phrases from the **Useful language** box.
- Act out your dialogue without notes.

#### Reflect

- How successful was your interview? Do you think that you got the job?
- Swap roles and choose a new job advert.

Now play **Keep moving!**

### FAST FINISHER

Think of your dream holiday job. Write an advert for it.

## SPEAKING Talking about skills and abilities

- 1  **2.10** Explain to sts that they will hear Josie having an interview for a job as a sports camp assistant. Read out the question. With stronger classes, you could play the dialogue with books closed and elicit some possible answers and reasons. With weaker classes, you could play the dialogue for sts to listen and read.
- 2  **2.11** Focus on the Useful language box. Explain that usually an interviewer will ask about skills and abilities and the person who is having the interview will talk about their skills and abilities. Ask them if they remember or can see any of the phrases in the dialogue in Exercise 1. Read through the Useful language box with the class and check sts understand all the phrases.  
Ask questions to check concept.  
**Concept check questions:** *How well can you play the guitar? – am I asking about a skill? (yes). Very well – is that a correct answer to the question? (yes). I love being outside – who says this: the interviewer or the candidate? (the candidate). I'm good at work with children – correct? (no – I'm good at working ...).*
- 3  **2.12** Ask sts to copy the dialogue in their notebooks in the correct order. Play the audio for sts to listen and check their answers. Sts could repeat the dialogue in pairs, for extra practice.

### Answers

g, d, e, b, a, f, c

- 4 Sts follow the steps in the Speaking plan to practise having an interview for a part-time or holiday job.

## Speaking plan

### Prepare

Sts work in pairs and start by choosing their roles, then deciding which of the jobs on page 24 the interview will be for. They prepare their ideas and make notes individually, using the Useful language in Exercise 2 to help them. To help sts prepare, you could choose one of the job adverts with the class and brainstorm some possible questions the interviewer could ask, and some things the person having the interview could say about their skills and abilities.

### Speak

Sts practise their interview. Encourage them to practise once with their notes, then again without their notes. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

### Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. Sts swap roles and follow the steps again with a different partner. If they record their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their conversations for the class if they feel confident.

## Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

## FAST FINISHER

Sts think of their own dream holiday job and write an advert for it, using the adverts on page 24 as models. They could then work in pairs and practise an interview for their dream jobs. Weaker sts could work in pairs and choose another job from page 24. They could write some questions for the interviewer to ask, and write some things a person who wants the job could say about their skills and abilities. If there is time, they could practise an interview for the job.

### **S** Speaking practice: WB p.19

Sts will find more practice for talking about skills and abilities here. Set these exercises for homework.

### **LS** Language summary: Unit 2 SB p.128

## A famous writer

I can understand a biography of a famous person.

# AGATHA CHRISTIE

## THE QUEEN OF CRIME

Agatha Christie was an English writer. She is the world's best-selling novelist, with sales of two billion books in more than 100 languages.



1

Agatha Christie was born in 1890. She could read from a young age, and she loved adventure stories and detective novels. She always had lots of ideas for her own stories.



2

In 1914, the First World War started and Agatha became a nurse. She worked in a hospital and helped injured soldiers. There she learned all about medicines and poisons. This was useful for her detective stories – a lot of her murderers used **poison** to kill their victims!



6

Today, Agatha Christie's stories are popular all over the world. With her unusual characters, her mysterious murders and her brilliant detectives, she really is the 'Queen of Crime'.

5

The journey to Istanbul gave Agatha an idea for one of her best-known stories, *Murder on the Orient Express*. In the novel, Hercule Poirot is a passenger on the Orient Express. On the second night, there is a **murder** on the train. The **victim** is an American, and the **murderer** is somewhere on the train. Who is it, and can Poirot **solve** the mystery?

3

After the war, Agatha wrote her first novel about the fictional **detective** Hercule Poirot. He was a Belgian police officer with smart clothes and a large moustache, and he was very clever. He was one of Agatha's most popular characters.

4

Agatha loved travelling. In 1928, she travelled to Istanbul in Turkey on the famous Orient Express train. During her trip, she met Max, an archaeologist, and they got married in 1930. Their marriage was very happy and lasted until Agatha died in 1976.



## A famous writer

Sts learn about Agatha Christie, a famous English crime writer. They learn about some of the books she wrote and the famous detective that she created. Sts then compare cultures and discuss which writers / books are popular in their own country. This lesson also features an optional culture video about a young Ugandan artist: see SB page 27.

 **WARMER**

Ask: *What is a biography?* Elicit that it is a book that tells the true story of a famous person's life. Ask: *Have you read any biographies?* If sts have read biographies, encourage them to tell the class whose biographies they read and what they learned about the people. If they have not read any biographies, ask: *Which famous people would you like to know more about? Why?* Elicit a few ideas, and elicit what sts already know about the famous people they mention.

**BACKGROUND**

Sts might be interested to know that the character of Hercule Poirot was so popular and well-known that when he 'died' in a book in 1975, the *New York Times* published an article announcing his death and describing his life, as if he had been a real person!

- 1 Put sts into pairs to discuss the questions. Discuss their ideas as a class.
- 2  **2.13** Read out the task, then ask sts to read through the events. Check they understand everything. Tell sts they are going to read and listen to the text, and they should focus on putting the events in order and ignore any words they don't understand for now. Play the audio for sts to read and listen and put the events in order. Check the answers.

**Answers**

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

- 3 Read through the questions with the class and check that sts understand them all. Sts then read the text again in their own time, or you could play the audio again for them to read and listen. Allow sts to compare their answers in pairs, then check answers with the class.

**Answers**

- 1 She loved adventure stories and detective novels.
- 2 She learned about medicines and poisons.
- 3 Poirot had a large moustache and wore smart clothes.
- 4 He was an archaeologist.
- 5 46 years
- 6 Hercule Poirot is a passenger on the Orient Express train. An American is murdered and the murderer is somewhere on the train. Poirot has to solve the mystery.

 **EXTRA PRACTICE**

Put sts into pairs. They take turns to talk about Agatha Christie, using ideas from the text on page 26. Tell them they can talk about her life, her books, or her characters, and they should try to speak for one minute. If your sts use smartphones in class, they could record their conversations. They can watch their films back and discuss in their pairs how they could improve. If there is time, they could repeat the activity and try to improve.

**1 Discuss the questions as a class.**

- Do you like reading detective stories or watching detective programmes on TV?
- Who is your favourite detective?
- Why do you think people enjoy detective stories and TV programmes?

**2 2.13 Listen and read about Agatha Christie and put the events in the correct order.**

1 g

- She travelled to Turkey.
- She wrote her first novel.
- She learned to read.
- She died.
- She got a job as a nurse.
- There was a war.
- She was born in England.
- She married Max.

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

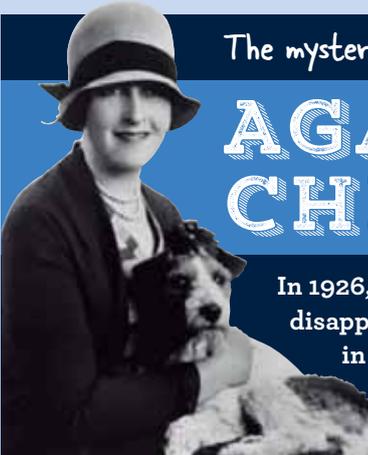
- What type of stories did Agatha like when she was little?
- How was her time as a nurse useful to her as a writer?
- What did her detective, Hercule Poirot, look like?
- Agatha's husband was called Max. What was his job?
- How long were they married?
- What happened in *Murder on the Orient Express*?

**4 Word Power Match the crime words in blue in the biography with the definitions.**

- a police officer who investigates crimes
- a person who kills another person
- to find an answer to a problem
- a crime where a person kills another person
- a liquid that can kill someone
- a person who dies or is injured as the result of a crime



**5 Complete the article about a real mystery. Choose a, b or c.**



The mysterious disappearance of

# AGATHA CHRISTIE

In 1926, Agatha Christie disappeared from her home in a real-life mystery. Where did she go and what happened?

At 9.30 p.m. on 3 December 1926, Agatha Christie got up from her armchair and walked upstairs. She said goodnight to her daughter and went back <sup>1</sup> ... She then got into her car and <sup>2</sup> ... into the night. Nobody saw her for eleven days.

The police found her car about 25 km away. <sup>3</sup> ... were some clothes in the car, but Agatha wasn't there. A week passed. A newspaper offered £100 for information. More <sup>4</sup> ... a thousand police officers looked for her.

Then, after eleven days, a musician <sup>5</sup> ... Agatha in a hotel 350 km away. She was safe and well. When Agatha's husband arrived to collect her, she <sup>6</sup> ... remember anything.

What happened? We don't know. It's a mystery – just like one of her stories!

- |                |            |           |
|----------------|------------|-----------|
| 1 a downstairs | b upstairs | c outside |
| 2 a drive      | b drives   | c drove   |
| 3 a They       | b There    | c It      |
| 4 a than       | b that     | c what    |
| 5 a looked     | b watched  | c saw     |
| 6 a couldn't   | b can't    | c could   |

**6 2.14 Listen and check your answers.**

**7 COMPARE CULTURES** Who are some of the most popular writers in your country? What type of books do they write?

 Now watch the culture video.

**FAST FINISHER**

Imagine you are a crime writer. Make notes about your next story. What was the crime? When and where did it take place? Who was the detective and how did he/she solve the crime?

# REAL CULTURE!

- 4 Word Power** Ask sts to find the words in blue and read them in context. They could then work in pairs to match the words with the definitions. Check answers, and check that sts understand all the words.

### Answers

1 detective	4 murder
2 murderer	5 poison
3 solve	6 victim

- 5** Ask sts to read the article first, ignoring the gaps. Ask questions to check understanding, e.g. *Where did she disappear from?* (her home). *What did the police find?* (her car). *How many days was she missing for?* (eleven). *Who came to collect her?* (her husband). Sts then read the article again and choose the correct words to complete it.
- 6**  **2.14** Play the audio for sts to listen and check the answers. Check the answers with the class, discussing why the other possible answers are not correct.

### Answers

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

## 21st Century skills



### 7 COMPARE CULTURES

Put sts into pairs or small groups. Encourage each group to brainstorm a list of famous writers in their country, and note down the types of books that they write. Ask them to note down the names of some of the characters these writers have created. Ask pairs or groups in turn to tell the class their ideas and elicit what other sts know about the writers who are mentioned.

### Culture video

This lesson features an optional culture video about a young Ugandan artist. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Jobray the artist* on TG pages 295 and 306.

### FAST FINISHER

Sts plan their own crime story. Ask them to make notes on the story, the characters and the ending. They could present their ideas to the class and the class could discuss which one they would most like to read. Weaker sts could work in pairs and write a short text about a crime story that they have read or seen as a film, describing what the crime was, who the detective was, and what happened in the end.

# An interesting life

## WRITING A biography

I can write a biography.

- 1 Read the biography of James Naismith. Why did he invent basketball?

### James Naismith: The inventor of

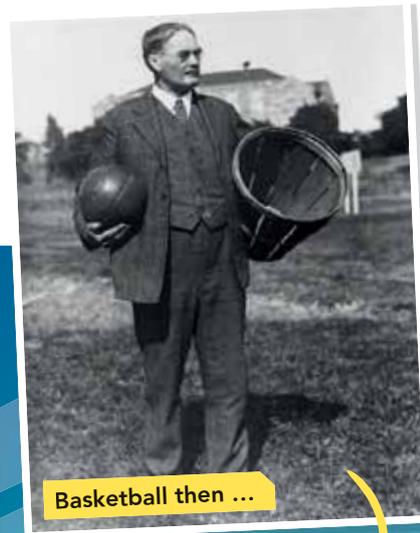
# BASKETBALL

James Naismith was a teacher, a sports coach and the inventor of basketball. He was born in 1861, in Canada, and he died in 1939.

James grew up on a farm and, as a child, he helped in the fields before and after school. From 1883 to 1887, he went to university in Montreal and studied P.E. He was a good athlete and loved all sports.

After university, James got a job as a P.E. teacher in the USA. For most of the year, his students played baseball, football and rugby, but winter was too cold for sport and the students got bored. James decided to invent an indoor sport. He put two fruit baskets on the walls of the gym and created a game that he called 'Basket Ball'.

'Basket Ball' quickly became popular all over the USA. In 1898, James became the first basketball coach at the University of Kansas, and he worked there until he retired. Today, more than 300 million people play basketball around the world.



- 2 Look at the **Useful language**. How do you say these expressions in your language?

### Useful language

#### Writing about a person's life

He/She was born in ...  
 He/She died in ...  
 He/She grew up in/on ...  
 As a child, he/she ...  
 He/She went to university in ...  
 He/She got a job as a ...

- 3 Read the **Look!** box. Which prepositions do we use to talk about ...

- the duration of an action in the past?
- when an action ended?
- when an action began and ended?

### Look! Prepositions of time

We use prepositions of time to describe when something happened.

He studied P.E. **from** 1883 **to** 1887.  
 His students played football **for** most of the year.  
 He worked there **until** 1937.

- 4 Complete the sentences with the correct preposition.

- My grandma was a pilot ... 1982 ... 2015.
- My uncle worked in a factory ... eighteen years.
- They lived in France ... 2015.
- Her cousin was in hospital ... three weeks.
- We waited for the bus ... ten o'clock.
- Liam worked ... 9 a.m. ... 10 p.m.

- 5 Write a biography of a famous person from the past. Follow the steps in the **Writing plan**.

### Writing plan

#### Prepare

- Choose a famous person you're interested in. Research and make notes about important events in his/her life.

#### Write

- Organize your ideas into paragraphs:
  - Introduction
  - Childhood
  - Career
  - Achievements
- Use the expressions from the **Useful language** box.

#### Check

- Check your grammar: past simple, *could*.
- Check prepositions of time and your spelling.

# An interesting life

## WRITING A biography

Sts read a biography of James Naismith, who invented the game of basketball. They learn Useful language for writing about a person's life and study prepositions of time. They then follow the steps in the Writing plan to write a biography of a famous person from the past.

### Writing

A biography

### Useful language

Writing about a person's life (*He/She was born in ..., He/She died in ... He/She grew up in/on ..., As a child, he/she ..., He/She went to university in ..., He/She got a job as a ...*)

### Look!

Prepositions of time

### WARMER

Ask for a show of hands: *Who likes basketball? Who enjoys playing it? Who likes watching it?* Encourage sts who like the game to tell the class why they like it. Ask: *What do you know about the history of the game? How old is it? Who invented it?* Elicit a few ideas but don't confirm them, then tell sts they will read a biography of the person who invented the game.

- 1 Read out the question, then ask sts to read the biography quickly to find the answer. Check the answer with the class.

### Answer

He invented basketball because it was too cold to play sports outside in winter.

- 2 Read the Useful language box with sts about language for writing about a person's life. Ask them how they say these expressions in their first language. Point out the use of *was* in *was born*, and elicit if this is different in the sts' own language.
- 3 Read the examples in the Look! box with sts and point out the prepositions of time in bold. Sts could work in pairs to study the examples and answer the questions. Check the answers with the class.

Ask questions to check concept.

**Concept check questions:** *He lived in Paris for three years – does this tell us when he went there? (no – it tells us how long he stayed). She lived in Paris from 1970 to 1976 – When did she move there? (1970). When did she leave? (1976). Did she live there until 1976? (yes).*

### Answers

1 for 2 until 3 from ... to

- 4 Ask sts to read the sentences and complete them with the correct prepositions. Allow sts to compare their answers in pairs, then check with the class.

### Answers

1 from, to 3 until 5 until  
2 for 4 for 6 from, to

- 5 Ask sts to write a biography of a famous person from the past following the steps in the Writing plan.

## Writing plan

### Prepare

Sts work as individuals and choose a famous person they are interested in. They research important events in the person's life. Alternatively, brainstorm ideas for one or two famous people sts would like to write about. Write the names on the board and ask sts in pairs to quickly find information about the people online. Elicit what they found and make notes on the board.

### Write

Read through the paragraph plan with the class, then refer back to the model biography and show how it follows the paragraph plan. They should write four short paragraphs, following the paragraph plan. Refer them back to the Useful language box and the Look! box and encourage them to use them correctly in their biography. Encourage them also to use past simple verbs correctly, checking the Irregular verbs list to find irregular past simple forms.

### Check

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Reassure them that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap their biographies with a partner and give feedback on the use of the past, *could* and prepositions of time. Remind sts that they should always be positive and encouraging when they give feedback to a partner, and should always find some aspects to praise.

- W Writing practice:** WB p.20  
Sts will find more practice for writing here. Set these exercises for homework.

- W Writing summary:** WB p.85

- E Exams:** Unit 2 SB p.119

- LS Language summary:** Unit 2 SB p.128

# Survival stories

# 3

**Vocabulary:** Verbs of movement; Adjectives and adverbs

**Grammar:** Past continuous; Past simple; Past time expressions

**Speaking:** Telling a story and reacting

**Writing:** A narrative

## VOCABULARY Verbs and prepositions of movement

I can describe different ways of moving.



# SURVIVOR RACE

Are you looking for a physical challenge?

Then the *Survivor Race* is for you! Our obstacle course will test you to the limit!



1 **3.1** Match the verbs in the box with the pictures. Listen, check and repeat.

climb   crawl   dive   fall   jump   pull  
push   run   swim   walk

2 Read the **Look!** box. Can you think of more prepositions of movement?

### Look! Prepositions of movement

We can use prepositions of movement after verbs to show how someone moves from one place to another.

*We walked **through** the forest.*

*She ran **up** the stairs.*

3 **3.2** Read the description of the obstacles in the *Survivor Race*. Choose the correct preposition. Listen and check.

### Our obstacle course

- 1 Swim *across* / *up* the icy river!
- 2 Dive *over* / *into* the muddy lake!
- 3 Crawl *through* / *around* the tunnel!
- 4 Climb *along* / *over* the three-metre-high wall!
- 5 Pull a tyre *down* / *up* the hill!
- 6 Push the tyre *up* / *down* the hill!
- 7 Walk *along* / *into* the tree!
- 8 Don't fall *off* / *up*!
- 9 Run *across* / *around* the flag!
- 10 Finally, jump *onto* / *off* an air bag.

Congratulations! You survived!

4 **GET CREATIVE** Work in pairs. Design your own obstacle course and describe each obstacle. Use the verbs in Exercise 1 and the prepositions and nouns in Exercise 3.

*Crawl through the mud.*

Now watch the vlog.

### FAST FINISHER

Write sentences about last week using the verbs in Exercise 1. Remember to use the correct form of the past tenses.

*I ran down the stairs at school. I climbed up a rope in P.E.*

LS Language summary: Unit 3 SB p. 129

# Survival stories

# 3

**UNIT 3 OVERVIEW:** The topic of this unit is survival stories. Sts read about the dramatic rescue of a boys' football team and their coach from a cave in Thailand, and listen to a radio show about a survival expert and some of her amazing adventures. They read some newspaper stories and learn to tell and react to a story. They read an article about dangerous animals in Australia and write a narrative. They also watch a vlog about a dangerous trip and a culture video about a special library service in Indonesia.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Verbs and prepositions of movement; Adjectives and adverbs	Past continuous; Past simple and past continuous; Past time expressions	Sentence stress	Understanding the sequence of events in a story	Listening for the main idea	Telling a story and reacting	A narrative

## VOCABULARY Verbs and prepositions of movement

Sts learn some verbs of movement, and the prepositions which are typically used with them, and read a description of an obstacle course. They personalize the vocabulary by designing their own obstacle course and describing the obstacles.

### Vocabulary

Verbs and prepositions of movement (*climb over, crawl through, dive into, fall off, jump onto, pull up, push down, run around, swim across, walk along*)

### Vlog

loan: *Up the mountain*

### WARMER

Focus on the photo on page 29. Ask: *What is the person doing?* Elicit that the person is taking part in an obstacle race. Teach the word *obstacle course*. Ask: *Are there any races like this in your town or city? Do you sometimes take part? Would you like to? Why/Why not?*

- 1 **3.1** Read out the information about the *Survivor Race*, then read through the words in the box and elicit or teach the meanings. Sts match the words to the pictures. Play audio track. Sts listen and check their answers. Play the audio again for sts to repeat the words.

### Answers

1 swim	4 climb	7 walk	10 jump
2 dive	5 pull	8 fall	
3 crawl	6 push	9 run	

- 2 Read through the Look! box with the class. Elicit some other prepositions of movement that sts know, e.g. *onto, into*.
- 3 **3.2** Ask sts to read the descriptions of the obstacles and choose the correct prepositions. You may need to pre-teach *tyre, tunnel* and *air bag*. Allow sts to compare their answers in pairs, then play the audio for them to listen and check their answers.

### Answers

1 across	4 over	7 along	10 onto
2 into	5 up	8 off	
3 through	6 down	9 around	

## 21st Century skills

### 4 GET CREATIVE

Put sts into pairs to design their own obstacle course. If you are short of time, specify that they should design five obstacles, and describe each one. Monitor and help while they are working. Ask some pairs to describe their obstacles to the class.

### Vlog

This lesson features an optional vlog in which a vlogger talks about a dangerous trip up a mountain. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 287 and 303.

### FAST FINISHER

Sts who finish early can practise the vocabulary further, and also revise the past simple. They write sentences about things they did last week, using the verbs and prepositions. Weaker sts could work in pairs. They cover the verbs in Exercise 1 and look at the pictures of the *Survivor Race*. They take turns to point to a picture and remember the correct verb.

### V Vocabulary practice: WB p.22

Sts will find more practice for vocabulary for verbs and prepositions of movement here. Set these exercises for homework.

### LS Language summary: Unit 3 SB p.129

# An amazing rescue

## READING

I can understand the sequence of events in a story.



# TRAPPED!

In 2018, a boys' football team from Thailand survived for seventeen days in a cave. This is their amazing true story.

### 1 23 June

It was a Saturday afternoon. The boys from the Wild Boars football team were training as usual. One of the boys had a birthday that day, and the team was planning a celebration: a trip to a nearby cave.

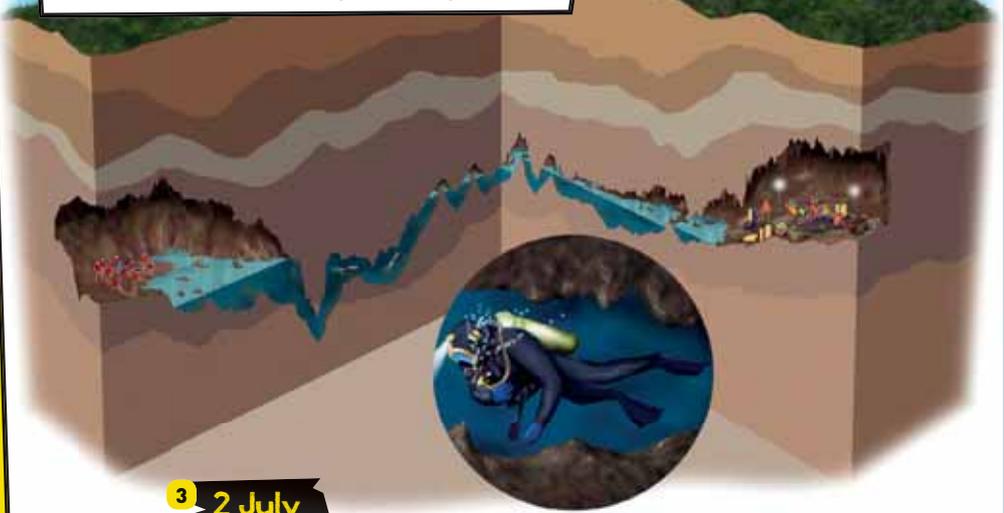
After training, the boys cycled to the cave. They were laughing and joking as they climbed inside, but suddenly it started to rain. Soon the cave was filling with water. The boys tried to get out, but it was impossible. They were trapped ...

Back at home, the boys' parents were starting to worry. Where were the boys? They found their bikes near the cave, but there was no sign of the boys.

Inside the cave, the water was getting higher. The boys crawled further into the cave until finally they reached a flat rock, about four kilometres from the entrance. At last, they could stop and rest.

### 2 24 June

The next day, police officers and divers were at the cave, but it was still raining heavily. When the rescuers tried to enter, the water pushed them back. It was too dangerous to go in.



### 3 2 July

Eight days later, the boys were still missing. No one knew if they were alive or dead. Then, on Monday, 2 July, two divers were exploring a tunnel deep inside the cave when they heard voices. The boys were alive! But now they faced an even bigger challenge: how to get them out ...

To be continued ...

1 Look at the pictures from a true story. Do you know this story? What happened and where was it?

2 **3.3** Read and listen to the story and check your ideas from Exercise 1.

3 Read the story again. Put the events in the correct order.

- The water got higher, so the boys crawled deeper into the cave.
- Finally, some divers found them.
- The parents found the boys' bikes.
- The weather changed.
- The rescuers couldn't reach the boys.
- The boys went to the cave.
- Football training ended.
- Police and divers arrived at the cave.

4 **Word Power** We can often make a noun ending **-er** that means 'the person that does the action'. Copy and complete the table.

verb	noun
begin	<i>beginner</i>
climb	<i>climber</i>
dive	1 ...
play	2 ...
rescue	3 ...
win	4 ...

5 **THINK CRITICALLY** Imagine some friends are planning an exciting trip to a mountain, a desert, a cave, etc. What's your advice for a safe trip?

6 **FIND OUT** How many boys were in the cave?

# An amazing rescue

## READING

Sts read an article about the dramatic rescue of members of a boys' football team after they became trapped in a cave in Thailand. They focus on understanding the sequence of events in a story. They learn to use the past continuous and practise pronunciation of sentence stress. They practise using the past continuous to talk about what they were doing at different times yesterday.

### Reading text

An article about a dramatic cave rescue

### Reading skill

Understanding the sequence of events in a story

### WARMER

Ask: *Do you sometimes watch the news on TV or online? What news stories are exciting to watch?* Elicit a few ideas, then ask: *Can you remember any recent news stories that were very exciting? What happened?* Elicit some ideas, and prompt sts with details of some recent news stories that they might know about.

- Focus on the pictures and ask sts if they remember this story from the news. If some sts recognize the story, encourage them to tell the class what details they can remember about it. Don't confirm their ideas at this stage. If no sts remember the story, encourage sts to guess what happened. Read out the headings and teach the meaning of *rescue* and *trapped*. Use the pictures to teach the meaning of *cave* and *diver*.
-  3.3 Tell sts they are now going to read and listen to the article to check their ideas. Remind them that for this type of task, they only need to understand the main ideas, not all the details of the story. Play the audio for sts to read and listen. Check answers.
- Understanding the sequence of events in a story**  
Explain that it is important to understand the sequence of events in order to understand the story correctly. Sts could work in pairs to read the article again and put the events in the correct order. Check answers with the class, eliciting the part of the text which confirms each answer and point out the time expressions which help to show the sequence of events, e.g. *after training, the next day, eight days later, etc.*

### Answers

g, f, d, c, a, h, e, b

- Word Power** Read out the information about nouns ending in *-er*. You could elicit some nouns ending in *-er* that sts know, e.g. *teacher*. Sts could work in pairs to copy the table and complete it with the correct nouns. With weaker classes, read through the verbs first and check that sts understand them all. Check answers with the class and check that students understand all the nouns.

### Answers

1 diver 2 player 3 rescuer 4 winner

## 21st Century skills



- THINK CRITICALLY**

Read out the task, then put sts into pairs or small groups. In a mixed ability class, try to put weaker sts with stronger sts, to provide support. You could either ask sts to choose just one of the places for a trip and write advice for that, or you could ask them to prepare advice for all the places. You could brainstorm a few ideas of advice with the class first. Sts then prepare their advice. Monitor and help while they are working. Ask pairs or groups in turn to present their advice to the class. Discuss as a class which advice is the most important and why. Encourage sts to think about things that could go wrong on the trip, the possible consequences, and ways to avoid these.

## 21st Century skills



- FIND OUT**

Set this exercise for homework if you prefer. Sts can find this information out by looking online, or by asking other people. The answer to the question is: twelve boys (plus their coach) were in the cave.

- R Reading practice: WB p.23**

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR Past continuous

I can talk about actions that were in progress in the past.

Now watch the grammar animation.

- 1 Read the grammar box. Choose the correct answer to complete the rules.

### Affirmative

The cave **was filling** with water.  
The boys **were laughing** and joking.

### Negative

The water **wasn't going** down.  
The boys **weren't carrying** phones.

### Questions

**Was** it raining?  
**Were** the boys laughing?

### Short answers

Yes, it **was**. / No, it **wasn't**.  
Yes, they **were**. / No, they **weren't**.

### Rules

We use the past continuous to talk about <sup>1</sup> a long action in progress / a finished action in the past.

We form the past continuous with the <sup>2</sup> present / past simple of *be* + *-ing* form.

- 2 3.4 Complete the next part of the story with the past continuous affirmative. Listen and check.

## TRAPPED! Continued ...

### 2 July

The boys were alive! They were thin and hungry, but they <sup>1</sup> ... (do) well. Outside the cave, journalists <sup>2</sup> ... (report) the news. The whole world <sup>3</sup> ... (watch) and hoping.

### 3 July

The rescue team <sup>4</sup> ... (work) on a plan to get the boys out. It wasn't easy because the boys couldn't swim. Experts from all over the world <sup>5</sup> ... (help) with the rescue.

### 7 July

The divers <sup>6</sup> ... (get) ready to pull the boys out. A storm <sup>7</sup> ... (move) nearer and nearer, so they needed to work fast.

### 10 July

After seventeen days in the cave, all of the boys were finally out and safe! All around the world, people <sup>8</sup> ... (celebrate)!



- 3 Write true sentences about you. Use the past continuous affirmative or negative.

I / sit / on the bus at nine o'clock this morning.  
*I wasn't sitting on the bus at nine o'clock this morning.*

- I / do / my homework at eight o'clock last night.
- We / learn / about electricity in Science last week.
- It / rain / yesterday.
- My parents / sleep / at 4.30 this morning.
- My friends and I / text / each other / last night.

- 4 3.5 Imagine there was a robbery at school last night. Complete the interview with the verbs in the box. Listen and check.

do eat have play watch (x2)

**Detective:** What were you doing at eight o'clock last night?

**Student:** I <sup>1</sup> ... dinner.

**Detective:** What <sup>2</sup> ... you ... ?

**Student:** Pizza and salad.

**Detective:** Interesting. And what <sup>3</sup> ... you ... at nine o'clock?

**Student:** I <sup>4</sup> ... a film at my friend's house.

**Detective:** <sup>5</sup> ... your friend ... the film, too?

**Student:** No, he <sup>6</sup> ... a game on his phone.

**Detective:** Hmm, very suspicious.



## 5 PRONUNCIATION Sentence stress

- 3.6 Listen and repeat. Copy the rhythm.

**A:** What were you **doing** at **seven o'clock**?

**B:** I was **playing football**.

**A:** Who were you **playing** with?

**B:** I was **playing** with some **friends**.

**A:** Where were you **playing**?

**B:** We were **playing** at the **park**.

- 6 Work in pairs: a detective and a student. Do your own interview about the robbery. Use the ideas below.

### Detective

What ... at ...?  
Who ... with?  
Where ...?

### Student

do my (Maths) homework  
do the washing up  
listen to music  
sit (on a bus)  
tidy my room  
walk the dog  
*your ideas*

## FAST FINISHER

What were you doing at these times yesterday? Write true sentences.

6 a.m. 8 a.m. 11.30 a.m. 5 p.m. 9 p.m.

## GRAMMAR Past continuous

## Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I was working in my workshop!*, including the form and use of the past continuous. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 309 for animation script.

- 1 Read the grammar box about the past continuous with sts, then read out the rules and elicit the correct words to complete them.

## Answers

- 1 a long action in progress
- 2 past simple

Point out that the past continuous is similar to the present continuous as it describes an action in progress. Write a present continuous sentence on the board, e.g. *It's raining today*. Then say: *Yesterday, it ...*. Change the sentence to the past continuous: *It was raining*.

Ask questions to check concept.

**Concept check questions:** *We're sitting in a classroom - now or in the past? (now). Yesterday, we're sitting in a classroom - correct? (no - we were sitting). Was it an action in progress? (yes). What she was doing? - correct? (no - What was she doing?). Was it raining? - What's the answer? (Yes, it was / No, it wasn't).*

- 2 **3.4** Ask sts to read the next part of the story and complete it with the past continuous verbs. Allow them to compare their answers in pairs, then play the audio for them to listen and check. Check answers, referring back to the rules to explain the answers as necessary. Write *getting*, *moving* and *celebrating* on the board and point out the spelling changes in the *-ing* form.

## Answers

- |                  |                    |
|------------------|--------------------|
| 1 were doing     | 5 were helping     |
| 2 were reporting | 6 were getting     |
| 3 was watching   | 7 was moving       |
| 4 was working    | 8 were celebrating |

- 3 Read out the task and the example answer. Sts then write the sentences so they are true for them. Allow sts to compare their answers in pairs, then ask some sts to read some of their sentences to the class.

## Sample answers

- 1 I was / wasn't doing my homework at eight o'clock last night.
- 2 We were / weren't learning about electricity in Science last week.
- 3 It was / wasn't raining yesterday.
- 4 My parents were / weren't sleeping at 4.30 this morning.
- 5 My friends and I were / weren't texting each other last night.

- 4 **3.5** Read out the first question and elicit the answer as an example. Sts write the remaining questions and answers in their notebooks. Weaker sts could work in pairs. Play the audio for sts to listen and check their answers. Check answers with the class.

## Answers

- |                |                |                 |
|----------------|----------------|-----------------|
| 1 was having   | 3 were, doing  | 5 Was, watching |
| 2 were, eating | 4 was watching | 6 was playing   |

## PRONUNCIATION

- 5 **3.6** Ask sts to look at the sentences and notice the words in bold. Explain that in English some words are stressed more than others, and this creates a kind of rhythm in sentences. Play the audio for sts to listen and hear the rhythm, then play it again for them to repeat. If sts find it difficult to focus on the stress, get them to clap as they say each stressed word, to remind them to add the stress.
- 6 Read out the task and explain to sts that they should find out in as much detail as possible what their partner was doing at the time of the robbery. Allow sts time individually to prepare their 'alibi', then put them into pairs to question each other. Monitor and help while sts are working. Ask some sts to tell the class what their partner was doing and why they believe this is true or not true. Correct any errors in a feedback session at the end.

## FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about themselves. Weaker sts could write one or two sentences based on their 'alibi' in Exercise 4, saying what they were doing at the time of the robbery.

- G Grammar practice:** WB p.24  
Sts will find more practice for the past continuous here. Set these exercises for homework.

- LS Language summary:** Unit 3 SB p.129

# Jungle survival

## VOCABULARY and LISTENING Adjectives and adverbs

**I can** listen for the main idea.

- 1 Do the Jungle Survival Quiz in pairs. Check your score. How long could you survive in the jungle?
- 2 **3.7** Copy and complete the table. Use the adjectives in the box and the adverbs in blue in the quiz. Listen, check and repeat.

angry easy fast good happy hard  
hungry loud quick quiet slow

Adjective	Adverb
angry	angrily

- 3 Read the **Look!** box. What is the adverb form of these adjectives: *bad, heavy, nervous*?

### Look! Adjectives and adverbs

Adjectives describe a noun: *The cat was **angry**.*  
Adverbs describe a verb: *The cat looked at me **angrily**.*  
To form adverbs, we often add *-ly* to the adjective:  
*quiet - quietly.*  
Some words are both adjectives and adverbs:  
*fast, hard, late.*

- 4 Work in pairs. Choose an adverb from Exercise 1. Think of an action and an adverb and mime it. Can your partner guess what you are doing?

**A:** *Are you reading a book quickly?*

**B:** *That's right!*

- 5 **3.8** Read the guide to a radio show, then listen. How many dangerous situations does Megan talk about? When and where did each one happen?

### Radio 7

18:00 Amazing Adventures

Interview with the survival expert and TV presenter, Megan Turner.



- 6 **3.8** Match 1-6 to a-f. Listen again and check.

- |                          |                              |
|--------------------------|------------------------------|
| 1 Megan                  | a ran towards them.          |
| 2 The fast water         | b drove away fast.           |
| 3 A cameraman            | c was swimming in the river. |
| 4 Megan and her team     | d were filming elephants.    |
| 5 An elephant            | e rescued her.               |
| 6 The driver of the jeep | f pulled her under.          |

## JUNGLE SURVIVAL QUIZ

The jungle is a scary place. How long could you survive there? Try our quiz to find out!

- 1 You're walking through the jungle. There's a snake on the path in front of you. What do you do?  
A Move the snake **angrily** with a stick and run away?  
B Walk away **slowly**?
- 2 You hear a noise behind some trees. What do you do?  
A Run **fast** towards the noise and get ready to fight. It could be food!  
B Sit **quietly** until you know what's making the noise.
- 3 You see some colourful insects on a tree. What do you do?  
A Eat them **happily**. You need the protein.  
B Don't eat them. Colourful insects are often poisonous.
- 4 A jaguar is looking at you **hungrily**. What do you do?  
A Turn and run through the jungle?  
B Shout at it **loudly** to frighten it?
- 5 What survival skills have you got?  
A I can **easily** complete all the levels in any video game!  
B I can work **hard**, think **quickly** and plan **well**.

**Mostly As:** Oh dear! You probably couldn't survive 24 hours in the jungle!

**Mostly Bs:** You're the king/queen of the jungle! You could survive for months if you need to!

# Jungle survival

## VOCABULARY and LISTENING

### Adjectives and adverbs

Sts learn some adjectives and related adverbs, then listen to a radio show about a survival expert and some of her amazing adventures. They focus on listening for the main idea. They learn how to use the past simple and past continuous together, and study some time expressions.

#### Vocabulary

Adjectives and adverbs (*easy/easily, fast, good/well, happy/happily, hard, hungry/hungrily, loud/loudly, quick/quickly, quiet/quietly, slow/slowly*)

#### Listening text

A radio show about a survival expert and some of her adventures

#### Listening skill

Listening for the main idea

#### WARMER

With books closed, mime one of the verbs from page 29, e.g. mime climbing up a ladder or swimming. Ask: *What am I doing?* Elicit the answer. Ask sts to look at page 29 again and choose three verbs to mime, then ask them to close their books again. Ask individual sts to mime the verbs, and get other sts to guess the verbs.

- 1 Sts do the quiz in pairs, then check their scores. Find out who in the class would survive for a long time, and who wouldn't survive for 24 hours!
- 2  **3.7** Focus on the title of the quiz and teach the meaning of *jungle* and *survival*. Ask: *Do you think you could survive in the jungle? Why/Why not?* Elicit a few answers. Read through the adjectives in the box and elicit or teach the meanings. Elicit one or two examples of the adjectives in context, e.g. *She's a good swimmer*. Point out the adverbs in blue in the quiz. Put sts into pairs to copy the table into their notebooks and complete it with the adjectives and adverbs. Play the audio for sts to listen and check the answers. Play the audio again for sts to repeat the words.

#### Answers

easy – easily, fast – fast, good – well, happy – happily, hard – hard, hungry – hungrily, loud – loudly, quick – quickly, quiet – quietly, slow – slowly

- 3 Read through the Look! box with the class. Focus on the rule about adding *-ly* to form adverbs, then ask sts to look back at the adverbs in Exercise 1 and notice any other spelling changes. Elicit that adjectives ending in *-y* change to *-ily*, e.g. *happy – happily*. Point out that some adverbs are irregular, e.g. *good – well*. Elicit the adverb forms of the three adjectives.

#### Answers

bad – badly, heavy – heavily, nervous – nervously

- 4 Read out the task and the example answer. You could do one or two mimes to demonstrate the task, e.g. swimming slowly or eating hungrily. Sts then work in pairs. Encourage them to use each adverb from Exercise 1 at least once. When they have finished, ask: *Which adverbs were the most difficult to mime?*
- 5  **3.8 Listening for the main idea** Ask: *Do you watch any TV shows with survival experts? Which expert is your favourite? Why? Do you like these shows? Why/Why not?* Ask sts to read the guide to the radio show, then read out the questions. Explain that in this task they need to listen for the main ideas. Point out that they shouldn't worry if they don't understand all the details. Play the audio for sts to listen and answer the questions. See TG page 275 for audio script. Allow sts to compare their answers in pairs, then check answers.

#### Answers

She mentions two dangerous situations: a situation where she was swimming when she hit her head on a rock and was pulled under the water, and a situation where she was working on a programme about elephants when she and her team were attacked by an elephant. The first situation happened last month in the Amazon jungle, in South America. The second situation happened a few years ago in Africa.

- 6  **3.8** Focus on the task and explain that in this task sts need to make sentences about the main ideas in each of the situations. Sts could work in pairs to do the matching task. Play the audio again for sts to check their answers. Check answers with the class, playing the audio again and pausing if necessary to confirm the answers.

#### Answers

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

-  **L Vocabulary and Listening practice: WB p.25**  
Sts will find more practice for listening, and practice of adjectives and adverbs here. Set these exercises for homework.

-  **LS Language summary: Unit 3 SB p.129**

## GRAMMAR Past simple and past continuous

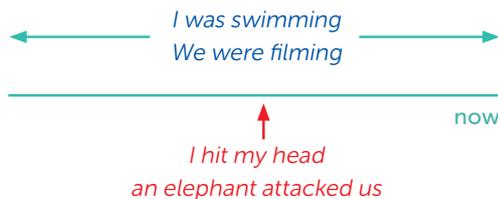
**I can** use the past simple and the past continuous to talk about interrupted actions in the past.

**Now watch the grammar animation.**

**1** Read the grammar box. Copy and complete the rules with *past simple* and *past continuous*.

I **was swimming** back to the camp **when** I **hit** my head on a rock.

**While** we **were filming**, an elephant **attacked** us.



### Rules

We use different tenses to talk about a short completed action that interrupts a longer action in progress in the past.

We use the <sup>1</sup> ... for the longer action.

We use the <sup>2</sup> ... for the short action.

We often use *when* before the <sup>3</sup> ...

We often use *while* before the <sup>4</sup> ...

**2** Copy and complete the sentences about some other moments in Megan's life.

While they (camp) in the jungle, they (see) a lot of snakes.

*While they were camping in the jungle, they saw a lot of snakes.*



- 1 She (lose) her phone while they (film).
- 2 When she (wake up) one morning, a big spider (crawl) on her arm.
- 3 She (walk) in the forest when she (hear) a jaguar.
- 4 She (speak) Portuguese while they (travel) in Brazil.
- 5 Luckily, she (not see) any piranhas while she (swim) in the river.

**3** Imagine you are an explorer. Write about your most interesting or scariest moments. Use the ideas in the box and your own ideas.

*While I was travelling in Australia, I ate insects.*

explore	Africa	break
stay	Australia	eat
swim	South America	hear
travel	the mountains	lose

## Past time expressions

**I can** talk about when things happened in the past.

**4** Read the grammar box. Copy and complete the rules with *ago*, *last*, *yesterday* and *before*.

We were in Africa **a few years ago**.

I was in South America **last month**.

We flew back **yesterday evening**.

We finished filming **the day before yesterday**.

### Rules

We use <sup>1</sup> ... + *morning / afternoon / evening* to talk about the day before today.

We use *the day* <sup>2</sup> ... *yesterday* to mean two days ago.

We use <sup>3</sup> ... + *night / week / month / year* to mean the most recent night, week, month or year.

We use a length of time + <sup>4</sup> ... to say when in the past something happened.

**5** Put the expressions in the correct order. Start with the most recent expression.

*two minutes ago, ...*

a month ago   a week ago   last night   last year  
 six years ago   the day before yesterday  
 two-minutes-ago   yesterday afternoon

**6** Complete the sentences with one word.

- 1 I went to Liverpool ... week to see my cousins.
- 2 She moved to a new house six months ...
- 3 We went to the cinema ... afternoon.
- 4 I had a Maths exam the day ... yesterday.
- 5 What did you have for dinner ... night?

**7** Read the dialogue. Work in pairs and make a new dialogue with the ideas in the box. Ask an extra question with *Why*, *Where*, *What*, *Who*, etc.

**A:** *When did you last go to the cinema?*

**B:** *About three weeks ago.*

**A:** *What film did you see?*

**B:** *I saw Dr Dolittle!*

buy some new trainers   clean your room  
 eat spaghetti   go on holiday   go to the cinema  
 read a book   take a photo on your phone



Insects are full of protein and a great survival food! But it's best to cook them first!

## FAST FINISHER

Write three more questions for the *Jungle Survival Quiz* on page 32.

## GRAMMAR Past simple and past continuous

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *It started the day before yesterday!*, including the difference between the past simple and past continuous, and past time expressions. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 310 for animation script.

- 1 Read the grammar box with sts about the past simple and past continuous. Focus on the timeline and use it to get across the idea of a longer action that was interrupted by a shorter action. Read out the rules and elicit the correct words to complete them.

#### Answers

- |                   |                   |
|-------------------|-------------------|
| 1 past continuous | 3 past simple     |
| 2 past simple     | 4 past continuous |

Ask questions to check concept.

**Concept check questions:** *I was walking home when I met James – which is the longer action? (I was walking home). Which is the shorter action? (I met James). Swim in the sea – see a shark – which is the longer action? (swim in the sea). Which is the short action? (see a shark). Can you make a sentence using the past continuous and past simple? (I was swimming in the sea when I saw a shark).*

- 2 Sts copy the sentences into their notebooks and complete them with the correct verb forms. Allow sts time to check their answers in pairs. Check answers with the class, referring back to the grammar box to explain the answers.

#### Answers

- lost, were filming
- woke up, was crawling
- was walking, heard
- spoke, were travelling
- didn't see, was swimming

- 3 Read out the task and the example answer. Elicit one or two more examples, then ask sts to write some sentences about their experiences. Allow sts to compare their answers in pairs, then ask some sts to read some of their sentences to the class.

#### Sample answers

While I was exploring in Africa, I broke my leg.  
While I was swimming in Australia, I saw a shark.  
While I was travelling in South America, I ate ceviche.  
While I was staying in the mountains, I lost my phone.

## Past time expressions

- 4 Read the grammar examples of past time expressions. To check understanding, you could ask sts how they would say the sentences in their first language. Read through the rules with the class and elicit the correct words to complete them. Point out the position of *ago*: we say *three weeks ago*, NOT ~~ago three weeks~~.

#### Answers

- 1 yesterday    2 before    3 last    4 ago

Ask questions to check concept.

**Concept check questions:** *If today is Wednesday, what was Tuesday? (yesterday). What was Tuesday at 8 o'clock in the morning? (Tuesday morning). What was Monday? (the day before yesterday). How can I talk about Wednesday last week? (last Wednesday). I saw Tom ago two days – correct? (no – two days ago).*

- 5 Sts could work in pairs to put the time expressions in order. You could also do this as a race. Check answers, and check that sts understand the time expressions.

#### Answers

last night, yesterday afternoon, the day before yesterday, a week ago, a month ago, last year, six years ago

- 6 Read out the task and ask sts to copy the sentences into their notebooks and complete them. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

- 1 last    2 ago    3 yesterday    4 before    5 last

- 7 Ask two confident sts to read out the example dialogue. Read through the ideas in the box with the class and check that sts understand everything. Sts then work in pairs to make a new dialogue and ask an extra question. Monitor and help while they are working. Ask some pairs to perform their dialogue for the class.



Encourage sts to read this fun fact for pleasure. They might also be interested to know that the United Nations has recommended that people eat more insects as they provide a lot of protein but their production has a low carbon footprint.

### FAST FINISHER

Sts can practise using adjectives and adverbs further by writing three more questions for the *Jungle Survival Quiz*. Weaker sts could write one or two true sentences about things they did yesterday or last week.

- G Grammar practice:** WB p.26

Sts will find more practice for the past simple and past continuous and past time expressions here. Set these exercises for homework.

- LS Language summary:** Unit 3 SB p.129

# KEEP TALKING!

## Guess what happened!

### READING and LISTENING

I can understand a news story.

1 Match the newspaper headlines with the stories.

1 **Rescuers save teenager from sea**

2 **Big surprise for British couple!**

3 **HONEST TEENAGER DOES THE RIGHT THING**

4 **SORRY I'M LATE. I WAS SAVING A MAN'S LIFE.**

a Sixteen-year-old Sanjay Patel missed his first lesson yesterday, but he had a good excuse: he was helping to save someone's life. Sanjay was walking to school when he saw a man on the ground. The man was having a heart attack, but luckily Sanjay, a doctor's son, knew what to do. He gave the man CPR for ten minutes until an ambulance arrived. The man later thanked Sanjay from his hospital bed.



Two tourists were lucky to be alive after a whale nearly fell onto their boat. Jim and Nicole Gray, from the UK, were on a whale-watching trip in Alaska. They were in Glacier Bay when the huge whale suddenly jumped out of the water in front of them. 'We wanted to see whales,' said Nicole, 'but we didn't expect to be so close!'



Fourteen-year-old Henry Wood was walking home when he found a wallet in the street – with £500 inside! He couldn't find the owner's phone number, so he took the wallet to his local police station. The police told us they contacted the owner, who 'was very pleased'. The owner gave Henry £50 to thank him.



A young surfer was safe at home last night after he lost his surfboard in the water and couldn't swim back. A member of the public, Daisy Morris, was walking along the beach when she heard the teenager. 'He was shouting for help,' she said. Daisy immediately phoned 999. The lifeboat team arrived ten minutes later, and took the surfer safely to the lifeboat station.

2 Read the stories again and answer the questions.

- 1 How did Sanjay know what to do?
- 2 Why were Jim and Nicole in Alaska?
- 3 Where was Henry when he found the money?
- 4 How did Daisy know that the surfer was having problems?
- 5 What number do you call in an emergency in the UK?

3 **COMPARE CULTURES** What number do you call in an emergency in your country? What are the different types of emergency services?

4 3.9 Listen to the emergency 999 call. Who is the girl phoning about?

5 3.9 Listen again and complete the form.



### Emergency 999 Call

Service: 1 ...  
 Address of emergency: 2 ...  
 What happened? 3 ...  
 Name: 4 ...  
 Age: 5 ...

## KEEP TALKING!

## Guess what happened!

## READING and LISTENING

Sts read some newspaper stories and answer comprehension questions. They listen to a phone call to the emergency services and complete some notes. They then learn how to tell a story and react when someone else tells a story. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan.

 WARMER

Put sts into teams and write a selection of verbs on the board, e.g. *eat, fall, find, hurt, jump, play, read, run, see, sit, swim, walk, watch*. Put sts into teams. Ask teams in turn to choose two verbs from the board and make a sentence using the past continuous and past simple, e.g. *While I was playing football, I hurt my leg*. If their sentence is correct, they get a point and the verbs are crossed off the board. If their sentence is not correct, don't correct it, but move on to the next team. Continue until all the verbs have been used. See which team has the most points.

- 1 Elicit or teach sts the meaning of *headlines*. Read each headline out and say: *Guess what the story is about*. Encourage sts to make sentences with present simple and present continuous in their answers. Then tell sts to read the stories and do the matching task. Allow sts to compare their answers in pairs, then check with the class.

## Answers

1 d    2 b    3 c    4 a

- 2 Sts read the stories again and answer the questions. Check answers with the class, eliciting the parts of the stories that confirm each answer.

## Answers

1 Because he was a doctor's son.  
 2 They were on a whale-watching trip.  
 3 He was walking home.  
 4 Because he was shouting for help.  
 5 999

## 21st Century skills

3  COMPARE CULTURES

Put sts into pairs or small groups to answer the questions. Discuss the answers as a class. In the UK, the three main emergency services are: police, fire service, and emergency medical service (ambulance). However the coastguard and mountain rescue are also emergency services.

- 4  3.9 Read out the task and point out that this task is asking them to listen for general meaning, so they shouldn't worry if they don't understand all the details of the conversation the first time they listen. Play the audio for sts to listen and answer the question. See TG page 275 for audio script. Check the answer with the class.

## Answer

her brother

- 5  3.9 Remind sts that in the last unit they practised listening to complete notes. Ask them to copy the notes into their notebooks, then work in pairs to discuss what kind of information they need for each gap. Discuss this with the class (2 a place, 3 an event, 4 a name, 5 a number). Remind them that they can write numbers as either words or numbers. Play the audio again for them to listen and complete the notes. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again if necessary, pausing to confirm the answers.

## Answers

1 ambulance  
 2 City Park skate park  
 3 her brother fell off his skateboard  
 4 David Cook  
 5 14

## SPEAKING Telling a story and reacting

I can tell a story and react to someone else's story.

- 1 **3.10** Listen and read. Which story from page 34 is it?  
What does the girl suggest at the end?

**Henry:** Guess what happened yesterday!  
**Lina:** What?  
**Henry:** I was walking home from school when I found a wallet in the street.  
**Lina:** No way! What did you do?  
**Henry:** I opened it. You aren't going to believe this, but there was £500 inside.  
**Lina:** You're kidding!  
**Henry:** No, really. I looked in the wallet for a phone number, but I couldn't find one.  
**Lina:** What happened next?  
**Henry:** I took the wallet to the police station and they managed to contact the owner. He gave me £50 to say thank you.  
**Lina:** Wow, that's amazing! So, shall we go for a pizza then? You're paying!



- 2 **3.11** Listen and repeat the **Useful language**.

### Useful language

#### Telling a story

Guess what happened  
yesterday/  
last weekend/  
on Wednesday!

I was ... when I ...

You aren't going to  
believe this, but ...

No, really.

#### Reacting

No way!

You're kidding!

What happened next?

Wow, that's amazing!

- 3 **3.12** Copy and complete the new dialogue with the phrases. There are two extra phrases. Listen and check.

- a You're kidding!      d What happened next?  
 b What day was it?      e Where did it happen?  
 c What?                  f No way! What did you do?

**Carly:** Guess what happened on Saturday!

**Rohan:** <sup>1</sup> ...

**Carly:** Our cat ran up a tree and couldn't get down.

**Rohan:** <sup>2</sup> ...

**Carly:** We tried to rescue her, but we couldn't. She just sat there, miaowing loudly.

**Rohan:** <sup>3</sup> ...

**Carly:** Our neighbour helped us. He had a ladder and climbed up the tree. But while he was climbing up, our cat decided to jump down!

**Rohan:** <sup>4</sup> ...

**Carly:** No, really. I think she was scared of our neighbour!

- 4 Work in pairs. Tell and react to an interesting story. Follow the steps in the **Speaking plan**.

### Speaking plan

#### Prepare

- › Think of a time when something interesting or unbelievable happened to you, or choose one of the news stories from page 34 and imagine this happened to you.
- › Decide on your roles and make notes for your dialogue.

#### Speak

- › Practise your dialogue.
- › Use phrases from the **Useful language** box.
- › Act out your dialogue without notes.

#### Reflect

- › How can you improve next time?
- › Choose a different news story and swap roles.

Now play **Keep moving!**

### FAST FINISHER

Think of an exciting news story you heard about recently. Write what you remember about it.

*I heard that there's going to be a new restaurant opening in our town ...*

## SPEAKING Telling a story and reacting

- 1 3.10 Explain to sts that they will hear one of the people from the news stories on page 34. Read out the questions. With stronger classes, you could play the dialogue with books closed and elicit the answers. With weaker classes, you could play the dialogue for sts to listen and read.

### Answers

Honest teenager does the right thing  
She suggests going for a pizza.

- 2 3.11 Focus on the Useful language box. Explain that when someone tells a story, they often use phrases to make it sound more interesting or exciting, and when someone listens to a story, they react to show that they are interested or surprised. Play the audio once for sts to listen to the phrases. Ask sts if they remember or can see any of the phrases in the dialogue in Exercise 1. Read through the Useful language box with the class and check sts understand all the phrases. Then play the audio again for sts to repeat. Ask questions to check concept.

**Concept check questions:** *What phrase can I use at the beginning of a story? (Guess what happened). What can I say to persuade you that something is really true? (No, really). What can I say if I'm listening and something is hard to believe? (No way! You're kidding! Wow, that's amazing). What can I say to ask you to tell me more? (What happened next?).*

- 3 3.12 Ask sts to copy the dialogue in their notebooks and complete it with the correct phrases. Play the audio for sts to listen and check their answers. Sts could practise the dialogue in pairs, for extra practice.

### Answers

- 1 c What?
- 2 f No way! What did you do?
- 3 d What happened next?
- 4 a You're kidding!

- 4 Sts follow the steps in the Speaking plan to practise telling a story and reacting to it.

## Speaking plan

### Prepare

Sts work individually and think of a personal story or choose one of the stories on page 34 and prepare to tell it. They then work in pairs and choose their roles. They prepare their ideas and make notes for their dialogue, using the Useful language in Exercise 2 to help them. To help sts prepare, you could choose one of the news stories with the class and brainstorm some ways to retell it as if it happened to you.

### Speak

Sts practise their dialogues. Encourage them to practise once with their notes, then again without their notes. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

### Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. Sts swap roles and follow the steps again with a different partner. If they record their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their dialogues for the class if they feel confident.

## Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

## FAST FINISHER

Sts think of a news story they heard about recently and write what they remember about it. They could swap stories with another student and ask questions to find out more information. Weaker sts could work in pairs and choose another story from page 34. They could practise telling it together as if it happened to them, each taking turns to say the next sentence and helping each other as necessary.

### Speaking practice: WB p.27

Sts will find more practice for telling a story and reacting here. Set these exercises for homework.

### Language summary: Unit 3 SB p.129

REAL

CULTURE!

## Australia's dangerous animals

I can compare animals in my country with animals in Australia.

# DANGER DOWN UNDER!



Australia is a beautiful country with rainforests, incredible beaches and cool cities. It's home to some amazing animals, for example, kangaroos, koalas and platypuses, but if you're planning a visit, here are some animals that you definitely don't want to meet!



### Sharks

There are about 180 types of shark in the oceans around Australia. The most dangerous is the great white shark. They aren't the largest sharks, but they can grow up to seven metres long - that's almost as long as a bus! <sup>1</sup> ... They eat fish, seals and small whales, but don't worry - sharks don't often attack humans. <sup>2</sup> ...

### Snakes

Snakes are shy creatures and don't normally attack humans. However, there are lots of poisonous snakes in Australia so you need to be careful. The most poisonous is the inland taipan. <sup>3</sup> ... It lives in the Australian Outback and eats mostly rats. <sup>4</sup> ... Its poison is strong enough to kill a human within 45 minutes, but because it lives in rocky areas that are hard to get to, attacks on humans are very unusual.



### Spiders

The Sydney funnel-web spider is the most poisonous spider in Australia. They sometimes attack people (there are about 30-40 bites each year), but people don't usually die from their bite. <sup>5</sup> ... The spiders live under rocks and logs where it's cool and wet, and they run out to catch lizards, beetles and other small animals. <sup>6</sup> ... They don't live indoors, but they sometimes walk into people's houses or fall into swimming pools, where they can survive for many hours. So, before you dive into the pool, always check the water!



# Australia's dangerous animals

Sts learn about some of the dangerous animals that are found in Australia and compare them to animals found in their own country. This lesson also features an optional culture video about a special library service in Indonesia: see SB page 37.

**WARMER**

Ask: *What do you know about Australia?* Elicit one or two ideas, then put sts into pairs to brainstorm as much information as they can about Australia. Tell them their information could include facts about the country and way of life, the animals and plants, the cities and famous people from Australia. Give students two or three minutes, then ask pairs in turn to tell the class what they know about Australia. Make notes on the board. Hopefully, the amount of information on the board will build up, and you can point out that sharing knowledge is a good way to learn about things.

**BACKGROUND**

Australia is both a country and a continent. It is made up of the mainland, the island of Tasmania and many smaller islands. Most of the major cities are on the coast, as much of the centre of the country is hot desert. People have lived in Australia for over 65,000 years, but the first Europeans only arrived in the 17th century. The country was ruled by Britain until the 20th century, and it still has close ties with the UK. The official language is English.

- 1 Draw sts' attention to the photos on page 36 and put sts into pairs to discuss the question. Discuss their ideas as a class.

**Answer**

The animals are all found in Australia, and they are all dangerous.

- 2 **3.13** Read out the task, then ask sts to copy the table into their notebooks and read through it. Check they understand everything. Tell sts they are going to read and listen to the article, and they should complete the table with the correct information. Point out to sts that some sentences are missing in the article on page 36, but they should ignore these for the moment. Play the audio for sts to read and listen and complete the table. Check the answers.

**Answers**

<b>Name of animal</b>	Great white shark	Inland taipan	Sydney funnel-web spider
<b>Where does it live?</b>	In the oceans around Australia	Australian Outback	Under rocks and logs
<b>What does it eat?</b>	Fish, seals, small whales	Mostly rats	Lizards, beetles, other small animals
<b>Does it often attack humans?</b>	Not often	Very unusual	Sometimes

- 3 Ask sts to read through the sentences, and explain that these sentences go in the gaps in the article. Focus on the first gap in the article and read out the sentences before and after the gap. Elicit the missing sentence, then read out that part of the article again, with the sentence in place, to confirm that it is correct. Sts then read the article again in their own time and complete it with the missing sentences. Allow sts to compare their answers in pairs, then check answers with the class.

**Answers**

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

**EXTRA PRACTICE**

Put sts into pairs. They take turns to talk about one of the animals on page 36. Tell them they should try to speak for one minute. If your sts use smartphones in class, they could record their conversations. They can watch their films back and discuss in their pairs how they could improve. If there is time, they could repeat the activity and try to improve.

- Look at the pictures on page 36. What do the animals have in common?
- 3.13 Read and listen to the article. Copy and complete the table for each of the animals below:
    - great white shark
    - inland taipan
    - Sydney funnel-web spider

Name of animal	
Where does it live?	
What does it eat?	
Does it often attack humans?	

- Complete the article with sentences a-f.
  - However, if you see a sign at the beach, don't go in the water!
  - They then return to eat their meal.
  - It also sometimes eats other small mammals and birds.
  - It's green and brown in colour and can grow up to 2.4 metres long.
  - These creatures have huge mouths with 300 very sharp teeth!
  - However, it's important to get to a hospital quickly.
- Word Power** Copy and complete the table with animals from the text. Work in pairs. How many more animals can you add?

Mammals	kangaroo, <sup>1</sup> ...
Insects	<sup>2</sup> ...
Reptiles	<sup>3</sup> ...
Fish	<sup>4</sup> ...
Other	<sup>5</sup> ...

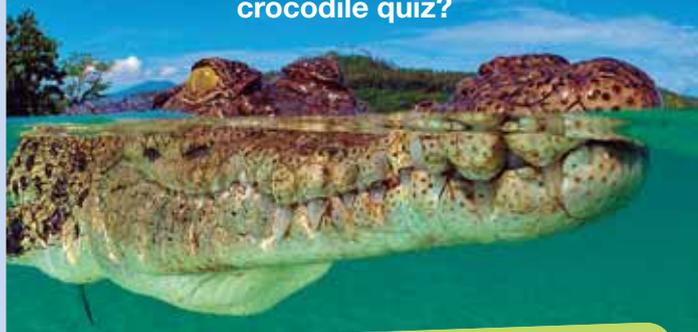
- 3.14 Do the crocodile quiz. Listen and check your answers.
- Are there any dangerous animals in your country? What are they? Where do they live? What do they eat?

 Now watch the culture video.

**FAST FINISHER**  
Write some quiz questions about an animal from your country.

# CRIKEY! IT'S A CROC!

Australia is also home to the world's largest reptile, the saltwater crocodile.  
Are you brave enough to take our crocodile quiz?



## 1 Where do saltwater crocodiles live?

- In the sea
- In rivers and lakes
- In rivers and in the sea

## 2 How long can they grow?

- Up to four metres
- Up to seven metres
- Up to twenty metres

## 3 How many teeth do they have?

- 64-68
- 30-34
- 16-20

## 4 What do they eat?

- Mostly plants
- Mostly fish
- Fish, birds and mammals

## 5 How long do they live?

- Up to 30 years
- Up to 100 years
- Up to 200 years

## 6 When did crocodiles first appear on Earth?

- 2 million years ago
- 20 million years ago
- 200 million years ago

# REAL CULTURE!

- 4 Word Power** Read through the table with the class and check that sts understand the headings. Ask sts to copy the table into their notebooks and complete it with the animals in the article. Check answers, then put sts into pairs to add more animals. Check answers by drawing the table on the board and eliciting animals to add. Check that sts understand all the animals as they are suggested and added.

### Answers

1 koala, platypus,	3 snake, lizard
seal, whale, rat	4 shark
2 beetle	5 spider

- 5 3.14** Sts could work in pairs to do the crocodile quiz. Play the audio for sts to listen and check their answers. See TG page 275 for audio script. Check the answers with the class, and see who got all the answers right. Ask: *What else do you know about crocodiles?* Elicit any other facts that sts know.

### Answers

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

- 6** Put sts into pairs or small groups to discuss dangerous animals in their own country. Encourage them to make a list of animals they discuss, and note down the different ways in which they are dangerous. Ask pairs or groups in turn to tell the class their ideas. Discuss as a class how people can keep themselves safe from these animals.

### Culture video

This lesson features an optional culture video about a special library service in Indonesia. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Horseback Library* on TG pages 296 and 306.

### FAST FINISHER

Sts write their own quiz questions about an animal from their country. They could read their questions to the class, and other sts could try to answer. Weaker sts could work in pairs. They can choose one of the animals from the article on page 36 and try to remember as many facts as they can about it from the article. They can then look at the article again to check.

# A rescue story

## WRITING A narrative

I can write a short story.

- 1 Read the story. When and where did the rescue happen? Who needed the helicopter and why?

### HELICOPTER RESCUE

Last weekend, I went camping with my family in Wales. The campsite was on top of some cliffs, with a lovely beach below. When we arrived, it was late, so we went straight to bed! During the night, it rained heavily.

The next morning, it was a beautiful sunny day, and we decided to go to the beach. The path down the cliffs was muddy from all the rain. We were walking down the path slowly and carefully when suddenly a man in front of us fell and hurt his leg. He couldn't move, so we called 999 and asked for an ambulance.

While we were waiting, we heard the sound of a helicopter. The ambulance couldn't reach us, so they sent a helicopter instead! The rescue team pulled the man up into the helicopter and took him to hospital. They said his leg was broken, but he was OK. We spent the rest of the day at the beach – what a weekend!



- 2 Look at the **Useful language**. How do you say these expressions in your language?

#### Useful language

##### Writing a story

Last weekend/month/summer, ...

When we arrived, it was (late).

We were (walking down the path) (slowly) when suddenly ...

While we were (waiting), ...

What a weekend/day/holiday!

**W** Writing summary WB p. 86

**R** Review: Units 1–3 SB pp. 100–101

**P** Project: Units 1–3 SB pp. 106–107

- 3 Read the **Look!** box. Complete the rules with *when*, *while* and *during*. Look at page 33 to help you.

#### Look! *when, while, during*

We use *when*, *while* and *during* to talk about something that happened in the past.

*We were walking down the path **when** suddenly a man in front of us fell.*

***While** we were waiting, we heard the sound of a helicopter.*

***During** the night, it rained heavily.*

##### Rules

We usually use <sup>1</sup>... + longer actions.

We use <sup>2</sup>... + a noun.

We usually use <sup>3</sup>... + short actions.

- 4 Choose the correct word in each sentence.

- 1 She was running down the street *when* / *while* she dropped her phone.
- 2 They got lost *while* / *during* they were walking in the mountains.
- 3 It started snowing *while* / *during* the journey.
- 4 He was cycling into town *when* / *while* he fell off.
- 5 *While* / *During* we were swimming, we saw a dolphin.

- 5 Write a rescue story about one of the situations below or your own idea. Follow the steps in the **Writing plan**.

- You were walking in the mountains with a friend when you got lost.
- You were on a skiing holiday when your friend had an accident.
- You were kayaking in the sea when your boat hit some rocks.
- You were camping in the forest when a snake bit your friend.

#### Writing plan

##### Prepare

- › Make notes for your story: When did it happen? Where were you? What was the weather like? What happened in the end? Was there a rescue?

##### Write

- › Organize your ideas into paragraphs:
  - Introduction
  - The accident/problem
  - The rescue/ending
- › Use the expressions from the **Useful language** box.

##### Check

- › Check your grammar: past simple and continuous.
- › Check *when*, *while* and *during*.
- › Check your spelling.

**L** Literature: Units 1–3 SB pp. 112–113

**E** Exams: Unit 3 SB p. 120

**LS** Language summary: Unit 3 SB p. 129

# A rescue story

## WRITING A narrative

Sts read a story about a helicopter rescue. They learn useful language for writing a story and study *when*, *while* and *during*. They then follow the steps in the Writing plan to write a story about a rescue.

### Writing

A narrative

### Useful language

Writing a story (*Last weekend/month/summer, ..., When we arrived, it was (late). We were (walking down the path) (slowly) when suddenly ..., While we were (waiting), ... What a weekend/day/holiday!*)

### Look!

*when, while, during*

### WARMER

Ask: *Can you remember any rescue stories from Unit 3?* Elicit what sts can remember, then ask: *Do you know any other rescue stories?* If sts cannot think of any stories, ask: *Can you think of any other situations where people might be rescued?* Elicit a few ideas, e.g. *getting injured while skiing, getting lost in a forest, etc.*

- 1 Read out the questions, then ask sts to read the story quickly to find the answers. Check the answers with the class.

### Answers

The rescue happened on a path going down to a beach in Wales. A man needed the helicopter because he hurt his leg and couldn't move.

- 2 Read the Useful language box with sts with language for writing a story. Point out the use of the past continuous verbs (*were walking, were waiting*) and elicit or remind sts that we use the past continuous for longer actions, and the past simple for shorter actions which interrupt them.
- 3 Read the examples in the Look! box with sts, then read out the rules and elicit the answers. Point out that we use *during* with a noun, e.g. *during the night*, but we use *when* and *while* with a clause, e.g. *when it was dark, while everyone was sleeping*.

### Answers

1 while    2 during    3 when

Ask questions to check concept.

**Concept check questions:** *I saw an accident while I was walking home or when I was walking home? (while - we use while + a longer action). I learned to play tennis when the summer holidays or during the summer holidays? (during - we use during + noun, but when + verb). It was raining when we arrived or while we arrived? (when - we use when + a short action).*

- 4 Ask sts to read the sentences and choose the correct words to complete them. Allow sts to compare their answers in pairs, then check with the class.

### Answers

1 when                      3 during                      5 While  
2 while                      4 when

- 5 Ask sts to write a story about a rescue following the steps in the Writing plan.

## Writing plan

### Prepare

Sts work as individuals. They read the four situations and choose one to write about, or think of their own ideas. Alternatively, read through the four ideas with the class, then choose one with the class and brainstorm some more details for the story. Make notes on the board for sts to refer to.

### Write

Read through the paragraph plan with the class, then refer back to the model story and show how it follows the paragraph plan. Sts should write three short paragraphs, following the paragraph plan. Refer them back to the Useful language box and the Look! box and encourage them to use them in their story. Encourage them also to use the past simple and past continuous correctly with time expressions, and adjectives and adverbs to make their writing interesting.

### Check

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Reassure them that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap their stories with a partner and give feedback on the use of the past simple and past continuous, past time expressions and adjectives and adverbs. Remind sts that they should always be positive and encouraging when they give feedback to a partner, and should always find some aspects to praise.

### W Writing practice: WB p.28

Sts will find more practice for writing here. Set these exercises for homework.

### W Writing summary: WB p.86

### R Review: Units 1-3 SB pp.100-101

### P Project: Units 1-3 SB pp.106-107

### L Literature: Units 1-3 SB pp.112-113

### E Exams: Unit 3 SB p.120

### LS Language summary: Unit 3 SB p.129

# Consumer society

# 4

**Vocabulary:** Containers; Money verbs

**Grammar:** Quantifiers; Comparatives and superlatives; (not) as ... as

**Speaking:** Comparing products

**Writing:** A survey

## VOCABULARY Containers

I can talk about food and drink containers.



1 **4.1** Match the words in the boxes with the pictures above. Listen, check and repeat.

1 a glass of milk

bag bottle bowl box can carton  
cup glass jar packet tin tube

biscuits cereal coffee crisps fizzy drink  
jam milk orange juice soup tomatoes  
tomato sauce toothpaste

2 Think of containers for the products in the box.

a bowl of rice / a packet of rice

beans olives peanuts pineapple juice  
rice shampoo sweets tea

3 In pairs, think of more products for the containers in Exercise 1. Who can make the longest list?

4 Work in pairs. Ask and answer the questions.

## QUESTIONNAIRE

- 1 How many glasses of water do you drink in a day?
- 2 How many bags of crisps do you eat in a week?
- 3 How many cans of fizzy drink do you drink in a year?
- 4 Do you sometimes carry a bottle of water? Where?
- 5 What's your favourite cinema treat: a box of popcorn, a bag of sweets or a packet of peanuts?



Now watch the vlog.

### FAST FINISHER

Imagine you're going camping for the weekend with some friends. Make a list of food, drink and other things to take with you.

Food: a packet of pasta, ...

**LS** Language summary: Unit 4 SB p. 130

39

# Consumer society

# 4

**UNIT 4 OVERVIEW:** This unit focuses on the topic of the consumer society. Sts read a food waste diary and listen to an interview with teenagers about how they spend their money. They read some reviews of new gadgets and learn how to compare products. They read a blog post about second-hand shopping in the UK and write about the results of a survey. They also watch a vlog about reusing containers to help the environment and a culture video about responsible fashion.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Containers; Money verbs	Quantifiers; Comparatives and superlatives	The letter <i>a</i>	Using pictures to help me understand a text	Listening for different ideas in a radio programme	Comparing products	Survey results

## VOCABULARY Containers

Sts learn words for containers and practise using them by brainstorming containers for different food and drink products. They personalize the language by doing a questionnaire on the quantities of different food and drink that they consume.

### Vocabulary

Containers (*bag, bottle, bowl, box, can, carton, cup, glass, jar, packet, tin, tube*)

### Vlog

Maiku: *Reusing to help the environment*

### WARMER

Ask individual sts: *What's your favourite food?* Elicit a few answers, then put sts into pairs and give them two minutes to write down as many words for food as they can. Bring all the food words together on the board and check sts understand them.

- 1 **4.1** Read out the task and the example answer. Sts could work in pairs to match the words to the pictures. Play the audio. Sts listen and check their answers. Check that sts understand all the words. Play the audio again for sts to repeat the words.

### Answers

2 a bowl of soup	7 a packet of biscuits
3 a bag of crisps	8 a cup of coffee
4 a box of cereal	9 a carton of orange juice
5 a jar of jam	10 a can of fizzy drink
6 a bottle of tomato sauce	11 a tin of tomatoes
	12 a tube of toothpaste

- 2 Check that sts understand all the products in the box. Point out that sometimes more than one container is suitable for a product, and tell sts to write down all the possible answers. Sts could work in pairs to think of containers for the products. Check answers.

### Sample answers

a tin/packet of beans; a jar/tin/bowl of olives; a bag/packet/bowl of peanuts; a carton/bottle/glass of pineapple juice; a bottle of shampoo; a bag/packet/bowl of sweets; a box/cup of tea

- 3 Sts work in pairs to think of more products for the containers. Check answers, and see which pair has the longest list for each container.
- 4 Check sts understand all the questions in the questionnaire. Sts then work in pairs to ask and answer the questions.

### Vlog

This lesson features an optional vlog in which a vlogger talks about recycling containers to help the environment. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 288 and 303.

### FAST FINISHER

Sts who finish early can practise the vocabulary further by brainstorming food, drink and other things to take on a camping trip. Weaker sts could work in pairs. They cover the two boxes in Exercise 1, then take turns to point to a picture of a container and say the container and a product.

- V **Vocabulary practice: WB p.32**  
Sts will find more practice of vocabulary for containers here. Set these exercises for homework.

- LS **Language summary: Unit 4 SB p.130**

# Love food, hate waste!

## READING

I can use pictures to help me understand a text.

1 Look at the pictures and the title of Ella's diary. What do you think waste means?



## MY FOOD WASTE DIARY



*Around the world, we throw away one third of all the food that we produce – about 1.3 billion tonnes a year. Supermarkets waste a lot of food, but we also waste a lot of food at home. We asked fourteen-year-old Ella to keep a diary.*

## MONDAY

### Breakfast

I usually have a bowl of cereal for breakfast, but today the milk tasted horrible. I threw my cereal away and had some toast instead.



### Lunch

I had a music lesson, so I didn't have much time for lunch. There's usually quite a lot of choice in the school canteen, but when I got there, there wasn't much food left. I bought a slice of pizza and some yoghurt. The pizza was cold and I only ate half of it.

### Snack

I was hungry when I got home, so I opened a packet of biscuits! How many did I have? Not many – two or three. OK, four!

### Dinner

Dad cooked chicken with potatoes and vegetables. I ate some peas, but I didn't have any carrots – I'm not keen on them. For pudding, it was cherry pie. I took a big piece, but after too many biscuits earlier, I couldn't finish it. I threw the rest in the bin.



### Final thoughts

I feel bad about the amount of food I wasted in just one day. It's bad for the environment and there are a lot of people who don't even have enough to eat. I want to be more careful ... starting tomorrow!

2 **4.2** Read and listen to the diary and answer the questions.

- 1 How much food do people waste every year?
- 2 Make a list of all the food that Ella wasted in one day.
- 3 Why does Ella think it's bad to waste food?

3 Read the diary again. Which food didn't Ella eat because ...

- 1 it tasted bad?
- 2 it was cold?
- 3 she doesn't like them?
- 4 she was full?

4 **Word Power** Work in pairs. Which is the odd word out in each group? Explain your answers. There may be more than one possible answer.

- |           |         |        |         |
|-----------|---------|--------|---------|
| 1 milk    | yoghurt | cheese | lemon   |
| 2 chicken | jam     | burger | steak   |
| 3 carrot  | bean    | cherry | pea     |
| 4 apple   | banana  | orange | biscuit |

5 Work in pairs. Do you or your family sometimes waste food? How? What could people do to waste less food?

6 **FIND OUT** There are some eggs in the fridge, but you don't know if they're good or bad to eat. How can you use a bowl of water to find out?

# Love food, hate waste!

## READING

Sts read a food waste diary and focus on using pictures to help them understand a text. They learn to use a range of different quantifiers, and practise the different ways in which the letter 'a' is pronounced. They practise using quantifiers by creating a food waste poster for their school.

### Reading text

A food waste diary

### Reading skill

Using pictures to help you understand the text

### WARMER

Ask: *When you have a meal, do you always eat all the food on your plate?* If sts answer *no*, ask: *Why not?* Elicit the reasons why, e.g. they aren't hungry, they don't like the food, etc. Ask: *What happens to this food?* Elicit that it is thrown away. Ask: *Do you think it's a problem that we sometimes throw food away? Why?*

### 1 Using pictures to help you understand a text

Ask sts to look at the pictures and read the title of the diary. Put them into pairs to discuss what *waste* means, then discuss the answer with the class. Point out that *waste* is used as both a noun and a verb, e.g. *There is too much food waste.* / *We waste too much food.* Ask: *How did the pictures help you guess?* Elicit that they help because they show food being thrown away. Point out to sts that when they read a text for the first time, they should always read the title and look at the pictures first, to get an idea of what the text is about. Point out that this will help them understand the text better when they read it.

#### Answer

When you waste something, you don't use it well or sensibly.

- 2  4.2 Tell sts they are now going to read and listen to Ella's food diary. Read out the questions and check that sts understand them. Play the audio for sts to read and listen. Check answers with the class.

#### Answers

- 1.3 billion tonnes
- cereal and milk, pizza, carrots, cherry pie
- It's bad for the environment and a lot of people don't have enough to eat.

- 3 Sts read the diary again and answer the question. Allow sts to compare their answers in pairs, then check answers with the class, eliciting the part of the text which confirms each answer.

#### Answers

- 1 milk    2 pizza    3 carrots    4 cherry pie

- 4 **Word Power** Read out the task, and explain the meaning of *odd one out* if necessary (= the one that is different in some way). Point out to sts that learning words in groups with similar meanings is a good way to remember vocabulary. Put sts into pairs to decide which word in each group is the odd one out and why. Check the answers with the class. As an extension, sts could work in their pairs and write a similar group of four words with an odd word out. They could then swap with another pair and work out the odd one out and the reason.

#### Answers

- lemon – the rest are made from milk
- jam – the rest are meat products
- cherry – the rest are vegetables
- biscuit – the rest are fruit

- 5 Put sts into pairs to discuss the questions. Ask them to note down three examples of ways in which they and their family waste food, and three ideas for how people could waste less food. If you have some weaker sts, you could put these into groups of three with two stronger sts. Get pairs or groups in turn to tell the class their ideas. Discuss as a class which are the best ideas for wasting less food.

## 21st Century skills



### 6 FIND OUT

Set this exercise for homework if you prefer. Sts can find this information out by looking online, or by asking other people. The answer to the question is: Place your eggs in a bowl of cold water. If they sink to the bottom, they're good to eat. If they float to the surface, they're bad to eat.

### **R** Reading practice: WB p.33

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR Quantifiers: *some*, *any*, *(how) much*, *(how) many*, *a lot of*

I can talk about quantities.

Now watch the grammar animation.

1 Read the grammar box. Copy and complete the rules with the words in the box.

affirmative (x2) countable negative (x2)  
questions uncountable

Countable nouns	Uncountable nouns
<b>Affirmative</b>	
I ate <b>some</b> peas. There are <b>a lot of</b> people.	I had <b>some</b> toast. There's <b>a lot of</b> choice.
<b>Negative</b>	
I didn't have <b>any</b> carrots. I didn't eat <b>many</b> / <b>a lot of</b> biscuits.	There isn't <b>any</b> milk. I didn't have <b>much</b> / <b>a lot of</b> time.
<b>Questions</b>	
Are there <b>any</b> apples? Has he got <b>many</b> / <b>a lot of</b> friends? <b>How many</b> biscuits did I have?	Do you do <b>any</b> exercise? Was there <b>much</b> / <b>a lot of</b> food? <b>How much</b> money have you got?

### Rules

We use *some* and *a lot of* in <sup>1</sup> ... sentences.

We use *any* in <sup>2</sup> ... sentences and <sup>3</sup> ...

With <sup>4</sup> ... nouns, we use *much* in negative sentences and questions.

With <sup>5</sup> ... nouns, we use *many* in negative sentences and questions.

We can use *a lot of* in <sup>6</sup> ... and <sup>7</sup> ... sentences, and in questions.

2 Choose the correct answer.

- Emilia didn't give her brother *any* / *many* / *some* help.
- There are *a lot of* / *any* / *much* students at my school.
- My dad doesn't have *many* / *much* / *some* free time.
- How *many* / *much* / *a lot of* bottles of water do we need?
- They haven't got *many* / *much* / *some* video games in this shop.
- We do *a lot of* / *any* / *much* sport at my school.
- I dropped *any* / *much* / *some* food on the floor.
- Do you do *many* / *much* / *some* exercise?

## 3 PRONUNCIATION The letter a

4.3 Listen to how we pronounce the letter a in these words. Listen again and repeat.

/æ/	/eɪ/	/ɑː/	/e/
packet	waste	half	any

4.4 Put these words in the correct column in Exercise 3. Listen, check and repeat.

anything apple ate carton  
dad glass many taste

5.5 Complete the interview with the words in the box. Listen and check.

a lot of any How many How much  
much some (x2)

## The Waste Food restaurant

Alex Smith is a young chef with an unusual restaurant – it only uses waste food. We asked him about it.



### ▶ What's the idea of the restaurant?

Supermarkets throw away <sup>1</sup> ... food every day, and most of it is still good to eat. Supermarkets give us the food, and we cook <sup>2</sup> ... delicious meals with it.

### ▶ What sort of meals do you cook?

The menu is different every day. A lot of our customers are vegetarians or vegans, so there's always an option that doesn't have <sup>3</sup> ... meat.

### ▶ <sup>4</sup> ... does it cost to eat there?

People pay what they want. If a customer doesn't have <sup>5</sup> ... money, they only pay a small amount.

### ▶ <sup>6</sup> ... people eat at the restaurant?

About 300 people a week. At the moment, we're very small, but we've got <sup>7</sup> ... big plans!

6 GET CREATIVE Work in groups. Create some posters for your school about the problem of waste food. What can we do to waste less?

## FAST FINISHER

What's in your fridge at home? Write four sentences using quantifiers.

*I think there's some cheese. There aren't any pizzas.*

LS Language summary: Unit 4 SB p. 130

## GRAMMAR Quantifiers: *some, any, (how) much, (how) many, a lot of*

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Let's make some cupcakes!*, including the form and use of quantifiers. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 310 for animation script.

- 1** Make sure sts know the difference between countable and uncountable nouns. You could use some of the food words from page 39 to help explain the difference, e.g. *milk, biscuits*. Read the grammar box about quantifiers with sts and point out that we use quantifiers to talk about quantities. Put sts into pairs to copy and complete the rules into their notebooks. Check answers.

#### Answers

1 affirmative	4 uncountable	7 negative
2 negative	5 countable	
3 questions	6 affirmative	

Ask questions to check concept.

**Concept check questions:** *Carrots – countable or uncountable? (countable). Orange juice – countable or uncountable? (uncountable). I'd like some peas or any peas? Why? (some peas – we use *some* in affirmative sentences and *any* in negative sentences). There aren't many apples or much apples? (many apples – we use *many* with countable nouns and *much* with uncountable nouns). How much milk or How many milk? (How much milk – milk is uncountable). A lot of food and a lot of meals – both correct? (yes – we can use a lot of with both countable and uncountable nouns).*

- 2** Ask sts to read the sentences and choose the correct words to complete them. Check answers.

#### Answers

1 any	4 many	7 some
2 a lot of	5 many	8 much
3 much	6 a lot of	

### PRONUNCIATION

- 3**  **4.3** Ask sts to look at the words and point out that the same letter can be pronounced in different ways in English. Play the audio for sts to listen and hear how *a* is pronounced. Model pronunciation of each of the vowel sounds in isolation, then play the audio again for sts to repeat the words.
- 4**  **4.4** Ask sts to copy the four columns into their notebooks. They could then work in pairs to put the words in the correct columns. Play the audio once for them to listen and check their answers, then play it again for them to repeat.

#### Answers

/æ/ apple, dad	/ɑː/ carton, glass
/eɪ/ ate, taste	/e/ anything, many

- 5**  **4.5** Ask sts to read the interview for general meaning first, ignoring the gaps. Ask: *What is different about this restaurant?* (it uses waste food from supermarkets) *How much do meals cost?* (people pay as much as they want). Sts then read the interview again and complete it with the correct words. Allow sts to compare their answers in pairs, then listen to the audio and check answers with the class, referring back to the rules as necessary to explain the answers.

#### Answers

1 a lot of	4 How much	7 some
2 some	5 much	
3 any	6 How many	

### 21st Century skills



- 6**  **GET CREATIVE**

Put sts into groups to design a poster for their school. You could brainstorm some ideas with the class first about what they could put on the poster, e.g. information about how much food is wasted, information on why it is important not to waste food and tips on how to waste less. Monitor and help while sts are working. Ask groups in turn to present their posters to the class.

#### Optional extension

If sts are interested in this topic, they could keep their own 'food waste diary' for a few days, then report back to each other in groups in a later lesson. Discuss as a class whether they were surprised at how much food they waste, and what they managed to do to waste less.

### FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about what is in their fridge. Weaker students could write two lists of countable and uncountable foods. They then write sentences with them using the examples in the grammar box as models.

- G** **Grammar practice:** WB p.34  
Sts will find more practice for quantifiers here. Set these exercises for homework.
- LS** **Language summary:** Unit 4 SB p.130

# Are you good with money?

## VOCABULARY and LISTENING Money verbs

I can listen for different ideas in a radio programme.



1 ① 4.6 Match the sentences with the pictures. Listen and check.

- She's **buying** an ice cream.
- He's **selling** balloons.
- She's **earning** money by cleaning cars.
- They're **shopping** online for some clothes.
- The jeans **cost** £30.
- She's **paying** by card.
- He's **spending** his pocket money on sweets.
- He's **saving** his money.
- She's **lending** some money to her friend.
- He's **borrowing** some money from his dad.

2 Work in pairs. Ask and answer the questions.

- If you have some money, do you usually spend it or save it?
- Do you do jobs to earn extra money?
- Do you sometimes borrow things from your friends? What sort of things?
- Do you pay for things by card?

3 ① 4.7 Listen to an interview with two teenagers, Lydia and Dylan. How much pocket money do they each get? What do they do with their money?

4 ① 4.7 Read the ideas in *How to look after your money*. Listen again. Which ideas do Lydia and Dylan mention?

### TOP TIPS

#### How to look after your money

- Pay in cash rather than by card.
- Always look for the best prices.
- Go shopping with your parents.
- Shop online.
- Save your money for things that you really want.
- Don't buy things that you don't need.

5 Work in pairs. Are you good with money? Which of the ideas in Exercise 4 do you do? Can you think of any other tips?

# Are you good with money?

## VOCABULARY and LISTENING

### Money verbs

Sts learn money verbs and listen to a radio interview with two teenagers about how much pocket money they get and what they spend it on. They focus on listening for different ideas in a radio programme. They learn how to use comparatives and superlatives, and use comparatives and superlatives to express their own opinions on a range of topics.

#### Vocabulary

Money verbs (*borrow, buy, cost, earn, lend, pay, save, sell, shop, spend*)

#### Listening text

A radio interview with two teenagers about how they spend their money

#### Listening skill

Listening for different ideas in a radio programme

### WARMER

With books closed, write a sum of money on the board in the currency of your country, e.g. 500 euros. Say: *Imagine you receive this amount of money tomorrow. What will you do with it?* Put sts into pairs and ask them to discuss what they would do with the money. Ask pairs in turn to tell the class their ideas.

- 1  4.6 Focus on the pictures. Ask sts what they can see in each one. If necessary, ask further questions, e.g. *Where are they? What is the relationship between them?* Sts could work in pairs to match the sentences with the pictures. Play the audio for sts to listen and check the answers. Check that sts understand all the sentences.

#### Answers

1 i	3 e	5 a	7 c	9 j
2 g	4 h	6 d	8 b	10 f

- 2 Sts ask and answer the questions in pairs. Encourage sts to ask more questions to find out more information, e.g. *What do you spend money on? Where do you save money?* Encourage sts to note down three ways in which they are similar, and three ways they are different. Ask some sts to tell the class some of the ways they and their partner are similar and different.

- 3  4.7 Elicit or teach the meaning of *pocket money* and ask: *Do you get pocket money? Do you have to do jobs at home to earn it?* Explain that they are going to listen to a radio programme about teenagers' money. Read the questions and then play the audio. See TG page 276 for audio script.

#### Answers

Lydia gets £10 a week. She spends it on clothes and games.

Dylan gets £9 a week from his parents and sometimes gets extra money for walking his neighbour's dog. He's saving it to buy a new phone.

- 4  4.7 **Listen for different ideas in a radio programme** Focus on the task and ask sts to read through the ideas. Check they understand everything.

Ask: *Do you think Lydia and Dylan will use exactly the same words as in the Top Tips?* Elicit or explain that they might use different words with the same meaning. Point out that the speakers will not mention the ideas in the same order as the list, so sts must listen carefully and keep their eye on all the ideas in the list as they listen. Play the audio for sts to listen and tick the ideas they mention in their notebooks. Allow sts to compare their answers in pairs, then play the audio again if necessary for them to listen and check. Check answers with the class, playing the audio again and pausing if necessary to confirm the answers.

#### Answers

Always look for the best prices.

Shop online.

Save your money for things that you really want.

Don't buy things that you don't need.

- 5 Sts work in pairs to discuss which of the ideas in Exercise 4 they do and to think of more tips. Encourage them to think of at least two more tips. You could find out by a show of hands who is and isn't good with money, and ask different sts to explain their reasons for saying this. Elicit the extra tips that sts thought of, and discuss as a class which are the best tips to follow and why.

- V L** Vocabulary and Listening practice: WB p.35

Sts will find more practice for listening, and practice of money verbs here. Set these exercises for homework.

- LS** Language summary: Unit 4 SB p.130

## GRAMMAR Comparatives and superlatives; (not) as ... as

I can compare things.

Now watch the grammar animation.

- 1 Read the grammar box. Copy and complete the grammar box with words from the interview on page 42.

Adjective	Comparative	Superlative
<b>Short adjectives</b>		
cheap	1 ...	<b>the cheapest</b>
big	bigger	<b>the biggest</b>
easy	2 ...	<b>the easiest</b>
<b>Long adjectives</b>		
relaxing	3 ...	<b>the most relaxing</b>
<b>Irregular adjectives</b>		
good	4 ...	<b>the best</b>
bad	worse	<b>the worst</b>
far	further	<b>the furthest</b>

- 2 Choose the correct answer.

- I bought *cheapest* / *the cheapest* jeans in the shop.
- It's *easier* / *easiest* to spend money than to save it!
- Hong Kong is the *more* / *most* expensive city in the world.
- Actors earn a lot of money, but footballers' salaries are often *higher* / *highest*.
- Friends are more important *than* / *that* money.
- This is *worse* / *the worst* restaurant in the world!

- 3 Read the grammar box. Choose the correct answers in the rules.

(not) as ... as

I'm **as tall as** my dad.

The bus was **as quick as** the train.

My phone isn't **as fast as** a new phone.

The film wasn't **as good as** the book.

### Rules

We use **as + adjective + as** to compare two things that are <sup>1</sup> *the same / different*.

We use **not as + adjective + as** to compare two things that are <sup>2</sup> *the same / different*.

- 4 Complete each second sentence so that it means the same as the first sentence.

A Ferrari is faster than a cheetah.

*A cheetah isn't as fast as a Ferrari.*

- The waiter was friendlier than the manager.  
The manager ...
- My mum's phone was more expensive than my phone.  
My phone ...
- In my opinion, football is more exciting than golf.  
In my opinion, golf ...
- My parents aren't as funny as your parents.  
Your parents ...
- The bus station isn't as far as the train station.  
The train station ...

- 5 Complete the article. Use the correct form of the adjective in brackets.

Would you like to go shopping in a place that is <sup>1</sup> ... (big) as 50 football pitches? The Dubai Mall is one of <sup>2</sup> ... (large) shopping malls in the world. It's next to <sup>3</sup> ... (tall) building in the world, the Burj Khalifa. The mall contains an aquarium, an ice rink and 120 restaurants. There are more than 1,200 shops, including one of <sup>4</sup> ... (good) sweet shops in the world. The shops are <sup>5</sup> ... (expensive) than a lot of other places, but that doesn't stop the 80 million people that visit it every year. Wow – 80 million visitors a year – that's crazy! Even New York City isn't <sup>6</sup> ... (popular) as the Dubai Mall!



- 6 **THINK CRITICALLY** What are the advantages and disadvantages of shopping malls compared to small shops and markets? How do you prefer to shop and why?

- 7 Work in small groups. Use the adjectives to compare your opinions about the topics.

films food music shops sports teams  
TV programmes video games

boring enjoyable exciting good interesting  
scary strange tasty

A: I think heavy metal is better than rap music.

B: I don't agree. Heavy metal isn't as exciting as rap.

C: Maybe, but dance music is the best!



The inventor of the shopping mall, Victor Gruen, hated his invention. 'They destroyed our cities,' he said later in his life.

### FAST FINISHER

Write sentences comparing famous people.

*Taylor Swift is taller than Selena Gomez. She's a better singer, too.*

## GRAMMAR Comparatives and superlatives, (not) as ... as

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *The best game at the event!*, including comparatives and superlatives and (not) as ... as. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 310 for animation script.

- 1 Elicit or explain that we use comparatives to compare two things (*I'm taller than my friend*), and we use superlatives to compare all the things in a group (*I'm the tallest in my class*). Ask sts to copy and complete the grammar box into their notebooks. Read through the grammar box with sts and check the answers. Elicit the rules for short adjectives (-er and -est endings) and long adjectives (*more, the most*). Point out the spelling changes with *bigger, biggest* (double consonant) and *easier, easiest* (y->ier/iest). Point out the irregular adjectives and tell sts they need to learn these irregular forms. Point out the structures with comparative + *than* (*bigger than*) and the + superlative (*the biggest*).

#### Answers

- |           |                 |
|-----------|-----------------|
| 1 cheaper | 3 more relaxing |
| 2 easier  | 4 better        |

Ask questions to check concept.

**Concept check questions:** *I'm younger than my sister - correct? (yes, because I am comparing two people). Who's the younger in your family - correct? (no - the youngest because I'm comparing more than two). This test is difficulter than the last one - correct? (no - more difficult because it's a long adjective).*

- 2 Sts choose the correct answers in the sentences. Check answers.

#### Answers

- |                |          |             |
|----------------|----------|-------------|
| 1 the cheapest | 3 most   | 5 than      |
| 2 easier       | 4 higher | 6 the worst |

- 3 Read the grammar examples of (not) as ... as with the class. Then read out the rules and elicit the correct words to complete them.

#### Answers

- 1 the same    2 different

Ask questions to check concept.

**Concept check questions:** *I'm as old as Paul - are we the same age or a different age? (the same age). I'm not as old as Cara - are we the same age? (no). Who is older - Cara or me? (Cara).*

- 4 Read out the first pair of sentences and elicit that the meaning is the same. Sts could work in pairs to complete the second sentences. Check answers, confirming in each case that the meaning is the same.

#### Answers

- The manager wasn't as friendly as the waiter.
- My phone wasn't as expensive as my mum's phone.
- In my opinion, golf isn't as exciting as football.
- Your parents are funnier than my parents.
- The train station is further than the bus station.

- 5 Ask sts to read the text and complete it with the correct form of the adjectives. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

- |               |               |                  |
|---------------|---------------|------------------|
| 1 as big      | 3 the tallest | 5 more expensive |
| 2 the largest | 4 the best    | 6 as popular     |

### 21st Century skills



- 6 **THINK CRITICALLY**

Put sts into pairs to answer the questions. Ask them to list three advantages and three disadvantages of shopping malls, then discuss their own preferences. Monitor and help while they are working, then have a brief class discussion.

- 7 Ask three confident sts to read out the example dialogue. Read through the topics in the box with the class and check that sts understand everything. Sts then work in small groups to discuss the topics. Monitor and help while they are working.



Encourage sts to read this fun fact for pleasure. They might also be interested to know that many shopping malls are deliberately designed so shoppers walk around without seeing a clear way out. This encourages them to buy more.

### FAST FINISHER

Sts can practise using comparatives and superlatives and (not) as ... as further by writing sentences comparing famous people. Weaker sts could work in pairs and write two or three sentences comparing themselves and their family members.

- G Grammar practice:** WB p.36

Sts will find more practice for comparatives and superlatives and (not) as ... as here. Set these exercises for homework.

- LS Language summary:** Unit 4 SB p.130

# KEEP TALKING!

## Too much choice? READING and LISTENING

I can understand product reviews.



### GEORGE'S GADGET GUIDE

Welcome to my gadget guide! This week I'm reviewing wireless speakers, sports action cameras and hoverboards.

#### Wireless Speakers

##### XR MegaPlay

The MegaPlay speaker is small and waterproof, so you can play your favourite tunes anywhere, even in the shower! The thing I like most about it is the price.



Great price

**Size:** 7 cm x 7 cm x 5 cm

**Volume:**

**Price:** £19.99

**Colours:**

##### JMC SoundBox

The SoundBox has a powerful sound, so it's great for parties! It's even got coloured lights! The only problem is it's quite heavy, so it isn't easy to carry.



Best sound

**Size:** 30 cm x 9 cm x 12 cm

**Volume:**

**Price:** £79.99

**Colours:**

#### Sports Action Cameras

##### Epic V2

The Epic V2 is voice-controlled, so it's very easy to use. You can't take it in water, but it's perfect for using on your bike or scooter!



Easy to use

**Easy to use:**

**Weight:** 95 g

**Price:** £35.99

**Colours:**

##### Active-Pro CS

The Active-Pro CS is completely waterproof. You can make great videos, and with the free app, you can upload them online immediately.



Water-proof

**Easy to use:**

**Weight:** 500 g

**Price:** £74.99

**Colours:**

#### Hoverboards

##### JetBoard V8

This is one of the fastest hoverboards you can buy, so it's only for experienced riders. It's quite noisy, so don't ride it up and down your street.



Fastest board

**Speed:** Up to 22 km per hour

**Safety:**

**Price:** £219.00

**Colours:**

##### MaxFly Plus

The MaxFly Plus is fast, but not too fast, so it feels very safe. It's got lights so that people can see you at night, and it's very quiet. I love this board!



Safest ride

**Speed:** Up to 12 km per hour

**Safety:**

**Price:** £99.99

**Colours:**

**1** Look at the web page. What sort of text is it? Choose from the answers below. Then read quickly and check.

- a an online shop
- b a blog with reviews of products
- c an instruction book

**2** Read the web page again and answer the questions.

- 1 What's the best thing about the MegaPlay speaker, in George's opinion?
- 2 What doesn't George like about the SoundBox speaker?
- 3 Which is the best camera if you want to share videos with friends quickly?
- 4 Why is the Epic V2 camera easy to use?
- 5 Which hoverboard is the best for beginners?
- 6 Give three reasons why George loves the MaxFly Plus.

**3** Look at the words in blue in the text. Which word tells us if something is ...

expensive or cheap? *price*

- 1 big or small?
- 2 fast or slow?
- 3 heavy or light?
- 4 loud or quiet?

**4** 4.8 Listen to *Polly's Podcast*. What is Polly reviewing today? Which of the two products does she like the best?

**5** 4.8 Listen again. Copy and complete the table.

	MaxPack	NiceDay
<b>Size</b>	very big	<sup>4</sup> ... and ...
<b>Weight</b>	<sup>1</sup> ...	light
<b>Colours</b>	blue, <sup>2</sup> ... and black	<sup>5</sup> ..., orange and green
<b>Price</b>	<sup>3</sup> £ ...	<sup>6</sup> £ ...

## KEEP TALKING!

## Too much choice?

## READING and LISTENING

Sts read some reviews of new gadgets and answer comprehension questions. They listen to a podcast reviewing and comparing some backpacks and complete a table with information. They then learn how to compare products. They read and hear a model dialogue and personalize the Useful language by following the steps in the Speaking plan.

 **WARMER**

Teach the meaning of *gadget* (a small, useful machine or device). Elicit a few examples of gadgets, e.g. a games controller, a tablet, wireless earphones. Ask: *What gadgets have you bought recently? What new gadgets would you like to have? Why?* Elicit a few ideas.

- 1** Sts look at the webpage and decide what sort of text it is. Allow sts to compare their answers in pairs, then check with the class, encouraging them to give reasons for their answers. Remind them that looking at a text first and thinking about what it is about can help you understand it better when you read it.

**Answer**

b

- 2** Check that sts understand what wireless speakers, sports action cameras and hoverboards are. Sts read the webpage again and answer the questions. Check answers with the class, eliciting the parts of the webpage that confirm each answer.

**Answers**

- 1 the price
- 2 It's quite heavy, so it isn't easy to carry.
- 3 Active-Pro CS
- 4 Because it's voice-controlled.
- 5 MaxFly Plus
- 6 It feels very safe, it's got lights and it's very quiet.

- 3** Put sts into pairs to look at the words in blue and answer the questions. Discuss the answers as a class.

**Answers**

1 size 2 speed 3 weight 4 volume

- 4**  **4.8** Read out the task and point out that this task is asking them to listen for general meaning, so they shouldn't worry if they don't understand all the details of the podcast the first time they listen. Play the audio for sts to listen and answer the question. See TG page 276 for audio script. Check the answer with the class.

**Answer**

She's reviewing backpacks for students. She likes the NiceDay the best.

- 5**  **4.8** Elicit or point out that this task requires sts to complete notes, so they need to listen carefully for the correct details. Ask them to copy the table into their notebooks, then work in pairs to discuss what kind of information they need for each gap, e.g. an adjective or a price. Remind them that they can write numbers as either words or numbers. Play the audio again for them to listen and complete the table. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again if necessary, pausing to confirm the answers.

**Answers**

1 quite heavy	4 small, slim
2 grey	5 red
3 £29.99	6 £13.00

 **EXTRA PRACTICE**

If time allows, write size, weight, colours and price on the board. Ask sts to think of some adverts for products they have seen on TV or online. In pairs, sts then complete the table with details about the products.

## SPEAKING Comparing products

I can compare the advantages and disadvantages of two different products.

### 1 4.9 Listen, read and answer the questions.

- Which wireless speaker on page 44 does Lottie decide to buy?
- What are her reasons for choosing the speaker?
- Where did she get the money from?

**Isaac:** Hi, Lottie. What are you up to?

**Lottie:** I'm looking for a new wireless speaker – I got some money for my birthday.

**Isaac:** Cool! Which one are you thinking of getting?

**Lottie:** I'm not sure. What do you think of this one?

**Isaac:** The JMC Soundbox? It looks nice, but it's quite expensive. The XR MegaPlay is much cheaper.

**Lottie:** You're right, but it isn't as powerful as the Soundbox.

**Isaac:** Yes, but the MegaPlay is smaller, so it's easier to carry.

**Lottie:** That's true. OK, which colour do you prefer?

**Isaac:** I prefer blue. I think it's a cool colour for a speaker.

**Lottie:** I agree. I like blue, too. Right, I'm going to get the MegaPlay in blue.



### 2 4.10 Listen and repeat the Useful language.

#### Useful language

##### Asking opinions

What do you think of this one/these ones?  
Which colour do you prefer?

##### Comparing

It looks/They look ..., but it's/they're ...  
The ... is/are much ...  
It isn't/They aren't as ... as the ...

##### Agreeing

You're right. / That's true. / I agree.

### 3 4.11 Copy and complete the dialogue in a sports shop with the words in the box. Listen and check.

agree cheaper comfortable heavier  
prefer true

**Zoe:** I'm looking for some new trainers. What do you think of these ones?

**Theo:** The SuperZooms? They look good, but they're quite expensive. These QuickRuns are <sup>1</sup> ...

**Zoe:** Yes, but they're much <sup>2</sup> ... and they aren't as cool.

**Theo:** That's <sup>3</sup> ...

**Zoe:** The SuperZooms are more <sup>4</sup> ... Which colour do you <sup>5</sup> ...?

**Theo:** I like orange.

**Zoe:** I <sup>6</sup> ... I'm going to get them in orange.

### 4 Work in pairs. Compare two different products and choose the one you like most. Follow the steps in the Speaking plan.

#### Speaking plan

##### Prepare

- > Decide on your roles.
- > Use *George's Gadget Guide* on page 44, or choose your own products.
- > Make notes for your dialogue.

##### Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.

##### Reflect

- > How can you improve next time?
- > Swap roles and choose a new gadget.

 Now play *Keep moving!*

#### FAST FINISHER

What's your favourite gadget at home? Write sentences about what you use it for, and how it compares with other gadgets.

*My favourite gadget is my tablet. It's much lighter than my mum's laptop and I use it for playing games and listening to music ...*

## SPEAKING Comparing products

- 1  4.9 Explain to sts that they will hear a conversation about one of the products from the webpage on page 44. Read out the questions. With stronger classes, you could play the dialogue with books closed and elicit the answers. With weaker classes, you could play the dialogue for sts to listen and read.

### Answers

- 1 the XR MegaPlay
- 2 it's cheaper and smaller/easier to carry
- 3 her birthday

- 2  4.10 Focus on the Useful language box. Explain that when comparing products we often ask someone else for their opinion, and the other person might agree or disagree. Play the audio once for sts to listen to the phrases. Ask sts if they remember or can see any of the phrases in the dialogue in Exercise 1. Read through the Useful language box with the class and check sts understand all the phrases. Then play the audio again for sts to repeat.

Ask questions to check concept.

**Concept check questions:** *Which two phrases can I use to ask someone's opinion? (What do you think of this one? Which colour do you prefer?). Which three phrases compare products? (It looks nice, but it's ..., The ... is much cheaper, It isn't as ... as). Which three phrases show that I agree with your opinion? (You're right, That's true, I agree).*

- 3  4.11 Ask sts to copy the dialogue in their notebooks and complete it with the correct words. Play the audio for sts to listen and check their answers. Sts could also practise the dialogue in pairs, for extra practice.

### Answers

- |           |               |          |
|-----------|---------------|----------|
| 1 cheaper | 3 true        | 5 prefer |
| 2 heavier | 4 comfortable | 6 agree  |

- 4 Sts follow the steps in the Speaking plan to practise comparing two different products.

## Speaking plan

### Prepare

Before sts work in pairs, you could refer sts back to the dialogues in Exercise 1 and 3, and the reviews on page 44. As a class, elicit some adjectives to describe or compare different products and make notes on the board, e.g. *small, cheap, heavy, expensive, nice, powerful, easy to carry, easy to use, light, heavy*. Sts then work in pairs to think of two products and make notes for their dialogue, using the Useful language in Exercise 2 to help them. To help sts prepare, you could choose two products as a class and brainstorm some ways to compare them.

### Speak

Sts practise their dialogues. Encourage them to practise once with their notes, then again without their notes. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

### Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. Sts swap roles and follow the steps again with a different partner. If they record their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their dialogues for the class if they feel confident.

## Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

## FAST FINISHER

Sts think of their favourite gadget at home and write sentences about it, saying what they use it for and comparing it to other gadgets. They could read their sentences to each other in pairs, without saying the name of the gadget, and their partner could guess the gadget. Weaker sts could work in pairs. They could write some sentences about a gadget that they both have or both would like.

### Speaking practice: WB p.37

Sts will find more practice for comparing products here. Set these exercises for homework.

### Language summary: Unit 4 SB p.130

# Second-hand shopping in the UK

I can compare second-hand shopping in the UK with shopping in my country.

## Luna's Blog

Home

About

Latest posts



Second-hand shopping is very popular in the UK. Here are the best places to look for a **bargain!**



### Charity shops

I love charity shops. You can find them in every British town and city. People give old clothes, books, **toys** and other items to the shop, and the shop then sells them for charity. Everything is really cheap and usually **good quality**, and when you spend money there, you know that you're helping other people. The only problem is that you sometimes don't find anything you want, but if you're like me, that doesn't often happen!



### Car boot sales

A car boot sale is where people come together and sell the things they don't want any more, usually from the **boot** of their car. You can find everything from books to bikes, and comics to computers. Car boot sales are often much cheaper than charity shops and the **sellers** will sometimes accept a lower price if you ask nicely! There are hundreds of sellers, so you can often find what you're looking for, but you need to get up early or you'll miss the best things.



### Online platforms and apps

Online platforms and apps are a popular way to buy second-hand clothes. Users **upload** pictures of clothes that they own, and sell them directly to other users. It's better for the planet: why throw something away when you can still wear it? The apps are easy to use, and you can shop from your sofa! The clothes are usually more expensive than charity shops and car boot sales, but you need to be careful. There are sometimes **dishonest** sellers who take your money and then don't send you the clothes.

## Second-hand shopping in the UK

Sts read a blog post about second-hand shopping in the UK and compare this to places where people go shopping in their country. This lesson also features an optional culture video about responsible fashion: see SB page 47.

 **WARMER**

Write on the board: *Buy nothing day*. Ask: *What do you think it is?* Elicit or explain that it is a day in November when people are encouraged not to buy anything. Ask: *Why do you think we need a 'buy nothing day'?* *Why is it a problem if people buy a lot of new things every day?* Elicit the idea that people buy too many things that they don't need, and this is not good for the environment. Ask: *What can individuals do to make sure they buy fewer new things?* Elicit a few ideas and introduce the idea of buying things second-hand. Ask: *Have you ever bought something second-hand?* *What was it?* Elicit one or two answers.

**BACKGROUND**

Buying things second-hand has become more popular in the UK in recent years as people have become aware of the environmental impact of everyone buying new things and throwing them away when they no longer need them. People use charity shops and car boot sales, and, increasingly, online apps and stores. Many clothing stores are beginning to offer their own clothes second-hand, too.

- 1  **4.12** Read out the questions, then ask sts to read and listen to the blog and find the answers. Check the answers with the class.

**Answers**

Cheapest: car boot sales  
Most expensive: online platforms and apps

- 2 Ask sts to copy the table into their notebooks, then ask them to read the blog again and complete it with the correct information. Allow sts to compare their answers in pairs, then check with the class, eliciting the part of the blog which confirms each answer.

**Answers**

	Advantages	Disadvantages
<b>Charity shops</b>	Really cheap Good quality The money you spend helps other people	Sometimes you don't find anything you want
<b>Car boot sales</b>	Much cheaper than charity shops Sellers will sometimes accept a lower price You can often find what you're looking for	If you don't get up early, you'll miss the best things
<b>Online platforms and apps</b>	Easy to use You can shop from your sofa	More expensive than charity shops and car boot sales Sometimes, sellers are dishonest

- 3 **Word Power** Sts could work in pairs to find the words in the text and match them with the definitions. Encourage sts to read the words carefully in context to help them guess the meanings. Check answers, and check that sts understand all the words.

**Answers**

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

1 **4.12** Read and listen to Luna's blog about the best places to buy second-hand things. Which of the places is usually the cheapest? Which is usually the most expensive?

2 Read the blog again. Copy and complete the table, according to Luna.

	Advantages	Disadvantages
Charity shops		
Car boot sales		
Online platforms and apps		

3 **Word Power** Find words 1-7 in the text. Match them with definitions a-g.

- 1 bargain
- 2 toy
- 3 good quality
- 4 boot
- 5 seller
- 6 upload
- 7 dishonest

- a something that a child plays with
- b to put something on the internet
- c a person who sells something
- d made well with good materials
- e something that is much cheaper than usual
- f not honest
- g the space at the back of a car where you put suitcases, bags, etc.

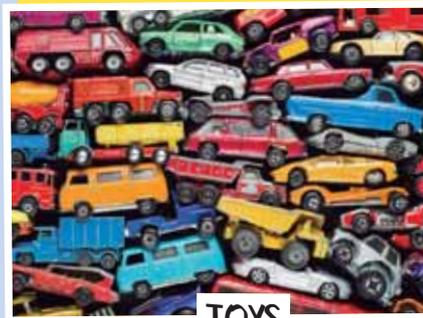
4 **COMPARE CULTURES** Discuss the questions as a class.

- 1 Are there charity shops or car boot sales in your country?
- 2 What do people do with things they don't want any more?
- 3 Do you sometimes buy second-hand things? Why/Why not?

5 **4.13** Listen to the dialogue. Luna went shopping with some friends last Saturday. Where did they go? What did they do afterwards?

6 **4.13** Listen again and match the people with the kinds of thing they bought. There are two extra things.

- |         |           |         |
|---------|-----------|---------|
| 1 Luna  | 3 Freddie | 5 Milly |
| 2 David | 4 Georgia |         |



**Now watch the culture video.**

**FAST FINISHER**

Have you got a lot of things that you don't want any more? Imagine you're going to have a car boot sale. Make a list of all the things you want to sell.

*My old football kit, some toys I had when I was a baby, ...*

# REAL CULTURE!

## 21st Century skills



### 4 COMPARE CULTURES

Allow sts time to read through the questions individually and think about their own answers before you discuss the questions with the class. During the class discussion, encourage as many sts as possible to join in and talk about their own experiences and opinions.

### EXTRA PRACTICE

Put sts into pairs. They take turns to answer the three questions in Exercise 4 with their own ideas and opinions. Tell them they should try to speak for one minute in total. If your sts use smartphones in class, they could record their conversations. They can watch their films back and discuss in their pairs how they could improve. If there is time, they could repeat the activity and try to improve.

- 5 **4.13** Read out the questions, then play the audio for sts to listen and answer the questions. See TG page 276 for audio script. Allow sts to compare their answers in pairs, then check answers with the class.

#### Answers

They went to a charity shop. Afterwards, they went for a pizza.

- 6 **4.13** Allow sts time to look at the pictures and read what the different people bought. Play the audio again for sts to listen and match the people with the things. Allow sts to compare their answers in pairs, then check the answers with the class, playing the audio again and pausing if necessary to confirm the answers.

#### Answers

- |                   |                     |
|-------------------|---------------------|
| 1 Luna – clothes  | 4 Georgia – music   |
| 2 David – toys    | 5 Milly – jewellery |
| 3 Freddie – shoes |                     |

### Culture video

This lesson features an optional culture video about responsible fashion. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Chloe the upcycler* on TG pages 297 and 307.

### FAST FINISHER

Sts write a list of all the things they could sell. They could also write the price they think they could charge for each of the things, to give them an idea of how much money they could make. Weaker sts could work in pairs and think of three things they could each sell and make a list. Sts could read their lists to the class, and you could see if there is anyone in the class who might be interested in buying any of the items.

# Your money and you

## WRITING A survey

I can write about the results of a survey.

- 1 Read the results of a survey. Which sentences are true for you?

### A SURVEY: YOUR MONEY AND YOU

Last week, we did a class survey about teenagers and their money. We interviewed fifteen people and asked three questions. Here are the results.

#### HOW MUCH POCKET MONEY DO YOU GET A WEEK?

A few students don't get any pocket money, but most students get about £8 a week. Almost everybody gets their pocket money in cash, but a couple of students have bank accounts and their parents pay the money into their account.

#### DO YOU GET MONEY FROM ANYWHERE ELSE?

Half of the students get money from parents or relatives on their birthday or other special occasions. Some students earn extra money by doing jobs around the house. Nobody has a weekend job.

#### WHAT DO YOU SPEND YOUR MONEY ON?

The most popular answers were clothes, snacks, games and make-up. A few students try and save some money to buy more expensive things, such as phones or games consoles.

- 2 Look at the **Useful language**. How do you say these expressions in your language?

### Useful language

#### Survey results

Last week, we did a class survey about ...  
We interviewed ...  
Here are the results.  
The most popular answers were ...

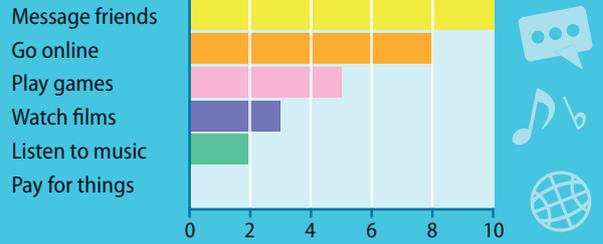
- 3 Read the **Look!** box. Find examples in the text. Which of the expressions are followed by a plural verb? Which are followed by a singular verb?

### Look! Expressions of quantity

Everybody	
Most students	
Half of the students	
Some students	
A few students	
A couple of students	
Nobody	

- 4 Look at the graph showing how ten students use their mobile phones. Copy and complete the sentences with the correct expressions of quantity.

### HOW DO YOU USE YOUR MOBILE PHONE?



Half of the students play games on their phones.

- ... students watch films.
- ... students use their phone to go online.
- ... uses it to pay for things.
- ... students listen to music.
- ... uses it to message their friends.

- 5 Work in small groups. Write a survey report. Follow the steps in the **Writing plan**.

### A survey: Exercise and you

#### 1 How much exercise do you do a week?

0–1 hour 1–2 hours 2–3 hours 3 hours or more

#### 2 What is your favourite form of exercise?

Ball sports Gymnastics or dance Swimming  
Athletics Cycling

#### 3 Where do you usually do exercise?

At school At a club At the park  
At a sports centre

### Writing plan

#### Prepare

- Imagine that you interviewed ten people in your class about exercise. Look at the three questions above, and the possible answers.
- Invent the results. Out of the ten people you interviewed, how many chose each answer?

#### Write

- Organize your ideas into paragraphs:
  - In the introduction, say what the survey was about and how many people you interviewed.
  - Use a different paragraph for each question, and use expressions of quantity to give the results.
- Use expressions from the **Useful language** box.

#### Check

- Check your grammar: quantifiers, comparatives and superlatives.
- Check expressions of quantity and your spelling.

# Your money and you

## WRITING A survey

Sts read the results of a survey about how young people spend their money. They learn useful language for writing survey results and study expressions of quantity. They then follow the steps in the Writing plan to write their own survey results, based on an imagined survey.

### Writing

A survey

### Useful language

Survey results (*Last week, we did a class survey about ..., We interviewed ..., Here are the results, The most popular answers were ...*)

### Look!

Expressions of quantity

### WARMER

Ask a series of questions about the money that sts get, e.g. *Who gets pocket money every week? Who has to do jobs to get their pocket money? Who gets money for their birthday?* As sts answer, write the number of sts who answer *yes* for each question on the board. Explain to sts that you have just done a class survey. Look at the information on the board and ask: *What can we learn from it?* Elicit a few simple answers, e.g. *Most people get money for their birthday.*

- 1 Ask sts to read the survey results and decide which sentences are true for them. Elicit a few answers.
- 2 Read the Useful language box with expressions for writing survey results. Ask sts how they say them in their first language.
- 3 Read the examples in the Look! box with sts and check that they understand the meaning of all the expressions of quantity. Read out the questions and elicit the answers.

### Answers

Almost everybody gets their money in cash. (singular)  
 Most students get about £8 a week. (plural)  
 Half of the students get money on their birthday or other special occasions. (plural)  
 Some students earn extra money by doing jobs around the house. (plural)  
 A few students try and save some money. (plural)  
 A couple of students have bank accounts. (plural)  
 Nobody has a weekend job. (singular)

Ask questions to check concept.

**Concept check questions:** *Most students spend all their money – more than half or less than half? (more). A few students save their money – more than half or less than half? (less). Everybody get money for their birthday – correct? (no – everybody gets – everybody is followed by a singular verb). A couple of students save all their money – correct? (yes – a couple of takes a plural verb).*

- 4 Read through the categories in the graph with the class and check that sts understand them all. Sts could work in pairs to read the sentences and complete them with the correct words. Remind sts to look at the verbs to see if they are singular or plural, to help them choose the correct answers. Check answers with the class.

### Answers

1 A few                      3 Nobody                      5 Everybody  
 2 Most                      4 A couple of

- 5 Put sts into groups to write a survey report, following the steps in the Writing plan.

## Writing plan

### Prepare

Sts read the survey questions and invent the results. Alternatively, you could ask the questions to the class and write the results on the board for sts to refer to.

### Write

Read through the paragraph plan with the class, then refer back to the model survey results and show how it follows the paragraph plan. They should include an introduction, then use a new paragraph for each question. Refer sts back to the Useful language box and the Look! box and encourage them to use a range of different expressions of quantity in their survey report.. Remind them also to use comparatives and superlatives.

### Check

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Reassure them that it is normal to make changes to a first draft of written work. They swap their survey reports with another group and give feedback on the use of expressions of quantity and comparatives and superlatives. Remind sts that they should always be positive and encouraging when they give feedback to classmates, and should always find some aspects to praise.

### W Writing practice: WB p.38

Sts will find more practice for writing here. Set these exercises for homework.

### W Writing summary: WB p.87

### E Exams: Unit 4 SB p.121

### LS Language summary: Unit 4 SB p.130

# I'm only human

# 5

**Vocabulary:** The human body; Health problems

**Grammar:** will and won't, may; First conditional; should/shouldn't

**Speaking:** Giving advice

**Writing:** A How to ... guide

## VOCABULARY The human body

I can talk about the human body.

1 5.1 Match the words in the box with the picture. Listen, check and repeat.

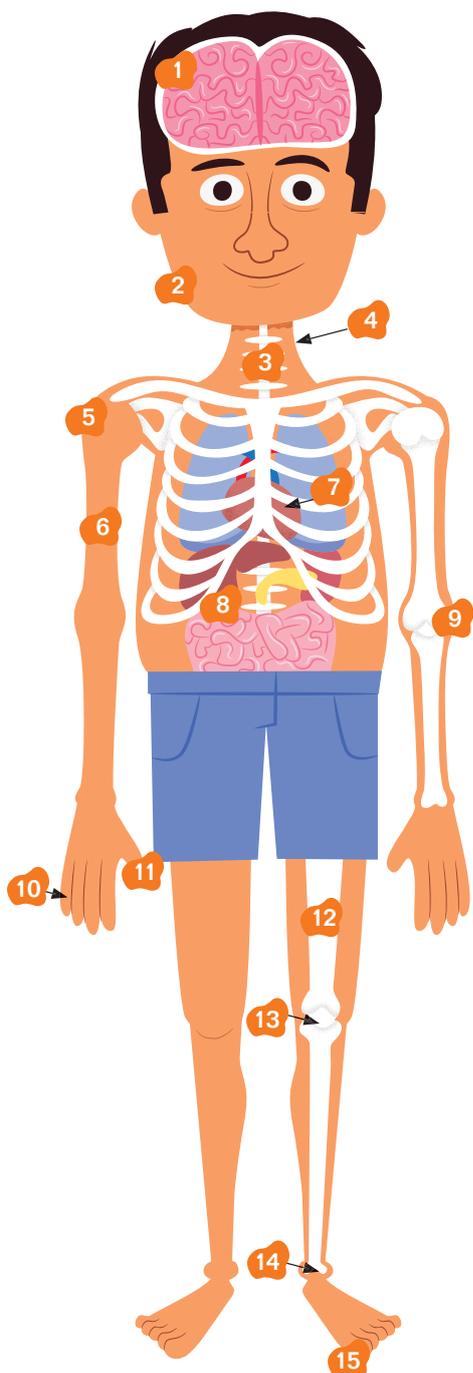
ankle bone brain elbow face  
finger heart knee neck shoulder  
skin stomach throat thumb toe

2 Copy the table. Add the words from Exercise 1, and more parts of the body that you know. Which words can go in all three columns?

Lower body	Upper body	Head
ankle	finger	brain

3 5.2 Complete the facts in *The human body in numbers*. Use the numbers in the box. Listen and check.

5 to 8 73 206 115,000 50 million



## THE HUMAN BODY

### in numbers

There are <sup>1</sup> ... bones in the human body.

Your heart beats about <sup>2</sup> ... times a day.

The human brain is <sup>3</sup> ... % water.

You lose <sup>4</sup> ... skin cells every day.

When you eat, it takes about <sup>5</sup> ... seconds for food to get from your throat to your stomach.

4 Work in pairs. Read the sentences and identify the parts of the body. Write more sentences for your partner to guess.

- You have two of these, one on each hand.
- These are at the top of your arms.
- You wear a scarf around this when it's cold.
- You use these to see.

Now watch the vlog.

### FAST FINISHER

Invent a strange-looking alien. Draw it and write sentences.

*My alien has got a large body with two very long necks and two heads. It's got ...*

# I'm only human

# 5

**UNIT 5 OVERVIEW:** The topic for this unit is health and the human body. Sts read an article about the ways humans may evolve in the future and listen to three conversations in which people talk about health problems. They read an online advice forum for teenagers and learn how to give advice. They read an article about the vegan revolution and a vegan café, then write a *How to ...* guide. They also watch a vlog about different ways to keep fit and a culture video about a vegan café.

Vocabulary:	Grammar:	Pronunciation:	Reading:	Listening:	Speaking:	Writing:
The human body; Health problems	<i>Will and won't; may; First conditional; should and shouldn't</i>	/ʊ/ and /u: /	Working out the meaning of new words	Identifying the relationship between speakers in different situations	Giving advice about a problem	A <i>How to ...</i> guide

## VOCABULARY The human body

Sts learn words for parts of the human body. They practise the language by doing a quiz on the human body, then personalize the language by writing clues for different parts of the body for a partner to guess.

### Vocabulary

The human body (*ankle, bone, brain, elbow, face, finger, heart, knee, neck, shoulder, skin, stomach, throat, thumb, toe*)

### Vlog

Michelle: *Starting to exercise again*

### WARMER

Point to your head and ask: *What's this?* Elicit the word *head*. Hold up your hand and ask: *What's this?* Elicit the word *hand*. Elicit as many words for parts of the body as you can.

- 1 **5.1** Sts could work in pairs to match the words to the picture. Play audio for sts to listen and check their answers. Play the audio again for sts to repeat the words.

### Answers

1 brain	6 skin	11 thumb
2 face	7 heart	12 bone
3 throat	8 stomach	13 knee
4 neck	9 elbow	14 ankle
5 shoulder	10 finger	15 toe

- 2 Ask sts to copy the table into their notebooks and complete it with the correct words.

### Answers

Lower body: ankle, bone, leg, knee, skin, toe  
 Upper body: bone, elbow, finger, heart, neck, shoulder, skin, stomach, throat, thumb  
 Head: bone, brain, face, skin  
 The words *skin* and *bone* can go in all three columns.

- 3 **5.2** Check that sts understand *heart beats* and *skin cells*. Sts complete the facts about the human body with the correct numbers. Encourage sts to guess the answers if they don't know for sure. Play the audio for sts to listen and check.

### Answers

1 206	3 73	5 5 to 8
2 115,000	4 50 million	

- 4 Sts work in pairs to read the sentences and guess the parts of the body. Check these with the class, then ask sts individually to write more sentences for their partner to guess. They then work in pairs to read their sentences to each other and guess the parts of the body.

### Answers

1 thumb	2 shoulders	3 neck	4 eyes
---------	-------------	--------	--------

### Vlog

This lesson features a vlog in which vlogger Michelle talks about starting to exercise again. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 289 and 304.

### FAST FINISHER

Sts who finish early can practise the vocabulary further by inventing a strange-looking alien. They draw a picture and write sentences describing it. Weaker sts could work in pairs. They take turns to point to a part of their own body. Their partner tries to remember the word for it.

- V** **Vocabulary practice:** WB p.40

Sts will find more practice for the human body here. Set these exercises for homework.

- LS** **Language summary:** Unit 5 SB p.131

# Humans of the future

## READING

I can work out the meaning of new words.



## The face of the future?

Humans are evolving all the time. Today, we are about 10 cm taller than we were 150 years ago, and we are living longer and longer lives. So, what will humans be like in the future? Will robots make us lazier and fatter? Will we develop superpowers, such as X-ray vision or brain-to-brain communication? No one knows for sure, but here are some predictions.

A lot of scientists believe that in the future, we will live on other planets. This will create big changes in our bodies. For example, Mars has less gravity than Earth, so humans on Mars will probably be taller. Mars also receives less sunlight, so our eyes may grow bigger so that we can see better, and our brains and heads may become larger, too. It won't be easy to grow food on Mars, so a lot of our meals may come in pills. We may not need as many teeth, and our mouths may become smaller.

Other people predict that in the future, humans will evolve digitally. Scientists will use robotics and artificial intelligence to make superhumans or cyborgs. We will have mechanical arms and legs so that we can move and run faster, and we will connect our brains to computers so that we can control things with our thoughts. Some scientists even predict that we won't grow old or die because doctors will simply repair broken body parts. The big question then is: will we still be humans?



**1** Work in pairs. Read the predictions about humans in the future. Which do you think will happen?

- A We will all speak the same language.
- B Humans will find new worlds to live on.
- C Parents will choose what their babies look like.
- D We will live forever.
- E Our bodies will be part-human, part-machine.

**2** **5.3** Read and listen to the article. Which of the predictions are mentioned in the text? What other predictions are in the text?

**3** Read the article again. Find these words and work out the meaning. How do you say them in your language?

- |           |            |
|-----------|------------|
| 1 develop | 4 predict  |
| 2 gravity | 5 thoughts |
| 3 pills   | 6 repair   |

**4** **Word Power** We can sometimes add *-ion* to a verb to make a noun. Copy and complete the table.

verb	noun
predict	<i>prediction</i>
<i>create</i>	creation
invent	<b>1</b> ...
<b>2</b> ...	action
pollute	<b>3</b> ...
<b>4</b> ...	discussion
communicate	<b>5</b> ...

**5** **THINK CRITICALLY** Are robots replacing humans? What are the advantages and disadvantages of having robots in our lives?

**6** **FIND OUT** How far is it from Earth to Mars, when the two planets are closest to each other?

# Humans of the future

## READING

Sts read an article predicting how humans will evolve in the future and focus on working out the meaning of new words in a text. They learn to use *will*, *won't* and *may* to make predictions about the future, then practise using these by making predictions about life in the future.

### Reading text

An article about the future evolution of humans

### Reading skill

Working out the meaning of new words

### WARMER

Ask: *When did the first humans live?* Elicit or tell sts that it was probably around one to two million years ago. Ask: *What were the first humans like? Did they look like modern humans?* Elicit that they were smaller, had a different shaped head, etc. Teach the words *evolve* and *evolution* and point out that humans have evolved since they first appeared. Ask: *Do you think humans are still evolving now? In what ways?* Elicit a few ideas, but don't confirm them.

- 1 Teach the meaning of *predictions* if necessary. Read through the predictions with the class. Put sts into pairs to discuss which predictions they think will happen.
- 2  5.3 Tell sts they are now going to read and listen to an article about humans in the future. Read out the questions, then play the audio for sts to read and listen. Check with the class which predictions are mentioned and elicit what other predictions are in the text.

### Answers

B, D, E  
 Humans on Mars will probably be taller.  
 Our eyes may grow bigger.  
 Our brains and heads may become larger.  
 A lot of our meals may come in pills.  
 We may not need as many teeth.  
 Our mouths may become smaller.  
 Humans will evolve digitally.  
 We will connect our brains to computers so that we can control things with our thoughts.  
 We won't grow old or die because doctors will repair broken body parts.

- 3 **Working out the meaning of new words** Point out to sts that when they read a text, it is often possible to work out the meaning of new words from the context. Ask sts to find the word *develop* in paragraph 1. Ask them to read the sentence carefully and think about what word in their own language makes sense instead of *develop*. Elicit the correct answer. Sts then work individually or in pairs to find the remaining words and work out the meanings. Check answers.

### Answers

- 1 develop – to grow or change over time
- 2 gravity – a force which pulls things together
- 3 pills – medicine or vitamins in a small hard form that you swallow
- 4 predict – say what you think will happen in the future
- 5 thoughts – ideas in your mind
- 6 repair – fix something that is broken

- 4 **Word Power** Read out the task, then read out some of the verb and noun pairs from the table. Point out to sts that learning words in word families like this is a good way to increase your vocabulary. Ask sts to copy the table into their notebooks and complete it with the missing words. They can use a dictionary to help. Allow sts to compare their answers in pairs, then check with the class and check that sts understand all the words. Write the answers on the board for sts to check the spellings. Point out that for verbs ending in *-e*, the *e* is deleted in the noun, e.g. *create* – *creation*.

### Answers

- |             |             |                 |
|-------------|-------------|-----------------|
| 1 invention | 3 pollution | 5 communication |
| 2 act       | 4 discuss   |                 |

## 21st Century skills



- 5  **THINK CRITICALLY**

As a class, brainstorm some ways in which robots are replacing humans, e.g. in factories, to do jobs around the home, etc. Ask: *Is this a good thing? Why?* Elicit a few ideas, then ask: *What are the disadvantages?* Elicit a few ideas. Put sts into pairs to note down ways in which robots are replacing humans, and list at least three advantages and three disadvantages. Discuss their ideas as a class.

### Optional extension

As an extension, sts could work in pairs and think of jobs or tasks that robots will never be able to do, and explain why. Ask pairs in turn to tell the class their ideas and reasons. Ask other sts if they agree.

## 21st Century skills



- 6  **FIND OUT**

Set this exercise for homework if you prefer. Sts can find this information out by looking online, or by asking other people. The answer to the question is: 54.6 million kilometres.

- R Reading practice: WB p.41**

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR *will* and *won't*; *may*

I can make predictions about the future.

Now watch the grammar animation.

### 1 Read the grammar box. Copy and complete the rule.

#### Affirmative

I/You/He/She/It/We/They'll be taller.

#### Negative

I/You/He/It/She/We/They **won't** grow old or die.

#### Questions

**Will** we still be humans?

#### Short answers

Yes, we **will**. /  
No, we **won't**.

#### Rules

We use *will* and *won't* to make predictions about the future. The contracted form of *will* is <sup>1</sup> ... .

### 2 Think about the world 50 years from now. Make your own predictions with *will* or *won't*.

cars / need a driver

*Cars won't need a driver.*

- robots / replace teachers
- we / build homes under the sea
- humans / live to be 200 years old
- schools / exist
- aliens / visit our planet
- we / have holidays in space

### 3 Read the **Look!** box. What is the difference between sentences a and b?

- James will be at the party tonight.
- James may be at the party tonight.

#### Look! *may* and *may not*

We use *may* (not) when we are not certain about a prediction.

*Our eyes may grow bigger.*

*We may not need as many teeth.*

### 4 Choose the correct answer.

- Scientists *may* / *will* discover life on other planets – who knows?
- I'm sure my mum *may* / *will* love these flowers.
- Sam isn't very well. I'm not sure, but he *may not* / *won't* be in school tomorrow.
- I 'll / *may* always love you! You know that, don't you?
- I *may* / *will* play basketball later – it depends how much homework I've got.
- Jack *will* / *may* be coming to visit this weekend. He's booked his train ticket!

### 5 5.4 Put the words in the correct order to make questions. Listen and check.

## What will life be like in the 22nd century?

- in our homes / have / will /  
What new technology / we / ?
- travel / How / people /  
will / ?
- people / will / wear /  
What type of clothes / ?
- be / different / our food /  
How / will / ?
- What / be / like / schools /  
will / ?
- in our free time / do / we /  
What / will / ?

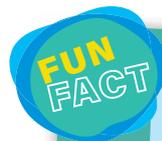


### 6 Work in pairs. Ask and answer the questions in Exercise 5.

A: *What new technology will we have in our homes?*

B: *I think we'll have robots to do all the jobs around the home.*

A: *I agree. And we may have fridges that can order the shopping.*



Whales live in the sea, but 50 million years ago, their ancestors had legs and walked on land.

#### FAST FINISHER

Write more questions about the future like the ones in Exercise 5. Then write answers.

## GRAMMAR *will* and *won't*; *may*

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *We'll live forever in a computer!*, including the form and use of *will*, *won't* and *may*. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 310 for animation script.

- 1** Read the grammar box about *will* and *won't* with sts and point out that *will* and *won't* are the same for all persons. Read out the rules and elicit the answer.

#### Answer

'll

Ask questions to check concept.

**Concept check questions:** *People will be healthier – does this mean in the past, present or future? (future). Can you make the sentence negative? (People won't be healthier). Can you make a question? (Will people be healthier?). He will do well or He wills do well? (He will do well – will is the same for all persons). They will to live for longer – correct? (no – they will live for longer).*

- 2** Read out the task and point out to sts that they should decide if they think the predictions will come true or not, then write sentences with *will* or *won't*. Ask sts to write sentences individually. Allow sts to compare their answers in pairs, then check with the class, referring back to the rules to explain the answers as necessary. Discuss which predictions sts agreed and disagreed about and encourage sts to give reasons for their predictions.

#### Answers

- 1 Robots will / won't replace teachers.
- 2 We will / won't build homes under the sea.
- 3 Humans will / won't live to be 200 years old.
- 4 Schools will / won't exist.
- 5 Aliens will / won't visit our planet.
- 6 We will / won't have holidays in space.

- 3** Read through the Look! box with the class, then read out the two sentences and elicit the difference in meaning between them. If necessary, ask questions to prompt sts, e.g. *Which sentence shows I'm certain? (will). Which sentence shows I'm not certain? (may).*

#### Answers

Sentence a: the speaker is certain that James will come to the party.  
Sentence b: the speaker is not certain whether James will come to the party.

- 4** Sts read the sentences and choose the correct words to complete them. Check answers with the class, referring back to the grammar box and Look! box to explain the answers if necessary.

#### Answers

- |        |           |        |
|--------|-----------|--------|
| 1 may  | 3 may not | 5 may  |
| 2 will | 4 'll     | 6 will |

- 5** Elicit the first question as an example. Sts then put the words in order and write the questions in their notebooks. Check answers with the class, and check that sts understand all the questions.

#### Answers

- 1 What new technology will we have in our homes?
- 2 How will people travel?
- 3 What type of clothes will people wear?
- 4 How will our food be different?
- 5 What will schools be like?
- 6 What will we do in our free time?

- 6** Allow sts time to prepare their answers to the questions in Exercise 6 individually, then put them into pairs to ask and answer them. Discuss the questions as a class, encouraging as many sts as possible to join in and express their opinions about the future.



Encourage sts to read this fun fact for pleasure. They might also be interested to know that blue whales can be up to nearly 30 metres long, and are the largest living creatures on Earth. Their closest living relatives are hippopotamuses.

### **>> FAST FINISHER**

Sts who finish early can practise the grammar further by writing five more questions about the future, then writing answers. Weaker sts could work in pairs and write sentences to answer two or three of the questions in Exercise 5.

- G Grammar practice: WB p.42**  
Sts will find more practice for *will*, *won't* and *may* here. Set these exercises for homework.
- LS Language summary: Unit 5 SB p.131**

# If you don't rest, you won't get better

## VOCABULARY and LISTENING Health problems

I can identify the relationship between speakers in different situations.

1 5.5 Match the problems in the box with the people. Listen, check and repeat.

I've got a broken leg. I've got a cold. I've got a cough. I've got a headache. I've got a sore throat.  
I've got a stomach ache. I've got sunburn. I've got a temperature. I've got toothache. My back hurts.



2 Copy and complete the sentences.

- 1 Please stop shouting! I've got a ...
- 2 She's got a ... of 38°C. She needs to stay in bed.
- 3 I've got really bad ... . I need to see a dentist.
- 4 I've got a ... . It hurts when I speak.
- 5 Don't stay on the beach for too long. You'll get ...
- 6 I've got a ... . I think I ate too much at lunch.

3 Work in pairs. When did you, or a member of your family, last have any of the problems in Exercise 1?

A: I had a sore throat last week.

B: Really? My dad broke his leg two years ago.

4 5.6 Listen to three dialogues. Where are the people in each dialogue? What is their relationship?

5 5.6 Listen again and answer the questions.

- 1 What is Emma's problem?
- 2 Why doesn't she want to stay at home and rest?
- 3 On what part of his body has Tom got sunburn?
- 4 What is his mum's advice?
- 5 Why is Ali's back hurting?
- 6 What is the teacher's advice?

LS Language summary: Unit 5 SB p. 131

# If you don't rest, you won't get better

## VOCABULARY and LISTENING

### Health problems

Sts learn phrases for health problems and listen to three conversations about illnesses and health advice. As they listen, they focus on identifying the relationship between speakers in different situations. They learn how to use the first conditional to talk about situations and their results, and they also learn *should* and *shouldn't* for giving advice. They practise the language by asking for and giving advice about different health problems.

#### Vocabulary

Health problems (*I've got a broken leg, I've got a cold, I've got a cough, I've got a headache, I've got a sore throat, I've got a stomach ache, I've got sunburn, I've got a temperature, I've got toothache, My back hurts*)

#### Listening text

Three conversations about health problems

#### Listening skill

Identifying the relationship between speakers in different situations

### WARMER

Mime walking with a bad leg and ask: *What's my problem?* Elicit the answer. Hold your head and mime being in pain and ask: *What's my problem?* Elicit the answer. Teach the phrase *health problems*, then put sts into pairs and give them two minutes to write as many health problems as they can. Refer them back to the vocabulary for the human body on page 49 to help. Bring their ideas together on the board, then ask: *What do you do if you have a health problem?* Elicit the idea of going to the doctor.

- 1 **5.5** Sts could work in pairs to match the phrases with the pictures. Play the audio for sts to listen and check the answers. Check that sts understand all the phrases, then play the audio again for them to repeat.

#### Answers

- |                          |                            |
|--------------------------|----------------------------|
| 1 I've got a cold.       | 6 My back hurts.           |
| 2 I've got a cough.      | 7 I've got a temperature.  |
| 3 I've got toothache.    | 8 I've got a stomach ache. |
| 4 I've got a broken leg. | 9 I've got a sore throat.  |
| 5 I've got a headache.   | 10 I've got sunburn.       |

- 2 Ask sts to copy the sentences into their notebooks and complete them with the correct health problems. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

- |               |                |
|---------------|----------------|
| 1 headache    | 4 sore throat  |
| 2 temperature | 5 sunburn      |
| 3 toothache   | 6 stomach ache |

- 3 Read out the task and the example answers, then put sts into pairs to discuss which of the health problems they or their family members have had. Ask some sts to tell the class about one of the problems they discussed.

- 4 **5.6 Identify the relationship between speakers in different situations** Explain to sts that they will hear three conversations about health problems. Point out that when they listen to a conversation, they do not always know who the people are and what their relationship is, e.g. they could be two friends, brothers or sisters, a shop assistant and customer, etc. Point out that learning to identify where the people are, and the relationship between them, is a useful skill that sts can use to help them, understand better when they listen. Read out the questions, then play the audio for sts to listen and answer the questions. See TG page 277 for audio script. Allow sts to compare their answers in pairs, then check answers. Discuss with the class what clues they used to help them decide on the relationship between the speakers.

#### Answers

- At the doctor's surgery.  
Relationship: Doctor and patient.
- In the garden, at home.  
Relationship: Mother and son.
- At school. Relationship: Teacher and student.

- 5 **5.6** Allow sts time to read through the questions, then play the audio for sts to listen and write the answers. Allow sts to compare their answers in pairs, then play the audio again if necessary for them to listen and check. Check answers with the class, playing the audio again and pausing if necessary to confirm the answers.

#### Answers

- She's got a bad cold. (She feels hot and cold all the time, she's got a sore throat and she's got a temperature.)
- Because she's got an important volleyball match at school tomorrow.
- On his shoulders.
- To come inside, and put some cream on his shoulders.
- Because his schoolbag is so heavy.
- To only carry the books he needs (leave some books at home, or in his cupboard at school).

### V L Vocabulary and Listening practice: WB p.43

Sts will find more practice for listening, and practice of vocabulary for health problems here. Set these exercises for homework.

### LS Language summary: Unit 5 SB p.131

## GRAMMAR First conditional

**I can** talk about situations and their results.

**Now watch the grammar animation.**

- 1 Read the grammar box. Look at sentences a and b. Which parts are the situation, and which parts are the result?

Situation	Result
If you <b>don't rest</b> ,	you <b>won't get</b> better.
Result	Situation
It'll <b>be</b> better for your team	if you <b>don't play</b> .

### Rules

We use the first conditional to talk about situations and their results.

To describe the situation, we use *if* + present simple.

To describe the result, we use *will* or *won't* + infinitive.

We use a comma when the situation clause is at the start of the sentence.

- a If you stay in the sun for too long, you'll get sunburn.  
 b Your bag won't be as heavy if you only carry the books you need.

- 2 Copy and complete the sentences with the correct form of the verb in brackets.

- If she ... (eat) too many sweets, she'll get toothache.
- Be careful! You ... (hurt) yourself if you fall off your skateboard.
- If he doesn't take his medicine, he ... (not feel) better.
- Other people will catch your cold if you ... (not stay) at home.
- If we don't drink enough water, we ... (get) a headache.
- If she doesn't get better soon, she ... (miss) the final.

- 3 Complete the sentences in your notebook with your own ideas.

- If it's sunny at the weekend, ...
- I'll be really happy if ...
- If I'm hungry when I get home, ...
- My parents will be really angry if ...
- If I pass all my exams this year, ...
- If I lose my phone on the way home, ...

- 4 Work in pairs. Read one of your endings for the sentences in Exercise 3. Can your partner guess the sentence?

## should and shouldn't

**I can** use *should* and *shouldn't* to give advice.

- 5 Read the grammar box. What form of the verb do we use after *should* and *shouldn't*?

### Affirmative

I/You/He/She/We/They **should** stay at home and rest.

### Negative

I/You/He/She/We/They **shouldn't** stay in the sun so long.

### Questions

**Should** I put some cream on them?

### Short answers

Yes, you **should**. /  
No, you **shouldn't**.

- 6 Complete the health advice with *should* or *shouldn't*.

### Top tips for a healthy heart

You <sup>1</sup> ... exercise every day.

You <sup>4</sup> ... eat plenty of fruit and vegetables.

You <sup>2</sup> ... smoke.

You <sup>5</sup> ... look after your weight.

You <sup>3</sup> ... eat too much salt or fatty food.

You <sup>6</sup> ... stay up late every night.

## 7 PRONUNCIATION /ʊ/ and /uː/

- 5.7 Listen and repeat.

/ʊ/ cook good put should

/uː/ do food true you

- 5.8 In your notebook, add the words in the box to the table. Listen, check and repeat.

blue book could foot  
shoe soon tooth would

- 9 Work in pairs. Take it in turns to ask for and give advice in these situations:

- You've got a headache.
- You think your arm may be broken.
- You've got toothache.
- You've got a sore throat.

A: *I've got a headache. What should I do?*

B: *You should rest.*

## FAST FINISHER

How many words can you make from the letters in the word **toothache**?

the, hot, ...

## GRAMMAR First conditional

## Grammar animation

This lesson features an optional animated presentation of the grammar in context called *You shouldn't play the guitar for a few days!*, including the first conditional and *should* and *shouldn't*. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 310 for animation script.

- 1** Read out the two example sentences in the grammar box and check that sts understand them. You could elicit how to say the sentences in the sts' own language. Point out the situation and result in each sentence. Read through the rules with the class, and point out especially that we use *if* + present simple, e.g. *If you don't rest ...* (NOT *If you won't rest ...*). Put sts into pairs to look at sentences a and b and identify the situations and the results. Check answers with the class.

Ask questions to check concept.

**Concept check questions:** *If you go to bed late, you will be tired tomorrow – what's the situation? (you go to bed late). What's the result? (you will be tired tomorrow). Can you say the sentence with the result first? (yes – You will be tired tomorrow if you go to bed late). We won't play tennis if it will rain tomorrow – correct? (no – We won't play tennis if it rains tomorrow).*

## Answers

- a If you stay in the sun for too long (situation), you'll get sunburn. (result)  
b Your bag won't be as heavy (result) if you only carry the books you need. (situation)

- 2** Sts copy the sentences into their notebooks and complete them with the correct verb forms. Check answers, referring back to the grammar box to explain the answers.

## Answers

- |              |              |
|--------------|--------------|
| 1 eats       | 4 don't stay |
| 2 'll hurt   | 5 'll get    |
| 3 won't feel | 6 'll miss   |

- 3** Read out the first sentence beginning and elicit or give some possible endings, e.g. *If it's sunny at the weekend, I'll have a barbecue*. Sts then copy the sentences into their notebooks and complete them with their own ideas.
- 4** To demonstrate the task, ask a student to read out one of their sentence endings. Ask other sts to guess the sentence beginning. Put sts into pairs and ask them to take turns to read out their sentence endings and see if their partner can guess the beginning. Ask who guessed all their partner's sentence beginnings correctly, then ask some sts to read out some of their complete sentences.

*should* and *shouldn't*

- 5** Read out the examples of *should* and *shouldn't* in the grammar box and check that sts understand them. You could elicit how to say them in the sts' own language. Read out the question and elicit the answer.

## Answer

infinitive (without *to*)

Ask questions to check concept.

**Concept check questions:** *You should go to the doctor – am I giving you advice? (yes). Am I saying it's a good idea for you to go to the doctor? (yes). How can I say it isn't a good idea for you to go to school? (You shouldn't go to school). You should to stay in bed – correct? (no – You should stay in bed).*

- 6** Read out the first gapped sentence and elicit the correct answer (*should*). Sts then copy the sentences into their notebooks and complete them with *should* or *shouldn't*. Check answers.

## Answers

- |             |             |             |
|-------------|-------------|-------------|
| 1 should    | 3 shouldn't | 5 should    |
| 2 shouldn't | 4 should    | 6 shouldn't |

## PRONUNCIATION

- 7** **5.7** Play the audio for sts to listen to the words. Model pronunciation of the two sounds in isolation, then play the audio again for sts to repeat the words.
- 8** **5.8** Ask sts to copy the table into their notebooks. They could then work in pairs to put the words in the correct columns. Play the audio once for them to listen and check their answers, then play it again for them to repeat.

## Answers

/ʊ/ book, could, foot, would  
/u:/ blue, shoe, soon, tooth

- 9** Demonstrate the task by saying: *I've got a headache. What should I do?* Elicit a range of ideas. Sts then work in pairs to ask for and give advice. Monitor and help while they are working, and correct any errors in a feedback session at the end.

## FAST FINISHER

Sts can practise their vocabulary skills by seeing how many words they can make using the letters in the word *toothache*. Weaker sts could work in pairs. They take turns to point to one of the pictures on page 52 and say the health problem. They then work together to give some advice for someone with this problem.

- G** **Grammar practice:** WB p.44

Sts will find more practice for the first conditional and *should* and *shouldn't* here. Set these exercises for homework.

- LS** **Language summary:** Unit 5 SB p.131

# KEEP TALKING!

## What should I do?

### READING and LISTENING

I can understand an advice forum.

- 1 Work in pairs. Who do you talk to when you've got a problem: your parents, your friends or someone else?
- 2 Read *Today's posts* on the *TeenHelp* advice forum. Complete the summary of the problems with words from each post.
  - 1 Anya is nervous about a ... to her ...
  - 2 Sammy always feels ... when he's at ...
  - 3 Rochelle is worried about a ... . Some boys are ... him.
- 3 Read the expert's advice on the *TeenHelp* advice forum. Match each problem with two pieces of advice.

Search

**TEENHELP**    HOME    GET ADVICE    BLOG    REGISTER

## TODAY'S POSTS

Have you got a problem? Get advice from our experts.  
No problem is too big or too small.

Write or Call

**1 @Anya\_14**  
I'm giving a presentation to my class next week, but I'm really nervous. Every time I think about it, my hands start to sweat, and my heart beats really fast. What should I do?

**2 @Sammy\_123**  
I'm always tired at school. Sometimes I can't sleep and then it's really hard to concentrate in class. On Saturdays and Sundays I just want to stay in bed all morning.

**3 @Rochelle**  
Some boys at school are bullying one of my classmates. He doesn't want to tell anyone because he's worried it will make things worse. But he's really upset about it.

## OUR EXPERT'S ADVICE

**a** Teenagers need a lot of sleep because their bodies and brains are growing. You should avoid going to bed too late, and make sure you're getting the eight or nine hours of sleep that you need.

**d** Show him that you're a friend. For example, if you walk with him to school or sit with him at lunch, he won't feel so alone. Friends can make a big difference.

**b** If it's happening at school, you should help your friend to tell a teacher, or talk to the teacher yourself. Adults need to know when bad things happen so that they can help.

**e** You should take a bottle of water with you on the day because your mouth may get dry. Smile, speak slowly, and don't forget to breathe! Good luck!

**c** Practise the night before, and write important words and phrases on cards. Don't try and learn the whole speech because if you forget it, you'll probably panic.

**f** Getting up late at the weekend isn't the answer. You should get some exercise during the day. It will make it easier for you to go to sleep, and you won't feel so tired the next day.

- 4 Work in pairs. Do you agree with the advice for each problem? What other advice do you have?
- 5 5.9 Listen to the phone call to *TeenHelp*. What is the boy's problem?
- 6 5.9 Listen again. What is Janet's advice? Do you agree with it?

KEEP  
TALKING!

## What should I do?

## READING and LISTENING

Sts read an online advice forum for teenagers and discuss the advice that is given. They then listen to a phone call to the advice forum. They identify the problem and discuss the advice that is given. They then learn how to give advice. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise giving advice to a friend.

 **WARMER**

Say: *My advice is: you shouldn't go out in the sun anymore. What's the health problem?* Elicit the answer (*you've got sunburn*). Ask sts in pairs to look back at the problems on page 52 and write advice for three of them. Ask pairs in turn to tell the class their advice. See if other sts can guess the problems.

- 1 Sts discuss the questions in pairs. Discuss as a class who sts usually go to for advice and why.
- 2 Focus on the text and elicit or explain that it is an online advice forum for teenagers. Point out the three posts by Anya, Sammy and Rochelle. Ask sts to read the three posts and complete the summary of the problems. Check answers with the class, and check that sts understand *bullying*.

**Answers**

- 1 presentation, class
- 2 tired, school
- 3 classmate, bullying

- 3 Ask sts to read the three posts again, then read the advice and match two pieces of advice with each problem. Allow sts to compare their answers in pairs, then check the answers with the class.

**Answers**

- 1 c, e    2 a, f    3 b, d

- 4 Put sts into pairs to discuss the advice for each problem and think of their own advice. Discuss their ideas as a class.
- 5  **5.9** Explain to sts that they will now hear a conversation with a teenager who calls *TeenHelp*. Read out the task and point out that this task is asking them to listen for general meaning, so they shouldn't worry if they don't understand all the details of the conversation the first time they listen. Play the audio for sts to listen and answer the question. See TG page 277 for audio script. Check the answer with the class.

**Answer**

He argues with his parents because they say he spends too much time in his room.

- 6  **5.9** Read out the questions, then play the audio again for sts to listen and answer the questions. Allow sts to compare their answers in pairs, then discuss the questions with the class. Elicit what advice sts would give the boy.

**Answer**

Janet's advice is that the boy should talk to his parents and to spend more time with them.

## SPEAKING Giving advice

I can give advice about a problem.

### 1 5.10 Listen and read. What is Jude's problem?

- Lucy:** What's the matter, Jude? You don't look very well.
- Jude:** I've got a really bad stomach ache.
- Lucy:** Poor you. Maybe you should go home.
- Jude:** I can't go home. I've got an exam this afternoon.
- Lucy:** Yes, but you shouldn't do the exam if you've got a stomach ache.
- Jude:** I suppose you're right. What do you think I should do then?
- Lucy:** Why don't you talk to your teacher and ask if you can take the exam another day? Now what's wrong?
- Jude:** Mmm, I'm not sure Miss Wilson will believe me.
- Lucy:** I'll come with you if you want.
- Jude:** Thanks Lucy.
- Lucy:** No problem. I'm sure it'll be OK.



### 2 5.11 Listen and repeat the Useful language.

#### Useful language

##### Expressing concern

What's the matter?  
 What's wrong?  
 You don't look very well/happy.

##### Giving advice

Maybe you should ...  
 You shouldn't ...  
 Why don't you ...?  
 I'm sure it'll be OK.

### 3 5.12 Put the dialogue in order. Listen and check.

- a **Nathan:** I think you should tell her you're sorry.
- b **Julia:** Yes, but she doesn't want to talk to me.
- c **Nathan:** Don't worry, I'm sure everything will be OK.
- d **Julia:** I suppose you're right.
- e **Nathan:** Doesn't she? Oh, maybe you should send her a message.
- f **Julia:** I had an argument with my best friend and I said some horrible things to her. What do you think I should do?
- g **Nathan:** What's wrong, Julia? You look upset.

### 4 Work in pairs. Give advice to a friend about his/her problem. Follow the steps in the Speaking plan.

#### Speaking plan

##### Prepare

- > Choose one of the situations below. Decide what the problem is.
  - You don't understand one of your school lessons.
  - Someone at school stole something of yours.
  - You're stressed about something and you can't sleep.
- > Think of advice and make notes for your dialogue.

##### Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.

##### Reflect

- > How can you improve next time?
- > Swap roles and choose a new situation.

Now play *Keep moving!*

### FAST FINISHER

Choose one of the problems on page 54 or 55. Write more advice for the problem.

## SPEAKING Giving advice

- 1 5.10 Explain to sts that they will hear a conversation between Jude, who has a problem, and Lucy, who gives him advice. Read out the question. With stronger classes, you could play the dialogue with books closed and elicit the answer. With weaker classes, you could play the dialogue for sts to listen and read.

### Answer

He has a stomach ache.

- 2 5.11 Focus on the Useful language box. Explain the meaning of *expressing concern* (= showing that you care about someone). Play the audio once for sts to listen to the phrases. Ask sts if they remember or can see any of the phrases in the dialogue in Exercise 1. Read through the Useful language box with the class and check sts understand all the phrases. Then play the audio again for sts to repeat.

Ask questions to check concept.

**Concept check questions:** *Which phrases can I use to ask about someone's problem and show that I care? (What's the matter? What's wrong? You don't look very well/happy). You should go to bed - Why don't you go to bed? - same meaning? (yes). You shouldn't go to school - do I think it's a good idea for you to go to school? (no). I'm sure it'll be OK - do I think it's a big problem? (no - I think you will find a solution).*

- 3 5.12 Ask sts to write the dialogue in their notebooks in the correct order. Play the audio for sts to listen and check their answers. Sts could also practise the dialogue in pairs, for extra practice.

### Answers

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

- 4 Sts follow the steps in the Speaking plan to practise giving advice.

### Speaking plan

#### Prepare

Read through the three situations with the class and check that sts understand them all. Discuss as a class what the problem might be in each situation. Sts then work in pairs to choose one of the situations, decide what the problem is and think of some advice. Sts then make notes for their dialogue, using the Useful language in Exercise 2 to help them.

#### Speak

Sts practise their dialogues in their pairs. Encourage them to practise once with their notes, then again without their notes. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

#### Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. Sts swap roles and follow the steps again with a different partner. If they record their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their dialogues for the class if they feel confident.

### Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

### FAST FINISHER

Sts choose one of the problems on pages 54 or 55 and write some more advice for it. They could read their advice to the class and you could discuss as a class which advice sts agree with and why. Weaker sts could work in pairs. They choose one of the problems from page 54 (Anya, Sammy or Rochelle) and prepare another dialogue to give some advice to the person.

#### **S** Speaking practice: WB p.45

Sts will find more practice for giving advice here. Set these exercises for homework.

#### **LS** Language summary: Unit 5 SB p.131

REAL

CULTURE!

# Vegan Britain

I can compare alternative diets in the UK with diets in my own country.

## THE VEGAN REVOLUTION

More and more people in the UK are giving up meat. A recent survey found that 10% of British children aged eight to sixteen are vegan or vegetarian, and 44% are trying to eat less meat.

### WHAT IS A VEGAN?

A vegan is someone who doesn't eat any animal products, such as meat, fish, eggs, dairy\* products, and even honey. Some people call this 'a plant-based diet'. A lot of vegans also don't wear clothes that are made from animal products, for example, leather shoes or jackets.

\*dairy = made from milk



### MEAT-FREE MONDAYS

Some schools in the UK have 'Meat-free Mondays' when, one day a week, they only serve vegetarian or vegan lunches, for example, spicy bean tacos, spinach and potato curry, or nut burgers.

'The food tastes great, and at the same time we're caring for our planet and environment.'

Beth, 14



### WHY ARE SO MANY TEENS BECOMING VEGAN?

Hannah, 15

I became vegan because I care about animals and don't agree with eating them. I also want to help the planet. The production of meat creates a lot of pollution and carbon dioxide, and is one of the main causes of climate change.



Benja, 16

I wanted to eat more healthily and lose weight. Fruit and vegetables are full of vitamins and minerals, but you should always plan your meals carefully to make sure you get everything your body needs, including protein.



### FAMOUS VEGANS

A lot of famous people are vegan. British world champion Formula 1 driver Lewis Hamilton decided to stop eating meat to help the environment and improve his health. Other famous vegans include the tennis champion, Novak Djokovic, and the singer, Ariana Grande.



## Vegan Britain

Sts read an article about veganism in the UK. They study food groups and listen to a podcast by someone who tries being vegan for a month. Sts then discuss different diets in their own country and plan their meals for a vegan day. This lesson also features an optional culture video about a vegan café: see SB page 57.

 **WARMER**

Ask: *What foods do you like? What foods don't you like?* Elicit answers from individual sts. Ask: *Do you know anyone who doesn't eat meat? Why don't they eat it? Do you agree with them?* Discuss the questions as a class. If sts know people who don't eat meat, encourage them to talk about the people's reasons and discuss as a class who agrees or disagrees with the reasons. If sts don't know anyone who doesn't eat meat, help them by explaining that some people don't eat meat because they think it's wrong to kill animals for food, or they think that eating meat is unhealthy or bad for the planet. Discuss with sts whether they agree with these ideas.

**BACKGROUND**

It is estimated that there are around 3.5 million vegans in the UK. Many of these are young people who have decided to avoid meat and animal products in order to help the environment. Scientists calculate that producing meat takes more resources and produces more CO<sub>2</sub> than producing vegetables.

Veganuary (*vegan + January*) is a charity that promotes a vegan way of life by encouraging people to try being vegan for a month. It started in 2014 and has gradually become more popular each year, with around 400,000 people taking part in 2020.

- 1 Read out the question and elicit that a vegan is someone who does not eat meat or animal products. Read through the foods in the box and check that sts understand them all. Puts sts into pairs to discuss which of the foods vegans eat and don't eat. Discuss their ideas, but don't confirm them.

- 2  **5.13** Explain to sts that they are going to read and listen to an article about veganism, and they should check their answers to Exercise 1. Play the audio for sts to read and listen. Check the answers to Exercise 1, eliciting the part of the text which confirms each answer.

**Answers**

A vegan is someone who doesn't eat products that come from animals. Some vegans may also choose not to wear clothes that are made from animal products.  
Vegans eat: beans, nuts, pineapple, spinach  
Vegans don't eat: cheese, eggs, fish, honey, meat, milk

- 3 Sts read the article again and decide if the sentences are true or false. Remind them to correct the false sentences. Check answers with the class, eliciting the part of the text which confirms each answer.

**Answers**

- 1 T
- 2 F – You can't eat eggs in a plant-based diet.
- 3 F – Hannah says it's better for the planet.
- 4 F – Benja became vegan because he wanted to eat more healthily and lose weight.
- 5 T
- 6 T
- 7 F – Beth thinks the food at school tastes great.
- 8 T

- 4 **Word Power** Ask sts to copy the table into their notebooks. Sts could then work in pairs to find the words in the article and complete the table, then answer the question. Check the answers with the class, and check that sts understand all the words.

**Answers**

- 1 protein
  - 2 dairy
  - 3 fruit and vegetables
- We should mostly eat fruit and vegetables, carbohydrates and protein to be healthy.

- 1 Work in pairs. What is a vegan? Which of these things do vegans eat? Which don't they eat?

beans cheese eggs fish honey meat  
milk nuts pineapple spinach

- 2 **5.13** Read and listen to the article and check your answers to Exercise 1.

- 3 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

- One in ten children in Britain aged eight to sixteen are vegan or vegetarian.
- You can eat eggs in a plant-based diet.
- Hannah says that a vegan diet is bad for the planet.
- Benja became vegan because he wanted to protect animals.
- Vegans have to be careful to eat all the vitamins their body needs.
- Some schools don't serve meat one day a week.
- Hasan doesn't like the food at school.
- Lewis Hamilton became vegan to be healthier and protect the planet.

- 4 **Word Power** Copy and complete the table. Find the missing food groups in the article. Which food groups should we eat most of to be healthy?

Food groups	Examples
1 ...	meat, fish, nuts
2 ...	milk, yoghurt, ice cream
3 ...	apples, broccoli, tomatoes
4 carbohydrates	bread, rice, pasta
5 fats and sugars	butter, chocolate, oil

- 5 Read the interview about Veganuary and answer the questions.

- What and when is Veganuary?
- Which food groups in Exercise 4 does Max like most?
- Do you think he'll complete the challenge. Why/Why not?

- 6 **5.14** Listen to Max's podcast. Who did he do the challenge with? Did he complete it?

- 7 **5.14** Listen again and answer the questions.

- What does Max think at the start of the challenge?
- Why does he say 'It's not fair' on Day 2 of the challenge?
- How did Max's friends react?
- How does Max feel at the end of the challenge? Give examples.
- Does Max think he will continue with his vegan diet? Why/Why not?

- 8 **COMPARE CULTURES** Discuss the questions in small groups.

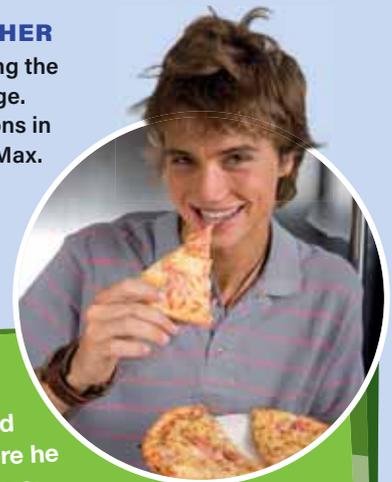
- Do people eat a lot of meat in your country?
- Are vegan or vegetarian diets popular?
- Could you do the Veganuary challenge? Why/Why not?

- 9 **GET CREATIVE** Work in small groups. Imagine you're having a vegan day. Plan your meals: breakfast, lunch and dinner. Remember: no meat, fish, eggs or dairy products!

 Now watch the culture video.

### **FAST FINISHER**

Imagine you're doing the Veganuary challenge. Answer the questions in the interview with Max.



## Veganuary challenge

Veganuary is a charity that encourages people to go vegan for the month of January. We challenged fourteen-year-old Max to try it. Before he started, we asked him a few questions:

### Do you eat a lot of meat?

Yes, I do. I love meat, especially chicken and lamb.

### Do you eat a lot of dairy products?

I eat a lot of cheese, and I always have cereal with milk for breakfast.



### What food will you miss the most during the challenge?

I think I'll miss fried chicken, my dad's cheesecake, pizza, and I love pasta, too ... loads of things!



### Do you like vegetables?

I don't mind broccoli or sweetcorn, but I don't eat a lot of vegetables.

### Do you think you'll feel healthier at the end of the month?

I don't know. I think protein is good for my bones and muscles ... without meat it might be difficult!



# REAL CULTURE!

- 5** Focus on the interview, then read out the questions and check that sts understand them all. Ask sts to read the interview and answer the questions. Check the answers with the class and discuss whether sts think that Max will complete the challenge or not, and why. Explain that Veganuary is a made-up word, formed by combining *vegan* + *January*.

### Answers

- 1 Veganuary is a charity that encourages people to go vegan for one month. It takes place during the month of January.
- 2 proteins (especially meat), dairy, fats and sugars, carbohydrates
- 3 Students' own answers.

- 6** **5.14** Read out the questions, then play the audio for sts to listen and answer the questions. See TG page 277 for audio script. Allow sts to compare their answers in pairs, then check answers with the class.

### Answers

- He did the challenge with his parents.  
Yes, he did complete it.

- 7** **5.14** Allow sts time to read through the questions. Check they understand everything. Play the audio again for sts to listen and answer the questions. Allow sts to compare their answers in pairs, then check the answers with the class, playing the audio again and pausing if necessary to confirm the answers.

### Answers

- 1 The challenge won't be easy.
- 2 Because he couldn't have ice cream for dessert.
- 3 They laughed at him.
- 4 He feels great – he's got loads of energy and good skin.
- 5 No, because he missed lots of non-vegan foods, such as chicken, cheese and ice cream.

## 21st Century skills

### 8 COMPARE CULTURES

Allow sts time to read through the questions individually and think about their own answers before you put them into groups to discuss the questions. Ask groups in turn to tell the class about their discussions and what they agreed on. Discuss with the class who thinks they could and couldn't do the Veganuary challenge and why.

### EXTRA PRACTICE

Put sts into pairs. They take turns to discuss the three questions in Exercise 8 with their own ideas and opinions. Tell them they should try to speak for one minute in total. If your sts use smartphones in class, they could record their conversations. They can watch their videos back and discuss in their pairs how they could improve. If there is time, they could repeat the activity and try to improve.

## 21st Century skills

### 9 GET CREATIVE

Put sts into groups to plan their vegan menu for the day. You could brainstorm some ideas with the class first about things they could eat for breakfast, lunch and dinner. Remind them to think about what they will eat to get enough protein. Monitor and help while sts are working. Ask groups in turn to present their menus to the class. Discuss as a class which menus are healthy and contain enough of all the kinds of food people need, and also which sound tasty.

#### Optional extension

If sts are interested in this topic, they could look online and find some vegan recipes for homework. They could choose two or three recipes that they like and bring them to the next class. In the next class, sts could present their recipes to each other in groups and choose three that they all like. Ask groups in turn to present their recipes to the class. Ask: *Do these recipes persuade you to try being vegan? Why/Why not?*

### Culture video

This lesson features an optional culture video about a vegan café in Mexico. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Layla's Vegan Café* on TG pages 298 and 307.

### FAST FINISHER

Sts answer the questions in the interview with Max with their own ideas. Weaker sts could make a list of everything they ate yesterday and tick which things would be OK for a vegan to eat. They then work in pairs to compare their lists with a partner.

# Stay safe

## WRITING A How to ... guide

I can write a How to ... guide.

- 1 Read the title of the blog post. What's your advice for staying safe online? Discuss your ideas as a class.
- 2 Read the blog post. What advice does it give? Does it mention any of your ideas from Exercise 1?



The internet is a great way to connect with friends and have fun, but there are dangers, too. Here are our top tips for staying safe online.

1 ...

It's important not to give any personal information online, such as your phone number or the name of your school. On social media, you should always check your privacy settings so that only friends can see your posts.

2 ...

It's a good idea to only play or chat with people you know in real life. If someone you don't know asks to be your friend, don't accept their request – people aren't always who they say they are. Never meet with someone that you only know online.

3 ...

Be careful with any photos or videos that you post, especially if they're a bit embarrassing. Remember that other people can share your photos, and then they're out of your control. If you're writing a post on social media, always show respect. You may not agree with someone, but you should never be rude.

- 3 Read the blog post again and match the headings with the paragraphs. There is one extra heading.
  - a Be careful who your 'friends' are
  - b Think about what you put online
  - c Choose a password that you won't forget
  - d Protect your identity and privacy

- 4 Look at the **Useful language**. How do you say these expressions in your language?

### Useful language

#### Giving tips and advice

Here are (my) top tips for ...  
 It's important (not) to ...  
 You should always/never ...  
 It's a good idea to ...  
 Remember that ...

- 5 Study the **Look!** box. How do we make affirmative and negative sentences with imperatives?

### Look! Imperatives

We usually use imperatives to give instructions.

*Think about what you put online.*

*Don't accept their request.*

We can use **always** and **never** with imperatives.

*Always show respect.*

*Never meet with someone that you only know online.*

- 6 Complete the advice with affirmative or negative imperatives. Use the verbs in the box.

choose give put speak spend

- 1 ... passwords that other people can't guess.
- 2 ... anything online that you wouldn't like your parents to see.
- 3 Never ... your passwords to anyone.
- 4 ... all your free time online.
- 5 ... to an adult if you're worried about anything.

- 7 Write a **How to ... guide**. Follow the steps in the **Writing plan**.

### Writing plan

#### Prepare

- > Choose your topic:
  - How to stay healthy
  - How to do well in your exams
- > Make notes about your tips and advice. What should you do? What shouldn't you do?
- > Group your ideas under headings, for example, *Before the exam*, *On the day of the exam*, ...

#### Write

- > Organize your ideas into paragraphs:
  - Introduction.
  - Use a different paragraph for each heading.
- > Use the expressions from the **Useful language** box.

#### Check

- > Check your grammar: *should* and *shouldn't*.
- > Check imperatives and your spelling.

# Stay safe

## WRITING A How to ... guide

Sts read a blog post on how to stay safe online. They learn Useful language for giving tips and advice and study imperatives for giving instructions. They then follow the steps in the Writing plan to write their own *How to ...* guide on how to stay healthy or how to do well in your exams.

### Writing

A *How to ...* guide

### Useful language

Giving tips and advice (*Here are (my) top tips for ..., It's important (not) to ..., You should always/never ..., It's a good idea to ..., Remember that ...*)

### Look!

Imperatives

### WARMER

Ask: *How much time do you spend online each day? What kinds of things do you do online?* Put sts into pairs to discuss the questions and make a list of all the activities they do online. Bring their ideas together on the board.

- 1 Read out the title of the blog post and ask sts for their advice on staying safe online. If they are struggling to think of ideas, ask: *Who should you chat to online? Should you give people your name and address?*
- 2 Pre-teach the word *tip* (= a useful piece of advice). Ask sts to read the blog post to see if it mentions any of their ideas from Exercise 1.

### Sample answers

Don't give any personal information online.  
 Always check your privacy settings on social media.  
 Only play or chat with people you know in real life.  
 Don't accept requests to be friends from people you don't know.  
 Never meet with someone that you only know online.  
 Be careful when posting photos or videos as they can be shared.  
 Show respect when writing posts on social media.

- 3 Sts read the blog post again and match the headings with the paragraphs. Check answers

### Answers

1 d 2 a 3 b

- 4 Read the Useful language box with sts about giving tips and advice. Ask them how they say these expressions in their first language.
- 5 Read the examples in the Look! box with sts and elicit that they are instructions. Explain that we use the imperative form for giving orders and instructions, and that we don't use a personal pronoun with imperatives.

### Answers

Affirmative: infinitive (without *to*)  
 Negative: *do not/don't* + infinitive

Ask questions to check concept.

**Concept check questions:** *Be careful online – is this an instruction? (yes). What form of the verb is it? (an imperative). Give people your phone number – can you make this negative? (Don't give people your phone number). Never you post embarrassing photos online – correct? (no – Never post embarrassing photos online).*

- 6 Ask sts to read the advice and complete it with the correct imperative forms of the verbs. Allow sts to compare their answers in pairs, then check answers with the class.

### Answers

1 Choose                      3 give                      5 Speak  
 2 Don't put                  4 Don't spend

- 7 Put sts into groups to write a *How to ...* guide, following the steps in the Writing plan.

### Writing plan

#### Prepare

Sts choose their topic and prepare some tips and advice. They could work in pairs for this. Alternatively, you could brainstorm some tips and advice for each topic with the class and make notes on the board for sts to refer to.

#### Write

Read through the instructions on paragraphs with the class. Refer back to the model *How to ...* guide and show how it has a short introduction, then a separate paragraph for each heading. Refer sts back to the Useful language box and the Look! box and encourage them to use them in their guide. Remind them also to use *should* and *shouldn't*.

#### Check

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. They swap their *How to ...* guides with a partner and give feedback on the use of imperatives and *should* and *shouldn't*. Remind sts that they should always be positive and encouraging when they give feedback to classmates.

- W Writing practice:** WB p.46  
 Sts will find more practice for writing here. Set these exercises for homework.
- W Writing summary:** WB p.88
- E Exams:** Unit 5 SB p.122
- LS Language summary:** Unit 5 SB p.131

# Special days

# 6

**Vocabulary:** Party plans; Things for a camping trip

**Grammar:** *be going to* and *will*; Future arrangements; Reflexive pronouns

**Speaking:** Asking for and offering help

**Writing:** A thank-you letter

## VOCABULARY Party plans

**I can** talk about plans for a party.

**1** **6.1** Copy and complete the party guide with the words in the box. Listen, check and repeat.

date decorations DJ fun guest list invitations  
lights place playlist snacks social media takeaway

**HOW TO THROW THE PERFECT PARTY**

- 1 Choose a ... and ...** (Illustration: Youth Club, May 12)
- 2 Write a ...** (Illustration: Hand writing names: Joe, Megan, Lucy, Rahim)
- 3 Send ...** (Illustration: Smartphone with 'New mail PARTY!')
- 4 Buy ... and food or order a ...!** (Illustration: Pizza, popcorn, drink)
- 5 Create a ... or hire a ...** (Illustration: DJ with headphones and 'Party playlist!')
- 6 Put up ... and ...** (Illustration: Party decorations: streamers, lights, stars)
- 7 Finally, have ...!** (Illustration: Three people dancing)
- 8 Think before you post your party on ... - we all know what can happen!** (Illustration: Social media icon)

**TOP TIP**

**2** What makes a good party? Put these things in order of importance. Then compare in pairs.

- a good playlist or DJ
- food and snacks
- guests
- place
- lights and decorations
- other things (your ideas)

**3** Work in pairs. Did you have a party for your last birthday? What did you do?

**A:** For my last birthday, I had an ice-skating party!

**B:** Wow! That sounds amazing.

## 4 PRONUNCIATION /ʃ/

**6.2** Listen and repeat. Pay attention to the /ʃ/ sound.

decorations invitation social media

**5** **6.3** Practise saying these words. Listen, check and repeat.

celebration machine Russian  
show special sugar

**6** Complete the sentences with the correct verb from Exercise 1.

My sister is going to be fifteen next month. She wants to throw the perfect party – and I'm helping her to plan it! I told her to <sup>1</sup> ... a date and to <sup>2</sup> ... a guest list. She wants to <sup>3</sup> ... the invitations by email. Mum says it's too expensive to <sup>4</sup> ... a takeaway or <sup>5</sup> ... a DJ, so we are going to <sup>6</sup> ... some snacks and <sup>7</sup> ... a playlist – and <sup>8</sup> ... some decorations, of course! We have two party rules:

- 1** Don't <sup>9</sup> ... photos on social media!
- 2** <sup>10</sup> ... fun!

**Now watch the vlog.**

## FAST FINISHER

Imagine your dream party. Where are you? What is everybody doing? What food is there?

**LS** Language summary: Unit 6 SB p. 132

# Special days

# 6

**UNIT 6 OVERVIEW:** This unit focuses on special days and celebrations. Sts read a survey of how teenagers like to celebrate their birthday and listen to a phone call about arrangements for going to a festival. They read different greeting cards and learn how to ask for and offer help. They read an article about New Year and winter celebrations in the UK, and write a thank-you letter. They also watch a vlog about planning a party and a culture video about a launch party.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Party plans; Things for a camping trip	<i>be going to</i> and <i>will</i> ; Future arrangements; Reflexive pronouns	/ʃ/	Scanning a web page for specific information	Listening for specific information in a phone call	Asking for and offering help	A thank-you letter

## VOCABULARY Party plans

Sts learn words related to party plans. They use the language to complete a guide on how to plan the perfect party and practise pronunciation of the /ʃ/ sound. They personalize the language by discussing what makes a good party, and their own experiences of planning parties.

### Vocabulary

Party plans (*date, decorations, DJ, fun, guest list, invitations, lights, place, playlist, snacks, social media, takeaway*)

### Vlog

Regal: *How I threw my party in LA*

### WARMER

With books closed, write on the board some simple words to do with parties, e.g. *presents, cards, food, music, cake, people, birthday, excited*. As you add each word, ask: *What is the topic of this lesson?* Elicit the word party. Ask: *Who is planning to have a party for their next birthday?* Invite some sts to tell the class about their plans.

- 1 **6.1** Sts could work in pairs to read the party guide and complete it with the correct words. Sts listen and check their answers. Check that sts understand all the words. Play the audio again, pausing for sts to repeat.

#### Answers

- |                    |                       |
|--------------------|-----------------------|
| 1 date, place      | 5 playlist, DJ        |
| 2 guest list       | 6 decorations, lights |
| 3 invitations      | 7 fun                 |
| 4 snacks, takeaway | 8 social media        |

- 2 Check that sts understand the words in the list, then ask them to put the things in order of importance individually. Put them into pairs to compare their lists, then discuss with the class which things sts think are the most important and why.
- 3 Put sts into pairs to talk about what they did for their last birthday. Invite sts who did something unusual or exciting to tell the class.

### PRONUNCIATION

- 4 **6.2** Model pronunciation of the /ʃ/ sound in isolation and in some simple words that sts know, e.g. *she, shoe*. Play the audio once for sts to listen and notice the /ʃ/ sounds, then play it again for them to repeat.
- 5 **6.3** Sts work in pairs to practise saying the words. Play the audio once for sts to listen and check their answers, then play it again for them to repeat.
- 6 Read out the first sentence and focus on the gap. Refer sts back to the party guide in Exercise 1. Elicit the first answer as an example. Sts then complete the sentences. Check answers.

#### Answers

- |          |         |          |         |
|----------|---------|----------|---------|
| 1 choose | 4 order | 7 create | 10 Have |
| 2 write  | 5 hire  | 8 put up |         |
| 3 send   | 6 buy   | 9 post   |         |

### Vlog

This lesson features an optional vlog in which a vlogger talks about a party he had in LA. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 290 and 304.

### FAST FINISHER

Sts who finish early can imagine and write about their own dream party. Weaker sts could work in pairs and make a list of things they would like at their next party.

- V** **Vocabulary practice:** WB p.48  
Sts will find more practice for vocabulary for party plans here. Set these exercises for homework.

- LS** **Language summary:** Unit 6 SB p.132

# Birthday celebrations

## READING

 scan a web page for specific information.

**1** Work in pairs. How old will you be on your next birthday? How do you want to celebrate it?

**2** Scan the survey quickly. Find answers to these questions.

- 1 In total, how many people wrote comments?
- 2 Of the three people here, who is the youngest person to write a comment?
- 3 Apart from surveys, what other things can you find on this website?
- 4 What time did Theo write his comment?

## COOLTEENS.uk

Film News | Science & Technology | Style | Surveys | Fun & Games

### Survey: Your Birthday

Everybody likes to celebrate their birthday differently. Perhaps you like big parties with lots of friends, or maybe you prefer simple celebrations at home with your family. If your birthday's in winter, you probably won't have a barbecue or a beach party, and if you have a summer birthday, you definitely won't go ice-skating in the park! So, how are you going to celebrate your next birthday? Write and tell us!

**67 comments**



**Jordan, 15** 21 March at 11.13  
My birthday's in November. I'm going to have a karaoke party, with about five of my friends. My dad's going to hire a karaoke machine, and we're all going to sing our favourite songs. I want to find some cheap wigs and sunglasses so that people can dress up as their favourite singer! I'm sure we'll have lots of fun!

**Hayley, 13** 21 March at 11.37  
My birthday's in July. I'm possibly going to go to a theme park – if my parents agree. I love theme parks and I really want to go on Nemesis – it's a really fast and scary rollercoaster. I'll probably feel sick afterwards, but I'll definitely go on it again – straight away!

**Theo, 14** 21 March at 12.05  
I'm fifteen next month. I'm not going to have a big party, I'm just going to have a small celebration with my parents, aunts, uncles and cousins. There'll probably be about twelve or thirteen people. My mum's going to make pizzas and we're going to play games outside. Hopefully it won't rain!

 **Show more comments**

**3**  **6.4** Read and listen to the survey and answer the questions.

- 1 Who wants to have a party with a few friends?
- 2 Who wants to have a party with music?
- 3 Who wants to have a party with family?
- 4 Who wants the weather to be nice?
- 5 Who doesn't want to celebrate at home?

**4** **Word Power** Look at the examples of adverbs of certainty. Find three more adverbs of certainty in the survey.

**Perhaps** you like big parties.  
You **probably** won't have a barbecue.

**5**  **FIND OUT** How many people in the world are celebrating a birthday today?

# Birthday celebrations

## READING

Sts read a survey of how teenagers like to celebrate their birthday and focus on scanning a web page for specific information. They learn to use *be going to* and *will* to talk about future plans and predictions, then practise using these by talking about their own plans and making predictions about the future.

### Reading text

A survey about how teenagers like to celebrate their birthday

### Reading skill

Scanning a web page for specific information

### WARMER

Put sts into small groups. Ask them to brainstorm as many ideas as they can for different ways to celebrate your birthday. You could elicit a few from individual sts first, e.g. a party, a meal in a restaurant, a trip to the beach, etc. Give sts two minutes in their groups, then ask groups in turn to tell the class their ideas. Write all the ideas on the board, and check that sts understand them all. Add *karaoke party*, *barbecue* and *theme park* to the board and elicit or teach the meaning. Ask sts to choose their favourite idea on the board, then point to each idea in turn and get a show of hands to find out the most popular.

**1** Sts discuss the question in pairs. Ask some sts to tell the class their ideas.

### **2** Scanning a web page for specific information

Point out to sts that sometimes when they read a text they need to find specific information in it, for example, a name, number or date. Explain that to do this, they don't need to read the whole text carefully, but can just move their eyes over it quickly to scan for the information they need. Point out that it is the skill they use when they are looking for their name on a list of names. Read out the task, then ask sts to scan the survey quickly to find the information. You could set a time limit of one or two minutes, to encourage sts not to read the whole survey carefully. Check answers with the class.

#### Answers

- 1 67
- 2 Hayley
- 3 Film News, Science & Technology, Style and Fun & Games
- 4 21 March at 12.05

**3**  **6.4** Allow sts time to read through the questions, then play the audio for sts to read and listen. Allow sts to compare their answers in pairs, then check with the class, eliciting the part of the text which confirms each answer.

#### Answers

- 1 Jordan
- 2 Jordan
- 3 Theo
- 4 Theo
- 5 Hayley

**4** **Word Power** Read out the two examples and elicit or explain that adverbs of certainty show how sure or unsure we are that something is true or something will happen. You could elicit one or two more examples from the class, e.g. *maybe*, *possibly*. Sts then find three more examples in the survey. Elicit the examples and read them out, then check that sts understand them. To check understanding, you could ask sts to order the adverbs from the most to the least certain (definitely, probably, perhaps/maybe/possibly).

#### Answers

maybe, definitely, possibly

## 21st Century skills

### **5** FIND OUT

Set this exercise for homework if you prefer. Sts can find this information out by looking online or by asking other people. The answer to the question is: approximately 21 million, unless it's the 29 February, in which case it's around 5.2 million.

### **R** Reading practice: WB p.49

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR *be going to*

**I can** talk about future plans.

**Now watch the grammar animation.**

- 1 Read the grammar box. What form of the main verb do we use after *be going to*?

### Affirmative

I'm **going to have** a karaoke party.  
My dad's **going to hire** a karaoke machine.  
We're **going to sing** our favourite songs.

### Negative

I'm **not going to have** a big party.  
He **isn't going to invite** any friends.  
They **aren't going to play** games.

### Questions

Is she **going to make** pizzas?

### Short answers

Yes, she **is**. /  
No, she **isn't**.

- 2 Anna and Liam are each planning a party. Look at the list and complete sentences 1–6.

Party Plans		
	Anna	Liam
invite a lot of guests	✓	✗
buy snacks	✓	✗
order a takeaway	✗	✓
create a playlist	✓	✗
put up decorations	✓	✓
hire a DJ	✗	✗

Liam *isn't going to invite* a lot of guests.

- Anna ... snacks.
  - Liam ... snacks.
  - Liam ... a takeaway.
  - Anna ... a playlist.
  - They ... decorations.
  - They ... a DJ.
- 3 How are you going to celebrate your next birthday? Write sentences. Use the suggestions below and your own ideas.

*I'm going to go to a bowling alley.*

*I'm not going to invite a lot of guests.*

- Place
- Music
- Number of guests
- Decorations
- Food and drink

- 4 Work in pairs. Ask and answer about your plans.

Where are you going to celebrate your next birthday?

I'm going to invite a few friends to come to my flat. What about you?

## *be going to* and *will*

**I can** talk about future plans and predictions.

- 5 Look at the grammar box. Copy and complete the rules with *be going to* and *will*.

**I'm going to have** a small celebration.

There'll probably **be** about twelve or thirteen people.

We're **going to play** games outside.

Hopefully it **won't rain!**

### Rules

We use <sup>1</sup> ... to make predictions about the future.

We use <sup>2</sup> ... to talk about future plans and intentions.

- 6 Complete Chloe's comment with *be going to* or *will* and the verbs in brackets.

Chloe, 13 21 March at 12.19



It's my fourteenth birthday next Saturday. I <sup>1</sup> ... (get up) early and have a birthday breakfast with my family. I hope there <sup>2</sup> ... (be) some presents and cards to open! In the afternoon, I <sup>3</sup> ... (have) a small party with my classmates. We <sup>4</sup> ... (go) ice-skating. Some of my friends don't know how to skate, but I'm sure they <sup>5</sup> ... (learn) quickly, and hopefully there <sup>6</sup> ... (not be) any accidents! Afterwards, we <sup>7</sup> ... (eat) at my favourite Italian restaurant. I'm sure everybody <sup>8</sup> ... (be) really hungry.

- 7 Make questions with *be going to* or *will*. Ask and answer in pairs.

What (you / have) for dinner tonight?

**A:** *What are you going to have for dinner tonight?*

**B:** *I'm probably going to have spaghetti.*

- What (mobile phones / be like) in the future?
- (you / watch) a film tonight?
- In the future, (humans / build) homes on other planets?
- When (you / do) your homework?
- (drones / deliver) our food in future?

**FUN FACT**



In the UK, if you reach your 100th birthday, the king or queen sends you a birthday card!

## **FAST FINISHER**

Write about your plans and predictions for the summer.

*We're going to go to France. Dad will probably get sunburn on the beach!*

GRAMMAR *be going to*

## Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Are we going to hide in the kitchen?*, including the form and use of *be going to* and *will*. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 311 for animation script.

- 1 Read the grammar box about *be going to* with sts and explain that we use *be going to* to talk about plans. Elicit the answer to the question. Point out that the form of *be* changes for the different persons, but *going to* remains the same: *I'm going to, she is going to, we are going to*, etc.

## Answers

base form (infinitive without *to*)

Ask questions to check concept.

**Concept check questions:** *I'm going to invite all my friends – is this about the past or the future? (future). Is it a plan? (yes). Can you make it negative? (I'm not going to invite all my friends) Tom are going to have a big party – correct? (no – Tom is going to have a big party). Can you make that a question? (Is Tom going to have a big party?).*

- 2 Read out the task and the example answer. Point out the ticks and crosses to show whether the sentences are positive or negative. Ask sts to complete the sentences individually. Allow sts to compare their answers in pairs, then check with the class, referring back to the rules to explain the answers as necessary.

## Answers

- |                      |                        |
|----------------------|------------------------|
| 1 is going to buy    | 4 is going to create   |
| 2 isn't going to buy | 5 are going to put up  |
| 3 is going to order  | 6 aren't going to hire |

- 3 Read out the task and the example sentences. Point out to sts that they can use their own ideas if they prefer. Allow sts time to write their sentences. Monitor and help while they are working, and help sts to correct any errors.

- 4 Demonstrate the task by asking one or two questions to individual sts about their plans and eliciting their replies. Encourage them to use full sentences when they reply. With weaker classes, you could brainstorm some questions for sts to ask, and write them on the board for sts to refer to. Tell sts to listen carefully to their partner's replies. When they have finished working in pairs, ask some sts to tell the class about their partner's plans.

*be going to* and *will*

- 5 Read the grammar box about *be going to* and *will* with sts and check they understand the difference between a prediction (something you think is possible in the future) and a plan (something you want to do and are getting ready for). Read out the rules and elicit the words to complete them.

## Answers

- 1 will    2 be going to

Ask questions to check concept.

**Concept check questions:** *I'm going to have a party – prediction or plan? (plan). It will be fun – prediction or plan? (prediction).*

- 6 Read out the first gapped sentence and ask: *Prediction or plan? (plan)*. Elicit the answer (*'m going to get up*). Sts then read Chloe's comment and write the correct verb forms in their notebooks. Check answers with the class.

## Answers

- |                      |                    |
|----------------------|--------------------|
| 1 'm going to get up | 5 will learn       |
| 2 will be            | 6 won't be         |
| 3 'm going to have   | 7 're going to eat |
| 4 're going to go    | 8 will be          |

- 7 Ask sts to make the questions first. Check these, and correct any errors. Sts then ask and answer the questions in pairs.

## Answers

- What will mobile phones be like in the future?
- Are you going to watch a film tonight?
- In the future, will humans build homes on other planets?
- When are you going to do your homework?
- Will drones deliver our food in future?



Encourage sts to read this fun fact for pleasure. They might also be interested to know that Japan is the country with the greatest number of centenarians per capita, and the oldest person ever was the French woman Jeanne Louise Calment, who lived to 122!

## FAST FINISHER

Sts who finish early can practise the grammar further by writing about their plans and predictions for the summer. Weaker sts could work in pairs and write one plan and one prediction for next weekend or for the summer.

- G Grammar practice:** WB p.50  
Sts will find more practice for *be going to* and *will* here. Set these exercises for homework.

**LS Language summary:** Unit 6 SB p.132

# A music festival

## VOCABULARY and LISTENING Things for a camping trip

I can listen for specific information in a phone call.



**1** Are music festivals popular in your country? Have you ever been to one? Discuss the questions as a class.

**2** **6.5** Match the words in the box with the pictures. Listen, check and repeat.

first-aid kit   hoodie   phone charger   pillow  
raincoat   sleeping bag   soap   sun cream  
sunglasses   tent   toothbrush   torch  
towel   water bottle

**3** Complete the blog with objects from Exercise 2.

✕

**Are you going to a music festival this summer? We want you and your friends to enjoy yourselves, so here are our top tips!**

- If it's sunny, you'll need some <sup>1</sup> ... and a pair of <sup>2</sup> ...
- It can get cold in the evening, so make sure you take a <sup>3</sup> ... to wear.
- It may rain – it is the UK after all! – so take a <sup>4</sup> ...
- If it rains, you'll want to dry yourself, so pack a <sup>5</sup> ...
- It's a good idea to take a <sup>6</sup> ... in case you cut yourself.

**4** In pairs, imagine you're going on a camping trip this weekend. Think about the weather, and agree what you will need to take with you.

**A:** *It's going to rain this weekend. We'll need to take our raincoats.*

**B:** *And we'll need a tent, of course!*

**5** **6.6** Lucy phones her friend Seb to invite him to a festival. Listen and answer the questions.

- 1 When is the festival?
- 2 Apart from Lucy and her dad, who else is going?
- 3 Where are they staying?
- 4 What does Seb need to do before he buys his ticket?

**6** **6.6** Copy Seb's notes. Listen again and complete them.

Name of festival: \_\_\_\_\_ Big Green Music Festival

Date of festival: \_\_\_\_\_ *5th and 6th May*

Price of ticket: \_\_\_\_\_ <sup>1</sup> ...

Things to take: \_\_\_\_\_ <sup>2</sup> ..., torch, <sup>3</sup> ...

Transport: \_\_\_\_\_ <sup>4</sup> ...

Day/time of leaving: \_\_\_\_\_ <sup>5</sup> ... at \_\_\_\_\_ <sup>6</sup> ... a.m.

**LS** Language summary: Unit 6 SB p. 132

# A music festival

## VOCABULARY and LISTENING

### Things for a camping trip

Sts learn words for things for a camping trip and listen to a phone conversation about arrangements for going to a festival. As they listen, they focus on listening for specific information. They learn how to use the present continuous for future arrangements, and practise this by talking about their own arrangements for after school. They also learn reflexive pronouns and practise these by using them in sentences about their family and friends.

#### Vocabulary

Things for a camping trip (*first-aid kit, hoodie, phone charger, pillow, raincoat, sleeping bag, soap, sun cream, sunglasses, tent, toothbrush, torch, towel, water bottle*)

#### Listening text

A phone conversation about arrangements for going to a festival

#### Listening skill

Listening for specific information in a phone call

#### WARMER

Ask: *Do you ever go camping? Where do you go? Do you enjoy it?* If sts have experience of camping, ask them to share their experiences with the class and say why they like or don't like camping. If sts have not been camping, ask: *Would you like to try camping? Why/Why not?* Elicit opinions from individual sts and encourage them to give reasons for their opinions.

- 1** Read out the questions and discuss them as a class. If sts are reluctant to speak, ask the questions to more confident sts, then invite other sts to add their own opinion or add more information. If some sts have been to festivals, encourage them to share their experiences with the class. If no sts have been to festivals, ask: *Would you like to go? What do you think you would enjoy?*

- 2**  **6.5** Sts could work in pairs to match the words with the pictures. Play the audio for sts to listen and check the answers. Check that sts understand all the words, then play the audio again for them to repeat.

#### Answers

- |                |                 |
|----------------|-----------------|
| 1 tent         | 8 phone charger |
| 2 raincoat     | 9 first-aid kit |
| 3 sleeping bag | 10 towel        |
| 4 hoodie       | 11 sun cream    |
| 5 soap         | 12 sunglasses   |
| 6 torch        | 13 pillow       |
| 7 water bottle | 14 toothbrush   |

- 3** Ask sts to copy the sentences in the blog into their notebooks and complete them with the correct words. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

- |              |                 |
|--------------|-----------------|
| 1 sun cream  | 4 raincoat      |
| 2 sunglasses | 5 towel         |
| 3 hoodie     | 6 first-aid kit |

- 4** Put sts into pairs to discuss what they will take on a camping trip. Ask pairs in turn to tell the class what they will take and why.
- 5**  **6.6** Explain to sts that they will hear a phone call between two friends about arrangements for a trip to a festival. Allow sts time to read through the questions, then play the audio for them to listen and answer the questions. See TG page 278 for audio script. Allow sts to compare their answers in pairs, then check answers.

#### Answers

- 1 next weekend
- 2 Molly and Jack
- 3 in a tent
- 4 check with his mum

- 6**  **6.6 Listen for specific information in a phone call** Explain to sts that sometimes they need to listen for specific information such as a time, date, price, etc. Ask sts to copy the notes into their notebooks and read through them. Read through the notes with the class and elicit what kind of information is missing in each case (a price, two objects, a form of transport, a day of the week and a time). Tell sts that they can write numbers either as words or as numbers, and they must be careful to spell the words they write correctly. Play the audio for sts to listen and complete the notes. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again and pausing if necessary to confirm the answers.

#### Answers

- 1 £85
- 2 sleeping bag
- 3 hoodie
- 4 car
- 5 Saturday
- 6 9.00

- V L** **Vocabulary and Listening practice: WB p.51**  
Sts will find more practice for listening, and practice of vocabulary for things for a camping trip here. Set these exercises for homework.

- LS** **Language summary: Unit 6 SB p.132**

## GRAMMAR Present continuous for future arrangements

**I can** talk about future arrangements.

**Now watch the grammar animation.**

- 1 Read the grammar box. Copy and complete the rules with *future, present* and *weekend*.

Are you **doing** anything next weekend?  
I'm **going** to the Big Green Music Festival.  
How **are** you **getting** there?  
Dad's **driving**. We're **leaving** on Saturday morning at 9.00.

### Rules

We can use the <sup>1</sup> ... continuous to talk about arrangements (fixed plans) in the <sup>2</sup> ... .

We often use a time expression, for example, *tomorrow, next* <sup>3</sup> ... , *on Saturday*.

- 2 **6.7** Complete the dialogue using the present continuous. Which actions refer to the future? Which actions are happening now? Listen and check.



**Seb:** Hi, Lucy. I spoke to my mum, and – guess what? I <sup>1</sup> ... (come) to the festival next weekend!

**Lucy:** That's great news. Oh, there's a small change to the plan. Dad <sup>2</sup> ... (not drive) because there's a problem with the car. We <sup>3</sup> ... (get) the bus instead. We <sup>4</sup> ... (leave) here at 8.30.

**Seb:** That's fine. <sup>5</sup> ... (you / take) any food with you?

**Lucy:** Just a few snacks. I <sup>6</sup> ... (pack) them right now. We can buy food at the campsite.

**Seb:** OK, and what <sup>7</sup> ... (you / wear) on Saturday?

**Lucy:** I <sup>8</sup> ... (wear) shorts and a T-shirt.

**Seb:** Great. I <sup>9</sup> ... (feel) really excited! See you on Saturday morning.

- 3 Work in pairs. Ask and answer questions about your plans. Use the ideas in the box.

**A:** *What are you doing after school?*

**B:** *I'm playing football in the park with a few friends. What about you?*

What	do	after school?
Who	meet	tomorrow?
Where	go	next weekend?

## Reflexive pronouns

**I can** use reflexive pronouns.

- 4 Read the grammar box and the rule. Choose the correct answer.

### Reflexive pronouns

I fixed my bike **myself**.

Did **you** hurt **yourself** when you fell?

**Joe** cut **himself** with a knife.

**She** really enjoyed **herself** at the concert.

**We** taught **ourselves** to play the guitar.

Did **you** make the invitations **yourselves**?

**They** introduced **themselves** to their new teacher.

### Rule

We use a reflexive pronoun when <sup>1</sup> *the same* / *a different* person is the subject and the object of a verb.

- 5 Complete the sentences with the correct reflexive pronoun.

- We really enjoyed ... at the music festival.
- He fell off his bike and hurt ... .
- I'm teaching ... Japanese. It's really hard!
- Don't go too close to the fire, children! You'll burn ... .
- I gave her a towel so that she could dry ... .
- They introduced ... to everybody at the party.
- The whale cut ... on some rocks.
- Sally, are you talking to ... ?



- 6 Write sentences about you and your family and friends. Use the verbs in the box and a reflexive pronoun.

cut   enjoy   hurt   talk to   teach

*My dad cut himself on some glass last week.*

*My sister is teaching herself coding.*

### FAST FINISHER

Imagine you're going to a festival at the weekend. Where is it? Who is going with you? What's happening there? What are you taking?

*I'm going to a festival. I'm going with ...*

## GRAMMAR Present continuous for future arrangements

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Are we going to the forest next weekend?*, including the present continuous for future arrangements and reflexive pronouns. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 311 for animation script.

- 1 Read out the example sentences in the grammar box and elicit that they use the present continuous. Ask: *Are they about something that is happening now, or something in the future?* (in the future). Sts could work in pairs to read the rules and complete them with the correct words. Check answers with the class and check that sts understand the difference between an *arrangement* (= something that is already planned and agreed) and a *plan* (= an idea about something you want to do).

Ask questions to check concept.

**Concept check questions:** *I'm learning English at the moment – present continuous?* (yes). *Is it now or in the future?* (now). *I'm going to a festival next month – present continuous?* (yes). *Is it now or in the future?* (in the future). *Is it already planned?* (yes). *Is it an arrangement?* (yes).

#### Answers

1 present    2 future    3 weekend

- 2  6.7 Sts read the dialogue and complete it with the present continuous form of the verbs, then decide which actions are in the future, and which are happening now. With weaker classes, you could ask sts to write the correct verb forms first. Play the audio to check the answers, then put them into pairs to decide which actions refer to the future and the present. Check answers with the class.

#### Answers

1 'm coming – future  
2 isn't driving – future  
3 're getting – future  
4 're leaving – future  
5 Are you taking – future  
6 'm packing – now  
7 are you wearing – future  
8 'm wearing – future  
9 'm feeling – now

- 3 Read out the example question and answer. With weaker classes, elicit the other two questions and write them on the board. Sts then work in pairs to ask and answer the questions. Ask some sts to tell the class about some of their arrangements.

## Reflexive pronouns

- 4 Read out the examples of reflexive pronouns in the grammar box and check that sts understand them. You could elicit how to say them in the sts' own language. Explain that the words in bold are reflexive pronouns. You could write a list of subject pronouns on the board and elicit the correct reflexive pronoun for each one. Read out the rules and elicit the correct word to complete them.

Ask questions to check concept.

**Concept check questions:** *I can see me in the mirror or I can see myself?* (myself – the subject and object are the same). *I can see her through the window or I can see herself?* (her – the subject and object are different). *I introduced him to my friends – correct?* (yes). *We introduced us to the class – correct?* (no – we introduced ourselves).

#### Answer

the same

- 5 Read out the first gapped sentence and elicit the correct answer (*ourselves*). Sts then copy the sentences into their notebooks and complete them with the correct reflexive pronouns. Check answers.

#### Answers

1 ourselves	5 herself
2 himself	6 themselves
3 myself	7 itself
4 yourselves	8 yourself

- 6 Read through the verbs in the box and give examples about yourself or your family, e.g. *I cut myself yesterday. I always enjoy myself at parties. My brother often hurts himself when he goes skiing. My mum sometimes talks to herself. I want to teach myself Spanish.* Sts then work individually to write sentences about themselves and their family. Allow sts to compare their sentences in pairs, then ask some sts to read some of their sentences to the class.

### FAST FINISHER

Sts can practise the grammar further by imagining they are going to a festival and writing sentences about their arrangements. Weaker sts could work in pairs. They look at the notes in Exercise 6 on page 62 again and write some sentences about Seb and Lucy's plans using the present continuous, e.g. *They're going to a festival on 5th May.*

- G** Grammar practice: WB p.52

Sts will find more practice for the present continuous for future arrangements and reflexive pronouns here. Set these exercises for homework.

- LS** Language summary: Unit 6 SB p.132

# KEEP TALKING!

## A special occasion

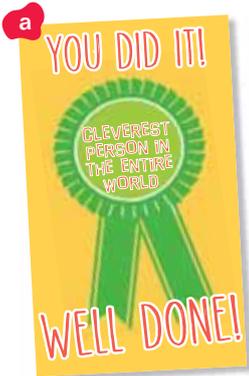
### READING and LISTENING

I can understand messages in a variety of greetings cards.

1 Work in pairs. Do you give birthday cards to your friends or family? On what other occasions do you usually give cards?

2 Match the occasions in the box with the cards. There are two extra occasions.

Birthday    Christmas    Mother's Day    Moving to a new school  
 New Year    Passing your exams    Wedding



3 Match the cards with the messages inside them.

1

Thanks for everything you do for me. I may not be the perfect son, but you're definitely the perfect mum!  
Love  
Jordan

2

Dear Amy  
Another year older - we can't believe it!  
Have a great day and a fun party tonight!  
Lots of love  
Mum and Dad

3

To Joseph  
Thanks for being a great friend and classmate. Hope you make lots of friends at your new place!  
We'll miss you! Good luck!  
Everybody in Class 8B

4

To Camila  
Wishing you peace and happiness this holiday season.  
Hope Father Christmas brings you lots of lovely presents!  
See you in the New Year!  
Becky x

5

To our amazing, hard-working Emma  
Congratulations! We knew you could do it! You're a star!  
Lots of love  
Auntie Vicky and Uncle Bob

4 Read the cards and messages again and answer the questions.

- How is Amy celebrating her birthday?
- Who is moving to a new school?
- Is Jordan a boy or a girl?
- Who sent a card to their niece?
- What are two names for the person who brings the presents at Christmas?

5 **6.8** Listen. What is the occasion in each dialogue?

6 **6.8** Listen again and answer the questions.

#### Dialogue 1

- Where is Susie?
- What did her brother buy for their mum?

#### Dialogue 2

- Why is Felix leaving?
- What is he doing this afternoon?

#### Dialogue 3

- What was Chloe's Maths result?
- What is she doing tonight to celebrate?

7 **GET CREATIVE** Work in small groups. Choose an occasion from Exercise 2. Design a greetings card and write a message inside the card. As a class, vote for the best card.

## KEEP TALKING!

## A special occasion

## READING and LISTENING

Sts read some messages in greetings cards and answer comprehension questions on them. They listen to some conversations about special occasions and answer detailed questions. They then learn how to ask for and offer help. They read and hear a model dialogue and personalize the Useful language by following the steps in the Speaking plan to practise offering and asking for help.

 **WARMER**

Write the word *special occasion* on the board and elicit or teach the meaning (= a day when people celebrate together). Elicit a few examples of special occasions, e.g. *birthday, Christmas*, etc. Put sts into groups and ask them to think of as many more special occasions as they can, when friends or family celebrate something together. They can use a dictionary to help if necessary. Ask groups in turn to tell the class their ideas. Write the special occasions on the board and check that sts understand them all. Make sure that *wedding* and *Mother's Day* are on the list. Ask: *What's your favourite special occasion? Why?* Elicit answers from individual sts.

- 1 Sts discuss the questions in pairs. Discuss as a class what occasions people give cards on.
- 2 Sts could work in pairs to match the occasions in the box with the cards. Check answers with the class.

**Answers**

- a Passing your exams
- b Mother's Day
- c Birthday
- d Moving to a new school
- e Christmas

- 3 Ask sts to read the messages, then match the cards with the messages. Allow sts to compare their answers in pairs, then check the answers with the class.

**Answers**

- 1 b    2 c    3 d    4 e    5 a

- 4 Ask sts to read the messages again and answer the questions. Check answers, eliciting the part of each message which confirms the answers.

**Answers**

- 1 She's having a party.
- 2 Joseph
- 3 boy
- 4 Auntie Vicky and Uncle Bob
- 5 Father Christmas, Santa Claus

- 5  6.8 Explain to sts that they will now hear three conversations about special occasions. Read out the question and point out that this task is asking them to listen for general meaning, so they shouldn't worry if they don't understand all the details of the conversations the first time they listen. Play the audio for sts to listen and identify the occasion in each conversation. See TG page 278 for audio script. Check the answers with the class.

**Answers**

- 1 Mother's Day
- 2 Moving to a new school
- 3 Passing your exams

- 6  6.8 Allow sts time to read through the questions, then play the audio again for sts to listen and answer. Allow sts to compare their answers in pairs, then discuss the questions with the class, playing the audio again and pausing if necessary to confirm the answers.

**Answers**

- 1 on a school trip
- 2 flowers
- 3 because his mum's got a new job in London
- 4 having a small party in class
- 5 75%
- 6 going out for dinner with her parents

## 21st Century skills

7  **GET CREATIVE**

Put sts into small groups to design their greetings card and write a message in it. Encourage them to make their card and message as original as possible. Monitor and help while sts are working. Ask groups in turn to present their card and message to the class. Discuss as a class which cards and messages sts like and why. End with a vote to find the class favourites.

**Optional extension**

For homework, sts could choose one of the occasions from Exercise 2. They could find pictures of cards for that occasion in English, by searching for 'Mother's Day cards', for example. They could think about how similar or different they are to cards for that occasion in their culture, and download some pictures of cards they like. In the next class, put sts into groups to share what they found.

## SPEAKING Asking for and offering help

I can ask for and offer help.

- 1 **6.9** Listen and read. Match the dialogue with one of the messages on page 64.

**Amy:** Hello?  
**Zac:** Hi, Amy, it's Zac! Shall I help you get ready for the party tonight? I could come over after lunch?  
**Amy:** Yes please, that would be really helpful.  
**Zac:** So, what can I do to help?  
**Amy:** Could you make the sandwiches?  
**Zac:** No problem. Cheese and tomato?  
**Amy:** Perfect!  
**Zac:** Do you want me to cook the pizzas, too?  
**Amy:** That would be great. And after that, would you mind creating a playlist?  
**Zac:** Sure. I'll put on lots of party songs that everybody knows.  
**Amy:** Great. While you're doing that, I'll go to the shop and buy the drinks. And then I think we'll be ready!  
**Zac:** Great. I can't wait for the party!



- 2 Read the dialogue again. Which jobs is Zac going to do?

- 3 **6.10** Listen and repeat the **Useful language**.

### Useful language

#### Asking for help

Could you ...?  
 Would you mind ...?

#### Offering help

Shall I help you ...?  
 What can I do to help?  
 Do you want me to ...?  
 I'll ...

#### Accepting help

That would be great/really helpful.

- 4 **6.11** Put the dialogue in the correct order. Listen and check.

- a **Maya:** No problem. We could play musical chairs!  
 b **Dad:** That would be great. Then, could you plan some games?  
 c **Maya:** This is going to be a great party – Mum will love it!  
 d **Dad:** Thanks, Maya. Would you mind making a guest list? Just family and neighbours.  
 e **Maya:** Do you want me to help you plan Mum's surprise birthday party?  
 f **Dad:** Brilliant idea. Everybody loves that game!  
 g **Maya:** Sure. Shall I send the invitations, too?

- 5 Work in pairs. Ask for and offer help in one of the situations below. Follow the steps in the **Speaking plan**.

Your friend needs some help to tidy up after a party. These are some of the jobs:

- › tidy the living room
- › do the washing up
- › clean the kitchen
- › take out the rubbish

Your friend needs some help to organize a barbecue. These are some of the jobs:

- › light the barbecue
- › cook the burgers
- › make a salad
- › plan some games

### Speaking plan

#### Prepare

- › Decide on your roles.
- › Make notes for your dialogue.

#### Speak

- › Practise your dialogue.
- › Use phrases from the **Useful language** box.
- › Act out your dialogue without notes.

#### Reflect

- › How can you improve next time?
- › Swap roles and choose a new situation.

Now play *Keep moving!*

### FAST FINISHER

Imagine that your class is organizing a party for the end of term. Write a list of the jobs, like the lists in Exercise 5.

**SPEAKING** Asking for and offering help

- 1 6.9 Explain to sts that they will hear a conversation between two people who are planning a party. Read out the task. With stronger classes, you could play the dialogue with books closed and elicit the answer. With weaker classes, you could play the dialogue for sts to listen and read.

**Answers**

2

- 2 Ask sts to read the dialogue again and note down the jobs that Zac is going to do. Check answers with the class.

**Answers**

make the sandwiches, cook the pizzas, create a playlist

- 3 6.10 Focus on the Useful language box. Play the audio once for sts to listen to the phrases. Ask sts if they remember or can see any of the phrases in the dialogue in Exercise 1. Read through the Useful language box with the class and check sts understand all the phrases. Then play the audio again for sts to repeat. Ask questions to check concept.

**Concept check questions:** *I'm having a party, and I want you to buy some snacks – what can I say? (Could you buy some snacks? Would you mind buying some snacks). You're having a party, and I want to help you. What can I say? (Shall I help you? What can I do to help?). I want to say that I can create a playlist for you – what can I say? (Do you want me to create a playlist? I'll create a playlist). You say you can help me, and I want to say yes to your help – what can I say? (That would be great. / That would be really helpful).*

- 4 6.11 Ask sts to write the dialogue in their notebooks in the correct order. Play the audio for sts to listen and check their answers. Sts could also practise the dialogue in pairs, for extra practice.

**Answers**

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

- 5 Sts follow the steps in the Speaking plan to practise asking for and offering help.

**Speaking plan****Prepare**

Read through the two situations with the class and check that sts understand everything. Sts then work in pairs to choose one of the situations, choose their roles and make notes for their dialogue, using the Useful language in Exercise 3 to help them.

**Speak**

Sts practise their dialogues. Encourage them to practise once with their notes, then again without their notes. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

**Reflect**

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. Sts swap roles and follow the steps again with the other situation. If they record their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their dialogues for the class if they feel confident.

**Keep moving!**

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

**FAST FINISHER**

Sts imagine their class is organizing a party and write a list of jobs. They could then work in pairs and use their list to have a conversation in which one of them asks for help and the other offers help. Weaker sts could work in pairs. They choose one of the situations in Exercise 5 again and think of new jobs for it. They can then have another conversation using their ideas.

**S Speaking practice: WB p.53**

Sts will find more practice for asking for and offering help here. Set these exercises for homework.

**LS Language summary: Unit 6 SB p.132**

REAL

CULTURE!

# Happy New Year!

I can compare New Year and winter celebrations in the UK with celebrations in my country.

SEARCH



LOG IN

 **ComeToBritain.com**



PLACES TO GO

THINGS TO DO

BLOG

SHOP

## New Year celebrations in the UK

*How do you usually celebrate New Year? In the UK, there are lots of interesting celebrations at the end of an old year and the start of a new one. Here are our three top suggestions.*

### 1 New Year, London

Many cities and towns in the UK celebrate New Year with firework shows. One of the biggest and most famous is in London. At midnight on New Year's Eve, Big Ben rings twelve times to welcome the New Year, and the fireworks begin. Thousands of people stand along the River Thames to watch the show. Then, on New Year's Day, there is a big parade through the streets with carnival dancers, marching bands, magicians and giant balloons!

### 2 Hogmanay, Edinburgh

The Scottish name for the New Year celebrations is Hogmanay. In Edinburgh, Hogmanay starts on 30 December with a big parade. Then, on New Year's Eve, there is a huge street party with musicians, acrobats and fire eaters. At midnight, there is an amazing firework show over Edinburgh Castle. People hold hands and sing the traditional song Auld Lang Syne. The celebrations don't stop there! On New Year's Day, people dress up in funny costumes and dive into the freezing cold River Forth!

### 3 Up Helly Aa, Shetland Islands

Up Helly Aa is a festival that takes place on the Shetland Islands in Scotland. It happens later in January. People dress up as Vikings wearing helmets, and walk through the streets carrying torches of fire. They pull a full-size model of a Viking longship through the streets, and then, after singing the Up Helly Aa song, the parade ends when they throw their torches onto the ship. As the ship burns, the crowd sings one more song, and then everybody returns to the town for a big party!



# Happy New Year!

Sts read an article about New Year and winter celebrations in the UK. They listen to two people talking about New Year's resolutions and talk about the resolutions they would like to make for next year. This lesson also features an optional culture video about a launch party: see SB page 67.

**WARMER**

Ask: *What do you know about the different countries of the UK? Elicit the names of the four countries: England, Scotland, Wales and Northern Ireland. Elicit what sts know about the different countries and explain that although they are all part of the United Kingdom, they all have their own traditions and cultures, and their own particular celebrations and festivals. Ask: Do different parts of your country have their own festivals and celebrations?*

**BACKGROUND**

Within the UK, the individual countries of England, Scotland, Wales and Northern Ireland have their own traditions and celebrations. In Scotland, New Year, or Hogmanay, is a very important celebration and people traditionally celebrate Hogmanay more than they celebrate Christmas.

The Shetland Islands are a set of islands off the north coast of Scotland. The islands are not far from Norway and have always been culturally close to the Nordic countries. They only became part of Scotland in the 15th century. The Vikings were Norse people (from modern Denmark, Sweden and Norway) who travelled to Shetland and other parts of the UK between the 8th and 11th century.

- 1 Read out the task and check that sts understand *fireworks, parade* and *costumes*. Put sts into pairs to find the things in the pictures. Check the answers with the class. Use the pictures to teach the words *Viking* (= Norse people who moved to the UK from the 8th to the 11th centuries) and *longship* (= a traditional Viking ship).

**Answers**

- 1 b and d
- 2 a and c
- 3 a and e

- 2 **6.12** Explain to sts that they are going to listen to and read an article about three different celebrations in the UK, and they should match the pictures to the three celebrations. Play the audio for sts to read and listen. Check the answers with the class, eliciting the part of the text which confirms each answer.

**Answers**

- New Year – c, d
- Hogmanay – b, e
- Up Helly Aa – a, f

- 3 Sts copy the table into their notebooks, then read the article again and complete it. Check answers with the class, eliciting the part of the text which confirms each answer.

**Answers**

	In London ...	In Edinburgh ...	In the Shetland Islands ...
1 there is a parade.	✓	✓	✓
2 there are fireworks.	✓	✓	✗
3 there are musicians.	✓	✓	✗
4 people go swimming.	✗	✓	✗
5 people sing songs.	✗	✓	✓
6 people celebrate after 1 January.	✗	✗	✓
7 people wear costumes.	✗	✓	✓
8 people burn a boat.	✗	✗	✓

- 4 **Word Power** Read out the task, then ask sts to find six types of performers in the text. Check answers, and check that sts understand all the words. You could elicit some other kinds for performers from the class, e.g. *actor, juggler, singer*, etc.

**Answers**

carnival dancers, marching bands, magicians, musicians, acrobats, fire eaters

1 Look at the pictures on page 66. In which picture(s) can you see ...

- 1 fireworks?                      2 a parade?                      3 costumes?

2 **6.12** Read and listen to the information on the website about three celebrations in the UK. Match the celebrations with the pictures.

3 Read the website again. Copy and complete the table.

	In London ...	In Edinburgh ...	In the Shetland Islands ...
1 there is a parade.	✓	✓	✓
2 there are fireworks.			
3 there are musicians.			
4 people go swimming.			
5 people sing songs.			
6 people celebrate after 1 January.			
7 people wear costumes.			
8 people burn a boat.			

4 **Word Power** A performer is a person who entertains an audience – for example, a singer or an actor. Find six types of performers in the text.

5 What are New Year's resolutions? Read the text and complete the resolutions with the words in the box.

be do eat listen save spend start stop

6 **6.13** Listen to the two interviews. How did each person spend New Year? What are their New Year's resolutions?

7 **6.13** Compare your answers in pairs. Listen again and check.

8 **COMPARE CULTURES** How do people celebrate New Year in your country? Are there any special traditions? What do you and your family usually do?

9 **THINK CRITICALLY** What New Year's resolutions would you like to make for next year? Think about:

- things you would like to change, and why
- new things you would like to learn, and why
- things you would like to start (or stop) doing, and why

 Now watch the culture video.

### **FAST FINISHER**

Imagine you're organizing a special New Year celebration for all your family and friends. Write about your plans.

*First, I'm going to have a big concert with all my favourite musicians. Then, at midnight, we're going to ...*



## OUR NEW YEAR'S RESOLUTIONS

We asked four British teenagers about their New Year's resolutions – the things they want to do or change in their lives during the next year. Here's what they said:



I want to <sup>1</sup> ... more healthily. I'm going to <sup>2</sup> ... eating junk food and chocolate.



I want to <sup>3</sup> ... money for my summer holiday. I'm going to get a Saturday job and <sup>4</sup> ... less.



I want to get better results at school. I'm going to <sup>5</sup> ... more in class and <sup>6</sup> ... more homework.



I want to <sup>7</sup> ... fitter. I'm going to join a dance club or <sup>8</sup> ... running.

# REAL CULTURE!

- 5 Focus on the text and elicit the meaning of *New Year's resolutions* (= changes you promise to make at New Year). Ask sts to read the text and complete the resolutions with the correct words. Check the answers with the class, then ask: *Do you usually make New Year's resolutions? What resolutions have you made in the past? Did you keep them?*

### Answers

- 1 eat
- 2 stop
- 3 save
- 4 spend
- 5 listen
- 6 do
- 7 be
- 8 start

- 6  6.13 Tell sts they are going to listen to two people talking about their New Year's resolutions. Read out the questions, then play the audio for sts to listen and answer the questions. See TG page 278 for audio script. Don't confirm answers at this stage.

- 7  6.13 Put sts into pairs to compare their answers, then play the audio again for them to listen and check. Check answers with the class.

### Answers

- 1 She went to the city centre with some friends and her mum and dad. They went ice skating and watched the fireworks. Her resolution is to learn how to play the guitar.
- 2 He had a big family dinner, then watched the fireworks on TV. His resolution is to spend less time on social media.

## 21st Century skills

### 8 COMPARE CULTURES

Allow sts time to read through the questions individually and think about their own answers before you put them into groups to discuss the questions. Ask groups in turn to tell the class what traditions they share and what differences they have. If your sts have different cultural backgrounds, encourage sts from different backgrounds to tell the class about traditions in their culture, and what they and their family usually do. Encourage sts to show interest in each other's cultures and ask questions.

### EXTRA PRACTICE

Put sts into pairs. They take turns to answer the three questions in Exercise 8 with their own ideas and opinions. Tell them they should try to speak for one minute in total. If your sts use smartphones in class, they could record their conversations. They can watch their videos back and discuss in their pairs how they could improve. If there is time, they could repeat the activity and try to improve.

## 21st Century skills

### 9 THINK CRITICALLY

Read out the task, and elicit or give one or two examples for each category, e.g. *get fitter, get better results at school, learn a musical instrument, learn a language, stop spending so much time on social media*. Allow sts time to think about their own ideas individually, then put them into pairs or groups to compare their ideas. Monitor and help while sts are working. Elicit some of the resolutions sts discussed, and discuss as a class which would be difficult to keep and why.

#### Optional extension

Discuss as a class whether New Year's resolutions are a good idea or a bad idea. You could write on the board the two headings: *Advantages* and *Disadvantages* and elicit ideas to add under each heading, e.g. *you can make positive changes to your life; it's easier to make a change at New Year than in the middle of the year; it's easy to fail with resolutions and then you can feel bad; it's difficult to make big changes – it's easier to make small changes throughout the year.*

### Culture video

This lesson features an optional culture video about a launch party for a new business. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Party planning* on TG pages 299 and 307.

### FAST FINISHER

Sts imagine their own New Year celebration and write about their plans. Remind them to use *be going to* for plans. Weaker sts could work in pairs and imagine they are going to go to one of the celebrations on page 66. Ask them to write three sentences about what they are going to see and do.

# A lovely surprise

## WRITING A thank-you letter

**I can** write a thank-you letter.

- 1** Read the letter. What did Layla get for her birthday? What is she going to do next weekend?

Dear Auntie Clare and Uncle Tony

Thank you for the card and present that you sent me for my birthday. It was a lovely surprise and very kind of you. I love the headphones — they're perfect for listening to music everywhere I go!

I had a great birthday. I got up early and opened my presents before school. Then, in the evening, we ordered a Chinese takeaway — my favourite! I got some fantastic presents — money from Mum and Dad, and some earrings from Oscar. I'm thinking of using the money to buy a new bike as my old one is a bit small for me now.

Next week is the last week of term. We've got exams all week so I'm not looking forward to that! On Friday night, I'm going to a friend's house for a sleepover. We're going to watch a film and have pizza and cake! We probably won't get any sleep, but it'll be fun!

Thanks again for the brilliant present. I really appreciate it.

Lots of love

Layla



- 2** Look at the **Useful language**. How do you say these expressions in your language?

### Useful language

#### Writing a thank-you letter

Dear ...

Thank you for the ... that you sent me.

It was very kind/generous of you.

I had a great/fantastic birthday.

Lots of love / Best wishes

- 3** Read the **Look!** box. Find one more example of a preposition + *-ing* in the letter.

### Look! Preposition + *-ing*

If a verb comes after a preposition, we often use the *-ing* form of the verb.

*They're perfect for listening to music.*

- 4** Copy and complete the sentences. Use the *-ing* form of the verbs in the box.

go   have   make   remember   see

- I'm excited about ... my friends.
  - He's good at ... cakes.
  - Are you scared of ... on the rollercoaster?
  - She isn't keen on ... a party for her birthday.
  - Thanks for ... my birthday!
- 5** Write a letter to say thank you for a present. Follow the steps in the **Writing plan**.

### Writing plan

#### Prepare

- Make notes for your letter. What is the present and who is it from? What do you like about it?

#### Write

- Organize your ideas into paragraphs:
- Thank the person for the present.
  - Describe what you did on your birthday (or other special occasion).
  - Describe some other news.
- Use the expressions from the **Useful language** box.

#### Check

- Check your grammar: *be going to*, *will* and present continuous.
- Check prepositions + *-ing* and your spelling.

**W** Writing summary WB p. 89

**R** Review: Units 4–6 SB pp. 102–103

**P** Project: Units 4–6 SB pp. 108–109

**L** Literature: Units 4–6 SB pp. 114–115

**E** Exams: Unit 6 SB p. 123

**LS** Language summary: Unit 6 SB p. 132

# A lovely surprise

## WRITING A thank-you letter

Sts read a thank-you letter for a birthday present. They learn useful language for writing a thank-you letter and study the use of *-ing* forms after prepositions. They then follow the steps in the Writing plan to write their own thank-you letter for a present.

### Writing

A thank-you letter

### Useful language

Writing a thank-you letter (*Dear ..., Thank you for the ... that you sent me. It was very kind/generous of you. I had a great/fantastic birthday. Lots of love / Best wishes*)

### Look!

Preposition + *-ing*

### WARMER

Ask: *Who do you usually get presents from on your birthday or at Christmas?* Elicit a few ideas. Ask: *How do you say thank you for presents?* Elicit a few answers. If sts mention writing thank-you letters, ask: *What do you write about in your thank-you letters?* If sts do not mention thank-you letters, ask: *Do you ever write letters or emails to say thank you? What could you say in a thank-you letter or email?* Discuss their ideas as a class.

- 1 Focus on the picture and use it to teach the word *headphones*. Ask sts to read the letter and answer the questions. Check the answers and check that sts understand *earrings* and *sleepover*.

### Answers

She got a pair of headphones, money and earrings.  
She's going to a friend's house for a sleepover.

- 2 Read the Useful language box with sts about writing a thank-you letter. Ask sts to find the expressions in the letter in Exercise 1 and read them in context. Ask sts how they say these expressions in their first language.
- 3 Read the examples in the Look! box with sts and point out that we don't usually use the base form of a verb after prepositions, e.g. *I'm good at swimming*. NOT *I'm good at swim*. Ask sts to find another example in the thank-you letter. Check the answer.

### Answers

I'm thinking of using the money ...

Ask questions to check concept.

**Concept check questions:** *I use my tablet for play games - correct? (no - for playing games because for is a preposition). I'm bored with doing homework or I'm bored with do homework? (doing - because with is a preposition).*

- 4 Ask sts to copy the sentences into their notebooks and complete them with the correct *-ing* forms. Allow sts to compare their answers in pairs, then check answers with the class. Elicit which word is the preposition in each sentence.

### Answers

- |          |               |
|----------|---------------|
| 1 seeing | 4 having      |
| 2 making | 5 remembering |
| 3 going  |               |

- 5 Students write their own thank-you letter, following the steps in the Writing plan.

## Writing plan

### Prepare

Sts decide what present they have received and who it is from. They could work in pairs for this. Alternatively, you could brainstorm some ideas for presents and people to write to with the class.

### Write

Read through the paragraph plan with the class. Refer back to the model thank-you letter and show how it follows the paragraph plan. Sts then write their thank-you letter. Refer sts back to the Useful language box and the Look! box and encourage them to use them in their letter. Remind them also to use *be going to* for plans, *will* for predictions and the present continuous for arrangements.

### Check

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. They swap their thank-you letters with a partner and give feedback on the use of *be going to*, *will* and the present continuous, and on the use of *-ing* forms after prepositions. Remind sts that they should always be positive and encouraging when they give feedback to classmates, and should always find some aspects to praise.

- W Writing practice:** WB p.54  
Sts will find more practice for writing here. Set these exercises for homework.

- W Writing summary:** WB p.89

- R Review:** Units 4-6 SB pp.102-103

- P Project:** Units 4-6 SB pp.108-109

- L Literature:** SB pp.114-115

- E Exams:** Unit 6 SB p.123

- LS Language summary:** SB p.132

# Amazing adventures

# 7

**Vocabulary:** Expressions with *get, go, make* and *take*; Feelings

**Grammar:** Present perfect affirmative, negative and questions; *ever* and *never*

**Speaking:** Asking for information

**Writing:** A blog post

## VOCABULARY Expressions with *get, go, make* and *take*

**I can** talk about experiences I'd like to have.

HOME BLOGS ABOUT SIGN UP

THINGS TO DO BEFORE I'M **25**

Hi, I'm Joseph and this is my bucket list. What's a bucket list? It's a list of all the things I want to do in my life ... well, before I'm 25 anyway!

- 1 ... scuba diving
- 2 ... part in a carnival
- 3 ... good marks in my exams!
- 4 ... new friends at university
- 5 ... better at drawing
- 6 ... my driving test – and pass first time!
- 7 ... on an adventure to America
- 8 ... a good job and 9 ... lots of money!

**1** What's a bucket list? Read and check. Complete Joseph's list with the verbs in the box.

get (x3) go (x2) make (x2) take (x2)

**2** **7.1** Listen, check and repeat the answers to Exercise 1. Which of the activities would you most like to do?

**3** Work in pairs. Ask and answer the questions.

- 1 What would you like to get better at?
- 2 Do you sometimes take part in competitions or events? Where?
- 3 Where would you most like to go on an adventure?
- 4 What other activities from Joseph's bucket list would you like to do?

**4** Copy and complete the table with the words in blue from Exercise 1. Add the words from the box below. Can you think of any more?

abroad a break a photo a suggestion  
married on holiday plans ready rock climbing

get	go	make	take
	<i>scuba diving</i>		

**Now watch the vlog.**

### FAST FINISHER

What's on your bucket list? Write sentences.

# Amazing adventures

# 7

**UNIT 7 OVERVIEW:** The topic for this unit is adventures and experiences. Sts read an article about a teenager who has been to the North and South Pole, and listen to a radio programme about a stunt actor. They read adverts for extreme sports and learn how to ask for information. They read an article about tourism in New Zealand and then write a blog post. They also watch a vlog about life in a small town outside Chicago and a culture video about a special mountain climbing trip in Thailand.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Expressions with <i>get, go, make</i> and <i>take</i> ; Feelings	Present perfect affirmative, negative and questions; <i>ever</i> and <i>never</i>	Sentence stress	Understanding paraphrased sentences	Predicting answers to questions, and listening to check	Asking for information	A blog post

## VOCABULARY Expressions with *get, go, make* and *take*

Sts learn expressions with *get, go, make* and *take*. They use the language to complete a bucket list of things to do before the age of 25. They personalize the language by discussing which of the things on the bucket list they would like to do.

### Vocabulary

Expressions with *get, go, make* and *take* (*get good marks, get better at, get a good job, go scuba diving, go on an adventure, make new friends, make lots of money, take part in, take my driving test*)

### Vlog

Cameron: *Things to do in my town*

### WARMER

With books closed, ask: *What do you want to do next summer?* Put students into pairs to discuss what they want to do, then elicit ideas from the class.

- 1 Read out the question about a bucket list. Elicit a few ideas, then ask sts to read the speech bubble at the beginning of the text to check their ideas. Elicit the meaning of *bucket list* from the class. Sts then read the list and complete it with the correct verbs.

- 2 7.1 Play the audio for sts to listen and check their answers. Check that sts understand all the expressions. Play the audio again, pausing for sts to repeat the expressions.

### Answers

1 go    3 get    5 get    7 go    9 make  
2 take    4 make    6 take    8 get

- 3 Read out the questions and check that sts understand them all. Allow sts time to think about their answers individually and make notes, then put them into pairs to ask and answer the questions. Ask some sts to tell the class about the things their partner would like to do.

- 4 Ask sts to copy the table into their notebooks and complete it with the words from Exercise 1. Read through the words in the box and check that sts understand them all. Sts could work in pairs to complete the table before checking as a class. You could brainstorm a few more ideas, e.g. *go to university, go on a zip wire, make a cake, make a film, take a selfie*.

### Answers

*get*: good marks, better at, a good job, married, ready  
*go*: scuba diving, on an adventure, abroad, on holiday, rock climbing  
*make*: new friends, lots of money, a suggestion  
*take*: part in, my driving test, a break, a photo



This lesson features an optional vlog in which a vlogger talks about life in a small town outside Chicago. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 291 and 304.

### EXTRA PRACTICE

Put sts into pairs. They take turns to talk about which of the activities in Exercise 1 and Exercise 4 they would like to do and why.

### FAST FINISHER

Sts who finish early can write sentences to say what is on their bucket list. Weaker sts could work in pairs and agree on two things they both want to do, then write sentences about these.

### V Vocabulary practice: WB p.58

Sts will find more practice for expressions with *get, go, make* and *take* here. Set these exercises for homework.

### LS Language summary: Unit 7 SB p.133

# Pushing your limits

**READING** I can understand paraphrased sentences.

- 1 Look at the pictures. What part of the world do you think they show? What are some of the dangers there?
- 2 7.2 Read and listen to the article. Check your answers to Exercise 1.

## JOURNEY TO THE ENDS OF THE EARTH



Jade Hameister is still a teenager, but she's done more in her life than most people do in their lifetime. She's skied to the North Pole, she's crossed glaciers in Greenland, and she's trekked to the South Pole. She's broken world records and is the youngest person in history to reach both poles.

It hasn't been easy. To prepare for her travels, Jade – from Melbourne in Australia – trained for hours after school and at weekends. During her adventures, she faced temperatures of  $-40^{\circ}\text{C}$ . Other dangers included polar bears and the risk of falling through thin ice into freezing water. Altogether, she travelled 1,300 km. She skied for eight to ten hours every day, and pulled a huge 50 kg sledge behind her.

During her 37-day journey to the South Pole, an exhausted Jade wrote, 'I've lost the feeling in my fingers and toes and my body aches everywhere ... It has been 26 days since my last shower. I would do anything for a bath and a home-cooked meal (even just a piece of toast!).'

Jade has given talks and written a book about her experiences. She feels strongly about what climate change is doing to the Arctic and Antarctic. Average temperatures there have increased by a terrifying  $2\text{--}3^{\circ}\text{C}$  in the last 50 years, and that affects humans and animals everywhere on Earth. Jade also wants to inspire other young people to follow their dreams and push their limits. 'If you have a dream, just get started,' she says.

### JADE'S RECORD-BREAKING JOURNEYS

- 1 **North Pole**  
Distance: 150 km  
Length: 11 days  
Record: Youngest person in history (age 14)
- 2 **Greenland crossing**  
Distance: 550 km  
Length: 27 days  
Record: Youngest woman in history (age 15)
- 3 **South Pole**  
Distance: 600 km  
Length: 37 days  
Record: Youngest person in history (age 16)



- 3 Read the article again. Copy and complete the sentences with one, two or three words from the text.

Jade is the youngest person to go to the North and *South* poles.

- 1 Jade ... hard for her journeys in her free time.
- 2 Polar bears were just one of the ... on her trip.
- 3 Jade couldn't feel her ... as she trekked through Antarctica.
- 4 She really wanted some hot food and ... .
- 5 The Arctic and Antarctic are getting warmer because of ... .
- 6 Jade would like to help young people's ... come true.

- 4 **Word Power** Match the extreme adjectives in blue in the text with the definitions.

- |              |              |
|--------------|--------------|
| 1 very big   | 3 very cold  |
| 2 very tired | 4 very scary |

- 5 **THINK CRITICALLY** Work in pairs and discuss. Why do people go on extreme and dangerous expeditions?
- 6 **FIND OUT** Who was the first person to reach the South Pole? When was it, and where was he from?

# Pushing your limits

## READING

Sts read an article about a teenager who has skied to the North Pole and trekked to the South Pole, and focus on the skill of understanding paraphrased sentences. They learn the affirmative and negative forms of the present perfect, then practise using these by talking about their own experiences.

### Reading text

An article about Jade Hameister, a teenager who has skied to the North Pole and trekked to the South Pole, and written a book about her experiences

### Reading skill

Understanding paraphrased sentences

### WARMER

Ask: *What are your achievements? What things have you done that you are proud of?* Ask sts to think about achievements at school, in sport, in music, or in other hobbies. Make a few suggestions if necessary to give them ideas, e.g. *learning to play a song on their guitar, learning to do a trick on their skateboard*, etc. Ask sts to write down two things they have done that they are proud of. Put sts into pairs to compare their ideas. Elicit a few answers from the class.

- 1 Read out the title of the lesson and elicit or explain that it means making yourself do something that is very difficult. Sts discuss the questions in pairs. Ask some sts to tell the class their ideas, but don't confirm them.

- 2  7.2 Play the audio for sts to read and listen to the article and check their answers to Exercise 1. Check the answers with the class, eliciting the part of the text which confirms each answer.

### Answers

The photos show the Arctic, Greenland and Antarctica.

Dangers: freezing temperatures, polar bears, falling through thin ice into freezing water

- 3 **Understanding paraphrased sentences** Ask sts to read the first paragraph of the article again, then ask them to read the example sentence and answer. Ask: *Does the sentence have the same meaning as the first paragraph? (yes). Is it shorter than the paragraph? (yes).* Explain that a *paraphrase* is a shorter way of summing up information in a text.

Ask sts to read sentence 1 in the second paragraph. Ask: *Which words in the text match 'in her free time'?* (after school and at weekends). Elicit the missing word *trained*. Sts then complete the task. Allow sts to compare their answers in pairs, then check the answers with the class.

### Answers

- |                    |                  |
|--------------------|------------------|
| 1 trained          | 4 a bath         |
| 2 dangers          | 5 climate change |
| 3 fingers and toes | 6 dreams         |

- 4 **Word Power** Focus on the adjectives in blue in the article and ask sts to read them in context and try to work out the meanings. Elicit or explain that extreme adjectives have a very strong meaning. Give an example to illustrate this if necessary, e.g. say: *The film was good. The film was amazing. Which adjective has a very strong meaning? (amazing).* Sts then match the adjectives in blue with the definitions. Check answers with the class. You could brainstorm some more extreme adjectives with the meanings *very good (amazing, fantastic, brilliant, wonderful)* and *very bad (terrible, awful, horrible)*.

### Answers

- |             |              |
|-------------|--------------|
| 1 huge      | 3 freezing   |
| 2 exhausted | 4 terrifying |

## 21st Century skills



- 5  **THINK CRITICALLY**

Read out the question and explain the meaning of *expedition* if necessary (= a long and difficult journey). Put sts into pairs. Ask them to think of two or three reasons why people might go on these kinds of expeditions. Ask pairs in turn to tell the class their ideas and discuss their ideas as a class.

### Optional extension

Ask: *How do you think the families of people like Jade feel when they go on expeditions like this? How would you feel if a family member decided to do something like this? Would you feel proud and excited, or would you feel scared and try to stop them?* Put sts into pairs to discuss how they would feel. Discuss their ideas as a class, and discuss who would encourage their family members, and who would try to stop them.

## 21st Century skills



- 6  **FIND OUT**

Set this exercise for homework if you prefer. Sts can find this information out by looking online or asking other people. The answer to the question is: the Norwegian explorer, Roald Amundsen, arrived at the South Pole on the 14th December 1911.

- R Reading practice: WB p.59**

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR Present perfect affirmative and negative

**I can** talk about experiences in my life.

**Now watch the grammar animation.**

- 1 Read the grammar box. Choose the correct answer to complete the rules.

### Affirmative

I've **skied** to the North Pole.  
He/She's **written** a book.  
We/You/They've **broken** a world record.

### Negative

I **haven't crossed** glaciers.  
He/She **hasn't seen** a polar bear.  
We/You/They **haven't been** to the South Pole.

### Rules

We use the present perfect to describe an experience in someone's life. We <sup>1</sup> *say / don't say* exactly when the experience happened.

We form the present perfect with the correct form of <sup>2</sup> *have / be* + past participle.

To form the past participle of <sup>3</sup> *regular / irregular* verbs, we add *-ed* to the verb.

- 2 Write the past participles of these verbs. Use the Irregular verbs list on page 136 to help you.

climb eat have meet ride see  
sleep study travel win

- 3 Copy and complete the sentences about Jade's family. Use the present perfect affirmative.

- Jade's dad is a mountaineer. He ... some of the world's highest mountains. (climb)
- Jade ... at Everest base camp. (sleep)
- Jade and her family ... around the world. (travel)
- They ... some exciting holidays together. (have)
- Jade ... lots of awards. (win)
- She ... Prince Harry. (meet)

- 4 Write sentences using the present perfect affirmative and negative.

we / live in Chile ✓ in Peru ✗  
*We've lived in Chile, but we haven't lived in Peru.*

- I / ride a horse ✓ a camel ✗
- my brother / eat snails ✓ insects ✗
- they / meet Margot Robbie ✓ Emma Watson ✗
- we / sleep in a caravan ✓ a tent ✗
- you / win a silver medal ✓ a gold medal ✗
- my sister / see a whale ✓ a shark ✗

- 5 7.3 Complete the paragraph. Use the verbs in the box and the correct form of the present perfect. Listen and check.

answer ask not reply not send reach  
send take write

### Writing to the World

When Toby Little was five, he wanted to send a letter to every country in the world. He is now a teenager, and he <sup>1</sup> ... his goal! Toby <sup>2</sup> ... to schools in China, scientists in Antarctica and wildlife rangers in Africa. He <sup>3</sup> ... people about their jobs, the food that they eat and their hobbies. Sadly for Toby, some people <sup>4</sup> ... , but a lot of people <sup>5</sup> ... him letters. They <sup>6</sup> ... Toby's questions about their country, and some people <sup>7</sup> ... photos to show him how they live. But there's one place that Toby <sup>8</sup> ... a letter to. Where is it? The Moon!



- 6 Work in pairs. Talk about what you have done in your lives. Use the ideas below and your own ideas.

eat Chinese food

hike through a forest

take part in a school play

live abroad

ride a horse

sing on stage

sleep in a tent

swim in the sea

A: *I've eaten Japanese food, but I haven't eaten Chinese food.*

B: *I've lived in Germany. We went there when I was three.*

**FUN FACT**



Polar bears have a powerful sense of smell. They can smell a seal from 32 km away.

### FAST FINISHER

Write about more experiences you or your family have had.

*My aunt has been on TV.*

## GRAMMAR Present perfect affirmative and negative

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *You've won so many competitions!*, including the affirmative and negative form of the present perfect. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 311 for animation script.

- 1 Read the grammar box about the present perfect with sts and explain that we use the present perfect to talk about experiences in our whole life, not at one specific time. Read out the rules and elicit the correct words to complete them.

#### Answers

1 don't say    2 have    3 regular

Ask questions to check concept.

**Concept check questions:** *How do we make the present perfect? (with have + past participle). Is the past participle of regular verbs the same as the past simple? (yes). Do we use the present perfect to talk about our experiences? (yes). Do we say exactly when we did the things? (no). My brother have cycled all around the world – correct? (no – my brother has cycled). Can you make it negative? (My brother hasn't cycled all around the world).*

- 2 Read out the task. Explain to sts that a lot of common verbs are irregular. Explain that with some irregular verbs the past participle is the same as the past simple, but with other irregular verbs it is different. Ask sts to use the irregular verbs list on SB page 136 to find the past participles of the verbs in the box. Point out that if a verb is not listed as irregular, it means it is regular. Sts could work in pairs for this. Check answers with the class and elicit which verbs are irregular (eat, have, meet, ride, see, sleep, win). Remind sts that they should try to learn all irregular forms.

#### Answers

climb → climbed, eat → eaten, have → had,  
meet → met, ride → ridden, see → seen,  
sleep → slept, study → studied, travel → travelled,  
win → won

- 3 Elicit the first answer as an example. Sts then copy the sentences into their notebooks and complete them. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

1 has climbed                      4 have had  
2 has slept                         5 has won  
3 have travelled                 6 has met

- 4 Read out the example answer and point out how the affirmative and negative verb forms relate to the tick and cross. Ask sts to write the sentences in their notebooks. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

1 I've ridden a horse, but I haven't ridden a camel.  
2 My brother has eaten snails, but he hasn't eaten insects.  
3 They've met Margot Robbie, but they haven't met Emma Watson.  
4 We've slept in a caravan, but we haven't slept in a tent.  
5 You've won a silver medal, but you haven't won a gold medal.  
6 My sister has seen a whale, but she hasn't seen a shark.

- 5 Ask sts to read the paragraph quickly, ignoring the gaps. Ask: *What did Toby want to do? (send a letter to every country in the world). Has he done it? (yes).* Sts then read the paragraph again and write the correct verb forms. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

1 has reached                      5 have sent  
2 has written                      6 have answered  
3 has asked                        7 have taken  
4 haven't replied                 8 hasn't sent

- 6 Read through the ideas with the class and check that sts understand them all. Read out the example answer, then put sts into pairs to talk about things they have and haven't done. Ask some pairs to tell the class something they have both done, and ask some sts to tell the class something exciting their partner has done.



Encourage sts to read this fun fact for pleasure. They might also be interested to know that polar bears are the largest living meat-eaters. They can weigh up to 680kg. They are also very good swimmers, and can swim at 10 km an hour.

### FAST FINISHER

Sts who finish early can practise the grammar further by writing about experiences they or their family have had. Weaker sts could work in pairs and test each other on the past participles of some of the verbs in the lesson.

#### G Grammar practice: WB p.60

Sts will find more practice for the affirmative and negative forms of the present perfect here. Set these exercises for homework.

#### LS Language summary: Unit 7 SB p.133

# Have you ever felt scared?

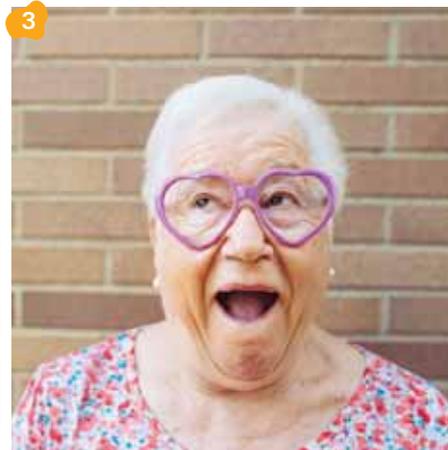
## VOCABULARY and LISTENING Feelings

**I can** predict answers to questions, and then listen to check.

- 1** **7.4** Listen and repeat the words in the box. Look at the pictures. How do you think the people are feeling? Why?

*I think he's scared because he's watching a horror film.*

angry bored calm cheerful confident disappointed embarrassed excited nervous pleased scared surprised upset worried



- 2** Work in pairs. Copy and complete the table with the adjectives from Exercise 1. Which adjective can be both positive and negative?

Positive	Negative
<i>calm</i>	<i>angry</i>

- 3** Choose three or four of the adjectives and think about what makes you feel that way. Tell your partner, but don't say the adjective. Can they guess it?

*A: I feel like this when my football team loses.*

*B: Disappointed?*

- 4** Read the radio guide and look at the picture. What is a stunt actor?



7.30 p.m. Radio 7

**NO FEAR**

Damien Green has worked as a stunt actor on some of the biggest action films. We talk to him about his exciting, but dangerous, job!

- 5** **7.5** Look at sentences 1–5. Which of them do you think are true about Damien and which are false? Listen and check.

- He's parachuted into the ocean.
- He's jumped from a tall building.
- He's felt scared.
- He's worked with lots of famous actors.
- He's been in superhero films.

- 6** **7.5** Listen again and answer the questions.

- Why was the stunt in Damien's most recent film dangerous?
- How does he stop himself feeling scared?
- What injuries has he had?
- What did he do before he was a stunt actor?
- How did he feel when he won a silver medal?
- What would he like to do in the future?

# Have you ever felt scared?

## VOCABULARY and LISTENING

### Feelings

Sts learn adjectives for feelings and listen to a radio programme about a stunt actor who has done some amazing and dangerous things. They practise the skill of predicting answers to questions and then listening to check. They learn how to ask and answer questions in the present perfect, and learn to use *ever* and *never*. For a pronunciation focus, they practise sentence stress. They personalize the language by asking and answering questions about their experiences.

#### Vocabulary

Feelings (*angry, bored, calm, cheerful, confident, disappointed, embarrassed, excited, nervous, pleased, scared, surprised, upset, worried*)

#### Listening text

A radio programme about a stunt actor

#### Listening skill

Predicting answers to questions and then listening to check

### WARMER

Ask: *Do you like watching action films? Which ones are your favourites?* Elicit a few ideas, then ask: *Do the actors do dangerous things when they make the films, like falling out of helicopters, scuba diving with sharks?* Elicit that the main actors don't do these things themselves. Teach the word *stunt actor*. Ask: *What do you think a stunt actor's life is like? Do you think it's fun, or dangerous? Why?* Discuss the question as a class, then tell sts that in this lesson they are going to learn about a famous stunt actor.

**1**  **7.4** Read through the words in the box with the class and elicit or teach the meanings. Elicit that the words all describe how people feel. Play the audio for sts to listen and repeat the words. Then focus on the pictures and elicit that they show people with different feelings. Read out the example answer, then put sts into pairs to look at the remaining pictures and discuss how the people are feeling and why. Discuss their ideas as a class.

**2** Ask sts to copy the table into their notebooks. Check they understand *positive* (= good) and *negative* (= bad). Sts then work in pairs to complete the table with the adjectives. Check the answers with the class, and elicit which adjective can be both positive and negative.

#### Answers

Positive: calm, cheerful, confident, excited, pleased, surprised

Negative: angry, bored, disappointed, embarrassed, nervous, scared, surprised, upset, worried

*Surprised* can be positive and negative, depending on whether it's a nice surprise or not.

**3** Read out the task and the example answer. Allow sts time to prepare their ideas individually, then put them into pairs to share their ideas and guess their partner's adjectives. Monitor while they are working, then ask some sts to read some of their sentences to the class. See if other sts can guess the adjectives.

**4** Ask sts to read the radio guide. Invite a confident student to explain in English what a *stunt actor* is.

#### Answer

A stunt actor is someone who takes the place of an actor when the scene requires dangerous or specialized actions.

**5**  **7.5 Predict answers to questions, and then listen to check** Read out the task, then read through the sentences with the class and check that sts understand *parachuted*. Point out that this task asks sts to predict the answers to the questions before they listen. Explain that this can be a useful skill with a lot of listening tasks because it makes you think about the information you are going to listen for, so you are more likely to understand it when you listen. Put sts into pairs to predict which sentences are true. Elicit a few ideas, but don't confirm them. Play the audio for sts to listen and check their answers. See TG page 278 for audio script. Check the answers with the class, playing the audio again, pausing if necessary to confirm the answers. Then ask sts if spending time predicting the answers helped them to hear the correct answers when they listened.

#### Answers

1 F 2 T 3 F 4 T 5 F

**6**  **7.5** Allow sts time to read through the questions. If you have time, you could put sts into pairs to predict the answers to these questions before they listen again. Elicit a few ideas, but don't confirm them. Play the audio for sts to listen and answer the questions. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again and pausing if necessary to confirm the answers.

#### Answers

- 1 Because he jumped from a burning building onto a moving lorry.
- 2 He tries to control his brain and body and stay calm.
- 3 He's broken fingers, hurt his back and shoulder and cut his head.
- 4 He was a gymnast.
- 5 He felt disappointed.
- 6 He'd like to work on a superhero film.

**V L** Vocabulary and Listening practice: WB p.61

Sts will find more practice for listening, and practice of vocabulary for feelings here. Set these exercises for homework.

**LS** Language summary: Unit 7 SB p.133

## GRAMMAR Present perfect questions; *ever* and *never*

**I can** ask questions about other people's experiences.

**Now watch the grammar animation.**

- 1 Read the grammar box. How do we form present perfect questions?

Questions	Short answers
<b>Have</b> you <b>dived</b> with sharks?	Yes, I <b>have</b> . / No, I <b>haven't</b> .
<b>Has</b> he <b>met</b> any famous actors?	Yes, he <b>has</b> . / No, he <b>hasn't</b> .

- 2 Look at the interviewer's notes and write questions and short answers.

Damien / work / with wild animals? ✓

**A:** *Has Damien worked with wild animals?*

**B:** *Yes, he has.*



### ? Interview – Damien Green

- any animals / attack him? ✗
- he / crash / a lot of cars? ✓
- he / fly a helicopter? ✗
- he / climb / any mountains? ✓
- he / break / his arm? ✗
- his films / be successful? ✓

- 3 Work in pairs. Use the notes in Exercise 2 to act out the interview with Damien. Use 'you' and 'I' instead of 'he'.

*Have any animals attacked you?*

*Yes, they have!*

- 4 Read the **Look!** box. Write questions with the present perfect and *ever*.

### Look! *ever* and *never*

We often use *ever* with present perfect questions. It means 'at any time in your life'.

*Have you ever hurt yourself?*

We can also use *never* in affirmative sentences. It means 'at no time in your life'.

*I've never broken an arm or a leg.*

(climb) a mountain?

*Have you ever climbed a mountain?*

- (be) scared at a theme park?
- (feel) worried about an exam?
- (meet) a famous person?
- (dive) into the sea?
- (eat) Japanese food?
- (break) a bone?
- (get) angry with a friend?

## 5 PRONUNCIATION Sentence stress

### 7.6 Listen and repeat.

**A:** Have you ever **climbed** a **mountain**?

**B:** Yes, I **have**.

**A:** Has she ever **eaten** **Japanese food**?

**B:** No, she **hasn't**.

- 6 7.7 Work in pairs. Practise these questions and answers. Listen, check and repeat.

**A:** Have you ever seen a snake?

**B:** Yes, I have.

**A:** Has he ever eaten insects?

**B:** No, he's never eaten insects.

- 7 Work in pairs. Ask and answer the questions from Exercise 4. Use *never* if you need to.

**A:** *Have you ever climbed a mountain?*

**B:** *Yes, I have. What about you?*

**A:** *No, I've never climbed a mountain.*

### FAST FINISHER

Imagine you are interviewing a famous explorer about their travels, discoveries and experiences. Write questions with *Have you ever ...?*

## GRAMMAR Present perfect questions; ever and never

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Have you ever eaten Chinese chicken?*, including present perfect questions and answers and *ever/never*. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 311 for animation script.

- 1 Read out the example questions in the grammar box, then ask: *How do we form questions?* Elicit that we change the word order to put *have* or *has* before the subject. Read out the example answers in the grammar box and point out that we use *have* or *has* in short answers, but not the past participle; *Yes, I have*, NOT *Yes, I have dived*.

#### Answer

We form present perfect questions with *have/has* + subject + past participle.

Ask questions to check concept.

**Concept check questions:** *He has been in a superhero film – present perfect? (yes). Can you make it into a question? (Has he been ...?). You have seen the film – Can you make that into a question? (Have you seen the film?). Yes, I have seen – Is that a correct answer? (No – Yes, I have). What is the negative short answer? (No, I haven't).*

- 2 Read out the example question and answer. Point out that the tick indicates a positive answer. Sts write the questions and short answers in their notebooks.

#### Answers

- 1 Have any animals attacked him? No, they haven't.
- 2 Has he crashed a lot of cars? Yes, he has.
- 3 Has he flown a helicopter? No, he hasn't.
- 4 Has he climbed any mountains? Yes, he has.
- 5 Has he ever broken his arm? No, he hasn't.
- 6 Have any of his films been successful? Yes, they have.

- 3 Read out the task and the example question and answer. Point out that for the interview, sts need to change the questions to the *you* form, and they need to change the answers to the *I* form. With weaker classes, you could elicit the questions and answers before sts work in pairs. With stronger classes, you could encourage sts to use their imagination and add more information in their answers, e.g. *No, they haven't. I'm always very careful with animals.*

- 4 Read through the information and examples in the Look! box with the class. Ask sts to notice the position of *ever* between the subject and past participle, and the position of *never* between *have* and the past participle.

Ask questions to check concept.

**Concept check questions:** *Have you ever swum in the sea? – Am I asking about a particular time, or about any time in your life? (any time in your life). I've never swum in the sea – does this mean that I have or haven't swum in the sea? (I haven't). Does it mean I haven't swum this year, or last year, or at any time in my life? (at any time in my life). Have ever you visited New York? – correct? (no – Have you ever visited). I never have visited New York – correct? (no – I've never visited).*

Ask sts to write the questions using *ever*. Allow sts to compare their answers in pairs, then check with the class by asking individual sts to read out each question. If sts make mistakes, don't correct them, but indicate the kind of mistake, e.g. past participle, word order. Encourage sts to correct themselves.

#### Answers

- 1 Have you ever been ...
- 2 Have you ever felt ...
- 3 Have you ever met ...
- 4 Have you ever dived ...
- 5 Have you ever eaten ...
- 6 Have you ever broken ...
- 7 Have you ever got ...

#### PRONUNCIATION

- 5  7.6 Explain to sts that in English the most important words in a sentence are stressed, and the less important words are not stressed. Play the audio once for sts to listen and notice the stress pattern in the sentence. To help sts, you could play the audio again and get them to clap with you on the stressed words. Play the audio again for sts to repeat.
- 6  7.7 Sts work in pairs to practise saying the questions and answers. Play the audio once for sts to listen and check their answers, then play it again for them to repeat.
- 7 Demonstrate the task by asking the example question to a confident student and eliciting their answer. With weaker classes, elicit one or two more questions as examples. Sts then work in pairs. Monitor and help while they are working, then ask some sts to tell the class which of the things their partner has done.

#### FAST FINISHER

Sts can practise the grammar further by writing some questions to ask a famous explorer. Weaker sts could work in pairs and write one or two more questions to ask their classmates.

#### G Grammar practice: WB p.62

Sts will find more practice for present perfect questions and answers and *ever* and *never* here. Set these exercises for homework.

#### LS Language summary: Unit 7 SB p.133

# KEEP TALKING!

## Have you ever tried skydiving?

### READING and LISTENING

I can understand information in an advert.

1



Have you ever wanted to try skydiving, but you're too scared to jump out of a plane? Then why not try indoor skydiving? Our course will teach you all you need to know.

Cost: £39.99

- \* 45-minute lesson with an instructor
- \* Two flights of 60 seconds each
- \* All equipment provided: flight suit, helmet and goggles
- \* DVD of your flight

Please arrive an hour before your flight time to meet your instructor and put on your flight suit.

**BOOK NOW!**

2

## QUAD BIKE WORLD



For an experience you'll never forget!

Prepare to drive, jump and fly through mud on our exciting quad biking course! It doesn't matter if you haven't driven before – you'll soon learn. Book now ... you won't be disappointed!

**WAS £45 NOW £37**

- \* 30-minute lesson and one hour of drive time with an instructor
- \* Maximum 10 people per group
- \* Price includes hire of quad bike, helmet and protective clothing

### Additional information

Bring waterproof clothing and wear boots – you'll get very muddy!

3

## BIG ROCK REACH NEW HEIGHTS!

Have you climbed before? Do you want to go to the next level? Our four-week course is a great way to improve your rock climbing and feel more confident!

Cost: £65

What's included?

- \* 60 minutes a week with one of our instructors
- \* Unlimited use of our climbing wall
- \* Equipment: helmet, ropes
- \* Certificate at the end of the course

Please bring your own climbing shoes.

[CLICK HERE TO BOOK.](#)



1 Scan the adverts to find the name of the three sports. Which one would you most like to do? Why?

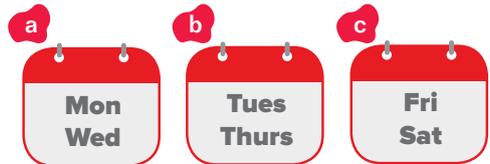
2 Read the adverts and answer the questions.

- 1 Which course is the longest? Which course is the shortest?
- 2 Which course isn't for beginners?
- 3 Which course gives you a video?
- 4 For which course must you get there early?
- 5 For which courses must you take some of your own equipment or clothing?

3 **7.8** Listen to a dialogue between two friends, Becky and Sid. Why is Becky calling?

4 **7.8** Listen again, and choose the correct answer, a, b or c.

- 1 When do Becky and Sid decide to do the course?



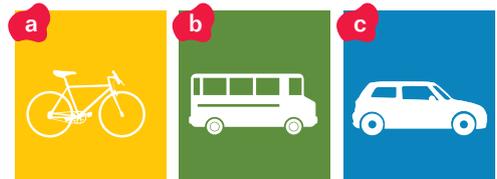
- 2 How much is the course?



- 3 What do they need to take?



- 4 How are they going to get there?



## KEEP TALKING!

## Have you ever tried skydiving?

## READING and LISTENING

Sts read some adverts for extreme sports and answer comprehension questions on them. They listen to a conversation in which two friends make plans to go on a course and listen for detailed information. They then learn how to ask for information. They read and hear a model dialogue and personalize the Useful language by following the steps in the Speaking plan to practise asking for information.

 **WARMER**

Write the words *extreme sports* on the board and elicit or teach the meaning (= sports that are very exciting, but also dangerous). Elicit a few examples of extreme sports, e.g. *mountain biking, kitesurfing, snowboarding*. Put sts into groups and ask them to think of as many extreme sports as they can. They can use a dictionary to help. Ask groups in turn to tell the class their ideas. Write the names of the sports on the board and ask groups to explain their sports to the class if other sts do not know the words. Ask: *How do you think people feel when they do these sports?* Elicit a few answers and try to elicit some of the adjectives from page 72, e.g. *confident, excited, scared, worried*.

- 1** Sts read the adverts and find the names of the sports. Check the answers and model pronunciation of the sports. Discuss as a class which sports sts would like to try and why.

**Answers**

- 1 skydiving
- 2 quad biking
- 3 rock climbing

- 2** Check sts understand that the adverts are all for courses that people can go on, to learn the sports. Ask sts to read the adverts again and answer the questions. Allow sts to compare their answers in pairs, then check with the class, eliciting the parts of the adverts which confirm each answer.

**Answers**

- 1 Longest – Big Rock. Shortest – Youfly
- 2 Big Rock
- 3 Youfly
- 4 Youfly
- 5 Big Rock, Quad Bike World

- 3**  **7.8** Explain to sts that they will now hear a conversation between two friends. Read out the question and point out that this task is asking them to listen for general meaning, so they shouldn't worry if they don't understand all the details of the conversation the first time they listen. Play the audio for sts to listen and answer the question. See TG page 279 for audio script. Check the answer with the class.

**Answer**

She is calling to ask Sid if he wants to do a sailing course with her.

- 4**  **7.8** Explain to sts that for this task they need to choose the image that answers each question. Allow sts time to read the questions and look at the possible answers. With weaker classes, you could elicit the names of the items in question 3 (*hat, towel, trainers, wetsuit, lifejacket*). Warn sts that all the items in the pictures may be mentioned in the conversation, so they need to listen carefully to hear which one is the correct answer to the question. Play the audio again for sts to listen and choose the correct answers. Allow sts to compare their answers in pairs, then discuss the questions with the class, playing the audio again and pausing if necessary to confirm the answers.

**Answers**

- 1 a
- 2 c
- 3 a
- 4 c

## SPEAKING Asking for information

I can ask for and give information.

- 1 **7.9** Listen and read. Cathy is at the indoor skydiving centre. Does she book a lesson?

**Receptionist:** Good morning, how can I help you?

**Cathy:** I'm interested in indoor skydiving.

**Receptionist:** Have you tried skydiving before?

**Cathy:** No, I haven't.

**Receptionist:** OK, so you'll need some lessons with our instructor.

**Cathy:** Do I need any special equipment?

**Receptionist:** No, you don't. We provide everything you need: a flight suit, a helmet and goggles.

**Cathy:** How much is it?

**Receptionist:** It's £39.99. The price includes the equipment, a lesson and two 60-second flights. You can book with me, or you can book online.

**Cathy:** OK, I'll get my parents to book online. Is there anything else I need to know?

**Receptionist:** On the day of your flight, you should get here an hour early to meet your instructor.

**Cathy:** Thanks very much.

**Receptionist:** You're welcome.



- 2 **7.10** Listen and repeat the **Useful language**.

### Useful language

#### Asking for and giving information

Receptionist	Customer
How can I help you?	I'm interested in ...
Have you tried ... before?	Do I need any special equipment?
We provide ...	How much is it?
The price includes ...	Is there anything else I need to know?

- 3 **7.11** Copy and complete the dialogue with the phrases in the box. Listen and check.

How much is it? I'm interested in kayaking.  
You should bring a towel and warm clothes  
No, but you should wear old clothes – you'll get wet.

**Receptionist:** Hello, how can I help you?

**Emma:** 1 ...

**Receptionist:** Have you tried kayaking before?

**Emma:** No, I haven't.

**Receptionist:** OK, so you'll need the beginner's course.

**Emma:** 2 ...

**Receptionist:** It's £60 for a two-day course. The price includes lessons and lunch on both days.

**Emma:** Do I need any special equipment?

**Receptionist:** 3 ... We provide life jackets.

**Emma:** Cool. Is there anything else I need to know?

**Receptionist:** 4 ... for after the lesson.

**Emma:** OK, thanks very much.

**Receptionist:** No problem.

- 4 Work in pairs and ask for information about an activity. Follow the steps in the **Speaking plan**.

### Speaking plan

#### Prepare

- > Choose one of the adverts on page 74, or use your own ideas.
- > Decide on your roles.
- > Make notes for your dialogue.

#### Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.

#### Reflect

- > How can you improve next time?
- > Swap roles and choose a new activity.

Now play *Keep moving!*

### FAST FINISHER

What's the most exciting experience you've ever had? Write a few sentences about what you did and how you felt.

*I went on holiday to Lanzarote and went scuba diving. I felt scared at first, but when I got in the water, I felt really excited!*

## SPEAKING Asking for information

- 1 7.9 Read out the task and explain to sts that they will hear a conversation between Cathy and the receptionist. With stronger classes, you could play the dialogue with books closed and elicit the answer. With weaker classes, you could play the dialogue for sts to listen and read.

### Answer

Yes (her parents will book a lesson online for her)

- 2 7.10 Focus on the Useful language box. Play the audio once for sts to listen to the phrases. Ask sts if they remember or can see any of the phrases in the dialogue in Exercise 1. Read through the Useful language box with the class and check sts understand all the phrases. Then play the audio again for sts to repeat.

Ask questions to check concept.

**Concept check questions:** *How does the receptionist offer to help someone? (How can I help you?). How can I explain which sport I want to know about? (I'm interested in ...). What can I say to ask about the price? (How much is it?). If the receptionist says: We provide everything, do I have to take any equipment with me? (no). How can I ask if there is any more information that I need? (Is there anything else I need to know?).*

- 3 7.11 Teach the meaning of *kayak* (= a small, narrow boat for one person) and *kayaking*. Ask sts to write the dialogue in their notebooks and complete it with the correct phrases. Play the audio for sts to listen and check their answers. Sts could also practise the dialogue in pairs, for extra practice.

### Answers

- 1 I'm interested in kayaking.
- 2 How much is it?
- 3 No, but you should wear old clothes – you'll get wet.
- 4 You should bring a towel and warm clothes

- 4 Sts follow the steps in the Speaking plan to practise asking for information.

### Speaking plan

#### Prepare

Sts work in pairs to choose one of the adverts, decide on their roles and make notes for their dialogue, using the Useful language in Exercise 2 to help them.

#### Speak

Sts practise their dialogues. Encourage them to practise once with their notes, then again without their notes. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

#### Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. Sts swap roles and follow the steps again with a different advert. If they record their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their dialogues for the class if they feel confident.

### Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

### FAST FINISHER

Sts can personalize the language from the unit by writing about an exciting experience they have had. You could ask some sts to tell the class about their experiences. Weaker sts could work in pairs and have another conversation, using the third advert. Encourage them this time to try to have a conversation without making notes first.

### **S** Speaking practice: WB p.63

Sts will find more practice for asking for information here. Set these exercises for homework.

### **LS** Language summary: Unit 7 SB p.133

REAL

CULTURE!

## Tourism in New Zealand

I can compare exciting activities in my country with activities in New Zealand.

# NEW ZEALAND:

## THE HOME OF BUNGY JUMPING



Every year, tourists from all over the world visit New Zealand to take part in extreme sports such as mountain biking, jetboating, heli-skiing and white-water rafting. But the most famous extreme sport in New Zealand is bungee jumping, which attracts hundreds of thousands of visitors a year. How did it all begin?

### THE HISTORY OF BUNGY JUMPING

Bungee jumping began on the small island of Vanuatu in the South Pacific. A local legend says that a man and his wife had an argument. The woman ran into the forest and climbed a tree to escape from her angry husband. The husband followed her, so the woman tied a vine\* around her ankle and jumped from the top of the tree. The man also jumped, but without a vine. The woman landed safely, but her husband fell to the ground and died. It is now an annual tradition for islanders to build tall towers and dive from the top with just a vine around their ankles.

### MODERN BUNGY JUMPING

In the 1980s, a New Zealander called A.J. Hackett made the sport of bungee jumping popular. He worked with scientists at the University of Auckland to create special bungee ropes, and he did his first jump in 1986. He wanted to show the world that bungee jumping was safe, so in 1987 he had an idea. He flew to France and he jumped from the Eiffel Tower in Paris. TV cameras filmed the jump, and suddenly everybody wanted to try it! In 1988, A.J. opened the world's first bungee jumping centre at the Kawarau Bridge in Queenstown. That was the beginning of adventure tourism in New Zealand, and since then millions of people of all ages have experienced the excitement of a bungee jump!

\* vine = a long, thin plant that grows down from trees in the rainforest

# Tourism in New Zealand

Sts read an article about tourism in New Zealand, with a focus on extreme sports. They also listen to three video blogs by young people who are visiting New Zealand and talk about their experiences there. This lesson also features an optional culture video about a special mountain climbing trip in Thailand: see SB page 77.

## WARMER

With books closed, tell sts you are going to describe an experience to them, and they must decide what you are doing. Say: *I'm standing on the edge of a mountain. If I look down, it's a long way to the bottom. I'm feeling a bit nervous. I've put on a harness that goes round my waist and over my shoulders. I'm attached to a long rope. It's time to go. I'm moving close to the edge. Someone tells me to jump and I do it! I'm falling, faster and faster, but when I get close to the bottom, the rope stops me.* Elicit that you are bungy jumping. Ask: *Have you tried this? Would you like to? Why/Why not?*

## BACKGROUND

New Zealand is a country in the Pacific Ocean, to the south east of Australia. It is made up of two main islands, the North Island and South Island. The indigenous people of New Zealand are Māoris, and Europeans began to arrive there in the mid-1700s. New Zealand became a British colony in 1841, and gained its independence from Britain in 1947. The official languages are English and Māori, and the main cities are Wellington (the capital), Auckland and Christchurch. Popular sports in the country are rugby and cricket. New Zealand is known for its stunning wild scenery and was used as the location for filming the *Lord of the Rings* films. It is a popular holiday destination, and has become known for its extreme sports experiences, especially bungy jumping.

- 1 Read out the questions and, as a class, brainstorm what sts know about New Zealand. Share the Background information with them.
- 2 **7.12** Explain to sts that they are going to read a travel guide about New Zealand. Read out the question, then play the audio for sts to read and listen. Check the answer with the class.

### Answer

A.J. Hackett

- 3 Sts read the guide again and put the events in order. Check answers with the class, eliciting the part of the text which confirms each answer.

### Answers

- c A woman from Vanuatu jumped from a tree.
- g More people started jumping with vines.
- a A.J. Hackett jumped for the first time.
- d A.J. Hackett jumped from the Eiffel Tower.
- b People watched the jump on TV.
- f The first bungy jump for tourists began.
- e Other extreme sports became popular in New Zealand.

## EXTRA PRACTICE

Put sts into pairs. They take turns to try to talk for one minute about the history of bungy jumping, using the events in Exercise 3 as prompts. Tell them to imagine they are giving a talk to people who are interested in bungy jumping. If your sts use smartphones in class, they could record their conversations. They can watch their films back and discuss in their pairs how they could improve. If there is time, they could repeat the activity and try to improve.

- 4 **Word Power** Sts could work in pairs to find four more extreme sports in the text and think of more examples. Check the answers from the text and check that sts know what these sports involve. Elicit other extreme sports that sts have thought of. You could remind them that they discussed other examples of extreme sports in the last lesson, so they should try to remember some of the names of the sports they talked about then.

### Answers

mountain biking, jetboating, heli-skiing and white-water rafting.

1 What do you know about New Zealand? Where is it? What is it famous for?

2 **7.12** Read and listen to the travel guide. Who brought the sport of bungee jumping to New Zealand?

3 Read the travel guide again and put the events in the correct order.

- a A.J. Hackett jumped for the first time.
- b People watched the jump on TV.
- c A woman from Vanuatu jumped from a tree.
- d A.J. Hackett jumped from the Eiffel Tower.
- e Other extreme sports became popular in New Zealand.
- f The first bungee jump for tourists began.
- g More people started jumping with vines.

4 **Word Power** Find four other extreme sports in the text. Can you think of any more extreme sports?

5 **COMPARE CULTURES** Work in pairs or small groups. What extreme sports or adventure activities can tourists do in your country?

6 New Zealand is not just for adventure tourists! Look at the map and match the activities with the pictures.

- a Learn about Māori history and culture.
- b Relax on beautiful beaches.
- c Explore modern cities.
- d See whales and dolphins.
- e Go hiking in rainforests.
- f Go on a *Lord of the Rings* tour.

7 **7.13** Melissa and Josh are tourists in New Zealand. Listen to their podcast. Which of the activities from the map are they doing?

8 **7.13** Listen again. Choose the things Melissa and Josh do on the tours.

- a go inside a small house
- b talk to a scientist
- c spend the night in a Māori village
- d hear traditional songs
- e escape from other people
- f swim under a waterfall

9 **GET CREATIVE** Work in groups. Make a video blog or prepare a presentation about an exciting tourist attraction or activity in your country.

**Now watch the culture video.**

**FAST FINISHER**

Imagine you are going to visit New Zealand. From what you have learned, what would you like to do, and why?

*I'd like to ... because ...*

# REAL CULTURE!

## 21st Century skills



### 5 COMPARE CULTURES

Allow sts time to read through the questions individually and think about their own answers before you put them into groups to discuss the questions. Ask groups in turn to tell the class what extreme sports and adventure activities people can do in their country, and where they can do them. If your sts have different cultural backgrounds, encourage sts from different backgrounds to tell the class about extreme sports and adventure activities in their countries. Encourage sts to show interest in each other's countries and cultures.

- 6 Focus on the map and point out the two main islands that make up New Zealand. Sts could work in pairs to match the activities with the photos. Check the answers with the class and check that sts understand all the activities.

#### Answers

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

- 7 7.13 Explain to sts that they will hear three separate video blogs by Melissa and Josh about their holiday in New Zealand. read out the questions, then play audio 7.13 for sts to listen and identify the three activities they talk about. See TG page 279 for audio script. Check the answers with the class.

#### Answers

- 1 Go on a *Lord of the Rings* tour
- 2 Learn about Māori history and culture
- 3 Go hiking in rainforests

- 8 7.13 Allow sts time to read through the answers, then play the audio again for them to listen and choose the things that Melissa and Josh do. Check answers with the class, playing the audio again and pausing if necessary to confirm the answers.

#### Answers

a, d, e

## 21st Century skills



### 9 GET CREATIVE

Put sts into pairs or small groups and decide with sts whether they are going to prepare a video blog or a presentation, and whether they are going to work in class or do it for homework. If they are doing a video blog, discuss how they can film it, e.g. on their phones, and how they can show it to their classmates. If they are preparing a presentation, discuss the practicalities of how they should give their presentation, e.g. online or on paper. You could brainstorm some ideas with the class first about exciting tourist attractions or activities in their country that they could use. If sts are working in class, monitor and help while they are working. Ask pairs or groups in turn to play their video blogs or give their presentations to the class. Discuss as a class which video blogs or presentations made the activities sound the most exciting.

#### Optional extension

Sts could imagine they have done one of the activities in the video blogs or presentations. They could write an email to a friend describing the experience and saying how they felt. They could share their emails in groups.

### Culture video

This lesson features an optional culture video about a special mountain climbing trip in Thailand. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Climbing buddies* on TG pages 300 and 307.

### FAST FINISHER

Sts look at all the activities in New Zealand that they have learned about and write three or four sentences saying which ones they would like to do and why. Weaker sts could work in pairs and discuss which activities they would like to do and why.

# What have you done so far?

## WRITING A blog post

**I can** write a blog post.

- 1 Work in pairs. Have you been on any school trips? What was your favourite school trip and why?
- 2 Read Emma's blog about a school trip. Where is Emma? Is she having a good time?

## Emma's blog



HOME ABOUT ME LATEST POSTS

Hi, everybody! I'm in Wales on a school trip and I'm having such a good time!

We've done lots of exciting things. We've climbed Mount Snowdon. It was really hard, but the views from the top were amazing! We've also been white-water rafting. It was great fun, but I've never been so scared in my life! I nearly fell out of the boat!

The weather's fantastic – it's so warm. Tomorrow morning, we're going to a beach and we're going to go paddle boarding. Then, in the afternoon, we're going to go on this zip wire. It's the fastest in the world. We're all really excited!

I've bought souvenirs for all my family – a Welsh dragon for Mum, a Welsh football scarf for Dad and a T-shirt for my brother. I can't wait to tell them all about the trip!



- 3 Read the blog again. Which of the things on the list has Emma done? Write sentences with the present perfect.

## SCHOOL TRIP

- go white-water rafting
- go on a zip wire
- go shopping for souvenirs
- go paddle boarding
- climb a mountain



- 4 Look at the **Useful language**. How do you say these expressions in your language?

### Useful language

#### Describing things you've done

We've done lots of exciting things.  
 We've climbed ... / been to ... / seen ...  
 It was amazing / great fun!  
 Tomorrow, we're going to go to ...

- 5 Read the **Look!** box. Complete the sentences using *so* or *such a/an*.

### Look! *so* and *such*

We use **so** and **such** to make our opinions stronger.

We use **so** + adjective:

*It's so warm.*

We use **such** + **a/an** + adjective + noun phrase:

*I'm having such a good time!*

- 1 We had ... exciting day.
  - 2 The beach was ... beautiful.
  - 3 I bought ... funny souvenir for my best friend!
  - 4 When she got home, she was ... tired.
  - 5 We were ... disappointed with the hotel.
  - 6 It was ... long journey.
- 6 Imagine you are on a school trip. Write a blog post about it. Follow the steps in the **Writing plan**.

### Writing plan

#### Prepare

- › Make notes about your school trip. Where are you? What activities have you done so far? Did you enjoy them?
- › What are you doing tomorrow? How are you feeling about it? What souvenirs have you bought?

#### Write

- › Organize your ideas into paragraphs:
  - Introduction.
  - What you've done.
  - What you're going to do next.
- › Use the expressions from the **Useful language** box.

#### Check

- › Check your grammar: present perfect, *be going to*.
- › Check *so* and *such*.
- › Check your spelling.

# What have you done so far?

## WRITING A blog post

Sts read a blog post about a school trip. They learn useful language for describing things you've done and study the use of *so* and *such*. They then follow the steps in the Writing plan to write their own blog post about a school trip.

### Writing

A blog post

### Useful language

Describing things you've done (*We've done lots of exciting things. We've climbed ... / been to ... / seen ..., It was amazing / great fun! Tomorrow, we're going to go to ...*)

### Look!

*so* and *such*

### WARMER

Write a selection of verbs on the board, e.g. *buy, do, eat, feel, have, play, ride, see, sleep, travel, win, write*. Explain to sts that they should write five questions to ask their partner, using *Have you ever ...?* and they will get a point for each question their partner answers yes to. Check sts questions are correct. Sts then work in pairs and take turns to ask and answer their questions. When they have finished, ask who managed to get five yes answers from their partner.

- 1 Put sts into pairs to discuss the questions. Discuss the answers as a class.
- 2 Read out the questions, then ask sts to read Emma's blog and find the answers. Check the answers with the class.

### Answers

She's in Wales. She's having a good time.

- 3 Read through the activities on the list with the class and check that sts understand them all. Elicit which activity the photo shows (*go on a zip wire*). Sts read the blog again and answer the questions. Check the answers with the class.

### Answers

She's climbed a mountain, been white-water rafting and been shopping for souvenirs.  
She hasn't been on a zip wire or been paddle boarding.

- 4 Read the Useful language box with sts about describing things you've done. Ask sts to find the expressions in the blog in Exercise 2. Point out that *Tomorrow, we're going to ...* is about future plans, not things you have done.
- 5 Read the examples in the Look! box with sts and point out that we use *so* and *such* to emphasize our opinion.

Ask questions to check concept.

**Concept check questions:** *I was scared on the zip wire / I was so scared on the zip wire – Which opinion is stronger? (so scared). It was a great trip / It was such a great trip – What's the difference? (the second sentence gives a stronger opinion). It was so exciting – correct? (yes) It was so an exciting trip – correct? (no – such an exciting trip). The zip wire was so long – can you rewrite the sentence using 'such'? (It was such a long zip wire!).*

Ask sts to complete the sentences with the correct words. Check answers.

### Answers

1 such an	3 such a	5 so
2 so	4 so	6 such a

- 6 Students write their own blog post, following the steps in the Writing plan.

## Writing plan

### Prepare

Sts decide where they are and what activities they have done. They could work in pairs for this. Alternatively, you could brainstorm some ideas with the class and make notes on the board for sts to refer to.

### Write

Focus on the blog post in Exercise 2 again. Ask: *Which paragraph says where Emma is? (paragraph 1) Which paragraph talks about activities she has done? (paragraph 2) Which paragraph talks about her plans? (paragraph 3) Which paragraph talks about souvenirs? (paragraph 4).* Sts then write their blog post using the blog post in Exercise 2 as a model. Refer sts back to the Useful language box and the Look! box and encourage them to use them. Remind them to use the present perfect for activities they have done, and *be going to* for future plans

### Check

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. They swap their blog posts with a partner and give feedback on the use of the present perfect and *be going to*, and on the use of *so* and *such*.

### W Writing practice: WB p.64

Sts will find more practice for writing here. Set these exercises for homework.

### W Writing summary: WB p.90

### E Exams: Unit 7 SB p.124

### LS Language summary: Unit 7 SB p.133

# You've got a friend in me

# 8

**Vocabulary:** Relationships; Kind acts

**Grammar:** Present perfect with *for* and *since*; Present perfect and past simple

**Speaking:** Persuading

**Writing:** A description of a friend

## VOCABULARY Relationships

**I can** talk about relationships with friends and family.

**1** **8.1** Match the verbs in the box with the pictures in the questionnaire. Listen, check and repeat.

argue (with someone)    be kind (to someone)    be rude (to someone)    get angry (with someone)  
get on well (with someone)    hang out (with someone)    look after (someone)    make (someone) laugh  
say sorry (to someone)    shout (at someone)

**2** Copy and complete the table with the verbs from Exercise 1.

Positive	Negative
<i>be kind</i>	<i>argue</i>

**3** Complete each question with one word from Exercise 1. Ask and answer the questionnaire in pairs.

**4** Write four or five sentences about your partner's answers.

*Joanna gets on well with her parents. She often argues with her brother.*

**Now watch the vlog.**

### FAST FINISHER

Think about a person you get on well with. Why do you get on well together?

*I get on well with my friend Ana. She's very kind. We're both interested in ...*

## FRIENDS AND FAMILY QUESTIONNAIRE

- Do you get ... well with your family?
- Do your parents sometimes get ... with you? Why?
- Do you ever ... with your friends? What about?
- If you're ... to someone, do you always say sorry later?
- Where do you usually hang ... with your friends?
- Which of your friends and family ... you laugh the most?
- Do you sometimes look ... your younger relatives? Who? When?
- If you have upset someone, what's the best way to say ...?



# You've got a friend in me

# 8

**UNIT 8 OVERVIEW:** This unit focuses on the topic of friendship and community. Sts read an article about an unusual friendship between two animals and listen to an interview about World Kindness Day. They read notices looking for helpers and learn to persuade other people. They read about the charity Comic Relief and write a description of their best friend. They also watch a vlog about what two friends do together and a culture video about looking after an elderly relative.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Relationships; Kind acts	Present perfect with <i>for</i> and <i>since</i> ; present perfect and past simple	Present perfect and past simple	Identifying correct and incorrect information in a text	Answering <i>wh</i> -questions when I listen	Persuading someone to do something	A description of a friend

## VOCABULARY Relationships

Sts learn verbs to do with relationships and categorise them according to whether the meaning is positive or negative. They personalize the language by doing a friends and family questionnaire in pairs and writing sentences about their partner's relationships.

### Vocabulary

Relationships (*argue (with someone), be kind (to someone), be rude (to someone), get angry (with someone), get on well (with someone), hang out (with someone), look after (someone), make (someone) laugh, say sorry (to someone), shout (at someone)*)

### Vlog

Erika: *Hanging out with my best friend*

### WARMER

Ask: *How many people are there in your family? Who are they?* Elicit a few ideas, e.g. *mum, dad, brother*. Put sts into pairs and give them two minutes to think of more family words. Elicit their ideas and write them on the board. Check that sts understand all the words. Ask: *Who in your family do you get on well with? Why?* Elicit a few answers from individual sts.

- 1 **8.1** Sts could work in pairs to match the verbs with the pictures. Play the audio for sts to listen and check. Play the audio again, pausing for sts to repeat the verbs.

### Answers

- |                          |                               |
|--------------------------|-------------------------------|
| 1 say sorry (to someone) | 6 get angry (with someone)    |
| 2 make (someone) laugh   | 7 hang out (with someone)     |
| 3 argue (with someone)   | 8 be rude (to someone)        |
| 4 be kind (to someone)   | 9 shout (at someone)          |
| 5 look after (someone)   | 10 get on well (with someone) |

- 2 Focus on the table and point out the positive meaning of *be kind* and the negative meaning of *argue*. Ask sts to copy the table into their notebooks and complete it. Allow sts to compare their answers in pairs, then check with the class.

### Answers

Positive: be kind, get on well, make (someone) laugh, look after, say sorry, hang out  
Negative: argue, be rude, get angry, shout

- 3 Ask sts to copy the questions in the questionnaire into their notebooks and complete them with the correct words. Check with the class. Demonstrate the task by asking one or two confident sts the first two questions. When they answer, encourage them to give more information by adding a reason or an example. Put sts into pairs to ask and answer the questions.

### Answers

a on	c argue	e out	g after
b angry	d rude	f make	h sorry

- 4 Read out the example sentence, then ask sts to write four or five sentences about their partner. Ask some sts to read their sentences to the class.

### Vlog

This lesson features an optional vlog in which a vlogger talks about what she does with her best friend. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 292 and 304.

### FAST FINISHER

Sts who finish early can write sentences to say who they get on well with and why. Weaker sts could work in pairs. They could take turns to say sentences about who they get on well with, argue with, get angry with, etc.

- V** Vocabulary practice: WB p.66

Sts will find practice for relationships verbs here. Set these exercises for homework.

- LS** Language summary: Unit 8 SB p.134

# A special friend

## READING

I can identify correct and incorrect information in a text.

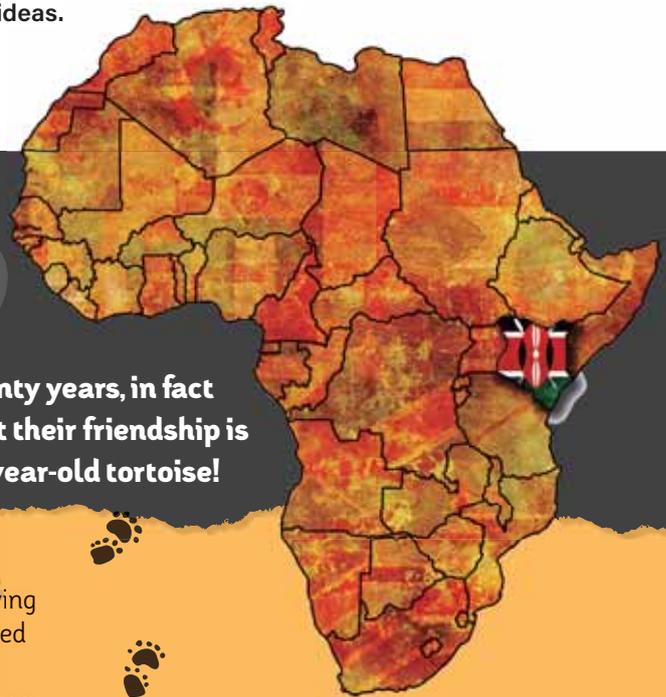
1 **8.2** Work in pairs. Look at the pictures and the title of the article. Discuss the questions. Read and listen to check your ideas.

- 1 What are the animals?
- 2 How and why do you think they became friends?
- 3 What do you think they do together?

## An unusual friendship

Owen and Mzee have been friends for nearly twenty years, in fact since Owen was a baby. But what's unusual about their friendship is that Owen is a hippopotamus and Mzee is a 130-year-old tortoise!

Their story began in Kenya on the east coast of Africa when heavy rain flooded the river where Owen lived. The fast-moving water separated the young hippo from his mother, and carried him all the way to the ocean. Luckily, some fishermen found the hippo, on his own and close to death, and took him to a zoo. Owen has lived there with his new family since that day.



When Owen first arrived at the zoo, there weren't any other hippos, so the zookeepers put him with Mzee, an elderly female giant tortoise. They didn't get on well at first - Mzee preferred being alone - but after a while, they became good friends. They swam and played together, and Mzee looked after Owen like a parent looks after a child. Owen even started behaving like a tortoise! He shared Mzee's food and he slept at night instead of during the day like other hippos.

Owen is now too big to live with Mzee, so the zookeepers have moved him to be with another hippo called Cleo. Owen and Cleo have also become good friends, but Owen hasn't forgotten his old pal, Mzee! Their story is a powerful symbol of friendship, and shows us that if we accept each other's differences, we can all learn to be friends.

2 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Owen became friends with Mzee almost twenty years ago.
- 2 There was no rain where Owen lived in Africa.
- 3 Owen was with his mother when the fishermen found him.
- 4 Owen and Mzee became friends immediately.
- 5 Mzee was like a mother to Owen.
- 6 Hippos usually sleep at night.
- 7 Owen doesn't live with Mzee now.
- 8 Owen and Cleo don't get on well together.

3 **Word Power** Find words or phrases in the article that have the same meaning as these words.

- |            |                   |
|------------|-------------------|
| 1 alone    | 4 some time later |
| 2 very big | 5 friend          |
| 3 old      | 6 sign            |

4 **THINK CRITICALLY** Discuss in pairs. What makes a good friendship? Why are friendships important?

5 **FIND OUT** How long do hippos and giant tortoises usually live?

# A special friend

## READING

Sts read an article about an unusual friendship between two animals, and focus on the skill of identifying correct and incorrect information in a text. They learn how to use the present perfect with *for* and *since*, then practise using these by talking about their own lives.

### Reading text

An article about a hippopotamus called Owen and a tortoise called Mzee who have become firm friends

### Reading skill

Identifying correct and incorrect information in a text

### WARMER

Ask sts if they have any pets and elicit the names of the animals. If sts don't have pets, ask what animals make good pets. Ask: *Do you think animals can have friends? Do you know any examples of animals that are friends?* Encourage sts to talk about videos they have seen, or examples with their own pets.

- 1  **8.2** Read out the title of the article, An unusual friendship, and ask what they think makes a friendship unusual. Sts discuss the questions in pairs. Ask some sts to tell the class their ideas, but don't confirm them. Play the audio for sts to read and listen to check their answers. Check the answers with the class, eliciting the part of the text which confirms each answer.

### Answers

- 1 A hippopotomus and a tortoise.
- 2 They became friends at the zoo, when the zookeepers put them in the same enclosure.
- 3 They swim, play and eat together.

- 2 **Identifying correct and incorrect information in a text** Ask sts to read the introduction to the article again, then ask them to read sentence 1. Ask: *Is the sentence true?* Elicit that it is true, and elicit the part of the text which confirms the answer (*they have been friends for nearly twenty years*). Point out that the text gives the same information, but using different words. Ask sts to read the first paragraph of the text again, then read sentence 2 and decide if it is true or false. Elicit that it is false because the sentence says *no rain*, but the text mentions *heavy rain*. Ask sts to read the rest of the text again and decide if the sentences are true or false, then correct the false sentences. Check answers with the class, eliciting the part of the text which shows that each answer is true or false.

### Answers

- 1 T
- 2 F – There was heavy rain where Owen lived in Africa.
- 3 F – He was on his own when the fishermen found him.
- 4 F – They didn't get on well at first.
- 5 T
- 6 T
- 7 T
- 8 F – Owen and Cleo have also become good friends.

- 3 **Word Power** Sts could work in pairs to find the words in the text. Check answers.

### Answers

- |              |                 |
|--------------|-----------------|
| 1 on his own | 4 after a while |
| 2 giant      | 5 pal           |
| 3 elderly    | 6 symbol        |

## 21st Century skills

- 4  **THINK CRITICALLY**

Read out the questions. You could prompt sts with some more detailed questions to give them ideas, e.g. *What makes a good friendship? Do you need to have the same interests? Do you need to see someone every day? Do friends need to understand you? Why are friendships important? Why do we need friends as well as family? In what ways do friends help you and support you?* Allow sts time to prepare their ideas individually, then put them into pairs to discuss the question. Ask pairs in turn to tell the class their ideas, and discuss them as a class.

### Optional extension

Sts could work in pairs and make a word picture to illustrate the idea of friendship. You could brainstorm a few ideas with the class first, mentioning the kinds of words they could add, e.g. *love, trust, fun, kind*.

## 21st Century skills

- 5  **FIND OUT**

Set this exercise for homework if you prefer. Sts can find this information out by looking online or asking other people. The answer to the question is: hippos live for around 40 to 50 years. Giant tortoises live for around 80 to 120 years.

- R** **Reading practice: WB** p.67

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR Present perfect with *for* and *since*

**I can** talk about something that started in the past and is still true now.

**Now watch the grammar animation.**

- 1 Read the sentences in the grammar box. Copy and complete the rules with *for* and *since*.

Owen and Mzee **have been** friends **for** nearly twenty years.

Owen and Mzee **have been** friends **since** Owen was a baby.

It **hasn't rained for** a few months.

It **hasn't rained since** March.

### Rules

We use the present perfect + *for* or *since* to talk about something that began in the past and is still true now.

We use <sup>1</sup> ... + a length of time.

We use <sup>2</sup> ... + a point in time.

- 2 Copy and complete the table with the words and expressions in the box.

2019 seven o'clock five days a long time  
four hours I was twelve Monday October  
ten minutes three months two weeks  
yesterday

for	since
a long time	2019

- 3 Complete the sentences with *for* or *since*.

- She's worn the same socks ... three days.
- I've been friends with Fernando ... 2018.
- He's had a girlfriend ... six months.
- We haven't done any exercise ... weeks.
- She's worked as a journalist ... she left university.
- I've been awake ... five o'clock this morning.



- 4 8.3 Complete the text. Use the present perfect form of the verb in brackets and *for* or *since*. Listen and check.

## My best friend by Joe, 14

My best friend is called Anna. I've *known* (know) her *since* I was eight, and we <sup>1</sup> ... (be) friends <sup>2</sup> ... nearly three years. We're both mad about football. I <sup>3</sup> ... (support) Manchester City <sup>4</sup> ... over ten years, and she <sup>5</sup> ... (be) a fan of Manchester United <sup>6</sup> ... she was little. We always get on really well, but we sometimes argue about which is the best team. Luckily, we <sup>7</sup> ... (not argue) <sup>8</sup> ... a few weeks!



- 5 Write true sentences with *for* or *since*, and the ideas below.

KNOW MY BEST FRIEND

BE AT THIS SCHOOL

LIVE IN MY HOME

HAVE A PHONE

STUDY ENGLISH

BE A FAN OF ...

- 6 Work in pairs and compare your answers to Exercise 5. Who has done each thing for the longest time?

**FUN FACT**



The world's oldest football club is Sheffield F.C. It has existed since 1857!

### FAST FINISHER

Imagine you're a famous person. Write sentences with *for* and *since* about your life.

*I've been an actor for ten years. I've lived in a big house in Hollywood since last year.*

**LS** Language summary: Unit 8 SB p. 134

## GRAMMAR Present perfect with *for* and *since*

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I've played the guitar for two years!*, including the use of the present perfect with *for* and *since*. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 311 for animation script.

- 1 Read the grammar box about the present perfect with *for* and *since* with the class and explain that we use the present perfect, NOT the present simple, to talk about the duration of actions that started in the past and are still true now. You could elicit how to say the sentences in the students' own language. If the sts' own language uses a different tense, remind sts to use the present perfect in English. Read out the rules and elicit the correct words to complete them.

#### Answers

1 for 2 since

Ask questions to check concept.

**Concept check questions:** *I've lived in Madrid for ten years – when did I move to Madrid (ten years ago). Do I still live there now? (yes). I've lived in Madrid since 2012 or for 2012? (since – it is a point in time). I've known my best friend since five years – correct? (no – for five years – it's a length of time). They are friends since they were five years old – correct? (no – they have been friends since they were five years old).*

- 2 Focus on the table and point out the example answers. Elicit that 'a long time' is a length of time and '2019' is a point in time. Ask sts to copy the table into their notebooks and complete it. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

for: a long time, five days, four hours, ten minutes, three months, two weeks  
since: 2019, seven o'clock, I was twelve, Monday, October, yesterday

- 3 Elicit the first answer as an example. Sts then copy the sentences into their notebooks and complete them. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

1 for	4 for
2 since	5 since
3 for	6 since

- 4  8.3 Ask sts to read the text and write the completed sentences in their notebooks. Remind them to think about the correct form of *have* for the present perfect verbs, and also to think about whether the verbs are regular or irregular. Allow sts to compare their answers in pairs, then listen and check with the class.

#### Answers

1 've / have been	5 's / has been
2 for	6 since
3 've / have supported	7 haven't argued
4 for	8 for

- 5 Ask individual sts questions about the topics, e.g. *How long have you known your best friend? How long have you been at this school?* Elicit their answers as examples. Sts then write sentences about themselves. Ask sts to read some of their sentences to the class, and correct any mistakes.
- 6 Put sts into pairs and ask them to compare their sentences. Ask individual pairs who has done each thing the longest. Encourage students to use the present perfect in the third person to talk about their partners.



Encourage sts to read this fun fact for pleasure. They might also be interested to know that the oldest school in the world is the University of Karueein in the city of Fez, Morocco. It has been open since 859!

### FAST FINISHER

Sts who finish early can practise the grammar further by imagining they are famous and writing sentences about their life using the present perfect and *for* or *since*. Weaker sts could work in pairs and write some sentences about themselves using some of the time expressions in Exercise 2, e.g. *I've been awake since seven o'clock.*

- G **Grammar practice:** WB p.68  
Sts will find more practice for the present perfect with *for* and *since* here. Set these exercises for homework.

- LS **Language summary:** Unit 8 SB p.134

# Be kind!

## VOCABULARY and LISTENING Kind acts

I can answer *Wh-* questions when I listen.

# WORLD KINDNESS DAY

November 13th is World Kindness Day. On this day, people try to make the world a better place by doing kind acts – big and small! What can you do? Here are eight simple ideas:



1 ... your seat to someone on the bus



2 ... someone sitting alone to have lunch with you



3 ... your teacher after a lesson



4 ... from the street



5 ... at everybody you see



6 ... blood



7 ... for charity



8 ... someone with their shopping bags

1 Discuss as a class. Have you heard of World Kindness Day? What do you think it is? Give some examples of what people might do on this day.

2 8.4 Read about World Kindness Day. Complete the eight kind acts with the verbs and expressions in the box. Listen, check and repeat.

give help invite offer  
pick up litter raise money  
smile thank

3 Work in pairs. Which of the things in Exercise 2 do you do, and how often?

A: *I always offer my seat to elderly people on the bus.*

B: *Really? I sometimes do that, too.*

4 8.5 Read the tweet. Listen to the interview. Why is Noah doing eighteen kind acts?



Noah Harris  
@NoahHarris795



It's World Kindness Day today and I'm doing 18 kind acts. Listen to the interview with me here!  
3:15 p.m. – 13 Nov – Newcastle

5 20 9

5 8.5 Listen again and answer the questions.

- 1 Where was Noah yesterday morning?
- 2 Who was he with, and what were they doing?
- 3 Why does Noah want to change people's ideas about teenagers?
- 4 What other kind acts has Noah done?
- 5 When did Noah give blood?
- 6 How did he feel before and after?

# Be kind!

## VOCABULARY and LISTENING

### Kind acts

Sts learn phrases for kind acts and listen to an interview about World Kindness Day and practise the skill of answering *wh-* questions while they listen. They learn the difference between the present perfect and past simple and study the pronunciation of the present perfect and past simple. They personalize the language by asking and answering questions about their experiences using the present perfect, and asking and answering more detailed questions using the past simple.

#### Vocabulary

Kind acts (*give blood, help someone with their shopping bags, invite someone sitting alone to have lunch with you, offer your seat to someone on the bus, pick up rubbish from the street, raise money for charity, smile at everybody you see, thank your teacher after a lesson*)

#### Listening text

An interview about World Kindness Day

#### Listening skill

Answering *Wh-* questions when I listen

### WARMER

Write on the board the heading 'Kindness'. Ask: *What kind things can people do for their friends?* Elicit a few ideas and add them to the board, e.g. *buy presents, lend them things, listen to their problems, give advice when they are worried about something, etc.* Ask: *Is it also possible to show kindness to strangers? In what ways?* Elicit a few ideas.

- 1 Discuss the questions as a class, and elicit examples of what people might do on World Kindness Day, e.g. *open a door for someone, carry someone's heavy bag, etc.*
- 2 **8.4** Sts could work in pairs to read the text and complete the kind acts with the correct words. Play the audio for sts to listen and check. Read through the expressions with the class and make sure sts understand them all, then play the audio again for sts to repeat.

#### Answers

- |                  |               |
|------------------|---------------|
| 1 offer          | 5 smile       |
| 2 invite         | 6 give        |
| 3 thank          | 7 raise money |
| 4 pick up litter | 8 help        |

- 3 Sts discuss in pairs how often they do the things in Exercise 2. For feedback, you could ask for a show of hands to find out who often does each of the things. Ask: *Do you think you should do these things more? Why?*

- 4 **8.5** Read out the question and ask sts to read the tweet. Elicit that Noah is doing kind acts because it is World Kindness Day, then ask: *Why do you think he is doing 18 acts?* Elicit a few ideas, but don't confirm them. Play the audio for sts to listen and find the answer. See TG page 279 for audio script. Check the answer with the class.

#### Answer

He is doing eighteen kind acts to celebrate his eighteenth birthday.

- 5 **8.5 Answer *Wh-* questions when I listen** Focus on the first question and highlight the question word *Where*. Ask: *What kind of information do I need for this answer?* Elicit that the answer is a place. Elicit a few possible answers, e.g. *at home, at school*. Ask sts to identify the question words in the remaining questions and think about the kind of information they need to answer them, then guess some possible answers. Discuss their ideas as a class (1 = a place, 2 = a person, 3 = a reason, 4 = some kind acts, 5 = a time, 6 = a feeling). Remind sts that thinking about the kind of information you need before you listen makes it easier to hear the answers. Point out also that sts will not have time to write full sentences while they are listening, so they should note down just the key words for each answer, then write full sentences when they have finished listening. Play the audio for sts to listen and answer the questions. Allow them time to write their answers and compare their answers in pairs. Check answers with the class, playing the audio again, pausing if necessary to confirm the answers.

#### Answers

- 1 He was in the town centre.
- 2 He was with his friends. They were picking up litter.
- 3 Because people say lots of negative things about teenagers, and he doesn't think it's fair.
- 4 He's helped people with their shopping bags, sold some of his old clothes to raise money for charity, and given blood.
- 5 On Monday.
- 6 He was quite scared before, but really pleased afterwards.

### V L Vocabulary and Listening practice: WB p.69

Sts will find more practice for listening, and practice of vocabulary for kind acts here. Set these exercises for homework.

### LS Language summary: Unit 8 SB p.134

## GRAMMAR Present perfect and past simple

**I can** talk about experiences and past actions.

**Now watch the grammar animation.**

- 1 Read the grammar box. Copy and complete the rules with **present perfect** or **past simple**.

Present perfect	Past simple
I've helped people with their shopping.	Yesterday morning, we picked up rubbish.
I've given blood.	I gave blood on Monday.

### Rules

We use the <sup>1</sup> ... to talk about an experience. We use it when we aren't interested in when it happened, only the fact that it happened.

We use the <sup>2</sup> ... to give more details about a finished action in the past. We often mention the exact time when it happened.

- 2 Copy and complete the sentences. Use the present perfect or past simple.



- Noah ... a lot of people. (help)
- On Monday, he ... his neighbour's shopping. (carry)
- Yesterday evening, he ... his grandad's dog for a walk. (take)
- He ... a lot of interviews on radio. (do)
- He ... on TV. (not appear)
- Yesterday, a photo of Noah and his friends ... in the newspaper. (be)

### 3 PRONUNCIATION Present perfect and past simple

#### 8.6 Listen and repeat.

- he helped / he's helped
- I lived / I've lived
- they worked / they've worked
- we tried / we've tried

#### 4 8.7 Listen and write the sentences you hear.

- 5 Look at each pair of sentences. Decide which needs the present perfect and which needs the past simple. Write the sentences in your notebook.

- I / see / all the James Bond films.
  - I / see / the most recent film / at the weekend.
- Layla / break / her arm / last month.
  - Really? I / never break / my arm.
- David / travel / to a lot of different places.
  - David / travel / all around China / two years ago.
- you / ever / run / a marathon?
  - No, but I / run / a half marathon / last year.

- 6 Look at the questionnaire and write the questions in your notebook.

#### 1 Have you ever raised money for charity?

## HAVE YOU EVER ...

1 (raise) money for charity?

2 (offer) your seat to someone on the bus?



3 (cook) dinner for your family or (make) a cake?

4 (see) a thunderstorm?

5 (eat) insects?

6 (write) a story?



- 7 Ask and answer the questions from Exercise 6 in pairs. If your partner answers 'yes', ask another question in the past simple to find out more. Use the ideas below.

A: *Have you ever raised money for charity?*

B: *Yes, I have.*

A: *When did you do that?*

B: *Last year. I ran 10 km and I raised 50 euros.*

When did you ... ?

Where did you ... ?

What did you ... ?

### FAST FINISHER

Write sentences about your classmates' answers to the questionnaire.

*Julio has cooked dinner for his family. He made spaghetti last week.*

## GRAMMAR Present perfect and past simple

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Have you ever travelled abroad?*, including a contrast between the present perfect and past simple. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 312 for animation script.

- 1 Read out the example sentences in the grammar box, then read out the rules and elicit the answers. Point out that we use the past simple, NOT the present perfect, when we say exactly when something happened, e.g. *I helped someone with their bags last week*, NOT *I've helped someone with their bags last week*.

#### Answers

- 1 present perfect    2 past simple

Ask questions to check concept.

**Concept check questions:** *I've picked up rubbish from the street – what tense?* (present perfect). *Yesterday I offered my seat to someone – what tense?* (past simple). *Last week I gave blood or I've given blood?* (I gave – we mention the exact time). *Have you ever raised money for charity or Did you ever raise money for charity?* (*Have you ever ...?* We are asking about an experience and don't mention a particular time).

- 2 Sts copy the sentences into their notebooks and complete them with the correct verb forms. Check answers, referring back to the rules in the grammar box.

#### Answers

- 1 has helped                      4 has done  
2 carried                            5 has not appeared  
3 took                                6 was

### PRONUNCIATION

- 3 **8.6** Explain to sts that in spoken English the difference between the present perfect and past simple forms can be quite small. Play the audio once for sts to listen. Play the audio again for sts to repeat.
- 4 **8.7** Play the audio. See TG page 280 for audio script. Pause after each sentence for sts to write their answers. Check the answers with the class, playing the audio again and writing the sentences on the board for sts to check their spellings.

#### Answers

- 1 I climbed a mountain last year.  
2 We've travelled to China.  
3 She's slept in a tent.  
4 He had a dog when he was little.

- 5 Read out the task and explain that in each pair of sentences one needs the present perfect and one needs the past simple. Sts could work in pairs to look at the sentences and decide which tense each one needs, then write the sentences in their notebooks. With weaker classes, you could ask sts to look at the sentences first and decide which tense each one needs. Check these answers first, then ask sts to write the sentences. Check answers with the class, referring back to the rules in the grammar box to explain the answers.

#### Answers

- 1 a I've seen all the James Bond films.  
b I saw the most recent film at the weekend.  
2 a Layla broke her arm last month.  
b Really? I've never broken my arm.  
3 a David has travelled to a lot of different places.  
b David travelled all around China two years ago.  
4 a Have you ever run a marathon?  
b No, but I ran a half marathon last year.

- 6 Read out the example question, then ask sts to write all the questions in their notebooks. Check the answers.

#### Answers

- 1 Have you ever raised money for charity?  
2 Have you ever offered your seat to someone on the bus?  
3 Have you cooked dinner for your family or made a cake?  
4 Have you ever seen a thunderstorm?  
5 Have you ever eaten insects?  
6 Have you ever written a story?

- 7 Demonstrate the task by asking the example questions to a confident student and eliciting their answers. With weaker classes, you could elicit some examples of follow-up questions for each main question first. Sts then work in pairs. Monitor and help while they are working, then ask some sts to tell the class which of the things their partner has done, and then give more details using the past simple.

### FAST FINISHER

Sts can practise the grammar further by writing about their classmate's answers to the questionnaire. Weaker sts could work in pairs and write one or two more questions to ask their classmates.

### G Grammar practice: WB p.70

Sts will find more practice for present perfect and past simple here. Set these exercises for homework.

### LS Language summary: Unit 8 SB p.134

# KEEP TALKING!

## Come on, it'll be fun!

### READING and LISTENING

I can understand notices and adverts.

- 1 Look at the noticeboard. Have you ever helped with or done any of the things on the board?

## COMMUNITY NOTICEBOARD

### a Beach Clean

**When:** Saturday, 10 May,  
11 a.m. to 4 p.m.

**Where:** South Beach

We need helpers to pick up plastic and other rubbish from the beach. We'll give you gloves and bags. Afterwards, we'll all go to the beach café for a drink or an ice cream! Interested? Please email us!

**beachclean@mail.co.uk**

Great British  
**BEACH CLEAN**



### b WANTED!

Helpers for our after-school club

Have you worked with children? Can you work at least one afternoon a week, from Monday to Friday? Then we need you at our after-school club for five-to-ten-year-olds. You must be happy to organize activities, prepare snacks for the children, and help with homework.

Contact **jane@hillviewschool**



### c CHARITY BIKE RIDE

Sunday, 11 May, 10 a.m.

**Queen's Park**

Join our bike ride and help to raise money for charity. Children must be thirteen or older to take part. All cyclists, including adults, must wear a helmet. Cost: £10 per person. All the money we raise will go to the local hospital.



### d CAKE SALE

**Bournemouth School**

Friday, 16 May, 3.30–4.30 p.m.

We're having a cake sale!

Please bake a cake or make some cookies to help to raise money for new school computers. Bring your cakes to the school office before the day of the sale. The sale will be in the school playground, or in the school hall if the weather is wet.



## 2 Read the notices again and choose the correct answers.

- If you'd like to help with the beach clean, you should ...
  - go to the beach café.
  - take your own gloves.
  - contact the organizers.
- The notice for the bike ride says that ...
  - children under thirteen must be with an adult.
  - only teenagers and adults can do the ride.
  - the bike ride goes from the park to the hospital.
- After-school club helpers ...
  - have to look after the children when school finishes.
  - must be free every day from Monday to Friday.
  - don't need experience with children.
- For the cake sale, you should ...
  - take your cakes to the school on Friday, 16 May.
  - tell the school office if you are planning to go to the sale.
  - go to the school hall to buy a cake if it's raining.

## 3 8.8 Listen to three dialogues and match them with three of the notices from the noticeboard.

## 4 8.8 Listen again and answer the questions.

- Dialogue 1: Has Will made cakes before? When?
- Dialogue 2: How many bags has Freddie filled? Where is Lydia's water bottle?
- Dialogue 3: Has Megan ever worked with children? What has she done?

KEEP  
TALKING!

## Come on, it'll be fun!

## READING and LISTENING

Sts read some notices about community events and answer multiple-choice questions on them. They listen to three conversations about the events and answer comprehension questions. They then learn how to persuade someone to do something. They read and hear a model dialogue and personalize the Useful language by following the steps in the Speaking plan to persuade their partner to do something.

 **WARMER**

*Ask: Does your school ever have events to raise money? What kinds of events does it have? Elicit some ideas, then ask: Do you ever help at these events? What do you do? Elicit a few answers. Ask: Do you ever help at other events in your local area? What things have you done? Elicit answers. If sts have helped at community events, encourage them to tell the class about their experiences. If no sts have got involved in events, ask: What kinds of events happen in your local area? Are there sometimes charity fun runs? Litter picks? Find out what sts know about events that have happened in their area.*

- 1** Ask sts to look at the noticeboard. Ask if sts have ever done any of these things. If some sts have done things, encourage them to tell the class about their experiences. If no sts have done things, ask: *Which event looks the most fun? Why?*
- 2** Ask sts to read the notices again and choose the correct answers. Allow sts to compare their answers in pairs, then check with the class, eliciting the parts of the notices which confirm each answer.

**Answers**

1 c 2 b 3 a 4 c

- 3**  **8.8** Explain to sts that they will now hear three conversations about the different events. Read out the task, then play the audio for sts to listen and do the matching task. See TG page 280 for audio script. Check the answers with the class.

**Answers**

1 d 2 a 3 b

- 4**  **8.8** Allow sts time to read the questions, then play the audio again for sts to listen and answer. Allow sts to compare their answers in pairs, then check the answers with the class, playing the audio again and pausing if necessary to confirm the answers.

**Answers**

- 1 Yes, last month for his mum's birthday.
- 2 Ten bags. Lydia's water bottle is in one of the bags of litter.
- 3 Yes, she's worked at a summer camp and she's done babysitting.

## SPEAKING Persuading

I can persuade someone to do something.

### 1 8.9 Listen and read. What does Lauren want to do next Saturday? Does Grant want to do it?

**Lauren:** There's a beach clean on Saturday. Do you fancy doing it with me?

**Grant:** Mmm, I'm not sure. I've got a busy week, so I want to relax on Saturday.

**Lauren:** Come on, it'll be fun.

**Grant:** I'll think about it.

**Lauren:** We really should do it. They need volunteers and it's important. We all use the beach, so we should all help to keep it clean.

**Grant:** I suppose so.

**Lauren:** Think of the birds and animals in the sea that it will help. Plastic is so dangerous for wildlife.

**Grant:** That's true. OK, you've persuaded me! I'll come.

**Lauren:** Cool! It starts at ten o'clock. Why don't we meet at the bus stop at half past nine?

**Grant:** Great. See you then.



### 2 8.10 Listen and repeat the Useful language.

#### Useful language

##### Persuading

Do you fancy ... with me?

Come on, it'll be fun!

We really should do it.

Think of ...

##### Responding

I'm not sure.

I'll think about it.

I suppose so.

You've persuaded me!

### 3 8.11 Copy and complete the dialogue with the words in the box. Listen and check.

come coming persuaded suppose sure

**Rob:** I'm going to the cinema on Saturday afternoon. Do you fancy <sup>1</sup> ... with me?

**Ivy:** I'm not <sup>2</sup> ... . I've got a lot of homework.

**Rob:** <sup>3</sup> ... on, it'll be fun!

**Ivy:** I'll think about it.

**Rob:** You should come. You can do your homework on Sunday.

**Ivy:** I <sup>4</sup> ... so.

**Rob:** Ben and Alice are going to be there, too.

**Ivy:** OK, you've <sup>5</sup> ... me!

**Rob:** Great. We're meeting outside the cinema at three o'clock.

**Ivy:** Cool. See you then.

### 4 Work in pairs. Persuade your partner to join you to do something. Follow the steps in the Speaking plan.

#### Speaking plan

##### Prepare

- > Choose the cake sale or charity bike ride from page 84, or your own event.
- > Decide on your roles. Student A, think of reasons to take part. Student B, think of reasons not to take part.
- > Make notes for your dialogue.

##### Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.

##### Reflect

- > How can you improve next time?
- > Swap roles and choose a different event.

Now play *Keep moving!*

#### FAST FINISHER

Make a list of things you can find or see at the beach.

sand, sea, dolphin ...

## SPEAKING Persuading

- 1 8.9 Read out the task and explain to sts that they will hear a conversation between two young people about a charity event. With stronger classes, you could play the dialogue with books closed and elicit the answer. With weaker classes, you could play the dialogue for sts to listen and read.

### Answer

Lauren wants to do a beach clean. Grant does not want to do it at first, but Lauren persuades him.

- 2 8.10 Focus on the Useful language box. Play the audio once for sts to listen to the phrases. Ask sts if they remember or can see any of the phrases in the dialogue in Exercise 1. Read through the Useful language box with the class and check sts understand all the phrases. Then play the audio again for sts to repeat. Ask questions to check concept.

**Concept check questions:** *Which phrase can I use to first suggest something? (Do you fancy ...?) What can I say to suggest it's important to do it? (We really should do it.) Which phrase can I use to persuade someone they will enjoy it? (Come on, it'll be fun!) Which phrases can I use to reply if I'm not very keen? (I'm not sure. / I'll think about it.) Which phrase can I use to show I'm starting to change my mind? (I suppose so.) Which phrase can I use to show I now agree? (You've persuaded me!)*

- 3 8.11 Ask sts to write the dialogue in their notebooks and complete it with the correct words. Play the audio for sts to listen and check their answers. Sts could also practise the dialogue in pairs, for extra practice.

### Answers

- 1 coming
- 2 sure
- 3 Come
- 4 suppose
- 5 persuaded

- 4 Sts follow the steps in the Speaking plan to practise persuading their partner to join them to do something.

### Speaking plan

#### Prepare

Sts work in pairs to choose an event, decide on their roles and make notes for their dialogue, using the Useful language in Exercise 2 to help them.

#### Speak

Sts practise their dialogues. Encourage them to practise once with their notes, then again without their notes. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

#### Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. Sts swap roles and follow the steps again with a different event. If they record their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their dialogues for the class if they feel confident.

### Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

### FAST FINISHER

Sts can practise brainstorming vocabulary by making a list of things you can find or see at the beach. Weaker sts could work in pairs and think of five more things you can find or see at the beach. When all sts have finished, you could elicit the words they have written and write them all on the board. Check that all sts understand the words, then brainstorm more words as a class.

### Speaking practice: WB p.71

Sts will find more practice for persuading someone to do something here. Set these exercises for homework.

### Language summary: Unit 8 SB p.134

# The Story of Comic Relief

I can understand information about a charity.

COMIC RELIEF

1 Comic Relief is a charity based in the UK. It raises money to help tackle some of the world's biggest problems. Since 1985, Comic Relief has raised over £1 billion to support people living difficult lives in the UK and around the world.



2 In 1985, a group of friends founded Comic Relief. They wanted to use comedy and laughter to raise money and change lives in Africa and the UK. They later invited comedians, actors and pop stars to take part in a special TV show – Red Nose Day.



3 The first Red Nose Day took place in 1988. During the show, viewers at home could donate money to the charity. It was very successful. More than 30 million people watched it and it raised £15 million.



4 Now Comic Relief has a special TV show for Red Nose Day every year. People can wear Red Noses and do fun things to raise money and support the charity. And in 2004, Sport Relief also started, encouraging people to use sport to raise money and change lives.



5 A lot of schools take part in Red Nose Day. For example, students make and sell cakes, or organize 'dressing-up days', when students (and sometimes teachers) pay money to wear pyjamas or funny costumes to school!



6 Celebrities also take part. J.K. Rowling wrote two short books based on her famous Harry Potter series for Comic Relief, and a lot of pop stars have recorded and sold songs for the charity.



7 The money raised by Comic Relief has helped more than 90 million people around the world. The charity tackles homelessness, supports children, fights fear and violence and supports people who have mental health problems.



8 Through comedy, entertainment and sport, the charity has shown that we can all help to make the world a better and fairer place.



## The Story of Comic Relief

Sts read an article about the history of Comic Relief in the UK and around the world. They also listen to a podcast about a charity climb of Mount Kilimanjaro, to raise money for Comic Relief. This lesson also features an optional culture video about looking after an elderly relative: see SB page 87.

 **WARMER**

Ask: *Do you know what a deer is?* Elicit or explain that it is a kind of animal. Tell this joke to the class: *What do you call a deer with no eyes?* Elicit a few ideas, then write the answer on the board. *No idea* (no-eye deer). Ask sts if they know any similar jokes in their language. Teach the words *comedy*, *comedian* and *comic*. Ask: *What films or TV shows make you laugh?* Elicit a few ideas.

- Put sts into pairs to look at the pictures and discuss the question. Elicit ideas from sts, but don't confirm them.
-  **8.12** Explain to sts that they are going to read the story of a charity called Comic Relief. Explain the meaning of *relief* (money that is given to people in need). Play the audio for sts to read and listen. Sts then read the questions and choose the five that are true. Check the answers with the class, eliciting the part of the text which confirms each true sentence.

**Answers**

1 T	3 T	5 T	7 T
2 F	4 F	6 T	8 T

- Sts read the text again and complete the sentences with the correct numbers or phrases. Check answers with the class, eliciting the part of the text which confirms each answer.

**Answers**

- the world
- 1985
- TV show
- take part
- better and fairer

 **EXTRA PRACTICE**

Put sts into pairs. They take turns to try to talk for one minute about Comic Relief, using the pictures on page 86 as prompts. Tell them to imagine they are explaining what Comic Relief is to a friend who knows nothing about it. Their partner films them using their phone. They can watch their films back and discuss in their pairs how they could improve. If there is time, they could repeat the activity and try to improve.

- Word Power** Ask sts to find the words in the text and read them in context to try to guess the meanings, then match them with the definitions. They could work in pairs for this. Check the answers, and check that sts understand all the words.

**Answers**

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

1 Look at the pictures. What do you think the article is about?

2 **8.12** Read and listen to *The Story of Comic Relief*. Are the sentences true (T) or false (F)?

- 1 Comic Relief started more than 30 years ago.
- 2 The charity raised £1 billion in its first year.
- 3 The charity helps adults and children.
- 4 It only helps people in the UK.
- 5 On Red Nose Day, ordinary people raise money for the charity.
- 6 Some children and adults wear funny clothes.
- 7 A lot of famous people have helped to raise money.
- 8 The Comic Relief TV programme happens every year.

3 Read the text again and complete the sentences with a number or phrase from the text. Write one, two or three words.

- 1 Comic Relief raises money for people in the UK and the rest of ... .
- 2 The charity started in ... .
- 3 The friends organized a special ... with comedians, actors and pop stars.
- 4 Now a lot of people ... in Red Nose Day.
- 5 With the money it raises, Comic Relief wants to make a ... world.

4 **Word Power** Match words 1–6 from the article with definitions a–f.

- 1 tackle (verb)
  - 2 comedians (noun)
  - 3 donate (verb)
  - 4 homelessness (noun)
  - 5 fear (noun)
  - 6 violence (noun)
- a to give money to an organization, especially a charity
  - b to make the effort to deal with a difficult situation
  - c actions which hurt people
  - d the feeling you have when something frightening may happen
  - e people who make others laugh by telling jokes and funny stories
  - f when you have no home

5 **COMPARE CULTURES** Work in pairs or small groups. Discuss the questions.

- 1 What charities in your country do you know? Who, or what, do they help?
- 2 Do you have TV shows in your country that raise money for charity?

6 Read the website. Who are the people in the picture? What are they doing and why?

Home
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# KILIMANJARO

For this year's Red Nose Day, nine brave celebrities are climbing Africa's highest mountain. They're doing it to raise money for Comic Relief. You can listen to our daily podcast and donate your money here.

LISTEN
DONATE



7 **8.13** Listen to the podcast. How high is Kilimanjaro? Do the celebrities reach the top of the mountain?

8 **8.13** Listen again and answer the questions.

- 1 Name three of the jobs that the celebrities do.
- 2 For how many hours will the team walk on Day 1?
- 3 On Day 4, how are the celebrities feeling?
- 4 On Day 7, what is the weather like at the top of the mountain?
- 5 How much money have the celebrities raised?

9 **GET CREATIVE** Work in small groups. Choose a charity, then think of ideas to raise money for the charity. Present your ideas to the class.

- What is your charity? Who, or what, does your charity help?
- What are you going to do to raise money for your charity?



Now watch the culture video.



**FAST FINISHER**

Imagine you are climbing a mountain and you have just reached the top. Describe how you feel and what you can see.

# REAL CULTURE!

## 21st Century skills



### 5 COMPARE CULTURES

Allow sts time to read through the questions individually and think about their own answers before you put them into pairs or groups to discuss the questions. Ask pairs or groups in turn to tell the class what charities they know and what they know about them. Discuss as a class any TV shows in the sts' own country that raise money for charity.

- 6 Focus on the website and elicit or explain that Kilimanjaro is a mountain in East Africa. Read out the questions, then ask sts to read the website to find the answers. Check the answers with the class.

#### Answers

They are celebrities. They are climbing Mount Kilimanjaro to raise money for Comic Relief.

- 7  8.13 Explain to sts that they will hear a podcast about the Kilimanjaro climb. Read out the questions, then play the audio for sts to listen and answer the questions. See TG page 280 for audio script. Check the answers with the class.

#### Answers

It's 5,895 m high.  
Yes, they reach the top.

- 8  8.13 Allow sts time to read through the questions, then play the audio again for them to listen and answer the questions. Check answers with the class, playing the audio again and pausing if necessary to confirm the answers.

#### Answers

- 1 Choose three from: TV presenter, singer, dancer, actress, American footballer, politician
- 2 eight
- 3 tired
- 4 It's freezing cold, and there's snow and ice.
- 5 £2 million

## 21st Century skills



### 9 GET CREATIVE

Put sts into small groups and read out the task. You could brainstorm some ideas for new charities with the class before sts work in their groups, e.g. a charity to protect the environment, help animals, help homeless people, etc. You could also brainstorm some ideas for events, e.g. a huge fun run, a charity music festival, etc. Sts then work in their groups. Monitor and help while they are working. Ask groups in turn to tell the class about their charity and their event. The class could vote for their favourite.

#### Optional extension

Sts could work in pairs and imagine that one of the charity events they or their classmates suggested took place. They could write a news report about it, describing what happened, how many people took part and how much money it raised. Monitor and help while they are working, then ask pairs in turn to read their reports to the class.

### Culture video

This lesson features an optional culture video about helping an elderly relative. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Young carer* on TG pages 301 and 308.

### FAST FINISHER

Sts imagine they are climbing a mountain and have just reached the top. They can write sentences describing how they feel and what they can see. Weaker sts could work in pairs and discuss what they can remember about the celebrity trip to Kilimanjaro, using the questions in Exercise 8 as prompts.

# Best friends forever!

## WRITING A description of a friend

I can write a description of a friend.

1 Read Olivia's description of her best friend. Discuss in pairs. Have you got anything in common with Martha?

### My best friend by Olivia

My best friend is called Martha, and we've known each other for about five years. We met when my family moved house. Martha lives in the same street, and on my first day in the new house, she knocked on the door and introduced herself. We've been friends since that day!

Martha's got long dark hair, beautiful brown eyes, and a big smile! I like her because she's friendly and kind, and she makes me laugh with her jokes. She's really into sport, especially volleyball and basketball, and she's won a lot of competitions. We go to different schools, but we often hang out together after school and at the weekend.

We've got a lot in common, for example, we both like dance music and action films, and most of the time we get on really well. We sometimes argue about little things, but we've never had a big argument. Martha's a really important person to me and I'm sure we'll be friends forever!



2 Look at the **Useful language**. How do you say these expressions in your language?

#### Useful language

##### Describing someone you know well

We've known each other for ...

We've been friends since ...

We met when ...

I like him/her because ...

He/She's into ...

We've got a lot in common, for example, ...

3 Read the **Look!** box. Think of more adjectives for columns 1-3.

#### Look! Adjective order

When we use two or more adjectives before a noun, they usually come in this order:

opinion	size/shape	colour	noun
-	long	dark	hair
beautiful	-	brown	eyes

Martha's got **long dark** hair.

She's got **beautiful brown** eyes.

4 In your notebook, write the words in the correct order.

- 1 My cousin Eli is a ... (little / boy / friendly).
- 2 He's got ... (hair / fair / short).
- 3 He often wears a pair of ... (cool / trainers / blue).
- 4 His dad has got a ... (brown / big / beard).
- 5 His mum has got ... (long / hair / blonde / lovely).

5 Write a description of your best friend. Follow the steps in the **Writing plan**.

#### Writing plan

##### Prepare

- > Make notes about your friend:
  - when and where you met
  - his/her appearance and personality
  - his/her interests and what you have in common.

##### Write

- > Organize your ideas into paragraphs.
- > Use the expressions from the **Useful language** box.

##### Check

- > Check your grammar: present perfect and past simple.
- > Check the order of adjectives and your spelling.

# Best friends forever!

## WRITING A description of a friend

Sts read a description of a friend. They learn useful language for describing someone you know well and study adjective order. They then follow the steps in the Writing plan to write a description of their own best friend.

### Writing

A description of a friend

### Useful language

Describing someone you know well (*We've known each other for ...*, *We've been friends since ...*, *We met when ...*, *I like him/her because ...*, *He/She's into ...*, *We've got a lot in common, for example ...*)

### Look!

Adjective order

### WARMER

Give a brief description of yourself, describing your height, hair, eyes, etc, e.g. *I'm quite tall. I've got brown hair and brown eyes.* Add some adjectives to describe your personality, e.g. *hard-working, honest.* Ask sts to write down six words and phrases to describe themselves. Put sts into pairs to compare their ideas, then ask some sts to tell the class.

- 1 Read out the question and check that sts understand the phrase *have something in common with* (share something with). Ask sts to read the description, then put them into pairs to discuss the question. Ask some sts to tell the class what they have in common with Martha.
- 2 Read the Useful language box with sts about language for describing someone you know well. Ask sts to find the expressions in the description in Exercise 1 and read them in context. Elicit or point out that the final expression (*have got a lot in common*) can vary, *have got something/nothing/a lot/a few things in common*. Ask sts how they say these expressions in their first language.
- 3 Read the examples in the Look! box with sts. Point out that adjectives that describe size, shape and colour are based on facts, whereas the adjectives in the first column are based on your opinion. Elicit one or two more adjectives for each column, then put sts into pairs to think of more examples. Check answers by drawing the table on the board and eliciting adjectives to add to it.

Ask questions to check concept.

**Concept check questions:** *He's got blue eyes – fact or opinion? (fact).* *He's got lovely eyes – fact or opinion? (opinion).* *She's got blue big eyes – correct? (no – big blue eyes because size comes before colour).* *She's got beautiful black hair – correct? (yes – opinion comes before colour).* *He's got long amazing brown hair – correct? (no – amazing long brown hair).*

- 4 Sts read the sentences and write the adjectives in the correct order in their notebooks. Allow sts to compare their answers in pairs, then check with the class.

### Answers

- 1 friendly little boy
- 2 short fair hair
- 3 cool blue trainers
- 4 big brown beard
- 5 lovely long blonde hair

- 5 Students write their own description of their best friend, following the steps in the Writing plan.

### Writing plan

#### Prepare

Sts make notes about their friend. They could compare their notes in pairs and suggest more things their partner could add.

#### Write

Focus on the description in Exercise 1 again. Ask: *Which paragraph says how long the writer has known Olivia? (paragraph 1) Which paragraph talks about her appearance and her personality? (paragraph 2) Which paragraph talks about what the writer has in common with her? (paragraph 3).* Sts then write their description using the description in Exercise 1 as a model. Refer sts back to the Useful language box and the Look! box and encourage them to use the language in them. Remind them to use the present perfect with *for* and *since*, and the past simple for actions that happened at a specific time in the past.

#### Check

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. They swap their descriptions with a partner and give feedback on the use of the present perfect and past simple and adjective order. Remind sts that they should always be positive and encouraging when they give feedback to classmates, and should always find some aspects to praise.

### W Writing practice: WB p.72

Sts will find more practice for writing here. Set these exercises for homework.

### W Writing summary: WB p.91

### E Exams: Unit 8 SB p.125

### LS Language summary: Unit 8 SB p.134

# Changes

# 9

**Vocabulary:** Life stages: nouns and adjectives; School rules

**Grammar:** *used to*; *have to* and *don't have to*; *must* and *mustn't*; Indefinite pronouns

**Speaking:** Talking about rules

**Writing:** An email

## VOCABULARY Life stages: nouns and adjectives

I can talk about different life stages.

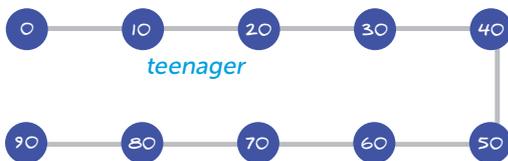


1 **9.1** Match the words in the box with the pictures. Some words go with more than one picture. Listen, check and repeat.

**Adjectives:** elderly grown-up married middle-aged retired

**Nouns:** adult newborn baby teenager toddler young adult

2 Copy the timeline into your notebook. Add the life stages from Exercise 1.



3 When do people usually do these things? Answer in your notebook.

take your driving test  
*when you're a teenager or young adult*

- learn to walk
- get grey hair
- cry at night
- leave home
- have children
- celebrate your 50th birthday
- start a new hobby, such as golf or walking

4 Read the **Look!** box. How do we say the following: 30s, 40s, 60s, 70s, 80s? Rewrite sentences 1-5.

### Look! Talking about age

To talk about age, we use:

*I'm in my teens.* (I'm between 13 and 19)

*She's in her twenties.* (She's between 20 and 29.)

*He's in his fifties.* (He's between 50 and 59.)

- My uncle is between 30 and 39.
- Jack's mum is between 40 and 49.
- A lot of people retire between 60 and 69.
- My grandparents are between 70 and 79.
- I guess she's between 80 and 89.

5 Work in pairs. Ask and answer the questions.

- What's your earliest memory as a child?
- What do you think is the best age to be? Why?
- What's good and bad about being the age you are now?
- Do you know many elderly people? How are their lives different from your life?

Now watch the vlog.

### FAST FINISHER

Write more things that people often do at the life stages in Exercise 1.

*Young adult: vote, ...*

# Changes

# 9

**UNIT 9 OVERVIEW:** The topic for this unit is changes. Sts read an article about a teenage refugee who became an Olympic swimmer and listen to people discussing schools around the world. They read a letter about a school exchange trip and learn to talk about rules. They read an article about Latino Americans in the USA and write an email to someone coming to their country. They also watch a vlog about buying presents for friends and family and a culture video about playing football in the Arctic.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Life stages: nouns and adjectives; School rules	<i>used to; have to and don't have to; must and mustn't; Indefinite pronouns</i>	<i>must and mustn't</i>	Identifying the main topic of a paragraph	Listening for the answers to a quiz	Talking about rules	An email

## VOCABULARY Life stages: nouns and adjectives

Sts learn adjectives and nouns for life stages. They learn phrases for talking about age, then personalize the vocabulary by discussing their opinions of different life stages.

### Vocabulary

Life stages: nouns and adjectives (*elderly, grown-up, married, middle-aged, retired; adult, newborn baby, teenager, toddler, young adult*)

### Vlog

Kimberley: *Shopping for perfect gifts*

### WARMER

Ask: *How old are you?* Elicit a few answers, then ask: *Who do you know who is around 20 years old? What about 30, 40, 50, 60, 70?* Ask sts to see if they can list someone they know for each age group. Put them into pairs to compare their lists.

- 1 9.1 Read through the words in the box with the class and explain any that sts don't know. Sts match the words with the pictures. Play the audio for sts to listen, check and repeat.

### Answers

- |                    |               |
|--------------------|---------------|
| 1 adult, grown-up  | 6 teenager    |
| 2 elderly, retired | 7 toddler     |
| 3 middle-aged      | 8 young adult |
| 4 newborn baby     | 9 married     |
| 5 retired, married |               |

- 2 Focus on the timeline and point out the example answer, *teenager*, between the ages of 10 and 20. Ask sts to copy the timeline into their notebooks then complete it with words from Exercise 1. Check answers.

### Answers

0–10: newborn baby, toddler, 10–20: teenager, 20–30: young adult, 30–40: adult, grown-up, 40–50: middle-aged, 60–70: retired, 80–90: elderly

- 3 Read through the list with the class. Sts write their ideas in their notebooks, then compare answers in pairs.

### Answers

- toddler
- when you're middle-aged or elderly
- when you're a newborn baby
- when you're a teenager or young adult
- when you're a young adult or adult
- when you're middle-aged
- often when you're retired, though a new hobby can be taken up at any age!

- 4 Read the information in the Look! box with the class. Elicit how to say the words 30s, 40s, etc. Sts then rewrite the sentences in their notebooks. Check answers.

### Answers

- My uncle is in his thirties.
- Jack's mum is in her forties.
- A lot of people retire in their sixties.
- My grandparents are in their seventies.
- I guess she's in her eighties.

- 5 Sts discuss the questions in pairs. Then discuss as a class, encouraging a wide range of experiences and opinions.

### Vlog

This lesson features an optional vlog in which a vlogger talks about buying special presents for her friends and family. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 293 and 305.

### FAST FINISHER

Sts who finish early can write more things that people do at different life stages.

- V** Vocabulary practice: WB p.74

Sts will find more practice for life stages here. Set these exercises for homework.

- LS** Language summary: Unit 9 SB p.135

# A life-changing decision

**READING** I can identify the main topic of a paragraph.

1 Read the title of the article. What is a refugee? Complete the definition with the words in the box.

country dangers person war

**refugee**

A <sup>1</sup> ... who escapes from their <sup>2</sup> ... because of <sup>3</sup> ..., violence or other <sup>4</sup> ...

## FROM TEENAGE REFUGEE TO OLYMPIC SWIMMER



1 ...

Before the war in Syria changed her life, Yusra Mardini used to be like any other teenager. She used to see friends, go to school, and listen to music. She and her sister, Sarah, loved swimming, and they used to **train** regularly. Yusra loved watching sport on TV and she used to dream of becoming an Olympic **athlete**.

2 ...

In 2011, a civil war began in Syria. Yusra often used to see soldiers in the street and hear the sound of gunfire. She continued to swim, but she didn't use to feel safe. Finally, her parents decided they needed to escape from Syria. The plan was for Yusra and Sarah to leave for Germany first, and for the rest of the family to follow later.

3 ...

Yusra was just seventeen when she and her sister said goodbye to their parents. They travelled to Turkey, and then by boat to Greece. There they joined thousands of other refugees who were escaping the war, and together they began the long journey on foot, by train and by bus to Germany, where they hoped to build a new life.

4 ...

The sisters finally reached Germany and began a new life there. In 2016, after lots of hard work, Yusra achieved her dream and **competed** in the Olympics for the first ever refugee **team**. She didn't win a **medal**, but that wasn't important. Yusra wanted to make other refugees proud, and inspire them to believe in their dreams again. Yusra now lives in Berlin with her family. Her life is very different from how it used to be, but Yusra is happy that it's peaceful.



2 **9.2** Read and listen to the article and answer the questions.

- 1 Where did Yusra live before she became a refugee?
- 2 Why did she leave?
- 3 Where did she go?
- 4 How did she get there?
- 5 Where does she live now? Who with?

3 Read the article again and match topics a-f to paragraphs 1-4. There are two extra topics.

- a A new life in a new country
- b An unusual teenager
- c The journey to Europe
- d A normal childhood
- e A job in Germany
- f The start of the violence

4 **Word Power** Complete the text with the correct form of the blue words from the article.

If you want to be an Olympic champion, you need to <sup>1</sup> ... very hard for many years. Most <sup>2</sup> ... will never make it, but a lucky few will <sup>3</sup> ... at the Olympic Games as part of their country's <sup>4</sup> ... . If you're one of the best, you may win a bronze, silver or gold <sup>5</sup> ... , and you may even break a world record.

5 **THINK CRITICALLY** What challenges do you think Yusra faced in her new life in Germany? What questions would you like to ask her?

6 **FIND OUT** How many refugees are there in the world? What are some of the countries they come from? What are some of the reasons they leave their countries?

# A life-changing decision

## READING

Sts read an article about a teenager whose life changed completely when she had to leave her country and become a refugee, then changed again when she became an Olympic swimmer. They focus on the skill of identifying the main topic of each paragraph. They learn how to use *used to* to talk about actions that happened regularly in the past, then ask and answer questions about things they used to do when they were at primary school.

### Reading text

An article about a teenager who left Syria as a refugee and moved to Germany, then achieved her dream of becoming an Olympic swimmer

### Reading skill

Identifying the main topic of a paragraph

### WARMER

Ask: *Why do you think people sometimes leave their own country and move to a new country?* Elicit a few ideas, then ask: *What do you think is difficult when you move to a new country?* Elicit a few ideas, e.g. *the language, culture, new school, etc.*

- 1 Ask sts to read the title of the article, then complete the definition with the correct words. Check the answers.

### Answers

1 person    2 country    3 war    4 dangers

- 2  9.2 Put sts into pairs and give them time to read through the questions and think about the type of information they need to answer them (a place, a reason, etc.). Then play the audio for sts to read and listen and answer the questions. Check the answers with the class, eliciting the part of the text which confirms each answer.

### Answers

1 Syria  
2 Because of the civil war.  
3 Germany  
4 First, they travelled to Turkey, then took a boat to Greece, before going on foot, by train and by bus to Germany.  
5 She lives in Berlin with her family.

### 3 Identifying the main topic of a paragraph

Point out that the paragraph headings are missing. Explain that headings are useful when you read a text because they give you an idea of the general topic of each paragraph, so you can guess where to find the information that you want. Ask sts to read the first paragraph again. Read out topics a–f and ask which matches to paragraph 1 (d). Sts then read the remaining paragraphs again and match the correct topic to each one. Check the answers with the class.

### Answers

1 d    2 f    3 c    4 a

- 4 **Word Power** Point out the words in blue in the article. Tell sts to read them in context and to work in pairs to guess what they mean. Elicit or check the meanings and then tell sts to use them to complete the text. Check the answers with the class.

### Answers

1 train                      3 compete              5 medal  
2 athletes                4 team

## 21st Century skills



### 5 THINK CRITICALLY

Read out the questions, then put sts into pairs to discuss them. Ask them to note down four challenges that they think Yusra faced, and three questions they would like to ask her. Discuss the challenges sts have identified as a class, encouraging sts to give reasons to explain their ideas. Then elicit some of the questions sts would like to ask Yusra.

#### Optional extension

Sts could work in pairs and use some of the questions that sts suggested to role play an interview with Yusra, using information from the article in their answers, and also using their imagination to add more details. Monitor and help while sts are working, then ask some pairs to perform their interview to the class.

## 21st Century skills



### 6 FIND OUT

Set this exercise for homework if you prefer. Sts can find this information out by looking online or asking someone. The answers to the questions are: There are currently 25.9 million refugees in the world. They come from countries such as Syria, Afghanistan and South Sudan. Refugees have left their countries for many reasons, including persecution, war and hunger.

### **R** Reading practice: WB p.75

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR *used to*

**I can** talk about actions that happened regularly in the past.

**Now watch the grammar animation.**

**1** Read the grammar box. Copy and complete the rules with the words in the box.

aren't happened negative were

### Affirmative

She **used to** see soldiers on the street.  
Yusra and Sarah **used to** train regularly.

### Negative

Her home city **didn't use to** be dangerous.  
People **didn't use to** feel scared.

### Questions

**Did she use to** see her friends after school?  
**Did you use to** live in a big house?

### Short answers

Yes, she **did**. / No, she **didn't**.  
Yes, I **did**. / No, I **didn't**.

### Rules

We use *used to* to talk about:

- actions that <sup>1</sup> ... regularly in the past.
- things that <sup>2</sup> ... true in the past, but <sup>3</sup> ... true now.

The <sup>4</sup> ... form of *used to* is *didn't use to* (not *didn't used to*).

**2** Copy and complete the sentences. Use the correct form of *used to* and the verb in brackets.



Yusra **used to live** (live) in Damascus, the Syrian capital.

- It ... (not / be) dangerous to live in Damascus.
- Tourists ... (visit) the city's beautiful buildings and colourful markets.
- Yusra and her sister ... (swim) three times a week.
- They ... (train) with their father.
- A:** ... he ... (be) a swimmer, too?  
**B:** Yes, he ...
- There ... (not / be) a war.
- The family ... (not / see) soldiers on the street.
- A:** ... they ... (feel) afraid?  
**B:** No, they ...

**3** Look at the pictures of Ed now and when he was at primary school. Write sentences with the correct form of *used to*.



Ed at primary school,  
London



Ed now,  
Manchester

have short hair

*Ed used to have short hair.*

- play the violin
- play the guitar
- wear glasses
- like dinosaurs
- live in Manchester
- go to school in London

**4** Write questions about when you were at primary school. Ask and answer with a partner.

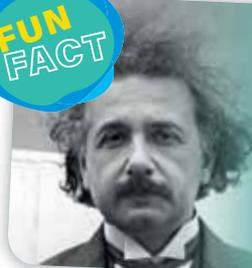
wear a school uniform

**A:** *Did you use to wear a school uniform?*

**B:** *Yes, I did. I used to wear grey shorts and a red polo shirt.*

- have a lot of homework
- your parents / take you to school
- play games at break time
- your teacher / read you stories
- go to any after-school clubs

### FUN FACT



The physicist Albert Einstein, the actress Mila Kunis and the singer Rita Ora all **used to** be refugees before they found a new home in a new country.

### FAST FINISHER

Write sentences with *used to* about your family and friends.

*My friend Cassie used to have a pet hamster.*

GRAMMAR *used to*

## Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I used to play video games!*, including the form and use of *used to*. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 312 for animation script.

- 1 Read the grammar box about *used to* with the class and explain that we use *used to* for things that happened regularly in the past (*I used to go swimming every week*), or things that were true in the past (*There used to be a swimming pool near my home*), but NOT for things that happened once in the past (~~*I used to go swimming last Saturday*~~). Read out the rules and elicit the correct words to complete them.

## Answers

- 1 happened
- 2 were
- 3 aren't
- 4 negative

Ask questions to check concept.

**Concept check questions:** *I used to walk to primary school – does this mean once, or regularly? (regularly). I used to live in a village – was this in the past? (yes). Is it still true now? (no). I used to play football – can you make this negative? (I didn't use to play football). Did you use to play football, or Did you used to play football? (Did you use ...?). Did it use to be fun? Yes, it ... (did).*

- 2 Focus on the photo and explain that it shows Syria before Yusra left. Read out the example sentence, then ask sts to copy the sentences into their notebooks and complete them with the correct forms of *used to*. Allow sts to compare their answers in pairs, then check with the class.

## Answers

- 1 didn't use to be
- 2 used to visit
- 3 used to swim
- 4 used to train
- 5 A: Did, use to be  
B: did
- 6 didn't use to be
- 7 didn't use to see
- 8 A: Did, use to feel  
B: didn't

- 3 Read out the example sentence and point out how it relates to the pictures. Sts then write the sentences in their notebooks. Allow sts to compare their answers in pairs, then check with the class.

## Answers

- 1 He used to play the violin.
- 2 He didn't use to play the guitar.
- 3 He didn't use to wear glasses.
- 4 He used to like dinosaurs.
- 5 He didn't use to live in Manchester.
- 6 He used to go to school in London.

- 4 Ask sts to write the questions first. Check these with the class, then read out the example question and answer. Ask the example question to one or two individual sts and elicit their answers. Encourage them to add more information to explain their answer. Sts then work in pairs to ask and answer the questions. Ask some sts to tell the class something they learned about their partner.

## Answers

- 1 Did you use to have a lot of homework?
- 2 Did your parents use to take you to school?
- 3 Did you use to play games at break time?
- 4 Did your teacher use to read you stories?
- 5 Did you use to go to any after-school clubs?



Encourage sts to read this fun fact for pleasure. They might also be interested to know that the film hero Superman is also a refugee (from the dying planet Krypton), and the two writers who created him were refugees who moved to the USA.

## FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about themselves and their families with *used to*. Weaker sts could write some sentences about themselves using their answers to the questions in Exercise 4, e.g. *I didn't use to have a lot of homework.*

## G Grammar practice: WB p.76

Sts will find more practice for *used to* here. Set these exercises for homework.

## LS Language summary: Unit 9 SB p.135

# Different countries, different rules

## VOCABULARY and LISTENING School rules

**I can** listen for the answers to a quiz.

**1** **9.3** Match verbs 1–12 with words a–l to make expressions. Listen, check and repeat.

*1 g arrive on time*

- |          |                       |
|----------|-----------------------|
| 1 arrive | a your classroom tidy |
| 2 chew   | b smartly             |
| 3 dress  | c litter              |
| 4 drop   | d jewellery           |
| 5 follow | e attention           |
| 6 forget | f bad language        |
| 7 keep   | g <b>on-time</b>      |
| 8 pay    | h your books          |
| 9 put    | i in the corridors    |
| 10 run   | j gum                 |
| 11 use   | k instructions        |
| 12 wear  | l your hand up        |

**2** Work in pairs. Copy and complete the school rules with the expressions in Exercise 1. Think about what's normal at most schools.

Do this ✓	Don't do this X
<i>arrive on time</i>	<i>chew gum</i>

**3** Look at the pictures in the quiz. How many school rules in Exercise 2 can you match with them?

**4** **9.4** Work in pairs and do the quiz. Are the sentences true (T) or false (F)? Listen and check.

**5** **9.4** Listen again and answer the questions.

- Name four other parts of the school that Japanese students help to clean.
- When do some American students sing the national anthem?
- Why can't you chew gum in Singapore?
- Which day don't some French schoolchildren have to go to school?
- Apart from at school, when do Thai children take off their shoes?
- Why do teachers in China think it's good for students to have a sleep after lunch?



## SCHOOLS AROUND THE WORLD

Could you live in another country? Do you know the customs and rules? Try our quiz to find out.

### TRUE or FALSE?

- In Japan, schoolchildren must clean their classrooms for fifteen to twenty minutes every day.
- Students in the USA have to sing the national anthem every morning.
- In Singapore, students and teachers are allowed to chew gum in class.
- In France, a lot of primary school children only go to school for four days a week.
- In Peru, if students want to ask a question, they must put both hands up.
- In Thailand, children have to take off their shoes before they go into class.
- In some Scottish schools, students who drop litter must pay a fine of £80.
- In a lot of Chinese schools, children can have a 30-minute sleep on their desks after lunch.

# Different countries, different rules

## VOCABULARY and LISTENING

### School rules

Sts learn expressions for school rules and listen to people talking about a quiz on schools around the world. They practise the skill of listening for the answers to a quiz. They learn how to use *have to*, *don't have to*, *must* and *mustn't* to talk about rules, and practise pronunciation of *must* and *mustn't*. They then talk about their own rules at school and at home. They also learn indefinite pronouns and practise using them.

#### Vocabulary

School rules (*arrive on time, chew gum, dress smartly, drop litter, follow instructions, forget your books, keep your classroom tidy, pay attention, put your hand up, run in the corridors, use bad language, wear jewellery*)

#### Listening text

A conversation about a quiz

#### Listening skill

Listening for the answers to a quiz

#### WARMER

Ask: *Do you think your school is very strict? Why?* Elicit a few answers from individual sts. Prompt them with more questions if necessary, e.g. *Are there rules about what you can wear? What about the time you start school? What about homework?* Discuss the questions with the class and encourage sts to give their opinions.

- 1 **9.3** Sts could work in pairs to match the verbs with the words to make expressions for school rules. Play the audio for sts to listen and check. Read through the expressions with the class and make sure sts understand them all, then play the audio again for sts to repeat.

#### Answers

- |                         |                              |
|-------------------------|------------------------------|
| 1 g arrive on time      | 7 a keep your classroom tidy |
| 2 j chew gum            | 8 e pay attention            |
| 3 b dress smartly       | 9 l put your hand up         |
| 4 c drop litter         | 10 i run in the corridors    |
| 5 k follow instructions | 11 f use bad language        |
| 6 h forget your books   | 12 d wear jewellery          |

- 2 Put sts into pairs to copy the table into their notebooks and complete it with the expressions. To check the answers, write the two headings on the board and elicit the expressions to add under each one. Ask: *Are any of these rules NOT the same in your school?*

#### Answers

Do this: arrive on time, dress smartly, follow instructions, keep your classroom tidy, pay attention, put your hand up  
Don't do this: chew gum, drop litter, forget your books, run in the corridors, use bad language, wear jewellery

- 3 Sts could work in pairs to look at the pictures and match them with some of the rules in Exercise 2. Check the answers with the class.

#### Answers

- |                    |                            |
|--------------------|----------------------------|
| a dress smartly    | d keep your classroom tidy |
| b pay attention    | e run in the corridor      |
| c put your hand up | f chew gum                 |

- 4 **9.4 Listen for the answers to a quiz** Explain to sts that they are going to do a quiz about schools around the world. Put sts into pairs to read the quiz and guess if the sentences are true or false. When they have finished, explain that they will now hear two people talking about the quiz, and they must listen to check the answers. Point out that the people also talk about other things, add more information and give their opinions. Remind them to listen for country names and key words from the quiz to help them check the answers. Play the audio for sts to listen and check the answers. See TG page 280 for audio script. Check the answers with the class, playing the audio again if necessary and pausing to confirm the answers.

#### Answers

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 T | 3 F | 5 F | 7 T |
| 2 F | 4 T | 6 T | 8 T |

- 5 **9.4** Allow sts time to read the questions, then play the audio again for sts to listen and answer the questions. Allow sts to compare their answers in pairs then check answers with the class, playing the audio again and pausing if necessary to confirm the answers. Alternatively, sts could work in pairs and answer the questions from memory, then listen again to check their answers. Ask: *Which of the rules in the quiz do you think are a good idea? Why?*

#### Answers

- corridors and stairs, windows, bathrooms
- at sports events
- Because it's against the law.
- Wednesday
- when they visit someone's home
- Because it helps students to remember information and to be happier.

#### V L Vocabulary and Listening practice: WB p.77

Sts will find more practice for listening, and practice of vocabulary for school rules here. Set these exercises for homework.

#### LS Language summary: Unit 9 SB p.135

**GRAMMAR** *have to* and *don't have to*; *must* and *mustn't*

**I can** talk about obligation and rules.

**Now watch the grammar animation.**

**1** Read the grammar box. Copy and complete the rules with the words in the box.

different    necessary    not necessary    similar

**Affirmative**

She **has to** take her shoes off in class.  
Children **have to** clean their classrooms.  
Students in Japan **must** keep their school clean.

**Negative**

He **doesn't have to** go to school on Wednesday.  
Students **don't have to** sing the national anthem.  
In Singapore, you **mustn't** chew gum.

**Questions**

**Do you have to** do any homework tonight?  
**Does she have to** go to school on Wednesday?

**Short answers**

Yes, I **do**. / No, I **don't**.  
Yes, she **does**. / No, she **doesn't**.

**Rules**

We use *have to* to say that something is <sup>1</sup> ... .  
We use *don't have to* to say that something is <sup>2</sup> ... (but you can do it if you want to).  
*Have to* has a <sup>3</sup> ... meaning to *must*.  
*Don't have to* and *mustn't* have completely <sup>4</sup> ... meanings.

**2** **9.5** Complete the text with the words in the box. Listen and check.

doesn't have to    don't have to    has to (x2)  
have to (x2)    mustn't (x3)

**A YEAR IN THE USA**

*Fifteen-year-old Archie from Sheffield, in the UK, is spending a year in the USA. What's his new school like?*

'In Sheffield, we don't start school until 8.45. Here, school starts at 7.30, so I <sup>1</sup> ... get up really early!' says Archie. He <sup>2</sup> ... leave the house at 6.55 to get the bus and he <sup>3</sup> ... be late. 'Students who are late <sup>4</sup> ... sit in a separate room for the rest of the lesson,' says Archie.

His school in Sheffield has a uniform. In his new school, Archie <sup>5</sup> ... wear a uniform, but he <sup>6</sup> ... wear sensible clothes. 'We <sup>7</sup> ... wear jeans with holes in them, for example, and girls <sup>8</sup> ... wear short skirts.'

What's the best thing about his new school? 'There are a lot of after-school clubs. You <sup>9</sup> ... join, but it's a good way to make friends and have fun.'

**3 PRONUNCIATION** *must* and *mustn't*

**9.6** Listen and repeat. Which letter don't we pronounce in *mustn't*?

You must be on time. You **mustn't** be late.

**4** **9.7** Listen and write the sentences you hear.

**5** Work in pairs and make sentences. What do you have to do at school and at home?

<p><b>At school</b> We have to ... We mustn't ...</p>	<p><b>At home</b> I have to ... I don't have to ...</p>
---	---

**Indefinite pronouns**

**I can** use indefinite pronouns to refer to people, places and things.

**6** Read the examples. Copy and complete the grammar box with the words in **bold**.

**Indefinite pronouns**

It's traditional to take off your shoes when you visit **someone's** home.  
You aren't allowed to chew gum **anywhere**.  
Students don't have to do **anything**.

	people	places	things
<b>Affirmative</b>	<sup>1</sup> ... / somebody	somewhere	something
<b>Negative / Questions</b>	anyone / anybody	<sup>2</sup> ...	<sup>3</sup> ...

**7** Complete the sentences with an indefinite pronoun.

- I was two minutes late for class, but luckily my teacher didn't say ... .
- I know ... who goes to school in France.
- Did you go ... at the weekend?
- I'm really hungry. I need ... to eat.
- Let's go ... quiet where we can talk.
- Has ... seen my phone? I can't find it.

**FAST FINISHER**

Think of places in your town. Write things you **have to**, **mustn't** and **don't have to** do there.

*You don't have to pay to go to the museum.*



**LS** Language summary: Unit 9 SB p. 135

## GRAMMAR *have to* and *don't have to*; *must* and *mustn't*

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *We mustn't eat too much!*, including the form and use of *have to*, *don't have to*, *must* and *mustn't*, and indefinite pronouns. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 312 for animation script.

- 1 Read out the affirmative sentences in the grammar box with the class. Point out that *must* means the same as *have to*. Then read out the negative sentences. Point out that *don't/doesn't have to* means something is not necessary, but *mustn't* means that something is not allowed. Read out the rules and elicit the answers.

#### Answers

- |                 |             |
|-----------------|-------------|
| 1 necessary     | 3 similar   |
| 2 not necessary | 4 different |

Ask questions to check concept.

**Concept check questions:** *We have to take our shoes off - We must take our shoes off - same meaning? (yes). Does it mean it's necessary to do this? (yes). How can I say it isn't necessary for us to take our shoes off? (We don't have to take our shoes off.) How can I say we aren't allowed to take our shoes off? (We mustn't take our shoes off.) How can I ask if it's necessary to take our shoes off? (Do we have to take our shoes off?)*

- 2 Read out the first sentence and elicit the answer as an example. Sts then read the text and write the correct words in their notebooks. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

- |           |                   |                 |
|-----------|-------------------|-----------------|
| 1 have to | 4 have to         | 7 mustn't       |
| 2 has to  | 5 doesn't have to | 8 mustn't       |
| 3 mustn't | 6 has to          | 9 don't have to |

### PRONUNCIATION

- 3 **9.6** Read the question then play the audio. Check, then play the audio again for sts to repeat.

#### Answer

We don't pronounce the first /t/ in *mustn't*.

- 4 **9.7** Play the audio for sts to listen and write the sentences. See TG page 280 for audio script. Check the answers, writing the sentences on the board for sts to check their spellings.

#### Answers

- We mustn't chew gum.
- We must wear a uniform.
- We mustn't forget our books.
- We must tidy our classroom.

- 5 Read out the task and elicit one or two sentences as examples. Sts then work in pairs to make sentences. Ask some sts to read their sentences to the class, and ask other sts if the rules are also true for them.

## Indefinite pronouns

- 6 Read out the examples with the class and point out that we use indefinite pronouns when we are not referring to one particular person, thing or place. Point out that we use *someone/anyone* for people, *something/anything* for things and *somewhere/anywhere* for places. Sts could work in pairs to complete the grammar box with the correct words. Check answers.

#### Answers

- 1 someone    2 anywhere    3 anything

Ask questions to check concept.

**Concept check questions:** *Which indefinite pronouns do we use to talk about people? (someone/anyone, somebody/anybody). Which do we use to talk about places? (somewhere/anywhere). I think Jack lives something near here - correct? (no - somewhere near here). I'm hungry, but there isn't something to eat - correct? (no - there isn't anything to eat).*

- 7 Read out the first gapped sentence and elicit the correct indefinite pronoun as an example. Sts then copy the sentences into their notebooks and complete them. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

- |                    |                  |
|--------------------|------------------|
| 1 anything         | 4 something      |
| 2 someone/somebody | 5 somewhere      |
| 3 anywhere         | 6 anyone/anybody |

### FAST FINISHER

Sts can practise the grammar further by writing some sentences about places in their town. Weaker sts could work in pairs and write one or two of the rules at their school.

- G Grammar practice:** WB p.78

Sts will find more practice for *have to*, *don't have to*, *must* and *mustn't*, and indefinite pronouns here. Set these exercises for homework.

- LS Language summary:** Unit 9 SB p.135

# KEEP TALKING!

## A school exchange

### READING and LISTENING

I can understand a letter about a school exchange.

- 1** Discuss as a class. Does your school organize trips out of school? What about exchange trips with schools in other countries?



OAK PARK SCHOOL

Oak Park School  
Park Road  
Dublin  
Ireland

Telephone: 353 20 917 9935

Email: office@oakpark.dublin.ie

### Exchange trip to Valencia, Spain

26th April – 3rd May (in Valencia) and 22nd – 29th June (in Dublin)

Dear Parents

We are pleased to offer your son/daughter the chance to take part in an exchange with a school <sup>1</sup> ... Valencia. This is a great opportunity for students to learn about life in Spain, improve their Spanish, and make <sup>2</sup> ... Spanish friends.

The exchange is open to students aged fifteen and above who <sup>3</sup> ... studying Spanish. They will stay with a Spanish family. The Spanish students <sup>4</sup> ... then stay in your home during their visit to Dublin. Students <sup>5</sup> ... follow the family's rules during their stay.

In Valencia, we will spend one day at school. On the other days, <sup>6</sup> ... will be trips to visit the region. The cost of the exchange includes all flights, trips <sup>7</sup> ... meals. Students will need a small amount of money to spend, and they must have <sup>8</sup> ... passport.

We have run the trip <sup>9</sup> ... ten years, and it is always very popular. If you would <sup>10</sup> ... to reserve a place for your son/daughter, please contact the school office.

Yours sincerely

*Ms Silvia Young*

Head of Spanish



- 2** Look at the letter about a school exchange and answer the questions.

- |   |  |
|---|--|
| 1 Who is the letter to?                                   | 4 When is the exchange?                            |
| 2 Who is the letter from?                                 | 5 How old do you have to be to go on the exchange? |
| 3 Which two countries and cities is the exchange between? |  |

- 3** Read the letter again. In your notebook, write one word for each gap.

- 4** **9.8** Listen and check your answers.

- 5** **9.9** Listen to the dialogue. When did Sara arrive in Spain? Where is she now?

- 6** **9.9** Listen again and answer the questions.

- 1 What is Sara's host family like?
- 2 Why is Sara tired?
- 3 What is her exchange student's name?
- 4 What are the house rules?
- 5 What are they going to do tomorrow?

- 7** **GET CREATIVE** Work in small groups. Plan a five-day programme of trips for students from the UK who are visiting your town. Present your ideas to the class.

## KEEP TALKING!

## A school exchange

## READING and LISTENING

Sts read a letter about a school exchange and answer comprehension questions on it. They complete the letter with some missing words, then listen to check. They listen to a dialogue with a student on the school exchange, then plan a programme of events for some sts from the UK who are visiting their town. They then learn how to talk about rules. They read and hear a model dialogue and personalize the Useful language by following the steps in the Speaking plan to practise talking about rules.

 **WARMER**

Ask: *What other countries have you visited? What did you enjoy there?* Elicit answers from individual sts and encourage them to talk about their own experiences of visiting other countries. Ask: *Have you ever visited a school in another country?* If some sts have done this, encourage them to tell the class about their experiences. If no sts have done this, ask: *Which country would you most like to visit a school in? Why?*

- 1 Discuss the questions as a class. If the sts' school does organize trips and exchange trips, encourage sts to talk about them and express their opinions. If the school doesn't organize trips, ask: *Would you like to go on school trips? Where would you like to go? Why?*
- 2 Ask sts to read the letter and answer the questions. Tell them to ignore the gaps in the letter for the moment. Allow sts to compare their answers in pairs, then check with the class.

**Answers**

- 1 Parents of students at Oak Park School
- 2 Ms Silvia Young, the Head of Spanish
- 3 Dublin, Ireland and Valencia, Spain
- 4 26th April – 3rd May (in Valencia) and 22nd – 29th June (in Dublin)
- 5 15

- 3 Read out the first gapped sentence and elicit the missing word. Point out that it is a preposition and explain that all the missing words are small, grammatical words like this. Sts could work in pairs to read the letter again and write the missing words in their notebooks. Don't check the answers yet.

**Answers**

- |        |         |
|--------|---------|
| 1 in   | 6 there |
| 2 some | 7 and   |
| 3 are  | 8 a     |
| 4 will | 9 for   |
| 5 must | 10 like |

- 4  9.8 Play the audio for sts to listen and check their answers. Check the answers with the class.

- 5  9.9 Read out the question, then play the audio. See TG page 280 for audio script. Elicit the answer to the question.

**Answer**

She arrived in Spain a few hours ago. She is at her exchange student's home in Valencia.

- 6  9.9 Play the audio again for sts to listen and answer the questions. Check answers.

**Answers**

- 1 They're really friendly.
- 2 Because she has to speak Spanish with the family all the time.
- 3 Elena
- 4 She has to help around the house and keep her room tidy.
- 5 They're going on a walking tour of the Old Town and they're going to try some local food.

## 21st Century skills

7  **GET CREATIVE**

Put sts into small groups and read out the task. You could work as a class first and brainstorm some ideas for places to visit and things to do in the sts' town or city. Sts then work in their groups. Monitor and help while they are working. Ask groups in turn to tell the class about their programme of visits and trips. The class could vote for the one that sounds the most fun.

**Optional extension**

Sts could write up their programme as a leaflet to present to the sts from the UK when they arrive. Encourage them to include a general introduction welcoming the sts, some general information about their town or city, some information about traditional foods, festivals, etc., and some information about rules in the town or city. You could use the leaflets for a classroom display.

## SPEAKING Talking about rules

I can talk about rules.

- 1 **9.10** Fran, from Spain, is in Dublin on the school exchange. Listen and read. What are some of the things he must and mustn't do in Adam's home?

**Adam:** Welcome to our home, Fran.  
**Fran:** Thank you. It's a really nice house.  
**Adam:** There are a few rules that I must tell you about. Firstly, you have to take your shoes off when you come in the house, and you aren't allowed to eat food in your bedroom.  
**Fran:** No problem. Is it OK to play music?  
**Adam:** Yes, that's fine, but Mum and Dad go to bed quite early, so we mustn't make a noise after 9 p.m.  
**Fran:** No worries.  
**Adam:** We usually have dinner at about 6.30. You don't have to help with the cooking – Mum and Dad do that – but we all have to help tidy up afterwards.  
**Fran:** It's the same at my house. My sister and I have to lay the table and load the dishwasher.  
**Adam:** Cool. Anyway, those are all the rules. Let's go and have some fun. Do you fancy a game of football at the park?  
**Fran:** Great idea!



- 2 **9.11** Listen and repeat the **Useful language**.

### Useful language

#### Talking about rules

You have to ...  
 You aren't allowed to ...  
 Is it OK to ...?  
 You mustn't ...  
 You don't have to ...  
 We all have to ...

- 3 **9.12** Copy and complete the dialogue with the words in the box. Listen and check.

aren't allowed    don't have to    Is it OK  
 must (x2)    mustn't

**Coach:** Welcome to the judo club. There are some rules I must tell you about. Firstly, you <sup>1</sup> ... to wear shoes on the judo mat, and you <sup>2</sup> ... wear any jewellery. Girls <sup>3</sup> ... wear a white T-shirt under their judo top, but boys <sup>4</sup> ... wear one if they don't want to. Yes?  
**Pupil:** <sup>5</sup> ... to have long hair?  
**Coach:** Yes, but you <sup>6</sup> ... tie it back behind your head. Is that clear?  
**Class:** Yes!

- 4 Work in pairs. Welcome an exchange student to your school and explain some of the rules. Follow the steps in the **Speaking plan**.

### Speaking plan

#### Prepare

- > Make notes about your school rules:
  - things you have to do
  - things you aren't allowed to / mustn't do
  - things it's OK to do

#### Speak

- > Welcome the student to your school and start the dialogue.
- > Use phrases from the **Useful language** box.
- > Practise your dialogue. Then act it out without notes.

#### Reflect

- > How can you improve next time?
- > Swap roles and choose a new activity.

Now play *Keep moving!*

### FAST FINISHER

Imagine you are the manager of a sports centre. Write some rules for using the gym, the swimming pool, etc.

## SPEAKING Talking about rules

- 1  9.10 Read out the task and explain to sts that they will hear a conversation between Fran and Adam. With stronger classes, you could play the dialogue with books closed and elicit the answer. With weaker classes, you could play the dialogue for sts to listen and read.

### Answer

**Must:** take his shoes off when he comes into the house, be quiet after 9pm, help to clean up after dinner

**Mustn't:** eat food in his bedroom

- 2  9.11 Focus on the Useful language box. Play the audio once for sts to listen to the phrases. Ask sts if they remember or can see any of the phrases in the dialogue in Exercise 1. Read through the Useful language box with the class and check sts understand all the phrases. Then play the audio again for sts to repeat. Ask questions to check concept.

**Concept check questions:** *Which phrase can I use to say that something is necessary? (You have to ...). Which phrase means that something is necessary for everyone? (We all have to ...). Which phrase means that something isn't necessary? (You don't have to ...). Which phrase can I use to ask if I can do something? (Is it OK to ...?) Which phrase means that something is against the rules? (You aren't allowed to ...).*

- 3  9.12 Explain to sts that they will now read a dialogue between a judo coach and someone who is joining the club. Ask sts to write the dialogue in their notebooks and complete it with the correct words. Play the audio for sts to listen and check their answers.

### Answers

- 1 aren't allowed
- 2 mustn't
- 3 must
- 4 don't have to
- 5 Is it OK
- 6 must

- 4 Sts follow the steps in the Speaking plan to practise talking about rules.

### Speaking plan

#### Prepare

Sts work in pairs to make notes about their school rules, using the Useful language in Exercise 2 to help them.

#### Speak

Sts practise their dialogues. Encourage them to practise once with their notes, then again without their notes. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

#### Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. Sts swap roles and follow the steps again with some different rules. If they record their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their dialogues for the class if they feel confident.

### Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

### FAST FINISHER

Sts can practise talking about rules further by writing some rules for a gym or swimming pool. Weaker sts could work in pairs and think of three rules for visitors coming to their houses.

### **S** Speaking practice: WB p.79

Sts will find more practice for talking about rules here. Set these exercises for homework.

### **LS** Language summary: Unit 9 SB p.135

# Multicultural USA

I can compare a community in the USA to a community in my country.

## LATINO AMERICANS IN THE USA

The United States is the most multicultural nation in the world. Many Americans belong to two cultures: the country they call home, and the country their parents or grandparents came from. One of the most important groups are Latino Americans, whose culture has had an important influence on the USA. How? Let's take a look.

There are about 59 million Latino Americans in the USA – Americans whose families originally come from South and Central America, Mexico and parts of the Caribbean. That's 18% of the population!

Spanish speakers have been in North America for longer than English speakers, and their influence is everywhere – from the names of American cities, such as Los Angeles and San Francisco, to music, to food.



### FOOD

Americans love to visit Latin American restaurants, particularly Mexican, Cuban and Peruvian, or cook Latino food at home. Mexican dishes such as *tacos* and *burritos* are part of American life. *Ceviche* – raw fish with lime juice – comes from Peru and is another popular dish.

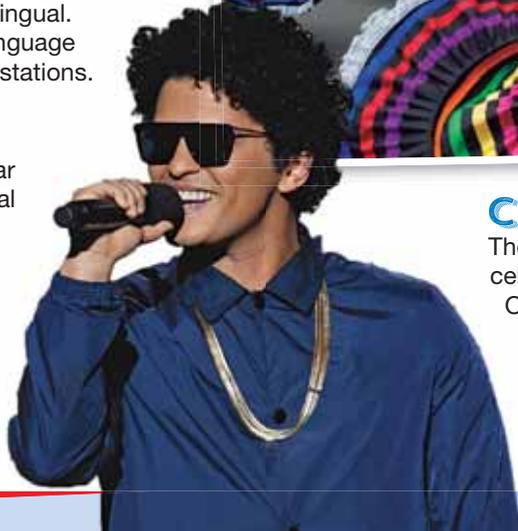
### LANGUAGE

Spanish is the second most spoken language in the United States. Many Latino families speak Spanish at home, so a lot of Latino Americans are bilingual. There are even Spanish-language and bilingual TV and radio stations.



### MUSIC

Latino music is very popular in the USA – from traditional salsa dance music and reggaeton, to Tex-Mex (a type of Mexican folk music) and Latino pop. Best-selling Latino musicians include Selena Gomez, Camila Cabello, Pitbull and Bruno Mars.



### CELEBRATIONS

There are lots of festivals that celebrate Latino culture in the USA. One of the biggest festivals is *Cinco de Mayo*, which happens every year on or around 5 May with parades, parties and traditional Mexican *mariachi* music.

## Multicultural USA

Sts read an article about the Latino community in the USA. They compare cultures by talking about bilingual communities in their country. They also listen to an interview with someone who moved to the USA from Vietnam. This lesson also features an optional culture video about Latino Americans playing football in the Arctic: see SB page 97.

 **WARMER**

Ask: *What do you know about the USA? What are the cities? The famous places? Important people? The culture? The sports?* Put sts into groups and give them two or three minutes to discuss what they know about the USA and make notes. Ask groups in turn to tell the class their ideas. Ask: *Why do you think the USA is sometimes called a nation of immigrants?* Elicit that most of the people who live in the USA originally came from other countries.

- 1 Sts could work in pairs to name as many countries in Latin America as they can, or you could do it as a class activity.

**Possible answers**

Brazil, Mexico, Colombia, Argentina, Peru, Venezuela, Chile, Guatemala, Ecuador, Cuba, Bolivia, Haiti, Dominican Republic, Honduras, Paraguay, El Salvador, Nicaragua, Costa Rica, Panama, Puerto Rico, Uruguay, Guadeloupe, Martinique, French Guiana, Saint Martin and Saint Barthelemy

- 2  **9.13** Explain to sts that they are going to read about the Latino American community in the USA. Explain that *Latino* is an informal word for an American who is originally from Latin America. Allow sts time to read the two questions, then play the audio for sts to read and listen. Sts then answer the questions. Check the answers with the class, eliciting the part of the text which confirms each answer.

**Answers**

- Spanish
- names of American cities, food, music, and celebrations

- 3 Read out the task, then read out the example answer and point out how the example sentence uses a sentence beginning, a verb from the box and a sentence ending. Sts read the article again and write the sentences in their notebooks. Check answers with the class, eliciting the part of the article which confirms each answer.

**Answers**

- f Americans love Latino food.
- b *Tacos* and *burritos* come from Mexico
- e A lot of Latino Americans speak English and Spanish.
- c Camila Cabello and Bruno Mars sing Latino pop.
- a *Cinco de Mayo* parades take place in May.

- 4 **Word Power** Elicit the first language as an example. Sts could then work in pairs to complete the task. Check the answers with the class. You could brainstorm some more languages that use the same endings, e.g. *Swedish, Portuguese, Japanese*.

**Answers**

- |              |            |
|--------------|------------|
| 1 English    | 6 Korean   |
| 2 Spanish    | 7 German   |
| 3 Chinese    | 8 Arabic   |
| 4 French     | 9 Russian  |
| 5 Vietnamese | 10 Italian |

1 Look at the title of the article. How many countries in Latin America can you name?

2 **9.13** Read and listen to the article and answer the questions.

- 1 After English, what is the most spoken language in the USA?
- 2 What are some of the ways speakers of this language have influenced the USA?

3 Read the article again. Match 1-6 to a-e, then complete the sentences with the verbs in the box.

1 d 59 million Latino Americans live in the USA.

come live love sing speak take place

- |                                     |                        |
|-------------------------------------|------------------------|
| 1 59 million Latino Americans ...   | a in May.              |
| 2 Americans ...                     | b from Mexico.         |
| 3 Tacos and burritos ...            | c Latino pop.          |
| 4 A lot of Latino Americans ...     | d in the USA.          |
| 5 Camila Cabello and Bruno Mars ... | e English and Spanish. |
| 6 Cinco de Mayo parades ...         | f Latino food.         |

4 **Word Power** Look at the list of some of the most spoken languages in the USA. Complete the languages with the correct ending.

## Most spoken languages in the USA

	1 Engl	6 Kore	- an	- ch
	2 Span	7 Germ	- ese	- ish
	3 Chin	8 Arab	- ian	- ic
	4 Fren	9 Russ		
	5 Vietnam	10 Ital		





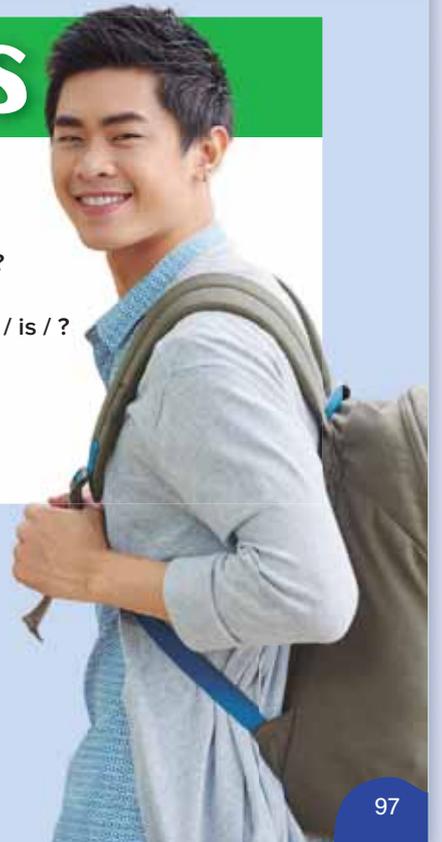
5 **COMPARE CULTURES** Are there bilingual communities in your country? What languages do they speak? Are there TV and radio stations in other languages?

6 You are going to listen to an interview with Dang, who moved to the USA from Vietnam. Before you listen, put the words of the interviewer's questions in the correct order.

# INTERVIEW QUESTIONS



- 1 did / When / you / to the USA / move / ?
- 2 was / when you arrived / the hardest thing / What / ?
- 3 How / from Vietnam / different / school / in the USA / is / ?
- 4 miss / about Vietnam / What / you / do / ?
- 5 you / do / What / about the USA / like most / ?



7 **9.14** Listen and check your answers to Exercise 6.

8 **9.14** Listen again. Make notes about Dang's answers to each question.

 Now watch the culture video.

### **FAST FINISHER**

Think of more questions to ask Dang about his experience in the USA.

# REAL CULTURE!

## 21st Century skills



### 5 COMPARE CULTURES

Discuss the questions with the class. Prompt sts with more questions if necessary, to encourage them to think about the different bilingual communities in their country, the countries they come from, the languages they speak, etc.

### EXTRA PRACTICE

Put sts into pairs. They take turns to try to talk for one minute about what they have learned about the Latino community in the USA and compare this with bilingual communities in their own country. If your sts use smartphones in class, they could record their conversations. They can watch their videos back and discuss in their pairs how they could improve. If there is time, they could repeat the activity and try to improve.

6 Explain to sts that they are going to listen to an interview with someone who moved from Vietnam to the USA. Ask them to write the questions in the correct order in their notebooks. Don't check the answers yet.

7 9.14 Play the audio for sts to listen and check their answers to Exercise 6. See TG page 281 for audio script. Check the answers with the class.

#### Answers

- 1 When did you move to the USA?
- 2 What was the hardest thing when you arrived?
- 3 How is school in the USA different from Vietnam?
- 4 What do you miss about Vietnam?
- 5 What do you like most about the USA?

8 9.14 Ask sts what they can remember about Dang's answers to the questions. Elicit a few ideas, then play the audio again for them to listen and make notes on his answers. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again and pausing if necessary to confirm the answers.

#### Answers

- 1 2 years ago
- 2 Starting school – he didn't speak much English, so it was hard to make friends and understand the lessons.
- 3 Schools are very different. In Vietnam, students stay in the same classroom and don't really discuss things. In the USA, they move classroom after each subject and discuss opinions with classmates and teachers.
- 4 He misses his friends, the rest of his family and Vietnamese street food.
- 5 He has lots of friends, there is always something to do and there are lots of opportunities.

### Culture video

This lesson features an optional culture video about playing football in the Arctic. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Arctic football* on TG pages 302 and 308.

### FAST FINISHER

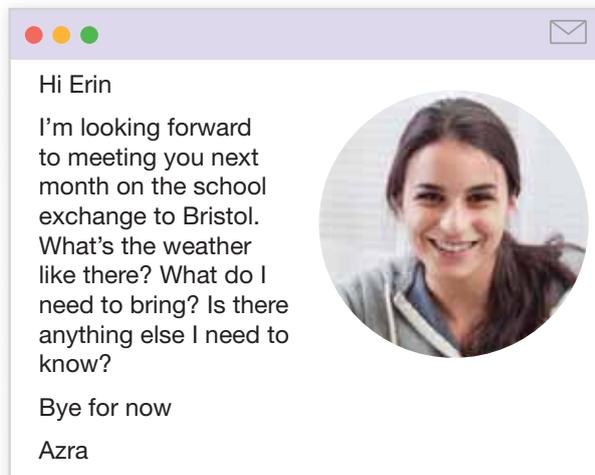
Sts who finish early can think of more questions to ask Dang. They could also think about how he might answer. Weaker sts could work in pairs and role play the interview with Dang, using the questions from the interview and their notes on his answers.

# What do I need to bring?

## WRITING An email

**I can** write an email to someone who is coming to my country.

- 1** Read the email from Azra in Italy. Who is Erin? Why is Azra writing?



Hi Erin

I'm looking forward to meeting you next month on the school exchange to Bristol. What's the weather like there? What do I need to bring? Is there anything else I need to know?

Bye for now

Azra

- 2** Read Erin's reply. Does she answer Azra's questions?



Hi Azra

I'm looking forward to meeting you, too. It's going to be fun!

Unfortunately, it usually rains a lot in November, so you should bring a raincoat. I suggest that you pack a hat and some gloves, too, as it can be cold. Hopefully, you won't need them.

Do you want to play basketball when you're here? I play every Wednesday at my local sports centre, so if you want to play, bring your sports kit. I have to wear a uniform to school, but luckily, exchange students don't have to! It's a good idea to bring some money, but you won't need much. You don't have to pay for any meals or trips, so it's just for shopping or snacks.

The only other thing to tell you is that we've got a dog, Bella. I sometimes have to take her for a walk after school. I hope you like dogs – she's very cute!

See you soon

Erin

- 3** Look at the **Useful language**. How do you say these expressions in your language?

### Useful language

#### Giving information

You should ...  
I suggest that you ...  
You won't need ...  
You have to / don't have to ...

- 4** Study the **Look!** box. Find one more adverb in Erin's email for introducing a sentence.

### Look! Opinion adverbs

We sometimes use adverbs to give an opinion at the start of a sentence.

*Unfortunately, it usually rains a lot in November.*  
*Luckily, exchange students don't have to wear a uniform!*

- 5** Rewrite the sentences. Use an opinion adverb.

It's unfortunate that we have to get up early.  
*Unfortunately, we have to get up early.*

- 1 It's lucky that I live near a bus stop.
- 2 I hope that the bus won't be late.
- 3 It's unfortunate that I've got a lot to do tonight.
- 4 I hope that the weather will be nice tomorrow.
- 5 It's lucky that he passed the exam.

- 6** Write your own reply to Azra's email in Exercise 1. Follow the steps in the **Writing plan**.

### Writing plan

#### Prepare

- Imagine Azra is visiting your school. Make notes about the three questions she asks.

#### Write

- Organize your answers to Azra's questions in three paragraphs.
- Use the expressions from the **Useful language** box.
- Start and finish your email in a friendly way:
  - Dear ... / Hi ...
  - Bye for now / See you soon / Best wishes

#### Check

- Check your grammar: *have to* and *don't have to*.
- Check opinion adverbs and your spelling.

**W** Writing summary WB p. 92

**R** Review: Units 7–9 SB pp. 104–105

**P** Project: Units 7–9 SB pp. 110–111

**L** Literature: Units 7–9 SB pp. 116–117

**E** Exams: Unit 9 SB p. 126

**LS** Language summary: Unit 9 SB p. 135

# What do I need to bring?

## WRITING An email

Sts read an email from a student who is going on a school exchange, and the reply from a student at the school they are visiting. They learn useful language for giving information and study opinion adverbs. They then follow the steps in the Writing plan to write an email to a student who is visiting their school.

### Writing

An email

### Useful language

Giving information (*You should ..., I suggest that you ..., You won't need ..., You have to / don't have to ...*)

### Look!

Opinion adverbs

### WARMER

Say: *Imagine I am a student from another country and I'm coming to visit your school. What do you think you should tell me about your school? Elicit a few ideas, and ask more questions to prompt them to say more, e.g. What do I need to bring with me to school each day? What should I wear? What rules do I need to know?*

- 1 Read out the questions, then ask sts to read the email and answer the questions. Check the answers with the class.

### Answers

Azra is Erin's school exchange partner. Azra is writing to ask about the weather, what she needs to bring, and whether there is anything else she should know.

- 2 Ask sts to look back at Azra's email and identify the questions (*What's the weather like? What do I need to bring? Is there anything else I need to know?*) Then ask sts to read Erin's reply to see if she answers all Azra's questions.

### Answers

Yes, she answers all the questions (She says the weather is wet and it might be cold, Azra should bring her sports kit and some money, Erin has got a dog).

- 3 Read the Useful language box with sts about language for giving information. Ask sts to find the expressions in Erin's email and read them in context. Ask sts how they say these expressions in their first language.
- 4 Read the examples in the Look! box with sts. Explain that opinion adverbs usually come at the beginning of a sentence and give the writer's opinion about a whole sentence. Ask sts to find one more opinion adverb in Erin's email. Point out that we use a comma after opinion adverbs.

**Answer**  
hopefully

Ask questions to check concept.

**Concept check questions:** Luckily, it's sunny today – what opinion is the writer giving? (it's lucky). I can't come to the cinema with you – what adverb can I add to show that this is sad or a shame? (unfortunately).

- 5 Sts write the sentences in their notebooks, using opinion adverbs. Check answers with the class.

### Answers

- 1 Luckily, I live near a bus stop.
- 2 Hopefully, the bus won't be late.
- 3 Unfortunately, I've got a lot to do tonight.
- 4 Hopefully, the weather will be nice tomorrow.
- 5 Luckily, he passed the exam.

- 6 Students write their own reply to Azra's email, following the steps in the Writing plan.

### Writing plan

#### Prepare

Sts think about their own school and makes notes about the three questions that Azra asks.

#### Write

Read through the paragraph plan with the class, then refer back to Erin's email and show how it follows the plan. Sts then write their email using Erin's email in Exercise 2 as a model. Remind them to start and finish their email with a suitable phrase. Refer sts back to the Useful language box and the Look! box and encourage them to use them. Remind them to use *have to* and *don't have to* to talk about rules.

#### Check

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. They swap their emails with a partner and give feedback on the use of *have to* and *don't have to* and opinion adverbs.

### W Writing practice: WB p.80

Sts will find more practice for writing here. Set these exercises for homework.

### W Writing summary: WB p.92

### R Review: Units 7–9 SB pp.104–105

### P Projects: Units 7–9 SB pp.110–111

### L Literature: SB pp.116–117

### E Exams: Unit 9 SB p.126

### LS Language summary: Unit 9 SB p. 135

# REVIEW

## UNITS 1-3

### READING

1 Read about Jen. Complete the text with the words in the box.

along couldn't doesn't every floor  
hard onto rubbish there was was  
washing up were chatting while working

### How I got my job

Jen Evans is a lifeguard. She tells us how she got her job.

When I left school, my first job was as a kitchen assistant in a restaurant. I did the <sup>1</sup> ..., took out the <sup>2</sup> ... and at the end of the evening, I washed the kitchen <sup>3</sup> ..., ready for the next day. I didn't really like the job, but I couldn't think what else to do.

One day I <sup>4</sup> ... at the beach with some friends. We <sup>5</sup> ... when I heard a shout. There was a boy in the water and he <sup>6</sup> ... swim. I'm a good swimmer, so I quickly ran <sup>7</sup> ... the beach and dived into the sea. I pulled the boy <sup>8</sup> ... the sand and luckily he was OK.

<sup>9</sup> ... a lifeguard on the next beach. He heard what happened and arrived <sup>10</sup> ... I was saving the boy. I talked to him about his job and that's when I decided I wanted to be a lifeguard. I trained <sup>11</sup> ... and now I'm <sup>12</sup> ... on a beach in Cornwall, south-west England.

I love being a lifeguard. It <sup>13</sup> ... feel like a job. I get up early and watch the sunrise <sup>14</sup> ... morning. The beach is my office!



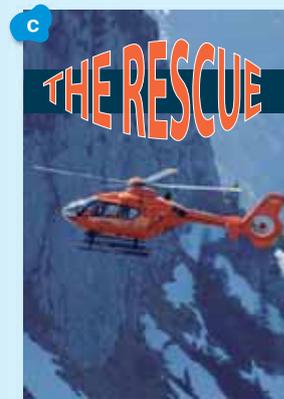
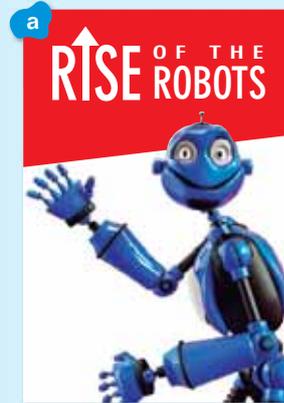
2 Complete the sentences with one word.

- Jen ... enjoy her first job.
- She was ... to her friends when she heard the boy in the water.
- Luckily, Jen could swim ... .
- Jen ... work in the restaurant now.
- She ... watches the sunrise in the morning.

### LISTENING

3 ① R1 Look at the film posters, then listen. What type of film is shown in each poster? Choose from the options below. There are three extra options.

action film animated film comedy  
documentary horror film romantic film  
science-fiction film



4 ① R1 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences. Listen and check.

- Max says that *Rise of the Robots* was funny.
- Kate likes animated films.
- Max says that *Our Last Summer* was romantic.
- Max watched *The Rescue* two nights ago.
- The men in *The Rescue* were both lawyers.
- Max's brother saw *Paris in Spring* last week.

5 ① R1 Answer the questions. Write full sentences. Then listen and check.

- What was the weather like at the weekend?
- When did Max watch *Rise of the Robots*?
- Who did he watch it with?
- Where do the characters in *Our Last Summer* go camping?
- When did the story of *The Rescue* happen?
- What was Nick doing when he fell?
- Why couldn't his friend move?

## REVIEW UNITS 1-3

**LESSON OVERVIEW:** This lesson reviews the grammar and vocabulary sts have learned in Units 1–3 of the book. Sts read an account of how someone became a lifeguard and listen to two people talking about films. They talk about things they usually do and things they did in the past, then imagine they have a job and write about their experiences of it. The lesson ends with a fun memory test of language sts have learned in Units 1–3.

### WARMER

Tell students they have to guess your job. Say: *In my job, I help people ...* Pause for students to guess the job. Then say: *I help people who are ill.* Pause again, then say: *I work in a hospital.* Keep giving clues until sts guess the job (*nurse*). Put sts into small groups. Ask them to choose a job and write some clues for their classmates to guess. Tell them not to make the clues too easy! Ask groups in turn to read their clues to the class. Other sts listen and guess the jobs.

## READING

- 1 Read out the title of the text and focus on the photo. Ask: *What do you think Jen's job is? How do you think she got this job?* Elicit a few ideas, then ask sts to read the text quickly, ignoring the gaps, to check their ideas. Discuss the answers and elicit what sts learned about Jen. Then ask them to read the text again and complete it with the correct words. Check answers.

### Answers

- |                 |             |
|-----------------|-------------|
| 1 washing up    | 8 onto      |
| 2 rubbish       | 9 There was |
| 3 floor         | 10 while    |
| 4 was           | 11 hard     |
| 5 were chatting | 12 working  |
| 6 couldn't      | 13 doesn't  |
| 7 along         | 14 every    |

- 2 Read through the sentences with the class. Sts complete the sentences about Jen from memory, using one word in each gap. Weaker sts could work in pairs for this. Ask some sts to read some of their sentences to the class and ask other sts if they think they are correct.

### Answers

- 1 didn't
- 2 chatting
- 3 well
- 4 doesn't
- 5 always

## LISTENING

- 3  R1 Focus on the pictures and elicit that they show film posters. Read through the words in the box with the class and check that sts understand them all. Explain to sts that they will hear two people talking about the films in the posters. Read out the question, then play the audio for sts to listen and choose the correct film type for each film. See TG page 281 for audio script. Check answers.

### Answers

- a animated film
- b horror film
- c documentary
- d comedy

- 4  R1 Allow sts time to read through the sentences, then play the audio again for them to listen and decide if the sentences are true or false. Remind them to correct the false sentences. Check answers with the class, playing the audio again and pausing if necessary for sts to hear the answers.

### Answers

- 1 T
- 2 F – She says she isn't keen on animated films.
- 3 F – He says it wasn't romantic, it was a horror film.
- 4 F – He watched it last night.
- 5 F – They were both journalists.
- 6 F – He saw it yesterday.

- 5  R1 Sts answer the questions using full sentences. Play the audio again for them to listen and check. Check answers with the class.

### Answers

- 1 The weather was terrible at the weekend.
- 2 He watched it on Saturday afternoon.
- 3 He watched it with his sister.
- 4 The characters go camping on the beach.
- 5 It happened three years ago.
- 6 Nick was climbing a mountain when he fell.
- 7 His friend couldn't move because he broke both legs.

### EXTRA PRACTICE

Put sts into pairs. They take turns to talk about a film they saw recently. They say what type of film it was, when they watched it, and what it was about. Their partner can listen and decide if they want to see the film, too. Ask some sts to tell the class about their film.

## ▶ SPEAKING

6 Work in pairs. Ask and answer questions about the things below.

A: *What time do you wake up on a school day?*

B: *I usually wake up at half past seven.*

### THINGS IN THE PRESENT

- 1 What time (you / wake up) on a school day?
- 2 How (you / usually / get) to school?
- 3 What (you / wear) today?

### THINGS THAT HAPPENED IN THE PAST

- 4 What (you / have) for dinner last night?
- 5 Which jobs around the home (you / do) last weekend?
- 6 What (can / you / do) when you were three?

### ACTIONS IN PROGRESS IN THE PAST

- 7 What (you / do) at eight o'clock this morning?
- 8 What (you / do) when (this lesson / start)?
- 9 (it / rain) at this time yesterday?

### THE WAY WE DO THINGS (ADVERBS)

- 10 What things do you usually do (slow)?
- 11 Do you usually do your homework (careful)?
- 12 Name something that you do (good), and something that you do (bad).

## ▶ WRITING

7 Imagine you have one of the jobs in the box, or choose a different job. Write about your job. Use the questions below and the text in Exercise 1 to help you.

farmer    journalist    mechanic  
nurse    police officer    shop assistant

- What is your name and your job?
- What were you doing before you became a ...?
- Why did you want to be a ...?
- What is a typical day for you?
- What did you do yesterday?
- What do you like about your job?



## TEST YOUR MEMORY!

Describe one thing you do every day and one thing you're doing now.

Name five types of film.

Choose an age, and say three things that you *could* or *couldn't* do.

Make three sentences using these adverbs: *easily, well, quietly.*

Say as many jobs as you can in 30 seconds.

Describe what was happening when you woke up this morning.

Name five adjectives to describe a book or a film.

Say five things you did last weekend.

Describe the jobs that you and your family do around the home.

Name five verbs of movement.

Say what *there* was or *wasn't* in your fridge this morning.

Name five adverbs or expressions of frequency.

## SPEAKING

- 6** Read out the task and explain to sts that they are going to ask and answer questions in pairs. Ask sts to read through all the questions and check they understand everything. Point out that some questions relate to the present and some to the past. Elicit the first question and elicit one or two answers as examples. With weaker classes, elicit all the questions, to check that sts can use the different verb forms correctly, and elicit one or two example answers from each section. Monitor while sts are working in pairs and note down any typical errors to correct in a feedback session at the end. When sts have finished asking and answering questions, ask some sts to tell the class something they learned about their partner. For extra practice, sts could repeat the activity with a new partner.

### Sample answers

- 1 What time do you wake up on a school day?  
I wake up at seven o'clock.
- 2 How do you usually get to school?  
I usually get to school by bus.
- 3 What are you wearing today?  
I'm wearing some trousers and a T-shirt today.
- 4 What did you have for dinner last night?  
I had some fish and vegetables.
- 5 Which jobs around the home did you do last weekend?  
I tidied my room and laid the table for dinner.
- 6 What could you do when you were three?  
I could write my name when I was three.
- 7 What were you doing at eight o'clock this morning?  
I was having breakfast.
- 8 What were you doing when this lesson started?  
I was looking at my phone.
- 9 Was it raining at this time yesterday?  
No, it wasn't raining. It was sunny.
- 10 What things do you usually do slowly?  
I usually walk to school slowly.
- 11 Do you usually do your homework carefully?  
Yes, I always do my homework carefully.
- 12 Name something that you do well, and something that you do badly.  
I play football well. I play tennis badly.

## WRITING

- 7** Read through the jobs in the box and check that sts understand them all. Elicit which jobs the pictures show. As a class, choose one of the jobs, then read out the questions and elicit some example answers. Sts then work individually to answer the questions and write about their job. Ask some sts to read their paragraph to the class.

### Sample answer

My name is Sam Jones and I'm a police officer. Before I became a police officer, I worked in a restaurant. I served food to customers. I wanted to be a police officer because one day someone came into the restaurant and stole some money. The restaurant owner was very upset. I wanted to help people like this. On a typical day, I work with other police officers and we try to catch criminals. Yesterday we caught two people who were stealing a car. I love my job because every day is different.

### TEST YOUR MEMORY

This is a fun way for sts to review the vocabulary and grammar from Units 1-3. They could do the task individually or in pairs, and you could do the activity as a race to provide extra motivation. Alternatively, sts could work in pairs and take turns to choose one of the tasks for their partner. With weaker classes, you could challenge sts to choose six tasks to complete from memory, then refer back to the units to help them complete the remaining tasks. Elicit a range of example answers for each task.

# REVIEW

## UNITS 4-6

### READING

1 Choose the correct answers to complete the text.



### The fight against plastic

Plastic pollution is one of the <sup>1</sup> *bigger / biggest* problems for our planet. There is <sup>2</sup> *a lot / a lot of* plastic in the oceans, and it gets into the <sup>3</sup> *stomachs / shoulders* of seabirds and other animals. We don't know exactly <sup>4</sup> *how many / how much* animals die from plastic pollution, but scientists think more than one million every year.

We talked to the Adams family, who want to use less plastic.

'Plastic bags are one of <sup>5</sup> *worst / the worst* causes of pollution', says Paul Adams. 'When we go shopping, <sup>6</sup> *we're going / we will* to take a reusable bag with us from now on. It's only a small thing, but if we <sup>7</sup> *won't / don't* do anything, the problem will only get <sup>8</sup> *worse / worst*.'

'I'm not going to buy bottled water any more,' says his wife, Jane. <sup>9</sup> *I will / I'm going* to drink only tap water. It's a great way to <sup>10</sup> *save / earn* money, too! Also, I'm only going to buy things like honey and coffee in glass <sup>11</sup> *tins / jars*, not plastic containers.'

Plastic is everywhere, so it <sup>12</sup> *won't / will* be easy to stop using it completely. However, everybody should <sup>13</sup> *try / to try* to make a change.

2 Complete the text with the correct form of the word in brackets. Use *going to, will, comparatives or superlatives*.

Jane says: 'Experts predict that plastic pollution <sup>1</sup> ... (double) in the next ten years. That's scary, but if we all try much <sup>2</sup> ... (hard) to use less plastic, we <sup>3</sup> ... (help) to create less waste. We <sup>4</sup> ... (make) fruit juice at home instead of buying it at the supermarket. It's <sup>5</sup> ... (good) for the planet and it's <sup>6</sup> ... (healthy), too. We want to help the environment in other ways, as well. This year, we <sup>7</sup> ... (stay) in the UK for our summer holiday. We love going abroad, but flying is one of the <sup>8</sup> ... (bad) things for the planet.'

### LISTENING

3 **R2** Listen to the podcast about a summer job. Which topics do Danny and Steve talk about?

food and drink    health and medicine  
money    party plans    social media

4 **R2** Listen again and complete the notes.



### My summer job

Name: *Danny Price*

Studying: <sup>1</sup> ... *at the University of Manchester*

Summer job: <sup>2</sup> ... *helper at a music festival*

Future job: <sup>3</sup> ...

How much does he earn?: <sup>4</sup> ... *a day*  
Common health problems at the festival:

<sup>5</sup> ...

<sup>6</sup> ...

<sup>7</sup> ...

Where is he staying?: *In a* <sup>8</sup> ...

5 **R2** Complete the sentences with one or two words. Then listen again and check.

- If he ... enough money, he'll buy a car.
- People get sunburn because they don't use ... .
- At a festival, you ... try to eat and drink normally.
- Yesterday, there was a man with a ... .
- A girl cut ... on some glass.
- Danny brought his own ... to sleep in.
- Steve has got sunburn on his ... .
- Steve ... go in the sun without a T-shirt and a sun hat.

# REVIEW UNITS 4-6

**LESSON OVERVIEW:** This lesson reviews the grammar and vocabulary sts have learned in Units 4–6 of the book. Sts read about the fight against plastic and listen to a podcast about a summer job. They practise conversations in three different situations: at the doctor’s, borrowing money from parents and planning a party. They write a paragraph about their plans for a camping trip with their family. The lesson ends with a fun memory test of language sts have learned in Units 4–6.

## WARMER

Put sts into teams and write these verbs on the board: *borrow, buy, cost, earn, lend, pay, save, sell, spend*. Groups take turns to choose a verb and say it in a sentence. If their sentence is correct, they get a point and the verb is crossed off the board. If their sentence is not correct, don’t correct it, but move to the next team. Continue until all the verbs are crossed off, and see which team has the most points.

## READING

- 1 Read out the title of the text and focus on the photo. Ask: *What is the problem with plastic? What can people do to help the fight against plastic?* Elicit a few ideas, then ask sts to read the text quickly to compare their ideas. Discuss the answers and elicit what sts learned about plastic from the text. Then ask them to read the text again and choose the correct answers to complete it. Check answers and revise any language points that sts have struggled with.

### Answers

- |               |                |
|---------------|----------------|
| 1 biggest     | 8 worse        |
| 2 a lot of    | 9 I’m going to |
| 3 stomachs    | 10 save        |
| 4 how many    | 11 jars        |
| 5 the worst   | 12 won’t       |
| 6 we’re going | 13 try         |
| 7 don’t       |                |

- 2 Sts complete the text with the correct form of *will* or *going to*, comparatives or superlatives. Weaker sts could work in pairs for this. Check answers.

### Answers

- will double
- harder
- ’ll help
- ’re going to make
- better
- healthier
- ’re going to stay
- worst

## EXTRA PRACTICE

Ask sts individually to write three sentences saying what they are going to do to help the fight against plastic. Put sts into groups to compare their sentences and choose the three best things to do. Ask groups in turn to tell the class what three things they are going to do and why.

## LISTENING

- 3 ① R2 Explain to sts that they will hear Danny and Steve talking about Danny’s summer job. Focus on the picture and ask sts to guess where Danny works and what his job is. Elicit a few ideas, but don’t confirm them. Teach the word *festival* if you think your sts will not know it. Read through the topics in the box with the class and check that sts understand them all. Then play the audio for sts to listen and note down the topics they talk about. See TG page 281 for audio script. Check answers with the class.

### Answers

food and drink, health and medicine, money

- 4 ① R2 Allow sts time to read through the notes, then play the audio again for them to listen and complete the notes. Check answers with the class, playing the audio again and pausing if necessary for sts to hear the answers.

### Answers

- medicine
- first-aid
- doctor
- £100
- sunburn
- sore throats
- stomach ache
- tent

- 5 ① R2 Sts complete the sentences with one or two words from memory. Weaker sts could work in pairs for this. Play the audio again for them to listen and check. Check answers with the class, writing the correct words on the board for sts to check their spellings. If necessary, revise the use of *should* and *shouldn’t*.

### Answers

- earns
- sun cream / a hat
- should
- broken leg
- herself
- sleeping bag
- shoulders
- shouldn’t

## ▶ SPEAKING

6 Work in pairs. Read the situations and continue the conversations. After each conversation, swap roles and repeat.

At the doctor's



A: How can I help you?

B: I've got a cold. What should I do?

Borrowing some money from your mum or dad



A: Can you lend me some money?

B: That depends. Why do you need it?

Planning a party



A: I'm going to have a big party for my birthday next month.

B: What are you going to do for it?

## ▶ WRITING

7 You are planning a camping trip with your family and friends. Write a paragraph about your plans.

- When and where are you going to go?
- What are you going to do there?
- What do you think the weather will be like?
- What are you going to take with you?
- What will you do if it rains? What will you do if it's sunny?
- What should and shouldn't you do on your trip?



## TEST YOUR MEMORY!

Make three predictions about how life may be different in the future.

Say as many parts of the body as you can in 30 seconds.

Give three pieces of advice to someone who wants to improve their English.

Say three things that you are doing this evening.

Make two questions with *How much ...?* and two with *How many ...?*

Name five things to do if you're planning a party.

Say what you'll do if you feel ill tomorrow.

Name as many food containers as you can in 30 seconds.

Give the comparative and superlative forms of these adjectives: *easy, exciting, good, bad, far.*

Name five things to take on a camping trip.

Say five things that you plan to do in the summer.

Give the reflexive pronouns for *I, you, he, she, it, we, you, they.*

## SPEAKING

- 6** Focus on each picture in turn. Read out the situation and the example sentences, then ask questions to encourage sts to guess more about the situation, e.g. *What health problem does the woman have? What advice do you think the doctor will give? Why do you think the boy wants to borrow money? What do you think his mum will say? What do you think the girl is going to do for the party? Do you think her friend will offer to help? How?* Sts then work in pairs to read the situations and continue the conversations. Monitor while sts are working in pairs and note down any typical errors to correct in a feedback session at the end. Ask some pairs to perform one of their conversations to the class.

### Sample answers

#### At the doctor's

A: How can I help you?

B: I've got a cold. What should I do?

A: Have you got a headache or a stomach ache?

B: No, I haven't.

A: OK. You aren't very ill. You should rest at home for a few days. You shouldn't go to work. You should drink plenty of water, and you will feel better in a few days.

B: OK. Thank you.

#### Borrowing some money from your mum or dad

A: Can you lend me some money?

B: That depends. Why do you need it?

A: I want to go to the cinema with Freddie. We want to watch a horror film.

B: How much do you need?

A: £10.

B: OK. If you tidy your room and do the washing up, I'll lend you the money.

A: Thanks, Mum.

#### Planning a party

A: I'm going to have a big party for my birthday next month.

B: What are you going to do for it?

A: I'm going to invite all my friends, and I'm going to organize some music, so we can dance.

B: That's good. Are you going to do some food?

A: Yes, I'm going to order pizzas for everyone.

B: Cool. I can help you if you want.

## WRITING

- 7** Focus on the picture and elicit or explain that it shows a family camping trip. Use the picture to revise useful vocabulary, e.g. *campfire, cook food, go walking, sleeping bag, tent*, etc. Read out the task, then read through the questions with the class and make sure sts understand everything. With weaker classes, you could elicit some possible answers to each question and make notes on the board for sts to refer to when they write their own paragraph. Sts could work individually or in pairs to write their paragraph. Ask some sts to read their paragraphs to the class.

### Sample answer

I'm going to go camping in Scotland with my family next summer. We're going to sleep in a tent, and we're going to go walking in the mountains. I hope the weather will be sunny, but I think it will probably rain some days. I'm going to take a tent and sleeping bag, and some pans so we can cook food on a fire. If it rains, we'll drive to the nearest town and visit a museum. If it's sunny, we'll go walking. We should wear sun cream if it's sunny, and we shouldn't go walking in the mountains if the weather is bad, because it's dangerous.

## TEST YOUR MEMORY

This is a fun way for sts to review the vocabulary and grammar from Units 4–6. They could do the task individually or in pairs, and you could do the activity as a race to provide extra motivation. Alternatively, sts could work in pairs and take turns to choose one of the tasks for their partner. With weaker classes, you could challenge sts to choose six tasks to complete from memory, then refer back to the units to help them complete the remaining tasks. Elicit a range of example answers for each task.

# REVIEW

## UNITS 7-9

### READING

1 Read the text and choose the correct option: A, B or C.

#### Please don't be worried, but ...

Have you <sup>1</sup> ... been on an adventure or travelled somewhere exciting? A lot of British <sup>2</sup> ... take a 'gap year' – a one-year holiday between secondary school and university – to <sup>3</sup> ... new friends and see the world. For their parents, it can be a stressful time! Imagine you're a parent and you get one of these messages from your son or daughter ...

Hi, Mum and Dad, I'm having a great time. I <sup>4</sup> ... bungee jumping and sky diving. Last week, I <sup>5</sup> ... rock climbing. Please don't be <sup>6</sup> ..., but while we were climbing, we saw an enormous snake. 🐍

I met an English girl on the train, and we <sup>7</sup> ... on really well. We're going to rent motorbikes and explore the mountains. I've <sup>8</sup> ... ridden a motorbike before and the roads are really narrow! You <sup>9</sup> ... ride without a helmet! 🏍️

We've been here in Mexico <sup>10</sup> ... about a week. Most days, we hang <sup>11</sup> ... with friends at the beach. Yesterday, we went swimming with sharks! We weren't scared – they were leopard sharks so they aren't dangerous. You <sup>12</sup> ... to try it – it's amazing! 🌊

- |                 |                 |                |
|-----------------|-----------------|----------------|
| 1 a never       | b ever          | c not          |
| 2 a teenagers   | b toddlers      | c adults       |
| 3 a take        | b do            | c make         |
| 4 a 've tried   | b tried         | c try          |
| 5 a went        | b 've gone      | c go           |
| 6 a embarrassed | b worried       | c disappointed |
| 7 a took        | b got           | c put          |
| 8 a ever        | b never         | c badly        |
| 9 a mustn't     | b don't have to | c should       |
| 10 a since      | b during        | c for          |
| 11 a out        | b in            | c off          |
| 12 a should     | b must          | c have         |

### LISTENING

2 🎧 R3 Listen to an interview. What is it about? Choose the correct summary.

- It's about a school where students don't like the new rules.
- It's about a school that is very different from how it used to be.
- It's about a teacher who is celebrating a new job.



3 🎧 R3 Complete the sentences and questions from the interview with the words in the box. Listen and check.

become cheerful got have  
mustn't pay use worked

- The students have ... really hard.
- What did it ... to be like?
- When I ... a job here five years ago, things were very different.
- They didn't use to ... attention in class.
- What ... you done to change things?
- They ... forget their books, pens or pencils.
- The students are more ... now because we don't have the problems we used to have.
- They've ... happier, kinder and more confident.

4 🎧 R3 Complete the answers to the questions. Listen and check.

- Why is the school celebrating?  
Because the students have ... .
- How does the head teacher feel about the changes?  
She feels ... , but not ... .
- What did students use to do? Give two examples.  
Students used to ... and they ... .
- What new school rules are there? Give two examples.  
Students have to ... and they ... .
- What kind of place is the school now?  
It's a ... and ... place to be now.

## REVIEW UNITS 7-9

**LESSON OVERVIEW:** This lesson reviews the grammar and vocabulary sts have learned in Units 7-9 of the book. Sts read a text about gap year travel and some messages from someone who is travelling in this way. They then listen to an interview about a school that is very different from how it used to be. They ask and answer questions about their experiences, rules in their life, their life when they were younger and their family and friends. They imagine they are at a holiday camp and write a paragraph about their experiences there. The lesson ends with a fun memory test of language sts have learned in Units 7-9.

### WARMER

Say: *I've climbed a mountain – true or false?* Ask sts to guess if it is true or false. Give another example, e.g. *I've ridden a horse.* Ask sts individually to write three experiences they have had, two true and one false. Put them into pairs to read their sentences to each other and guess which is false. Ask some sts to tell the class something interesting that their partner has done.

## READING

- 1 Focus on the text and ask: *What do you think a 'gap year' is?* Elicit a few ideas, then ask sts to read the introduction to the text to check their ideas (a gap year is a year of travel between school and university). Ask: *What kinds of experiences do you think young people have on a gap year?* Elicit a few ideas, then ask sts to read the three messages to compare their ideas. Discuss the answers, and ask: *Do you think the parents will be worried when they get these messages? Why?* Then ask sts to read the text again and choose the correct words to complete it. Check answers and revise any language points that sts found difficult.

### Answers

1 b	7 b
2 a	8 b
3 c	9 a
4 a	10 c
5 a	11 a
6 b	12 c

### EXTRA PRACTICE

Put sts into pairs and ask them to write their own gap year message to their parents. Ask them to imagine they have done something unusual or dangerous. Ask pairs of sts in turn to read out their messages. For each one, ask: *Do you think the parents would be worried? Why?*

## LISTENING

- 2  R3 Focus on the picture and elicit that it shows a school. Ask: *Do you think it's a good school? Do the students work hard? How do you know?* Elicit a few answers from individual sts. Explain to sts that they will hear an interview with the head teacher of the school. Allow sts time to read through the three summaries, then play the audio for them to listen and choose the correct summary. See TG page 282 for audio script. Check the answer and elicit what sts can remember about the school from the listening.

### Answer

b

- 3  R3 Sts work from memory and complete the sentences and questions with the words in the box. Weaker sts could work in pairs for this. Play the audio again for them to listen and check their answers. Check answers with the class and check that sts understand all the completed sentences and questions. Revise some of the language if necessary, e.g. *used to, mustn't*.

### Answers

- worked
- use
- got
- pay
- have
- mustn't
- cheerful
- become

- 4  R3 Sts complete the answers to the questions from memory. Allow sts to compare their answers in pairs, then play the audio again for them to listen and check. Check answers with the class, playing the audio again and pausing if necessary to confirm the answers.

### Answers

- got very good marks in their exams
- pleased, surprised
- be late for lessons, used to be rude to teachers
- walk quietly in the corridors; stand up when their teacher comes in; mustn't forget their books, pens or pencils
- calm, happy

## ▶ SPEAKING

5 Work in pairs. Follow the instructions.

**1** Ask and answer about experiences in your life. Use the topics in the box and *ever / never*.

- countries
  - extreme sport
  - films
  - food
- Have you ever been to Italy?*

**2** Ask and answer about rules. Use the places in the box and your own ideas. Use *(don't) have to, must / mustn't*.

- at home
  - at your school
  - in public places
  - in your town
  - on a plane
- What do you have to do at home?*

**3** Ask and answer about when you were younger. Use the ideas in the box and *used to / didn't use to*.

- daily routine
  - free time activities
  - hair style
  - toys
  - TV
- When you were six, what time did you use to go to bed?*

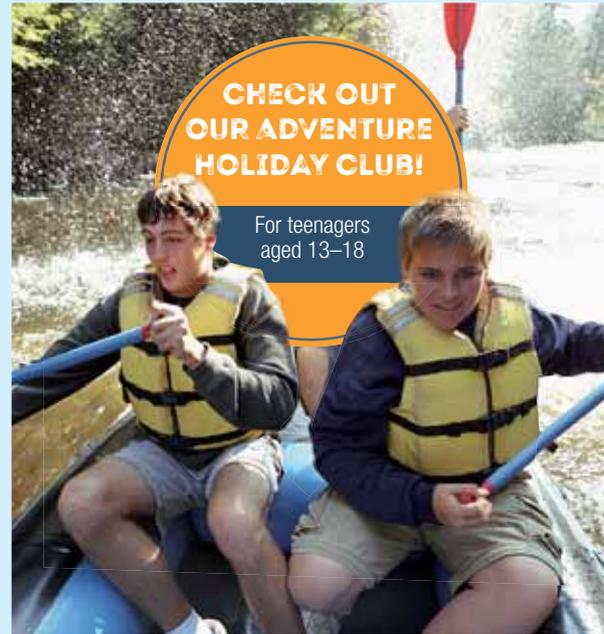
**4** Ask and answer about friends and people in your family. Use the ideas in the box. Use the present perfect with *for / since, or ever / never*.

- argue
  - get on well
  - hang out
  - look after
  - make you laugh
- How long have you known your best friend?*  
*Have you ever argued with him/her?*

## ▶ WRITING

6 Imagine you and your friends are at an exciting holiday camp, like the one in the advert. Write a paragraph about it. Include all the information below.

- Say how long you have been there.
- Describe your experiences. What have you done so far?
- Talk about your friends. Are you all getting on well together?
- Say what you did yesterday. How did you feel?
- Describe the rules of the camp.



## TEST YOUR MEMORY!

Describe two things you have to do at home, and two things you don't have to do.

Give the past participle of these verbs: ask, eat, meet, see, win.

Make three questions with *Have you ever ... ?*

Say three interesting things you've done in your life. Then say when you did them.

List five adventures on your bucket list.

Name five adjectives to describe feelings.

Describe four things you used to do or didn't use to do when you were younger.

Give two expressions with each of the following verbs: *get, go, make, take*.

Say three kind acts you have done in the last month.

Think of three activities you do and say how long you have done them. Use the present perfect with *for* or *since*.

Name five rules at your school.

Say four adjectives or nouns to describe people of different ages.

## SPEAKING

**5** Read out the task and explain to sts that they are going to ask and answer questions in pairs. Focus on each section in turn. Read out the instructions and the example question. Elicit one or two more questions using the topics in the box. Ask these questions to the class and elicit one or two sample answers. If necessary, revise the verb forms needed for the questions in each section. Sts then work in pairs to ask and answer questions. With weaker classes, you could allow sts time to prepare all the questions first. Check these for accuracy before sts work in pairs. Monitor while sts are working in pairs and note down any typical errors to correct in a feedback session at the end. When sts have finished asking and answering questions, ask some sts to tell the class something they learned about their partner. For extra practice, sts could repeat the activity with a new partner.

### Sample answers

- 1 Have you ever been to the USA?  
No, I've never been to the USA, but I want to go one day!  
Have you ever tried sky diving?  
No, I've never done that. I'm too scared!  
Have you ever seen the *Lord of the Rings* films?  
Yes, I have. They're amazing!  
Have you ever eaten raw fish?  
No, I've never eaten raw fish, but I've eaten cooked fish.
- 2 What do you have to do at home?  
I have to tidy my room.  
What do you have to do at school?  
I have to arrive on time. I mustn't be late.  
What do people have to do in public places?  
They have to behave in a calm and sensible way.  
What do people have to do in your town?  
Cars mustn't go into the town centre. It's only for bikes and people on foot.  
What do you have to do on a plane?  
You mustn't make a lot of noise – the other passengers won't be happy if you do.
- 3 When you were six, what time did you use to go to bed?  
I used to go to bed at seven o'clock.  
Did you use to play football when you were younger?  
Yes, I did. I used to love it!  
Did you use to have long hair when you were ten?  
Yes, I did, but my hair's short now.  
What computer games did you use to play when you were younger?  
I used to play *Fifa* all the time.  
What TV programmes did you use to like?  
I used to love cartoons!

- 4 How long have you known your best friend?  
I've known her since I was six.  
Have you ever argued with her?  
Yes, I've argued with her a few times.  
Have you always got on well with your brother?  
Yes, I have. He's great.  
Have you ever hung out with people you don't really like?  
No, I haven't. I only hang out with my friends.  
Have you ever looked after a friend's pet?  
Yes, I have. I've looked after a friend's dog for two weeks.  
Have your teachers ever made you laugh?  
Yes, they have. They're really funny.

## WRITING

**6** Focus on the picture and elicit that it shows two people at a holiday camp. Ask: *What activities do people do at holiday camps?* Elicit a few ideas, e.g. *canoeing, rock climbing, swimming, tennis, football*, etc. Read out the task and allow sts time to read through the prompts and make sure they understand everything. You could read out each bullet point and brainstorm some ideas with the class for each one. Make notes on the board for sts to refer to. Sts then work individually to write their paragraph. Ask some sts to read their paragraph to the class. Ask other sts whose holiday camp experience sounds fun, and why.

### Sample answer

I'm at a holiday camp in the mountains. I've been here for three weeks and it's amazing! So far, I've walked in the mountains, and I've tried rock climbing. That was scary, but fun! I've made lots of new friends here. We're all getting on really well together. Yesterday, we went in a canoe on the river. The river was quite fast, so it was really exciting. I loved it! The camp isn't very strict. You don't have to go to bed early, but you have to be careful when you're doing the activities. You mustn't do anything dangerous!

## TEST YOUR MEMORY

This is a fun way for sts to review the vocabulary and grammar from Units 7–9. They could do the task individually or in pairs, and you could do the activity as a race to provide extra motivation. Alternatively, sts could work in pairs and take turns to choose one of the tasks for their partner. With weaker classes, you could challenge sts to choose six tasks to complete from memory, then refer back to the units to help them complete the remaining tasks. Elicit a range of example answers for each task.

# PROJECT

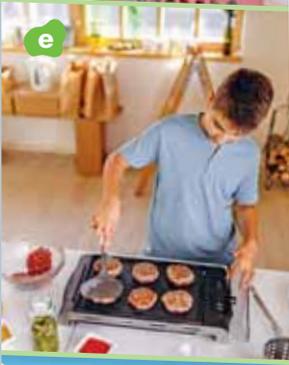
## UNITS 1-3

### TASK

Create a vlog about one week in your life

**I can** work in pairs and produce a vlog.

### PREPARE



Monday	I went to the cinema with Ben.
Tuesday	I tidied my room and did the laundry.
Wednesday	I washed the floor.
Thursday	I made dinner for my family.
Friday	I went shopping after school.
Saturday	I did some babysitting.
Sunday	I tried a climbing wall with Markus.

#### Step 1 Get ideas

- Look at the photos. Did you do any of these activities last week?
- Work in pairs. Talk about things you did ...
  - in the week / at the weekend
  - together / with your family / with other friends
  - at school / at home / in other places

#### Step 2 Choose your activities

- Work in pairs. Copy the diary above. On each day, write two things you talked about in Step 1.
- Ask each other questions to get more information about the things you did. Use the **Useful language** box to help you. Make notes of the answers.
- Which things are the most interesting to talk about in your vlog? Choose one idea for each day.

#### Look! Negotiation

If you don't agree with your partner about which thing is the most interesting, try to explain your reasons. Listen carefully to each other. Choose ideas from both of you.

#### Step 3 Do your research

- Watch some vlogs. What makes them good or bad? Write down ways to make yours interesting.
- Think about things you can use to make a vlog – a recording device, pens and paper to draw pictures, photos from the internet, etc.

#### 21st Century skills Get creative

Telling a short story about something that happened to you during the week will make your vlog fun to watch. Read your notes in Step 2. What would make the best story? Is it funny / scary / silly?

# PROJECT UNITS 1-3

**LESSON OVERVIEW:** In this project, sts work in pairs to produce a vlog about one week in their life. They work through different stages of planning and writing to create their vlog, then evaluate their work and reflect on what they could improve. They also focus on the skill of negotiating with other people.

Task	Skill
Create a vlog about one week in your life	Negotiation

## WARMER

Ask: *What did you do last week that was fun? What did you do that was boring? What did you do that was new?* Ask sts individually to write down two activities for each category. Put them into groups to compare their lists. Elicit some examples for each category from the class. Explain to sts that they are going to create a vlog about one week of their life.

## PREPARE

### Step 1 Get ideas

Focus on the photos and elicit the activities that they show. Ask sts to look at the photos and discuss in pairs which activities they did last week and talk about the things that they did. Encourage them to talk about which activities they enjoyed and how they felt, as well as talking about the things they did. Ask sts to match the photos with the activities in the diary. Check answers.

#### Answers

I went to the cinema with Ben: c  
I tidied my room and did the laundry: a  
I washed the floor: g  
I made dinner for my family: e  
I went shopping after school: f  
I did some babysitting: b  
I tried a climbing wall with Markus: d

### Step 2 Choose your activities

Explain to sts that they are now going to choose activities to include in their vlog. Ask them to copy the days of the week from the diary into their notebooks and complete it with activities from Step 1. Explain that they are now going to work in pairs to agree which things to include in the vlog. Put them into pairs, then read through the Look! box with the class. Point out that it is important to listen to other people when you are working with them, and respect their ideas and opinions. Read through the phrases in the Useful language box with the class, and make sure sts understand them all. Sts then work in pairs to ask questions about their partner's activities and decide between them which to include in the vlog. Ask some pairs to tell the class what activities they chose and why.

### Step 3 Do your research

Explain to sts that when you are going to try something new, it is a good idea to find and study examples of it, to get ideas. Sts can look at some vlogs online to give them ideas for their own vlogs or they can think about the *Keep it real!* vlogs they have seen in class. Discuss as a class what sts learned about what makes a vlog interesting.

Sts then think about the practical aspects of making their vlog, and the things they will need. You could discuss and plan this as a class.

## 21st Century skills



### GET CREATIVE

Read out the information in the *21st Century skills* box on getting creative. Allow sts time in their pairs to think about what stories they could include in their vlogs. Point out that the vlogs don't always have to have the same format to make them fun to watch.

▶ DO

**Step 4 Plan your vlog**

- › Look at the storyboard for Lily and James' vlog below.
- › Decide how you can use photos, drawings or video clips of people and places in your vlog.
- › Use these ideas to plan your storyboard.

**Step 5 Write the script for your vlog**

- › Write the introduction for your vlog.
- › Write the script for each day of your vlog. Use past tenses and the **Useful language** box to help you.
- › Give your script to another student to check your grammar.

**Step 6 Create your vlog**

- › Make video clips, find photos and draw the pictures that you need. Practise your script with your partner.
- › Record your vlog at school or at home, using your script.
- › Show your vlog to your class.

▶ REFLECT

**Step 7 Evaluate the projects**

- › Watch all the vlogs. What did you like about them? Which one had the best story?
- › Choose one of the vlogs. Think of three questions you want to ask the vloggers about the things they did last week.

**Step 8 Reflect**

- › Think about your own project. Is there anything you can improve?

**Useful language**

**Talking about your week**

I hardly ever cook. / My mum always pays me.  
He was fine. / We weren't scared.  
On Monday, we had ... / On Saturday night, I ...  
I did chores. / We watched a horror film. / I fell over.  
When I was going to school ... / reading a story ...

**Asking questions**

What did you do? / Did you go out? / Was that ...? /  
What happened next?

**Telling stories**

You aren't going to believe this, but ...  
I was (going to school) when ...  
No way! / You're kidding! / That sounds great.

1 **Hi, everyone. Welcome to our vlog!**  
**This is a week in the lives of Lily and James. Here's what we did last week.**

2 **Science 49%**  
**Lily:** On Monday, we had a Science exam.  
**James:** It was terrible! I didn't revise enough! 😞



**James:** Tuesday was better. After school, I made pasta for dinner. I hardly ever cook, but my whole family loved it, so I was very pleased.  
**Lily:** That sounds great.  
**James:** And my brother tidied the kitchen!



**Lily:** You aren't going to believe this, but when I was going to school on Wednesday, a cat ran out in front of me and I fell over.  
**James:** No way! What did you do?  
**Lily:** All my school books fell out of my bag, so I quickly picked them up and ran to school.  
**James:** Was the cat OK?  
**Lily:** Yeah, he was fine!



**James:** Then it was Thursday. George came to my house and we played computer games. 😊



**Lily:** What did you do on Friday, James? Did you go out after school?  
**James:** No, I did chores for my mum from 3.30 to 5.00 p.m. I took out the recycling and cleaned the whole bathroom.  
**Lily:** Well done, you!  
**James:** My mum always pays me.



**Lily:** And finally – the weekend! On Saturday night, I babysat for my little cousin, Charlotte.  
**James:** Was that an easy job?  
**Lily:** NO! When I was reading a story, Charlotte told me it was boring! And she didn't want to go to sleep.  
**James:** You're kidding!



**Lily:** Yesterday was Sunday. In the evening, we went to the cinema.  
**James:** We watched a horror film.  
**Lily:** But it wasn't very scary. We weren't scared.  
**James:** That's the end of our vlog.  
**Lily and James:** We hope you enjoyed it. Bye!

## DO

### Step 4 Plan your vlog

Focus on the storyboard for Lily and James' vlog. Explain that a storyboard is a way of planning for a film which shows the order of the things in the film. It includes ideas for the script and also ideas for images. Ask sts in pairs to read through Lily and James' storyboard, then use it as a model to plan their own storyboard. Tell them that at this stage they should just plan the order of the activities and the images, photos, drawings, etc. they might use, not the full script. Monitor and help while they are working.

### Step 5 Write the script for your vlog

Focus on the script in Lily and James' storyboard. Point out that it shows what the people will say and also who will say each part of the script. Point out one or two examples of past tenses in Lily and James' script, then refer sts to the Useful language box again. Sts work in their pairs to write their scripts. Monitor and help while they are working. Ask pairs to swap scripts and check each other's spelling and grammar.

### Step 6 Create your vlog

Sts work in their pairs to create their vlog. They could record the video clips at school, if it is possible, or at home. Encourage them to try to practise and learn their script. It should sound natural when they say it, and not as though they are reading it aloud. When they have finished creating their vlogs, they could show their vlogs to each other on their phones in small groups, changing groups until they have seen all the vlogs. Alternatively, if you have a big screen in the classroom, you could show all the vlogs to the class.

## REFLECT

### Step 7 Evaluate the projects

As you show all the vlogs to the class, ask sts to watch them all carefully and note down what they like about each one. Remind them that they should always be respectful when they are commenting on each other's work, and they should focus on saying positive things and making helpful suggestions. When sts have watched all the vlogs, ask them in their pairs to choose one of the vlogs and prepare three questions to ask the vloggers. Call on pairs in turn to ask their questions for the vloggers to answer.

### Step 8 Reflect

Sts work in their pairs to think about their own vlog again and to consider what they could improve. Point out to sts that when they have done a big piece of work like this one, they should always think about what they did well, and what things they could do better next time. As a class, make a list of questions for sts to use to evaluate their vlogs, e.g. *Did we speak clearly? Was it fun to watch? Why?* Ask some sts to tell the class what they think they did well, and how they could improve.

### EXTRA PRACTICE

Sts could work in their pairs to follow the steps again and make a new vlog. This time, they can imagine they are both celebrities who did a lot of exciting and fun things last week. They could download photos or video clips from the internet to include in their vlogs, and they could play the roles of celebrities themselves. Encourage them to use their imagination to make their vlog as fun and exciting as possible. Sts can show their vlogs to the class, and the class can discuss which they enjoyed watching the most, and why.

# PROJECT

## UNITS 4-6

### TASK

Create a board game

**I can** work in a group and produce a language revision board game.

### PREPARE

**1** Talk about something you've taught yourself to do.

**2** Name five health problems in 30 seconds.

**3** Say one thing you are doing and one thing you are not doing this weekend.

**4** Talk about people you know using superlatives. Use these adjectives: *funny, tall, friendly, intelligent.*

**5** Your friend wants to buy a new mobile phone. Give him/her some advice.

**6** Finish this sentence. *My parents ... , if ...*

**7** Name five money verbs. Choose one verb and ask your partner a question.

#### Step 1 Get ideas

- Look at the squares above from a board game. Match 1-7 to the correct row in the table in Step 2.
- Which grammar and vocabulary areas from Units 4-6 are not represented in the squares?

#### Step 2 Choose your ideas

	Your ideas
Comparatives	
Giving advice	
If ... sentences	
Future plans and predictions	
Reflexives	
Superlatives	
<i>some, any, much, many</i>	
Vocabulary topics	

- Write one or two ideas of your own from Units 4-6 for each category.
- Work in small groups. Discuss which ideas to choose for your board game.

#### 21st Century skills Think critically

This board game is for English practice. Which of these questions is better?

- Which is the best pet – a cat or a dog?
- Compare a cat and a dog in three different ways.

#### Step 3 Do your research

- Read instruction booklets for board games. What makes a good game?
- Look at different board games online. What makes them look good?

#### Look! Teamwork

Organize your group. You will need to find or draw pictures, write instructions, write text for the squares and design the board. How will you divide the work?

# PROJECT UNITS 4-6

**LESSON OVERVIEW:** In this project, sts work in a group to create a language revision board game. They work through different stages of planning and writing to create their board game, then evaluate their work and reflect on what they could improve. They also focus on the skill of teamwork when working together.

Task	Skill
Create a board game	Teamwork

## WARMER

Ask: *What kinds of games do you play at home? What are your favourite games?* Sts will probably mention computer games, so encourage them to talk about games that they like and say why. Then teach the word *board game* and ask: *What board games do you play? Which are your favourites? Why? How do you play them?* Elicit answers from individual sts. Encourage them to describe how to play their favourite board games, and use their descriptions to teach vocabulary for describing board games, e.g. *board, roll a dice, move your piece, land on a square*, etc. Explain to sts that they are going to create a board game to help with language revision.

## PREPARE

### Step 1 Get ideas

Focus on the picture of the board game and explain that this is a board game to practise different vocabulary and grammar topics. Point out the table in Step 2 and the categories in the first column. St could work in pairs to match the squares to the correct row in the table. Check the answers, then ask sts to look back through their books to see which areas for grammar and vocabulary are not represented in the squares. Check these answers.

#### Answers

- Reflexive pronouns
- Vocabulary topics: health problems
- Future plans and predictions
- Superlatives
- Giving advice
- If...* sentences
- Vocabulary topics: money verbs

#### Areas not represented:

Quantifiers

*Will* and *won't*; *may*

Vocabulary topics: containers, the human body, party plans, things for a camping trip

### Step 2 Choose your ideas

Read out the first one or two categories and elicit some ideas for questions or tasks to practise them, e.g. *Compare two people you know. Use these adjectives: intelligent, friendly, old, young.* Ask sts individually to write one or two ideas of their own for each category. Weaker sts could work in pairs for this. Ask some sts to share some of their ideas with the class. Then put sts into groups to compare their ideas and discuss which ones to choose for their board game.

## 21st Century skills

### THINK CRITICALLY

Read out the information in the *21st Century skills* box about thinking critically. Elicit or point out that question 2 is better because it forces sts to make three comparative sentences.

### Step 3 Do your research

Explain to sts that they are now going to do some research. Explain that when you are planning something new, it is important to ask other people for their opinions or look online for ideas. Sts can look online to find instruction booklets for board games, and to look at a range of different board games. They then work in their groups to discuss what they have seen and discuss what makes a good board game, and what makes a board game look good. Discuss their ideas as a class. You could make notes on the board for sts to refer to when they create their own board games.

▶ DO

**Step 4 Plan your board game**

- › Look at the board game below and create a sketch of your board.
- › Decide how many squares you need.
- › Use the prompts or think of your own questions.

**Step 5 Write the text and the instructions for your board game**

- › Decide on the rules for your game and write simple instructions.
- › Write the text for each square on your board. Look at the **Useful language** box to help you.
- › Give your text to another student to check your spelling and punctuation.

**Step 6 Create your board game**

- › Make your board game.
- › Collect the things you need to play the game, for example, a dice and counters.
- › Play the board game with your classmates.

▶ REFLECT

**Step 7 Evaluate the projects**

- › Which board looks the best? Why?
- › Which of the games did you enjoy playing? Why?
- › Listen to your classmates' feedback on your game.

**Step 8 Reflect**

- › Think about your own board game and your classmates' feedback. Is there anything you can improve?

**Useful language**

**Writing the board squares**

Finish this sentence, ...

Compare X and Y

Talk about ... / Tell us about ...

Choose / Name ...

Make two questions using ...

Write a positive and a negative sentence using ...

**Grammar**

X is more interesting than Y. / X is funnier than Y.

Z is the biggest. / Z is the most exciting.

If it rains tomorrow, I'll ...

I'm meeting my friend after school. / I'm going to order pizza for dinner.

Maybe you should ... / Why don't you ...?

Let's play!

**Instructions**

Players move down the board from START to FINISH. Use a coin or counter for each person. When it is your turn, move to the next square. Do what the square tells you to do. If your grammar is correct, you will get another turn. 😊 (Move to the next square and do what it tells you to do.). If your grammar isn't correct, you won't get another turn. 😞

The player who arrives on the FINISH square first is the winner.

START  
HERE!

Finish this sentence:  
If ..., ...

Name five ...

Write two positive and two negative sentences using ...

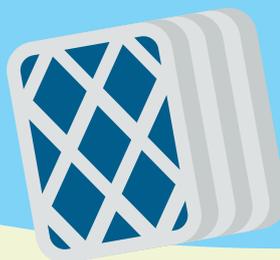
Your friend ...  
Give some advice.

Tell us about ...

Choose three ...  
Compare them in five different ways.

FINISH!

JACK  
POT



## DO

### Step 4 Plan your board game

Explain to sts that they will now plan their own board game. Read out the information in the Look! box on Teamwork. Point out to sts that they should always divide work up in a fair way, and they should take into account the strengths of different members of the team and also their preferences when deciding who should do what. Remind them that they want to create the best game possible, so they should work together to decide who would be the best person to do each part of the work. Focus on the board game on page 109. Point out the Start and Finish, and the questions on the squares. You could brainstorm ideas for how to make the game more fun or interesting, e.g. have some squares which have different instructions, e.g. *Miss a turn*, *Have an extra turn*, *Go back three spaces*, etc. Sts then work in their groups to plan their board game and think of the questions. Monitor and help while they are working.

### Step 5 Write the text and the instructions for your board game

Read out the task and ask sts to read the instructions for the game on page 109. Read through the Useful language box with the class, then ask sts in their groups to write the instructions for their game. You could brainstorm some more ideas for instructions with the class first, e.g. there could be a time limit on someone's turn, or they could win an extra turn if they speak for more than 30 seconds. Monitor and help while sts are working. When they have finished, they pass their instructions to sts in another group to check the grammar and spelling.

### Step 6 Create your board game

Sts work in their groups to create their board game. They could make some of the things they need for the game, e.g. counters, and bring other things like a dice from home. When they are ready, they can play their game in their groups.

## REFLECT

### Step 7 Evaluate the projects

Explain to sts that they are now going to evaluate the board games. Remind them that they should always be respectful when they are commenting on each other's work, and they should focus on saying positive things and making helpful suggestions. Allow sts to move around the class and look at all the board games. They can try playing them in groups. Ask them to note down which ones they think look the best, and which ones are fun to play, and why. Discuss their ideas and reasons as a class and encourage sts to listen carefully to the feedback on their game.

### Step 8 Reflect

Sts work in their groups to think about their own project again and think about what they could improve. Point out to sts that when they have done a big piece of work like this one, they should always think about what they did well, and what things they could do better next time. Ask some sts to tell the class what they think they did well, and how they could improve.

### EXTRA PRACTICE

If sts enjoyed this activity, they could work in groups and plan a computer game. They could plan the type of game, the characters, the rules, ways of moving to the next level, etc. Groups could present their games to the class in turn, and the class could vote for the one they would most like to try.

# PROJECT

## UNITS 7-9

### TASK

Create a poster presentation about your school year

**I can** work in pairs and create a poster.

### PREPARE



Friends I've spent time with

Things we have to / aren't allowed to do

My school year

Things I've learned or done well

Things I've enjoyed



#### Step 1 Get ideas

- › Look at the photos. What does each photo show?
- › Work in pairs. Which photos belong to which category in the mind map?

#### Step 2 Choose your ideas

- › Copy the mind map and complete it with your own ideas about your school year.
- › Try to remember how you felt about some of the experiences you have had.
- › Work in pairs. Compare your lists and share your ideas.
- › Together, choose ideas for your poster.

#### Step 3 Do your research

- › Ask your classmates about experiences/events at your school. Find out how they felt about them and what they learned from them.
- › What photos do you need for your poster? Take photos around the school and at home, if you need to.

#### Look! Cooperation

Sometimes it's hard to think of a lot of ideas. By working together and sharing your ideas, you will have a lot more to choose from for your project.

#### 21st Century skills Find out

To help you remember all the things that happened in your school year, check your school website for news and important dates. Looking at photos you have taken on your phone will also remind you of experiences you have had.

# PROJECT UNITS 7-9

**LESSON OVERVIEW:** In this project, sts work in pairs to create a poster presentation about their school year. They work through different stages of planning and writing to create their poster presentation, then evaluate their work and reflect on what they could improve. They also focus on the skills of cooperation and finding out information.

Task	Skill
Create a poster presentation about your school year	Cooperation

## WARMER

Ask: *When does your school year start? When does it end?* Elicit the answers, then ask: *What are the main events in the school year?* Elicit a few ideas, e.g. end-of-term concert, exams, etc. Ask: *What's your favourite part of the school year? Why?* Discuss the question as a class.

## PREPARE

### **Step 1** Get ideas

Focus on the pictures and elicit what they show. Focus on the mind map and read out the different labels on it. Put sts into pairs and ask them to discuss which pictures go with the different categories in the mind map. Point out to sts that there are no right or wrong answers, so it is up to them to decide where each picture goes. Discuss the answers with the class, encouraging sts to give reasons for their responses.

### **Step 2** Choose your ideas

Ask sts individually to copy the mind map into their notebooks and complete it with their own ideas. Encourage them to remember the events or experiences they include and think about how they felt about them. Sts then work in their pairs to compare their lists and share their ideas, then choose the best ideas for their poster.

## 21st Century skills



### FIND OUT

Read out the information in the *21st Century skills* box about finding out information. Encourage sts to check their school website or diary to help them remember everything that has happened during the school year.

### **Step 3** Do your research

Remind sts that when they are planning a project task, it can be useful to ask other people for their opinions and look online for information and pictures. Read out the information in the Look! box on cooperation and emphasize the fact that working together and cooperating helps you create a better final piece of work. Allow sts time in their pairs to prepare some questions they want to ask their classmates about experiences of events at their school. Then allow them to walk around the class, asking and answering their questions. Sts then plan the photos they need for their posters. They can take the photos around school or at home.

DO

**Step 4 Plan your poster**

- Think about how many different things you will put on your poster.
- Plan the poster and make a sketch of how the photos and text will look.

**Step 5 Write the text for your poster**

- Write the text for each photo. Use the **Useful language** box to help you.
- Give your text to another student to check your grammar and spelling.

**Step 6 Create and display your poster**

- Put your photos and text together.
- Give your poster a title.
- Display your poster for your class to read.

REFLECT

**Step 7 Evaluate the projects**

- Look at all the posters. Which poster has the best design? Why?
- Say which poster you think is the most interesting to read and why.

**Step 8 Reflect**

- Think about the feedback. Is there anything you can improve?

**Useful language**

I've done lots of exciting things.  
 I've been to .../seen/tried ...  
 It was amazing/scary/fun!  
 I was very disappointed/embarrassed/surprised/  
 pleased.  
 I've got better at ...  
 I used to ..., but now ...  
 You don't have to ...  
 We all have to ...  
 We aren't allowed to ...

**My epic school year-**  
by Ella Sanchez

✓	
✓	
✓	
✓	
✓	
<b>95%</b>	

**SCHOOL WORK**

I've done well in Maths this year. I used to get around 60%, but I've worked really hard and my scores have got better. I feel more confident now in Maths.

**FRIENDS**

This is my new friend, Nora. We've been friends since September when we first sat together in Science. Nora's very good at Science and she's helped me a lot. She's also very cheerful and funny. She makes me laugh a lot.



**FIRST TIME ACTIVITIES**

I've done two things this year for the very first time ...

**Drama:** I took part in the school musical, which was *Oliver*. I've never sung on stage before. I was surprised that I enjoyed it. It was terrifying, but fun.

**Sport:** I joined the basketball team. I've only played in one match so far and we lost, so I was very disappointed. However, the team has won more matches this year than last year, so that's good.



**SCHOOL RULES**

Have you ever seen shoes like this? They're so horrible! I'm embarrassed every day. This year we aren't allowed to wear trainers. We all have to wear black lace-up shoes. I hate them!



**CHARITY EVENTS**

I've baked a lot of cakes and cookies this year, but I haven't eaten many! A group of my friends decided to raise some money for charity, so for the last six months we've had a cake sale at school every two weeks. Everyone loves cake, so we've raised about £250. We're really pleased about that.



## PROJECT UNITS 7-9

### DO

#### Step 4 Plan your poster

Decide as a class whether sts will produce their posters on paper or on a computer, depending on what is possible in your class situation. Focus on the poster at the bottom of page 111 and read through it with the class. Ask sts in their pairs to make a sketch of their poster and plan where the different things they want to include can go, then decide what photos and illustrations they want to include. Monitor and help while they are working.

#### Step 5 Write the text for your poster

Focus on the model poster again and point out the text with each photo or illustration. Read through the Useful language box with the class and point out the different verb forms to talk about experiences, past habits and rules. Sts work in their pairs and write the text for their own posters, then download their photos or draw their pictures and put their poster together. When they have finished, they pass their text to another student to check the grammar and spelling. Monitor and help while they are working.

#### Step 6 Create and display your poster

Sts work in their pairs to put their poster together and give it a title. Point out the title on the poster on page 111. You could also brainstorm some ideas for titles with the class, e.g. *The best school year*, *A busy school year*, etc. Monitor and help while they are working, then collect the posters and display them around the classroom.

### REFLECT

#### Step 7 Evaluate the projects

Allow sts time to walk around the class and look at all the posters. Ask them to note down one or two things about each poster that they like. When sts have looked at all the posters, discuss as a class which ones sts most enjoyed reading and why.

#### Step 8 Reflect

Sts work in their pairs to think about their own project again and think about what they could improve. Point out to sts that when they have done a big piece of work like this one, they should always think about what they did well, and what things they could do better next time. Ask them to think not only about their poster, but also about how well they worked with their partner. Ask some sts to tell the class what they think they did well, and how they could improve.

#### EXTRA PRACTICE

Sts could work in new pairs and imagine they are a teacher at the school. Ask them to imagine the school year from a teacher's point of view and write a paragraph on the things they have enjoyed and not enjoyed in the last year. Ask some pairs to read their paragraphs to the class. You can give feedback on how realistic their paragraphs are!

# LITERATURE

## UNITS 1-3

### BEFORE YOU READ

1 Work in pairs. Are you scared of any of the things in the pictures? Why/Why not?



#### OUTLINE

#### Oscar

It's the 1930s. Mr Felberg is a tailor, which means he makes clothes for men. He has a shop in a small town in England. Sidney and Joseph work for Mr Felberg. They're learning to be tailors. Sidney is twenty. Joseph is only fifteen and is new at the shop. He's honest and wants to learn.

Sidney isn't honest. He tries to make Joseph look bad in front of Mr Felberg, and sometimes he takes money from the till. He also makes Mr Felberg think he forgets things.

There's an old dummy in the shop called Oscar. Mr Felberg sometimes uses it when he makes clothes. Sidney doesn't like Oscar. He thinks that Oscar can see him when he takes money from the till, and one afternoon he's sure that Oscar hits him. Sidney decides to go to the shop late at night to do something bad to Oscar.

2 Read the outline of *Oscar*. Choose the correct answers.

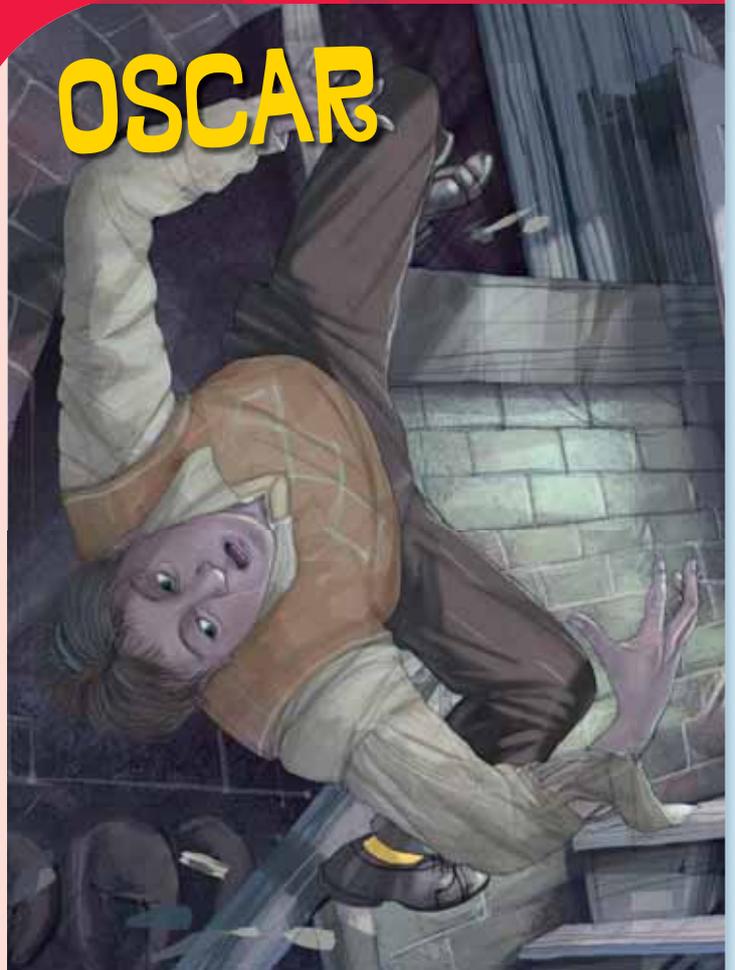
- 1 Mr Felberg's shop sells *men's / children's* clothes.
- 2 Sidney and Joseph *are / want to be* tailors.
- 3 Joseph is *older / younger* than Sidney.
- 4 *Sidney / Joseph* isn't very nice to Mr Felberg.
- 5 Sidney thinks that Oscar is *funny / real*.

### READ

3 **L1** Look at the picture. Read and listen to the extract from *Oscar* and answer the questions.

- 1 Who are the two figures in the picture?
- 2 Where are they?
- 3 What's happening? Why?

# OSCAR



It was midnight. The street was dark and quiet. Sidney put his key into the shop door. He opened the door. He looked up and down the street. Then he went quickly and quietly into the dark shop.

He waited for a moment.

'Can I do it?' he thought. 'I must do it!'

He saw Oscar. The dummy was in a grey suit now. Sidney moved slowly across the shop, his hands in front of him.

The dummy watched him, its eyes moving.

Sidney put his hands on the dummy. 'Do it!' he said. 'Do it!'

He was afraid, but he carried the dummy across the shop. He carried it through the back room and across to the top of the cellar stairs. Now Sidney looked at the dummy and smiled. 'What am I going to do with you?' he said. 'Do you know?' He laughed. 'I'm going to push you down these stairs!'

He looked at the dummy's face. The dummy's eyes looked back at him. The eyes were hard and black. There was life in those eyes. Once again, Sidney thought, 'This is not only a dummy! It's something ... real!'

'No!' he shouted. 'I must not think that!'

He began to push the dummy – but then, suddenly, the dummy began to push Sidney!

**LESSON OVERVIEW:** In this lesson, sts read an extract of the novel *Oscar*. They read an outline of the novel, then read an extract and listen to the next part of the story. They end by reflecting on some of the themes of the novel.

### WARMER

Read out the title of the book and focus on the pictures. Explain to sts that they are going to read an extract from a book called *Oscar*. Write these words on the board: *shop, tailor, dummy, afraid, stairs, smile*. Check that sts understand *dummy*. Teach the meaning of the words, then put sts into pairs to discuss what the book might be about, using the title, the pictures and the words on the board to help them. Elicit a few ideas, but don't confirm them.

### BACKGROUND INFORMATION

In the 1930s, there were no cheap fashion shops. Men's suits were often made by hand, by tailors. Young people often started work with tailors as apprentices, and spent many years learning how to make clothes well. Tailors used dummies, in the shape of real people, to try the clothes on while they were making them. The book *Oscar* is by the writer, John Escott.

## BEFORE YOU READ

- 1 Put sts into pairs to look at the pictures and discuss the questions. The pictures show the following: a *clown*; b *dummies* or *mannequins*; c *a ghost*; d *a haunted house*. Discuss with the class which of the things sts are scared of and why. Share the Background information on this page with the class.
- 2 Ask sts to read the outline to the story, then choose the correct words to complete the sentences. Allow sts to compare their answers in pairs, then check with the class. Ask which of their ideas from the Warmer were correct.

### Answers

- 1 men's
- 2 want to be
- 3 younger
- 4 Sidney
- 5 real

## READ

- 3  L1 Read out the questions, then point out the glossary at the bottom of page 113 and allow sts time to read it. Then play the audio. Sts read and listen to the extract and answer the questions. Check answers.

### Answers

- 1 The two figures are Sidney and Oscar.
- 2 They are in Mr Felberg's shop.
- 3 Oscar is pushing Sidney down the stairs into the cellar because Sidney had planned to push Oscar down the stairs.



'No!' Sidney shouted. 'No, no! Stop! Please ...!'

Then Sidney began to fall down the stairs.

The last thing he saw was Oscar's face ... laughing at him. Then he hit his head on the bottom stair, and everything went black.

...

Mr Felberg came to the shop early the next morning.

'Where is Oscar?' he thought.

Joseph came in at that moment.

'Good morning, Mr Felberg,' he said.

'Good morning, Joseph,' Mr Felberg said. 'Where is Oscar? Do you know?'

'No,' Joseph said, surprised.

They walked into the back room – and saw Oscar at the top of the cellar stairs.

'What ...?' Mr Felberg began.

'Look!' Joseph said. 'Oscar is ... smiling!'

It was true. There was a big smile on the dummy's face.

They went quickly across to the cellar stairs and looked down.

Extract from **Richmond Readers:**  
*Oscar* by John Escott

**4** Read the extract again. Put the events in the correct order.

- ... Sidney fell down the stairs.
- ... Sidney picked up Oscar and took him to the back of the shop.
- ... Oscar was smiling.
- ... Sidney tried to push Oscar down the stairs.
- ... They found Sidney.
- ... Mr Felberg and Joseph went into the shop.
- ... Sidney went into the shop.

**5** **Word Power** Find three verbs in the text that describe how people communicate. Match them with the meanings. How many more verbs like this can you think of?

- 1 speak words
- 2 make sounds when you find something funny
- 3 speak very loudly

**6** **L2** Look at the picture and listen to the next part of the story. Are the sentences true (T) or false (F)? Correct the false sentences.



- 1 Mr Felberg thought Sidney had a broken arm.
- 2 Mr Felberg didn't believe that Oscar pushed Sidney down the stairs.
- 3 Sidney left his job at Mr Felberg's shop after the accident.
- 4 Mr Felberg put Oscar back in the shop window.
- 5 Joseph was very happy working in the shop after Sidney left.

## REFLECT

**7** **Q FIND OUT** Work in groups. *Oscar* is the story of a dummy that comes to life. Can you find some famous examples of books and films that tell the story of dummies, toys, statues, puppets or other human figures that come to life?

### Glossary

- suit** a formal set of clothes, usually a jacket, and trousers or a skirt, made of the same material
- cellar** an underground room

- 4 Sts read the extract again and put the events in the correct order. Allow sts to compare their answers in pairs, then check with the class, eliciting the part of the extract which confirms each answer.

### Answers

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

- 5 **Word Power** Explain to sts that stories often contain direct speech (the words the characters actually say), and writers use a range of different verbs to describe how the characters speak. Ask sts to find the verbs in the extract and match them to the meanings. Check answers.

### Answers

- 1 said
- 2 laughed
- 3 shouted

Other examples: ask, speak, talk, whisper, scream, call, sing, cry

- 6 **L2** Explain to sts that they will now hear the next part of the story. Read out the task, then allow sts time to read through the sentences. Play the audio. See TG page 282 for audio script. Sts listen and decide if the sentences are true or false. Remind them to correct the false sentences. Check answers, playing the audio again, pausing if necessary to confirm the answers.

### Answers

- 1 F – He thought Sidney had a broken leg.
- 2 T
- 3 T
- 4 F – He put Oscar back in the cellar.
- 5 T

## REFLECT

### 21st Century skills



#### 7 **FIND OUT**

Ask sts to read through the questions. Check they understand everything. Put them into groups to discuss the questions and brainstorm other stories or films about toys, dummies, statues or puppets that come to life. You could prompt them with a few suggestions first to get them thinking, if necessary, e.g. *Pinocchio*, the *Toy Story* films, *Night at the Museum*, etc. Give groups time to discuss the questions. Get them to share their ideas and examples with the rest of the class. Focus on the story about Oscar again and ask: *Who wants to read this story now?*

#### **EXTRA PRACTICE**

Sts could work in pairs and rewrite the story in the first person, from Oscar's point of view. You could elicit the start of the story with the whole class, e.g. *I was quite happy working in Mr Felberg's shop. He gave me nice suits to wear and I didn't work very hard. I just stood there all day! I liked Mr Felberg and I liked Joseph, but I didn't like Sidney.* Sts continue the story. Monitor and help while they are working, then ask some pairs to read their stories to the class.

# LITERATURE

## UNITS 4-6

### BEFORE YOU READ

#### 1 SPEAKING Work in pairs and answer the questions.

- 1 What kinds of things do shops do to stop people from stealing their products?
- 2 What do you think is the best way to stop people from stealing from shops?
- 3 How do you feel about people who steal things from shops?

#### OUTLINE

#### The Detective

When Peter started his new job, he told everybody that he was a detective. But he didn't work for the police, and he wasn't a private detective. He was a store detective for a supermarket – he walked around the shop and looked for people who were trying to steal something.

One morning, Peter saw an old man in the drinks section of the shop. It was a hot day, but the old man was wearing a big coat. Peter thought that the old man was a thief and decided to watch him.

Peter moved so the old man couldn't see him, and he watched him. Soon, the man picked up something expensive. Peter thought he was going to steal it and became excited.

#### 2 Read the outline of *The Detective*. Are the sentences true (T) or false (F)? Correct the false sentences.

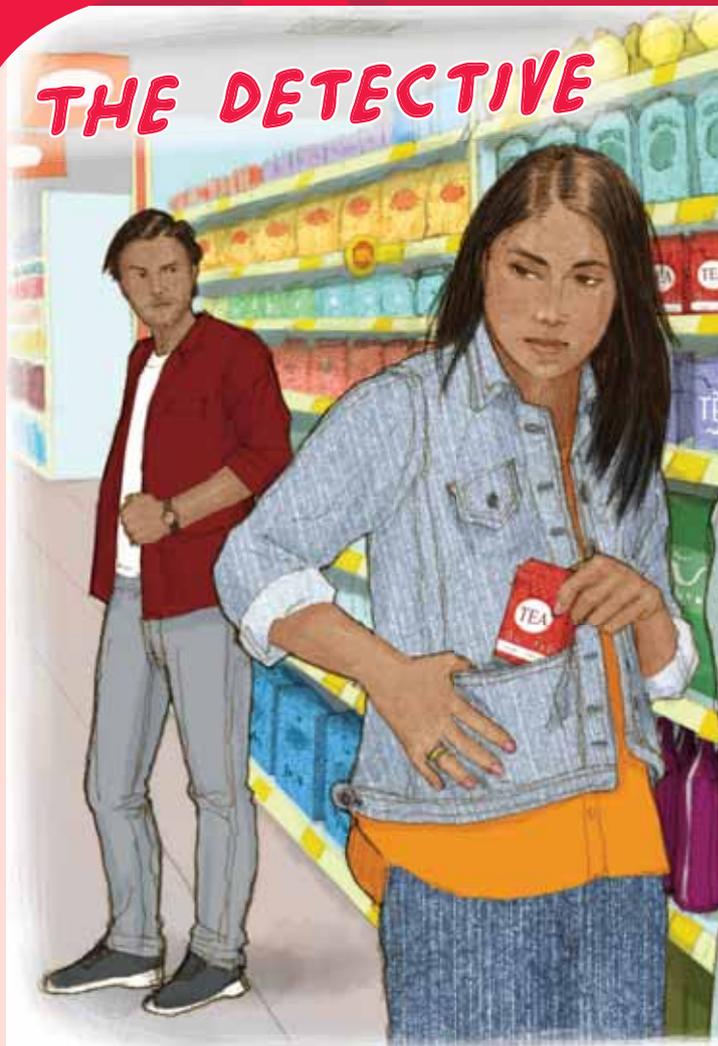
- 1 Peter worked for the police.
- 2 His job was to stop people taking things from a supermarket without paying.
- 3 Peter believed an old man with a big coat wanted to steal something.

### READ

#### 3 L3 Look at the picture. Read and listen to the extract from *The Detective* and answer the questions.

- 1 Who is the young man in the background?
- 2 What does he think the young woman is doing?
- 3 What does he do next?

## THE DETECTIVE



Suddenly a young woman walked in front of the old man and stopped by one of the shelves. Now Peter couldn't see what the old man was doing. He looked around for somewhere else to stand. There wasn't anywhere. He looked at the girl angrily. And then she took a packet of tea from a shelf and calmly put it in the pocket of her jacket. Peter felt very excited again. 'She's going to steal that packet of tea,' he thought to himself. He forgot all about the old man and went to stand by the main door.

After about five minutes, the girl went past the check-out without paying for the tea. She walked towards the exit.

Peter stepped forward. 'Excuse me, young woman,' he said in an important voice. The girl stopped. 'I'd like you to come with me to the manager's office.'

The girl smiled. 'Why?' she asked. 'Is he going to offer me a job?'

Peter was surprised. Usually people were afraid when he stopped them. This girl seemed calm and relaxed. 'No, he's not going to offer you a job,' he said seriously. 'And this situation is not funny.'

**LESSON OVERVIEW:** In this lesson, sts read an extract of the novel *The Detective*. They read an outline of the novel, then read an extract and listen to the next part of the story. They end by discussing some of the issues that the extract raises.

### WARMER

Read out the title of the book and focus on the pictures. Explain to sts that they are going to read an extract from a book called *The Detective*. Write these words on the board: *store detective, old man, girl, tea, pocket, manager, mistake, car*. Teach the meaning of the words, then put sts into pairs to discuss what the book might be about, using the title, the picture and the words on the board to help them. Elicit a few ideas, but don't confirm them.

### BACKGROUND INFORMATION

A lot of large shops employ store detectives to watch customers and catch any who are stealing things. The second part of the story that sts listen to mentions duty-free goods. These are goods that you can buy between countries, for example at an airport. They are often cheaper because you don't have to pay any taxes on them since you are buying them in places that are between different countries. The short story *The Detective* is by the writer, Rod Smith.

## BEFORE YOU READ

- 1 Put sts into pairs to discuss the questions. Ask them to note down all their ideas. Ask pairs in turn to share their ideas with the class. Elicit answers from the class. Share the Background information on this page with the class.
- 2 Ask sts to read the outline to the story, then decide if the sentences are true or false. Remind them to correct the false sentences. Allow sts to compare their answers in pairs, then check with the class. Ask which of their ideas from the Warmer were correct.

### Answers

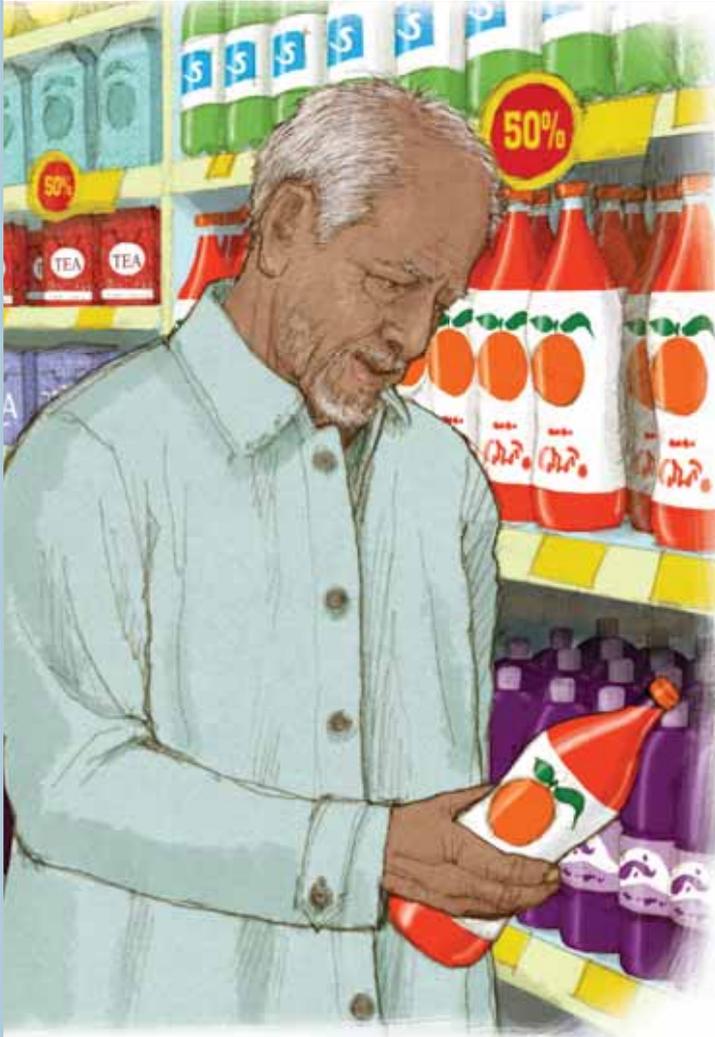
- 1 F – He worked for a supermarket.
- 2 T
- 3 T

## READ

- 3  L3 Read out the questions and point out the glossary on page 115. Then play the audio. Sts read and listen to the extract and answer the questions. Check the answers.

### Answers

- 1 He is a store detective.
- 2 He thinks she is trying to steal some tea.
- 3 He takes her to the manager.



They went to the manager's office. The manager – a short, fat man with a round face – was sitting at his desk. When Peter and the girl walked into the room he stood up.

The girl smiled at him. 'This man said you wanted to offer me a job,' she said.

'I did not,' Peter said angrily. 'I saw this person take a packet of tea from one of the shelves. She put the tea in the pocket of her jacket. Then she tried to walk out of the shop without paying for it.'

The manager looked at the girl and his face became serious. 'Please put everything from your pockets on the desk,' he said.

The girl pulled the packet of tea from her pocket and put it down in front of the manager. She was still smiling.

The manager was surprised. 'Do you agree that you took this tea from a shelf and tried to leave the shop without paying for it?' he asked.

'Of course. I'm not stupid.'

#### Glossary

Extract from **Richmond Readers:**  
*The Road Through the Hills and Other Stories* by Rod Smith

**check-out** the place in a shop where you pay for the products

**exit** the door or place where you leave a building

**pocket** the part of a coat, jacket or pair of trousers that you keep things in

#### 4 Read the extract again. Choose the correct answer.

- The young woman took a packet of tea and ...
  - put it in her shopping bag.
  - put it in her pocket.
- Peter stopped the young woman ...
  - before she left the shop.
  - outside the shop.
- Peter took her to speak to ...
  - the police.
  - the shop manager.
- The manager asked the girl to ...
  - empty her pockets.
  - explain what she was doing in the shop.
- The young woman thought the situation was ...
  - funny.
  - frightening.
- The young woman told the men that she ...
  - drank a lot of tea.
  - took the tea and didn't pay for it.

#### 5 Word Power Find the verbs in the extract and match them with the prepositions a-e. Can you find some other prepositions that can follow the verb 'walk'?

- |         |           |
|---------|-----------|
| 1 look  | a up      |
| 2 walk  | b forward |
| 3 stand | c down    |
| 4 put   | d out     |
| 5 step  | e around  |

#### 6 L4 Listen to the next part of the story. Copy and complete the sentences with the correct words.

- The girl bought the tea on a ... last week.
- She took it into the supermarket to compare the ... and ... .
- The manager was ... with Peter because of the mistake.
- After she left the supermarket, the girl got into a ... .
- The driver of the car was the girl's ... .
- The man had lots of ... and ... inside his coat.

### REFLECT

#### 7 THINK CRITICALLY Work in pairs. Discuss the questions about the story.

- Why do you think the people in the story stole things from the supermarket?
- What do you think should happen to people who do this?
- Do you think it is always wrong to steal? Why/Why not?

- 4 Sts read the extract again and choose the correct words to complete the sentences. Check answers, eliciting the part of the extract which confirms each answer.

### Answers

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

- 5 **Word Power** Explain to sts that learning the prepositions that follow verbs is a useful way of learning how to use words correctly in sentences. Ask sts to find the verbs in the extract, then match them with the correct prepositions and find other prepositions that can follow the verb *walk*. Check answers.

### Answers

- 1 e
- 2 d
- 3 a
- 4 c
- 5 b

Other prepositions with walk: walk in front of, walk into, walk towards

- 6 **L4** Explain to sts that they will now hear the next part of the story. Read out the task, then allow sts time to copy the gapped sentences into their notebooks. Play the audio. See TG page 282 for audio script. Sts listen and complete the sentences. Check answers, playing the audio again and pausing if necessary to confirm the answers.

### Answers

- 1 boat
- 2 price, size
- 3 angry
- 4 car
- 5 grandfather
- 6 food, drink

## REFLECT

### 21st Century skills



#### 7 **THINK CRITICALLY**

Ask sts to read through the questions. Check they understand everything. Put them into groups to discuss the questions. Explain that there are no correct answers to the questions, so they must think for themselves and express their own ideas and opinions. Give groups time to discuss the questions. Get them to share their ideas and examples with the rest of the class. Elicit some possible answers to each question and discuss as a class what sts think might happen next. Ask: *Who wants to read this story now?*

#### **EXTRA PRACTICE**

Sts could work in pairs and write the next paragraph of the story. To help them think of ideas, ask: *Where do you think the girl and her grandfather went? What did they talk about in the car? What do you think they did next? What do you think the detective did next?* Discuss the questions with the class and encourage sts to use their imaginations to think of answers. Sts then write their paragraphs. Ask pairs in turn to read their paragraphs to the class. Discuss as a class which paragraphs continue the story in the best way, and why.

# LITERATURE

## UNITS 7-9

### BEFORE YOU READ

#### 1 SPEAKING Work in pairs and answer the questions.

- 1 How often are there big storms in your country?
- 2 Do they ever damage buildings, cars or roads?
- 3 Have you ever been outside during a big storm? If so, what happened?

#### OUTLINE

### Saturday Storm

Philip (or Phil, for short) is seventeen. He doesn't get on very well with his family and often argues with his dad, Jim, and his sixteen-year-old sister, Viki. He also has a brother, Alex, who's only seven. Phil's family doesn't have much money and in the evenings his mum works as a cleaner to make extra money.

Phil loves playing basketball. He plays in the school team with two of his friends, Steve and Chris. There's a big game in another town on Saturday, and Luke, the team's new trainer, wants them to win. At the team's training session on Thursday, he asks Jim and some of the other parents for money. He says it's to pay for the bus, the court and the referee.

On Saturday, Luke and the team drive to the match in a minibus. Jim, Phil, Viki and Alex follow them in Jim's car. As they drive through the mountains, there's a terrible storm. Suddenly, hundreds of rocks start falling on to the road. They hit the minibus and Jim's car.

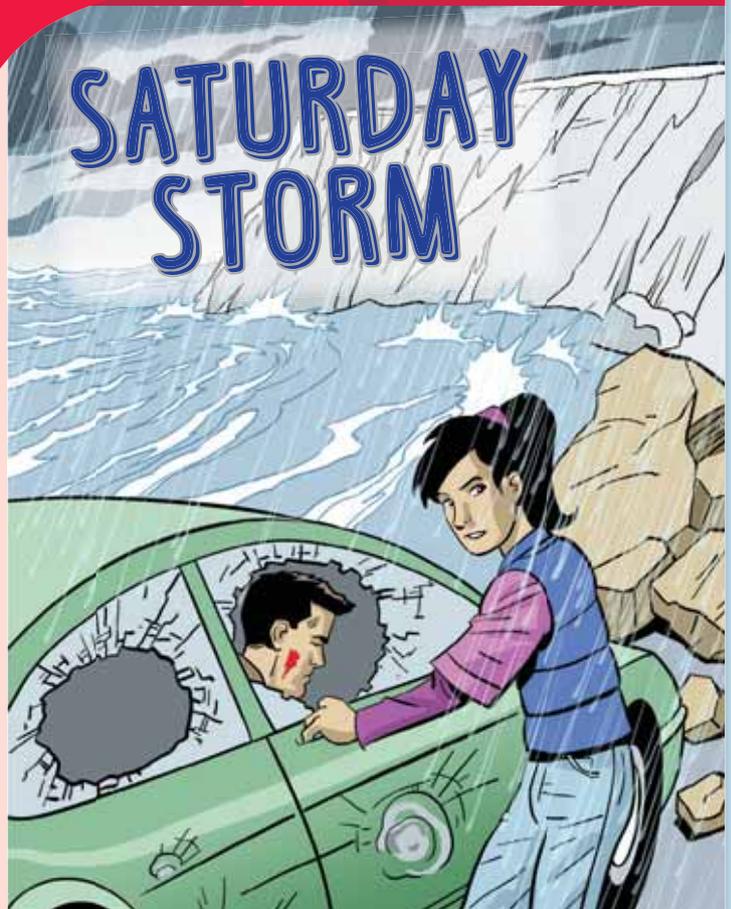
#### 2 Read the outline of *Saturday Storm*. Copy and complete the sentences with the correct words.

- 1 Jim is Phil's ... .
- 2 Phil is in the school ... team.
- 3 ... is the new trainer of the team.
- 4 Luke wants some of the parents to give him some ... .
- 5 On the way to the basketball match, some ... hit the bus and car.

### READ

#### 3 L5 Look at the picture. Read and listen to the extract from *Saturday Storm* and answer the questions.

- 1 Who are the people outside the car?
- 2 What are they trying to do?
- 3 Who is inside the car?
- 4 How do you think all the people are feeling?



Jim turned and looked at his children. Philip was badly hurt. There was blood on his face and his arm looked broken. He was covered in rocks and dirt. His eyes were shut and he was not moving.

When Jim turned round to Viki she looked back at him. Her eyes and her mouth were wide open. 'Are you all right?' he asked. She moved her head to say yes.

Jim looked at Alex. He could only see the boy's back. Alex had turned away from the window and pushed his face into the seat. There were rocks and glass and dirt all over him.

'Alex?' Jim said. 'Are you OK?'

Alex moved a little. 'Yes, I think so,' he said. 'Has it stopped?'

'Yes, it has.'

'What happened?'

'It was a landslide,' Jim said. 'Viki, Philip is badly hurt and we must get help very soon.' Jim's voice was very quiet. His face was white. He moved some of the dirt and rocks from Philip's jacket. He put his head down and listened for Philip's heart.

Viki said in a very small voice, 'Is Phil ...?'

'No, he's not dead. I can hear his heart,' Jim said. 'I'm going to get out and see what's happening. I want you to help Alex get out and see if he's hurt. Then stay with Phil. I'll be back soon.'

**LESSON OVERVIEW:** In this lesson, sts read an extract of the novel *Saturday Storm*. They read an outline of the novel, then read an extract and listen to the next part of the story. They end by discussing the characters in the story and role playing a conversation between them.

### WARMER

Read out the title of the book and focus on the pictures. Explain to sts that they are going to read an extract from a book called *Saturday Storm*. Write these words on the board: *car, minibus, drive, mountains, storm, rocks, crash, help*. Check that sts understand all the words, then put them into pairs to discuss what the book might be about, using the title, the pictures and the words on the board to help them. Elicit a few ideas, but don't confirm them.

### BACKGROUND INFORMATION

Schools in the UK often have school sports teams for sports such as football and basketball. The teams often travel together to play matches against other schools. Parents often travel with the teams to watch their children play and to support them. The book *Saturday Storm* is by the writer, Julia Newsome.

## BEFORE YOU READ

- 1 Put sts into pairs to discuss the question. Discuss the questions as a class and encourage sts to tell the class about storms they have seen or experienced. Share the Background information on this page with the class.
- 2 Ask sts to read the outline of the story, then copy the sentences into their notebooks and complete them. Check answers. Ask sts which of their ideas from the Warmer were correct.

### Answers

- 1 dad
- 2 basketball
- 3 Luke
- 4 money
- 5 rocks

## READ

- 3  L5 Read out the questions and point out the glossary on page 117. Then play the audio. Sts read and listen to the extract and answer the questions. Check the answers.

### Answers

- 1 Viki, Alex and Jim.
- 2 They are trying to move the rocks away from the doors of the car, so they can help Phil.
- 3 Phil is inside the car.
- 4 They are probably feeling scared.



'OK,' Viki said. She opened her door slowly. The car was very near to the side of the road. She could see the sea crashing on the rocks below.

'Come on, Alex,' she said. 'You'll have to be careful. We might fall into the sea from here.'

Alex moved along the seat. Dirt and glass fell off his back. He got out and looked out at the sea. 'Ooh ... we're lucky the car didn't go over.' He and Viki got round to the other side of the car.

'We must try to get some of these rocks away from the doors,' she said. 'We can't help Phil until we can open his door.' The two children started moving rocks in the rain.

Jim ran over the top of the fallen rocks to the driver. He could only see some hair. He carefully began to move the rocks. The driver suddenly made a noise. Now Jim could see him. The rain was washing away the dirt from his face.

'Are you all right?' Jim asked.

Extract from **Richmond Readers:**  
*Saturday Storm* by Julia Newsome

### Glossary

- blood** the red liquid inside our bodies  
**dirt** a substance from the ground or earth that covers things and makes them dirty  
**landslide** earth and rocks that fall down the side of a mountain  
**rocks** large stones

#### 4 Read the extract again. Choose the correct answer.

- After the landslide, Jim could see that Phillip ...
  - was looking at him.
  - was trying to say something.
  - needed to go to hospital.
- Viki and Alex ...
  - couldn't speak, but could move.
  - could speak and move.
  - couldn't move.
- Jim got out of the car because ...
  - he wanted to get help.
  - he wanted to see what happened.
  - it was dangerous to stay in the car.
- When he got out of the car, Alex felt lucky that ...
  - the rocks didn't hit them.
  - the car didn't fall on them.
  - the car wasn't in the sea.
- Jim climbed over rocks to ...
  - speak to the driver of the minibus.
  - look for help.
  - see if the road was open.

#### 5a **Word Power** Copy and complete the expressions with *get* or *make* from the text.

- 'Philip is badly hurt and we must get ... very soon.'
- 'I want you to help Alex get ... and see if he's hurt.'
- 'The driver suddenly made ...'

#### 5b Copy and complete the sentences with the correct form of *get* or *make* to make more expressions. Can you think of any other expressions with *get* or *make*?

- He ... a big mistake when he went walking in the mountains at night.
- Alice and Joe ... married in Valencia last summer.
- I helped my dad to ... a cake for my sister's birthday.
- The boys ... bored when it rains because they can't go out.
- Did you ... any friends when you went on holiday?

#### 6 **1** L6 Listen to the next part of the story. Put the events in order from 1-6.

- ... Steve went to help the driver of the bus.
- ... Luke tried to phone someone.
- ... Jim became angry with Luke.
- ... Luke got out of the bus.
- ... Chris tried to phone the emergency services.
- ... Jim pushed Luke and took his phone.

### ▶ REFLECT

- 7 **1** **GET CREATIVE** Work in pairs. Think about how Jim and Luke behaved in the story. Then act out a conversation between Jim and Luke on the day after the accident.

- 4 Sts read the extract again and choose the correct words to complete the sentences. Check answers, eliciting the part of the extract which confirms each answer.

### Answers

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

- 5 a **Word Power** Explain to sts that it is useful to learn expressions with common verbs such as *get* or *make*. Sts could work in pairs to find the expressions in the text to complete the sentences. Check answers, and check that sts understand the expressions.

### Answers

- 1 help
- 2 out
- 3 a noise

- b Sts copy the sentences into their notebooks and complete them with the correct verb forms. They could work in pairs for this. Check answers with the class, then, as a class, brainstorm more expressions with *get* and *make*.

### Answers

- 1 made
- 2 got
- 3 make
- 4 get
- 5 make

- 6 **L6** Explain to sts that they will now hear the next part of the story. Read out the task, then allow sts time to read through the sentences. Play the audio. See TG page 282 for audio script. Sts listen and put the events in order. Check answers, playing the audio again and pausing if necessary to confirm the answers.

### Answers

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

## REFLECT

### 21st Century skills



#### 7 GET CREATIVE

Read out the task. Ask questions about how the two people behaved, e.g.: *How did Jim behave? Did he try to help people? Was he calm? How did Luke behave? Did he try to help people? What did he try to do?* Elicit answers from the class. Ask: *What do you think Jim said to Luke the next day? What do you think Luke said?* Elicit a few ideas, then put sts into pairs to act out a conversation between the two people. Monitor and help while they are working. Ask some pairs to perform their conversations for the class. Discuss as a class which conversations fit the characters best and why. Ask: *Who wants to read this story now?*

#### EXTRA PRACTICE

Write the names of the main characters on the board: *Jim, Phil, Luke, Viki*. Ask sts in pairs to choose one of the characters and imagine they are telling the story to their friends, a week later. Tell them they need to imagine the story from that person's point of view, e.g. if they are telling it from Phil's point of view, they need to remember that he was hurt and couldn't get out of the car. Point out to sts that when we retell a story later, we sometimes exaggerate some of the details, to make it more exciting, e.g. *I was really scared! The rocks were huge, and they kept coming down on the car! But I knew I had to be brave!* Tell sts they should exaggerate in this way when they retell the story. Monitor and help while they are working, then ask pairs in turn to read their stories to the class. Discuss as a class who has retold the story in the most exciting way.

# EXAM PRACTICE

## UNIT 1

### SPEAKING

#### Discussion

#### Look! About the task

In this speaking task, you will talk with your partner about some pictures. The examiner will then ask you some more questions about the topic.

#### Useful strategies

- Listen carefully to the questions your partner, or the examiner, is asking.
- Don't just answer 'yes' or 'no', but give reasons for your answer.
- Try to give a long answer using two or three sentences.

#### 1 Match questions 1–5 with answers a–e. Compare with a partner.

- 1 Do you like watching horror films?
- 2 Where do you usually watch films?
- 3 Are you learning karate?
- 4 How often do you go to a museum?
- 5 Do you enjoy going to the zoo?

- a At home. I download them from the internet.
- b Yes, I do. I love seeing the animals.
- c No, they're scary! I enjoy science-fiction films.
- d Yes, I am. It's brilliant!
- e I sometimes go with my dad to see exhibitions.

#### 2 Think of some questions to ask about free-time activities. Here are some ideas to help you. Discuss with a partner.



- What's your favourite ...?
- When do you usually ...?
- Do you enjoy ...?
- Where do you and your family/friends ...?
- How often do you ...?

#### 3 Ⓛ E1.1 Listen to two dialogues about free-time activities. Say which dialogue is better and why. Discuss with a partner.

#### 4 Look at the pictures and questions in the EXAM TASK.

### EXAM TASK

Ask and answer these questions with your partner.

- 1 Which of these activities do you like doing in your free time? Why?
- 2 Which of these activities do you like doing best? Why?
- 3 Do you think visiting museums is boring? Why/Why not?
- 4 How often do you cook?
- 5 Do you prefer eating at home or eating in restaurants? Why?
- 6 Do you prefer playing computer games or being outside? Why?



#### 5 Ⓛ E1.2 Now listen to a student answering the examiner's questions. How were his answers different from yours? Discuss with a partner.

# EXAM PRACTICE

## UNIT 1

**LESSON OVERVIEW:** This lesson provides practice of a Speaking exam task (discussion). It also reviews some of the language sts have learned in Unit 1.

Skill	Exam task
Speaking	Discussion

### WARMER

**Ask:** *What do you like doing in your free time?* Give an example, including a reason, e.g. *I like going to museums because you learn about the past.* Put sts into groups. Explain that one student should ask the student on their left the question: *What do you like doing in your free time?* The student answers, adding some extra information to their answer. This student then asks the student on their left, and so on. Each answer given must be different. Tell sts they should try to continue for as long as possible, talking about different activities and adding different information.

### BACKGROUND INFORMATION

In this exam task, sts work in pairs. They are given a set of pictures as an input, and they ask and answer questions about the pictures. The examiner will then ask some additional questions about the topic. Sts should try to avoid giving short answers, but should try to add extra details, reasons or examples to support their answers.

- 1 Explain to sts that they are going to practise a speaking exam task. Read the information in the Look! box with the class. Point out to students that they should refer to the pictures when they answer, but they should also give their own opinions and express their own preferences when they respond.

Read through the Useful strategies box with the class. Point out to sts that it is important to listen carefully to each question, so they know how to answer. Point out that they should always try to add something to their answer, for example a reason, an extra piece of information, a personal experience, or an example.

Sts match the questions and answers. Allow them to compare their answers in pairs, then check the answers with the class. Point out the reason or extra information in each of the answers.

### Answers

- 1 c
- 2 a
- 3 d
- 4 e
- 5 b

- 2 Sts could work individually or in pairs to think of some questions. Elicit a few example questions to check that sts have formed them correctly. Then put sts into pairs to ask and answer their questions. Remind them to give a reason or add extra information for each of their answers. For feedback, ask individual sts in turn to read out one of their questions. Invite another student to answer.

- 3  **E1.1** Explain to sts that they will hear two sts asking and answering questions. Explain that they will hear two versions of the dialogue, and they need to say which one is better and why. Play the audio. See TG page 283 for audio script. Allow sts to discuss the answer in pairs, then discuss the answer with the class.

### Answer

The first dialogue is better because the people give longer answers by adding extra information and reasons for their preferences.

- 4 Focus on the pictures and elicit what they show. Elicit or teach any vocabulary sts might need in order to talk about the pictures, e.g. *cooking, skateboarding, visiting museums, playing computer games, mountain biking.* Read through all the questions with the class and check sts understand them. Sts then work in pairs to ask and answer the questions. When they have finished, ask which questions they found difficult to answer and why, and ask who managed to give longer answers. If sts need more practice, they could work with a new partner and repeat the task. Point out that the more they practise, the more their speaking will improve.
- 5  **E1.2** Play the audio for sts to listen and compare their answers. See TG page 283 for audio script. You could pause the audio after each answer, to allow sts time to make notes. Put sts into pairs to discuss how the student's answers were different to theirs. Discuss their ideas as a class. If necessary, play the audio again and pause after each question. Elicit the reason or extra information the student gives each time, and elicit some other possible reasons or information for each question. Sts could then practise again in pairs, to see if they can give longer answers.

# EXAM PRACTICE

## UNIT 2

4 Now complete the EXAM TASK.

### LISTENING

#### Multiple choice

#### Look! About the task

In this listening task, you will hear five short dialogues relating to five questions. You must read each question, listen to the dialogue and choose from pictures A–C. Each dialogue is played twice.

#### Useful strategies

- Before you listen, read the question and look at the three pictures underneath it. Think about the types of words you are going to hear.
- You will hear something about all the pictures for each question. Listen for the whole meaning, not just individual words.

- 1 Look at the pictures in question 1 of the EXAM TASK. Which of the following phrases do you think you will hear while you are listening?

clean the bathroom    do the laundry  
do the shopping    do the washing up  
tidy my room    wash the floor

- 2 Now look at the pictures in questions 2–5 of the EXAM TASK. Which words do you think you will hear? Discuss with a partner.

- 3 E2.1 Look at question 1 of the EXAM TASK again. Read and listen to the conversation. Which is the correct answer? Why?

**Mum:** Leo, can you do some chores today, please?

**Leo:** OK, Mum. I'm going to tidy my room this afternoon. It's a real mess!

**Mum:** It certainly is! Before you do that, can you do the laundry?

**Leo:** Sure. What else would you like me to do?

**Mum:** Well, you can wash the kitchen floor, as well. But do that this evening after dinner, please. OK?

**Leo:** OK.

### EXAM TASK

E2.2 For each question, listen and choose the correct picture.

- 1 Which chore will the boy do first?



A



B



C

- 2 When does the film start?



A



B

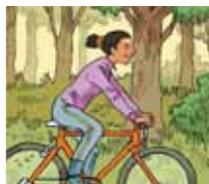


C

- 3 Where was the girl at the weekend?



A



B



C

- 4 What job does the boy's uncle do?



A



B



C

- 5 How much was the girl's T-shirt?



A



B



C

# EXAM PRACTICE

## UNIT 2

**LESSON OVERVIEW:** This lesson provides practice of a Listening multiple-choice exam task. It also reviews some of the language sts have learned in Unit 2.

Skill	Exam task
Listening	Multiple choice

### WARMER

Put sts into teams. Tell them you are going to write some words and phrases on the board with some missing letters. Tell them some are jobs, and some are jobs around the house. Teams must race to complete all the words and phrases.

Write these words on the board with some letters gapped. You can gap more or fewer letters, depending on your class: *make your bed, dentist, wash the floor, farmer, make dinner, mechanic, police officer, tidy your room, do the laundry*. When a team thinks they have written all the words correctly, ask them to come to the board and complete the words and phrases. Check sts understand all the words and phrases.

### BACKGROUND INFORMATION

In this exam task, sts listen to five short conversations. For each one, they have a question and three possible answers in the form of three pictures. Before they listen, sts will have enough time to look at all the pictures and read the questions. All three items in the pictures are mentioned in the conversation, but sts must listen carefully to see which one is the correct answer to the question. They hear the recording twice.

- 1 Explain to sts that they are going to practise a listening exam task. Read the information in the Look! box with the class. Point out that the answers to the multiple-choice questions are pictures, rather than words.

Read through the Useful strategies box with the class. Point out to sts that it is important to look at the pictures before they listen and think about what words they might hear. This will help them to understand each conversation better. Point out also that because the people will talk about things that relate to all three pictures, it is really important to listen very carefully to hear the correct answer to the question.

Sts could work in pairs to look at the pictures in question 1 and think about which phrases they will hear. Check the answers.

#### Answers

do the laundry, tidy my room, wash the floor

- 2 Sts work in pairs to look at the pictures for the remaining questions and discuss what words they will hear. Discuss their answers as a class.

#### Sample answers

- 2 film, watch, seven o'clock, quarter past seven, half past seven
- 3 Saturday, Sunday, weekend, tennis, cycling, bike, camping
- 4 job, mechanic, farmer, police officer, uncle
- 5 shopping, shopping mall, £6.50, £8.99, £10

- 3 **E2.1** Read out question 1 in the exam task again, then play the audio. Sts read, listen again and choose the correct answer. Elicit which is the correct answer and why.

#### Answer

1C (Mum asks him to do the laundry before he tidies his room, and she asks him to wash the kitchen floor later, after dinner).

- 4 **E2.2** Play the audio for sts to listen and complete the questions. Play the audio again for them to check and complete their answers. See TG page 283 for audio script. Put sts into pairs to compare their answers and say and write why they chose each answer. To check answers, focus on each question in turn. Ask sts which answer they chose and why, then play the audio for that question, pausing to confirm the correct answer.

#### Answers

2 A 3 B 4 C 5 A

# EXAM PRACTICE

## UNIT 3

### WRITING

#### Picture story

#### Look! About the task

In this writing task, you will write a story of at least 35 words. You will have three pictures to help you write your story.

#### Useful strategies

- Organize your story into paragraphs. Start a new paragraph for each picture.
- Make your story interesting by using past simple and continuous tenses, time expressions and adjectives.
- When you finish, check your spelling and grammar.

#### 1 Look at the pictures below and answer the questions.

- What are the people doing?
- Which animals can you see?
- Are the people safe or are they in danger? Why?



#### 2 Read the Useful Strategies box again. Read Stefano and Carla's stories. Which story is better? Why? Discuss with a partner.

##### Stefano

Last month, Harry and Jodie visited the jungle.

They saw lots of interesting animals there. While they were exploring, Harry took some photos of a small monkey. The monkey was sitting in a tree.

While Harry was taking photos, Jodie heard a noise. She saw a huge snake and it was moving along the ground! Jodie said, 'Don't move Harry. There's a snake near you.'

Harry picked up a piece of wood and throw it to the snake. Then Harry and Jodie ran away.

(84 words)

##### Carla

Harry and Jodie was visiting the jungel in Brazil when they were seeing a sneke. Harry was throwing one wood at it and they running away. They were afraid.

(29 words)

#### 3 Now complete the EXAM TASK.

### EXAM TASK

Look at the three pictures. Write the story shown in the pictures. Write 35 words or more.



# EXAM PRACTICE

## UNIT 3

**LESSON OVERVIEW:** This lesson provides practice of a Writing exam task (picture story). It also reviews some of the language sts have learned in Unit 3.

### Skill

Writing

### Exam task

Picture story

### WARMER

Ask: *What happened to me?* Mime playing tennis and ask: *What was I doing last weekend?* Elicit: *I was playing tennis.* Then mime hurting your leg. Ask: *What happened?* Elicit the sentence: *I hurt my leg.* Ask sts to put the two sentences together into one sentence: *I hurt my leg while I was playing tennis.* Write this on the board. Mime walking and ask: *What was I doing last night?* Elicit: *I was walking home.* Then ask: *What happened?* Invite a student to mime an action and elicit the complete sentence. Do one more example, inviting a student to mime the first action, then inviting a second student to mime the second action. Remind sts that we use the past simple and past continuous together when we write a story. Explain that they are now going to do a story writing exam task.

### BACKGROUND INFORMATION

In this exam task, sts see three pictures which tell a story. They must write a story using at least 35 words. It is important for them to organize their story into clear paragraphs and use the past simple and past continuous correctly. They should also use time expressions and adjectives to make their story interesting. When they have finished, they should check their writing for errors, as they will lose marks if they make a lot of grammar and spelling mistakes.

- 1 Explain to sts that they are going to practise a writing exam task. Read the information in the Look! box with the class. Point out to sts that they can write more than 35 words, but they must not write less than that. Point out that they don't need to think about what happens in their story because they have the pictures to help them.

Read through the Useful strategies box with the class. Elicit or remind sts that they should use the past simple for the main actions in the story, and the past continuous to describe longer actions. Remind them that it is important to check their grammar and spelling when they have finished, as they will lose marks if they make a lot of mistakes.

Focus on the pictures and elicit or teach some key vocabulary related to the pictures, e.g. *explore, jungle, monkey, parrot, photos, snake*. Sts could work in pairs to look at the pictures and answer the questions. Discuss the answers with the class.

### Sample answers

- 1 They are walking/exploring in the jungle.
- 2 I see a monkey, a snake and a parrot.
- 3 They are in danger because the snake is very big.

- 2 Ask sts to read the Useful strategies box again, then read the two stories. They discuss in pairs which one is better and why. Discuss the answers as a class.

### Suggested answers

Stefano's story is better. It is longer and it gives more details. It is also organized into paragraphs. It uses past simple and past continuous tenses correctly, and it uses time expressions such as *while*. It also uses adjectives such as *interesting, small* and *huge* to make the story interesting. He does make some mistakes, e.g. the spelling of *snake*.

Carla's story is too short (only 29 words). It is not organized into paragraphs and it does not use past simple and past continuous verbs correctly. It doesn't use any adjectives. She also spells *snake* incorrectly.

- 3 Focus on the pictures in the exam task. If you think your sts need a bit of extra help, focus on each picture in turn and elicit or teach some key vocabulary, e.g. *clothes, freezing, helicopter, hiking, mountains, no signal, snow, sunny, rescue*. Sts then complete the exam task. Refer them back to the Useful strategies box to help them check their answer. Sts could check each other's stories in pairs. Elicit a model answer and write it on the board.

### Sample answer

Last month, Sam, Alex and Anna visited the mountains. It was a warm day and the sun was shining. They went for a walk.

Suddenly, while they were walking up the mountain, the weather became very cold. Then it started snowing. Anna was freezing! They were all frightened, and Sam used his mobile phone to call for help.

The mountain rescue team came in a helicopter. They brought blankets to keep everyone warm, and they took them home. Sam, Alex and Anna were all very happy!

# EXAM PRACTICE

## UNIT 4

### SPEAKING

#### Conversation

#### Look! About the task

In this speaking task, you will have a conversation with the examiner about a topic for two minutes. You will answer questions on the topic, and you must also ask the examiner some questions.

#### Useful strategies

- Listen carefully to the examiner's questions – these may be in the present tense, the past tense or the future tense.
- Remember to continue the conversation by asking the examiner a different question about the topic.
- Use different question words (*who, what, why, where, when, how*) and tenses.

#### 1 Match questions 1–6 with answers a–f. Compare with a partner.

- 1 How often do you buy new clothes?
  - 2 Who do you go shopping with?
  - 3 When did you last buy a present for someone?
  - 4 How much money did you spend when you last went shopping?
  - 5 Where are you going to go shopping?
  - 6 What do you like buying?
- a I think I spent about £15.
  - b I love buying electronic gadgets.
  - c Around two or three times a month.
  - d I usually go with my mum, but sometimes with my sister.
  - e I'm going to go to the supermarket for food.
  - f I got my friend a computer game for his birthday.

#### 2 Ⓛ E4.1 You are going to listen to two teenagers talking about shopping. Read the statements below. Which do you think the speakers will do? Listen and check.

- only give 'Yes' or 'No' answers
- explain their reasons
- both ask questions
- disagree with each other
- give details in their answers
- use different tenses

#### 3 Now talk about shopping. Look at the question prompts. Student A asks the questions, and Student B answers. At the end, Student B asks one 'new' question.

- 1 Do you enjoy ...?
- 2 Have you ever bought anything ...?
- 3 What do people usually buy in ...?
- 4 When did you last go to a ...?
- 5 How much pocket money do you ...?
- 6 Which is better: paying in cash or ...?

#### 4 Complete the EXAM TASK.

### EXAM TASK



Work with your partner again, but change roles.

Where does your family buy food?  
Is it better to buy vegetables in a shop, or from a market?  
When did you last go to a supermarket?  
What did you buy in the supermarket?  
Where will you have lunch today?  
What will you have?

#### 5 Ⓛ E4.2 Now listen to two students doing the EXAM TASK. How was your conversation different? Discuss with your partner.

# EXAM PRACTICE

## UNIT 4

**LESSON OVERVIEW:** This lesson provides practice of a Speaking exam task (conversation). It also reviews some of the language sts have learned in Unit 4.

### Skill

Speaking

### Exam task

Conversation

### WARMER

Ask an individual student: *Do you like shopping?* Elicit their answer, then say: *Ask another student a question about shopping now.* Elicit a question that the student can ask and allow them to choose a student to answer it. This student should answer, then ask another question and choose a classmate to answer it. Continue for four or five questions in this way. Point out to sts that when you have a conversation, you often take it in turns to ask and answer questions in this way.

### BACKGROUND INFORMATION

In this exam task, sts have a conversation with the examiner about a topic. The examiner asks questions which the student must answer. The student must also keep the conversation going after they have answered each question by asking the examiner some questions.

- 1 Explain to sts that they are going to practise a speaking conversation exam task. Read the information in the Look! box with the class and point out that it is really important for them to ask questions and keep the conversation going.

Read through the Useful strategies box with the class. Point out that it is very important to listen carefully, to decide whether the answer should be about the past, present or future. You could ask a few questions and ask sts to identify the tense of each one, e.g. *How often do you go swimming?* (present); *When did you last go swimming?* (past); *When are you going to go swimming again?* (future). Elicit some possible answers to each question.

Sts match the questions with the answers. Allow sts to compare their answers in pairs, then check with the class. Elicit whether each question is about the past, present or future.

### Answers

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

- 2 **E4.1** Read out the task, then read through the statements in turn. For each one, ask: *Do you think they will do this or not? Why?* Play the audio for sts to listen and check. See TG page 283 for audio script. Check the answers with the class, playing the audio again and pausing it to focus on the different things the teenagers do.

### Answers

They both explain their reasons, ask questions, give details in their answer and use different tenses. They don't only give 'yes' or 'no' answers or disagree with each other.

- 3 Read out the question prompts and elicit one or two possible questions for each one. Sts then work in pairs to ask and answer the questions and have a conversation. Remind Student B that they should also ask a question at the end. Monitor while sts are working, then discuss what was easy or difficult about the task. If sts need more practice, they could swap roles and practise again, changing some of the questions if possible.
- 4 Focus on the exam task and read out the instructions. Read out all the questions and check that sts understand them. You could elicit which questions ask about the past, present and future. Sts then work in pairs to ask and answer the questions and have a conversation. When they have finished, ask which part of the task they found difficult and why. If sts need more practice, they could work with a new partner and repeat the task. Point out to them that the more they practise, the more their speaking will improve.
- 5 **E4.2** Explain to sts that they will now hear two students doing the task. Play the audio for sts to listen and note down how their conversation was different. See TG page 284 for audio script. They discuss this in pairs, then discuss it with the class. If sts need more practice, they could work with a new partner and repeat the task, trying to make their own conversation more like the one in the audio. Point out to them that the more they practise, the more their speaking will improve.

# EXAM PRACTICE

## UNIT 5

### READING

#### Multiple-choice gap fill

#### Look! About the task

In this reading task, you will read a short text and choose the correct words (a, b or c) to fill in the gaps.

#### Useful strategies

- First, read the whole text to understand what it is about.
- Look carefully at the words before and after the gap. These may help you decide which word best fits.
- Remember that only one answer is correct.

#### 1 Look at the following sentences and choose the correct answer.

- Both my brothers enjoy *eating / catching* fish and chips.
- Teenagers shouldn't *go / stay* up late every night.
- If we don't drink enough water, we can *catch / get* a headache.
- What's the *matter / wrong* with you?
- Lisa gave me a top *tip / advice* for studying English.

#### 2 Read the text. Choose the correct answer to complete the text.

#### BEING VEGAN

Eleni Loukas is a vegan, which means she doesn't eat any animal products such as meat, dairy or eggs. Many people <sup>1</sup> ... this a 'plant-based diet' instead of a vegan diet. As well as only eating plants, some vegans don't wear any clothes that are <sup>2</sup> ... from animal products, such as leather shoes or woollen jumpers.

Eleni <sup>3</sup> ... to become a vegan because she wanted to eat more healthily. She also cares about what is happening to the planet.

- a say      b call      c think
- a changed      b built      c made
- a guessed      b decided      c explained

#### 3 Look again at the options for gaps 1–3 in the text in Exercise 2. Decide why the other answers are wrong. Discuss with a partner.

#### 4 Now complete the EXAM TASK.

### EXAM TASK

Choose the correct options to complete the text.

## How to be healthy at any age

It's important to eat plenty of fruit and vegetables – we get useful vitamins and minerals from these foods. And we shouldn't eat too much sugar. Sugar is in a lot of different food, <sup>1</sup> ... biscuits, cakes and drinks. We should also drink around eight glasses of water <sup>2</sup> ... day. Water is good for our skin, and when we are thirsty, it's the <sup>3</sup> ... thing to drink.

Doing sport is a good way to <sup>4</sup> ... our bodies fit. Team sports, such as basketball, are fun. If you don't enjoy team sports, you can <sup>5</sup> ... for a run or a bike ride.

We should also get <sup>6</sup> ... sleep every night because sleep is good for our brains. Teenagers, for example, should sleep for around nine hours. Small changes to our lifestyle can make a big difference.



- |             |           |             |
|-------------|-----------|-------------|
| 1 a around  | b like    | c without   |
| 2 a most    | b another | c every     |
| 3 a best    | b fine    | c excellent |
| 4 a keep    | b have    | c improve   |
| 5 a do      | b make    | c go        |
| 6 a several | b enough  | c any       |

# EXAM PRACTICE

## UNIT 5

**LESSON OVERVIEW:** This lesson provides practice of a Reading multiple-choice gap fill task. It also reviews some of the language sts have learned in Unit 5.

Skill	Exam task
Reading	Multiple-choice gap fill

### WARMER

Ask: *What are your favourite foods?* Ask sts individually to write five foods that they like and five that they don't like. Ask sts to look at their lists. Ask: *Which of your favourite foods are healthy? Which of the foods you don't like are healthy?* Puts sts into pairs to compare their lists and see which of their lists have more healthy foods. Ask pairs in turn to tell the class. Ask: *Is it important to eat healthy foods? Why?*

### BACKGROUND INFORMATION

In this exam task, sts read a short text. There are six missing words, and sts must choose the correct words to complete the gaps. There are three possible words for each gap, and they must choose the one that fits the meaning and is also correct grammatically.

- 1 Explain to sts that they are going to practise a reading exam task. Read the information in the Look! box with the class. Point out that only one word from each set of options is correct for the meaning and fits the sentence grammatically.

Read through the Useful strategies box with the class. Point out to sts that it is a very good idea to read the whole text first, ignoring the gaps, to get an idea of what it is about. Point out that it is really important to read the text around each gap carefully and think about what type of word is missing, rather than just guessing. Tell them it is also important to read the whole text when they have finished, to make sure it makes sense with the words added.

Put sts into pairs to look at the sentences and choose the correct words to complete the text. Discuss the answers with the class, focusing on why the other word is not correct in each sentence.

#### Answers

- 1 eating
- 2 stay
- 3 get
- 4 matter
- 5 tip

- 2 Ask sts to read the text about being vegan quickly, ignoring the gaps. Ask one or two questions to check that sts have understood what the text is about, e.g. *Is a plant-based diet the same as a vegan diet?* (yes) *Does Eleni think it is healthier to be a vegan?* (yes).

Ask sts to read the text again and choose the correct answers to complete it. Check answers.

#### Answers

- 1 b
- 2 c
- 3 b

- 3 Sts work in pairs to look at the incorrect options for the text in Exercise 2 and decide why they are wrong. Discuss the answers with the class.

#### Answers

- 1 *Say* and *think* are both followed by *that*, so they don't fit in the sentence.
- 2 We usually use *change + into*. We use *build* for houses and other buildings.
- 3 Both *guessed* and *explained* are usually followed by *that*, not by *to + infinitive*.

- 4 Remind sts of the information in the Useful strategies box and remind them to read the text through when they have finished, to check that it makes sense. Sts then complete the exam task. Allow them to compare their answers in pairs, then check answers with the class.

#### Answers

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

# EXAM PRACTICE

## UNIT 6

3 Now complete the EXAM TASK.

### LISTENING

#### Matching

##### Look! About the task

In this listening task, you will listen to a conversation between two people and match the names to the items mentioned. Each conversation is played twice.

##### Useful strategies

- Read the instructions carefully to understand what the conversation will be about.
- Then, read the words in the two lists carefully. There will be more words in the list of items (on the right) than you need.
- The first time you listen, get an idea of what the conversation is about and choose your answer.
- The second time you listen, check your answers carefully.

1 **E6.1** Listen to a conversation about a birthday party. What will each person buy for the party? Choose the correct answers.

- 1 Charlie
  - 2 Clara
  - 3 Uncle Mike
- a pizza  
b snacks  
c balloons

2 **E6.1** Listen again and answer the questions. Compare with a partner.

- 1 Where are Zoe's family coming from?
- 2 What kind of pizza will everyone eat?
- 3 What snacks will Charlie bring?
- 4 Who is going to make the cake?
- 5 What is Zoe's favourite cake?

### EXAM TASK



**E6.2** Listen to Maddy talking to Harry about a party. What will each person bring to the party?

For each question, choose the correct answer.

- |          |               |
|----------|---------------|
| 1 Sophie | A fireworks   |
| 2 Paul   | B games       |
| 3 Anna   | C lights      |
| 4 Toby   | D snacks      |
| 5 Ellie  | E decorations |
|          | F takeaway    |
|          | G drinks      |

4 Work in pairs. Compare your answers to Exercise 3.

5 Which parts of the EXAM TASK did you find easy and which parts did you find difficult? Discuss your answers with a partner.

# EXAM PRACTICE

## UNIT 6

**LESSON OVERVIEW:** This lesson provides practice of a Listening matching exam task. It also reviews some of the language sts have learned in Unit 6.

Skill	Exam task
Listening	Matching

### WARMER

**Ask:** When you do listening tasks, do you find it difficult to follow conversations? Is it always easy to know who is speaking? Elicit that it can sometimes be difficult to know who is speaking. **Ask:** What can you do to help? Elicit that you can read the questions before you listen, as these often include the names of the speakers. Point out that it is important to think about how to pronounce names, so you can listen for them. Explain that you can also listen to hear what the speakers call each other, as they often say each other's names at the beginning of a listening.

### BACKGROUND INFORMATION

In this exam task, sts listen to a conversation between two people and match the names of the people to the things that are mentioned. The people who are speaking may be included in the list of names, or the names may all refer to people they talk about. Sts need to listen carefully for each name, then listen for the item it matches with. They hear the conversation twice.

- 1** **E6.1** Explain to sts that they are going to practise a listening matching exam task. Read the information in the Look! box with the class. Remind sts that they have already practised one listening task, where the answers were pictures rather than words. Point out that in this task the answers are written. Remind them that for all listening exam tasks, they hear the recording twice, so they shouldn't worry if they can't complete all the answers the first time they listen.

Read through the Useful strategies box with the class. Emphasize the point that the recording will mention all the names in the list, but it will not mention all the options, as there are more options than are needed. Point out to sts that they must listen carefully to hear the names and the correct items.

Read out the question, then ask sts to read the list of names and the list of items that the people bring. Elicit how to say the names. Play the audio for sts to listen and complete the matching task. See TG page 284 for audio script. Check answers, playing the audio again, if necessary, and pausing to confirm the answers.

#### Answers

1 b 2 c 3 a

- 2** **E6.1** Allow sts time to read through the questions, then play the audio again for sts to listen and answer the questions. Check answers, playing the audio again, if necessary, and pausing to confirm the answers.

#### Answers

1 London  
2 vegetarian  
3 crisps and popcorn  
4 Zoe's aunt, Kate  
5 chocolate and orange

- 3** **E6.2** Read out the exam task, then ask sts to read through the list of names and the list of things the people will bring. Elicit how to say the names. Point out to sts that the speakers may not use the actual words A-G, for example they may say *crisps* instead of *snacks*. Play the audio for sts to listen and complete the matching task. Play the audio again for them to check and complete their answers. See TG page 284 for audio script. Don't check the answers at this stage.

#### Answers

1 D 2 G 3 E 4 B 5 C

- 4** Put sts into pairs to compare their answers. Check the answers with the class, playing the audio again and pausing, if necessary, to confirm the answers.
- 5** Sts discuss in pairs which parts they found easy and difficult. Discuss their ideas as a class.

# EXAM PRACTICE

## UNIT 7

### READING

#### Multiple choice

#### Look! About the task

In this reading task, you will read a short text in which some words or phrases are missing. For each question, you must choose the correct word or phrase to complete the gap. There will be four choices.

#### Useful strategies

- Read the whole text before you answer the questions. This will help you understand what it is about.
- Then read each sentence before you decide which word fits in the gap.
- There is only one correct answer.

- 1** Read the text below. Decide if a word or a phrase is missing in each gap.

Hi Emily

How are you? I went to the cinema last night, but I didn't enjoy it at all. Nothing exciting happened in the film and I was so <sup>1</sup> ...

Anyway, we're going skydiving tomorrow! Have you <sup>2</sup> ... tried that? I did it last year with my cousin and we <sup>3</sup> ... Would you like to come <sup>4</sup> ... us tomorrow?

Let me know.

Ollie

- 2** Look at gaps 1 and 3 again. Decide which word or phrase best fits in each gap. Discuss with a partner.

#### Gap 1

bored   calm   confident   worried

#### Gap 3

have such a good time  
are having a so good time  
had such a good time  
had a so good time

- 3** Now look at gaps 2 and 4. Think of a word or phrase to fit in each gap. Discuss with a partner.

- 4** Now complete the EXAM TASK.

### EXAM TASK

Choose the correct options to complete the text.

Hi Jack

How are you? I'm on holiday in New Zealand with my family. It's <sup>1</sup> ... great country and we're having an amazing time. Yesterday, we took part in a carnival and that was great fun.

Today, we're going to a rock-climbing centre. I <sup>2</sup> ... rock climbing before, but my sister has and she loves it. I'm so <sup>3</sup> ... about trying it – I can't wait! <sup>4</sup> ... been rock climbing? If you have, tell me about it.

I'll email you again tomorrow when I have more time, and I'll send you some photos!

Love

Ben



- |   |  |
|---|--|
| <p><b>1</b></p> <p>a so a<br/>b a such<br/>c such a<br/>d so</p> <p><b>2</b></p> <p>a have been<br/>b haven't seen<br/>c have gone<br/>d haven't done</p> | <p><b>3</b></p> <p>a cheerful<br/>b excited<br/>c surprised<br/>d disappointed</p> <p><b>4</b></p> <p>a Have you ever<br/>b Did you go<br/>c Where did you go<br/>d When did you</p> |
|---|--|

# EXAM PRACTICE

## UNIT 7

**LESSON OVERVIEW:** This lesson provides practice of a Reading multiple-choice exam task. It also reviews some of the language sts have learned in Unit 7.

Skill	Exam task
Reading	Multiple choice

### WARMER

Say: *I'm going on holiday tomorrow. How do I feel?* (excited) Say: *I've got an exam tomorrow. How do I feel?* (nervous) Give three or four more situations and ask about your feelings, to revise the feelings words from the unit, e.g. *bored, calm, cheerful, confident, disappointed, surprised, worried*. Remind sts that it is important to learn and try to remember the vocabulary from each unit of the book because it may be tested in exam tasks.

### BACKGROUND INFORMATION

In this exam task, sts read a short text. There are four gaps in the text, and they need to choose the word or phrase that is missing from each gap. There are four options to choose from, and they may be either a single word or a short phrase. This exam task tests both vocabulary and grammar.

- 1 Explain to sts that they are going to practise a reading multiple-choice exam task. Read the information in the Look! box with the class. Remind sts that they have already practised one multiple-choice reading task, where they had a choice of three answers. Point out that in this task there are four possible answers to choose from.

Read through the Useful strategies box with the class. Emphasize the point that only one word or phrase will fit the sentence correctly, and the choice could depend on the meaning of the words or the grammar, e.g. the correct tense to fit the sentence.

Ask sts to read the text and decide if a word or phrase is missing in each gap. They could work in pairs for this. Elicit their answers, but don't confirm them at this stage.

#### Sample answers

- 1 word
- 2 word
- 3 phrase
- 4 word

- 2 Sts look at gaps 1 and 3 again and choose the word or phrase that fits best. Allow sts to compare their answers in pairs, then check with the class.

#### Answers

- 1 bored
- 3 had such a good time

- 3 Sts could work in pairs to look at gaps 2 and 4 and think of a word or phrase that fits in each gap. Check answers with the class, discussing why any incorrect answers that sts suggest don't fit.

#### Sample answers

- 2 ever
- 4 with

- 4 Remind sts of the information in the Useful strategies box, and remind them to read the text through when they have finished, to check that it makes sense. Sts then complete the exam task. Allow them to compare their answers in pairs, then check answers with the class.

#### Answers

- 1 c   2 d   3 b   4 a

# EXAM PRACTICE

## UNIT 8

3 Now complete the EXAM TASK.

### LISTENING

#### Multiple choice

#### Look! About the task

In this listening task, you will hear a conversation between two people and answer five multiple-choice questions. You will hear the conversation twice.

#### Useful strategies

- Before you listen, read all the instructions. Then read each question and the options carefully to understand what the topic is about.
- Think about the topic and which words or phrases you might hear.
- Listen carefully to check the details
- You will hear some information about all three answers, but only one answer is correct. Listen for the whole meaning.

1 Read the situations in the EXAM TASK and the list of words and phrases below. Which words and phrases do you think you might hear?

alone  
argue with  
be a fan  
be kind to  
community  
famous people  
get angry with  
get on well with  
hang out with  
kids  
poverty  
study  
supermarket  
walking the dog  
with family

2 Write down some more words and phrases you think you will hear. Discuss with a partner.

### EXAM TASK



🔊 E8.1 Listen to Danny talking to Carla about helping people. Choose the correct options.

- 1 Danny says that Mrs Moore ...
  - a doesn't have many friends locally.
  - b has always lived on her own.
  - c has lived in her house since 2018.
- 2 Danny says that he enjoys ...
  - a making Mrs Moore laugh.
  - b doing Mrs Moore's shopping.
  - c looking after Mrs Moore's pet.
- 3 What do Danny and Mrs Moore often do?
  - a pick up litter
  - b donate blood
  - c raise money for charity
- 4 Next week, Danny is going to ...
  - a go to a cake sale.
  - b do a charity bike ride.
  - c help at the after-school club.
- 5 In March, Danny and Carla plan to work with ...
  - a some celebrities.
  - b homeless people.
  - c poor children.

# EXAM PRACTICE

## UNIT 8

**LESSON OVERVIEW:** This lesson provides practice of a Listening multiple-choice exam task. It also reviews some of the language sts have learned in Unit 8.

Skill	Exam task
Listening	Multiple choice

### WARMER

Ask sts to think about the last week. Ask: *In what ways have other people helped you? In what ways have you helped other people?* Elicit a few example answers, e.g. a friend helped me with my Maths homework, I helped my mum do the washing up. Then put sts into pairs to discuss ways in which they have helped other people and other people have helped them. Elicit ideas from pairs in turn, then ask: *Is it important to help other people? Why?* Discuss the question briefly as a class.

### BACKGROUND INFORMATION

In this exam task, sts hear a longer conversation. They answer five multiple-choice questions, with three choices for each question. Some questions are about specific information in the recording, and others are about the feelings or opinions of the speakers.

- 1 Explain to sts that they are going to practise a listening multiple-choice exam task. Read the information in the Look! box with the class. Remind sts that they have already practised one multiple-choice listening task, where the answers were pictures rather than words. Point out that in this task the answers are written. Remind them that for all listening exam tasks, they hear the recording twice, so they shouldn't worry if they can't answer all the questions the first time they listen.

Read through the Useful strategies box with the class. Emphasize the point that the recording will mention information about all the options in the answers, so they shouldn't choose an answer just because they hear it. They must listen carefully to hear which one is the correct answer.

Ask sts to read the exam task and the list of words and phrases, and think about which ones they might hear because they relate to the topic. Discuss the answers with the class.

#### Sample answers

alone, be kind to, community, get on well with, poverty, supermarket, walking the dog, with family

- 2 Ask sts to think about the topic again and write down some more words and phrases they might hear. Put them into pairs to discuss their ideas, then elicit ideas from the class.

#### Sample answers

do something to help, raise money, organize an event, charity

- 3  **E8.1** Allow sts time to read the questions and the possible answers. Play the audio for sts to listen and complete the exam task. Play the audio again for them to check and complete their answers. See TG page 284 for audio script. Allow sts to compare their answers in pairs, then check the answers with the class, playing the audio again and pausing for sts to hear the correct answers.

#### Answers

1 a 2 a 3 c 4 b 5 b

# EXAM PRACTICE

## UNIT 9

### READING

#### Short texts

#### Look! About the task

In this reading task, you will read six short texts and choose one option (a, b or c) which matches the meaning in each text.

#### Useful strategies

- Before you answer, read each text quickly to understand what it is about.
- Look at all three options before you decide which one is correct.
- Read each option carefully with the text. Only one will have the same meaning as the text.

**1** Read the information below. What is it about?

**2** Now read the three options: a, b and c. Decide which one is the best summary of the information.



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Monday – Thursday  
5–6 p.m. only

- a The pizza shop is open on Mondays and Thursdays.
- b Two pizzas cost the same as one on some days.
- c Pizzas are free in the afternoons.

**3** Now look at the other two answers. Tell your partner why they are wrong.

**4** Now complete the EXAM TASK.

### EXAM TASK

Choose the correct option for each text.

**1** Hi Marta  
Thanks for getting me that book I wanted. I'll pay you for it tomorrow when I see you at school.  
Zoe

- a Zoe wants Marta to buy her a book.
- b Zoe didn't give Marta her book back.
- c Zoe will give Marta some money for a book soon.



**Woodford Zoo**

Half-price tickets for all students  
Children under eight free  
Please ask at the gate.



- a Everybody must pay at the gate to go in.
- b If you are an adult, it's more expensive to go in.
- c There are special activities for very young children.

**3** Mark  
I'm at the dentist's with your sister, so I won't be at the school gates at 3.30. Please catch the bus today.  
Mum

- a Mark's mum is telling him how to get home.
- b Mark's mum is telling him to meet her at the dentist's.
- c Mark's mum is explaining to him where he should meet his sister.

**4** For sale  
Men's red mountain bike - six years old - needs new tyres  
Call Steve after 6 p.m. - 07836 689431

- a You can speak to the owner of the bicycle in the afternoon.
- b The new owner of the bicycle should change the tyres.
- c The bicycle for sale used to belong to a child.

**5** Practice for school football team in gym today at 4.00 p.m.  
- football field too wet

- a If you are in the school football team, you should go to the gym.
- b The football team should meet in the football field.
- c The football team will not play today because of the weather.

# EXAM PRACTICE

## UNIT 9

**LESSON OVERVIEW:** This lesson provides practice of a Reading exam task (short texts). It also reviews some of the language sts have learned in Unit 9.

### Skill

Reading

### Exam task

Short texts

### WARMER

Ask: *Do you send messages on your phone? Who do you send messages to? How many messages do you send every day?* Elicit answers from individual sts. Ask: *When you send messages, are they usually long, or quite short?* Elicit that we usually send short messages. Ask: *Where can you see notices? Do you sometimes see them on noticeboards at school? In shops? Online?* Elicit a few answers. Then ask: *Are notices usually short or long?* Elicit that they are usually short, like messages. Explain to sts that they are going to practise reading short texts and messages in English.

### BACKGROUND INFORMATION

In this exam task, sts read six short texts. The texts are usually personal messages or notices. They choose from three options the one which matches the correct meaning of the text. Sts need to understand the general meaning of the messages, e.g. to ask someone to do something, and also the detailed information in the text.

- 1 Explain to sts that they are going to practise a reading exam task. Read the information in the Look! box with the class and point out that each short text is a different type of text (personal message, notice, email, etc.)

Read through the Useful strategies box with the class. Point out to sts that they should read each text through first and ask themselves: *What's it about? Why did the person write this?* This will help them understand the general meaning. They should then read each option very carefully, and check the text again, to see which one matches.

Ask sts to read the information about Pete's Pizzas. Ask: *What's it about? Why did someone write this?* Elicit the answer.

### Answer

It is about a special offer.

- 2 Sts read the three options and choose the one that matches. Check the answer with the class.

### Answer

b

- 3 Put sts into pairs to discuss why the other two options are wrong. Discuss the answers with the class. Point out that the differences between the three options can be quite small, so it is very important to read all the options carefully and see which one matches the text exactly.

### Answers

a is wrong because it says the pizza shop is only open on Mondays and Thursdays, but the text says it is open from Monday to Thursday (Monday – Thursday).  
c is wrong because it says that pizzas are free in the afternoons. This is not true – you have to buy one and then you get a second one free.

- 4 Refer sts back to the Useful strategies box. Ask them to look at questions 1–5 and choose the correct options. With weaker classes, you could ask sts to read each text first and ask them: *What's it about? Why did someone write this?* Elicit the general meaning of each text, then ask sts to read the options and choose the correct one. Check answers, discussing why the other options are wrong.

### Answers

1 c   2 b   3 a   4 b   5 a

# LANGUAGE SUMMARY

## UNIT 1

### GRAMMAR

#### Present simple

Affirmative	Negative
I/You often <b>read</b> in bed.	I/You <b>don't buy</b> books online.
He/She <b>watches</b> a lot of films.	He/She <b>doesn't like</b> musicals.
We/You/They <b>love</b> comedies.	We/You/They <b>don't read</b> comics.
Questions	Short answers
<b>Do you read</b> on holiday?	Yes, I <b>do</b> . / No, I <b>don't</b> .
<b>Does he like</b> horror films?	Yes, he <b>does</b> . / No, he <b>doesn't</b> .
Rules	
We use the present simple to talk about facts, habits and routines.	

#### Adverbs and expressions of frequency

I'm **never** late for school.  
 She **sometimes** plays tennis.  
 We clean our teeth **twice a day**.  
 The Olympics take place **every four years**.

##### Rules

We use adverbs and expressions of frequency with the present simple to say how often we do things.

Adverbs of frequency include: *always, usually, often, sometimes, hardly ever, never*. They go after the verb *be*, but before other verbs.

Expressions of frequency include: *once/twice a day/week/month, every day/two weeks*, etc. They usually go at the end of a sentence.

#### Present continuous

Affirmative	Negative
I'm <b>waiting</b> for a friend.	I'm <b>not wearing</b> a coat.
He/She's <b>making</b> a cake.	He/She <b>isn't talking</b> .
You/We/They're <b>dancing</b> .	You/We/They <b>aren't driving</b> .
Questions	Short answers
<b>Are you watching</b> TV?	Yes, I <b>am</b> . / No, I'm <b>not</b> .
<b>Is he sleeping</b> ?	Yes, he <b>is</b> . / No, he <b>isn't</b> .
Rules	
We use the present continuous to talk about actions in progress now.	

#### Present simple and present continuous

Present simple	Present continuous
I often <b>download</b> films.	I'm <b>downloading</b> a film now.
Rules	
We use the present simple to talk about facts, habits and routines.	
We use the present continuous to talk about actions in progress now.	

### VOCABULARY

#### Types of film

action film	fantasy film
animated film	historical film
comedy	horror film
documentary	musical
drama	science-fiction film

#### Adjectives to describe films

boring	romantic
brilliant	sad
confusing	scary
enjoyable	serious
exciting	silly
funny	terrible

### SPEAKING

#### Making and responding to suggestions

What shall we do this afternoon/tomorrow?

How about / What about ...?

Why don't we ...?

I'm not sure.

That sounds scary/boring/exciting.

I'd prefer to ...

That's fine by me.

### WRITING

#### Reviewing a film

One of my favourite films is ...

The film is set in ...

The actors are ...

The special effects are ...

The plot is simple/confusing.

The ending is exciting/silly.

#### Writing a conclusion

**In conclusion**, I recommend it.

**In conclusion**, I didn't enjoy it at all.

# LANGUAGE SUMMARY

## UNIT 2

### GRAMMAR

#### Past simple

Affirmative	Negative
I/You/He/She/We/They <b>cleaned</b> the kitchen.	I/You/He/She/We/They <b>didn't tidy</b> her room.
I/You/He/She/We/They <b>made</b> dinner.	I/You/He/She/We/They <b>didn't do</b> the shopping.
Questions	Short answers
<b>Did</b> you <b>have</b> lunch?	Yes, I <b>did</b> . / No, I <b>didn't</b> .
<b>Did</b> it <b>rain</b> last night?	Yes, it <b>did</b> . / No, it <b>didn't</b> .

#### Rules

We use the past simple to talk about completed actions in the past.

For regular verbs, the past simple affirmative form ends in *-ed*.

A lot of verbs have irregular affirmative forms. The forms are the same for all pronouns.

#### be: past simple

Affirmative	Negative
I/He/She <b>was</b> tired.	I/He/She <b>wasn't</b> at school.
You/We/They <b>were</b> late.	You/We/They <b>weren't</b> happy.
<b>There was</b> a party last night.	<b>There wasn't</b> much food.
<b>There were</b> a lot of people at the beach.	<b>There weren't</b> any restaurants.
Questions	Short answers
<b>Was</b> she a journalist?	Yes, she <b>was</b> . / No, she <b>wasn't</b> .
<b>Were</b> they farmers?	Yes, they <b>were</b> . / No, they <b>weren't</b> .
<b>Was there</b> any music?	Yes, there <b>was</b> . / No, there <b>wasn't</b> .
<b>Were there</b> any cafés at the beach?	Yes, there <b>were</b> . / No, there <b>weren't</b> .

#### Rules

We form the past simple of *be* with *was* and *were*.

*There was / there were* are the past simple forms of *there is / there are*.

#### could and couldn't

Affirmative	Negative
I/You/He/She/It/We/They <b>could</b> walk and talk.	I/You/He/She/It/We/They <b>couldn't</b> ride a bike.
Questions	Short answers
<b>Could</b> you play the piano?	Yes, I <b>could</b> . / No, I <b>couldn't</b> .

#### Rules

We use *could* and *couldn't* to talk about ability in the past.

### VOCABULARY

#### Jobs around the home

clean the bathroom	make your bed
do the laundry	take out the rubbish/ recycling
do the shopping	tidy your room
do the washing up	wash the car
lay the table	wash the floor
load the dishwasher	
make dinner	

#### Jobs

dentist	mechanic
designer	nurse
engineer	personal trainer
farmer	police officer
journalist	receptionist
lawyer	shop assistant

### SPEAKING

#### Talking about skills and abilities

Why are you interested in ...?

How well can you ...?

Do you enjoy ...?

Quite well. / Very well. / Not very well.

I'm (not very) good at ...

I love/enjoy ...

I know how to ...

### WRITING

#### Writing about a person's life

He/She was born in ...

He/She died in ...

He/She grew up in/on ...

As a child, he/she ...

He/She went to university in ...

He/She got a job as a ...

#### Prepositions of time

He studied P.E. **from** 1883 **to** 1887.

His students played football **for** most of the year.

He worked there **until** 1937.

# LANGUAGE SUMMARY

## UNIT 3

### GRAMMAR

#### Past continuous

Affirmative	Negative
I <b>was working</b> last night.	I <b>wasn't doing</b> my homework.
He/She <b>was sleeping</b> .	He/She <b>wasn't watching</b> TV.
You/We/They <b>were eating</b> .	You/We/They <b>weren't listening</b> .
Questions	Short answers
<b>Was it raining</b> yesterday?	Yes, it <b>was</b> . / No, it <b>wasn't</b> .
<b>Were they celebrating</b> ?	Yes, they <b>were</b> . / No, they <b>weren't</b> .

#### Rules

We use the past continuous to talk about a long action in progress in the past.

We form the past continuous with the past simple of *be* + verb + *-ing*.

#### Past simple and past continuous



#### Rules

We use different tenses to talk about a short completed action that interrupts a longer action in progress in the past:

The past continuous describes a longer action that was in progress in the past.

The past simple describes a short action that interrupted the longer action.

We use *when* and *while* to link the two actions:

We often use *when* before the past simple.

We often use *while* before the past continuous.

#### Past time expressions

We went to the cinema **yesterday afternoon**.  
 They saw their cousins **the day before yesterday**.  
 She had a Maths exam **last week**.  
 I bought a new phone **two weeks ago**.

#### Rules

We use *yesterday* + *morning* / *afternoon* / *evening* to talk about the day before today. But we say *last night*.

We use *the day before yesterday* to mean two days ago.

We use *last* + *night* / *week* / *month* / *year* to mean the most recent night, week, month or year.

We use a length of time + *ago* to say when in the past something happened.

### VOCABULARY

#### Verbs of movement

climb	pull
crawl	push
dive	run
fall	swim
jump	walk

#### Prepositions of movement

across	off
along	onto
around	over
down	through
into	up

#### Adjectives and adverbs

angry – angrily	hungry – hungrily
easy – easily	loud – loudly
fast – fast	quick – quickly
good – well	quiet – quietly
happy – happily	slow – slowly
hard – hard	

### SPEAKING

#### Telling a story and reacting

Guess what happened yesterday/  
 last weekend/on Wednesday!

I was ... when I ...

You aren't going to believe this, but ...

No, really.

No way!

You're kidding!

What happened next?

Wow, that's amazing!

### WRITING

#### Writing a story

Last weekend/month/summer, ...

When we arrived, it was (late).

We were (walking down the path) (slowly)  
 when suddenly ...

While we were (waiting), ...

What a weekend/day/holiday!

#### *when, while, during*

We were walking down the path **when**  
 suddenly a man in front of us fell.

**While** we were waiting, we heard the sound  
 of a helicopter.

**During** the night, it rained heavily.

# LANGUAGE SUMMARY

## UNIT 4

### GRAMMAR

Quantifiers: *some, any, (how) much, many, a lot of*

Countable nouns	Uncountable nouns
<b>Affirmative</b>	
I bought <b>some</b> bananas.	We ate <b>some</b> rice.
There were <b>a lot of</b> people.	There was <b>a lot of</b> traffic.
<b>Negative</b>	
We didn't play <b>any</b> games.	We haven't got <b>any</b> cheese.
I didn't eat <b>many / a lot of</b> peas.	There isn't <b>much / a lot of</b> fruit.
<b>Questions</b>	
Are there <b>any</b> oranges?	Have you got <b>any</b> money?
Has he got <b>many / a lot of</b> friends?	Do you do <b>much / a lot of</b> sport?
<b>How many</b> books have you got?	<b>How much</b> food is there?

#### Rules

We use *some* and *a lot of* in affirmative sentences and we use *any* in negative sentences and questions.

With countable nouns, we use *many* in negative sentences and questions. With uncountable nouns, we use *much* in negative sentences and questions.

We can use *a lot of* in affirmative and negative sentences and in questions.

### Comparatives and superlatives

	Adjective	Comparative	Superlative
<b>Short</b>	small	smaller	<b>the smallest</b>
	wet	wetter	<b>the wettest</b>
	happy	happier	<b>the happiest</b>
<b>Long</b>	comfortable	<b>more</b> comfortable	<b>the most</b> comfortable
<b>Irregular</b>	good	<b>better</b>	<b>the best</b>
	bad	<b>worse</b>	<b>the worst</b>
	far	<b>further</b>	<b>the furthest</b>

#### Rules

We use the comparative + *than* to compare two things:  
*I'm taller than my dad.*

We use *the* + superlative to compare more than two things:  
*Delia is the tallest student in our class.*

### (not) as ... as

These jeans aren't **as cheap as** the ones in the other shop.  
Spanish food is **as good as** Italian food.

#### Rules

We use *not as* + adjective + *as* to compare two things that are different. It has the opposite meaning to a comparative adjective:  
*I'm not as tall as my brother. = My brother is taller than me.*

We use *as* + adjective + *as* to compare two things that are the same:  
*I'm as tall as my dad.*

### VOCABULARY

#### Containers

bag	cup
bottle	glass
bowl	jar
box	packet
can	tin
carton	tube

#### Money verbs

borrow	pay by card
buy	save
cost	sell
earn	shop online
lend	spend

### SPEAKING

#### Comparing products

What do you think of this one/these ones?

Which colour do you prefer?

It looks/They look ..., but it's/they're ...

The ... is/are much ...

It isn't/They aren't as ... as the ...

You're right.

That's true.

I agree.

### WRITING

#### Survey results

Last week, we did a class survey about ...

Our group interviewed ...

Here are the results.

The most popular answers were ...

#### Expressions of quantity

Everybody ...

Most students ...

Half of the students ...

Some students ...

A few students ...

A couple of students ...

Nobody ...

# LANGUAGE SUMMARY

## UNIT 5

### GRAMMAR

*will* and *won't*; *may* and *may not*

#### Affirmative

I/You/He/She/It/We/They **will know** what to do.

I/You/He/She/It/We/They **may be** late.

#### Negative

I/You/He/She/We/They **won't understand**.

I/You/He/She/We/They **may not go** to the party.

#### Questions

**Will** humans **live** on Mars?

#### Short answers

Yes, they **will**. / No, they **won't**.

#### Rules

We use *will* and *won't* to make predictions about the future.

We use *may* and *may not* when we are not certain about a prediction:  
*It may rain.* = *Perhaps it will rain.*

### First conditional

Situation	Result
If you <b>don't hurry</b> ,	you'll <b>be</b> late.
If he <b>falls over</b> ,	he'll <b>hurt</b> himself.
Result	Situation
I'll <b>text</b> you later	if I <b>have</b> time.
They'll <b>get</b> wet	if they <b>go</b> out now.

#### Rules

We use the first conditional to talk about situations and their results.

To describe the situation, we use *if* + present simple.

To describe the result, we use *will* or *won't* + infinitive.

We use a comma after the situation if we put it before the result.

### *should* and *shouldn't*

#### Affirmative

I/You/She/He/We/They **should** drink lots of water.

#### Negative

I/You/She/He/We/They **shouldn't** go to school.

#### Questions

**Should** I see a doctor?

#### Short answers

Yes, you **should**. / No, you **shouldn't**.

#### Rules

We use *should* and *shouldn't* to give advice.

After *should*, we use the infinitive of the main verb without *to*.

### VOCABULARY

#### The human body

ankle	neck
bone	shoulder
brain	skin
elbow	stomach
face	throat
finger	thumb
heart	toe
knee	

#### Health problems

I've got a broken leg.	I've got sunburn.
I've got a cold.	I've got a temperature.
I've got a cough.	I've got toothache.
I've got a headache.	My back hurts.
I've got a sore throat.	
I've got a stomach ache.	

### SPEAKING

#### Giving advice

What's the matter?

What's wrong?

You don't look very well/happy.

Maybe you should ...

You shouldn't ...

Why don't you ...?

I'm sure it'll be OK.

### WRITING

#### Giving tips and advice

Here are (my) top tips for ...

It's important (not) to ...

You should always/never ...

It's a good idea to ...

Remember that ...

#### Imperatives

**Think** about what you put online.

**Don't accept** their request.

**Always show** respect.

**Never meet** with someone that you only know online.

# LANGUAGE SUMMARY

## UNIT 6

### GRAMMAR

#### be going to

Affirmative	Negative
I'm going to buy a new phone.	I'm not going to do any work.
He/She's going to make a cake.	He/She isn't going to have a holiday.
You/We/They're going to watch a film.	You/We/They aren't going to drive.
Questions	Short answers
Are you going to hire a DJ?	Yes, I am. / No, I'm not.
Is she going to learn French?	Yes, she is. / No, she isn't.
Rules	
We use <i>be going to</i> to talk about future plans and intentions.	

#### be going to and will

We're going to go to the beach tomorrow. Hopefully it'll be sunny. We're going to get there early. It will probably be busy.
Rules
We use <i>be going to</i> to talk about future plans and intentions. We use <i>will</i> to make predictions about the future.

#### Present continuous for future arrangements

'What are you doing tonight?' 'I'm meeting some friends in town.' 'Are you going to the cinema?' 'No, we're seeing a band.'
Rules
We can use the present continuous to talk about arrangements (fixed plans) in the future. We often use a time expression, for example, <i>tonight</i> , <i>tomorrow</i> , <i>next weekend</i> , <i>on Saturday</i> .

#### Reflexive pronouns

Singular		Plural	
Subject pronoun	Reflexive pronoun	Subject pronoun	Reflexive pronoun
I	myself	we	ourselves
you	yourself	you (plural)	yourselves
he	himself	they	themselves
she	herself		
it	itself		
Rules			
When the same person is the subject and object of a verb, we use a reflexive pronoun: <b>He's teaching himself Portuguese.</b>			
subject	object		

### VOCABULARY

#### Party plans

buy food	order a takeaway
buy snacks	post your party on social media
choose a date	put up decorations
choose a place	put up lights
create a playlist	send invitations
have fun	write a guest list
hire a DJ	

#### Things for a camping trip

first-aid kit	sun cream
hoodie	sunglasses
phone charger	tent
pillow	toothbrush
raincoat	torch
sleeping bag	towel
soap	water bottle

### SPEAKING

#### Asking for and offering help

Could you ...?
Would you mind ...?
Shall I help you?
What can I do to help?
Do you want me to ...?
I'll ...
That would be great/really helpful.

### WRITING

#### Writing a thank-you letter

Dear ...
Thank you for the ... that you sent me.
It was very kind/generous of you.
I had a great/fantastic birthday.
Lots of love / Best wishes

#### Preposition + -ing

They're perfect <b>for</b> listening to music.
I'm thinking <b>of</b> using the money to buy a new bike.

# LANGUAGE SUMMARY

## UNIT 7

### GRAMMAR

#### Present perfect affirmative and negative

##### Affirmative

I've travelled to lots of countries.

He/She's won a competition.

You/We/They've lived abroad.

##### Negative

I haven't seen a dolphin.

He/She hasn't ridden a horse.

You/We/They haven't eaten insects.

##### Rules

We use the present perfect to describe an experience in someone's life. We don't say exactly when the experience happened.

We form the present perfect with the correct form of *have* + past participle.

To form the past participle of regular verbs, we add *-ed* to the verb.

A lot of verbs have irregular past participles. For some verbs, past participles are the same as past simple irregular forms: *buy - bought, bought*.

Sometimes they are different: *take - took, taken*

#### Present perfect questions; *ever* and *never*

Questions	Short answers
Have you (ever) eaten octopus?	Yes, I have. / No, I haven't.
Has he/she (ever) met any famous actors?	Yes, he/she has. / No, he/she hasn't.
Have they (ever) climbed a mountain?	Yes, they have. / No, they haven't.

##### Affirmative

I/You/We/They have never flown in a helicopter.

He/She has never tried skydiving.

##### Rules

We form questions in the present perfect with *have/has* + subject + past participle.

We often use *ever* with present perfect questions. *Ever* means at any time in your life.

We can also use *never* with the affirmative form of the present perfect. *Never* means at no time in my life.

### VOCABULARY

#### Expressions with *get, go, make* and *take*

get a (good) job	make (new) friends
get better (at)	make (lots of) money
get good marks	take my driving test
go on an adventure	take part (in)
go (scuba diving)	

#### Feelings

angry	excited
bored	nervous
calm	pleased
cheerful	scared
confident	surprised
disappointed	upset
embarrassed	worried

### SPEAKING

#### Asking for and giving information

How can I help you?

I'm interested in ...

Have you tried ... before?

Do I need any special equipment?

The price includes the equipment.

How much is it?

We provide everything.

Is there anything else I need to know?

### WRITING

#### Describing things you've done

We've done lots of exciting things.

We've climbed ... / been to ... / seen ...

It was amazing / great fun!

Tomorrow, we're going to go to ...

#### *so* and *such*

It's **so** warm.

I'm having **such** a good time!

# LANGUAGE SUMMARY

## UNIT 8

### GRAMMAR

#### Present perfect with *for* and *since*

<i>for</i>	<i>since</i>
I've known him <b>for</b> six months. Julia <b>hasn't messaged</b> me <b>for</b> a week.	I've known him <b>since</b> December. Julia <b>hasn't messaged</b> me <b>since</b> last Friday.
Time expressions with <i>for</i>	Time expressions with <i>since</i>
five minutes ten days three weeks six months a year a long time ages	twelve o'clock Wednesday the weekend January 2019 I was ten years old last night

#### Rules

We use the present perfect + *for* or *since* to talk about something that began in the past and is still true now.

We use *for* + a length of time.

We use *since* + a point in time.

#### Present perfect and past simple

Present perfect	Past simple
I've eaten snails.	I ate them in France last year.
They've climbed Mount Everest.	They climbed it in 2018.
Have you ever seen a lion?	I saw a lion last summer. I saw it at a safari park with my family.
I've stayed in a five-star hotel.	I stayed in the hotel two years ago.

#### Rules

We use the present perfect and the past simple to talk about an experience.

We use the present perfect when we aren't interested in when it happened, only the fact that it happened.

We use the past simple to give more details about an experience. We use it to specify the time when it happened.

We also use it to give information such as where it happened, who you were with, etc.

In a conversation, we use the present perfect to describe an experience, but we usually change to the past simple to ask more questions.

**A:** I've met Lionel Messi.

**B:** Really, how did you meet him?

**A:** I met him at a restaurant in Barcelona. He was on the table next to us!

### VOCABULARY

#### Relationships

argue (with someone)  
be kind (to someone)  
be rude (to someone)  
get angry (with someone)  
get on well (with someone)  
hang out (with someone)  
look after (someone)  
make (someone) laugh  
say sorry (to someone)  
shout (at someone)

#### Kind acts

give	pick up litter
help	raise money
invite	smile
offer	thank

### SPEAKING

#### Persuading

Do you fancy ... with me?  
Come on, it'll be fun!  
We really should do it.  
Think of ...  
I'm not sure.  
I'll think about it.  
I suppose so.  
You've persuaded me!

### WRITING

#### Describing someone you know well

We've known each other for ...  
We've been friends since ...  
We met when ...  
I like him/her because ...  
He/She's into ...  
We've got a lot in common, for example ...

#### Adjective order

Martha's got **long dark** hair.  
She's got **beautiful brown** eyes.

# LANGUAGE SUMMARY

## UNIT 9

### GRAMMAR

#### used to

Affirmative	Negative
I/You/She/He/We/They <b>used to live</b> in Poland.	I/You/She/He/We/They <b>didn't use to like</b> cheese.
Questions	Short answers
<b>Did you use to play</b> tennis?	Yes, I <b>did</b> . / No, I <b>didn't</b> .
<b>Did they use to have</b> a dog?	Yes, they <b>did</b> . / No, they <b>didn't</b> .

#### Rules

We use *used to* to talk about actions that happened regularly in the past. We use *used to* for things that were true in the past, but aren't true now.

The negative form of *used to* is *didn't use to* (not *didn't used to*).

#### have to and don't have to, must and mustn't

Affirmative	
I/You/We/They <b>have to wear</b> a uniform.	
He/She <b>has to help</b> with the cooking.	
I/You/He/She/We/They <b>must pay attention</b> in class.	
Negative	
I/You/We/They <b>don't have to dress</b> smartly.	
He/She <b>doesn't have to do</b> much homework.	
I/You/He/She/We/They <b>mustn't drop</b> litter.	
Questions	Short answers
<b>Do you have to tidy</b> your room?	Yes, I <b>do</b> . / No, I <b>don't</b> .
<b>Does she have to cook</b> lunch?	Yes, she <b>does</b> . / No, she <b>doesn't</b> .

#### Rules

We use *have to* to say that something is necessary.

*Have to* has a similar meaning to *must*.

*Don't have to* and *mustn't* have completely different meanings.

We use *don't have to* to say that something is not necessary (but you can do it if you want to).

We use *mustn't* to say that something is not permitted.

#### Indefinite pronouns

	Person	Place	Thing
Affirmative	someone/somebody	somewhere	something
Negative / Questions	anyone/anybody	anywhere	anything

#### Rules

We use indefinite pronouns to refer to people, places and things when we don't say exactly who, where or what we are talking about.

We use pronouns starting with *some-* for affirmative sentences and pronouns starting with *any-* for negative sentences and questions.

### VOCABULARY

#### Life stages

##### Adjectives

elderly  
grown-up  
married  
middle-aged  
retired

##### Nouns

adult  
newborn baby  
teenager  
toddler  
young adult

#### Talking about age

She's in her twenties.

He's in his fifties.

#### School rules

arrive on time

chew gum

dress smartly

drop litter

follow instructions

forget your books

keep your classroom

tidy

pay attention

put your hand up

run in the corridors

use bad language

don't wear jewellery

### SPEAKING

#### Talking about rules

You have to ...

You don't have to ...

We all have to ...

You aren't allowed to ...

Is it OK to ...?

### WRITING

#### Giving information

You should ...

I suggest that you ...

You won't need ...

You have to / don't have to ...

#### Opinion adverbs

**Unfortunately**, it usually rains a lot in November.

**Luckily**, exchange students don't have to wear a uniform!

## IRREGULAR VERBS LIST

Infinitive		Past simple		Past participle	
be	/bi/	was/were	/wəz, wɒz, wə(r), wɜ:(r)/	been	/bi:n, bi:n/
become	/br'kʌm/	became	/br'keɪm/	become	/br'kʌm/
begin	/br'gɪn/	began	/br'gæn/	begun	/br'gʌn/
break	/breɪk/	broke	/brəʊk/	broken	/'brəʊkən/
bring	/brɪŋ/	brought	/brɔ:t/	brought	/brɔ:t/
build	/bɪld/	built	/bɪlt/	built	/bɪlt/
buy	/baɪ/	bought	/bɔ:t/	bought	/bɔ:t/
can	/kən, kæn/	could	/kəd, kʊd/		
come	/kʌm/	came	/keɪm/	come	/kʌm/
cost	/kɒst/	cost	/kɒst/	cost	/kɒst/
do	/də, du/	did	/dɪd/	done	/dʌn/
draw	/drɔ:/	drew	/dru:/	drawn	/drɔ:n/
drink	/drɪŋk/	drank	/dræŋk/	drunk	/drʌŋk/
drive	/draɪv/	drove	/drəʊv/	driven	/'drɪvn/
eat	/i:t/	ate	/et, et/	eaten	/'i:tən/
fall	/fɔ:l/	fell	/fel/	fallen	/'fɔ:lən/
feel	/fi:l/	felt	/felt/	felt	/felt/
find	/faɪnd/	found	/faʊnd/	found	/faʊnd/
fly	/flaɪ/	flew	/flu:/	flown	/fləʊn/
get	/get/	got	/gɒt/	got	/gɒt/
give	/gɪv/	gave	/geɪv/	given	/'gɪvn/
go	/gəʊ/	went	/went/	gone/been	/gɒn, bi:n/
have	/həv, hæv/	had	/hæd/	had	/hæd/
hear	/hɪə(r)/	heard	/hɜ:d/	heard	/hɜ:d/
know	/nəʊ/	knew	/nju:/	known	/nəʊn/
learn	/lɜ:n/	learnt/learned	/lɜ:nt, lɜ:nd/	learnt/learned	/lɜ:nt, lɜ:nd/
leave	/li:v/	left	/left/	left	/left/
lose	/lu:z/	lost	/lɒst/	lost	/lɒst/
make	/meɪk/	made	/meɪd/	made	/meɪd/
meet	/mi:t/	met	/met/	met	/met/
put	/pʊt/	put	/pʊt/	put	/pʊt/
read	/ri:d/	read	/red/	read	/red/
ride	/raɪd/	rode	/rəʊd/	ridden	/'rɪdn/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/si:/	saw	/sɔ:/	seen	/si:n/
sell	/sel/	sold	/səʊld/	sold	/səʊld/
send	/send/	sent	/sent/	sent	/sent/
sing	/sɪŋ/	sang	/sæŋ/	sung	/sʌŋ/
sleep	/sli:p/	slept	/slept/	slept	/slept/
speak	/spi:k/	spoke	/spəʊk/	spoken	/'spəʊkən/
stand	/stænd/	stood	/stʊd/	stood	/stʊd/
swim	/swɪm/	swam	/swæm/	swum	/swʌm/
take	/teɪk/	took	/tʊk/	taken	/'teɪkən/
teach	/ti:tʃ/	taught	/tɔ:t/	taught	/tɔ:t/
tell	/tel/	told	/təʊld/	told	/təʊld/
think	/θɪŋk/	thought	/θɔ:t/	thought	/θɔ:t/
throw	/θrəʊ/	threw	/θru:/	thrown	/θrəʊn/
wear	/weə(r)/	wore	/wɔ:(r)/	worn	/wɔ:n/
win	/wɪn/	won	/wʌn/	won	/wʌn/
write	/raɪt/	wrote	/rəʊt/	written	/'rɪtn/

## STARTER

- S0.1 See SB Page 4, Exercise 2**
- S0.2 See SB Page 4, Exercise 6**
- S0.3 See SB Page 5, Exercise 2**
- S0.4 See SB Page 6, Exercise 1**
- S0.5 See SB Page 6, Exercise 3**
- S0.6 See SB Page 7, Exercise 2**
- S0.7 See SB Page 7, Exercise 3**
- S0.8 See SB Page 8, Exercise 1**
- S0.9 See SB Page 8, Exercise 3**
- S0.10 See SB Page 8, Exercise 4**

## UNIT 1

- 1.1 See SB Page 9, Exercise 1**
- 1.2 See SB Page 10, Exercise 1**
- 1.3 See SB Page 12, Exercise 1**
- 1.4 Page 12, Exercises 5 and 6**

**A = Adam**

**A:** Hello, I'm Adam, and welcome to *The Film Show*. Today, I'm talking to you from a cinema in Central London, but this isn't just any cinema. It's a 4D cinema. What's a 4D cinema? Let's find out as I watch the new James Bond film. OK, the film's starting now. On screen, James Bond is in his car and he's driving through the streets of Rome ... and because this is 4D cinema, my seat is moving, too. It's really exciting – I feel like I'm in the car! Wait a minute, there's another car behind Bond. I think it's following him. Both cars are driving really fast now. My seat is moving really fast, too – up and down and from side to side at the same time as the action in the film. Wooaah! It's really scary! Help! James Bond is in France now. He's high up in the mountains, and wow – it's snowing in the cinema! Yes, it's snowing in the film and it's snowing in the cinema, too! That's really funny! It isn't real snow, but it certainly looks real. There's cold air, too ... really cold air ... Luckily, I'm wearing a coat! ... Oh no! My chair is starting to move again. Bond is skiing down the mountain and some men are following him ... here we go again! Wooaah! After the excitement of Italy and France, I'm ready for something

more relaxing. At the moment, Bond is sitting at a beach café in Brazil. On screen, the sun is shining, and there's lots of lovely warm air in the cinema. That's nice – I feel like I'm at the beach, too! Bond is ordering a fruit juice, and ... mmm, what's that smell? Here in the cinema I can smell oranges and, erm, pineapples ... yes, pineapples. Mmm, I'm feeling thirsty! Right, I'm going to enjoy the rest of the film now, and I'll be back later when it finishes.

That was great – a really enjoyable experience! I really felt like I was in the film. If you have the chance to go, I really recommend it. That's all from me – see you again next week for another *Film Show*.

- 1.5 See SB Page 13, Exercise 4**
- 1.6 Page 13, Exercise 5**

We're playing.  
It's raining.  
You're running.  
He's skiing.  
They're talking.  
I'm listening.

- 1.7 See SB Page 13, Exercise 7**
- 1.8 Page 14, Exercises 3 and 4**

**1**

**J = John**

**J:** Hello, and welcome. I'm John and I'm your teacher for today. This is a white and yellow belt class, and today we're starting with some exercises to get warm. So, put your feet together like this, and now move your arms like this. That's it. Good. And *yame* – that means 'stop' in Japanese. Now move your head up and down like this. *Yame*. Finally, run around the room five times. Are you all running? Great.

**2**

**T = Tom, B = Boy**

**T:** What's that noise?  
**B:** What noise? I can't hear a noise.  
**T:** It's coming from those tall trees. I'm going to have a look.  
**B:** Don't leave me, Tom. I'm scared. Tom ... Tom ... Where are you?

**3**

**W = Woman, G1 = Girl 1, Gs = Girls, G2 = Girl 2**

**W:** This amazing creature comes from the forests of Central America. Does anyone know what it is?

**G1:** Is it a python?

**W:** No, it isn't a python. It's actually a boa constrictor.

**Gs:** Wow!

**W:** Boa constrictors are really beautiful snakes. They come in a lot of different colours and can grow to more than two metres in length. This one is 180 centimetres long.

**G2:** How old is it?

**W:** This one is three years old. Would you like to hold her?

**Gs:** Urgh! No, thanks!

- 1.9 See SB Page 15, Exercise 1**
- 1.10 See SB Page 15, Exercise 2**
- 1.11 See SB Page 15, Exercise 3**
- 1.12 See SB Page 17, Exercise 2**
- 1.13 See SB Page 17, Exercise 6**

## UNIT 2

- 2.1 See SB Page 19, Exercise 1**
- 2.2 See SB Page 20, Exercise 1**
- 2.3 See SB Page 21, Exercise 5**
- 2.4 Page 21, Exercise 6**

asked  
cleaned  
hated  
lived  
needed  
worked  
started  
used  
washed

- 2.5 See SB Page 22, Exercise 1**
- 2.6 Page 22, Exercises 4 and 5**

**C = Carol, S = Steve**

**Before they were famous: Part One**

- C:** Hello and welcome to *Entertainment Weekly*. I'm Carol ...
- S:** And I'm Steve. In this week's podcast, we look at your favourite stars and their first jobs.
- C:** That's right. Most famous people weren't born rich, and a lot of them had ordinary jobs before they were famous.
- S:** Let's start with Emma Stone. As a child, Emma could sing and act. She wanted to be a Hollywood actor, but she couldn't find work. Her first job was as a shop assistant in a cake shop. But it wasn't an ordinary cake shop – it was a cake shop for dogs!
- C:** A cake shop for dogs?
- S:** Yes! People could walk into the shop and buy a delicious cake for their pet

dog! Emma served the customers, and sometimes she made the cakes, too.

**C:** Wow, so is she a good cook?

**S:** Yes. She still makes cakes, but for friends, not for dogs!

**C:** Our next story is about another actor. He's famous for films including *X-Men* and *The Greatest Showman*.

**S:** Hugh Jackman?

**C:** That's right. When he was younger, Hugh was a teacher. He taught P.E. and Drama at a school in England. He was only eighteen at the time, and his students were almost the same age!

**S:** Wow! Imagine Hugh Jackman as your teacher! Our next person is the singer and actor Lady Gaga.

**C:** I love Lady Gaga – she's an amazing musician.

**S:** Yes, she could play the piano when she was four and, as a teenager, she sometimes sang in clubs. But before she was famous, she was a waitress in a restaurant.

**C:** A waitress? Was she good at her job?

**S:** Yes, she was. It wasn't well paid, but she was very friendly and the customers loved her.

**C:** Lucky customers! So, what was your first job, Steve?

**S:** Me? Well, when I was seventeen, I ...

**2.7 See SB Page 23, Exercise 2**

**2.8 See SB Page 23, Exercise 6**

**2.9 Page 24, Exercises 4 and 5**

**L = Lucy, D = Delia**

**L:** Hello, is that Delia?

**D:** Yes, it is.

**L:** My name's Lucy. I saw your advert about a babysitting job for your children.

**D:** Oh great! Are you interested?

**L:** Yes, definitely. Could you tell me a bit more about the job and the children?

**D:** Of course. Well, we've got two children. Our daughter, Anna, is seven, and our son, Harry, is five.

**L:** Anna ... seven and Harry ... five.

**D:** And, as you saw in the advert, we'd like someone to look after them for two evenings a week. Well, it's usually one evening, but sometimes two.

**L:** Which days?

**D:** Always on Monday evenings, and sometimes on Thursday.

**L:** So ... every Monday ... and sometimes on Thursday. And what time?

**D:** Well, we want someone who can work from six o'clock to about eight o'clock.

**L:** From six to eight. That all sounds fine. I'm free at those times.

**D:** Great. Let me tell you about the pay.

**L:** Oh, yes ...

**D:** It's £8 per hour.

**L:** OK. Well, I'm really interested!

**D:** Brilliant. Would you like to come and meet the children? Our address is ...

**2.10 See SB Page 25, Exercise 1**

**2.11 See SB Page 25, Exercise 2**

**2.12 See SB Page 25, Exercise 3**

**2.13 See SB Page 27, Exercise 2**

**2.14 See SB Page 27, Exercise 6**

## UNIT 3

**3.1 See SB Page 29, Exercise 1**

**3.2 See SB Page 29, Exercise 3**

**3.3 See SB Page 30, Exercise 2**

**3.4 See SB Page 31, Exercise 2**

**3.5 See SB Page 31, Exercise 4**

**3.6 See SB Page 31, Exercise 5**

**3.7 See SB Page 32, Exercise 2**

**3.8 Page 32, Exercises 5 and 6**

**I = Interviewer, M = Megan**

**I:** Hello and welcome to *Amazing Adventures*. With me is the survival expert and TV presenter, Megan Turner. Welcome, Megan.

**M:** Thanks. It's nice to be here.

**I:** Tell us about your job.

**M:** I'm very lucky. I travel to some of the most amazing places in the world and I make programmes about how to survive there. Last month I was in South America. We were making a programme about the Amazon jungle. The jungle is a beautiful place, but it can be scary.

**I:** Did you have any scary moments while you were filming?

**M:** Yes, I did. We were camping next to the river. I went for a swim one morning, but the water was moving really fast.

**I:** What happened?

**M:** I was swimming – or trying to swim – back to the camp when I hit my head on a rock. The river quickly pulled me under the water.

**I:** Oh no! What did you do?

**M:** Fortunately, a cameraman was filming on a boat when he saw me and pulled me out.

**I:** Wow, you were lucky! Do you have any other exciting stories?

**M:** We were making a programme in Africa a few years ago about elephants. While we were filming, an elephant attacked us.

**I:** An elephant attacked you?

**M:** Yes. There was a group of elephants, and suddenly one of them ran towards us. It was very angry.

**I:** What did you do?

**M:** We were about twenty metres from the jeep, so we ran as fast as we could. Luckily, we reached the jeep before the elephant, and the driver drove away quickly.

**I:** That's two lucky escapes!

**M:** It's all part of the job! It isn't usually like that, but it can be dangerous.

**I:** Thanks Megan. If you want to know more, Megan's new TV show, *Jungle Survival*, starts next Thursday. I'm definitely going to watch!

**3.9 Page 34, Exercises 4 and 5**

**W = Woman, G = Girl, M = Man**

**W:** Hello, Emergency, which service do you need?

**G:** Ambulance, please.

**W:** OK, I'm connecting you now.

**M:** Ambulance Service, what is the address of the emergency?

**G:** It's City Park.

**M:** City Park. OK. So where exactly are you in the park?

**G:** We're in the skate park.

**M:** OK, so tell me what happened?

**G:** Well, we were skateboarding, and my brother fell off his skateboard. He's OK, but he thinks his arm is broken. Our parents are away for the day, so we can't get to the hospital.

**M:** That's OK. The ambulance is coming now. I just need to ask you some more questions. What's your brother's name?

**G:** It's David Cook.

**M:** David Cook. OK. Did David hit his head?

**G:** No, I don't think so.

**M:** Is he talking?

**G:** Yes, he is.

**M:** And how old is he?

**G:** He's fourteen.

**M:** Fourteen. OK, the ambulance is there now. Can you see it?

**G:** Yes, I can. Thanks for your help.

**M:** That's OK. Now ...

**3.10 See SB Page 35, Exercise 1**

**3.11 See SB Page 35, Exercise 2**

**3.12 See SB Page 35, Exercise 3**

**3.13 See SB Page 37, Exercise 2**

**3.14 Page 37, Exercise 5**

**A = Adam**

**A:** G'day mates, and welcome to *Crikey! It's a Croc!* with me, Adam Henshaw. Today's programme is all about the saltwater crocodile. So, where do saltwater crocodiles live? The answer is they live in the sea, but they also live in rivers.

That's right, they live in saltwater and freshwater.

Saltwater crocodiles are the world's biggest reptile and they can grow up to seven metres long. Seven metres! Crikey, that's longer than three very tall basketball players!

The saltwater crocodile has between 64 and 68 enormous teeth. When they lose a tooth, a new one grows. They can grow more than 3,000 teeth in their lifetime!

And what do they eat with their enormous teeth? The answer is everything – fish, birds and mammals. But don't worry, they don't often attack humans – only if you go near them. So, if you're in Australia, look out for the signs and don't swim if you see a 'No swimming' sign.

Saltwater crocodiles usually live for about 70 years, but some can live up to 100 years. But how old are crocodiles as a species? The answer is that crocodiles first appeared on Earth 200 million years ago – yes, 200 million years ago. That means they existed at the same time as dinosaurs. But while dinosaurs disappeared 65 million years ago, crocodiles are still alive today! That's all from me for today! See you next time!

## UNIT 4

4.1 See SB Page 39, Exercise 1

4.2 See SB Page 40, Exercise 2

4.3 See SB Page 41, Exercise 3

4.4 See SB Page 41, Exercise 4

4.5 See SB Page 41, Exercise 5

4.6 See SB Page 42, Exercise 1

4.7 Page 42, Exercises 3 and 4

**P = Presenter, L = Lydia, D = Dylan**

**P:** Hello and welcome to *Express Yourself*, the show by teenagers, for teenagers. Today's show is all about how to look after your money, and with me are Lydia and Dylan.

**L, D:** Hi.

**P:** Let's start with you, Lydia. How much money do you get a week and what do you do with it?

**L:** Well, my parents give me £10 pocket money a week. I usually spend it on clothes and games.

**P:** Clothes and games, OK. So, are you good with money?

**L:** I'm not bad. I'm better than a lot of my friends!

**P:** How do you look after your money? What are your top tips?

**L:** My top tip is always try to find the cheapest price. Don't just buy things from the first shop you go to – look around, and remember that it's often cheaper to buy things online.

**P:** Great tip.

**L:** I prefer shopping online because it's also easier and more relaxing than going to the shops.

**P:** Thanks, Lydia. So, Dylan, how much money do you get a week?

**D:** I get £9 a week from my parents, and I sometimes walk my neighbour's dog to earn extra money.

**P:** What do you spend your money on?

**D:** Well, at the moment I'm saving for a new phone, so I'm trying not to spend any money.

**P:** A new phone?

**D:** Yes. The phone I've got now is about four years old, so it's not as fast as a lot of new phones. But the worst thing is the camera – it's really bad, so I want a phone with a better camera.

**P:** What are your top tips for saving?

**D:** Well, it's good to have a goal, and to save for something that you really want. When I'm saving for something, I'm more careful with money and I don't waste it on smaller things that I don't need.

**P:** Great. Thanks, Dylan and Lydia. Now, in the next part of the show we're going to talk to ...

### 4.8 Page 44, Exercises 4 and 5

**P = Polly**

**P:** Hello, and welcome to *Polly's Podcast* with me, Polly!

Today, I'm reviewing backpacks for students. That's right, we're looking at school bags! A good school bag must be strong and comfortable, so that you can carry everything you need for a long day of lessons! It mustn't be too expensive, and it has to look good, too!

The first bag I'm looking at is the MaxPack. This is a great bag. It's very big – it can carry all your books and your P.E. kit, too – so this bag is not going to break! What's it like to wear? Well, it's quite comfortable and that's important when you're carrying it for a long time, but it is quite heavy. Even when it's empty. It comes in three colours – blue, grey and black – and they all look fantastic. It costs £29.99.

The second bag is called the NiceDay backpack. It's small and

slim and light, so if you only need to carry three or four books and a water bottle, it's perfect. It's quite strong and it's very comfortable. I tried it for a day and most of the time I didn't know I was wearing it! It comes in a choice of bright colours: red, orange and green. The best thing is the price – it only costs £13.00.

So, which one do I recommend?

Well, if you want a big, strong bag to carry all of your things, then the MaxPack is for you. But at £29.99, it isn't cheap. If you want something smaller and slimmer, then the NiceDay is a good choice. It's really comfortable and it's only £13.00.

That's my personal favourite.

That's all from me. Bye for now.

4.9 See SB Page 45, Exercise 1

4.10 See SB Page 45, Exercise 2

4.11 See SB Page 45, Exercise 3

4.12 See SB Page 47, Exercise 1

4.13 Page 47, Exercises 5 and 6

**D = Dad, L = Luna**

**D:** How was the car boot sale, Luna?

**L:** Oh, we didn't go in the end. It was raining, so we went to a charity shop instead.

**D:** Oh, really? Did you find anything good?

**L:** Yes, I bought a skirt, and this jacket that I'm wearing now. It only cost me £5!

**D:** What about your friends? What did they buy?

**L:** David bought some model cars and some action figures.

**D:** Isn't David a bit old for model cars?

**L:** They're for his younger brother. He's six.

**D:** Oh, I see.

**L:** And Freddie bought a pair of trainers. They're almost new – he only paid £4 for them!

**D:** You're joking! £4 for a pair of trainers?

**L:** The shop had furniture, too. Georgia wanted to buy a chair for her bedroom.

**D:** And did she find one she liked?

**L:** Yes, but it was too big to carry. In the end, she bought some old vinyl records of her dad's favourite music. It's his birthday tomorrow.

**D:** Lucky Dad! What about Milly?

**L:** Milly found some old books and a necklace. But she didn't have enough money for both, so she asked me to choose.

**D:** And?

- L:** The books weren't as nice as the necklace, so I chose that. It looks great on her.
- D:** Great. It sounds like you had a fun day.
- L:** Yes, we did! And because we didn't spend much, we had money for a pizza afterwards, so that was even better!

## UNIT 5

**5.1 See SB Page 49, Exercise 1**

**5.2 See SB Page 49, Exercise 3**

**5.3 See SB Page 50, Exercise 2**

**5.4 See SB Page 51, Exercise 5**

**5.5 See SB Page 52, Exercise 1**

**5.6 Page 52, Exercises 4 and 5**

**1**

**D = Doctor, E = Emma**

- D:** Hello, Emma. What's the problem?
- E:** Hello, Doctor. I don't feel well. I feel hot and cold all the time.
- D:** OK, let me take your temperature. Have you got a sore throat?
- E:** Yes, I have.
- D:** Right, let me see ... OK, you've got a high temperature, too. I think you've got a bad cold. You should stay at home and rest.
- E:** But I've got an important volleyball match at school tomorrow.
- D:** I'm sorry, but it'll be better for your team if you don't play. And better for you, too – if you don't rest, you won't get better.
- E:** OK, Doctor.

**2**

**M = Mum, T = Tom**

- M:** Tom, I think you should come in from the garden now.
- T:** But Mum, it's lovely and sunny out here.
- M:** Yes, but if you stay in the sun for too long, you'll get sunburn.
- T:** OK, I'm coming in now ...
- M:** Oh Tom, too late. Look at your shoulders – they're really red. Do they hurt?
- T:** Yes, they do a bit. Should I put some cream on them?
- M:** Yes, you should. There's some upstairs in the bathroom. And next time, you shouldn't stay in the sun for so long.
- T:** OK, Mum, you're right.

**3**

**A = Ali, T = Teacher**

- A:** Ooh ... aah!
- T:** What's the matter, Ali?
- A:** It's my back, Miss. It hurts.
- T:** Really, why's that?

- A:** I think it's because my schoolbag is so heavy.
- T:** What have you got in there?
- A:** All my books, and my sports kit, too.
- T:** Let me see. Wow, it's really heavy. I'm not surprised your back is hurting. Do you need all these books at school today?
- A:** No, Miss, but I always keep them in my bag.
- T:** Well, you should leave some books at home, or in your cupboard at school.
- A:** I suppose so.
- T:** I mean, your bag won't be as heavy if you only carry the books you need.
- A:** Yes, Miss. I'll try.
- T:** OK, good. Now do some stretches and hopefully you'll feel better soon.

**5.7 See SB Page 53, Exercise 7**

**5.8 See SB Page 53, Exercise 8**

**5.9 Page 54, Exercises 5 and 6**

**J = Janet, B = Boy**

- J:** Hello, *TeenHelp*. My name's Janet. Can I help you?
- B:** Yes, hello. My problem is with my parents. They say I spend too much time in my room. We always argue about it.
- J:** I'm sorry to hear that. It isn't nice when you argue with your mum or dad.
- B:** No, it isn't. They don't understand that I'm tired when I get home from school and that I just want to relax and play on my games console.
- J:** OK, so you argue with your parents because they think you spend too much time in your room?
- B:** That's right.
- J:** So the first thing is: you should talk to your parents. Can you do that?
- B:** Yes.
- J:** Tell them that you're with other people all day at school and that when you come home, you need some time on your own.
- B:** OK.
- J:** But you should also try and understand your parents. The reason they're unhappy about you being in your room is because they want to spend time with you.
- B:** I suppose so.
- J:** So how about agreeing to spend at least an hour with them every evening? You can talk about your day, or help them with the cooking, or watch a TV programme that you all enjoy. You could even have a movie night together once a week.
- B:** Yes, that's a good idea. I like that.

- J:** If you spend some time with your parents, I'm sure they'll be happier when you want to be on your own.
- B:** You're right. That's really good. Thank you for your help.
- J:** Not at all. Good luck!

**5.10 See SB Page 55, Exercise 1**

**5.11 See SB Page 55, Exercise 2**

**5.12 See SB Page 55, Exercise 3**

**5.13 See SB Page 57, Exercise 2**

**5.14 Page 57, Exercises 6 and 7**

**N = Narrator, M = Max**

**N:** Day 1

**M:** Hi and welcome to Day 1 of my Veganuary challenge. For breakfast, I'm having cereal, but instead of milk, I've got vegan nut milk. What's it like? Erm, not very nice. This challenge won't be easy ...

**N:** Day 2

**M:** My parents are doing the challenge with me. For dinner last night, Dad made a really nice vegan spaghetti bolognese. And for dinner tonight, Mum made a vegetable curry with lots of vegetables and rice. It was delicious – the whole family enjoyed it. For pudding, there was ice cream, but then Mum remembered ice cream has got milk in it, so I couldn't have any. It's not fair!

**N:** Day 6

**M:** It was the first day back at school today after the holidays. I took in my own lunch – vegan pizza with tomato and spinach but no cheese. It was OK. My friends couldn't believe that I'm giving up meat for a whole month. They all laughed, but I don't care!

**N:** Final day

**M:** It's the end of my challenge ... and I did it! So how was it? It was OK. I was worried about not eating meat, but I feel great! I've got loads of energy and my skin is really good. I was lucky that my parents loved cooking vegan recipes, and I enjoy eating vegetables a lot more now. Will I continue being vegan? No, there are too many things that I missed, such as chicken, cheese and ice cream. But I think my diet was a lot healthier, so I'd definitely like to eat less meat and eat more vegetables.

## UNIT 6

**6.1 See SB Page 59, Exercise 1**

**6.2 See SB Page 59, Exercise 4**

**6.3 See SB Page 59, Exercise 5**

**6.4 See SB Page 60, Exercise 3**

**6.5 See SB Page 62, Exercise 2**

**6.6 Page 62, Exercises 5 and 6**

**S = Seb, L = Lucy, M = Mum**

**S:** Hi, Lucy!

**L:** Hi, Seb. Listen, are you doing anything next weekend? I'm going to the Big Green Music Festival with my dad and a couple of friends. Do you fancy coming?

**S:** That sounds great. Just a minute, let me ask Mum. Mum, am I doing anything next weekend?

**M:** Is that the 5th and 6th? No, nothing.

**S:** Yes, I'm free. How much are the tickets?

**L:** A weekend ticket is £85.

**S:** £85?

**L:** I know, it's quite expensive, but a lot of great bands are playing.

**S:** Who else is going?

**L:** Molly and Jack are coming, so if you come, there'll be four of us, plus Dad.

**S:** Are you camping?

**L:** Yes, we're taking two tents – one for Dad, and one for Molly and me. Jack's also bringing a tent, so you could sleep in his tent.

**S:** Cool. So, what else are you taking? What do I need to bring?

**L:** We're taking sleeping bags, obviously. I don't think we've got one for you, so can you bring your own? Oh, and can you bring a torch? We'll need one to find our tent in the dark! I think the weather's going to be nice, so we aren't taking raincoats or anything like that, but we're taking hoodies in case it's cold at night. I think you should bring one.

**S:** Good idea. So, I need a sleeping bag, a torch and a hoodie. And how are you getting there?

**L:** Dad's driving, so you can come in the car with us. We're leaving on Saturday morning at nine o'clock.

**S:** Nine o'clock on Saturday. OK, sounds great. I need to check with my mum first, but if it's OK, I'll get a ticket.

**L:** OK, I hope you can come! We're going to really enjoy ourselves. Let me know.

**S:** I will. Speak soon!

**L:** Bye for now.

**6.7 See SB Page 63, Exercise 2**

**6.8 Page 64, Exercises 5 and 6**

**Dialogue 1**

**M = Mum, S = Susie**

**M:** Hello?

**S:** Hi, Mum.

**M:** Hi, Susie!

**S:** I'm just phoning to wish you happy Mother's Day. Sorry I'm not there.

**M:** That's OK. Are you enjoying the school trip?

**S:** Yes, it's great. The weather's really bad though, so it's lucky I brought a raincoat! Anyway, are you having a nice day? Did Nate remember it's Mother's Day?

**M:** Yes, he did, and he bought me some lovely flowers.

**S:** Oh, that's nice. Well, enjoy the rest of your day and see you soon.

**M:** Yes, bye, darling.

**Dialogue 2**

**G = Girl, F = Felix**

**G:** How's it going, Felix? I hear you're leaving.

**F:** Yes, we're moving to London. My mum's got a new job, so I'm starting at a new school there next term.

**G:** Is today your last day?

**F:** Yes, it is. I'm having a small party this afternoon in class. I made some cakes for everybody.

**G:** Oh great! Good luck, and hope you enjoy the new school.

**F:** Thanks.

**Dialogue 3**

**W = Woman, C = Chloe**

**W:** Hi, Chloe, did you get your exam results?

**C:** Yes, I passed!

**W:** Oh, that's fantastic news. Well done! So, tell me more.

**C:** Well, I got 70% for Chemistry, 60% for Physics and – wait for it – 75% for Maths!

**W:** Wow, that's amazing! Well, you worked really hard, so congratulations again. Are you doing anything tonight to celebrate?

**C:** Yes, I'm going out for dinner with Mum and Dad.

**W:** Lucky you. Have a great evening!

**C:** Thanks.

**6.9 See SB Page 65, Exercise 1**

**6.10 See SB Page 65, Exercise 3**

**6.11 See SB Page 65, Exercise 4**

**6.12 See SB Page 67, Exercise 2**

**6.13 Page 67, Exercises 6 and 7**

**P = Presenter, G = Girl, B = Boy**

**P:** Hello, welcome to today's podcast – and Happy New Year to you all! It's New Year's Day and I'm on the streets to interview people about last night. It's very quiet but here comes someone now ... Happy New Year!

**G:** Happy New Year!

**P:** Can I ask how you celebrated last night?

**G:** Sure. I went into the city centre with some friends and my mum and dad. First, we went ice skating ...

**P:** Ice skating, that's cool.

**G:** Then at midnight, we watched the fireworks. They were amazing – the best fireworks ever!

**P:** Great. And did you make any resolutions?

**G:** Yes, I did. I want to start a new hobby, so I'm going to learn how to play the guitar.

**P:** That's a great resolution. Have you got a guitar?

**G:** No, but my dad plays, so I can borrow his.

**P:** Well, good luck, and thanks for talking to us.

**G:** No problem.

**P:** Here comes someone else. Excuse me.

**B:** Yes, hello.

**P:** Hello and Happy New Year.

**B:** Thank you. You, too.

**P:** Can I ask what you did last night?

**B:** Yes, we had a big family dinner with my grandparents, aunts, uncles and cousins. My dad cooked a curry with rice and vegetables.

**P:** Sounds delicious.

**B:** Then we watched the fireworks on TV.

**P:** Very nice. Did you make any New Year's resolutions?

**B:** Yes, I'm going to spend less time on social media.

**P:** Do you spend a lot of time on social media?

**B:** Mm, yes, quite a lot. I want to be more active and spend more time with my friends.

**P:** Good luck! And thank you.

**B:** You're welcome.

**UNIT 7**

**7.1 See SB Page 69, Exercise 2**

**7.2 See SB Page 70, Exercise 2**

**7.3 See SB Page 71, Exercise 5**

**7.4 See SB Page 72, Exercise 1**

**7.5 Page 72, Exercises 5 and 6**

**P = Presenter, D = Damien**

**P:** Have you ever dived with sharks or parachuted into a lake? Damien Green has! He's worked as a stunt actor on hundreds of films, and he's our guest tonight on *No Fear*. Welcome, Damien.

**D:** Thank you. It's nice to be here.

**P:** First of all, I think we all want to know – what's the most dangerous stunt you've ever done?

**D:** In my most recent film, I jumped from a tall building onto a lorry. That was really dangerous because the building was burning, and also the lorry was moving.

**P:** That sounds terrifying – but I'm not a stunt actor! Have you ever felt scared during a stunt?

**D:** We plan the stunts very carefully, so no, I've never felt scared. I try to control my brain and my body and stay calm. Then, when the director shouts 'Action', I feel excited more than scared!

**P:** Have you ever hurt yourself?

**D:** Yes, I have unfortunately. Stunts do sometimes go wrong. I've broken fingers, I've hurt my back and shoulders, and I've cut my head lots of times. Luckily, I've never broken an arm or a leg.

**P:** Now tell us – which famous actors have you worked with?

**D:** I've worked with lots of famous actors. I've worked with Dwayne Johnson, Chris Evans, Jennifer Lawrence ... and lots more!

**P:** Lucky you – Jennifer Lawrence is my hero!

**D:** She's very cool.

**P:** You weren't always a stunt actor. What did you do before?

**D:** I was a gymnast. I was in the British gymnastics team. We won a silver medal in the World Championships, which was great, although we were disappointed that it wasn't gold! Gymnastics was good preparation for becoming a stuntman.

**P:** So, what's next? What would you like to do in the future?

**D:** I've never worked on a superhero film, so I'd love to do that. Maybe *Spiderman* or *Batman*.

**P:** Well good luck, and thanks for talking to us.

**D:** You're welcome.

**7.6 See SB Page 73, Exercise 5**  
**7.7 See SB Page 73, Exercise 6**  
**7.8 Page 74, Exercises 3 and 4**  
**B = Becky, S = Sid**

**B:** Hi, Sid. Are you doing anything in the school holidays next week?

**S:** Er... no, nothing special. Why's that?

**B:** Well, I'm thinking of learning to sail, and I thought that maybe we could do it together?

**S:** That's a great idea. My brother did a sailing course last year and he loved it! When is it?

**B:** It's a two-day course, and you can do it on Monday and Wednesday, on Tuesday and Thursday, or on Friday and Saturday.

**S:** Mmm, let me see. I don't think I'm free at the weekend, and I can't do Tuesday either, so let's go for Monday and Wednesday, shall we? How much is it?

**B:** It's usually £65, but there's a special offer at the moment and it's only £45.

**S:** That's good. I think my brother's course cost about £70, so £45 is a really good price. I need to ask my parents first, though.

**B:** Yes, of course.

**S:** So, what do we need to take? Do we need any special equipment?

**B:** The website says our feet will get wet, so we should take old trainers.

**S:** What about a wetsuit?

**B:** They give you wetsuits and lifejackets, so no, we don't need to take our own. But it says we should also take a hat and a towel.

**S:** Cool. So, where is the course?

**B:** It's at Bluewater Lake.

**S:** Oh yes, I think there's a bus that goes there. Or we could cycle?

**B:** My mum says she can take us in the car. It's quite far to cycle, and the buses don't go very often.

**S:** OK, that's great. I'll speak to my parents tonight and let you know.

**B:** Brilliant. Bye for now then.

**S:** Yes, speak later.

**7.9 See SB Page 75, Exercise 1**  
**7.10 See SB Page 75, Exercise 2**  
**7.11 See SB Page 75, Exercise 3**  
**7.12 See SB Page 77, Exercise 2**  
**7.13 Page 77, Exercises 7 and 8**  
**M = Melissa, J = Josh**

**1**

**M:** This is amazing. I can't believe how many places we've seen from the film. And look at all these tiny round doors – wow – I feel like a giant! This is so cool, it's where all the Hobbits live. Let's go inside. Be careful you don't bang your head, Josh!

**2**

**J:** This is what a traditional village looked like hundreds of years ago. The men welcomed visitors to the village with dances and songs called a pōwhiri. Then after the dancing, they put their noses together as a greeting. Some people still do it today. Right, I think we're going to hear the pōwhiri now – this is so cool!

**3**

**M:** This is a really beautiful walk. It's about ten kilometres long in total and we've done five kilometres ... so just another five to go! It's really hot, I need some water, so I'm going to stop

for a minute. It's so nice to be out in nature – there's no one behind us and no one in front of us. Everything is really green, and the only sounds are the sounds of waterfalls and birds.

## UNIT 8

**8.1 See SB Page 79, Exercise 1**

**8.2 See SB Page 80, Exercise 1**

**8.3 See SB Page 81, Exercise 4**

**8.4 See SB Page 82, Exercise 2**

**8.5 Page 82, Exercises 4 and 5**

**I = Interviewer, N = Noah**

**I:** Hello, and welcome to the show. Today is World Kindness Day, a day when we should all try and do something kind to make the world a better place. With me in the studio is Noah Harris, who all this week is doing not just one kind act, but eighteen – yes, eighteen – kind acts. Welcome, Noah.

**N:** Thank you. It's nice to be here.

**I:** So, tell us why you're doing this.

**N:** Well, it's my eighteenth birthday this week, and to celebrate I decided to do eighteen kind things, one for each year.

**I:** Wow, that's different from the way most people celebrate their birthdays! What have you done so far?

**N:** Well, yesterday morning, some friends and I, we picked up litter in the town centre. It was really good. We met lots of people, and everybody was smiling and chatting to us. The manager of a local café even gave us some drinks to thank us for our work!

**I:** Cool. Now, there's another reason you're doing this, isn't there?

**N:** Yes. People say a lot of negative things about teenagers, for example that we're lazy or that we only think about ourselves, but I don't think it's fair. So, me and my friends, we want to change people's ideas about teenagers.

**I:** That's really good. So, tell us about some more things that you've done.

**N:** Well, I've helped people with their shopping bags. I've sold some of my old clothes to raise money for charity. Oh, and I've given blood.

**I:** Really? When did you do that?

**N:** I gave blood on Monday. It was my first time, so I was quite scared, but it was nothing to worry about! I felt really pleased afterwards because I know that giving blood can help a lot of people and save lives.

**I:** Absolutely. Well, thanks for talking to us Noah, and good luck with the rest of the week!

**N:** Thanks.

**8.6 See SB Page 83, Exercise 3**

**8.7 Page 83, Exercise 4**

1 I climbed a mountain last year.

2 We've travelled to China.

3 She's slept in a tent.

4 He had a dog when he was little.

**8.8 Page 84, Exercises 3 and 4**

1

**M = Mrs Jackson, W = Will**

**M:** Hello, Will.

**W:** Hello, Mrs Jackson. I've brought these for tomorrow.

**M:** That's kind of you. Let me see. Oh wow! These look great! Do you do a lot of baking?

**W:** Not really. I tried making a cake for my mum's birthday last month, but it wasn't very good.

**M:** Well, I think these are amazing and I'm sure lots of people will want to buy them.

**W:** Great. See you tomorrow, then.

**M:** Bye, Will, and thanks again.

2

**F = Freddie, L = Lydia**

**F:** Phew! This is hard work. I think I've filled about ten bags already!

**L:** I'm going to stop for a drink. Have you seen my water bottle, Freddie?

**F:** What does it look like?

**L:** It's red and white. It was on the sand over there.

**F:** You're joking, Lydia! I thought it was litter! I put it in one of those bags.

**L:** Oh no!

3

**J = Jane, M = Megan**

**J:** Hello, Megan. Nice to meet you.

**M:** Hello, Jane. Nice to meet you, too.

**J:** So, what sort of experience with children have you got?

**M:** Well, I worked at a summer camp last year. I helped with the games and art activities. And I've done lots of babysitting for families in my street.

**J:** So, what days can you help here?

**M:** I'm free on Tuesdays and Wednesdays, after I finish school.

**J:** Let me take your phone number and I'll call you.

**8.9 See SB Page 85, Exercise 1**

**8.10 See SB Page 85, Exercise 2**

**8.11 See SB Page 85, Exercise 3**

**8.12 See SB Page 87, Exercise 2**

**8.13 Page 87, Exercises 7 and 8**

Hello, and welcome to Kilimanjaro. All this week, our nine brave celebrities are

climbing Mount Kilimanjaro. Who's in the team? There are three TV presenters, two singers, a dancer, an actress, an American footballer and a politician.

Day 1

Today is Day 1 and our celebrities have left their comfortable hotel rooms and have started the climb. Kilimanjaro is 5,895 metres high and it's Africa's highest mountain. Today, the team will walk for eight hours to their first campsite. There, they will learn how to put up their tents and they will spend their first night on the mountain. During the next few days, the climb will get a lot harder!

Day 4

It's Day 4 on Kilimanjaro, and the celebrities have climbed to 4,025 metres. They haven't slept well for three nights, and they're all feeling tired. But no one wants to stop. The celebrities didn't know each other before they started, but they're all getting on well together. Today, they've sung songs and shared stories.

Day 7

It's Day 7 and after a week on the mountain, our team have finally reached the top – 5,895 metres high. It's freezing cold, and there's snow and ice, but our celebrities are happy. They've finished the climb and they've raised £2 million for charity.

**UNIT 9**

**9.1 See SB Page 89, Exercise 1**

**9.2 See SB Page 90, Exercise 2**

**9.3 See SB Page 92, Exercise 1**

**9.4 Page 92, Exercises 4 and 5**

**J = Jack, G = Gemma**

**J:** Hello, I'm Jack.

**G:** And I'm Gemma.

**J:** In today's quiz, we want to find out if you could live in another country. Do you know the customs and rules to help you fit in?

**G:** And I've got the answers!

**J:** So, Gemma. Is it true that in Japan, schoolchildren must clean their classrooms for fifteen to twenty minutes every day?

**G:** Yes, it's true. Students in Japan must also keep other parts of the school clean, for example, corridors and stairs, windows, and sometimes even the bathrooms!

**J:** The bathrooms – ugh! What about Question 2?

**G:** No, it isn't true. Students in the USA don't have to sing the national anthem every morning. Some schools sing it at sports events,

for example, but not every day! Question 3 isn't true either. In fact, in Singapore, you mustn't chew gum anywhere in the country! That's the law. It's to stop people dropping litter and gum, and to keep the streets clean.

**J:** Wow, that's really strict. What about Question 4?

**G:** Yes, it's true. In France, a lot of children only go to school for four days. They don't have to go to school on Wednesdays.

**J:** Lucky French children! And Question 5.

**G:** It's false! Students in Peru don't have to put both hands up – one is enough!

**J:** Do children in Thailand have to take off their shoes before they go into class?

**G:** Yes, they do. It's also traditional to take off your shoes when you visit someone's home.

**J:** What about Question 7?

**G:** True. In some Scottish schools, students who drop litter must pay a fine of £80. Or, if they don't want to pay, they must help to pick up litter from the whole school!

**J:** I think that's a really good idea! Finally Question 8.

**G:** Yes, it's true. A lot of Chinese children have a 30-minute sleep after lunch. Teachers believe that it helps students to remember information and to be happier!

**J:** What if they aren't tired?

**G:** Well, they don't have to go to sleep if they don't feel sleepy! But the school day in China is long and most children get tired.

**J:** Well, that's all from us. How many questions did you get right?

**9.5 See SB Page 93, Exercise 2**

**9.6 See SB Page 93, Exercise 3**

**9.7 Page 93, Exercise 4**

We mustn't chew gum.

We must wear a uniform.

We mustn't forget our books.

We must tidy our classroom.

**9.8 See SB Page 94, Exercise 4**

**9.9 Page 94, Exercises 5 and 6**

**S = Sara, M = Mum**

**S:** Hi, Mum, it's me!

**M:** Hi Sara! It's good to hear from you! How are you? How was the flight to Valencia?

**S:** I'm fine, Mum. The trip here went well. We arrived a few hours ago. I've just met the family I'm staying with and they're lovely. I was so

nervous about meeting them, but they're really friendly.

**M:** Oh, that's great!

**S:** I'm a bit tired – they don't speak much English, so I have to speak Spanish with them all the time!

**M:** Well, that's normal. What about your exchange student? What's her name? Does she speak English?

**S:** Her name's Elena and she's really nice. She speaks English and she explained some of the house rules to help me feel more at home. I don't have to help with making dinner, but I do have to help around the house and I have to keep my room tidy.

**M:** Good – now make sure you keep your room tidy, please! I know how untidy you are!

**S:** Yeah, don't worry, Mum!

**M:** So, what have they planned for tomorrow?

**S:** I'm going to school with Elena tomorrow morning and we're going on a walking tour of the Old Town in the afternoon. I can't wait! We're going to try some local food, too.

**M:** Well, you must try the paella – I've heard it's amazing.

**S:** I will, Mum. I have to go now – I can hear Elena calling. We're going out for a walk, so I'll call you tomorrow.

**M:** OK, that's fine. Speak tomorrow!

**S:** Bye!

**9.10 See SB Page 95, Exercise 1**

**9.11 See SB Page 95, Exercise 2**

**9.12 See SB Page 95, Exercise 3**

**9.13 See SB Page 97, Exercise 2**

**9.14 Page 97, Exercises 7 and 8**

**I = Interviewer, D = Dang**

**I:** Hello. Today I'm interviewing Dang who moved to the USA from Vietnam. So Dang ... when did you move to the USA?

**D:** We moved two years ago from Hanoi to San Francisco. I came with my mum, dad, and sister. We moved because my dad got a job here.

**I:** What was the hardest thing when you arrived?

**D:** The hardest thing was when I started school. I didn't speak much English, and I didn't know anyone. It was hard to make friends. Also, I didn't understand the lessons because everything was in English. But now my English is better so everything is easier and I've made a lot of friends.

**I:** How is school in the USA different from Vietnam?

**D:** Schools are very different. In American high school, we move classroom after each subject. In

Vietnam, we stay in the same classroom for all subjects. Also, here we talk about things more in class, we discuss our opinions with classmates and with our teachers. In Vietnam, we just write notes, we don't really discuss things.

**I:** What do you miss about Vietnam?

**D:** I miss my friends and the rest of my family, but we Skype and message each other a lot. I also miss Vietnamese street food. My mum cooks Vietnamese food at home, but when I'm out, I can't just stop and buy Vietnamese food on the street. It's so delicious and so cheap!

**I:** What do you like most about the USA?

**D:** I have a lot of friends here and there's always something to do – at the weekend, I love going to the beach or hiking in the national parks near San Francisco. There are lots of opportunities here. If I work hard at school, I'll become a doctor when I grow up, and help people.

**I:** Thanks, Dang.

**D:** You're welcome.

## REVIEWS

**R1 Listening Page 100 Exercises 3, 4 and 5**

**K = Kate, M = Max**

**K:** Hi, Max! Did you have a good weekend?

**M:** Hi, Kate. Yes, thanks, but the weather was terrible, wasn't it? I just stayed at home and watched films all weekend!

**K:** What did you see?

**M:** Well, on Saturday afternoon I watched *Rise of the Robots*.

**K:** *Rise of the Robots*? Is that a science-fiction film?

**M:** No, it's an animated film. I saw it with my sister. It was very funny.

**K:** Hmm, I'm not keen on animated films – they're usually really silly. What else did you see?

**M:** Then I watched *Our Last Summer*.

**K:** *Our Last Summer*? It sounds like one of those sad, romantic films.

**M:** No, it wasn't romantic. It's a horror film. It's about two people that go camping on the beach one night.

**K:** Hmm, that doesn't sound scary!

**M:** It was really scary, actually, so I decided to watch something different last night. I watched *The Rescue*.

**K:** *The Rescue*? Is that an action film?

**M:** No, it's a documentary about a mountain rescue that took place three years ago. It's a true story.

**K:** What happened exactly?

**M:** Two journalists were on holiday together in Switzerland. They were climbing a mountain when they both fell. One of them, a man called Nick, broke his leg, but amazingly he crawled back to the village.

**K:** Wow! Was his friend OK?

**M:** His friend was still on the mountain. He broke both legs, and couldn't move! Nick called a helicopter and luckily, they found him.

**K:** So, how about going to the cinema tonight? There's a new comedy called *Paris in Spring*.

**M:** Hmm, my brother saw it yesterday and he says it's silly. And to be honest, I don't really want to watch another film! Shall we go to the sports centre instead?

**K:** OK. See you later.

**M:** Bye, Kate.

**R2 Listening Page 102 Exercises 3, 4 and 5**

**S = Steve, D = Danny**

**S:** Hello and welcome to *My Summer Job*. I'm Steve, and this week, I'm talking to Danny Price, a university student, about his summer job. Hello, Danny.

**D:** Hello.

**S:** Tell us about your summer job.

**D:** Well, I'm studying medicine at the University of Manchester, and this summer, I'm working as a first-aid helper at a music festival. I work in the first-aid tent, so I'm helping to look after people who get ill or injured at the festival.

**S:** Are you trying to get experience for when you become a doctor in the future?

**D:** That's right. It's really useful experience, and they pay me £100 a day. I'm saving to buy a car. If I get some more work at another festival this summer, I'll have enough money for a small second-hand car.

**S:** Tell us about the people that you see in the first-aid tent. What kind of health problems do they have?

**D:** Well, the most common problem is sunburn. People are outside all day and a lot of them forget to use sun cream or don't wear a sun hat.

**S:** I see, and what are some other problems?

**D:** A lot of people come with sore throats because they sing to all the songs without stopping. That's not good for your throat. People often

eat really badly at festivals, too – only chips, burgers and crisps – and they get stomach ache. You should bring some fresh food with you and try to eat and drink normally.

- S:** So, no broken arms or legs?  
**D:** Well, yesterday there was a man with a broken leg – he went to hospital. And there was a girl who cut herself on some glass.  
**S:** Are you camping here like everybody else?  
**D:** Yes, I am. I'm staying in a tent with another first-aid helper. They gave me a sleeping bag, but I brought my own, because it's more comfortable.  
**S:** Finally, can I ask you for some advice? I think I've got sunburn on my shoulders.  
**D:** Oh yes, they are a bit red. You should put some cream on them, and you should drink lots of water. You shouldn't go in the sun without a T-shirt and a sun hat.

**R3 Listening Page 104 Exercises 2, 3 and 4**

**P = Presenter, S = Sandi**

- P:** Today, I'm at the Whitehall School in London. This used to be one of the worst schools in Britain, with poor exam results and badly behaved students. But today the school is celebrating. Why? Because students have got really good marks in their exams. In fact, they've got some of the highest marks in the country. I'm here to find out the secrets of their success, and I'm with the head teacher, Sandi Carter. So, Sandi, are you surprised about the exam results?  
**S:** I'm pleased, but I'm not surprised. The students have worked really hard and I'm happy that they've done well.  
**P:** You've been head teacher here for five years. How has the school changed since you started? What did it use to be like?  
**S:** When I got a job here five years ago, things were very different. There were lots of problems, for example, students used to be late for lessons and they used to be rude to teachers. They didn't use to pay attention in class. And of course, lots of students used to get very bad marks in their exams.  
**P:** What have you done to change things?  
**S:** We've introduced a lot of new rules: students have to walk quietly in the corridors; they have to stand up when their teacher comes in; they

mustn't forget their books, pens or pencils, and so on.

- P:** It sounds very strict.  
**S:** That's true, but the students are more cheerful now, because we don't have the problems we used to have.  
**P:** So, what is the school like now?  
**S:** Now the school is a calm and happy place to be. Students arrive on time, enjoy their lessons, and they're excited to be at school. They even thank their teachers after lessons. At lunchtime, students and teachers sit and eat together, and students clean the tables after they've eaten. They've become happier, kinder and more confident, because they can see that they are learning.  
**P:** Thanks, Sandi.  
**S:** You're welcome.

**LITERATURE**

**L1 See SB Page 112, Exercise 3**

**L2 Page 113, Exercise 6**

Sidney was at the bottom of the stairs. His eyes were open, but he said nothing. His left leg was under his body and his face was dark and afraid.

'Sidney!' Mr Felberg said, moving quickly down the stairs. 'What happened? Your leg ... did you break it?'

At first, Sidney did not answer. He looked at the dummy and his eyes did not move away from it. At last he said, 'Oscar ... he ... pushed me.'

The old man looked at him. 'Pushed you?' he said. 'Oscar can't push people, Sidney. He's only a dummy!'

Joseph looked at Oscar's smiling face. 'Is he?' he thought.

Sidney did not work at Mr Felberg's shop after the 'accident'. He was afraid to come back again.

After this, Mr Felberg did not 'forget' things anymore. And there was always the right money in the till. And Oscar? Oscar went back to the cellar.

'I think he is happier down there,' Joseph said to Mr Felberg.

'And how do you like it here, in my shop, Joseph?' Mr Felberg asked. 'You are working very well.'

Joseph smiled. 'I like it very much ... now,' he said.

'Thanks to Oscar!' he thought.

**L3 See SB Page 114, Exercise 3**

**L4 Page 115, Exercise 6**

'What do you mean?' the manager asked. 'This tea is mine,' the girl said. 'It's the same as the tea in your supermarket, but I bought this tea on the boat from France

last week. Look at the price.' She held up the packet.

'It's in French francs. In the shop on the boat they told me it was duty free. I wanted to see if that was true. I wanted to compare the price and the size of the packet with one of yours. That's why I put it on the shelf. It was the same size. And it was cheaper. I took it down again and put it in my pocket. I think your ...' – she smiled again – "detective" ... has made a mistake.'

The manager looked at Peter angrily. Peter's face went very red and he looked down at the floor.

The manager turned to the girl. 'I'm very sorry about this. I hope you understand our mistake.'

'Oh, that's okay,' said the girl. She put the tea back in her pocket and left the room.

Outside the supermarket, a car was waiting. The car was very old and one of its front lights was broken. The girl opened the door and got inside.

'Any problems?' the driver asked. It was the old man with the long coat.

'No, Grandfather. How about you?'

The old man laughed. 'No, my girl. No problems at all. That store detective was too busy with you to watch what I was doing.' He opened his coat.

The inside pockets were full of food and drink.

**L5 See SB Page 116, Exercise 3**

**L6 Page 117, Exercise 6**

'Come on, boys. We've got to get out of here. Push!' And, with Jim's help, the door moved at last.

Luke was the first to get out. He jumped away from the minibus and started using his mobile phone. Jim helped Steve and Chris out. They seemed to be OK. No one seemed to be seriously hurt, but most of the boys had cuts and contusions. Jim told Steve to shut the door to stop the rain getting into the bus. Then Steve went straight to the driver and began moving the rocks and dirt off him.

Jim shouted to Luke, 'Have you phoned the ambulance?'

'What? No, no,' Luke answered. 'I'm trying to talk to ... er ... I have to tell someone that the match is not going to happen. Hello, hello? Ben, are you there? ... Nothing. Stupid machine!'

Jim could not believe that Luke was not calling either an ambulance or the police. 'Give me that phone,' he shouted at Luke.

'I have to talk to Ben,' Luke said. 'Then you can have the phone.'

'Are you crazy?!' Jim shouted. He tried to

take the phone from Luke, but couldn't. Jim pushed Luke and the phone fell from Luke's hand. Jim immediately picked it up and called the emergency services. Nothing happened.

Chris took out his mobile phone. He turned it on, but nothing came up on the display.

'The battery is dead,' he said. He was almost crying.

## EXAM PRACTICE

### E1.1 Page 118, Exercise 3

#### Dialogue 1

**B = Boy, E = Emma**

**B:** So, Emma, do you prefer going to the cinema or downloading films at home?

**E:** I prefer going to the cinema because I don't like staying at home. I love watching films on a big screen, and I always buy popcorn at the cinema, too. What's your favourite kind of film?

**B:** I love comedies because they're funny, and I think science-fiction films are very exciting. I don't really like horror films because they're scary.

**E:** Do you enjoy reading?

**B:** Not really. I have to read a lot of books for school, so in my free time I prefer playing computer games or watching TV. Do you like going to museums?

**E:** Sometimes. In the summer holiday, I usually go to a museum with my family. That's OK. What about you?

**B:** I often go to the Science Museum with my friends. As you know, we all love Science at school.

**E:** True. How often do you do sport?

**B:** Only at school. I don't really like sport. How about you?

**E:** Well, every Saturday I play tennis, and on Tuesdays I go swimming.

#### Dialogue 2

**B = Boy, E = Emma**

**B:** So, Emma, do you prefer going to the cinema or downloading films at home?

**E:** At home. What kind of films do you like?

**B:** I like comedies.

**E:** Do you enjoy reading?

**B:** No, not really. Do you like going to museums?

**E:** Sometimes. Do you?

**B:** Yes, I do.

**E:** How often do you do sport?

**B:** I don't like sport. Do you?

**E:** Yes, I play tennis and go swimming.

### E1.2 Page 118, Exercise 5

**E = Examiner, S = Student**

**E:** Which of these activities do you like doing in your free time?

**S:** I like playing computer games with my friends because it's relaxing. I like it when they come round to my house at the weekend, or in the evenings.

**E:** Which of these activities do you like doing best?

**S:** I like skateboarding best.

**E:** Why?

**S:** Because it's really exciting.

**E:** Do you think visiting museums is boring?

**S:** No, I don't. Going to museums is good because I can learn lots of things and that can help me with my schoolwork.

**E:** How often do you cook?

**S:** I sometimes cook with my sister at the weekend. My mum and dad cook all our meals during the week, so my sister and I cook for them at the weekend. We like making pasta.

**E:** Do you prefer eating at home or eating in restaurants?

**S:** I prefer eating in restaurants because it's easier than eating at home. I don't have to help with anything, like doing the washing up or laying the table!

**E:** Do you prefer playing computer games or being outside?

**S:** I prefer being outside with my friends. We like doing sports or going to the skate park. All of us have skateboards.

### E2.1 See SB Page 119, Exercise 3

### E2.2 Page 119, Exercise 4

1

**M = Mum, L = Leo**

**M:** Leo, can you do some chores today, please?

**L:** OK, Mum. I'm going to tidy my room this afternoon. It's a real mess!

**M:** It certainly is! Before you do that, can you do the laundry?

**L:** Sure. What else would you like me to do?

**M:** Well, you can wash the kitchen floor, as well. But do that this evening after dinner, please. OK?

**L:** OK.

2

**B = Boy, G = Girl**

**B:** Are you going to watch the new science-fiction film later?

**G:** Yeah. What time does it start?

**B:** I think it's on at quarter past seven.

**G:** Are you sure? I think Dad said it's on at half past seven. He's going to watch it with us.

**B:** Well, wait a minute, I'll check. It's actually on at seven!

**G:** It's a good thing you checked.

**B:** I know!

3

**B = Boy, J = Jenny**

**B:** What did you do at the weekend, Jenny?

**J:** I went to the forest with a few of my friends.

**B:** Cool! Did you go camping?

**J:** Actually, we're going to do that next time. On Saturday, we went cycling. It was fun because the weather was nice and sunny.

**B:** Yeah, I know. I had a tennis lesson and it was great that it didn't rain like last time.

4

**G = Girl, B = Boy**

**G:** I saw your uncle in town yesterday.

**B:** Was he wearing his uniform?

**G:** No, he wasn't. He was at the mechanic's. Does he have to wear a uniform for work?

**B:** Yes, he does. He's a police officer.

**G:** That's exciting! My uncle's a farmer and he has lots of sheep.

5

**B = Boy, G = Girl**

**B:** I love your T-shirt. Is it a new one?

**G:** Yeah, I got it in the shopping mall. There's a sale on in one of the shops, and the jeans and T-shirts are really cheap. This was £8.99, but only £6.50 in the sale.

**B:** That's good. I might go to that shop tomorrow. My dad got me a new T-shirt last week, but he said he paid £10 for it.

### E4.1 Page 121, Exercise 2

**A = Anna, J = Jack**

**A:** Do you like shopping, Jack?

**J:** Yeah, I do, Anna, but I don't go to the shops very often. How about you?

**A:** I love shopping! I like buying clothes and jewellery. Who do you usually go shopping with?

**J:** My dad. We went to the shopping mall in the city centre last week, actually. I like it because there's a lot of choice there. Where do you go?

**A:** I go to that shopping mall as well, but Mum sometimes gets me some stuff online because it's cheaper than the shops. It's easier to shop online, too. Do you spend your pocket money on clothes?

- J:** You're kidding! I spend it on snacks at school or downloading music. Who buys your clothes?
- A:** My parents buy everything for me. I don't get much pocket money. What are you going to spend your pocket money on this week?
- J:** I'm going to get some new headphones. They're expensive ones, so my dad put some extra money in my account yesterday. Do your parents do that?
- A:** No, they always give me cash. I haven't got a bank card. How much do you spend every week?
- J:** About £20. How about you?
- A:** That's a lot! I get £15, but I usually save about £3 or £4 for my summer holiday. We're going to go to New York this year, and I can't wait!

**E4.2 Page 121, Exercise 5**

**G = Girl, B = Boy**

- G:** Where does your family buy food?
- B:** We go to the supermarket near my house, and on Saturdays we go to the market in town to buy fruit and vegetables. Do you like fruit and vegetables?
- G:** Yeah, I love them. What do you think – is it better to buy fruit and vegetables in a shop, or from a market?
- B:** I think they're fresher from a market. I love going to the market, but I'm not too keen on going to the supermarket. It's boring! Do you go often?
- G:** Not very often. My parents go. When did you last go to a supermarket?
- B:** Last week, actually. I went with my parents because I had to get some stuff for school. Do you get your school stuff there, too?
- G:** I'm not sure where my mum gets my stuff – she buys it all for me. What did you buy in the supermarket?
- B:** Oh, just some notebooks and pens.
- G:** Oh ... I'm hungry now. I've got some sandwiches I brought from home. Would you like one?
- B:** No, thanks. I'll eat later.
- G:** So, where will you have lunch today?
- B:** I didn't have time to make anything this morning. I'll get something in the café later.
- G:** What will you have?
- B:** I'll probably get some pizza. I know that's not very healthy, but I like it!

**E6.1 Page 123, Exercises 1 and 2**

**C = Charlie, Z = Zoe**

- C:** Hi, Zoe. Are you ready for your party tomorrow?
- Z:** Hi, Charlie. I'm nearly ready, although I need some more decorations.

- C:** Who's coming?
- Z:** Loads of my friends from school, and my Aunt Kate and Uncle Mike are coming down from London, too!
- C:** Cool! What food are we going to have at your party?
- Z:** We're having pizza. Uncle Mike says he's going to order a takeaway for everybody. We're having vegetarian pizza because everyone loves that!
- C:** I'll get some snacks for everybody. I'll get ten packets of crisps and six packets of popcorn. Do you want Clara to buy a cake?
- Z:** No, my Aunt Kate's going to make that for me. She's great at baking, and she's making my favourite ... chocolate and orange, but ... shhh ... it's a secret! Can Clara get some balloons? I haven't got many.
- C:** OK! I'll tell her.

**E6.2 Page 123, Exercise 3**

**H = Harry, M = Maddy**

- H:** Hi, Maddy! I can't wait for your party on Saturday. What would you like me to bring?
- M:** Well, you don't really need to bring anything, Harry. Lots of people are bringing things.
- H:** Are you sure? I can bring some snacks, if you like, or some pizza from the takeaway?
- M:** It's OK. Mum is going to make pizzas, and Sophie is bringing crisps and nuts. You know her dad has a shop, so she can get everything there.
- H:** Oh yeah, that's right. Well, how about drinks then? Will you have enough of those?
- M:** Yes, lots thanks. Paul's going to buy different kinds of fruit juice.
- H:** OK. Is Anna coming, and what's she going to bring?
- M:** Yes, she is. She's doing decorations actually. Her parents bought lots of stuff for her party last month, and they said I can use it, too. Good idea, isn't it?
- H:** Yeah, that's great. Are we going to play games at the party? I can bring some of mine.
- M:** We're going to have the party in the garden, if it's not raining, and Toby says he has lots of outdoor games, so we can leave that to him. OK?
- H:** OK. My mum has some new garden lights ... you hang them in the trees, and they look beautiful in the evening. I'll ask her if we can use those.
- M:** Actually, Ellie gave me some just like that last week. Her mum is really kind, and she said I could borrow

- them for my party. I wanted to have fireworks, too, but my dad said 'no'.
- H:** That's lovely! Well, I think all I need to do is come round to yours around six o'clock on Saturday, then!
- M:** Yeah, see you on Saturday! We'll have fun!

**E8.1 Page 125, Exercise 3**

**C = Carla, D = Danny**

- C:** Hi, Danny. I haven't seen you for a while. How are you?
- D:** Hi, Carla. I'm OK. I've been busy. I was just at my friend Kate's house.
- C:** Kate?
- D:** Yeah, Kate Moore, Mrs Moore. I told you about her. We met in 2018 at a music event. Last year, her husband died, so she lives alone now. She doesn't know many people around here, so I go and see her every week. We do lots of things together.
- C:** That's kind of you. What kind of things do you do?
- D:** Sometimes I go to the supermarket with her and help to carry her shopping. She doesn't really need that kind of help, but I don't mind doing it at all. Sometimes I go with her to the park when she takes her dog for a walk there. And I love telling her jokes. We always laugh a lot.
- C:** That's good! Do you do anything else together?
- D:** Yes, we do. We both love working with charities. And every month, we do something to raise money. Another thing she likes doing is to clean up the town – she helps to pick up litter.
- C:** Oh, my dad does that, too. And he's given blood at the hospital. Have you done that?
- D:** No, but I'd like to. I'm going to do some other things, too.
- C:** Oh? Like what, for example?
- D:** Well, next week, I'm going to cycle ten kilometres with some other students from the after-school club. We want to raise money for the people who are living in war zones. My mum's organizing a cake sale to raise money as well.
- C:** That's great! I'd like to do something to help, too.
- D:** Really? Well, in March, I'm going to work with some homeless people in our town. Do you fancy helping with that?
- C:** Yeah, definitely! Last week I saw a programme about celebrities helping to raise money for children who live in poverty, and I decided I wanted to do something to help people.

## Making a movie

### BACKGROUND INFORMATION

Ioan is from Wales, in the UK. In this vlog, Ioan talks about his hobby of filmmaking. He shows us how he writes the script and prepares the storyboard. We then watch him shooting parts of the film, and he shows how the editing process can create different effects and change the type of film he is making.

### LANGUAGE

The following target language items are recycled from Unit 1: *animated film, comedy, documentary, drama, horror film*. These are detailed in bold in the Unit 1 vlog script on TG page 303. You may wish to pre-teach the following words and phrases: *to play (a part in a film), character, storyboard, camera, rewrite, editing*.

NOTE: Ioan uses some words and expressions which sts might find difficult to translate: *Action!* (Start filming!); *Cut!* (Stop filming); *That is a wrap* (The filming is finished). He also uses some grammar that sts don't meet until later in the SB: past simple (*I thought, I decided*) to talk about past events; second conditional (*If I kept this shot of Calum falling over, it could turn it into a comedy; If I made it black and white and added some scary music, I could turn it into a horror film*) to talk about unreal or imaginary situations.

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 9 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *documentary* (0:19); *drama* (0:32); *comedy* (2:15); *horror film* (2:23); *animated film* (2:30). These are detailed in bold in the Unit 1 vlog script on TG page 303.

### PREPARE

#### 21st Century skills

##### FIND OUT

Ioan uses a program on his computer to help him edit his film. Discuss with the class whether any of them have experience of using editing programs. If you have time and internet access, students could search for editing programs that are available to download. They could then try making their own movies at home.

### WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they have learned from Ioan's vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the vlog, playing it again for them to check their answers:



- *Apart from the typewriter, what is there on Ioan's table while he is writing the script?* (a cup and some paper: 0:48)
- *How many images are on the first page of Ioan's storyboard?* (six: 1:16)
- *Where does Calum sit down?* (on a bench, by a lake: 1:53)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to films: *a film fan* (0:07), *script* (1:18, 1:22), *sound* (1:45), *record* (1:47), *shot* (2:12), *black and white* (2:06).

### REFLECT

#### 21st Century skills

##### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates and the types of films they like. First, elicit the questions sts need to ask. (*Do you like animated films? What's your favourite animated film?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- *Find someone who likes:*
  - » *animated films*
  - » *comedies*
  - » *horror films*
  - » *documentaries*
- *Talk to your classmates about their favourite films. What is your favourite animated film? What is your favourite comedy?*
- *Find out who in your class would like to make a film. What role would they like – actor, editor, script writer? What type of film would they like to make?*

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

## Student chores

### BACKGROUND INFORMATION

Tati is a student at Portsmouth University, in the UK. She creates videos on lifestyle, travel, music and student life. In this vlog, she talks about the everyday chores that students have to do.

### LANGUAGE

The following target language items are recycled from Unit 2: *clean the bathroom, do the laundry, do the shopping, do the washing up, tidy your room, make dinner, make your bed, take out the rubbish*. These are detailed in bold in the Unit 2 vlog script on TG page 303. You may wish to pre-teach the following words and phrases: *chores, move away from (the family) home, live by yourself, stuff, cheap, complain, independent*.

NOTE: Tati uses some words and expressions which sts might find difficult to translate: *number one chore* (most important chore); *the shared stuff* (the chores you share with other people). Tati also uses some grammar that sts cover later in the course: present perfect continuous (*I've been complaining a lot*) to talk about something that started in the past and is still continuing; *have to* (*you have to make your bed*) to talk about obligation.

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 19 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *tidy your room* (1:02); *make your bed* (1:14); *do the laundry* (1:27); *do the shopping* (1:33); *make dinner* (1:51); *do the washing up* (1:54); *clean the bathroom* (2:07); *take out the rubbish* (2:09). These are detailed in bold in the Unit 2 vlog script on TG page 303.

### PREPARE

#### 21st Century skills

##### FIND OUT

In the UK, most young people who go to university move away from their family home and live independently. They usually live in special student accommodation, where they have their own room, but a shared bathroom and kitchen. If you have time and internet access, students could search for the most popular universities in the UK or the USA.

### WATCH

Watch the vlog together. At the end, ask sts to write one sentence with a fact that they have learned from Tati's vlog. Then ask some of them to read their sentences aloud.

Ask sts the following true/false noticing questions from the video, playing it again for them to check their answers.



- Tati sometimes wears glasses. (true: 0:24)
- She buys some oranges at the supermarket. (true: 1:37)
- There are some photos of dogs on her computer. (false – they are horses: 2:34)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to chores and living independently: *quite a lot of work* (0:42); *tidy* (adj) (1:07); *do (things) for yourself* (1:22); *make our own meals* (1:44); *run your own life* (2:20); *live and get through the week on your own* (2:37); *do everything for yourself* (2:45).

### REFLECT

#### 21st Century skills

##### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates and how often they do chores at home. First, elicit the questions sts need to ask. (*Do you do the washing up at home? How often do you do it?*) Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who:
  - » does chores at home every day
  - » does more than three chores every week
  - » enjoys doing chores
- Talk to your classmates about the chores that they do at home. Which chores do you do? How often do you do them? How does your family decide who does the jobs around the home?
- Find out who in your class does a lot of chores, and who doesn't do many at all – who needs to do more?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

# Up the mountain

## BACKGROUND INFORMATION

Ioan is from Wales, in the UK. Wales is known for its beautiful countryside and high mountains, and in this vlog, Ioan tells a story about a time when he tried to climb a mountain with his dad and his sister. He describes how they had to turn back because of the bad weather, and had to wade through a river to get back to their car.

## LANGUAGE

The following target language items are recycled from Unit 3: *climb, fall, jump, push, walk; across, along, around, down, over, through*. These are detailed in bold in the Unit 3 vlog script on TG page 303. You may wish to pre-teach the following words and phrases: *snow, waterfall, soaking wet, stuck, survival story, cross a river*.

NOTE: Ioan uses some words and expressions which sts might find difficult to translate: *how wrong I was* (I was completely wrong); *we made it* (we got there successfully); *we're still alive today to tell the tale* (we are still alive and can talk about our experiences).

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 29 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *climb up* (0:31); *fell through* (1:11); *push through* (1:20); *walk down* (1:26); *jump over* (1:43). These are detailed in bold in the Unit 3 vlog script on TG page 303.

## PREPARE

### 21st Century skills

#### FIND OUT

Ioan is from Wales, which is part of the UK. The UK is made up of four countries: England, Scotland, Wales and Northern Ireland. The main UK government is in London, but Scotland, Wales and Northern Ireland all have their own governments which make laws about education, health and other issues. If you have time and internet access, students could search for information about Wales to download.

## WATCH

Watch the vlog together. At the end, ask sts to write one sentence with a fact that they have learned from Ioan's vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers.



- What colour is Ioan's sister's hat? (white: 0:28)
- Who is carrying a backpack? (Ioan's dad: 0:43, 1:17)
- What colour is their car? (black: 1:34)

With stronger classes, you may also wish to focus on the meaning of the following verbs and verbs + prepositions which also relate to movement: *walk along* (0:51); *pass* (0:59); *get to the top* (1:22); *turn around* (1:26); *cross* (1:31); *walk through* (1:45).

## REFLECT

### 21st Century skills

#### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates and the activities they enjoy in the countryside. First, elicit the questions sts need to ask. (*Do you like walking? Where do you go walking?*) Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who likes:
  - » going walking in the countryside
  - » cycling
  - » climbing up mountains
  - » skiing
- Talk to your classmates about the activities they like doing. What is your favourite activity in the countryside? When do you do it? Where?
- Find out who in your class has an interesting story to tell about something that happened in the countryside. Where were they? What were they doing? What happened?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

## Reusing to help the environment

### BACKGROUND INFORMATION

Maiku is a journalist, adventure photographer and filmmaker from Canada. He loves travelling, and is passionate about protecting the environment. In this vlog, Maiku talks about reusing things to help protect the environment. He gives tips on reusing bags, glass bottles and jars, and also tips on how to make choices when you are shopping to avoid unnecessary packaging.

### LANGUAGE

The following target language items are recycled from Unit 4: *bag, bottle, box, jar, tube*. These are detailed in bold in the Unit 4 vlog script on TG page 303. You may wish to pre-teach the following words and phrases: *grocery store, pomelo, reuse, plastic, the environment, beans, chickpeas, yogurt, spices, metal, toothpaste*.

NOTE: Maiku uses glass as an adjective, not as a noun (e.g. *glass jar, glass bottle*). Maiku also uses some words and expressions which sts might find difficult to translate: *negative twenty-five degrees (-25 °C); like* (used as a conversation filler); *a whole bunch of stuff* (a lot of things); *I guess, I'll ...* (I suppose I will ...).

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 39 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *bag* (0:33, 0:42, 0:48, 0:53); *bottle* (1:11, 1:29, 1:38, 1:44); *box* (1:51, 1:57, 2:02); *glass* (1:06, 1:09, 1:11, 1:30); *jar* (1:04, 1:09, 1:14, 1:16, 1:18, 1:23, 1:25, 1:26); *tube* (2:00, 2:06). These are detailed in bold in the Unit 4 vlog script on TG page 303.

### PREPARE

#### 21st Century skills

##### FIND OUT

Maiku talks about ways in which he helps the environment by reusing bags, bottles and jars. Put sts into groups and ask them to think of three things they buy in bottles or jars, and how they could use these again at home or at school. Discuss their ideas as a class. If you have time and internet access, students could search for tips on other things to do to help the environment.

### WATCH

Watch the vlog together. At the end, ask sts to write one sentence with a fact that they have learned from Maiku's vlog. Then ask some of them to read their sentences aloud.



Ask sts the following noticing questions from the video, playing it again for them to check their answers.

- What shape is the sculpture that you see in the street at the beginning of the video? (a heart: 0:07, 0:14)
- What is written on Maiku's T-shirt? (nice: 0:40, 0:48)
- How many glass jars are on Maiku's kitchen table? (six: 0:49, 1:15)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to the environment: *reusable* (0:32); *good/better for the environment* (0:43); *throw away* (0:54); *waste* (2:07).

### REFLECT

#### 21st Century skills

##### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates and the things they do to help the environment. First, elicit the questions sts need to ask. (*Do you reuse plastic bags? How often?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions.

Ask one or two sts to report back to the class.

- Find someone who:
  - » reuses plastic bags
  - » has a reusable water bottle
  - » recycles paper and cardboard
  - » reuses jars and bottles
- Talk to your classmates about things they do to help the environment, and other things they think are important. Do you think it's important to help the environment? What things can you do in the future to help?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

## Starting to exercise again

### BACKGROUND INFORMATION

Michelle is a vlogger from Hong Kong. She loves spending time with her friends and creating music. In this vlog, Michelle talks about her decision to start exercising again. She explains why she wants to do more exercise, then shows us how she tries different exercises before finding one that she enjoys.

### LANGUAGE

The following target language items are recycled from Unit 5: *ankle, brain, face, fingers, heart, knee*. These are detailed in bold in the Unit 5 vlog script on TG page 304. You may wish to pre-teach the following words and phrases: *fit, hurt, hiking, beautiful view, island, map, hill*.

NOTE: Michelle uses some words and expressions which sts might find difficult to translate: *try harder* (make more of an effort to do something); *get back into something* (start doing it again); *the annoying thing is* (I get annoyed by this); *actually* (in fact); *wander around the hills* (walk around in a way that is not planned). Michelle also uses some grammar that sts don't meet until later in the SB: *be going to* (*I'm going to start slow, I'm going to try swimming*) to talk about a plan or intention.

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 49 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *brain* (0:11); *knee* (0:36, 1:14); *heart* (0:54); *face* (0:55); *ankle* (1:03, 1:15); *fingers* (1:37). These are detailed in bold in the Unit 5 vlog script on TG page 304.

### PREPARE

#### 21st Century skills

##### FIND OUT

Michelle mentions different kinds of exercise. Put students into groups and give them two minutes to brainstorm as many exercises as they can. Discuss their ideas as a class and discuss which kinds of exercise they think are best for your health. If you have time and internet access, students could search for information on how much exercise you should do each week, and which are the best kinds of exercise for staying healthy.

### WATCH

Watch the vlog together. At the end, ask sts to write one sentence with a fact that they have learned from Michelle's vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers.



- What colour are Michelle's trainers? (green / blue: 0:27, 0:35, 0:49)
- What does Michelle sit on by the sea? (a white chair: 1:14)
- What does Michelle do while she is hiking? (she listens to music: 2:03)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to the human body and exercise: *do enough exercise* (0:07); *try new sports* (0:12); *on the school running team* (0:29); *injured* (0:34); *hip* (0:37); *my heart is beating so fast* (0:54); *my face is so red* (0:55); *not very fit* (0:57); *my fingers are so cold* (1:37).

### REFLECT

#### 21st Century skills

##### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates and the types of exercise they enjoy. First, elicit the questions sts need to ask. (*Do you like running? What's your favourite sport?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who likes:
  - » running
  - » swimming
  - » hiking
  - » other sports
- Talk to your classmates about the kinds of exercise they do. What is your favourite sport? Why?
- Find out who in your class already does a lot of exercise, and who thinks they should do more. What new kinds of exercise do they want to try?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

# How I threw my party in LA

## BACKGROUND INFORMATION

Regal Jason is a singer and songwriter from Los Angeles, in California. In this vlog, he describes how he organized a party to celebrate the release of a new song. He also gives tips on how to organize a party and make sure it is successful.

## LANGUAGE

The following target language items are recycled from Unit 6: *choose a date, have fun, hire a DJ, post (information) on social media, write (out) my guest list*. These are detailed in bold in the Unit 6 vlog script on TG page 304. You may wish to pre-teach the following words and phrases: *to throw a party, tips and tricks, release of a song, popular*.

NOTE: Regal uses some words and expressions which sts might find difficult to translate: *My birthday was coming up (happening soon), Downtown LA (the central part of Los Angeles) and make sure to (you should)*.

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 59 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *chose a date (0:59); wrote out my guest list (1:09); hired a DJ (1:39, 1:43); posted information on social media (1:50); have fun (2:05)*. These are detailed in bold in the Unit 6 vlog script on TG page 304.

## PREPARE

### 21st Century skills

#### FIND OUT

Regal talks about organizing a party in Los Angeles (LA). Ask: *What reasons are there for having a party?* Brainstorm ideas as a class, e.g. your birthday, the end of exams, etc. Discuss with students what they know about LA, e.g. it is the home of Hollywood and is a centre for music and filmmaking in the USA. If you have time and internet access, students could search for photos or videos of LA, to get an idea of the place where Regal lives.

## WATCH

Watch the vlog together. At the end, ask sts to write one sentence with a fact that they have learned from Regal's vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers.



- What was the date of Regal's party? (22 February: 0:50, 1:03)
- The DJ that Regal hired was called Tessellated. How many followers did he have? (13,000: 1:41)
- How much were the tickets to Regal's party? (\$5: 1:55)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to parties and events: *throw your own (party, concerts) (0:13, 0:26), to celebrate (0:48), music events (1:24), reach more people (2:01), goes really well (2:26)*.

## REFLECT

### 21st Century skills

#### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates and the types of parties and events they like. First, elicit the questions sts need to ask. (*Have you ever thrown a party? Have you been to a party recently? Where was it?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who:
  - » has thrown a party
  - » has been to a party recently
  - » has been to a music event
- Talk to your classmates about their experiences of parties. What was the last party you went to? Where was it? How many people were there? What was the music like?
- Find out who in your class would like to throw a big party. Where would it be? Who would they invite? What music would they have?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

## Things to do in my town

### BACKGROUND INFORMATION

Cameron is a musician and vlogger from Chicago, in the USA. In this vlog, she shows us around Chicago, where she used to live, and around the small town of Glenview, where she now lives. We see interesting places to visit in the city, and watch Cameron in her free-time activities.

### LANGUAGE

The following target language items are recycled from Unit 7: *get a (good) job, get better (at), make (new) friends, make (lots of) money, take part (in)*. These are detailed in bold in the Unit 7 vlog script on TG page 304. You may wish to pre-teach the following words and phrases: *kids, fair, baseball game, mall, band, drums, skateboard*.

NOTE: Cameron uses some words and expressions which sts might find difficult to translate: *a Cubs or Sox baseball game* (Chicago Cubs and Chicago Red Sox are baseball teams), *the Loop* (an informal word for the centre of Chicago), *most people don't have the time* (don't have enough time). You might also want to point out to sts the following items that are American English: *mall* (shopping centre); *theater* (theatre); it is common to say *different than* instead of *different to/from* (British English). Cameron also uses some grammar that sts cover later in the course: *get used to* (It took some time to get used to all the changes) to talk about becoming familiar with something.

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 69 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *take part in* (1:01); *make new friends* (1:09, 2:11); *get better at* (1:18, 2:02); *get a good job* (1:36); *make lots of money* (1:38). These are detailed in bold in the Unit 7 vlog script on TG page 304.

### PREPARE

#### 21st Century skills

##### FIND OUT

Ask students what they enjoy doing in their free time, then discuss with them what things there are for young people to do in their town or city. Tell sts they are going to watch a vlog about Chicago. Ask what they know about the city. If you have time and internet access, students could search for information about Chicago, and also about things to do there.

### WATCH

Watch the vlog together. At the end, ask sts to write one sentence with a fact that they have learned from Cameron's vlog. Then ask some of them to read their sentences aloud.



Ask sts the following noticing questions from the video, playing it again for them to check their answers.

- What is the name of the theatre that we see? (Chicago Shakespeare Theater: 0:35)
- How many baseball players do we see? (four: 0:39)
- What is on Cameron's T-shirt when she is playing the drums? (NASA: 1:23)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to things to do in your free time: *ride the Ferris wheel* (0:31); *see a play* (0:33); *see a baseball game* (0:38); *visit restaurants* (0:42); *go shopping* (0:51); *take part in the school play* (1:01); *playing the snare drum* (1:18); *ride your bike* (1:54), *read a book* (1:54).

### REFLECT

#### 21st Century skills

##### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates and the kinds of activities they do in their free time. First, elicit the questions sts need to ask. (*Do you play in a band? Do you take part in plays? Do you like going shopping?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who:
  - » plays in a band
  - » likes going shopping
  - » takes part in plays
  - » skateboards
- Talk to your classmates about their favourite free-time activities. What do you like doing most? Why?
- Find out who in your class has moved to a different town or city. How did you make new friends?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

# Hanging out with my best friend

## BACKGROUND INFORMATION

Erika lives in Sydney, Australia. As well as working, she also writes film scripts and makes films, so she doesn't have much free time. In this vlog, Erika talks about hanging out with her best friend, Tim, on her days off. We see Erika and Tim relaxing together and learn about the things they have in common, and the things they argue about.

## LANGUAGE

The following target language items are recycled from Unit 8: *hang out (with someone)*, *get on well (with someone)*, *make (someone) laugh*, *argue (with someone)*, *shout (at someone)*, *get angry (with someone)*, *say sorry (to someone)*. These are detailed in bold in the Unit 8 vlog script on TG page 304. You may wish to pre-teach the following words and phrases: *honest*, *busy at work*, *movie*, *jokes*, *lazy*, *takeaway food*, *sad*.

NOTE: Erika mentions 'knock-knock' jokes. These jokes are popular and follow a fixed pattern, imagining that someone is knocking on a door and the person inside responds. The final sentence includes a play on words.

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 79 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *hang out (with)* (0:26, 1:15, 2:03); *get on well* (0:30); *makes me laugh* (0:44); *argue* (1:23); *shout at* (1:29); *get angry* (1:38), *say sorry (to)* (1:44). These are detailed in bold in the Unit 8 vlog script on TG page 304.

## PREPARE

### 21st Century skills

#### FIND OUT

Australia is one of the major English-speaking countries in the world, and Erika is from Sydney, one of the biggest cities in Australia. Discuss with the class what they already know about Australia. If you have time and internet access, students could search for information about Australia, or about Sydney.

## WATCH

Watch the vlog together. At the end, ask sts to write one sentence with a fact that they have learned from Erika's vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers.



- What can you see on Erika's phone? (a takeaway menu: 1:18)
- Where do Erika and Tim eat their takeaway meal? (on the sofa: 1:35, 1:45)
- What does Erika put into her bag to take to work? (a water bottle: 1:58)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to relationships: *spending time with* (0:29); *We met at university* (0:33); *we like a lot of the same things* (0:35); *show each other funny pictures and videos* (1:05); *share our favourite music and movies* (1:10); *buy takeaway food* (1:16).

## REFLECT

### 21st Century skills

#### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates and how they like to spend time with their friends. First, elicit the questions sts need to ask. (*Do you hang out with your friends every week? Do you show your friends funny photos and videos?*) Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who:
  - » hangs out with their friends every week
  - » shows their friends funny photos and videos
  - » shares their favourite music with friends
  - » orders takeaway food with their friends
- Talk to your classmates about hanging out with friends. *Where do you usually hang out? What do you do together? What things do you both like?*
- Find out who in your class likes doing the same things as you.

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

## Shopping for perfect gifts

### BACKGROUND INFORMATION

Kimberley is from the UK, but she now lives in Toronto, in Canada. Kimberley's family and friends are still back in the UK, in London, and she misses them. In this vlog, Kimberley talks about her family members and shows us her shopping trip to buy gifts for them.

### LANGUAGE

The following target language items are recycled from Unit 9: *grown-up, married, newborn baby, teenager, toddler, young adult*. These are detailed in bold in the Unit 9 vlog script on TG page 305. You may wish to pre-teach the following words and phrases: *gifts, miss (someone), stationery, bookstore, game, cute, nephew, board game, hand-held blender*.

NOTE: Kimberley uses some words and expressions which sts might find difficult to translate: *in the end* (after a lot of time); *put a lot of thought into them* (thought about them carefully); *Cheerio* (an informal word for goodbye). Point out that Kimberley uses *grown-up* as an adjective, rather than a noun, and *married* as part of the expression *getting married*.

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 89 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *married* (0:39); *young adults* (0:56); *teenager* (1:05); *newborn baby* (1:09); *grown-up* (1:24); *toddler* (1:27). These are detailed in bold in the Unit 9 vlog script on TG page 305.

### PREPARE

#### 21st Century skills

##### FIND OUT

Kimberley moved from London to Toronto, Canada. Canada traditionally has strong ties with the UK, and many British people move to Canada each year to live, work or study. If you have time and internet access, students could search for information about Canada and Toronto. They could find out about the weather in Canada, the main cities and the way of life.

### WATCH

Watch the vlog together. At the end, ask sts to write one sentence with a fact that they have learned from Kimberley's vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers.



- What was the name of the book that Kimberley bought for her friend? (*The Little Book of Love*: 0:46)
- What was on the box that Kimberley bought for her nephew? (a dinosaur: 1:18, 2:04)
- What was the name of the game that she bought for her brother? (*Jumanji*: 2:00)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which relate to life stages and shopping: *find something special* (0:35); *wedding* (0:48); *my little brother* (= my younger brother) (0:50); *I didn't find anything* (1:01, 1:41); *I got him* (= I bought him) (1:04).

### REFLECT

#### 21st Century skills

##### FIND OUT

Sts can use the *Find someone who* activity, and questions below, to find out more about their classmates and the types of things they like to buy as gifts. First, elicit the questions sts need to ask. (*Do you enjoy buying gifts? Do you buy books as gifts?*) Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who:
  - » likes buying gifts for people
  - » often buys books as gifts
  - » sometimes buys games for people
  - » often buys clothes as gifts
- Talk to your classmates about the gifts that you buy for your family and friends. Who do you like buying gifts for? What gifts do you usually buy?
- Find out who in your class has bought a gift for someone recently. What did they buy? Did the person like it? Who do they most enjoy buying gifts for? Why?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

## A day on a film set

### BACKGROUND INFORMATION

In this video, we follow a day on set with a group of students from London who are making their first film. We watch the cast and crew shooting a film, meet the different crew members – the actors, director, make-up artist and technical crew – and find out about the different jobs that they do. We see how they all work together to produce and edit a film.

### LANGUAGE

The following target language items are recycled from Unit 1: Present simple and present continuous.

You may wish to pre-teach the following words: *film set, feature film, director, actors, camera team, make-up artists, rehearsal, scene, script, crew members, lines, clapperboard, shot, lighting, edit.*

### PREPARE

#### 21st Century skills

##### FIND OUT

Tell sts they will watch a video about some students making a film. If you have time and internet access, you could ask sts to find out about filmmaking courses in their area, and the kinds of things students study when they do the course. They could work individually to find information, then share it in pairs or groups.

### WATCH

Watch the video together. See TG page 306 for Unit 1 culture video script. Ask sts to write a sentence about one thing they learned about filmmaking. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- What is Lauren's job? (director: 0:37)
- How many actors are sitting on the sofa? (two: 1:05)
- What's the script supervisor's name? (Sam: 1:15)
- How is Annais trying to make the actors look today? (tired: 2:06)



### REFLECT

#### 21st Century skills

##### COMPARE CULTURES

You could ask questions to encourage sts to think about similarities or differences between films and filmmaking in the UK and their own country:

- Are filmmaking courses popular in your city or country?
- What well-known films have been made in your country?
- Do you think it is easy or difficult to get a job in filmmaking in your country? Why?

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- Think about all the jobs involved in making a film. Which would you most like to do? Why?
- What is your favourite film? Why? What do you think is especially good about it? (e.g. the script, the actors, etc.)
- What is the worst film you know? What is bad about it?

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## Jobray the artist

### BACKGROUND INFORMATION

In this video, we meet Jobray, a young artist from Uganda. Since he was very young, all he has ever wanted to do was to be an artist, and we see how he has succeeded in his childhood ambition. The video shows shots of Kampala, in Uganda, where Jobray grew up, and gives an idea of what life was like for him when he was young. We learn about his family background, and his personal journey towards becoming a professional artist. We also see the opportunities that art has brought him.

### LANGUAGE

The following target language items are recycled from Unit 2: Past simple; Past simple of *be*; *could* and *couldn't*; *designer*, *police officer*.

You may wish to pre-teach the following words: *artist*, *graphic designer*, *drawing*, *scribbling*, *taylor*, *career*, *breakdancers*, *musicians*, *rapping*, *public spaces*, *opportunities*.

Point out that the word *artist* can refer to someone who paints or draws pictures, but it is also used more broadly to refer to anyone who is involved in a creative activity such as dancing, music, photography, etc.

### PREPARE

#### 21st Century skills

#### FIND OUT

Tell sts they will watch a video about a young artist from Uganda. If you have time and internet access, you could ask sts to find out about Uganda and the capital, Kampala, where Jobray is from. What is life like there? What's the weather like?

### WATCH

Watch the video together. See TG page 306 for Unit 2 culture video script. Ask sts to write an interesting thing that they learn about Jobray. Then, ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- *Where do we see elephants in the video?*  
(in Jobray's picture: 0:27)
- *What words do we see in Jobray's wall paintings?*  
(break, fast: 2:08, art, music, culture: 2:36)
- *What city did he visit, to work with schoolchildren?*  
(Hamburg, in Germany: 2:48)



### REFLECT

#### 21st Century skills

#### COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences between the artists they see in Uganda and their country, e.g.:

- *Do you see any art in public spaces where you live? What kinds of art?*
- *What kinds of murals would you like to see where you live?*
- *Is hip-hop popular in your country? Do you know anyone who does breakdancing or rapping?*

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- *In what ways does art improve the way a town or city looks?*
- *Why do you think some people choose to be an artist, rather than choosing a more traditional career?*
- *What art forms do you like best? Why?*

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## Horseback Library

### BACKGROUND INFORMATION

Many rural parts of Indonesia are remote and sometimes inaccessible by road. This makes it difficult for children to attend school and learn to read. Books are expensive and hard to come by in these areas. Ridwan Sururi tackles this problem by taking books to schools and villages in remote areas on horseback. In this video, we see Ridwan and Kharudin, a journalist who is helping him, as they pack up the library onto the horses' backs and undertake the long and sometimes difficult journey to some remote villages.

### LANGUAGE

The following target language items are recycled from Unit 3: Past simple; *good, easy, hard, happy; walk, climb, push, pull*.

You may wish to pre-teach the following words: *journalist, mission, librarian, on horseback, steep, hillside, volcano, jungle, trek, pleased*.

### PREPARE

#### 21st Century skills

##### FIND OUT

Tell sts they will watch a video about a librarian who is making a difference to the lives of children who live in remote areas of Java, an island in Indonesia. If you have time and internet access, you could ask sts to find photos of Java, to give them an idea of the landscape and way of life there.

### WATCH

Watch the video together. See TG page 306 for Unit 3 culture video script. Ask sts to write one interesting thing they have learned about Java or the horseback library. Then, ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- What colour is Ridwan's hat? (red: 1:07, 1:12)
- What colour is the children's school uniform? (orange and brown: 2:04)
- What present does Lasmi get from Ridwan? (colouring books and pens: 3:09)



### REFLECT

#### 21st Century skills

##### COMPARE CULTURES

You could ask questions to encourage sts to think about similarities or differences with libraries in their own country, e.g.:

- Where is your nearest library? What things can you do there?
- Do mobile libraries exist in your country or area? How are the books carried?
- What difficulties do children who live in remote areas have in your country?

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- In what ways do you think libraries can help children?
- Do you think that libraries are still important now that most people have the internet? Why/Why not?
- What do you think libraries will be like 50 years from now?

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## Chloe the upcycler

### BACKGROUND INFORMATION

Upcycling is using old clothes to make new ones. It is becoming much more popular, especially with people who are concerned about the environment. Using old clothes keeps them out of landfill, and it also saves damage to the environment from the process of producing new clothes. In this video we visit Chloe, an upcycler from Oxford, in the UK. We learn about her brand of upcycled clothing called Prehistoric Love. We see some examples of her clothes, watch her visiting charity shops to find materials for her clothes, and watch her using old materials to make a colourful new hat.

### LANGUAGE

The following target language items are recycled from Unit 4: Quantifiers, Comparatives and superlatives; *as ... as; shop, buy, sell.*

You may wish to pre-teach the following words and phrases: *easy to spot, upcycler, second-hand materials, bring something back to life, label, responsible fashion, recycled, imagination, rubbish.*

### PREPARE

#### 21st Century skills

##### FIND OUT

Tell sts they will watch a video about an upcycler in Oxford, in the UK. If you have time and internet access, you could ask sts to find pictures of upcycled clothes. Can they see what people have used to make them? What do they like about them?

### WATCH

Watch the video together. See TG page 307 for Unit 4 culture video script. Ask sts to write their favourite clothes ideas from the video, then elicit ideas and reasons from around the classroom.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- *What does Chloe have on her head at the beginning of the video?* (a scarf: 0:12)
- *What is the picture on Chloe's clothes label, Prehistoric Love?* (a dinosaur and a heart: 0:57)
- *What clothes are on the wall in Chloe's room?* (some hats: 1:36)



### REFLECT

#### 21st Century skills

##### COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences with attitudes to fashion and the environment in their own country, e.g.:

- *Is upcycling popular in your country? Do you know anyone who does it?*
- *Are there a lot of second-hand clothes shops in your town or city? Do you ever buy things in them?*
- *Do you think people in your country are more interested in having new clothes all the time, or helping the environment?*

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- *Which of Chloe's clothes do you like the most? Why?*
- *What upcycling ideas in the video would you like to try? Is there an item of clothing you'd like to make?*
- *Make a list of ways in which you could become more environmentally-friendly in the way you shop for – and wear – clothes. Will you make any changes in the future?*

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## Layla's Vegan Café

### BACKGROUND INFORMATION

Unlike vegetarians, who choose not to eat meat but often eat eggs, butter and cheese, people who follow a vegan diet eat no meat or animal products at all. They believe that a meat-free diet is healthier, kinder to animals and better for the planet, as intensive meat production uses a lot of resources and creates greenhouse gases, which contribute to climate change. In this video we visit Laylo, a vegan café in Tulum, Mexico. We meet the owners: Layla, from the UK, and Lalo, from Mexico. We watch them buying the food they need to prepare their dishes, then preparing food and serving their customers. We also learn about their vegan beliefs.

### LANGUAGE

The following target language items are recycled from Unit 5: First conditional; *sore throat, skin*.

You may wish to pre-teach the following words: *Caribbean, beaches, beetroot, carrot, tomato, avocado, fruit juices, ginger, climate change, planet*.

### PREPARE

#### 21st Century skills

##### FIND OUT

Tell sts they will watch a video about a vegan café in Mexico. If you have time and internet access, you could ask sts to find out one or two facts about vegan beliefs and a vegan diet, for example, what things do vegans eat and not eat? How healthy is a vegan diet?

### WATCH

Watch the video together. See TG page 307 for Unit 5 culture video script. Ask sts if they would like to try any of the food in the vegan café and say why or why not.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- *What meal is advertised on the board outside Laylo?* (breakfast: 0:54)
- *What kind of fruit do we see Layla and Lalo buying?* (apples: 1:42)
- *What kind of juice do you get with today's menu?* (green juice: 2:03)



### REFLECT

#### 21st Century skills

##### COMPARE CULTURES

You could ask questions to encourage sts to think about how popular vegetarianism and veganism are in their countries, e.g.:

- *Do you know anyone who is vegetarian or vegan? Do you think more people are choosing a vegetarian or vegan diet now in your country?*
- *Are there any vegetarian or vegan cafés or restaurants in your area? Have you tried them? Would you like to?*
- *How do you think the food that people in your country eat will change in the future? Why?*

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- *Why do you think that more young people are now choosing to become vegans?*
- *Do you agree that a vegan diet is better for the environment? Why/Why not?*
- *What other changes could people make to their lives to help the environment? What changes are you willing to make?*

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## Party planning

### BACKGROUND INFORMATION

Hugo is a young businessman who has started his own business and wants to organize a launch party. In this video, we watch Hugo as he chooses the perfect theme, venue and food for his party. The theme he chooses is 'The Great Gatsby', the title of a novel about elegant, wealthy life in 1920s America. We then see the guests arrive and enjoy the party.

### LANGUAGE

The following target language items are recycled from Unit 6: *be going to*; *be going to and will*; *date*, *invitation*, *place*, *guest*, *fun*.

You may wish to pre-teach the following words: *launch party*, *theme*, *venue*, *circus*, *ball*, *black-tie party*, *elegant*, *decor*, *canapés*, *guests*.

### PREPARE

#### 21st Century skills

##### FIND OUT

Tell sts they will watch a video about Hugo, a young businessman who has started his own business and wants to organize a launch party. Explain that the theme of the party will be 'The Great Gatsby', the title of a novel about the lives of elegant, wealthy people in 1920s America. If you have time and internet access, you could ask sts to find some pictures from the film, *The Great Gatsby*, which will give them an idea of the clothes and lifestyle of wealthy people in America in the 1920s.

### WATCH

Watch the video together. See TG page 307 for Unit 6 culture video script. Ask sts to decide if they'd like to go to a 'Great Gatsby' party and to say why or why not.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- *Where is Hugo when we first see him?* (outside, on the street, in London: 0:06)
- *What theme does Hugo think about first?* (a circus: 0:49)
- *What time does the party start?* (at 19:00: 2:17)



### REFLECT

#### 21st Century skills

##### COMPARE CULTURES

You could ask questions to encourage sts to think about the similarities and differences in parties in their own country, e.g.:

- *What occasions do people celebrate with a party in your country?*
- *Do people often choose a theme for parties in your country? What themes are popular?*
- *What are the main things that make a good party? Make a list.*

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- *Why do you think Hugo wants to have a launch party for his business? Who do you think he invites? Why?*
- *Are parties a good way to meet new people and make friends? What other ways are there to meet people and make friends?*
- *Imagine you are going to choose a theme for a big party. What theme would you choose?*

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## Climbing buddies

### BACKGROUND INFORMATION

Travelling is Carla's passion and in this video we find her in Thailand preparing for a very special climbing expedition in which she will accompany some children with special needs as they climb a mountain for the first time. Carla climbs with San San, a young girl who struggles to walk independently. We accompany the group as they climb to the top of the mountain, and share in their sense of achievement.

### LANGUAGE

The following target language items are recycled from Unit 7: Present perfect; *ever* and *never*; *excited*.

You may wish to pre-teach the following words: *special needs*, *buddy*, *cerebral palsy*, *communicate*, *dream*, *viewpoint*, *succeed*.

### PREPARE

#### 21st Century skills

##### FIND OUT

Tell sts they will watch a video about a traveller and TV presenter, Carla, who is taking part in a group climb of Khao Daeng Mountain in Thailand with a group of children with special needs. They aim to reach a viewpoint at the top of the mountain. If you have time and internet access, you could ask sts to find some pictures of the Khao Daeng Viewpoint and the view from the top.

Alternatively, put sts into pairs or small groups and ask them to talk about their own experiences of climbing mountains. Ask some pairs to tell the class.

### WATCH

Watch the video together. See TG page 307 for Unit 7 culture video script. Ask sts to write a sentence about the part of the video which they enjoyed the most, then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- What colour stripes are on the flag of Thailand? (red, white and blue: 0:12)
- What colour is the motorbike that Carla rides on? (red: 0:33)
- How high do they have to climb? (365 metres or 1,198 feet: 1:43)
- What does it say on Carla's t-shirt? (Climb to change a life: 2:31)



### REFLECT

#### 21st Century skills

##### COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences between working with children with special needs in their country and other countries, e.g.:

- Do you think there are opportunities like this for children with special needs in your country? What organizations help children with special needs?
- Does your country have a Paralympic team? Are Paralympic sports shown on TV? Have you ever watched them? Which sports do you enjoy?

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- What do you think the children with special needs gain from doing an activity like this? What do you think the volunteers gain? Make a list.
- Why do you think Carla seems upset at the end of the video?
- Would you like to do a volunteering activity like this? Why/Why not?

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## Young carer

### BACKGROUND INFORMATION

In this video, we meet Vivek, a young man from London who helps care for his grandmother, Kapila. The family is originally from India, and we see Vivek in the family home, making traditional Indian chai (tea) for his grandmother. Once a week, Vivek takes his grandmother to a dance class, and we watch as Kapila tries out Bollywood dancing. We hear from Vivek how much he also enjoys attending the classes and spending time with his grandmother.

### LANGUAGE

The following target language items are recycled from Unit 8: Present perfect with *for* and *since*; Present perfect and past simple; *look after*.

You may wish to pre-teach the following words: *carer*, *calm someone down*, *chai*, *Bollywood dancing*, *hilarious*, *South Asia*, *recipes*, *it's worth it*.

### PREPARE

#### 21st Century skills

##### FIND OUT

Tell sts they will watch a video about a young carer who helps look after his grandmother and takes her to a Bollywood dance class. If you have time and internet access, you could ask sts to search online and find some videos of Bollywood dancing. Does it look easy? Does it look fun?

### WATCH

Watch the video together. See TG page 308 for Unit 8 culture video script. Ask sts to write one sentence about what they enjoyed in the video. Then, ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- *What is the house number on the door of Vivek's family's house?* (twenty-three: 0:14)
- *What job is Kapila doing when Vivek arrives?* (ironing: 0:41)
- *How many people does Vivek take to the dance class?* (three: 1:48)



### REFLECT

#### 21st Century skills

##### COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences between family life in their country and other countries, e.g.:

- *Do family members usually care for their grandparents in your country, or do elderly people often live alone or in care homes?*
- *Do you think people in your country enjoy spending time with older relatives as much as Vivek does? Why/Why not?*
- *Do you have community groups for people from different cultures in your country? Have you ever taken part in activities to learn more about different cultures?*

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- *What do you think young people can gain by spending time looking after older family members?*
- *Is it important for family members to look after each other, or should the government look after people who are old or not able to look after themselves? Why?*
- *Have you ever tried Bollywood dancing? Would you like to try it? Why/Why not?*

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## Arctic football

### BACKGROUND INFORMATION

Football is played all over the world, even in the Arctic Circle. In this video, we visit Iqaluit, a town in the far north of Canada where the temperature can drop to  $-40^{\circ}\text{C}$  in the winter. We see young people playing football and learn about the traditional Inuit game of Aqijjuq, which is similar to football, but has different rules.

### LANGUAGE

The following target language items are recycled from Unit 9: *used to*; *have to* and *don't have to*; Indefinite pronouns.

You may wish to pre-teach the following words: *temperature*, *teammates*, *a close bond*, *team spirit*, *mental and physical health*, *score goals*, *legend*, *aurora borealis/Northern Lights*, *annual soccer tournament*, *the highlight*.

You could point out that *soccer* is the usual American and Canadian word for *football*. You could also explain that a *mile* is a measure of distance, equivalent to around 1.6 kilometres, and the *Inuit* are the people who traditionally live in the northern part of Canada.

### PREPARE

#### 21st Century skills

##### FIND OUT

Tell sts they will watch a video about football in the Arctic Circle. Explain that the video includes shots of the Northern Lights, or *aurora borealis*. If you have time and internet access, you could ask sts to find out three facts about the *aurora borealis* and find pictures or videos of it.

Alternatively, put sts into pairs or small groups and ask them to list three things that might be difficult about playing football in the Arctic Circle.

### WATCH

Watch the video together. See TG page 308 for Unit 9 culture video script. Ask sts to write a sentence about something they learned about in the video about life in the Arctic Circle. Then, ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- *What are Shawna and her teammates wearing for their team photo?* (shorts, t-shirts and trainers: 0:39)
- *What province in Canada is Iqaluit in?* (Nunavut: 2:17)
- *In the soccer tournament, what animal is on the poster behind the goal?* (a wolf: 2:56)



### REFLECT

#### 21st Century skills

##### COMPARE CULTURES

You could ask questions to encourage sts to think about differences between sports in their country and in the English-speaking world, e.g.:

- *What are the most popular sports in your country? Which sports do people enjoy playing and watching on TV?*
- *Are there any traditional sports that are played in your country and not in other countries?*
- *What is your favourite sport? Why?*

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- *In what ways is sport good for people's physical and mental health?*
- *Is it important to keep traditional sports and ways of life alive? Why?*
- *Would you like to play football outside when it's  $-40^{\circ}\text{C}$ ? Why/Why not?*

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

## UNIT 1

### Making a movie

I = Ioan

I: Hello, my name's Ioan and I'm a big film fan. I watch lots of them every year, so I thought it was time I made one myself. Also, I thought I'd make a little **documentary** video for you about making the film.

After thinking about it for a long time, I decided on a simple story. I chose a **drama**. A man goes for a walk in the park. As I didn't have a lot of money, I asked my friend Calum to play the man. And we filmed in the park near my house. When you write, it's important to explain why a character is doing something. In this case, why is the man in the park? Maybe he's there because he's sad. Maybe it's because he lost his job.

Before filming, it's important to plan everything. I like to start by making a storyboard. It's like a script for the camera. Speaking of the script, it's important to write and then rewrite, to make sure it's the best it can be. Making a film takes a lot of time and you need to do a lot of thinking. Even for a short one! Check the camera and the sound before you press record. Action! And cut. I finished filming and put everything into folders on my computer. Editing is my favourite part of the process. It can change a project into something completely different. If I kept this shot of Calum falling over, it could turn into a **comedy**.

If I made it black and white and added some scary music, I could turn it into a **horror film**.

I really enjoy making films and I can't wait to make another one. Maybe next time, I could make an **animated film**! Why not try making a film yourself? Until next time, that is a wrap.

## UNIT 2

### Student chores

T = Tati

T: Hi everyone, my name is Tati and I'm a student at Portsmouth University. So, today I'm talking about living as a university student in the UK.

So, in Britain, quite a lot of people around the age of eighteen go to university. When they do, they try and move away from the family home. You start to live by yourself at university.

Sounds fun, right? Actually, it's quite a lot of work. Let's take a look.

Students at university are probably going to live in a little room like this. It's not bad, but it's not amazing. The number one chore you have to do is to **tidy your room**. It's your only space, so if it's not tidy, you'll feel bad. Oh, and you have to **make your bed**.

Then there's other stuff that you start to do for yourself. Every week on Saturday, I **do the laundry**, and I **do the shopping**.

Now, let's talk about cooking. Students living away from home haven't got much money. So we make our own meals to keep things cheap. That means every day, you've got to **make dinner** and **do the washing up**.

The job that everyone hates the most is the shared stuff. **Cleaning the bathroom, taking out the rubbish**

... OK, OK, I've been complaining a lot. Sorry. It's great to be independent and run your own life. So doing these jobs isn't so bad. And you know what? They say you go to university to learn how to do a job like becoming an engineer or a dentist or whatever. But actually, the thing you learn the fastest is how to live and get through the week on your own. So that's it from me on how to survive life when you have to do everything for yourself and be independent. Bye!

## UNIT 3

### Up the mountain

I = Ioan

I: Hi there, my name's Ioan, and today I want to tell you a story. I'm from a small country called Wales, which is here. Wales has beautiful nature. And once, my sister, my dad and I tried to **climb up** a mountain in the snow.

I thought it was an easy walk, but how wrong I was. When we started, we were happy and excited. The view was beautiful and the snow was falling slowly, so it was easy to walk along the bottom of the mountain. However, once we passed this waterfall, the snow started falling harder and our clothes were soaking wet. The snow on the ground was so high and soft that my sister actually **fell through** it. Luckily, she was OK.

My dad wanted to **push through** the snow to get to the top, but my sister and I decided to turn around and **walk down**. But the river we needed to cross

had grown bigger and our car was on the other side. We were stuck, but we had to find a way across. It was too wide to **jump over**, so we had to walk through it. Luckily, we made it and we're still alive today to tell the tale.

Do you have any survival stories? Let me know. Stay safe and don't try and cross any big rivers. Bye!

## UNIT 4

### Reusing to help the environment

M = Maiku

M: Hey guys, Maiku here. Today is -25° out here in Toronto. And we're going to the grocery store or supermarket.

The supermarket. This is a reusable **bag**. I use them for vegetables, apples. And this is a pomelo. Looks good. Try to reuse **bags** because they're better for the environment. You can use, like, any plastic **bag**, but just try to reuse them as many times as possible. It's better than using these supermarket plastic **bags** and then just throwing them away at home. It's better for the environment.

What else? Well, I always try to find new ways to reuse **bottles, jars**, or anything made of **glass**. So, in the supermarket, we have a whole bunch of stuff that's sold in **glass jars** or **glass bottles**. And you can buy them and reuse them. Here's a **jar** of white beans, a **jar** of chickpeas, and originally, this was a **jar** of yoghurt. Now I use it for spices. I have so many of these **jars**, like I've just **jars** and **jars** and **jars** for everything.

This is a **glass water bottle** that I bought a long time ago and I use this to water plants. I never buy plastic **bottles** of water. I need water, out of my metal water **bottle**.

Finally, the last thing that I never buy is toothpaste that comes in a **box**. The reason is because when you open the **box** you have your toothpaste, which is in this **tube**, and you just throw away the **box**. It's better to just buy the toothpaste that just comes in the **tube** because then you're not wasting paper. Try to think of different ways to help the environment because it's an important thing.

So, thank you guys for watching. And until next time, I guess I'll see you later. Peace!

## UNIT 5

### Starting to exercise again

M = Michelle

M: Hello, my name is Michelle and I don't do enough exercise. I know it's good for the body and the **brain**, but I only try new sports two or three times, then I stop. Maybe that just means I need to try harder, so today I'm going to share everything I try with you all and hope that it will help me get back into exercising.

I was on the school running team when I was younger and it was really fun to run with other people until I injured my foot, then my **knee**, then my hip. So, I kind of loved it and hated it at the same time. So, I think I'm going to start slow with a short twenty minute run. My **heart** is beating so fast, my **face** is so red ... I'm clearly not very fit because I don't usually go running. The annoying thing is, I had problems with my **ankle** when I was younger and it's starting to hurt again. I loved and hated running before, but now I think I just hate it.

I think I'm going to try swimming instead. Maybe I won't hurt my **knees** and **ankles** as much when I swim. I actually live really close to the sea, but sometimes I forget I can use it even though I see it all the time. It's so cold! My **fingers** are so cold. I don't think I'm going to swim. It's too cold for this.

I think hiking is a very good idea, actually. I know not many people my age do it, but I think my mum's right, it's perfect for her and perfect for me. I really like hiking because it's quiet, I can listen to music and admire the beautiful view. And the best thing about the island where I live is that it's really small, so I can wander around the hills without a map, get lost and not really worry because a path will probably be like twenty minutes away. I think I'm going to go hiking every week. It's not that hard, but it's a start. What exercise do you like doing most? Let me know.

## UNIT 6

### How I threw my party in LA

R = Regal

R: Hey there, my name's Regal and I'm an artist. I'm from Los Angeles, California. Today I'm going to show you how to throw your own party. People ask me about this all the time. They want to know how do I throw my own concerts and parties without the help of a big team? Today I'm going to show you some tips and tricks.

My favourite party that I had was to celebrate the release of my song, 'Fences'.

Here's what I did. The first thing I did was I **chose a date**. My birthday was coming up and I had a new song, so I decided to celebrate both things on the day of my birthday.

The next thing I did was I **wrote out my guest list**. Once you have a **guest list**, you can decide where your party needs to be. You can also reuse this list for future parties. I'm lucky to be from Los Angeles. Downtown LA is a really popular place for music events, and many famous people play here.

Now comes the hard part. How do you make sure people will come to your party? Here's a few tips. The first thing I did was I **hired a DJ** that was already popular. **Hiring a DJ** that's popular encourages people to come to your party. The next thing I did was I **posted lots of information on social media** to let people know about the party. I also encouraged my friends who were coming to post on social media as well to reach more people. Lastly, make sure to **have fun**, and take lots of pictures and videos on the day of the party.

I hope you found this information helpful and I hope your event goes really well. See you next time.

## UNIT 7

### Things to do in my town

C = Cameron

C: Hi, my name is Cameron. When I was younger, I lived right in the middle of Chicago. Now I live in a town outside the city, called Glenview. Life out here is very different than life in the city.

There are lots of things to do for fun in Chicago. Kids my age can go to Navy Pier. Navy Pier is a fair near the lake. And they can ride the Ferris wheel or see a play in the Shakespeare Theater. They can see a Cubs or Sox baseball game. Or visit restaurants in The Loop. The Loop is what we call the central part of Chicago.

In my town now, there isn't a lot to do other than go shopping. Most weekends, my friends and I spend time at the mall trying on clothes or smelling scented candles. My friends and I **take part in** the school play. I'm in the band so I play the music for the shows. Band is a great way to **make new friends**. I met my best friend Andrew because he plays drums like me. I wanted to **get better at** playing the snare drum, so I asked him to teach me what he knows. Now we talk every day.

Life in a city like Chicago moves very fast. If you can **get a good job** in a bank or a big company, you can **make lots of money**. But although there are lots of things you can do for fun, most people

don't have the time to do them. In a smaller town like mine, everything is a bit slower. There are lots of parks where you can ride your bike or read a book. My brother loves to skateboard. I'm trying to learn to do it. I'm not very good, but I'm **getting better at it**.

When I moved from Chicago to a new town, it took me some time to get used to all the changes. But I **made new friends** and found new things to do and now it feels like home. Thanks for watching! See you soon.

## UNIT 8

### Hanging out with my best friend

T = Tim , E = Erika

E: I'm going to be honest, I don't have a lot of free time. I'm often busy at work. And at home, I'm writing scripts for films I want to make. This means that I don't see my friends very often. But I'm not working today, so my friend Tim is coming to **hang out with** me. I love spending time with Tim because we **get on well**. We met at university, we like a lot of the same things and we love movies, so we often talk about what movie we watched last. Tim really **makes me laugh**. He loves 'knock-knock' jokes. Sometimes they're so bad that they're actually funny.

T: Hey, knock-knock.

E: Who's there?

T: Will.

E: Will who?

T: Will you let me in? It's cold outside! Sometimes it's nice to just spend time together. We can just be on our phones and we show each other funny pictures or videos ... And we also share our favourite music and movies. As you can see, we're a bit lazy when we **hang out**, so I like to buy takeaway food. But Tim and I like very different food, so we often **argue** about what we're going to eat. On the days that we can't pick what to eat I sometimes **shout at** Tim, and because I'm hungry I don't want to wait. When we finally decide and the food arrives, I realize I didn't need to **get angry** at Tim. So by the end of the day, I make sure to **say sorry to** Tim, because being his friend is amazing.

After food, Tim has to leave because he has work tomorrow. I'm always sad when Tim leaves. It's back to work tomorrow. But knowing that I've got a friend to **hang out** with whenever I have a day off makes me feel a lot better. Thank you for watching. Bye!

## UNIT 9

### Shopping for perfect gifts

K = Kimberley

K: Hi guys, my name is Kimberley and I live in Toronto. All my friends and family are back home in London, England. I really want to send them some special gifts to show them that I miss them. So, I went shopping. I'm going to show you what I bought. Take a look!

First, I went to this beautiful stationery shop to find something special for my friend Fran. She's getting **married** next year. Look how pretty that is! I bought her this book that she can use to plan her wedding.

My little brother really likes reading, so I went to a bookstore to have a look and see what **young adults** in Toronto are reading. But I didn't find anything. In the end, I got him a game. He is a **teenager** after all. Here is a picture of him when he was a **newborn baby**. He was so cute.

And my nephew Harry, he will want anything my little brother has, especially if it's a game. He thinks he's very **grown-up**, but he's only a **toddler**.

I also wanted to buy something special for my parents. So, I went to the home section. But I didn't find anything that I really loved, so I decided to buy something for the kitchen. My dad really likes to cook, and this will help him in the kitchen with his cooking.

So altogether, that was a notebook for my friend Fran, a board game for my little brother Jay, another game for my nephew Harry and a hand-held blender for my dad. I really think they will love these gifts because I put a lot of thought into them. Thanks again for following me on my shopping journey, it was so nice to have your help. Cheerio!

## UNIT 1

### A day on a film set

**L = Lauren**

The end credits of a film show us that it's time to get up and leave the cinema. But do you ever read the credits and think about all the different jobs there are in filmmaking? Let's find out by going to a film set to see the different jobs people do.

These students from London are making their first feature film. Meet Lauren. She's the director and she's responsible for the whole film. The director has many roles. She makes sure everybody works well. That's the actors, the camera team, the make-up artists and many others.

**L:** *Can we just do like a line rehearsal?* She tells the actors how to say their lines and how to act in each scene. The most important document on a film set is the script. Sam, the script supervisor, checks that actors and other crew members follow the script and don't miss out any lines or shots! They use a clapperboard to mark the start of each shot.

Romain is the director of photography. It's his job to make every shot look beautiful. One of the ways he does that is to get the lighting exactly right. And it isn't always easy. Today, Romain is trying to make the scene look brighter. Annais is a make-up artist. She works very hard to make the actors look great on camera.

But it isn't always about looking good. Today, Annais is making the actors look tired.

There are many people on set, all working behind the scenes. After all that effort and teamwork, it's time to shoot. The crew finally sees the result of their hard work. It all seems worth it! So, what's next for the film crew? Some well-deserved rest, then on to the edit!

## UNIT 2

### Jobray the artist

**J = Jobray**

Jobray is 26 years old. He's an artist and graphic designer. Jobray is very proud of his work, but the road to success wasn't always easy. He worked

very hard to be where he is now. He also had a bit of fun along the way! Jobray was born in Kampala, the capital of Uganda. He doesn't remember when he first started doing art. When he was a child, drawing was very important to him, so he practised every day. At around ten years old, he could draw cartoons like the ones he saw in his comic books.

**J:** *I was really passionate, like drawing, like scribbling around.*

Jobray's father's a police officer and his mother works as a tailor. They wanted him to choose a job which gave him a career and the possibility to earn money. And they wanted people to respect him. They didn't think he could have all that as an artist.

When he was 17, he joined Breakdance Project Uganda. There, he met other artists: breakdancers, musicians and designers. They showed him it was possible to have a career as an artist. Jobray liked hip-hop, but he didn't know it was more than just rapping and breakdancing. It was a way of life. The people in the project became his family. And together, they used art in all its forms to connect with people in the community. Work in the project helped him grow as a person. It helped him understand the world around him. When he finished school, he got a job painting murals. He liked painting in public spaces because he could use his art to communicate to others. He still thinks this is important.

**J:** *I like doing art in public spaces 'cause it's the only, it's the only, you know like, spot that I can get people closer to what I do.*

Lots of people liked his art, especially young people. So very soon, he started teaching art to groups of schoolchildren and teenagers in Kampala. He's still young, but he's respected as an artist. Last year, he travelled to Hamburg, in Germany, to work with some schoolchildren there. They invited him because they loved his work.

**J:** *My art got me opportunities of travel. It changed my life.*

His parents also understand his work better now. And he now knows who he is. He's an artist.

## UNIT 3

### Horseback Library

**R = Ridwan, K = Khairudin**

Khairudin is a journalist and traveller. He's in Serang, a city in Indonesia on the island of Java. He's come to help one man who has a very important mission. Khairudin is working with Ridwan, a librarian with a difference. Ridwan loves books. He wanted to make sure that the children living high up in the mountains could learn to read and write and enjoy books, too. So he decided to start a library. But Ridwan's library is different. It's on horseback. He uses his horses to carry books to schools and children in the local community. In some villages, there are no roads and the paths are very steep, so cars can't reach them easily. Horses can climb the mountains without roads.

Today, Khairudin and Ridwan are taking the library to a small village, high up on the hillside of Mount Slamet, an active volcano. But first, Khairudin has a present for Ridwan. Books.

**R:** *These are really good books. Really good.*

Ridwan stamps the books and packs the library. Then the team are ready to leave.

The first stop is the local primary school. All the children are really happy to see the horses arriving. But the next stop is going to be more difficult. Java is an island covered with green forests and beautiful volcanoes. But the mountains and jungle make some places very hard to get to. The road to the village is closed.

**K:** *The normal route that he normally takes, the road is under repair, so we can't use that road, so we have to trek!*

The team have to walk up the mountain off-road. The walk is difficult for Khairudin and Ridwan. It isn't easy for the horses either, but with some pushing and pulling, they make it through the jungle to the village. And everybody is pleased to see them. Lasmi lives in the village and can't go to school, so Ridwan's library is very important to her. It's the only way she can get books. Today, they've also brought some colouring books

and pens for her. And she loves them! It hasn't been an easy day for the team. But the children are so happy it makes it all worth it for Khairudin, Ridwan and the horseback library.

## UNIT 4

### Chloe the upcycler

**C = Chloe**

Take a walk down Cowley Road, in Oxford. It's the main shopping street in the area. If you're lucky, you'll see Chloe. She's easy to spot, right?

**C:** *Hi, My name's Chloe and I'm an upcycler.*

Chloe isn't out shopping for clothes. She's looking for ideas. She's also looking for some second-hand materials she can bring back to life. Chloe's clothes are so popular, she has her very own clothes label, Prehistoric Love. Why do people like her clothes? They're different, they're colourful and fun to wear. And they're all about responsible fashion. In a world where fashion is often about buying as many new clothes as you can, Chloe has a different way of doing things. Everything she makes is recycled, so it's better for the environment. She finds old materials, then makes them into new clothes. And she does more than sell the clothes she makes.

**C:** *Of course I want people to buy the things that I make, but I also want to show them how fun and easy it can be to make them themselves.*

Is it as easy as she says it is? Let's find out from Chloe herself. Today, she's showing us how she does it in three simple steps.

Number one: find some great old materials to work with. And remember, sometimes you need to use your imagination. The real treasures often look like rubbish until you pick them up!

Number two: think of something you can do with them. Chloe is making a new hat.

You could do it the other way round: think of something first, then go and find your materials.

Number three: start making it! Now, Chloe's hat is perfect for a festival. Have a look around you. In your home, in your local charity shop or car boot sale, you probably have everything you need to be an upcycler, just like Chloe!

## UNIT 5

### Layla's Vegan Café

**L = Layla**

There's a small town on the Caribbean coast of Mexico with beautiful beaches, good weather all year round and not too many people to share it with. For a lot of people, this is the perfect holiday place. But even if you're here to relax, you'll still want to enjoy good, healthy food. That's where Laylo comes in.

Laylo is a vegan café run by Layla and Eduardo, or Lalo, as most people call him. Lalo is Mexican. Layla is from the UK. But she fell in love with this little corner of Mexico. And decided it was just the right place to start her own vegan business.

**L:** *Welcome to Laylo!*

Every day, Layla and Lalo go out and buy the best fruit and vegetables they need to prepare their vegan menu. Then, it's time to prepare the food. Today, the menu includes a beetroot burger with tomato and avocado, a side of salad and a green juice. Laylo is famous for Lalo's fruit juices. He uses really fresh fruit and vegetables. If you choose one with ginger, it'll help with a sore throat. Or try one with some carrot. It's good for your skin and your eyes. They're great for your health and just what you want on a hot day in Tulum!

Layla and Lalo are vegan, too. They know that if we all eat less meat and dairy, we'll help fight climate change. And they are not alone. All around the world, more and more people are becoming vegan. They want food that's good for them, and good for the planet. And Layla and Lalo are always ready to listen to what they want and bring it to the table.

## UNIT 6

### Party planning

**H = Hugo**

A few months ago, Hugo started his own business. And he's going to have a launch party. There's a lot of work to do. The party will take weeks to plan. They're going to choose a theme, a venue and the right kind of food. Hugo wants everybody to remember this party, so he's going to choose a very special theme. A circus may be fun. Everybody loves a ball. And he wants an elegant party, so why not have a

formal black-tie party? He has an idea that will bring all those elements together.

**H:** *I think 'The Great Gatsby' is kind of the perfect event for our launch.*

Now he knows the theme, he's ready to plan everything around it. Hugo visits different places. It's summer, so he needs a place with a garden. And some indoor space. The party's going to be in London, so it may rain! After his visit to Vinegar Yard, Hugo doesn't think it's going to be the right place for his party. He's looking for something more elegant.

**H:** *The decor inside isn't exactly right for 'Great Gatsby'.*

Back to the office. Hugo is sure they'll find the right place. Somewhere that is just perfect. Then, he has a great idea for the perfect venue. It's big. It's elegant. It has a beautiful garden. It's called The Hurlingham Club. Hugo chooses a date and a time, and then they are ready to send the invitations to the guests. It's back to the whiteboard to talk about the food. Hugo would like to serve canapés. But they can be expensive. He has another idea. How about a barbecue? A barbecue is perfect for the summer. The party is about to start, and everything is ready. Will it be a success? Three hundred guests come. They really enjoy themselves. And they all have the same question: when is Hugo going to have his next party?

## UNIT 7

### Climbing buddies

**C = Carla; SSM = San San's mum, M = Man**

Carla is a traveller and TV presenter. She's arrived in Bangkok, the capital of Thailand. Carla has travelled around the world and she's had lots of great experiences.

**C:** *Hi, sorry I need a ride. I'm going to Chatuchak, Bangkok.*

Her mission in Thailand is a bit different. It's about helping other people to have great experiences and sharing the fun with them.

Carla is going to climb a mountain with a group of young people who have special needs. The young people have come from all over Thailand.

**C:** *Hi, San San.*

San San is Carla's climbing buddy for this adventure. She has cerebral palsy. Carla and San San get to know

each other with the help of San San's mother. San San has never spoken, but communicates in different ways.

**C:** *My name is Carla. C-A-R-L-A, Carla.*

**SSM:** *C-A-R-L-A.*

San San is excited. She's never climbed a mountain. It's her dream to get to the top. They're planning to walk from Hua Hin to the Khao Daeng Viewpoint. It's 365 metres to climb.

**M:** *Here we go! Yay!*

The climb begins. San San wants to walk by herself as much as possible.

**C:** *Carry? Or walk?*

**SSM:** *You walk? Carry?*

**C:** *Carry.*

But some of the climb is difficult. Carla decides to carry San San. They started the climb over three hours ago and finally the end is in sight. Everybody has finished the climb. They have all succeeded. After getting down from the mountain, there's time for more team photos and then goodbyes.

**C:** *I'm going to miss you. Thank you.*

**SSM:** *I'm sure she's going to miss you too.*

This has been a really special experience. Carla feels that she's become very close to San San. Saying goodbye isn't easy.

## UNIT 8

### Young carer

**V = Vivek, K = Kapila**

Vivek is 26 years old. Today, he's going to visit his family in West London.

**V:** *Hi, Nanny.*

**K:** *You alright?*

**V:** *I'm good, how are you?*

**K:** *Fine, thank you.*

Family has always been important to Vivek. He's visited his grandmother every Friday since she became ill a few years ago. Kapila is 84 and lives with Vivek's other grandparents. They help look after Kapila. Kapila can't hear easily, but Vivek believes his visits make a big difference.

**V:** *The moments that I'm here are really fun, and we have such a good time and it really calms her down.*

Today, Vivek is taking his grandmother out to a dance class. But first, tea! No family visit is complete without a glass of chai and some breakfast. Vivek's family come from India, so Vivek makes some traditional chai, just like his grandmother taught him. Once they finish breakfast, they're ready

to go. This week, Kapila is learning Bollywood dancing. It's great fun, but also gives her the chance to meet other people. But Vivek says it's not just his grandmother who enjoys herself. He has great fun, too.

**V:** *I love spending time with my grandma. I just think she's hilarious.*

To end the day, the whole group eat together. Everybody here is from South Asia. So at classes they can share old stories and recipes.

It isn't always easy being a carer, but for Vivek, it's worth it to see his grandmother have so much fun.

## UNIT 9

### Arctic football

**S = Shawna, R = Ruben**

This is Iqaluit, in the very north of Canada. The temperature can reach -40°C. Living here can be difficult in the winter. Soccer is popular in Iqaluit and all over the Arctic North of Canada, even outside, even in the coldest weather. Shawna is captain of Iqaluit's under-eighteen girls' team. Soccer is very important to her and her teammates.

**S:** *When I'm playing soccer, I don't think of anything else but the game.*

Everybody on the team has a very close bond. During the long winters in Iqaluit, the team spirit of soccer is very important for many people. Going outside and playing sports together is good for people's mental, as well as physical health. But you have to be prepared for the freezing temperatures. There's been a tradition of soccer among the Inuit people here for many hundreds of years.

**R:** *Soccer has been a part of our culture for a very long time.*

Traditional Inuit football is called Aqijuq. It's similar to soccer in many ways, but it's also very different. In Aqijuq, there's no pitch and there are no lines or goalposts. Players don't try to score goals. They try to keep the ball and run as far as possible with it.

**R:** *Sometimes they used to go thirty miles or more playing soccer.*

There is an Inuit legend about the aurora borealis or Northern Lights. It says that when the lights are dancing in the sky, it is the spirits playing Aqijuq, playing soccer.

Today, the soccer is more down to earth. It is the annual soccer tournament for young people and it's taking place in Iqaluit. Sixteen under-eighteen teams are coming to the tournament from all over Canada's Northern Territories. Eight teams of boys and eight teams of girls are playing. It's the highlight of the soccer year in the North. The teams are playing the modern game, with modern international rules. But the enthusiasm, skills and spirit owe a lot to the tradition of Aqijuq as well.

## UNIT 1

### Do you like fantasy films?

**B = Ben, V = Vicky, J = Jake**

**B, V:** Hi, Jake!

**J:** Hey, guys! So, do you want to watch the new science-fiction film, *Journey to Mars*? It's always more fun to watch films together!

**V:** I prefer fantasy films.

**J:** Really? OK, then! Let's watch *The Dragon Prince*! That's a fantasy film.

**B:** Oh, I can't watch that! I want to read the book first! I like reading and using my imagination for everything. Then I can watch the film.

**J:** I watch a new film every week!

**B:** I know, but the directors sometimes change the plot. For example, in the book *Robot Bear*, the hero never goes to space. But in the film, he goes to Jupiter.

**V:** That's true.

**J:** What are you doing, Drew?

**V:** What? *The Dragon Prince*, Interactive Book?

**B:** What a great idea!

**J:** Now we can watch and read! Well done, Drew!

### Is the alien attacking the hero?

**V = Vicky, B = Ben**

**V:** Hey, Ben, where are you? What's all that noise? What are you doing?

**B:** I'm at home. I'm watching a science-fiction film! I often watch a science-fiction film on Friday nights. But this one is really scary! Oh! Oh, no!

**V:** What's happening?

**B:** The hero is in a big house. He's looking for aliens! There's a noise in the kitchen. Don't go into the kitchen! ... Phew ... He isn't going into the kitchen. He's opening the bathroom door! He's looking around the bathroom ...

**V:** Oh? Do aliens usually hide in bathrooms?

**B:** He's opening the shower curtain! Aargh!

**V:** Oh, no! Is the alien attacking the hero?

**B:** No, it isn't. Phew! That was scary!

**V:** Oh, Ben. Switch it off!

**B:** OK. What are you doing, Vicky?

**V:** Well, I'm writing some code for a new game. Do you want to test it?

**B:** Sure! Can you send it to me?

**V:** Yes! I'm sending it now!

**B:** Cool! What's the game called?

**V:** *Attack of the Aliens*!

## UNIT 2

### I played a lot when I was young!

**V = Vicky, J = Jake, R = Rose, B = Ben**

**V:** Jake! Alien!

**J:** Woah! Thanks, Vicky! I didn't see it!

**R:** How's the game going?

**J:** Great!

**R:** Nice! Did you clean the kitchen, Jake?

**J:** OK, let's pause ... Mmm ... the kitchen? No, I didn't. Sorry. But I made my bed!

**R:** Did you do the shopping?

**J:** No, I didn't.

**R:** Oh, Jake! Now we haven't got any food.

**J:** I'm sorry, Aunt Rose. I forgot. I can go to the market right now!

*Later*

**V:** Wow, Rose! You're really good at this!

**R:** Oh, I played a lot when I was young!

**B:** Just one more enemy!

**R:** Oh, I rock!

**R:** Oh, hi, Jake. Did you get everything?

**J:** Yes, I did! I got mushrooms and tomatoes and ... Hey, did you finish the game?

**B:** Yes, we did! Rose is an amazing player!

**J:** What?

**R:** Yes! I really enjoyed that! Now, Jake, let's cook!

### Could you make ice cream when you were 10?

**J = Jake, B = Ben, V = Vicky**

**J:** Wow, Ben! A double ice cream! Are you sure you can eat it all?

**B:** I couldn't finish a double ice cream when I came here last time, but I'm sure I can finish it today!

**J:** Well, good luck. Mmm ...

**V:** What's the matter, Jake? Don't you like your ice cream?

**J:** Well, it's very sweet. When I make ice cream, it isn't as sweet as this.

**V:** You can make ice cream?!

**J:** Yes, my grandma taught me. I could make ice cream when I was 10 years old!

**B:** I could take photos with my dad's old camera when I was 10! It wasn't a great camera, but I could use it for as long as I wanted!

**J:** Were you in the city then?

**B:** No, we weren't. We lived in the country. There were lots of things to photograph, though. And there was a lake near our house!

**V:** Mmm! I could use the internet when I was 10. But I couldn't write code very well.

**J:** Well, you write great code now!

**B:** Mmm! That was nice! No more ice cream for me ... well ... today!

## UNIT 3

### I was working in my workshop!

**R = Rose, J = Jake, B = Ben,**

**V = Vicky**

**R:** Jake, where's Sam?

**J:** Well, I saw her at lunchtime. She wasn't sleeping in the garden. She was playing with Drew.

**R:** Mmm. What about you, Ben?

**B:** Mmm, I don't know where she is. I only got here five minutes ago. I was jogging in the park this afternoon!

**V:** Let's think about it. What were you doing this afternoon, Rose? Were you cooking dinner?

**R:** No, I wasn't. I was working in my workshop.

**B:** Maybe Sam's still there!

**J:** Let's go and look for her! Sam! Sam!

**B:** It's really untidy in here, Rose! What happened?

**R:** Well, Sam was sleeping on the floor. I put Drew in the charging station, but it wasn't charging. So, I found what was wrong and I fixed it. Then, I was taking my new equipment out of its box. And then Sam just disappeared!

**J:** Wait, did you say ... box? Oh, Sam! She's here! She was sleeping in that box all this time!

It started the day before yesterday!

V = Vicky, J = Jake, B = Ben

- V: Hey, guys! How was your trip to the zoo yesterday afternoon?
- J: They've got a new experience called 'Welcome to the Rainforest'. It started the day before yesterday and I wanted to try it.
- B: Let me show you!
- V: Oh, these are great photos, Ben! They're even better than the ones you took last month! What a clever-looking monkey! Wait, what's happening here?
- J: Well, we saw a zookeeper with a monkey and we decided to take some photos.
- B: We were taking photos when the monkey stole my camera!
- V: Oh, no! What happened then?
- J: Keep scrolling!
- B: The monkey learned photography while we were looking for him!
- V: So, how did you get your camera back?
- B: Well, while the monkey was taking photos, the guide gave him a banana.
- V: Ha! Ha! The same thing happened to a photographer in Indonesia a few years ago! While he was preparing his camera, a monkey pressed a button and took a selfie!
- B, J, V: Drew!
- B: Ha! Ha! Looks as if Drew wanted to take a picture, too!

UNIT 4

Let's make some cupcakes!

B = Ben, J = Jake

- B: Hello, Jake!
- J: Hi, Ben!
- B: What are you reading?
- J: A recipe for cupcakes.
- B: What? Really? Look at this! Come on, let's make some cupcakes! What do you need?
- J: Well, is there any milk?
- B: Yes, there's some milk here! And some butter, too.
- J: How many eggs are there?
- B: Four! Do we need many eggs?
- J: No, we only need two!
- B: There's some flour here, but ... Oh, no! There isn't any sugar! Oh, wait! Here it is! How much sugar do we need?
- J: We don't need much sugar - just 100 grams. Let's do it!

- B: How much time do they need in the oven?
- J: About 20 minutes.
- B: I can't wait! OK, time for the photos! I want to take a lot of photos, then choose the best one! That's it!
- J: Wow! They look fantastic, Ben!
- B: Thanks! We can eat some cupcakes now!

The best game at the event!

M = Mark, V = Vicky

- M: Hi, Vicky! What are you doing here?
- V: Well, it's Healthy Eating Day soon and we're having an event at the school. I want to make a quiz game about healthy eating. Can I show you?
- M: Sure! Mmm ... 'What is the healthiest snack?' A chocolate bar, some crisps or an apple? Oh, that's an easy one to start with! 'Which is the best food for energy?' Some milk, a banana or some water? Milk is good for giving you energy, but I think the banana is better. Ha! Ha! Great animation! Ha! This is the shortest game in the world!
- V: Well, the full version has got 20 questions. It's longer than the game I made last year!
- M: I know. I'm only joking! And it's also more exciting than your other quiz game. Games with animation are more interesting than games without animation.
- V: Yes, but animation isn't as easy as writing code.
- M: Well, practice makes perfect! Ha! I think it'll be the best game at the event! Well done, Vicky!

UNIT 5

We'll live forever in a computer!

V = Vicky, B = Ben

- V: Check out this website! It's got lots of predictions about life in the future. Look! It says that humans will have mechanical arms and legs. And we'll run really fast, so we won't need cars!
- B: So, the air will be a lot cleaner. But what about bikes?
- V: We may not need cars or bikes. But you'll still be free to ride your bike! Look! It says we'll develop new medicines and that people may

live for 150 years or longer! Can you imagine?

- B: I'll take so many photos!
- V: Ha! Ha! And I'll go to university 10 times and get 10 different degrees!
- B: Will our homes be different?
- V: Yes, they will. They'll be smart homes! They'll know when you're cold, so they'll turn on the heating automatically, and they'll cook for you when you're hungry!
- B: I may buy a home like that in the future! Hey, Vicky, I also read somewhere that we'll upload our brains to a machine and ...
- V: ... we'll live forever in a computer!

You shouldn't play the guitar for a few days!

J = Jake, V = Vicky, B = Ben

- J: Hey, guys! Do you want to hear my new song?
- V, B: Definitely!
- J: Ouch! My wrist hurts! I think I practised for too long on Sunday.
- V: Oh. How long did you practise for?
- J: Mmm ... six hours ...
- B: Six hours?!
- V: Jake, you shouldn't practise for six hours!
- J: But if I don't practise, I won't be good enough for music school!
- V: Music school?
- J: Yes! If I go to music school, I'll get really good at the guitar. But I won't pass the entrance exam if I don't practise enough!
- B: But if you go to music school, we won't see each other!
- J: Yes, we will! I'll still live here and we'll still be friends!
- V: OK, OK. But for now, you should put some ice on your wrist.
- J: Should I go to a doctor if it still hurts on Monday?
- B: Yes, you should!
- V: And you shouldn't play the guitar for a few days. And ... you shouldn't play any video games for a week!
- J: But if I don't practise and I don't play video games, I'll be really bored this weekend!
- V: Look, if you're bored, we'll come over. Now, who wants some lemonade?

**UNIT 6****Are we going to hide in the kitchen?**

**R = Rose, B = Ben, MJ = Mr Jones, J = Jake, M = Mark, V = Vicky**

**R:** So, is everything ready?

**B:** Oh, I can't wait! Vicky will be so surprised!

**R:** Where are the decorations?

**MJ:** Right here! I'm going to put them up when Vicky arrives!

**R:** It's probably better to do it now. I'm going to stop Vicky at the door and chat to her. Jake! Cake?

**J:** Ready!

**R:** Snacks?

**J:** In the oven. I think they'll be ready in about five minutes!

**R:** OK! So, Vicky won't know we're all here. I'll tell her that Jake and Ben are at the park. She'll knock on the door, but we aren't going to answer immediately.

**B:** Are we going to hide in the kitchen?

**R:** Yes, you are! Vicky will walk into the room. We aren't going to jump out. I'm going to offer her some fruit juice and then we're going to ... Oh, she's here! Everyone, go into the kitchen! Oh, hi, Vicky. Come in!

**R, M, MJ, J, B:** Surprise!

**V:** Oh! Wow!

**R, M, MJ, J, B:** Happy birthday!

**Are we going to the forest next weekend?**

**B = Ben, V = Vicky, J = Jake**

**B:** So, are we going to the forest next weekend?

**V:** Sure! Look! We're taking the bus to the lake, then we're getting a boat to the other side, then we're travelling by train to the forest!

**J:** But guys, I'm helping Rose next weekend. We're tidying her workshop. It's a big job, so she can't do it herself.

**V:** When can we go?

**J:** Well, how about the weekend after that?

**V:** You mean on the 20th? I'm going to a game design seminar that day.

**B:** Let's face it. We aren't going to the forest.

**V:** Of course we are! We just need to find the right time! Mmm. Ben, what are you doing on Sunday?

**B:** This Sunday? Nothing!

**J:** And I'm not doing anything on Sunday either!

**V:** Well, what do you guys think? Are we going to the forest on Sunday then?

**B, J:** Yes, we are!

**B:** We always enjoy ourselves there!

**J:** Oh, but we need to get back early. I'm practising the guitar on Sunday evening.

**V:** OK, rock star! But remember, you hurt yourself last time you practised!

**UNIT 7****You've won so many competitions!**

**V = Vicky, R = Rose**

**V:** Hi, Rose.

**R:** Oh, hi, Vicky! Jake isn't here. He's gone to the park with Ben.

**V:** I came to see you. It's the careers fair in our school this week and I'd like your advice!

**R:** OK. I haven't been to the careers fair!

**V:** People from different professions have spoken to us about what they do. I've talked to a video game designer and an electrical engineer. But now I'm confused!

**R:** Why?

**V:** Well, I've read so many books about game design and now I'm interested in electrical engineering, too! How did you decide to become an electrical engineer, Rose?

**R:** Well, I just loved engineering. I haven't made lots of money and I haven't become famous, but I love my job and I'm happy!

**V:** Do you think my grades are good enough to go to university?

**R:** Of course! And you've won so many competitions at school! Oh! I've got something for you! I've joined a website for people in technology and I've downloaded some articles. You may be interested in them.

**V:** But I haven't brought my USB stick.

**R:** You don't need it! Just switch on your laptop. Drew!

**V:** Wow! Thanks, Rose. And you, Drew!

**Have you ever eaten Chinese chicken?**

**V = Vicky, B = Ben, J = Jake**

**V:** Are you sure about this, Jake? I mean, Ben has never cooked anything in his life!

**B:** Hi, guys! This will be the best dinner ever! Chinese chicken! Have you ever eaten Chinese chicken?

**J:** Yes, I have. OK, I'll help you. First,

**B:** It's OK, Jake. I've got this!

**J:** I know, Ben, but you've never cooked anything! It's your first time!

**B:** That's true. But I've climbed a mountain to take a photo of the landscape. Have you ever climbed a mountain?

**J:** No, I haven't.

**B:** Well, I have! Trust me, it's more difficult than cooking! How am I doing?

**J:** Oh, you're doing great, Ben. Have you ever cut onions?

**B:** No, I haven't.

**V:** Ben, have you ever used Chinese spices?

**B:** No, I haven't. But they smell great! Oh!

**V:** Jake, have you ever put out a fire?

*Later*

**B:** Yuk! This is terrible!

**J:** You'll get better with practice!

**UNIT 8****I've played the guitar for two years!**

**MW = Mrs Wilson, J = Jake**

**MW:** Come in! I wanted to talk to you about going to music school. You've wanted to be a musician for ages, haven't you?

**J:** Well, yes. I've played the guitar for two years now and I really enjoy it. I've learned a lot about music since I started playing.

**MW:** Great! Well, my husband is also a music teacher and he works at the Omega Music School. He's taught there since 2010. It's an excellent school.

**J:** Sounds great! But I haven't played the guitar for very long. I don't know if I'm good enough.

**MW:** Well, I've been your music teacher for two years and I think you're very talented.

**J:** Wow ... music school ...

**MW:** Jake? Jake?

**J:** Oh, I'm sorry. I ... I was thinking about being a musician and I ...

**MW:** It's OK. I've been a musician for a long time. I understand. It's exciting, isn't it?

**J:** Yes. I think music is a bit like magic!

**MW:** Oh, I agree with you, Jake. I've loved music since I was a child. Now, how about some practice?

### Have you ever travelled abroad?

**J = Jake, B = Ben, V = Vicky**

**J:** There's an interesting quiz here. Look. 'How adventurous are you?'

**B:** Oh, great, I love quizzes!

**J:** First question. 'Have you ever travelled abroad?'

**B:** No, I haven't.

**V:** I have! I went to France with my dad last year!

**J:** OK ... one point for Vicky. Next question. 'Have you ever spent a night outside?' Vicky?

**V:** No, I haven't spent a night outside. I've looked out of my window at night many times, though. Does that count?

**J:** No! Of course not! How about you, Ben?

**B:** Sure! I stayed outside all night last month when I was camping with my aunt and uncle!

**J:** Great, one point each! Next question. 'Have you ever tried skiing?'

**B:** No, I haven't. But I made a snowman last winter!

**V:** I've never tried skiing either, but I helped Ben with his snowman!

**J:** OK, now you guys are just being silly!

**B:** Oh!

**V:** Let's forget about the quiz and go outside. Maybe we'll have an adventure!

**B:** Have you ever had an adventure in your garden, Jake?

**J:** Well, I fell out of a tree when I was six! Does that count?

## UNIT 9

### I used to play video games!

**V = Vicky, R = Rose, J = Jake, B = Ben**

**V:** What's this, Rose?

**R:** Oh! It's a video game from the 1990s. I used to play video games when I was young, too!

**V:** Oh! What kind of games did you use to play?

**R:** Oh, all sorts! I remember my friends and I used to go to the shops and spend our birthday money on games to play together. You couldn't just download them back then! They used to be quite expensive, too.

**V:** And what's this? A disk?

**R:** Yes! We used to put the disk into the computer to load the game. Ha! It used to take ages!

**V:** I can imagine! Did the games use to crash a lot?

**R:** Sometimes. But we didn't use to play online in those days.

**V:** And the graphics look really simple ...

**R:** Mmm. That's right. The game graphics didn't use to be very exciting. But they were great fun anyway!

**J:** Can we play it now?

**R:** Mmm ... Oh, I don't think it will work. But I've got an idea! Drew!

**B:** Well! Sam thinks the graphics are great!

### We mustn't eat too much!

**V = Vicky, J = Jake, B = Ben**

**V:** Come on, Ben! You have to watch the ball! You must practise more. Sam, no! Where's the ball? I can't see it anywhere.

**J:** Guys, I'm making the best ice cream ever! You must come and see! Someone at school told me about this recipe. He saw it online somewhere. So, first, we have to warm up the cream with the sugar.

**V:** Does it have to be very hot?

**J:** No, it doesn't. Here, ready! Now we add the vanilla. You don't have to use vanilla. You can add other flavours.

**B:** I'll do it!

**J:** Great! Now we add the milk and the rest of the cream and we stir!

**V:** Oh, let me!

**J:** You mustn't do it too quickly! Nice and easy!

**V:** OK.

**J:** Good. And now, we put it in the fridge!

**B:** Do we have to wait much longer for the ice cream?

**J:** Just another quick mix and then it goes into the freezer.

**B:** Oh!

**J:** You don't have to do anything, Ben! Just relax!

*Later*

**V:** This really is the best ice cream ever!

**B:** Yes, it is! But I suppose we mustn't eat too much. You said there's something special for dinner tonight Jake, too!

# WORKBOOK

## ANSWER KEY

### STARTER

- scarf, skirt, trainers, hat, boots, shirt, jeans
- |            |           |
|------------|-----------|
| 1 boots    | 5 coat    |
| 2 hat      | 6 jeans   |
| 3 scarf    | 7 T-shirt |
| 4 trainers |           |
- |               |           |
|---------------|-----------|
| 1 sister      | 4 parents |
| 2 best friend | 5 grandma |
| 3 brother     | 6 uncle   |
- What time's the football match?
  - How old's your brother?
  - Are your friends with you?
  - Who's the man with the green shirt?
  - Is your school in the city centre?
  - What's your sister's name?
- |          |         |
|----------|---------|
| 1 's     | 5 are   |
| 2 'm     | 6 is    |
| 3 Are    | 7 isn't |
| 4 'm not | 8 's    |
- |         |          |
|---------|----------|
| 1 are   | 4 Is     |
| 2 isn't | 5 aren't |
| 3 Are   | 6 's     |
- |                |             |
|----------------|-------------|
| 1 there aren't | 5 Are there |
| 2 there aren't | 6 there are |
| 3 there's      | 7 is there  |
| 4 There are    | 8 there is  |
- |         |         |
|---------|---------|
| 1 drive | 4 speak |
| 2 play  | 5 swim  |
| 3 read  | 6 ride  |
- |         |         |
|---------|---------|
| 1 can   | 4 can   |
| 2 Can   | 5 can't |
| 3 can't | 6 can't |
- |            |             |
|------------|-------------|
| 1 's got   | 4 've got   |
| 2 's got   | 5 Have, got |
| 3 Has, got | 6 haven't   |
- |           |             |
|-----------|-------------|
| 1 Drama   | 5 Geography |
| 2 Music   | 6 English   |
| 3 History | 7 Art       |
| 4 Science | 8 Maths     |

### UNIT 1

#### Vocabulary

- drama, comedy, fantasy, action, animated, historical, horror
- |               |                   |
|---------------|-------------------|
| 1 drama       | 6 horror          |
| 2 fantasy     | 7 animated        |
| 3 historical  | 8 science-fiction |
| 4 documentary |                   |
| 5 musical     |                   |
- |                 |                    |
|-----------------|--------------------|
| 1 documentaries | 4 action films     |
| 2 comedies      | 5 historical films |
| 3 musicals      |                    |
- 1 T 2 F 3 T 4 F 5 F 6 F
- action film
  - animated film
  - historical film
  - science-fiction film
  - horror film

#### Reading

- 1, 2, 4, 6, 7, 8
- 1 T 2 F 3 F 4 F 5 T
- |             |                   |
|-------------|-------------------|
| 1 plot      | 4 special effects |
| 2 character |                   |
| 3 director  |                   |

#### Grammar

- |           |         |
|-----------|---------|
| 1 have    | 4 like  |
| 2 take    | 5 chats |
| 3 doesn't | 6 don't |
- They ~~doesn't~~ don't have lunch at school.
  - Does Joshua ~~tidies~~ tidy his bedroom on Sundays?
  - Dad and I ~~goes~~ go shopping at the weekend.
  - 'Does Simon play rugby?' 'No, he ~~don't~~ doesn't.'
  - Lucy ~~get~~ gets up early on school days.
- |         |        |
|---------|--------|
| 1 go    | 4 play |
| 2 don't | 5 Does |
| 3 do    | 6 does |
- sometimes go
  - I'm usually
  - go swimming once a week
  - never come
  - It's always
  - always do
- My mum often drives to work.
  - My sister does gymnastics twice a week.
  - I'm usually hungry after swimming.
  - We sometimes play ice hockey.
  - We visit my aunt and uncle once a year.
  - My brother's bedroom is never tidy.
- I cook dinner once a week.
  - You never phone your mum.
  - Your brother is always happy.
  - I sometimes go to work by train.
  - We go skiing twice a year.
  - We usually stay in the same apartment.

#### Vocabulary and Listening

- Positive adjectives:** brilliant, exciting, enjoyable

**Negative adjectives:** boring, confusing, terrible
- |             |            |
|-------------|------------|
| 1 scary     | 4 exciting |
| 2 confusing | 5 romantic |
| 3 brilliant |            |
- |            |            |
|------------|------------|
| 1 terrible | 4 romantic |
| 2 scary    | 5 serious  |
| 3 funny    |            |
- 1, 3, 5, 7, 8
- 1 T 2 T 3 F 4 F 5 T 6 F 7 F 8 T

#### Grammar

- |          |           |
|----------|-----------|
| 1 having | 4 isn't   |
| 2 Are    | 5 aren't  |
| 3 is     | 6 running |
- Tom is reading a book.
  - Ed isn't swimming at the moment.
  - Lucas is cooking dinner.
  - We aren't staying in a hotel.
  - They aren't helping us.
- 're walking
  - are you wearing
  - 'm wearing
  - Are you standing
  - aren't standing
  - 're waiting
- I'm having breakfast with Polly now.
  - Thomas is tidying his bedroom at the moment.
  - We go swimming twice a week.
  - They often have dinner in that restaurant.
  - Oh, no! It's raining!
- |               |                 |
|---------------|-----------------|
| 1 's chatting | 5 watches       |
| 2 leaves      | 6 isn't playing |
| 3 go          | 7 does          |
| 4 's having   | 8 don't walk    |
- |              |               |
|--------------|---------------|
| 1 have       | 4 is starting |
| 2 go         | 5 plays       |
| 3 's getting | 6 walk        |

#### Speaking

- |          |            |
|----------|------------|
| 1 going  | 5 about    |
| 2 sure   | 6 exciting |
| 3 sounds | 7 don't    |
| 4 to go  | 8 fine     |
- 2, 3, 5, 7, 8
- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1 c | 2 e | 3 h | 4 f | 5 a | 6 g |
| 7 b | 8 d | 9 i |     |     |     |
- |         |          |
|---------|----------|
| 1 don't | 5 prefer |
| 2 sure  | 6 fine   |
| 3 sound | 7 Shall  |
| 4 about | 8 I'd    |

#### Writing

- her sister
    - musicals
    - in the streets of London
    - a party
    - amazing
    - Jennifer Hudson
  - 1 c 2 a 3 f 4 b 5 d 6 e
  - 1 a 2 a 3 b
  - Students' own answers.
- #### Review Unit 1
- |                |                   |
|----------------|-------------------|
| 1 musical      | 6 animated film   |
| 2 horror film  | 7 historical film |
| 3 fantasy film | 8 action film     |
| 4 drama        |                   |
| 5 comedy       |                   |

- 2** 1 don't 4 Does  
2 doesn't 5 go  
3 do
- 3** 1 I often watch television in the evening.  
2 We play volleyball once a week.  
3 Musicals are usually enjoyable.  
4 Adriana and I chat every week.  
5 I always read in bed.  
6 Documentaries are often serious.
- 4** 1 brilliant 4 confusing  
2 funny 5 enjoyable  
3 scary
- 5** 1 is working 4 're walking  
2 're driving 5 's playing  
3 'm making
- 6** 1 Does Paul play  
2 Do you often cook  
3 is speaking  
4 's doing  
5 don't walk

## UNIT 2

### Vocabulary

- 1** 1 I often do the washing up after dinner.  
2 Mum does the laundry at the weekend.  
3 We do the shopping with our parents.  
4 My brother and I make dinner on Sundays.  
5 I always make my bed in the morning.
- 2** 1 d 2 c 3 a 4 e 5 b
- 3** 1 washes 4 do  
2 makes 5 clean  
3 wash
- 4** 1 make 4 do  
2 lay 5 tidy  
3 load 6 wash
- 5** 1 washing, floor  
2 loading, dishwasher  
3 taking out, recycling  
4 tidying, room  
5 making, bed  
6 doing, washing up  
7 laying, table

### Reading

- 1** 1 D 2 B 3 A 4 C
- 2** 1 T 2 F 3 F 4 T 5 F
- 3** 1 golf ball 4 tennis racket  
2 boxing gloves 5 football boots  
3 ice skates

### Grammar

- 1** 1 c 2 b 3 f 4 a 5 d 6 e
- 2** 1 decided 5 looked  
2 got 6 started  
3 made 7 forgot  
4 asked 8 walked
- 3** 1 enjoyed 4 took  
2 decided 5 did  
3 found

- 4** 1 cleaned 4 paid  
2 didn't tidy 5 didn't know  
3 made 6 drew
- 5** 1 Anna went to the party on Saturday.  
2 I didn't grow up in the UK.  
3 The tennis ball broke the window.  
4 After lunch Robin didn't load the dishwasher.  
5 She did the shopping every day.  
6 Jack didn't take out the rubbish after the party.
- 6** 1 Did you had have a good time?  
2 Yes, I have did.  
3 ... his mum made made a fantastic meal.  
4 Martin telled told me about his mum's cooking.  
5 What did she made make?  
6 I didn't can couldn't finish it.

### Vocabulary and Listening

- 1** journalist, engineer, shop assistant, nurse, dentist
- 2** 1 shop assistant  
2 personal trainer  
3 mechanic  
4 police officers  
5 nurse  
6 designer
- 3** 1 lawyer 5 farmer  
2 mechanic 6 designer  
3 journalist 7 engineer  
4 dentist 8 designer
- 4** b
- 5** 1 roads  
2 Maths  
3 35  
4 Science teacher  
5 great jobs  
6 study

### Grammar

- 1** 1 The children were in the garden.  
2 Was the film good?  
3 The clothes weren't very expensive.  
4 Were there any books in the bookcase?  
5 Susie started school when she was four.
- 2** 1 were 4 wasn't  
2 was 5 was  
3 Was 6 weren't
- 3** 1 There was were three apples in the bowl.  
2 Dad went shopping because there weren't wasn't any milk.  
3 Were Was John with you yesterday?  
4 I broke a glass yesterday, but Mum weren't wasn't angry.
- 4** 1 e 2 d 3 a 4 b 5 c
- 5** 1 Could you do the English homework?  
2 Rhys couldn't ride a bike.  
3 My cousins couldn't come to the party.  
4 My uncle could play the piano very well.

- 5 Could they take photos in the museum?  
6 My little brother couldn't swim.
- 6** 1 couldn't 4 could  
2 could 5 Could  
3 couldn't 6 couldn't

### Speaking

- 1** 1 like 4 good  
2 well 5 enjoy  
3 Quite
- 2** 1 I love/enjoy  
2 I'm good  
3 I know  
4 can you  
5 Very well  
6 not very good
- 3** 1, 2, 5, 7, 8, 9
- 4** 1 c 2 e 3 a 4 d 5 b

### Writing

- 1** 1 grew up 5 until  
2 As a child 6 from  
3 for 7 died  
4 got a job
- 2** 1 New York  
2 fifteen  
3 1934  
4 1947  
5 more than 40 million  
6 Beverly Hills
- 3** 1 d 2 f 3 a 4 g 5 c 6 e  
7 b
- 4** 1 He worked as a teacher to until 2015, when he wrote his first novel.  
2 She lived in France until for ten years.  
3 He played for Real Madrid from 1990 for to 1998.  
4 She wrote novels to for the rest of her life.
- 5** Students' own answers.

### Review Unit 2

- 1** 1 lay 4 make  
2 do 5 do  
3 do 6 tidy
- 2** 1 Lucy made lunch for us.  
2 Harry didn't give Nina a birthday present.  
3 Did Seb draw this picture?  
4 They stood outside in the rain.  
5 James didn't win the competition.  
6 Did your parents buy you that laptop?
- 3** 1 F 2 T 3 T 4 F 5 T 6 F
- 4** 1 This detective novel wasn't very nice.  
2 My parents were in Germany.  
3 Was your homework difficult?  
4 We weren't hungry.  
5 Were your shoes under your bed?
- 5** 1 could 5 couldn't  
2 was 6 weren't  
3 were 7 were  
4 were 8 couldn't

**UNIT 3**

**Vocabulary**

- 1** crawl, fall, pull, climb, swim, walk, push
- 2** 1 over 5 over  
2 up 6 around  
3 into 7 up  
4 across 8 through
- 3** 1 onto 4 around  
2 along 5 across  
3 off 6 down
- 4** 1 c 2 d 3 e 4 a 5 b
- 5** 1 pushed 4 pulled  
2 crawled 5 fell  
3 climbed

**Reading**

- 1** b
- 2** 1 d 2 b 3 e 4 a 5 f 6 c  
7 g
- 3** 1 diver 4 beginner  
2 rescuers 5 players  
3 winner

**Grammar**

- 1** 1 T 2 F 3 T 4 T 5 F 6 F
- 2** 1 were 4 loading  
2 crawling 5 were  
3 weren't
- 3** 1 were, doing 4 were chatting  
2 was making 5 was, wearing  
3 was laying 6 was wearing
- 4** 1 She was having a shower.  
2 They were playing volleyball.  
3 I wasn't making dinner.  
4 He was watching TV.  
5 I wasn't running.
- 5** 1 Were they dancing? Yes, they were.  
2 Was she sleeping? No, she wasn't.  
3 Was he skating? Yes, he was.  
4 Was he cleaning? No, he wasn't.  
5 Was she singing? Yes, she was.

**Vocabulary and Listening**

- 1** happy, hard, hungry, good, fast, slow, quick
- 2** 1 easy 4 loud  
2 well 5 quickly  
3 hungrily 6 happily
- 3** 1 happily 5 hungrily  
2 quickly 6 quietly  
3 easily 7 hard  
4 well 8 loudly
- 4** 1 angrily 4 well  
2 hard 5 loudly  
3 fast 6 late
- 5** 1, 3, 5, 6, 7
- 6** 1 T 2 T 3 F 4 F 5 T 6 F
- 7** 1 scary  
2 fast  
3 happy  
4 happily  
5 easy

**Grammar**

- 1** 1 fell 4 was loading  
2 was making 5 was walking  
3 ate 6 was doing
- 2** 1 was cycling 4 met  
2 saw 5 was climbing  
3 were making
- 3** 1 I ~~was seeing~~ saw Tom while I was walking through the park.  
2 She was skiing ~~while~~ when she broke her leg.  
3 I was watching TV when I ~~was hearing~~ heard a loud noise in the kitchen.  
4 Luke was doing his homework when I ~~was getting~~ got home.  
5 I was working in the library ~~while~~ when I got a text from Tom.
- 4** 1 last 3 last  
2 yesterday 4 day
- 5** 1 d 2 a 3 e 4 b 5 c
- 6** 1 ago 4 day  
2 before 5 ago  
3 last

**Speaking**

- 1** 1 last 5 way  
2 when 6 amazing  
3 kidding 7 happened  
4 really
- 2** 1, 4, 5, 7, 8, 9
- 3** 1 e 2 d 3 b 4 a 5 c
- 4** 1 e 2 b 3 f 4 d 5 a 6 h  
7 g 8 c 9 i

**Writing**

- 1** 1 late on Friday night  
2 bikes  
3 She fell off her bike.  
4 a helicopter  
5 She put her jacket on Chloe.  
6 45 minutes
- 2** 1 d 2 a 3 e 4 c 5 b
- 3** 1 while 3 during  
2 when 4 while
- 4** Students' own answers.

**Review Unit 3**

- 1** 1 dive 5 walk  
2 fall 6 jump  
3 swim 7 run  
4 climb
- 2** 1 into 4 off  
2 along 5 through  
3 onto 6 around
- 3** 1 hard 5 loudly  
2 hungrily 6 well  
3 quietly 7 fast  
4 easily 8 happily
- 4** 1 was reading  
2 fell  
3 was walking  
4 was having  
5 was swimming

- 5** 1 last 5 before  
2 ago 6 ago  
3 yesterday 7 yesterday  
4 last

**PROGRESS CHECK**

**Starter and Units 1-3**

- 1** 1 aren't 4 isn't  
2 Are 5 'm not  
3 'm 6 're
- 2** 1 read 4 play  
2 swim 5 drive  
3 cook
- 3** 1 e 2 b 3 a 4 f 5 c 6 d
- 4** 1 watch 4 don't walk  
2 doesn't eat 5 lives  
3 Does, have 6 don't want
- 5** 1 goes 5 are  
2 drives 6 doing  
3 doing 7 're visiting  
4 studies 8 lives
- 6** 1 bathroom 5 laundry  
2 table 6 shopping  
3 rubbish 7 car  
4 bed
- 7** 1 stood 4 brought  
2 didn't have 5 met  
3 Did, do 6 didn't play
- 8** 1 farmer 4 mechanic  
2 police officer 5 nurse  
3 receptionist
- 9** 1 was 5 couldn't  
2 couldn't 6 were  
3 wasn't 7 weren't  
4 could 8 could
- 10** 1 walked 4 ran  
2 climbed 5 dived  
3 jumped
- 11** 1 happy 4 hungry  
2 easily 5 well  
3 slowly 6 loud
- 12** 1 met 4 left  
2 was working 5 was waiting  
3 came 6 had

**UNIT 4**

**Vocabulary**

- 1** glass, cup, jar, can, packet, carton, tin, bowl, tube
- 2** 1 c 2 e 3 a 4 f 5 d 6 b
- 3** 1 glass, a 4 carton, d  
2 tube, c 5 bowl, f  
3 bag, b
- 4** 1 carton 4 bag  
2 can 5 packet  
3 tins 6 bottle
- 5** 1 box 4 glass  
2 cans 5 bottle  
3 cup
- 6** 1 packet 4 bottle  
2 can 5 bowl  
3 jar 6 tin
- Mystery word: carton

Reading

- 1 a  
 2 1 T 2 F 3 T 4 F 5 T 6 F  
 3 1 chicken 5 steak  
 2 beans 6 biscuit  
 3 yoghurt 7 lemon  
 4 cherry 8 cheese

Grammar

- 1 1 Has Julia got many friends?  
 2 Sarah didn't bring any money with her.  
 3 Would you like some chicken soup?  
 4 Is there any milk in the fridge?  
 5 How much chocolate did you eat?  
 6 How much bread is there?  
 2 1 aren't any bananas  
 2 bought some  
 3 were a lot of  
 4 had some  
 5 aren't many  
 3 1 some 4 any  
 2 many 5 many  
 3 much 6 much  
 4 1 any 5 any  
 2 a lot of 6 some  
 3 many 7 much  
 4 some 8 much  
 5 1 I don't need any sugar.  
 2 I bought some fruit.  
 3 Diana drinks a lot of water.  
 4 There are some pens in the box.  
 5 Sarah doesn't want any strawberries.  
 6 Sam made a lot of mistakes in his homework.

Vocabulary and Listening

- 1 1 b 2 d 3 f 4 a 5 c 6 e  
 2 1 borrow 4 buy  
 2 earn 5 pay  
 3 shop 6 lend  
 3 1 spend 4 sell  
 2 buy 5 cost  
 3 save 6 lend  
 4 1 IM 2 M 3 I 4 M 5 I  
 5 1 £20 4 clothes  
 2 £12 5 next  
 3 people under 15 Saturday

Grammar

- 1 1 This is the driest place in the world.  
 2 I'm not as clever as my sister.  
 3 My new phone is better than my old phone.  
 4 Football is more popular than volleyball.  
 5 Lions aren't as fast as cheetahs.  
 6 Mrs Lewis is the nicest teacher in the school.  
 2 1 Who is the best cook in your family?  
 2 Is the film as good as the book?  
 3 I find History more interesting than Geography.  
 4 August is the warmest month in my country.

- 5 Max's house isn't as nice as Polly's house.  
 6 Liam is fitter than me.  
 3 1 the longest 4 as friendly as  
 2 tidier than 5 cheaper than  
 3 the most popular  
 4 1 as big than as  
 2 ~~more good~~ better  
 3 ~~tastiest the~~ tastiest  
 4 ~~more near~~ nearer  
 5 ~~comfortable as~~ as comfortable as

Speaking

- 1 1 looks 4 true  
 2 right 5 prefer  
 3 much  
 2 1 Superwheels 4 Superwheels  
 2 Mud King 5 Mud King  
 3 Superwheels  
 3 1 They look 4 as  
 2 boring 5 expensive  
 3 much  
 4 1 d 2 c 3 a 4 f 5 e 6 g  
 7 b

Writing

- 1 1 group 4 students  
 2 results 5 hours  
 3 answer 6 sport  
 2 1 T  
 2 F - Half of the students spend another six to ten hours chatting online.  
 3 T  
 4 F - Half of the students do six or more hours of sport each week.  
 5 T  
 3 Students' own answers.

Review Unit 4

- 1 Down Across  
 1 cup 2 box  
 2 bottle 3 packet  
 4 carton 5 tin  
 6 jar  
 7 bowl  
 2 1 a lot of 5 some  
 2 some 6 many  
 3 any 7 much  
 4 many  
 3 1 lent 4 saved  
 2 earned 5 spent  
 3 paid 6 borrowed  
 4 1 e 2 a 3 f 4 b 5 d 6 c

UNIT 5

Vocabulary

- 1 toe, stomach, skin, heart, face, elbow, shoulder  
 2 1 thumb 6 shoulder  
 2 knee 7 elbow  
 3 finger 8 neck  
 4 bone 9 heart  
 5 ankle 10 brain

- 3 1 skin 5 brain  
 2 toes 6 neck  
 3 bones 7 throat  
 4 thumbs  
 Mystery word: stomach

- 4 1 shoulder 5 stomach  
 2 neck 6 knee  
 3 face 7 ankle  
 4 elbow  
 5 1 toes 5 heart  
 2 ankle 6 shoulder  
 3 knee 7 throat  
 4 stomach 8 brain

Reading

- 1 b  
 2 1 F 2 T 3 T 4 F 5 F 6 T  
 3 1 f 2 c 3 d 4 a 5 e 6 b  
 4 1 pollution 4 discussion  
 2 predictions 5 creation  
 3 action

Grammar

- 1 1 will 4 will  
 2 won't 5 won't  
 3 will  
 2 1 People will be healthier in the future.  
 2 We won't have flying cars in the future.  
 3 Robots will do a lot of jobs in the home.  
 4 Our planet will be warmer in the future.  
 5 We won't pay for everything with our smartphones.  
 6 We won't eat much meat in the future.  
 3 1 Tom will get a very good job.  
 2 The film won't be scary.  
 3 Astronauts will visit Mars in the future.  
 4 Antonia will have a big family.  
 5 People won't watch television in the future.  
 6 Planes won't have pilots in the future.

- 4 1 will 4 will  
 2 may 5 will  
 3 may  
 5 1 may 4 Will  
 2 won't 5 will  
 3 may not 6 won't

Vocabulary and Listening

- 1 1 cough 4 stomach ache  
 2 toothache 5 temperature  
 3 a sore throat  
 2 1 toothache 4 back hurts  
 2 temperature 5 sore throat  
 3 cold  
 3 1 b 2 c 3 d 4 a  
 4 Dialogue 1 b Dialogue 2 a  
 5 1 temperature 4 sweets  
 2 colds 5 chocolate  
 3 toothache  
 6 1 F 2 T 3 T 4 F 5 T

**Grammar**

- 1** 1 c 2 f 3 e 4 a 5 d 6 b  
**2** 1 you eat 4 I have  
 2 don't 5 you'll get  
 3 you send 6 you study  
**3** 1 'll drive 4 don't eat  
 2 'll buy 5 don't go  
 3 'll be  
**4** 1 shouldn't 4 should  
 2 should 5 shouldn't  
 3 Should  
**5** 1 won't 4 don't  
 2 should 5 'll  
 3 shouldn't

**Speaking**

- 1** 1 look 4 shouldn't  
 2 poor 5 don't  
 3 ill 6 sure  
**2** 3, 5, 6, 7  
**3** 1 b 2 a 3 f 4 d 5 c 6 g  
 7 e  
**4** 1 e 2 b 3 a 4 c 5 d

**Writing**

- 1** 1 c 2 d 3 a 4 b  
**2** 1 early in the day  
 2 They stimulate your brain.  
 3 a book  
 4 exciting or scary books  
 5 at least three or four hours before bedtime  
**3** 1 e 2 a 3 d 4 c 5 b  
**4** 1 Learn to cook healthy food.  
 2 Don't eat too much salt or sugar.  
 3 Never use your phone just before you go to bed.  
 4 Always eat lots of fresh fruit and vegetables.  
**5** Students' own answers.

**Review Unit 5**

- 1** 1 ankle 6 knee  
 2 bone 7 shoulder  
 3 brain 8 thumb  
 4 elbow 9 toe  
 5 finger  
**2** 1 will 4 may  
 2 will 5 you'll  
 3 won't  
**3** 1 cold 4 sunburn  
 2 headache 5 temperature  
 3 hurts  
**4** 1 You're You'll be hungry at school if you don't eat your breakfast.  
 2 If I'll see I see Becky this evening, I'll invite her to the party.  
 3 If we go to Madrid next month, we visit we'll visit Antonio.  
 4 I call I'll call Mark tonight if I have time.  
 5 If you going go to Anna's this evening, you'll see Amy.  
 6 If they're late, they'll calling call us.

- 5** 1 shouldn't 4 should  
 2 should 5 should  
 3 shouldn't

**UNIT 6**

**Vocabulary**

- 1** 1 snacks 4 guest list  
 2 invitation 5 lights  
 3 decorations  
**2** 1 lights 4 invitations  
 2 snacks 5 guest list  
 3 DJ 6 fun  
**3** 1 d 2 e 3 f 4 a 5 b 6 c  
**4** 1 guest list 4 decorations  
 2 invitation 5 takeaway  
 3 date 6 playlist  
 Mystery word: snacks  
**5** 1 place 4 guest  
 2 decorations 5 snacks  
 3 invitations

**Reading**

- 1** 1 c 2 e 3 a 4 d 5 b  
**2** 1 T 2 F 3 T 4 F 5 F 6 T  
**3** 1 e 2 c 3 a 4 d 5 b

**Grammar**

- 1** 1 b 2 e 3 a 4 f 5 c 6 d  
**2** 1 I'm not going to make a birthday cake for Ben.  
 2 My cousin is going to study medicine.  
 3 We aren't going to play video games.  
 4 You're going to win the competition.  
 5 We're going to have lunch together today.  
**3** 1 am  
 2 are you going to give  
 3 'm going to get  
 4 'm going to ask  
 5 Is his sister going to be  
 6 isn't  
**4** 1 will 4 isn't going to  
 2 won't 5 will  
 3 are going to 6 will  
**5** 1 're going to bring  
 2 will love  
 3 's going to see  
 4 're going to play  
 5 won't rain  
 6 'll leave

**Vocabulary and Listening**

- 1** first aid kit, tent, soap, sleeping bag, hoodie, raincoat, pillow  
**2** 1 phone chargers 3 sun cream  
 2 pillow 4 toothbrush  
**3** 1 sleeping bag 4 first aid kit  
 2 water bottle 5 sunglasses  
 3 torch  
**4** c  
**5** 1 T 2 F 3 F 4 T 5 F

**Grammar**

- 1** 1 arriving 4 meeting  
 2 taking 5 cooking  
 3 travelling  
**2** 1 is going  
 2 is meeting  
 3 are arriving  
 4 're taking  
 5 Are you borrowing  
**3** 1 aren't staying 4 is, doing  
 2 are coming 5 aren't going  
 3 Are, renting 6 are spending  
**4** 1 Sophia hurt herself when she fell off her bike.  
 2 Max looked at himself in the mirror.  
 3 The children laughed when they saw themselves on TV.  
 4 We taught ourselves to play chess.  
 5 I covered myself with the blanket.  
 6 My TV turns itself off after two hours.  
**5** 1 e 2 c 3 f 4 a 5 b 6 d  
**6** 1 wash itself  
 2 drive herself  
 3 enjoy yourselves  
 4 describe myself  
 5 teach themselves  
 6 dress himself

**Speaking**

- 1** 1 help 4 I'll  
 2 want 5 helpful  
 3 Could 6 mind  
**2** 1, 3, 5, 7  
**3** 1 e 2 a 3 d 4 g 5 b 6 f  
**4** 1 e 2 b 3 d 4 a 5 f 6 c

**Writing**

- 1** 1 Thank you 4 generous  
 2 sent 5 fantastic  
 3 surprise 6 love  
**2** 1 Leonardo di Caprio  
 2 a laptop  
 3 basketball  
 4 tennis  
**3** 1 excited about seeing  
 2 thinking of joining  
 3 interested in learning  
 4 thanks again for sending  
**4** 1 for sending 3 for wearing  
 2 on going 4 of flying  
**5** Students' own answers.

**Review Unit 6**

- 1** 1 playlist 4 guest list  
 2 invitation 5 decorations  
 3 takeaway  
**2** 1 I hope Dad won't to be won't be angry that I lost my phone.  
 2 Are you going to eating to eat with us tonight?  
 3 Stephen called last night. He'll He's going to visit us at the weekend.  
 4 Do you think Lucas will to pass will pass his exams?

- 5 This summer ~~we'll go to~~ we're going to spend two weeks in Spain.  
 6 Anna ~~goes to~~ is going to start piano lessons next month.

- 3 1 is starting 4 are having  
 2 are meeting 5 are, returning  
 3 Is, coming 6 is taking

- 4 1 himself 4 herself  
 2 themselves 5 myself  
 3 ourselves 6 yourselves

- 5 Down Across  
 1 pillow 3 hoodie  
 2 raincoat 4 tent  
 4 towels 6 sunglasses  
 5 torch  
 6 soap

## PROGRESS CHECK

### Units 4-6

- 1 1 a packet of biscuits - b  
 2 a bag of crisps - a  
 3 a can of tomatoes - c  
 4 a bowl of cereal - f  
 5 a jar of honey - d

- 2 1 sandwiches 4 paper  
 2 friends 5 any presents  
 3 some soup 6 butter

- 3 1 cost 4 earn  
 2 pay 5 lend  
 3 spends 6 save

- 4 1 the biggest  
 2 the most popular  
 3 more comfortable  
 4 happier  
 5 as fit as  
 6 younger than

- 5 Across Down  
 1 toes 2 elbow  
 4 stomach 3 shoulder  
 6 brain 4 skin  
 7 neck 5 knee

- 6 1 Paula may not get the job.  
 2 Becky may move to Germany.  
 3 We won't use gas in our homes.  
 4 Computers will be able to think.  
 5 Lizzie won't pass her exams.  
 6 People will live on Mars.

- 7 1 sunburn 4 headache  
 2 temperature 5 back hurts  
 3 broken leg 6 stomach ache

- 8 1 'll break 4 won't be  
 2 'll get 5 don't clean  
 3 don't do 6 will help

- 9 1 won't need  
 2 'm not going to have  
 3 will like  
 4 Will dinner be  
 5 'm going to go  
 6 isn't going to come

- 10 1 pillow 4 tent  
 2 first aid kit 5 torch  
 3 sun cream 6 hoodie

- 11 1 'm spending  
 2 Is, coming  
 3 is making  
 4 aren't inviting  
 5 Are, bringing  
 6 isn't having

## UNIT 7

### Vocabulary

- 1 1 make 3 get  
 2 go

- 2 1 get 4 making  
 2 make 5 go  
 3 getting

- 3 1 took 5 get  
 2 went 6 make  
 3 went 7 Take  
 4 made

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

- 5 1 getting married  
 2 taking photos  
 3 took her driving test  
 4 's making dinner  
 5 makes some money

### Reading

- 1 a

- 2 1 Uganda  
 2 change  
 3 dry  
 4 expensive  
 5 climate change  
 6 spoken

- 3 1 F 2 T 3 F 4 F 5 F 6 T

- 4 1 exhausted 3 huge  
 2 freezing 4 terrifying

### Grammar

- 1 1 fallen 4 studied  
 2 eaten 5 slept  
 3 climbed 6 travelled

- 2 1 written 4 had  
 2 lived 5 gone  
 3 won 6 taken

- 3 1 She hasn't ~~eat~~ eaten Turkish food before.  
 2 I haven't ~~meet~~ met anyone famous.  
 3 He ~~haven't~~ hasn't slept in a tent before.  
 4 Laura has ~~ran~~ run a 10km race before.  
 5 ~~They has~~ They've visited lots of castles.

- 4 1 She's visited a museum.  
 2 She hasn't made new friends.  
 3 She's taken some photos.  
 4 She hasn't slept in a tent.  
 5 She's written some postcards.

- 5 1 haven't seen 4 've climbed  
 2 've skated 5 has swum  
 3 hasn't played 6 've made

- 6 1 've done 4 've seen  
 2 've met 5 've ridden  
 3 've visited 6 've stayed

## Vocabulary and Listening

- 1 angry, pleased, worried, cheerful, calm, scared, disappointed

- 2 1 scared 4 bored  
 2 surprised 5 angry  
 3 cheerful

- 3 1 Presenter 4 Stefanie  
 2 Presenter 5 Presenter  
 3 Stefanie 6 Stefanie

- 4 1 T 2 F 3 F 4 F 5 T 6 F

### Grammar

- 1 1 made 4 swum  
 2 broken 5 met  
 3 flown

- 2 1 Has 4 saved  
 2 been 5 hasn't  
 3 has

- 3 1 Has she ~~broke~~ broken her leg?  
 2 ~~Has~~ Have Phoebe and Sara learned to drive?  
 3 Has she ~~get~~ got better at surfing?  
 4 Has Hannah ~~have~~ had a baby?  
 5 ~~Has~~ Have your parents lived in other countries?

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

- 5 1 Have you ever borrowed any money?  
 2 Have your parents ever flown in a helicopter?  
 3 My sister has never had a bad headache.  
 4 I've never met a famous singer.  
 5 Have you ever seen a really scary film?

- 6 1 Have you ever ridden a scooter?  
 2 George has never had a girlfriend.  
 3 Has Lucas ever washed the car?  
 4 They've never earned any money.  
 5 Have you ever dived into a lake?

### Speaking

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

- 2 1, 2, 4, 5, 6

- 3 1 e 2 a 3 c 4 d 5 b

- 4 1 d 2 k 3 f 4 c 5 a 6 j  
 7 b 8 i 9 g 10 h 11 e

### Writing

- 1 1 dinosaurs  
 2 penguins  
 3 mountain biking  
 4 kayaking  
 5 a pencil case

- 2 1 climbed 4 amazing  
 2 been 5 going  
 3 fun 6 wait

- 3 1 so 4 so  
 2 such 5 such  
 3 such 6 so

- 4 Students' own answers.

Review Unit 7

- 1 1 takes 4 take  
2 go 5 make  
3 get 6 get
- 2 1 hasn't ridden 4 's won  
2 haven't slept 5 haven't read  
3 have climbed
- 3 1 My sister has ridden a motorbike.  
2 I haven't seen any whales and dolphins.  
3 My cousin has hiked in a rainforest.  
4 They've taken part in a school concert.  
5 You haven't eaten Indian food.
- 4 1 upset 4 cheerful  
2 worried 5 confident  
3 excited
- 5 1 haven't 4 Have  
2 Has 5 hasn't  
3 Have

UNIT 8

Vocabulary

- 1 1 e 2 a 3 f 4 d 5 c 6 b
- 2 1 hanging 4 makes  
2 was 5 shouted  
3 get
- 3 1 to 4 at  
2 with 5 to  
3 with 6 to
- 4 1 say 5 get  
2 get 6 to  
3 out 7 at  
4 look

Reading

- 1 1, 3, 4, 6, 8
- 2 1 T 2 F 3 F 4 T 5 F 6 T
- 3 1 pal 3 elderly  
2 After a while 4 giant

Grammar

- 1 1 I've lived in Paris since 2015.  
2 I haven't played tennis for a long time.  
3 Mr Scott has taught for twenty years.  
4 Simon hasn't seen his gran since last year.  
5 Mia has had a cold since Sunday.  
6 I've been at this school for a year.
- 2 1 for 3 since 5 for  
2 since 4 for 6 since
- 3 1 've been 4 hasn't tidied  
2 've lived 5 hasn't done  
3 's visited 6 've made
- 4 1 Where's my raincoat? I haven't seen it since for days.  
2 I didn't see haven't seen Alex since last week.  
3 I need to get my laptop from Tom. He has He's had it for days now.  
4 My cousins haven't visited us for since 2018.

- 5 Louis ~~doesn't clean~~ hasn't cleaned his bike since he bought it.

Vocabulary and Listening

- 1 1 c 2 e 3 d 4 f 5 b 6 a
- 2 1 helped 4 offered  
2 raised 5 invited  
3 thank 6 gives
- 3 3, 4, 6, 8
- 4 1 250 4 more  
2 longer 5 heart  
3 happy

Grammar

- 1 1 e 2 f 3 b 4 a 5 c 6 d
- 2 1 went 5 've been  
2 have eaten 6 ate  
3 lost 7 has met  
4 met
- 3 1 I went 4 was  
2 Have you seen 5 left  
3 I've brought 6 did you buy
- 4 1 have told 5 made  
2 were 6 Have, met  
3 had 7 hasn't come  
4 've asked
- 5 1 I've read this book before.  
2 Did James play tennis last Sunday?  
3 We haven't decided where to go on holiday this year.  
4 His grandparents moved to the USA last year.  
5 Rob didn't come to school yesterday.  
6 Have you climbed this mountain before?

Speaking

- 1 1 sure 5 suppose  
2 Come 6 Think  
3 think 7 persuaded  
4 should

- 2 1, 2, 3, 6, 7

- 3 1 I'm not sure  
2 We really should do it  
3 I suppose so  
4 Think of  
5 you've persuaded me

- 4 1 g 2 a 3 d 4 b 5 f 6 c

Writing

- 1 1 met 4 common  
2 been 5 example  
3 because 6 into
- 2 1 at school 4 his clothes  
2 dark brown 5 football  
3 his homework
- 3 1 b 2 b 3 a 4 a 5 b
- 4 1 She's got lovely long blond hair.  
2 She drives a nice little red car.  
3 She wore a beautiful long blue dress.  
4 He's got a friendly black dog.  
5 They live in a horrible little apartment.  
6 Ava got a cool blue bike.

- 5 Students' own answers.

Review Unit 8

- 1 1 On Sunday Grandma came for lunch and she's brought she brought us a lovely cake.  
2 Kira's feeling nervous because she didn't ride hasn't ridden a horse before.  
3 Dan ~~has taken~~ took his driving test last week, but he didn't pass.  
4 ~~Has Julia spoken~~ Did Julia speak to you when you saw her yesterday?  
5 ~~Did you ever go~~ Have you ever been to Australia?  
6 ~~We've been~~ We went to the cinema yesterday and saw the new Pixar film.
- 2 1 since 4 since  
2 for 5 for  
3 since
- 3 1 Greta has lived in the UK since 2019.  
2 My parents have lived in this house for twenty years.  
3 Paul hasn't been to the gym for three weeks.  
4 Hannah hasn't eaten meat for six months.  
5 Has Karl got fitter since he started running?
- 4 1 shouted 4 looks  
2 laugh 5 gets  
3 hangs

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

UNIT 9

Vocabulary

- 1 1 elderly 5 toddler  
2 married 6 adult  
3 retired 7 middle-aged  
4 teenager
- 2 1 newborn baby 4 young adult  
2 toddler 5 adult  
3 teenager
- 3 1 c 2 e 3 a 4 b 5 d
- 4 1 grown-up 4 adults  
2 newborn 5 toddler  
3 middle-aged
- 5 1 newborn baby 4 teenager  
2 toddler 5 young adult  
3 elderly
- 6 1 married 4 toddler  
2 teenagers 5 retired  
3 newborn 6 grown-up

Reading

- 1 a
- 2 1 b 2 a 3 d 4 c
- 3 1 F 2 F 3 T 4 T
- 4 1 medal 3 athlete  
2 compete 4 team

**Grammar**

- 1** 1 used 4 didn't  
2 live 5 watch  
3 use 6 use
- 2** 1 e 2 b 3 d 4 c 5 a
- 3** 1 use 4 use  
2 used 5 use  
3 used 6 use
- 4** 1 I used to do my homework in my bedroom.  
2 She didn't use to eat breakfast.  
3 Did you use to take a snack to school?  
4 I used to get on well with my brother.  
5 My sister didn't use to make her bed.  
6 Did they use to save their pocket money?
- 5** 1 At the weekend, we used to going go to the beach.  
2 Did you used use to get on well with your brother?  
3 I wasn't didn't use to wear glasses when I was a child.  
4 Did they used use to live near us?  
5 She used to hanging hang out with Sophie and Becky.  
6 We weren't didn't use to eat so many cakes or biscuits.
- 6** 1 used to walk 4 used to clean  
2 use to see 5 used to wear  
3 use to earn

**Vocabulary and Listening**

- 1** 1 chew 4 Dress  
2 forget 5 Put  
3 Follow 6 use
- 2** 1 b 2 c 3 f 4 d 5 a 6 e
- 3** 1 time 4 attention  
2 instructions 5 language  
3 tidy 6 gum
- 4** 1, 3, 5, 6, 8
- 5** 1 T 2 F 3 T 4 T 5 F
- 6** 1 different 4 choose  
2 All 5 month  
3 on time 6 jobs

**Grammar**

- 1** 1 don't 4 mustn't  
2 has 5 have  
3 doesn't
- 2** 1 a 2 c 3 b 4 c 5 a
- 3** 1 mustn't 4 have to  
2 have to 5 mustn't  
3 don't have to 6 have to
- 4** 1 anywhere 4 Someone  
2 anything 5 something  
3 anyone 6 somewhere  
4 Someone
- 5** 1 c 2 e 3 d 4 b 5 a

- 6** 1 We want to go anywhere somewhere nice for lunch.  
2 I need anyone someone to help me with my homework.  
3 I can't find my bag somewhere anywhere.  
4 Has someone anyone seen Daniel this morning?  
5 I want to buy anything something for Eva's birthday.  
6 The teacher was terrible. I didn't learn something anything in her classes.

**Speaking**

- 1** 1 aren't allowed  
2 Is it OK  
3 don't have to  
4 have to  
5 mustn't
- 2** 2, 3, 6
- 3** 1 d 2 e 3 c 4 a 5 b

**Writing**

- 1** 1 a coat, jumpers, boots  
2 volleyball  
3 Monday to Thursday  
4 explore the city centre  
5 Thursday
- 2** 1 suggest 3 have  
2 should 4 don't
- 3** 1 unfortunately  
2 hopefully  
3 luckily
- 4** 1 Luckily  
2 Unfortunately  
3 Hopefully  
4 Luckily  
5 Unfortunately
- 5** Students' own answers.

**Review Unit 9**

- 1** 1 a newborn baby  
2 an elderly man  
3 a happy toddler  
4 We're married!  
5 a teenager
- 2** 1 Did your brother use to enjoy school?  
2 My sister used to play football on Saturdays.  
3 Did you use to go to Italy every summer?  
4 She didn't use to draw very good pictures.  
5 I used to take out the recycling.  
6 Sam didn't use to make his bed.
- 3** 1 c 2 a 3 g 4 f 5 d 6 e  
7 h 8 b
- 4** 1 don't have to 4 have to  
2 don't have to 5 don't have to  
3 mustn't
- 5** 1 anywhere 4 somebody  
2 anyone 5 something  
3 somewhere

**PROGRESS CHECK**

**Units 7-9**

- 1** 1 I'm getting going rock climbing with some friends at the weekend.  
2 We're leaving in half an hour so you need to make get ready.  
3 Lena is learning to drive and hopes to get take her driving test soon.  
4 We're planning to get go abroad for our holiday this year.  
5 You can't make take photos inside the museum.
- 2** 1 has written 4 has won  
2 has broken 5 has had  
3 hasn't done
- 3** 1 d 2 a 3 e 4 b 5 c
- 4** 1 've never been  
2 Has, ever tried  
3 's never tried  
4 Have, ever visited  
5 've never invited
- 5** 1 hang 4 look  
2 get 5 argues  
3 kind 6 shouts
- 6** 1 've known, for  
2 has been, for  
3 has lived, since  
4 haven't seen, since  
5 haven't tidied, for
- 7** 1 went 4 has been  
2 Did, like 5 's worked  
3 thought
- 8** Down  
1 adult  
2 middle  
3 married  
5 retired  
6 baby  
Across  
4 toddler  
7 elderly
- 9** 1 used to keep 3 used to take  
2 use to go 4 use to like
- 10** 1 b 2 b 3 b 4 a 5 b
- 11** 1 doesn't have  
2 mustn't  
3 have  
4 must  
5 don't have

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