

Keep it

REAL!

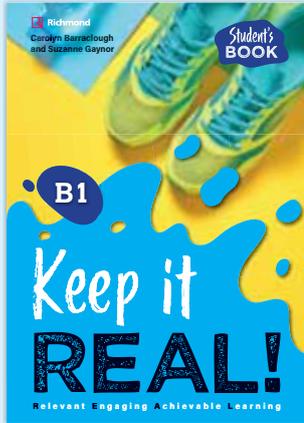
Keep it

REAL!

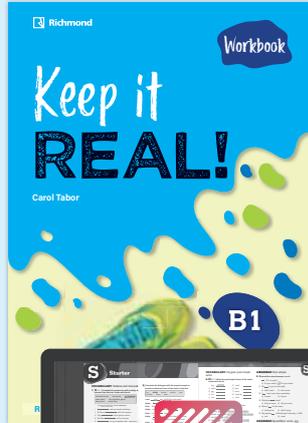
Keep it REAL!

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



Tests

Worksheets
Scripts
Workbook answer key



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SPEAKING

WRITING

CULTURE

21ST CENTURY SKILLS

› Comparative and superlative adjectives › Past simple › Quantifiers: *some, any, (how) much, (how) many, a lot of*

› *What's on...?*
 › **Skill:** Asking and answering questions about past events
 › **Useful language:** Asking and answering questions
 › **Keep moving!**

› *A story*
 › **Skill:** Writing about a special event in the past
 › **Useful language:** Time phrases
 › **Look!** Connectors

› *A museum with a difference*
 › **Word Power:** Verb and noun collocations
 › **Culture video**

FIND OUT p17
THINK CRITICALLY p10
COMPARE CULTURES p17
GET CREATIVE p14

› *Can you help us?*
 › **Skill:** Asking for help and information
 › **Useful language:** Asking for help; Giving information
 › **Keep moving!**

› *An email*
 › **Skill:** Writing about my holiday news
 › **Useful language:** Writing about past events
 › **Look!** *really, so, such*

› *Something to take home*
 › **Word Power:** Compound nouns
 › **Culture video**

FIND OUT p19
THINK CRITICALLY p27
COMPARE CULTURES p21
GET CREATIVE p27

› *I'd prefer pizza*
 › **Skill:** Expressing preferences
 › **Useful language:** Expressing present and future preferences
 › **Keep moving!**

› *A description*
 › **Skill:** Writing a description of a special meal
 › **Useful language:** Describing a meal
 › **Look!** Order of adjectives

› *International flavour*
 › **Word Power:** Places where you can buy meals
 › **Culture video**

FIND OUT p31
THINK CRITICALLY p30
COMPARE CULTURES p29
GET CREATIVE p37

LITERATURE UNITS 1-3 pp.112-113

› *What next?*
 › **Skill:** Giving reasons to support my point of view
 › **Useful language:** Giving opinions
 › **Keep moving!**

› *A letter*
 › **Skill:** Writing a letter about my future plans
 › **Useful language:** Speculating about the future
 › **Look!** Future time expressions

› *Top teenage jobs*
 › **Word Power:** Word families
 › **Culture video**

FIND OUT p42
THINK CRITICALLY p47
COMPARE CULTURES p47
GET CREATIVE p40

› *Do you really mean that?*
 › **Skill:** Asking for and giving clarification
 › **Useful language:** Giving and asking for clarification
 › **Keep moving!**

› *Advice forum*
 › **Skill:** Writing advice in a forum
 › **Useful language:** Giving reasons
 › **Look!** Talking about purpose

› *Not the only language*
 › **Word Power:** Language nouns
 › **Culture video**

FIND OUT p50
THINK CRITICALLY p57
COMPARE CULTURES p57
GET CREATIVE p54

› *Have a go!*
 › **Skill:** Preparing a group presentation
 › **Useful language:** Giving a group presentation
 › **Keep moving!**

› *FAQs*
 › **Skill:** Writing clear and useful information
 › **Useful language:** Using questions as headings
 › **Look!** Making adjectives stronger or weaker

› *Who do you support?*
 › **Word Power:** Sports places, people and equipment
 › **Culture video**

FIND OUT p67
THINK CRITICALLY p67
COMPARE CULTURES p64
GET CREATIVE p60

LITERATURE UNITS 4-6 pp.114-115

› *Plastic free!*
 › **Skill:** Agreeing and disagreeing
 › **Useful language:** Agreeing and disagreeing
 › **Keep moving!**

› *A for and against essay*
 › **Skill:** Writing an essay about the environment
 › **Useful language:** Arguing for and against
 › **Look!** Giving more information

› *Animal protection*
 › **Word Power:** Nouns related to verbs
 › **Culture video**

FIND OUT p69
THINK CRITICALLY p77
COMPARE CULTURES p77
GET CREATIVE p70

› *Did you hear about ...?*
 › **Skill:** Asking for news and reacting
 › **Useful language:** Asking for news; Giving news; Reacting
 › **Keep moving!**

› *A blog post*
 › **Skill:** Writing an informal blog post
 › **Useful language:** Using informal language
 › **Look!** Exclamatory phrases

› *Learning together*
 › **Word Power:** Words and expressions related to time and periods of life
 › **Culture video**

FIND OUT p87
COMPARE CULTURES p80
THINK CRITICALLY p82
GET CREATIVE p87

› *You won't regret it!*
 › **Skill:** Persuading
 › **Pronunciation:** Intonation
 › **Useful language:** Being persuasive
 › **Keep moving!**

› *A review*
 › **Skill:** Writing a review of a shop or a website
 › **Useful language:** Writing a review
 › **Look!** Recommending

› *Shopping adventure*
 › **Word Power:** Compound nouns
 › **Culture video**

FIND OUT p97
THINK CRITICALLY p89
COMPARE CULTURES p97
GET CREATIVE p90

LITERATURE UNITS 7-9 pp.116-117

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.

Eat up! Unit 3

VOCABULARY Food and drink adjectives

1 Work in pairs. Look at the pictures. When do people eat snacks like these?

2 Read and listen to the article. Then match the pictures with four of the snack descriptions.

SNACK ATTACK! School's just finished and you want a snack – something small to keep you going until dinner. We asked you to share your favourite snacks.

I always have natural yoghurt. I love creamy Greek yoghurt with fruit. It's so healthy. Some people think it's sour, but I think it's delicious. *Anna, Sweden*

Definitely curry fish balls with chili sauce. It's quite spicy and a little salty, too. Sometimes I eat some crispy prawn crackers. *Cham, Hong Kong*

I try to wait for dinner, but when I'm really hungry I have some crunchy raw carrots with hummus. *Jackie, UK*

I like a savoury snack. I love fresh bread with avocado and salt and pepper on it, but not so it's too salty. It's simple, but so good. *Francine, Chile*

My favourite snack is a watermelon ice lolly. It's sweet and healthy. It's frozen fruit on a stick and I taste great on a hot day. *Akshant, Japan*

3 Read and listen to the adjectives. How do you say them in your language?

crunchy crisy crunchy fresh foam salty salty salty salty salty salty salty

4 In pairs, describe these foods with adjectives from Exercise 3.

5 Discuss the questions with your partner.

1 What is your favourite after-school snack? Why?

2 What is your favourite after-school snack? Why?

Look! savoury and salty

Savoury food is not sweet. It has salt or spice in it. Salty means that salt is the main flavour.

Now watch the vlog.

Accessible grammar with animated presentations

Simple, effective grammar lessons with animated grammar presentations.

GRAMMAR Present perfect with *How long ...?* for and since

1 Copy the grammar box and complete the examples with a phrase from the box.

for ten years have you felt since the new film since the summer

How long ...? for and since

How long ... has she been? I've had the problem ... I haven't been to the cinema ... She's known this leading ...

Rules

We use *How long ...?* a present perfect to ask questions about the duration of a situation.

We use *for* with a period of time, e.g. for ten years.

We use *since* with a fixed time in the past, e.g. since the summer.

We can use *since ...* a past simple with the present perfect to describe when a situation started.

2 Complete the sentences with *for* or *since*.

1 Nathan has written a food blog ... the left college.

2 The cat has served hot food ... last year.

3 I haven't eaten any sweet snacks ... two weeks.

4 My brother has had great coffee ... he was sick.

5 I've lived in Salamanca ... I was six.

6 I've wanted to try tapas food ... a long time.

3 Complete the sentences with the present perfect form of the verbs in brackets and *How long ...?* for or since.

1 Jacob has eaten (eat) a lot of cake since he arrived.

2 We ... (know) the waiter ... a long time.

3 You ... (not drink) any water ... a few hours.

4 I ... (be) sick ... I ate all that pizza.

5 ... (you) asleep ... (be) at university? She ... there ... two years.

6 My sister ... (work) as a chef ... 2001.

FOOD FACTS YOU WILL BLOW YOUR MIND!

The smartphone maker **BlackBerry** has used (use) bags of potatoes on roads to test its signals on planes ... 2012. Potatoes and humans affect Wi-Fi signals in similar ways, so people don't have to sit on a plane for hours while they test the signals.

How long ...? (you) / have that jar of honey in your kitchen cupboard? It probably ... (not) buy there ... a very long time. However, archaeologists have recently discovered some ancient honey. The honey ... (be) in its ceramic pots ... more than 5,000 years and you can still eat it!

Researchers think people in Mexico ... (eat) cacao beans for food and drink ... 1900 BC. Chocolate ... (become) the chocolate we know today over 1,000 years ago.

4 Work in pairs. Take turns to ask and answer the questions.

1 Know your best friend ... (be) in school?

2 Be a student at this school ... (be) in school?

How long have you known your best friend?

3 ... (be) in school?

4 ... (be) in school?

Now watch the grammar animation.

Fun facts

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

FUN FACT

Chefs have worn tall white hats since the sixteenth century. These hats stop hair falling into food. The height of the hat shows how much experience the chef has.

Fast finisher

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

FAST FINISHER

What food do you like/dislike? Why? How long have you liked/disliked it? Write three sentences.

FAST FINISHER

Describe two types of food that are popular in your country. Which do you prefer? Why?

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!*

Word Power

Regular word-building exercises through the Word Power feature.

5 Word Power The verbs *look*, *feel* and *smell* are verbs of the senses. Find two more in the article and complete the sentences.

- Those biscuits *look* really good with all that decoration.
- Mmm, something ... good. What is it? Are you baking a chocolate cake?

21st century skills

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

6 THINK CRITICALLY Work in groups. Discuss the statement 'People shouldn't eat or drink in the cinema'. Do you agree? Why/Why not?

6 GET CREATIVE Work in pairs or small groups. Find facts and pictures about the history of a dish in your country. Present it to the class.

4 FIND OUT Astronauts have to eat special food in space. What do they eat for bread?

7 COMPARE CULTURES In groups, write a list of snacks that are popular in your country. How would you describe the snacks to an English-speaking friend?

Projects, Literature and Exams

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

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.

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**



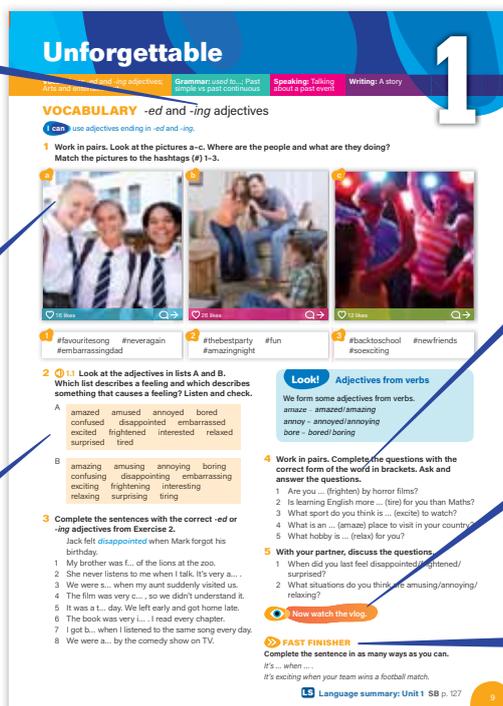
VOCABULARY

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.

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

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



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.

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.

Focus on 21st century skills: Find out, Get creative, Think critically and Compare cultures.

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

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

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.

Pronunciation feature allows students to listen and repeat.

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.

Lesson aims clearly stated in 'I can' statement.

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

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

Controlled and freer practice exercises on form and meaning.

Animated grammar presentations of meaning and form.

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.

The screenshot shows a digital lesson interface. On the left, a page titled 'What's on ...?' lists autumn events: 'What's on this autumn?' with three categories (a, b, c) featuring posters for a street art workshop, a photography competition, and a yoga class. The 'SPEAKING' section includes a dialogue between Ben and Amy about a weekend workshop, followed by listening and repetition exercises. A 'Useful language' box provides phrases for asking and answering about events. A 'Speaking plan' section outlines a 3-stage process: Prepare (choosing a situation), Speak (practising dialogues), and Reflect (using adjectives). The 'FAST FINISHER' section features a video of a man and a writing task about meeting an old friend.

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.

The screenshot shows a lesson page titled 'REAL CULTURE! A museum with a difference'. It features a text about 'Frank's BIG IDEA' and a 'Rate your visit' section. Exercises include matching museum types, identifying sources of information, and reading sources of information. A 'FAST FINISHER' section includes a video and a writing task about an old object. The page also includes a 'Local residents remember...' section with a diary entry and a 'Word Power' section with a word-building task.

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.

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

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

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

A special memory
WRITING A story
 I can write about a special event in the past.

1 Read Luna's story. What did she learn to do?

AN UNFORGETTABLE DAY
 When I was fourteen, I had a brilliant birthday. On the day, I woke up at 6 a.m. because I was excited to see my present. However, my parents were still sleeping. While I was waiting for them, I went into the living room. There was just a card on the table, so I felt a bit disappointed. Just then, Mum and Dad came into the room. After that, I opened the card. Inside was a voucher for unicycle lessons at a circus school. I was really surprised! Later on, I went for my first unicycle lesson. I didn't feel confident at first, so I fell off a lot. After a while, my knees hurt, but every time I fell off I got back on. At the beginning, the teacher held my arm while I cycled. Eventually, I cycled on my own. It was an unforgettable day because it was great fun and I learned to do something new!

2 Answer the questions about Luna's story.
 1. What was the memorable event?
 2. What did Luna see on the table?
 3. How did Luna feel when she opened her present?
 4. Why did Luna's knees hurt?
 5. Why was it an unforgettable day?

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

Useful language
Time phrases
 On the day, I was ... At the beginning ...
 Just then, ... Later on, ...
 After that, ... Eventually, ...
 After a while, ...

4 Read the **Look!** box. Find examples of each connector in the story. Which ones have a comma (,) before them?
Look! Connectors
 Connecting similar ideas: and
 Connecting different ideas: However, but
 Giving reasons: so, because

5 Complete the sentences with the correct connector.
 1. I wanted to watch TV ... my dad was watching football.
 2. My favourite team was playing ... I decided to watch the match.
 3. The score was 1-1 at half time ... we won 2-1.
 4. Dad made me a cake ... it was my birthday.
 5. We all enjoyed the match ... we ordered pizzas to celebrate our win after it finished.

6 Read the advert for a competition and make notes for each question.
BARTON SCHOOL WRITING COMPETITION
 We want to hear all about an unforgettable day or special memory. Was it a special event?
 How old were you? What happened?
 What did you do? What adjectives best describe it?
 Upload your story here. You can share your photos, too. There are two cinema tickets for the best story!

7 Write a story about an unforgettable day or a favourite memory. Follow the steps in the **Writing plan**.

Writing plan
Prepare
 Write notes about your special day. Use the questions in the advert.
Write
 Organize your ideas into two or three paragraphs.
 Use the expressions from the **Useful language** box.
Reflect
 Check your grammar: past simple and past continuous with when and while.
 Check your use of connectors and time phrases.
 Check your spelling.

Writing summary: WB p. 84 Exams: Unit 1 SB p. 118 Language summary: Unit 1 SB p. 127

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.

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

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.

LANGUAGE SUMMARY
UNIT 1

GRAMMAR
used to

Affirmative I used to live in Madrid.	Negative I didn't use to be interested in music.
You used to be shy.	We didn't use to watch horror films.
She used to get very excited on her birthday.	They didn't use to watch TV.

Questions
 Did you use to share a room? Yes, I did / No, I didn't.
 Did he use to live near here? Yes, he did / No, he didn't.
 Did they use to go to school here? Yes, they did / No, they didn't.

Short answers
 Yes, they did / No, they didn't.

Rules
 We use **used to** to talk about past habits and old routines.
 We use **used to** when the state or action lasted for some time or happened repeatedly.
 We use the infinitive **use (not used)** in negative sentences and questions.

Past simple vs past continuous

Past simple I found my old camera while I was tidying my room.	Past continuous The phone rang while I was doing my homework.
Past continuous While I was tidying my room, I found my old camera.	Past simple While I was doing my homework, the phone rang .
Past continuous I was tidying my room when I found my old camera.	Past simple I was doing my homework when the phone rang .

Rules
 We often use the past simple and past continuous tenses in the same sentence.
 We use the past simple to describe the completed action.
 We use the past continuous to describe the action that was in progress.
 We use **while** before the past continuous.
 We use **when** before the past simple.

VOCABULARY
-ed and -ing adjectives

amazed / amazing	excited / exciting
amused / amusing	frightened / frightening
amused / annoying	interested / boring
bored / boring	interested / interesting
confused / confusing	relaxed / relaxing
continuous with when and while	surprised / surprising
disappointed /	tired / tiring
embarrassed /	
embarrassing	

Arts and entertainment
 audience fair
 carnival festival
 costume parade
 entertainer performer
 entertainment reporter
 event workshop
 exhibition

SPEAKING
Talking about a past event
 How was your weekend/holiday?
 How did you find out/hear about it?
 What was it like?
 Who did you go with?
 What did you like most about it?
 It was amazing/brilliant/firing.
 I saw an advert/poster.
 It was chilled/interesting/relaxing.
 I went with my brother.
 The final performance/entertainment/music ...

WRITING
Time phrases
 On the day, I was ... At the beginning ...
 Just then, ... Later on, ...
 After that, ... Eventually, ...
 After a while, ...

Connectors
 I went to the park **and** we had a picnic.
 My team played really well. **However**, they lost the match.
 The weather was lovely in the morning, **but** it changed after lunch.
 I was tired **so** I decided to go to bed.
 We had to walk home **because** we missed the last bus.

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.

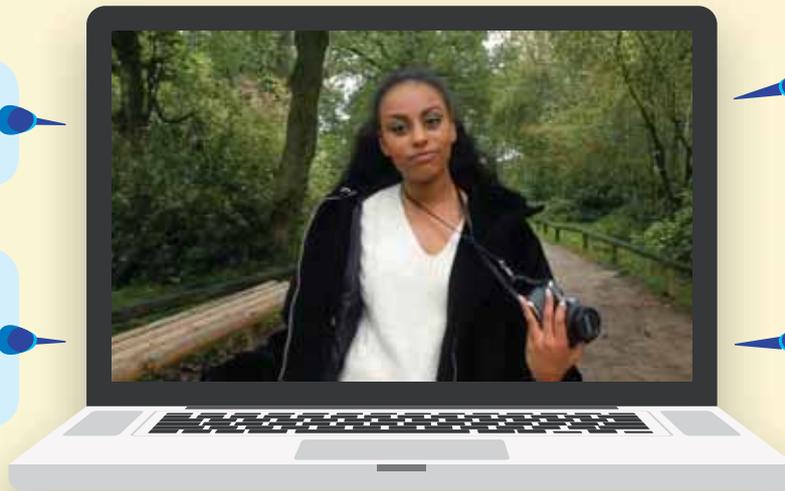
ON-SCREEN LEARNING

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 291-299 and for vlog scripts see pages 309-311.

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 300-308 and for culture video scripts see pages 312-313.

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 314-318.

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.



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.

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

Useful language box with grammar structures from the unit.

Model project for reference and support.

21st century skills included for project planning and research.

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.

The screenshot shows a lesson page for 'The Canterville Ghost' from the Richmond Readers series. It is divided into three main sections: 'BEFORE YOU READ', 'READ', and 'REFLECT'. The 'BEFORE YOU READ' section includes a 'Work in pairs and answer the questions' task and an 'Outline' box summarizing the story. The 'READ' section features a 'Look at the picture' task and a 'Glossary' box with words like 'shroud', 'bloodstained', and 'helpline'. The 'REFLECT' section includes a 'Word Power' task and a 'Get Creative' task. Annotations with blue arrows point to various parts of the page, such as the 'Before you read' stage, the 'Outline' box, the 'Read' stage, the 'Glossary' box, and the 'Reflect' stage.

Word Power word-building task.

Reflect stage 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 Exams 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.

The screenshot shows an exam practice lesson page for 'EXAM PRACTICE UNIT 1'. It features a 'READING Multiple matching' task with a 'Look! About the task' box and a 'Useful strategies' box. Below this is a 'FILM REVIEWS' section with three articles: 'BUSY LIVES', 'DESERT', and 'THE A GAME'. Each article includes a short text and a small image. Annotations with blue arrows point to the 'Look!' box, the 'Useful strategies' box, and the 'FILM REVIEWS' section.

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

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

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.

1 Unforgettable

VOCABULARY *ed and -ing* adjectives

1 Match the words with the pictures.

2 Complete the dialogue with the correct adjective form of the verb in brackets.

3 Choose the correct answer.

4 Complete the sentences using the adjectives in brackets.

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

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

Word Power word-building task.

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

PROGRESS CHECK STARTER AND UNITS 1-3

1 Complete the text with the words in the box.

2 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

3 Choose the correct answer.

4 Complete the sentences and questions with the verb in brackets.

5 Complete the conversation with the words in the box. Listen and check.

6 Complete the table with the correct form of each verb.

7 Choose the correct answer.

8 Find fifteen more words for travel and journeys in the wordsearch.

9 Complete the sentences with the past simple and the past continuous form of the verbs in brackets. Listen and check.

10 Choose the correct answer.

11 Complete the sentences and questions with the present perfect or the past perfect.

12 Complete the sentences with the words in the box.

13 Complete the sentences with how often you do the activities.

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

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

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

Comprehensive Writing summary section at the back of the Workbook.

WRITING SUMMARY UNIT 1

WRITING A story

The best birthday present

Give your story a title.

Write when the event happened and what it was.

Give details about what happened.

Say why the event was special.

Use these phrases to say what happened next.

Use these phrases to say what happened at a particular time in the past.

Use these phrases to say why the event was special.

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.

VOCABULARY SUMMARY UNITS 1-9

UNIT 1 *ed and -ing* adjectives

UNIT 2 Verbs for travel and holidays

UNIT 3 Food and drink adjectives

UNIT 4 Jobs and job sectors

UNIT 5 Adjectives of personality

UNIT 6 Arts and entertainment

UNIT 7 Nouns for travel

UNIT 8 Verbs for travel and holidays

UNIT 9 Nouns for travel

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.



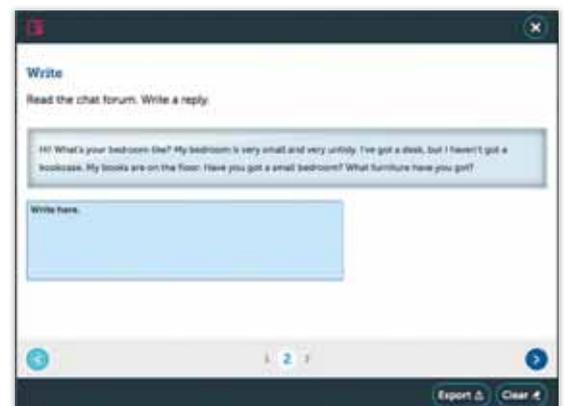
EXTRA PRACTICE ACTIVITIES

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.



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.

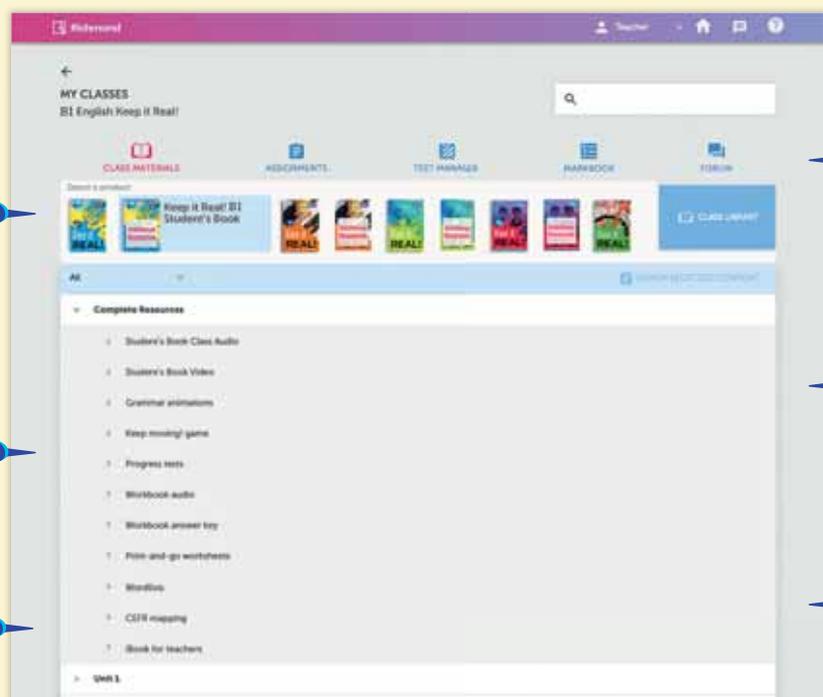
Includes Student's Book, Workbook and Teacher's Guide all in one place.

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.

Starter

S

VOCABULARY Hobbies and interests

I can talk about hobbies and interests.

1 **S0.1** Match the expressions with the pictures. Listen and check.

chat with friends do exercise go for a walk
go shopping make a vlog make cakes
play an instrument play computer games
take photos watch films



2 Copy the headings. Make lists with the expressions in Exercise 1. Add more activities to each list.

Activities you usually do at home

Activities you usually do somewhere else

Activities you usually do alone

Activities you usually do with friends

3 Work in pairs. Discuss the activities. When and where do you do them?

A: I usually go shopping in the shopping centre on Saturdays. What about you?

B: I don't go shopping often. It's boring!

Adjectives

I can use common adjectives.

4 **S0.2** Complete the article with the adjectives in the box. Listen and check.

beautiful clever cool difficult easy
fun funny interesting nice scary

The bloggers ...

I'm Beth and I enjoy making cakes with my friend Levi. We put recipes on our blog and people write a lot of ¹... comments. I write the blog and Levi takes the photos. It isn't ²... to get good photos of food, but Levi's photos are always ³... . Cooking isn't our only hobby – we love watching films, too. Levi likes ⁴... films with zombies, but I prefer ⁵... films! We're thinking of starting a blog about our favourite films. If you think this idea for a blog is ⁶..., let us know!



and the vlogger

Hi, I'm Alfie, and I'm a vlogger. There are lots of fashion vlogs for girls, but there aren't many for boys. I want to change that, so I make videos about ⁷... new styles and clothes. I make my vlog when I go shopping and when I'm at home. I love making my vlog – it's really ⁸... . But it's ⁹... to edit the videos, so my brother helps me. He's really ¹⁰... with computers.



5 Read the article again. Who does these things? Write Beth, Levi or Alfie.

Who ...

enjoys making cakes? **Beth**

1 enjoys taking photos?

2 enjoys making videos?

3 loves watching films?

4 has plans for a new project?

5 has help from a family member?

Look! fun and funny

fun and **funny** are both adjectives.

Compare the sentences:

We do **fun** activities at the weekend. (I enjoy them.)

Jacob is very **funny**. (I laugh when I'm with him.)

Starter



STARTER UNIT OVERVIEW: The aim of this unit is to review language that sts already know, to remind them of familiar vocabulary and grammar before they start the main units of the book. They talk about hobbies and interests, revise adjectives, and practise irregular past simple verbs. They review the present simple and present continuous, comparative and superlative adjectives, the past simple, and quantifiers. They read a text to find information and practise describing a photo.

Vocabulary	Grammar	Pronunciation	Reading	Speaking	Look!
Hobbies and interests (<i>chat with friends, do exercise, go for a walk, go shopping, make a vlog, make cakes, play an instrument, play computer games, take photos, watch films</i>); Adjectives (<i>beautiful, clever, cool, difficult, easy, fun, funny, interesting, nice, scary</i>); Irregular past simple verbs	Present simple and present continuous; Comparative and superlative adjectives; Past simple; Quantifiers: <i>some, any, (how) much, (how) many, a lot of</i>	Different vowel sounds	Finding information in a text and answering questions	Describing a photo	<i>fun and funny</i>

WARMER

Start by miming a hobby or interest and ask: *What do I do in my free time?* Elicit the answer, then ask some of the sts to mime their hobbies and interests.

VOCABULARY Hobbies and interests

- 1 **S0.1** Read the expressions in the box and elicit or teach the meanings. Sts match the expressions with the pictures. Play the audio track for them to listen, check and repeat. See TG page 274 for audio script.

Answers

- | | |
|---------------------|------------------------|
| 1 go for a walk | 6 take photos |
| 2 make cakes | 7 go shopping |
| 3 do exercise | 8 watch films |
| 4 make a vlog | 9 play an instrument |
| 5 chat with friends | 10 play computer games |

- 2 Read through the headings. Write *go for a walk* on the board. Elicit that it matches three headings (Activities you usually do somewhere else, alone, and with friends). Put sts into pairs to copy the headings and make lists with the expressions from Exercise 1. Check answers. Elicit ideas from the class.

Sample answers

Activities you usually do at home: make cakes, make a vlog, play an instrument, play computer games, watch films (on TV, online)

Activities you usually do somewhere else: chat with friends, do exercise, go shopping, go for a walk, make a vlog, take photos, watch films (in the cinema)

Activities you usually do alone: go shopping, go for a walk, play an instrument, play computer games, take photos

Activities you usually do with friends: do exercise, go shopping, go for a walk, chat with friends, make a vlog

Extra activity ideas: do sport, go for a run, go cycling, read, cook, paint, watch TV, play board games

- 3 Read the example, then make a sentence about yourself, e.g. *I usually go shopping at the market on Saturday morning.* Ask different students: *What about you?* and elicit answers from around the classroom.

Adjectives

- 4 **S0.2** Focus on the photos and ask: *What is Beth/Alfie doing?* (Beth is making a cake. Alfie is making a video/vlog.) Sts then read and complete the article using the adjectives in the box. Play the audio for them to listen and check. See TG page 274 for audio script.

Answers

- | | | |
|-------------|---------------|-------------|
| 1 nice | 5 funny | 9 difficult |
| 2 easy | 6 interesting | 10 clever |
| 3 beautiful | 7 cool | |
| 4 scary | 8 fun | |

- 5 Sts read the article again and answer the questions. There may be more than one answer. Check answers.

Answers

- | | | |
|---------|-----------------|---------|
| 1 Levi | 3 Beth and Levi | 5 Alfie |
| 2 Alfie | 4 Beth and Levi | |

Read the Look! box. Elicit examples of fun activities, e.g. *playing games, going to parties.* Then ask: *What things or people are funny?* to elicit examples, e.g. jokes.

- V** **Vocabulary practice:** WB p. 4

Sts will find more practice of vocabulary for hobbies and interests, and adjectives here. Set these exercises for homework.

GRAMMAR

Present continuous and present simple

I can use the present simple and present continuous.

- 1 Read the grammar box. Copy and complete the rules with the words in the box.

habits and repeated actions
things that are happening now or around now

	Present simple	Present continuous
+	My brother helps me with my vlog.	We're thinking of starting a blog about films.
-	I don't like scary films.	Levi isn't taking a photo right now.
?	Do you read our blog?	What are you doing today?

Rules

We use the present simple for ¹... . We often use it with time expressions like *sometimes, every day, etc.*

We use the present continuous for ²... . We often use time expressions like *at the moment, right now, today.*

- 2 Rewrite the sentences using the negative form.

Nathan goes camping every year.

Nathan doesn't go camping every year.

- My friends and I are hanging out in the park.
- They're playing computer games.
- I write in my diary every evening.
- Ana meets her friend every day.
- The teacher is talking to Ahmed.

- 3 Put the words in the correct order to make questions.

do / go / what time / to school / you / ?

What time do you go to school?

- at the weekend / you / see / do / your friends / ?
- are / what / you / today / in English / studying / ?
- doing / is / your best friend / what / right now / ?
- what / after school / do / you and your friends / usually / do / ?
- enjoying / are / this lesson / you / ?

- 4 Work in pairs. Ask and answer the questions in Exercise 3. Give extra information.

What time do you go to school?

I leave home at about 7.30 and I arrive at school at 8.05. What about you?

Comparative and superlative adjectives

I can use comparative and superlative adjectives.

- 5 Copy and complete the grammar box with the correct comparative or superlative form of the adjectives.

	Adjective	Comparative	Superlative
Short adjectives	tall	taller	the tallest
	nice	¹ ...	² ...
	big	bigger	³ ...
	easy	⁴ ...	the easiest
Long adjectives	difficult	more difficult	⁵ ...
	interesting	⁶ ...	the most interesting
Irregular adjectives	good	better	⁷ ...
	bad	⁸ ...	the worst

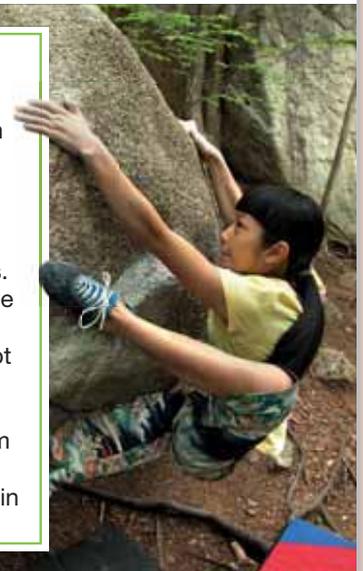
- 6 Complete the sentences. Use the correct form of the adjective in the box.

beautiful difficult funny healthy nice

- Camping in summer is ... than camping in winter.
- I think the castle is ... building in our city.
- Learning the piano is ... than learning the guitar.
- Fruit salad is ... dessert on this menu.
- Your jokes are always ... than mine!

- 7 Complete the text with the correct forms of the verbs and adjectives in brackets.

Ashima Shiraiishi is already one of the ¹... (good) climbers in the world. Although Ashima was born in New York, her parents ²... (come) from Japan. They ³... (live) in Tokyo at the moment. Ashima ⁴... (prepare) for the next Olympics. Ashima is ⁵... (small) than some other climbers, but she is ⁶... (strong) than them! She ⁷... (not have) much free time, but she ⁸... (enjoy) going shopping for second-hand clothes. Her mum makes some of her climbing clothes – she ⁹... (wear) some in the photo!



FAST FINISHER

Write about each of these categories: food, sports, school lessons, films and famous people. Use comparative and superlative adjectives.

Fruit is healthier than cake.

Football is the best sport!

GRAMMAR

Present continuous and present simple

- 1 Read the grammar box. Remind sts how we form the present simple and present continuous. Explain that we use the present simple for things that happen regularly, and things that are always true. We use the present continuous for things happening now. Point out that we use different time expressions with each form (present simple: *sometimes, usually, every day*; present continuous: *right now, today, at the moment*). Sts then copy and complete the rules in their notebooks. Check answers.

Answers

- 1 habits and repeated actions
- 2 things that are happening now or around now

Ask questions to check concept.

Concept check questions: *My brother helps me with my vlog. – A repeated action or something happening now? (a repeated action). My brother is helping me with my vlog today. – A repeated action or something happening now? (something happening now). What do we use for things happening now? (present continuous). And for things that we do more than once? (present simple). What time expressions do we use with the present simple? (sometimes, every day, usually, etc). And with the present continuous? (right now, today, at the moment).*

- 2 Read the example. Then, ask sts to rewrite the sentences using the negative form. Allow them to compare their sentences in pairs, then check answers.

Answers

- 1 My friends and I aren't hanging out in the park.
- 2 They aren't playing computer games.
- 3 I don't write in my diary every evening.
- 4 Ana doesn't meet her friend every day.
- 5 The teacher isn't talking to Ahmed.

- 3 Ask sts to write the questions in their notebooks. Check answers with the class.

Answers

- 1 Do you see your friends at the weekend?
- 2 What are you studying in English today?
- 3 What is your best friend doing right now?
- 4 What do you and your friends usually do after school?
- 5 Are you enjoying this lesson?

- 4 Focus on the example. Ask one or two students to answer the question and encourage them to give extra information. Put sts in pairs to ask and answer the questions in Exercise 3. Monitor and help, then ask a few sts to tell the class about their partner.

Comparative and superlative adjectives

- 5 Write two sentences on the board: *Spain is bigger than the UK. Russia is the biggest country in the world.* Remind sts that we use comparative adjectives to compare two things, and superlative adjectives to compare more than two things.

Read the grammar box and elicit the spelling rules for short adjectives. Sts copy and complete the grammar box. Check answers with the class.

Answers

- | | | |
|---------------|----------------------|------------|
| 1 nicer | 4 easier | 7 the best |
| 2 the nicest | 5 the most difficult | 8 worse |
| 3 the biggest | 6 more interesting | |

Ask questions to check concept.

Concept check questions: *Why do we use comparative adjectives? (to compare two things). How do we make comparative adjectives? (add -er to short adjectives and use more with long adjectives). What word do we use after a comparative adjective? (than).*

What do we use to compare three or more things? (superlative adjectives). How do we form them? (add -est to short adjectives and use most with long adjectives). What word do we use before a superlative adjective? (the).

- 6 Ask students to copy and complete the sentences with the correct form of an adjective from the box. Check answers with the class.

Answers

- | | |
|----------------------|------------------|
| 1 nicer | 4 the healthiest |
| 2 the most beautiful | 5 funnier |
| 3 more difficult | |

- 7 Use the photo to teach *climb/climber*. Focus on the text. Go through the words in brackets and elicit which are verbs and which are adjectives. Sts read and complete the text, then compare answers in pairs. Check answers.

Answers

- | | | |
|--------------|----------------|----------------|
| 1 best | 4 's preparing | 7 doesn't have |
| 2 come | 5 smaller | 8 enjoys |
| 3 're living | 6 stronger | 9 's wearing |

FAST FINISHER

Fast finishers can write sentences about food, sports, school lessons, films and famous people, using comparative and superlative adjectives. Weaker sts focus on one category or write sentences in pairs.

- G Grammar practice: WB** pp. 4 and 5

Sts will find more practice of the present continuous and present simple, and comparative and superlative adjectives here. Set these exercises for homework.

VOCABULARY Irregular past simple verbs

I can make the past simple form of irregular verbs.

- 1 **S0.3** Read and listen to the school newsletter and match the verbs in the box with the blue past simple forms.

buy find out go have hear make meet know
put see send take tell think wake up write

Before 2000



HINKSEY HIGH SCHOOL

Class 10B ¹went on a history trip to a hands-on exhibition of technology from the 1980s and 1990s. We ²knew that old technology was very different, but some of the gadgets that we ³saw were crazy! We ⁴found out a lot about daily life in the past.

- 1 Our parents ⁵woke up when they ⁶heard this every morning.



alarm clock

- 5 My parents often ¹³met their friends at the arcades to play these exciting new games.



video games

- 2 Kids often ⁷took photos with this. It was quick and very cool. They ⁸put their photos in an album.



Polaroid camera

- 6 Teenagers listened to music on this. They ¹⁴thought it was really cool.



cassette player

- 3 People ⁹made films of family life with this. My mum ¹⁰told me it was my grandad's favourite hobby!



camcorder

- 7 Every home ¹⁵had this because most people didn't have mobile phones until the late 1990s.



landline

- 4 People often ¹¹wrote and ¹²sent messages like this. How slow!



letters

- 8 Families watched films on these. They ¹⁶bought them or rented them from a shop or a library.



video cassettes

- 2 Work in pairs. What do you use now instead of the objects in the pictures?

I don't use an alarm clock. I use my phone.

- 3 Complete each sentence with a past tense verb from Exercise 1.

- My mum ... letters when she was young.
- We ... some great songs from the 1990s.
- I ... some old video cassettes in the attic.
- Dad's hobby was dancing, so he ... a cassette player everywhere!
- We ... to the beach every day when we were on holiday.
- I ... really early this morning because there was a lot of noise outside.
- I ... my aunt's photo albums. Everybody looked so young!
- My friend ... new trainers on Saturday. They look really cool.

4 PRONUNCIATION Different vowel sounds

- S0.4** Listen and repeat the verbs. Pay attention to the different vowel sounds.

hear - heard found - thought
had - made find - listened

- 5 Complete the sentences so that they are true for you.

- I woke up at ... this morning.
- I saw ... on my way to school today.
- I heard a great song by ... last week.
- I met ... at the weekend.
- Last time I went on holiday, I took ...
- I had a ... when I was younger, but I haven't got it now.

- 6 Work in groups. Compare your sentences in Exercise 5. Did you have the same answers as another student?

Lara and I both woke up at 6.30 this morning.

David and I both met our cousins at the weekend.

VOCABULARY Irregular past simple verbs

Sts review irregular past simple verbs. They read and complete a school newsletter, then personalize the vocabulary by making sentences about their lives. They also practise the pronunciation of different vowel sounds.

Vocabulary

Irregular past simple verbs (*buy, find, go, have, hear, make, meet, know, put, see, send, take, tell, think, wake up, write*)

WARMER

With books closed, ask: *What technology do you use?* Elicit one or two examples and write them on the board, then put students in pairs and ask them to think of more types of technology that teenagers use. Examples could include: *computers, laptops, tablets, digital cameras, smartphones, eBook readers, webcams, Fitbits, drones, Virtual Reality headsets, wireless headphones, PlayStations.*

- 1  **S0.3** Go through the words in the box. Elicit that they are all verbs which have irregular past forms (they don't use *-ed*). Focus on the text. Explain that it is a school newsletter about a school trip. Do item 1 as an example, then ask sts to match the remaining verbs with their past simple forms. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. See TG page 274 for audio script.

Answers

1 go	7 take	13 meet
2 know	8 put	14 think
3 see	9 make	15 have
4 find out	10 tell	16 buy
5 wake up	11 write	
6 hear	12 send	

- 2 Focus on the objects in the pictures. Model the pronunciation of each object and check that sts know what they are and, if necessary, how they work. For example, you could take a photo with a Polaroid camera and print it a few seconds later. Cassette players played cassettes with music on (not videos). Read the example, then ask one or two sts: *Do you use an alarm clock?* Elicit answers, then put sts in pairs to do the exercise. When they have finished, ask some sts to tell the class about their partner.

- 3 Go through the sentences and explain any new vocabulary. Ask sts to copy the sentences in their notebooks and complete them. Check the answers with the class.

Answers

1 wrote/sent	4 took	7 saw
2 heard	5 went	8 bought
3 put/saw	6 woke up	

4 **PRONUNCIATION** **S0.4**

Elicit the five English vowels (a, e, i, o, u). Write *hear* heard on the board and model the pronunciation. Point out vowel letters can represent more than one vowel sound, so words that look the same don't always sound the same. Model and drill the pronunciation of the vowel sounds in *hear* /ɪə/ and *heard* /ɜ:/ in isolation. Play the audio once for sts to listen to the words and hear the different sounds, then play it again for them to repeat the words.

- 5 Demonstrate the activity. Go through the sentences and complete them so that they are true for you. You could turn this into a game by dividing sts into two teams and asking them to try to guess your answers before you say them. Sts then write sentences that are true for them. Monitor while they work, and help if necessary.
- 6 Put sts in groups to compare their sentences in Exercise 5. Ask sts from different groups to tell the rest of the class which members of the group had the same answers and which members' answers were different.

EXTRA PRACTICE

Write the verbs from Exercise 1 on the board (*buy, find, go, etc.*). Arrange sts in small groups and ask them to close their books. Then explain the activity. Each member of the group has one minute to make past simple sentences using the verbs on the board, e.g. *I went to town. I bought a bag. I wrote an email.* They get a point for each correct sentence. Sts can use each verb once and they can't repeat a sentence that another member of the group has made. While one student speaks, the others in the group time him/her and count the correct sentences. At the end, find out which student has the most points.

V **Vocabulary practice: WB** p. 5

Sts will find more practice of irregular past simple verbs here. Set these exercises for homework.

GRAMMAR Past simple

I can use the past simple to talk about past events.

1 Read the grammar box. Copy and complete the rules with the correct words from the box.

affirmative negative questions regular

+	My dad had a lot of games like this. Teenagers listened to their music on this.
-	I didn't see that alien. They didn't like it.
?	Did people want to hear the alarm clock? Yes, they did . / No, they didn't .

Rules
We use the past simple form in ¹... sentences. ²... verbs end in *-ed*.
We use *didn't* + infinitive in ³... sentences.
We form ⁴... with *did* + subject + infinitive.

- 2** Choose the correct form of the verbs.
- I didn't *send* / *sent* any text messages yesterday.
 - Did you *watch* / *watched* the football last night?
 - Last week, my friends and I *see* / *saw* a movie.
 - My brother *buy* / *bought* some new earphones.
 - The teacher didn't *write* / *wrote* any comments on my homework.

3 Complete the blog post with the correct form of the verbs in brackets.

We ¹... (find) a lot of old photos at my grandparents' house. Gran ²... (not know) what to do with them. She ³... (not want) to put them in frames. Then I ⁴... (have) a great idea. I used an app to make a digital photo collage. I ⁵... (make) copies of Gran's photos and added some songs that she likes. I ⁶... (not tell) Gran – I gave her the collage as a birthday surprise. She was so happy when she saw the photos and ⁷... (hear) the songs on my laptop – she ⁸... (love) it!



- 4** Ask questions to find out three things that your partner did at the weekend. You can only answer *Yes, I did* or *No, I didn't*.
- A: *Did you go to the cinema?*
B: *No, I didn't.*

Quantifiers: *some, any, (how) much, (how) many, a lot of*

I can use quantifiers with countable and uncountable nouns.

5 Read the grammar box. Do we use the quantifiers in the box with countable nouns, uncountable nouns, or both?

a lot of much many

	Countable	Uncountable
+	You've got some / a lot of great songs on this cassette.	You've got some / a lot of great music on this cassette.
-	There aren't any / many / a lot of apps on my phone.	There isn't any / much / a lot of time.
?	Are there any / many / a lot of instructions? How many video games have you got?	Is there any / much / a lot of information? How much music is there on this cassette?

- 6** Find the quantifier which we can't use in each sentence.
- I've got *much* / *some* / *a lot of* free time today.
I've got much / some / a lot of free time today.
- I haven't got *much* / *some* / *a lot of* money in my school bag.
 - Have you got *a lot of* / *many* / *any* paper? I left my notepad at home.
 - We can't see *any* / *some* / *many* people outside.
 - There are *any* / *a lot of* / *some* students in the park.
 - Is there *much* / *many* / *a lot of* food in the fridge?

- 7** Complete each question with a quantifier. Sometimes there is more than one possibility.
- How ... time do you spend on your phone every day?
 - Are there ... good apps on your phone?
 - Have you got ... videos and photos on it?
 - How ... music is on your phone?
 - How ... headphones or earphones do you own?

- 8** Ask and answer the questions in Exercise 7. Give extra information.
- A: *How much time do you spend on your phone every day?*
B: *I think I spend about two hours on it.*

FAST FINISHER

Write five sentences about your phone. What do you have on it? What do you use it for?
I take a lot of photos on my phone, but I don't have much music on it.

GRAMMAR Past simple

- 1** Read the grammar box. Elicit that we add *-ed* to regular verbs to form affirmative statements in the past simple, but irregular verbs do not follow any patterns. Point out that regular and irregular verbs behave the same way in negative statements and questions. Elicit that in short answers, we use *did* or *didn't* without the main verb.

Ask sts to copy and complete the rules, then check answers.

Answers

- | | |
|---------------|-------------|
| 1 affirmative | 3 negative |
| 2 Regular | 4 questions |

Ask questions to check concept.

Concept check questions: *How do we form the past simple with regular verbs? (add -ed). Do irregular verbs follow the same pattern? (no – they don't follow a pattern). How do we form past simple negative statements? (didn't + infinitive). And past simple questions? (didn't + subject + infinitive). He had a lot of games. – can you make it negative? (He didn't have a lot of games.) Can you make it a question? (Did he have a lot of games?) What are the short answers? (Yes, he did. / No, he didn't).*

- 2** Ask students to copy and complete the sentences with the correct verb forms. Allow sts to compare their answers in pairs, then check answers.

Answers

- | | | |
|---------|----------|---------|
| 1 send | 3 saw | 5 write |
| 2 watch | 4 bought | |

- 3** Ask sts to read the text and write the correct past simple form of the verbs in their notebooks. Allow them to compare their answers in pairs, then check answers.

Answers

- | | | |
|---------------|---------------|---------|
| 1 found | 4 had | 7 heard |
| 2 didn't know | 5 made | 8 loved |
| 3 didn't want | 6 didn't tell | |

- 4** Demonstrate the activity. Tell students they have to ask questions to find out what you did at the weekend, but you can only say *Yes, I did.* or *No, I didn't.* Practise, then put students in pairs to find out about their partner's weekend. Monitor and help, then ask individual sts about their partner.

Quantifiers: *some, any, (how) much, (how) many, a lot of*

- 5** Elicit examples of countable and uncountable nouns and arrange them in two lists. Explain that countable and uncountable nouns use different quantifiers. Read the grammar box with sts, then ask sts to answer the questions. Check answers.

Answers

- a lot of** – countable and uncountable nouns
much – uncountable nouns
many – countable nouns

Ask questions to check concept.

Concept check questions: *Do we say 'some apples' or 'a lot of apples' or both? (both). 'Some people' or 'a lot of people' or both? (both). 'Any games' or 'any time' or both? (both). Do we use 'many' with countable or uncountable nouns? (countable). And 'much'? (uncountable). Can we say 'There are some apples and there is some milk'? (Yes).*

How do we ask questions about quantity? (how much and how many). 'How much money?' or 'How many money?' (How much money?).

- 6** Go through the example. Sts then copy and complete the exercise and compare answers in pairs. Encourage them to refer to the grammar box if they need to. During feedback, elicit which quantifier is incorrect and why.

Answers

- some (we don't use **some** in negative sentences)
- many (we use **many** with countable nouns – **paper** is uncountable)
- some (we don't use **some** in negative sentences)
- any (we don't use **any** in affirmative sentences)
- many (we use **many** with countable nouns – **food** is uncountable)

- 7** Read out the task. Sts copy and complete the sentences in their notebooks, then compare them in pairs. Check answers.

Answers

- | | |
|-------------------------|--------|
| 1 much | 4 much |
| 2 any / many / a lot of | 5 many |
| 3 any / many / a lot of | |

- 8** Focus on the example, then demonstrate the task by going through the questions in Exercise 7 and giving true answers about yourself. Sts then work in pairs to ask and answer the questions. Tell sts to note down their partner's answers, then invite one or two of them to talk about their partner.

FAST FINISHER

Fast finishers can write sentences about their phone, describing what they have on it and what they use it for. Weaker sts could write their answers to the questions in Exercise 7.

- G Grammar practice: WB p. 5**
 Sts will find more practice of the past simple and quantifiers here. Set these exercises for homework.

READING

I can find information in a text and answer questions.

- 1 **S0.5** Read and listen to the advert and descriptions. Which category do Carla and Emin choose for their photos?

Photography competition



Send us your best photo and tell us why you like it.

Choose a category:

hobbies

your town

family and friends

First prize: a three-day photography course

Carla Vidal

I love taking photos, and I've got a really good camera on my phone.

I took this photo of my friend Alex's grandparents. It was their fiftieth wedding anniversary, and they had a big party. She made a cake for her grandparents. In the photo, they're blowing out the candles and everybody is clapping. I like the photo because it's natural – they're really happy, and I like the bright colours. I think it's one of my best photos.



Emin Yilmaz

I recently found an old camera – it was my grandad's. It takes black and white photos, and I think they are really beautiful. This one is my favourite. It's a photo of my sisters, Ela and Melisa. Ela is younger than Melisa, but they love spending time together. They go for walks and watch films. This one is the most interesting photo because they didn't see me. They're in their own little world – just relaxing on the sofa together.



- 2 Read the texts again. Answer the questions.

- 1 Why does Carla take photos with her phone?
- 2 What special occasion was it when Carla took her photo?
- 3 Why does she think it's a good photo?
- 4 What is special about the camera that Emin used?
- 5 What do Ela and Melisa enjoy doing?
- 6 Why does Emin think it's an interesting photo?

SPEAKING Describing a photo

I can describe a photo in detail.



- 3 Look at photos a and b. Which one did Carla take? Which one did Emin take?
- 4 **S0.6** Listen to a student describing a photo. Is he describing photo a or b?
- 5 **S0.7** Listen and repeat the **Useful language**.

Useful language

Describing a photo

This photo shows ...

I think it's ... because ...

Lots of people are *-ing* ...

Everybody is ... *-ing*

I'm not sure, but maybe ...

I see some / a ... at the top / at the bottom / in the middle.

- 6 Find a photo that you like that includes some people. Make a list of things you can see in the photo using the phrases in the box.

at the top / bottom in the background / middle

- 7 Work in pairs. Take turns to describe your photo to your partner. Try to talk for about one minute.

FAST FINISHER

Write an entry for the photography competition about a photo that you have taken.

READING

 WARMER

Ask: *Why do people take photos?* Elicit a few answers, e.g. to remember a person, an event. Then ask: *When do you take photos?* Allow time for sts to discuss in pairs or small groups, then elicit some answers, e.g. *on holiday, at a concert, a party, etc.*

- 1  **S0.5** Look at the advert with the class. Ask: *What is the advert for?* (a photography competition) and *What is the first prize?* (a three-day photography course). Ask: *What do people have to do to enter the competition?* (send their best photo and say why they like it). Focus on the three categories. Elicit ideas of what sort of photos people entered into each category. For example: hobbies – someone playing a sport / an instrument or making something; your town – an interesting building or a favourite place; family and friends – grandparents, a best friend, a family occasion. Play the audio for sts to read and listen, then answer the question.

Answer

Carla and Emin both enter the family and friends category.

- 2 Ask sts to read the text again and answer the questions. Put sts in pairs to compare answers. Check answers. Ask which part of the text confirms each answer.

Answers

- because she has a really good camera on her phone
- It was the fiftieth wedding anniversary of her friend Alex's grandparents.
- because it is natural and everyone looks happy, and she likes the bright colours
- It only takes black and white photos.
- They enjoy spending time together, going for walks and watching films.
- because they didn't see him take the photo

 EXTRA PRACTICE

Arrange sts in two teams and ask them to close their books. Explain that you are going to read out some sentences about Carla and Emin. Each sentence has a missing word, the first team to say the word wins a point. Read out the following sentences – answers are in brackets.

- Carla took a photo of her friend's ... (grandparents)
- It was Alex's grandparents' wedding ... (anniversary)
- Alex made a ... (cake)
- Emin found an old ... (camera)
- He took a photo of his ... (sisters)
- The photo was black and ... (white)

SPEAKING Describing a photo

- 3 Ask sts to look at photo a. Ask questions to elicit who the people are and what's happening in the picture. Elicit or teach any new vocabulary, e.g. *blow out candles, clap, balloons, present*. Put the sts in pairs to discuss photo b. Elicit some ideas and help with vocabulary where necessary. Ask sts to read the texts in Exercise 1 again and match Carla and Emin with the photos. Check answers.

Answers

Carla took photo a
Emin took photo b

- 4  **S0.6** Tell sts that they are going to hear someone describing one of the photos. Play the audio for sts to listen and answer the question. See TG page 274 for audio script. Check the answer. Then ask sts to tell you which words or phrases helped them to decide.

Answer

Photo a

- 5  **S0.7** 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. Play the audio again for sts to repeat. See TG page 274 for audio script. Put sts in pairs to practise the Useful language by making sentences about photos a and b. At the end, ask individual sts to say their sentences.
- 6 Ask sts to find a photo that includes some people. They can use a photo on their phone, take a photo of their classmates, or use a photo from their student book. Explain the task and then allow sts time to prepare. Monitor while they work and help with vocabulary.
- 7 Put sts into pairs. They take turns to describe their photo to their partner. They should try to talk for one minute. Their partner could film them using their phone. When they finish, 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 compare the first and second films to see if they have improved.

 FAST FINISHER

Fast finishers can write an entry for the photography competition about a photo that they have taken. Weaker students can write a description of the photo they described in Exercise 6 and say why they like it.

Unforgettable

1

Vocabulary: *-ed* and *-ing* adjectives; Arts and entertainment

Grammar: *used to...*; Past simple vs past continuous

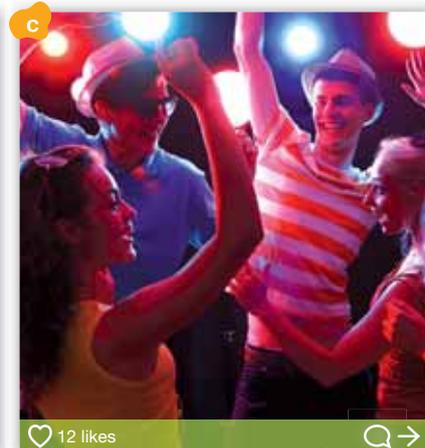
Speaking: Talking about a past event

Writing: A story

VOCABULARY *-ed* and *-ing* adjectives

I can use adjectives ending in *-ed* and *-ing*.

1 Work in pairs. Look at the pictures a–c. Where are the people and what are they doing? Match the pictures to the hashtags (#) 1–3.



1 #favouritesong #neveragain
#embarrassingdad

2 #thebestparty #fun
#amazingnight

3 #backtoschool #newfriends
#soexciting

2 **1.1** Look at the adjectives in lists A and B. Which list describes a feeling and which describes something that causes a feeling? Listen and check.

A
amazed amused annoyed bored
confused disappointed embarrassed
excited frightened interested relaxed
surprised tired

B
amazing amusing annoying boring
confusing disappointing embarrassing
exciting frightening interesting
relaxing surprising tiring

3 Complete the sentences with the correct *-ed* or *-ing* adjectives from Exercise 2.

Jack felt *disappointed* when Mark forgot his birthday.

- My brother was f... of the lions at the zoo.
- She never listens to me when I talk. It's very a... .
- We were s... when my aunt suddenly visited us.
- The film was very c... , so we didn't understand it.
- It was a t... day. We left early and got home late.
- The book was very i... I read every chapter.
- I got b... when I listened to the same song every day.
- We were a... by the comedy show on TV.

Look! Adjectives from verbs

We form some adjectives from verbs.

amaze – *amazed/amazing*

annoy – *annoyed/annoying*

bore – *bored/boring*

4 Work in pairs. Complete the questions with the correct form of the word in brackets. Ask and answer the questions.

- Are you ... (frighten) by horror films?
- Is learning English more ... (tire) for you than Maths?
- What sport do you think is ... (excite) to watch?
- What is an ... (amaze) place to visit in your country?
- What hobby is ... (relax) for you?

5 With your partner, discuss the questions.

- When did you last feel disappointed/frightened/surprised?
- What situations do you think are amusing/annoying/relaxing?

Now watch the vlog.

FAST FINISHER

Complete the sentence in as many ways as you can.

It's ... when

It's exciting when your team wins a football match.

LS Language summary: Unit 1 SB p. 127

Unforgettable

1

UNIT 1 OVERVIEW: The topic of this unit is memories. Sts read about the childhood memories of three teenagers and listen to a podcast about a carnival. They read some adverts and learn how to talk about past events. They read about a museum in the UK and finally, they read a story about an unforgettable day and write about a special memory of their own. They also watch a vlog about living in Iceland and a culture video about street art.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
-ed and -ing adjectives; Arts and entertainment	used to; Past simple vs past continuous	used to /ju:st tə/	Understanding and identifying the main idea of a text	Identifying specific information in a podcast	Asking and answering questions about past events	A story

VOCABULARY -ed and -ing adjectives

Sts learn adjectives for describing feelings and things that cause feelings. They practise forming adjectives from verbs, then personalize the vocabulary by talking about themselves.

Vocabulary

-ed adjectives (*amazed, amused, annoyed, bored, confused, disappointed, embarrassed, excited, frightened, interested, relaxed, surprised, tired*); -ing adjectives (*amazing, amusing, annoying, boring, confusing, disappointing, embarrassing, exciting, frightening, interesting, relaxing, surprising, tiring*)

Look!

Adjectives from verbs

Vlog

Tabitha: *Memories of Iceland*

WARMER

Draw a smiling emoji on the board and elicit that it means *happy/funny*. Repeat with a frowning emoji to elicit *sad/upset*. Put sts in pairs to discuss emoji faces that they use in text messages and emails, and what they mean.

- Focus on pictures a–c. Put sts in pairs to describe where the people are and what they are doing. Check answers, then ask sts to match the hashtags with the pictures.

Answers

- They're outside their school. They're on their way to school. They're going back to school. **hashtags 3**
- They're at home. The adults / parents are singing / doing karaoke. **hashtags 1**
- They're at a party. They're dancing. **hashtags 2**

- Elicit that adjectives in list A end in *-ed* and adjectives in list B end in *-ing*. Explain that some adjectives have two forms with different meanings. Write *I'm amazed*. *This film is amazing*. on the board. Ask sts to look at the sentences and the lists, and answer the question. Play the audio for sts to listen and check.

Answers

- List A describes a feeling.
List B describes something that causes a feeling.

- Read the example. Sts then copy and complete the sentences in their notebooks. Allow them time to compare sentences in pairs, then check answers.

Answers

- | | | |
|--------------|---------------|----------|
| 1 frightened | 4 confusing | 7 bored |
| 2 annoying | 5 tiring | 8 amused |
| 3 surprised | 6 interesting | |

Read the Look! box. Put sts in pairs and ask them to write the verbs for adjectives in Exercise 2 (*amaze, amuse, annoy, bore, confuse, disappoint, embarrass, excite, frighten, interest, relax, surprise, tire*).

- Ask sts to copy and complete the sentences. Check answers, then put sts in pairs to ask and answer the questions.

Answers

- | | | |
|--------------|------------|------------|
| 1 frightened | 3 exciting | 5 relaxing |
| 2 tiring | 4 amazing | |

- Put sts in pairs to discuss the questions. Elicit answers from around the class.

Vlog

This lesson features a vlog in which someone talks about living in Iceland. 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 pages 291 and 309.

FAST FINISHER

Sts who finish early can practise the vocabulary further by completing the sentence *It's ... when ...* in as many ways as possible. Weaker sts could do this in pairs.

- Vocabulary practice: WB p.6**
Sts will find more practice of *-ed* and *-ing* adjectives here. Set these exercises for homework.

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

Remember that?

READING

I can understand and identify the main idea of a text.

1 Look at the pictures and the words in the box. What type of memories do the pictures show?

family friends hobbies pets school life



2 1.2 Read and listen to the posts. What is the main idea of each post?

Home About New posts Archives Message board

Teenvibe

SHARE THE MEMORIES

Our heads are full of amazing memories. Here are some of your stories.

NAOMI, 16
I was worried about my first day at my new school. I used to be shy, and I was nervous because there were lots of people I didn't know. My first day was better than I expected. Everybody was friendly, and my classes were interesting. I also met Mac. He was really relaxed and chilled. We're best friends now. He tells terrible jokes and he can be annoying, but he's never boring and thanks to him, I'm no longer shy.

ANIK, 16
My brother Krish and I used to share a bedroom. Did we use to argue? Yes, we did! I was older and tidy; he was younger and very messy. He didn't use to put anything away. One day, I tripped over his dirty football boots. There was mud all over the carpet. I got some tape and made a line across the floor. He was annoyed, but he kept his things on his side of the room. Eventually, I got my own room. It's clean, but I miss sharing with him.

JORDI, 15
I was very excited when I got my dog, Tucker. He used to sleep a lot when he was little, but he was also very active. He used to jump up and down and run around the house in the evening. Once, when he was doing this, there was a loud bang in the living room. When we entered the room, we found the TV on the floor. My parents were really annoyed. I had to take Tucker to training classes after that. We used to go every week, and now he's the perfect pet!

3 1.2 Read and listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Naomi was excited about her first day at school.
- 2 Naomi's first day was disappointing.
- 3 Anik and his brother were quite different.
- 4 Anik's brother liked the tape across the floor.
- 5 Tucker was energetic in the evening.
- 6 Jordi's mother taught the dog how to behave.

4 **Word Power** Find pairs of words with opposite meanings in the text.

older / younger, ...



The nerves we use to detect smells enter the brain in the area responsible for emotions and memories. That's why smells often trigger memories.

5 **THINK CRITICALLY** In pairs, answer the questions.

What brings back memories for you: a smell, a sound or a picture? What is your earliest memory?

Remember that?

READING

Sts read about the childhood memories of three teenagers and focus on identifying and understanding the main idea of a text. They learn to use *used to* to talk about past habits and old routines.

Reading text

Three message board posts describing childhood memories

Reading skill

Understanding and identifying the main idea of a text.

WARMER

Ask for a show of hands to see how many sts remember their first day at school. Then use one or two questions to ask individual sts for more information, e.g. *How old were you? Who took you to school? What did you do?* Put sts in pairs to discuss what other events they remember from their childhood, e.g. *parties, holidays, visits to relatives, pets*. Elicit ideas from the class.

- Put sts into pairs to look at the pictures and discuss what is happening in each picture using words from the box. Check answers.

Answers

- hobbies
- friends, hobbies
- family, friends, pets
- friends, school life
- school life

- 1.2 Identifying the main idea of a text** Tell sts that they are going to read three posts on an online message board where teenagers write about memories. Explain to sts that identifying the main idea of a text will help them to understand it better. The main idea is what the writer wants to talk about in the text. It is usually (but not always) the first sentence. The other sentences give details about the main idea. Play the audio for sts to listen and read. Ask them to find the main idea in each post. Allow time to compare ideas, then check answers.

Answers

Naomi was worried about her first day at school.
Anik used to share a bedroom with his brother who was very messy.
When Jordi's dog was little, he was very active.

- 1.2** Read the sentences with the sts and elicit or explain the meaning of *tape* and *energetic*. Ask sts to copy the sentences into their notebooks. Sts read and listen to the article again and decide if the sentences are true or false. They then correct the false sentences. Allow time for sts to compare their answers in pairs, then check answers with the class.

Answers

- F (She was worried/nervous about it.)
- F (It was better than she expected.)
- T
- F (He was annoyed by it.)
- T
- F (Jordi took him to training classes.)

- Word Power** Write *older* on the board and elicit the opposite (younger). Elicit more examples of opposite adjectives from around the class, e.g. *big/small, good/bad, interesting/boring*. Ask sts to read the message board posts again and underline the adjectives, then try to match opposite adjectives. Point out that they won't be able to match all of the adjectives. Sts could work in pairs and use a dictionary to check new words. Go through the answers and check that sts understand all the adjectives.

Answers

amazing, interesting / terrible
worried / excited
nervous, annoyed / relaxed, chilled
friendly / annoying
tidy / messy
dirty / clean



Encourage sts to read this fun fact for pleasure. Teach or elicit the meaning of *nerve*, *brain*, *trigger*. Ask sts what sort of smells might trigger memories, e.g. *perfume, the smell of food*. Sts might be interested to know that one of the most popular smells is the smell of freshly baked bread. Researchers at an Irish university found the smell of bread made 89% of people happy and triggered happy memories for 63%.

21st Century skills



- THINK CRITICALLY**

Demonstrate the activity by talking about your earliest memory and things that bring back memories for you (smells, sounds, pictures). Then put sts in pairs to discuss and answer the questions. Monitor and help with vocabulary. At the end, ask some sts to tell the class something about their partner.

- R Reading practice: WB p.7**

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

GRAMMAR *used to*

I can use *used to* to talk about past habits and routines.

Now watch the grammar animation.

1 Read the rules. Copy and complete the grammar box.

did (x3) didn't didn't use to use (x2) used to

Affirmative	Negative
I used to be shy. He ¹ ... sleep a lot.	He ² ... put anything away.
Questions	Short answers
³ ... he ⁴ ... to tidy his room? ⁶ ... we ⁷ ... to argue?	Yes, he did . / No, he ⁵ ... Yes, we ⁸ ... / No, we didn't .

Rules

We use *used to* to talk about past habits and old routines. We use *used to* when the state or action doesn't happen now.

We use the infinitive *use* (not *used*) in negative sentences and questions.

2 1.3 Complete the dialogue with the affirmative, negative or question form of *used to*. Listen and check.

Laura: Is that a photo of you? That's so cute!

Abel: Yes, it was my birthday. I used to love parties.

Laura: That's a great costume. ¹... dress up a lot?

Abel: All the time. That was my favourite costume. It's Yoda from *Star Wars*.

Laura: I know. I ²... have one just like it!

Abel: Have you got any photos of you in it?

Laura: Probably, but not at my birthday parties.

Abel: Why's that?

Laura: I ³... have parties. My birthday's in August, so it's always during the school holidays.



3 Complete the sentences with the correct form of *used to* and the verb in brackets.

- I ... (go) to bed at seven o'clock when I was five.
- '... (you / watch) cartoons after school?' 'Yes, I ... !'
- My brother ... (not like) basketball, but now he plays every day.
- '... (Ben / play) in a band?' 'No, he ... !'
- My best friend and I ... (be) in the same class, but now we aren't.
- Jane ... (love) eating chocolate, but now she hates it.

4 Complete the facts with the correct form of *used to* and the verbs in the box.

drink have not wash not sleep take write

Intelligent and creative, but these famous people had some unusual habits!

The English writer Jane Austen worked completely alone. She *used to write* in a room with a noisy door so she knew when someone was coming in.

Leonardo da Vinci loved sleeping, but he ¹... during the night. He slept 15–20 minutes every four hours. That means he ²... about two hours sleep in total.

The historian and writer Voltaire ³... between 40 and 50 cups of coffee every day. He lived until he was 83!

Beethoven ⁴... very often and his clothes were dirty. His friends ⁵... his clothes away and wash them when he was asleep!



5 PRONUNCIATION *used to* /ju:st tə/

1.4 Listen and repeat.

- They used to live in a flat.
- We used to meet in the park.
- He used to go out a lot.
- I used to love rock music.

6 Work in pairs. Write questions with *used to* using the verbs in the box. Ask and answer the questions.

collect dress up drink eat go
like make play sleep watch

A: Did you use to watch cartoons?

B: No, I didn't, but I used to watch ...

FAST FINISHER

Think about someone in your family. Write three sentences using *used to*.

GRAMMAR *used to*

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Did you use to make mistakes?*, 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 314 for animation script.

- 1 Read the grammar box. Ask sts to copy and complete the sentences. Point out that some sentences are from the posts on page 10. Sts could look at these to help them do the exercise. Check answers.

Focus on the infinitive form in negative sentences and questions. Write *He used to have a bike.* on the board. Elicit the negative form *He didn't use to have a bike.* and the question form *Did he use to have a bike?*

Answers

1 used to	4 use	7 use
2 didn't use to	5 didn't	8 did
3 Did	6 Did	

Explain that *used to* refers to things that happened or were true for a long time. When we talk about something that happened once, we use the past simple *I went to the cinema yesterday.* NOT *I used to go to the cinema yesterday.*

Ask questions to check concept.

Concept check questions: *I used to play tennis.* – *Do I play tennis now?* (no). *Did I play tennis for a long time?* (yes). *I used to play tennis last week.* – *correct or incorrect?* (incorrect – *I played tennis last week.*) *He used to play football.* – *correct or incorrect?* (incorrect – *He used to play football.*) *Can you make this negative?* (*He didn't use to play football.*) *And a question?* (*Did he use to play football?*) *Yes, he used.* – *correct?* (no – *Yes, he did.*)

- 2 1.3 Pre-teach *costume* and *dress up*. Sts read the dialogue and write the correct forms of *used to* in their notebooks. Play the audio for them to listen and check. See TG page 274 for audio script. Go through the answers and check sts used the infinitive (*use*) in items 1 and 3.

Answers

1 Did you use to	2 used to	3 didn't use to
------------------	-----------	-----------------

- 3 Go through the sentences and teach any new vocabulary. Sts copy and complete the sentences with the correct form of *used to* and the verb in brackets. Check answers with the class.

Answers

1 used to go	5 used to be
2 Did you use to watch, did	6 used to love
3 didn't use to like	
4 Did Ben use to play, didn't	

- 4 Ask sts to read the text quickly and not worry about the gaps. Elicit why the four people mentioned are famous (*Jane Austen – writer, Leonardo da Vinci – artist, Voltaire – writer/historian, Beethoven – composer*). Sts then complete the text with the correct form of *used to* and the verbs in the box. Allow time for them to check answers in pairs, then elicit answers from the class.

Answers

1 didn't use to sleep	4 didn't use to wash
2 used to have	5 used to take
3 used to drink	

5 PRONUNCIATION 1.4

Model and drill the pronunciation of *used to* /ju:st tə/ in isolation. Point out that *use to* and *used to* sound the same. Play the audio for sts to listen and repeat the sentences.

- 6 Read the example. Write *Did you use to watch ...?* on the board and elicit different ways to complete the question, e.g. *cartoons, films, news programmes, sport*. Allow sts time to write questions with the verbs in the box. Monitor and help with vocabulary. Put sts in pairs to ask and answer the questions. At the end, ask one or two sts to tell the class something interesting about their partner, e.g. *Andy used to collect toy cars when he was younger.*

>> FAST FINISHER

Sts who finish early can practise the grammar further. Sts think of someone in their family and write three sentences about that person using *used to*. Weaker sts could write three sentences about themselves, using the verbs in Exercise 6.

G Grammar practice: WB p.8

Sts will find more practice of *used to* here. Set these exercises for homework.

LS Language summary: Unit 1 SB p.127

Carnival time

VOCABULARY and LISTENING Arts and entertainment

I can identify specific information in a podcast.

- Look at the pictures and headings. What are the articles about? Read the texts and check your answers.
- Study the blue nouns. How do you say these words in your language?

- 1.5 Copy and complete the table with the blue words from the text. Listen and check.

outdoor events	people	other nouns
festival	audience	entertainment

- Read the introduction to a local news podcast. Why was everybody looking at Zara?

WHAT'S ON THIS WEEKEND?

This Week's Events

What a performer Sat 5th

Tracy Dale comes from a family of entertainers. She used to be an acrobat and her grandfather worked in a travelling fair! Tracy owns *The Circus Workshop*. She teaches people to juggle, walk on stilts, do acrobatics and more!



Great entertainment! Sun 6th

The Travelling Theatre Company is in town for our Music and Dance Festival. Don't miss their brilliant performance of *The Lion King*. Members of the audience can meet the actors after the show.



All the way from Brazil Sun 6th

The Rio Carnival is famous around the world for the amazing costumes that people wear in the parade. See them for yourselves at a new photography exhibition of carnival costumes from Rio. Our reporter says the photos are amazing!



Colourful carnival

Our photographer, Dan, took some great shots of people while they were walking in the carnival parade. Everybody noticed Zara West on her tall stilts. The youth club members were also popular with the audience. When our photographer met them, they were juggling in their bright circus costumes to raise money for a new youth club centre.

In this podcast, we share memories of a great parade!

LISTEN now

- 1.6 Listen to the carnival podcast. How was each person feeling when the parade started?



- 1.6 Listen again and choose the correct answers.

- How tall was Zara on her stilts?
 - 1.5 metres
 - 2.5 metres
 - 2.3 metres
- How was Ash feeling at the end of the parade?
 - excited
 - tired
 - embarrassed
- How much money was in Hugo's bucket?
 - £50
 - £100
 - £200
- What was Leo doing when the parade started?
 - barking
 - running
 - jumping

Carnival time

VOCABULARY and LISTENING

Arts and entertainment

Sts study vocabulary for arts and entertainment. They listen to a podcast about a carnival and practise identifying specific information in a podcast. They learn to use the past simple and the past continuous to talk about past events.

Vocabulary

Arts and entertainment (*audience, carnival, costume, entertainer, entertainment, exhibition, event, fair, festival, parade, performance, performer, reporter, workshop*)

Listening text

A podcast about a town carnival

Listening skill

Identifying specific information in a podcast

WARMER

With books closed, put sts in pairs and ask: *What special events happen in your town/country?* Give sts time to discuss, then elicit ideas, e.g. *festivals, concerts, sports events*. Take the opportunity to revise *-ed/-ing* adjectives from page 9. Ask: *Why do people go to these events? How do they feel? Do people taking part in an event feel the same?*

- 1 Arrange sts in pairs. Ask them to look at the pictures and headings and decide what the texts are about. Elicit ideas but do not confirm or correct. Allow time for sts to read the texts and check their ideas. Check answers.

Answers

What a performer: a circus workshop

Great entertainment: a theatre company attending a music and dance festival

All the way from Brazil: a photography exhibition

- 2 Focus on the blue nouns. Put sts in pairs to discuss how to say the words in their language. Then, elicit the answers from the class. Model the pronunciation of each word for sts to listen and repeat.
- 3  1.5 Read through the table with the class. Sts copy the table into their notebooks and complete it with the correct words, then compare their completed tables in pairs. Play the audio for sts to listen and check answers with the class.

Answers

outdoor events: festival, fair, carnival, parade

people: audience, performer, entertainer, reporter

other nouns: entertainment, performance, workshop, event, exhibition, costume

- 4 Teach or elicit *shot, stilts, youth club, juggle, raise money*. Ask sts to read the introduction to the news podcast and answer the question. Allow time for them to compare answers in pairs. Check the answer.

Answer

because she was walking on stilts

- 5  1.6 **Identifying specific information in a podcast** Explain to sts that they are going to listen to the rest of the news podcast. Focus on the question and point out when sts are listening for specific information in a podcast, they don't need to understand every word. Explain that when they listen for specific information, it helps to think about what sort of words they're listening for before they listen. For example, adjectives, verbs, numbers, names, etc.

Tell sts that they will hear interviews with four young people from the carnival. Write: 1 Zara, 2 Ash, 3 Hugo, 4 Gina on the board. Ask: *What specific information do you want to find?* (how each person was feeling when the parade started). *What sort of words describe feelings?* (adjectives that end *-ed*). Play the audio once for sts to listen and write the answers. See TG page 274 for audio script. Allow time for sts to compare answers, then play the audio again for confirmation. Check answers with the class.

Answers

Zara: disappointed

Hugo: surprised

Ash: excited

Gina: nervous

- 6  1.6 Read through the questions with the class. Focus on question 1 and ask: *What information do you need to listen for?* (a number). Repeat with question 2 (a feeling), question 3 (a number), and question 4 (an action). Play the audio again for sts to answer the questions. Check answers with the class.

Answers

1 c 2 b 3 a 4 a

-   **Vocabulary and Listening practice: WB p.9**
Sts will find more practice for listening, and practice of vocabulary for arts and entertainment here. Set these exercises for homework.

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

GRAMMAR Past simple vs past continuous

I can use the past simple and past continuous to talk about past events.

Now watch the grammar animation.

- 1** Read the grammar box. Copy the rules and choose the correct word to complete them.

Past simple	Past continuous
Dan took photos while they were walking in the parade.	
Past continuous	Past simple
We were walking in the parade when Dan took photos of us.	

Rules

We often use the past continuous and the past simple tenses in the same sentence.

We use the ¹ *past simple / past continuous* to describe the completed action.

We use the ² *past simple / past continuous* to describe the action that was in progress.

We use ³ *when / while* before the past simple.

We use ⁴ *when / while* before the past continuous.

- 2** Look at the sentences and decide which action was in progress (1) and which was completed (2).

We were watching (1) the parade when we saw (2) our teacher.

- While I was talking to the reporter, my phone rang.
- Ash was riding a bike when it started to snow.
- We took photos while the band was playing.
- It was still raining when a rainbow appeared.
- When Maya took this selfie, she was having fun at the fair.

- 3** Work in pairs. Use the table to make four sentences with *when* or *while*.

(while) I was eating a burger	(when) my friend took a photo
we were waiting for the teacher	a bird flew into the room
we were having a test	I dropped my phone
our teacher was talking	my friend texted me

While I was eating a burger, I dropped my phone.

I was eating a burger when I dropped my phone.



- 4** **1.7** Write the correct form of the verbs in brackets to complete the text. Listen and check.

LATEST NEWS

Local Global

Office workers ¹ ... (have) a meeting in Minnesota, in the USA, when a raccoon ² ... (climb) past their window. Why were they surprised? The office was on the twenty-second floor! The raccoon was interesting entertainment, but they were worried for its safety. The raccoon was feeling tired and hungry, so it ³ ... (rest) for a while, but then it climbed even higher. When it ⁴ ... (reach) the top, a rescue team ⁵ ... (wait) for it.

In a carnival parade in Melbourne, Australia, Tania Makri ⁶ ... (ride) a pony when it ran into the crowd. Tania said, 'Silver usually loves an audience, but she was frightened by some dogs! At the time, I ⁷ ... (not look) at the crowd, so I ⁸ ... (not see) the dogs. Luckily, everybody was OK.'



- 5** Work in pairs. Make questions using the table below. Ask and answer the questions.

A: *What were you doing at 8.00 this morning?*

B: *I was looking for my homework.*

What was/were	you	doing when	the school bell rang?
	your friend		your teacher came into the classroom?
you and your friends	you and your friends	doing at	9.00 yesterday evening?
			8.00 this morning?
			2 p.m. last Saturday?

FAST FINISHER

Think about an unusual event you saw. What were you doing at the time? Write three sentences with *when* or *while*.

GRAMMAR Past simple vs past continuous

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I was having lunch when Ben called*, including the form and use of past simple and 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 314 for animation script.

- 1** Read the grammar box examples. Point out that *took* is the past simple and *were walking* is the past continuous. Explain that we form the past continuous with *was* or *were* + verb + *-ing*. We use *was* with *I/he/she/it* in affirmative sentences and questions (*I was walking. Was I walking?*) and *were* with *you/we/they* (*They were walking. / Were they walking?*) We use *wasn't/weren't* in negative sentences.

Explain that we use the past continuous to say what was happening at a particular time in the past, e.g. *I was doing my homework at 4 o'clock*. We can use the past simple and continuous together to show how two actions are connected, e.g. *He phoned while I was working*. The past simple, (*He phoned*), describes a shorter, completed action that interrupted a longer action in progress (*I was working*).

Point out that we use *when* before the past simple and *while* before the past continuous. Ask sts to copy and complete the rules, then check answers.

Answers

- | | |
|-------------------|---------|
| 1 past simple | 3 when |
| 2 past continuous | 4 while |

Ask questions to check concept.

Concept check questions: *I saw Sammy. – a completed action or an action in progress in the past?* (a completed action). *I was walking to school. – a completed action or an action in progress in the past?* (an action in progress). *I was seeing or I saw Sammy while I was walking to school.? (saw).* *The phone rang while they had or were having dinner.? (were having).* *We were waiting for the bus while or when it started to rain.? (when).* *While or when we were waiting for the bus, it started to rain.? (while).*

- 2** Read the example, then go through the sentences and explain any new words. Ask sts to copy and complete the exercise. Allow time for them to compare their answers in pairs. Check answers.

Answers

- While I was talking (1) to the reporter, my phone rang (2).
- Ash was riding (1) a bike when it started (2) to snow.
- We took photos (2) while the band was playing (1).
- It was still raining (1) when a rainbow appeared (2).
- When Maya took (2) this selfie, she was having (1) fun at the fair.

- 3** Focus attention on the table and read the example. Put sts in pairs and ask them to write four more sentences. Check answers by asking pairs to read some of their sentences to the class.

Example answers

While I was eating a burger, ... my friend took a photo / a bird flew into the room / I dropped my phone / my friend texted me.

I was eating a burger **when** ... my friend took a photo / a bird flew into the room / I dropped my phone / my friend texted me.

While we were waiting for the teacher, ... my friend took a photo / a bird flew into the room / I dropped my phone / my friend texted me.

We were waiting for the teacher **when** ... my friend took a photo / a bird flew into the room / I dropped my phone / my friend texted me.

Our teacher was talking when... a bird flew into the room / my friend texted me / my friend took a photo / I dropped my phone.

- 4** 1.7 Use the photo to teach *raccoon*, then explain or elicit the meanings of *floor*, *safety*, *pony*. Ask sts to complete the text with the correct form of the verbs in brackets. Allow time for them to compare their answers in pairs, then listen and check answers. See TG page 275 for audio script.

Answers

- | | |
|---------------|------------------|
| 1 were having | 5 was waiting |
| 2 climbed | 6 was riding |
| 3 rested | 7 wasn't looking |
| 4 reached | 8 didn't see |

- 5** Focus on the table and the example. Use the example question (*What were you doing at 8.00 this morning?*) to elicit answers from one or two sts. Put sts into pairs to make questions, then ask and answer them. Monitor and help as necessary. When sts have finished, ask one or two sts to tell the class about their partner.

FAST FINISHER

Sts who finish early can practise the grammar further. They think of an unusual event they saw and write three sentences with *when* and *while*. Weaker sts could write three sentences about things they did today, e.g. *I watched TV while I was having breakfast*.

G Grammar practice: WB p.10

Sts will find more practice of the past simple and past continuous here. Set these exercises for homework.

LS Language summary: Unit 1 SB p.127

KEEP TALKING!

What's on ...?

READING and LISTENING

I can identify important information in adverts.



Profile

Home



What's on this autumn?



a

Bloxford Skatepark

Sunday 10 October

10 a.m. – 12 p.m. Ages 10–14

1–4 p.m. – Ages 15–18

Join us to learn about graffiti art!

- All paint provided.
- Beware – it gets messy. Bring old clothes to paint in!
- Certificates for all who attend the event.

Tickets:

£5 per person
(includes a snack)

20 interested ▼



b

Bloxford Town Hall

Saturday 16 October

Open until 11 p.m.

Photography competition

- This year's theme is 'Friends'. Free photography course for the winner!

Live entertainment

- Performances from local bands from 6 p.m.
- Handmade jewellery and gifts.
- Food and drink on sale all day.

Fairground rides in the town square: £3 per ride

45 Going ▼



c

Sports Hall

Sunday 24 October

2–7 p.m.

Calling all students aged 15+!

Learn to be happy, positive and calm.

- Loose clothing only, please.
- Free yoga class at 7.30 for all workshop participants.
- Water provided, but bring your own snacks.

Book before 30 Sept and get £2 off!

Tickets: £8 each

34 Going ▼

1 Read the adverts. Match the headings with the adverts.

Autumn Fair Street Art Workshop
Relaxation Workshop

2 Read the adverts again. Match the question with the event.

Which event ...

- 1 offers food in the price of the ticket?
- 2 is only for children and teenagers?
- 3 includes a competition?
- 4 costs less if you buy your tickets early?
- 5 offers evening entertainment?
- 6 suggests you wear something comfortable?

3 Work in pairs. Discuss which event you would like to go to and why.

4 1.8 Listen to the dialogue between Ben and Amy. Answer the questions.

- 1 Which event do they want to go to?
- 2 Why can't they go to it?
- 3 What's Ben going to do?

5 1.9 Listen to the second dialogue. Complete the sentences.

- 1 Ben and Amy went to the workshop because
- 2 Ben and Amy don't feel
- 3 Ben isn't wearing

6 GET CREATIVE Work in pairs or small groups. You are reporters and went to one of the events in the adverts. Write a news report. Choose one person to read it to the class.

KEEP TALKING!

What's on ...?

READING and LISTENING

Sts read a website advertising different autumn events and discuss which event they would like to go to and why. They listen to two dialogues. In the first dialogue, Ben and Amy choose an event to go to. In the second, they discuss what happened at the event. Sts then practise talking about a past event. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan.

 WARMER

Ask: *What sort of things do teenagers do after school / at the weekend?* If necessary, prompt sts with questions, e.g. *What clubs do you go to? What after-school activities do you do?* Elicit some ideas, e.g. *go to youth clubs, do sports, join a drama club, have music/dance classes, do arts and crafts.* Choose one or two students who do sports. Ask: *Do you enter competitions? What prizes do you win?* Elicit more examples of competitions for teenagers. Then, ask sts to think of other events that teenagers take part in.

- 1 Read through the headings. Ask sts to read the adverts and match the headings with the adverts. Elicit the answers and ask sts which words helped them to decide. Then help with any vocabulary that sts don't know, e.g. *beware, theme, handmade gifts, participants.*

Answers

- a Street Art Workshop (graffiti, art, paint)
- b Autumn Fair (fairground rides)
- c Relaxation Workshop (happy, calm, yoga)

- 2 Focus on the webpage again. Ask: *What information can you find in the adverts?* Elicit: *type of event, place, date, time, age, price, what you need / don't need to take.* Go through the questions. Ask sts to read the webpage again and choose the correct advert, a, b, or c. Allow sts time to compare answers in pairs. Check answers with the class and elicit which part of the advert confirms each answer.

Answers

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

- 3 Ask sts to look at the adverts and decide which event they would like to go to and why. Then, put them into pairs to discuss their answers. Ask individual sts to tell the class which event they chose and why.
- 4  1.8 Tell sts they will hear two friends, Ben and Amy, discussing an event on the webpage. Go through the questions, then play the audio once for sts to listen and answer the questions. See TG page 275 for audio script. Allow sts time to check answers in pairs. Play the audio again for confirmation, then check answers.

Answers

- 1 Event c (the relaxation workshop)
- 2 The workshop is full.
- 3 He's going to send a message to say he wants to do the next workshop.

- 5  1.9 Explain that Ben and Amy went to the workshop and sts will now hear a dialogue at the workshop. Ask sts to copy the sentence starters. Play the audio for sts to listen and complete the sentences. See TG page 275 for audio script. Check answers.

Answers

- 1 two people are ill, and they were the first names on the waiting list
- 2 (very) relaxed
- 3 loose/comfortable clothes

21st Century skills

6  GET CREATIVE

Read out the task, then put sts into pairs or groups to choose one of the events from the webpage. Elicit examples of information to include in their news report: *the name of the event, when and where it was, the price, what happened, how they felt, their opinion of the event (interesting, boring, exciting, etc.)*

Give sts time to prepare their report. Monitor and help while they are working. Then ask one person from each pair/group to read their news report to the class.

 EXTRA PRACTICE

Arrange sts in pairs or small groups and focus on the adverts. Ask pairs/groups to think of a fun activity for summer and design an advert which includes all of the important information about the activity, e.g. *type of activity, day, date, time, location*, etc. At the end, display the adverts around the classroom for other sts to see, or ask one person from each pair/group to tell the rest of the class about their activity. You could use a show of hands to decide which activity sounds the most interesting.

SPEAKING

Talking about a past event

I can ask and answer questions about past events.

1 1.10 Listen and read. What did Caleb do at the weekend?

- Olivia:** Hi, Caleb. How was your weekend?
Caleb: It was amazing, thanks. I went to a drum workshop.
Olivia: How did you find out about it?
Caleb: I read about it online. I used to play the drums. I miss it, so I decided to go when I saw the advert for the workshop.
Olivia: That's cool. What was it like?
Caleb: It was very chilled. I kept making mistakes at first, but after a while I felt more confident.
Olivia: Who did you go with?
Caleb: No one. I went by myself.
Olivia: What did you like most about it?
Caleb: The final performance. Anyway Olivia, what about your weekend?

2 1.11 Listen and repeat the Useful language.

Useful language

Asking

How was your weekend / holiday?
 How did you find out / hear about it?
 What was it like?
 Who did you go with?
 What did you like most about it?

Answering

It was amazing / brilliant / tiring.
 I saw an advert / a poster.
 It was chilled / interesting / relaxing.
 I went with my brother / by myself.
 The final performance / entertainment / music.

3 1.12 Copy and complete the dialogue with words from the Useful language box. Listen and check.

- Amy:** Hi, Nathan. ¹... Friday night?
Nathan: It was fantastic. I saw the band competition in the park.
Amy: Who ²... with?
Nathan: I went with my older brother. He's really into music.
Amy: ³... hear about it?
Nathan: I ⁴... a poster at school. I used to be in a band, so a local competition was interesting.
Amy: Of course. And ⁵... the bands like?
Nathan: Some were brilliant. One band was disappointing because the singer forgot his words.
Amy: What ⁶... about it?
Nathan: The food! The burgers were amazing!

4 Work in pairs. Prepare a new dialogue. Follow the steps in the Speaking plan.

Speaking plan

Prepare

- > Choose one of the situations:
 - a local festival
 - a sports competition
 - a rock concert
 - a school talent show
- > Make notes about the event.
- > When was it? How did you hear about it? What was it like?

Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act your dialogue without notes.
- > Swap roles and choose a new event.

Reflect

- > Did you use adjectives to describe the experience?
- > How can you improve next time?

 Now play *Keep moving!*

FAST FINISHER

You went to a festival and met an old friend. Write three sentences about it.

SPEAKING Talking about a past event

- 1  1.10 Ask sts questions about what they did at the weekend, e.g. *How was your weekend? What did you do? Where did you go? Did you have a good time? Why? / Why not?*

Focus on the question. With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. See TG page 275 for audio script. Check the answer.

Answer

He went to a drum workshop.

- 2  1.11 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen and repeat. For more practice, you could tell sts to cover the audio script in Exercise 1, then elicit Olivia's questions and Caleb's answers.

- 3  1.12 Ask sts to copy the dialogue in their notebooks and complete it using the Useful language from Exercise 2. Play the audio for sts to check answers. See TG page 275 for audio script. Then put them in pairs to practise the dialogue.

Answers

- | | | | |
|---|-------------|---|-------------------|
| 1 | How was | 4 | saw |
| 2 | did you go | 5 | what were |
| 3 | How did you | 6 | did you like most |

- 4 Sts follow the steps in the Speaking plan to practise asking and answering questions about a past event.

Speaking plan

Prepare

Go through the list of events. Put sts in pairs and ask them to choose an event and prepare a new dialogue. They decide on an event and make notes about when it was, how they heard about it, and what it was like.

Speak

Pairs choose their roles and create a dialogue using phrases from the Useful language box. They can practise with, and then, without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their conversations. When they finish, they swap roles and make a new dialogue about a different event.

Reflect

Discuss as a class how sts could improve next time. For example, by including more adjectives to describe the event. Encourage them to be honest and open about the things they did well and the things they could do better. Ask them to use their recordings to help them think of how they could improve next time.

EXTRA PRACTICE

Think of an event that you went to or an activity you did recently. Tell sts that they have to find out what you did, by asking questions. They can ask a maximum of 15 questions and they must all be *yes/no* questions. For example, *Did you travel to another city? Was the activity outdoors? Were there a lot of people? Did you watch a film?* Play the game until sts guess what you did, or until they have reached the limit of 15 questions. If you have time, sts could continue playing the game in groups.

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

Fast finishers can practise the useful language further. They imagine that they went to a festival and met an old friend, and write three sentences about it. Weaker sts could write three sentences about one of the events they talked about in Exercise 4.

Speaking practice: WB p.11

You will find more practice of talking about a past event here. Set these exercises for homework.

Language summary: Unit 1 SB p.127

a Frank's BIG IDEA

◆ Nineteenth century

During the nineteenth century, there were many farms and coal mines in the north-east of England.

◆ 1950s

Frank Atkinson was the director of a traditional museum in the north-east of England, but he realized that traditional ways of life were disappearing, so he decided to create a new open-air museum. He wanted to show the lives of ordinary farmers and coal miners and their families, so he started to collect old objects. To do this, he asked local people for any objects, small or large. These included everyday objects and even old homes, buildings and a steam train!

◆ 1970s

Over the next few years, Frank moved miners' homes, a station, shops and a school, to a place called Beamish. He finally opened 'Beamish, the Living Museum of the North of England', in 1971.

◆ Now

Today, over 700,000 people a year visit Beamish open-air museum. To make Frank's idea come alive, there are actors in costumes in many of the buildings, so visitors can ask them questions about life in the 1820s, the 1900s and the 1940s. It's a great way to find out about daily lives in the past.



b Rate your visit



It was a fantastic experience! The Agriculture Festival was a memorable event. We saw lots of farm animals and everybody had a great time, including grandparents and small children.



We liked the mining ponies most! We also enjoyed seeing the miners' houses and the old school. The only disappointing thing was the long queue for the fish and chips.



An exciting museum with lots to explore. The 1900s town was my favourite part. Unfortunately, we arrived at 2.45 p.m., so we only had two hours there. We took some great photos, but we didn't have time to see everything.

c

Profile Messages Board

Local residents remember ...

I used to keep a diary when I was working in the mine. People think mines are cold, but it's very hot ... about 38°C! **Harold**

When I was young, my great grandad told amazing stories about ponies that used to work in the mine when he was a miner. In 1913, about 70,000 ponies worked in UK mines to help bring the coal out. **Flora**

My grandfather used to work on the trams as a ticket collector. He loved his job and he made a scrapbook with some old tickets in it. I still have that scrapbook! **James**



A museum with a difference

Sts learn about a popular museum in the north-east of England. They practise evaluating three different sources of information. They research life in the 1900s in their town and describe a museum in their own country. They also watch a culture video about street art.

 **WARMER**

Ask: *Do you enjoy visiting museums?* Elicit what sts like / don't like about visiting museums. Prompt them with more questions if necessary, e.g. *When did you last visit a museum? Why did you go? What was the best/worst thing about your visit?*

BACKGROUND INFORMATION

Beamish open-air museum is in the north-east of England. It covers a large area and all the buildings are original (the museum moved them from their original locations to Beamish). They include a 19th century farm, a train station, a 1900s town, and a farm from the 1940s. There is also a 1900s mining village. Coal mines were often in isolated areas, so mine owners built villages for their workers.

Beamish is one of a number of open-air museums. They are sometimes called living museums, folk museums, or heritage museums, and they focus on how ordinary people lived in the past. One of the reasons they are popular is because there are activities for visitors to see and take part in. For example, at Beamish, visitors can dress up in different costumes, taste old-fashioned sweets, ride on a tram, and meet the ponies that worked in the mines.

If your sts have access to the internet in class, they could find out more about Beamish by looking at the museum website (www.beamish.org.uk). Arrange sts in pairs to find out what they can see and do at the museum, then ask them to choose three things that they would like to do on a visit to the museum. Put sts in groups to compare their ideas and find out what activities were the most popular.

- 1 Focus on the pictures of museums. Elicit which two pictures show a traditional museum and which two show an open-air museum.

Answers

A traditional museum: 1 and 2

An open-air museum: 3 and 4

- 2 Ask for a show of hands to see how many sts would prefer to visit the open-air museum, and elicit reasons why. Repeat with the traditional museum. Put sts in pairs to discuss the differences between the museums, then elicit ideas.

Example answers

open-air museum: live animals; people are wearing old-fashioned clothes; you can often touch things; visitors can go to many different buildings; visitors can take part in traditional activities

traditional museum: no live animals; objects are behind glass – you can't touch them; things are in rooms, so visitors go from one room to the next

- 3  1.13 Go through the descriptions in the box and elicit some examples of things that these might include. For example: *I remember...*, *When I was a child...*, (people's memories); dates and years (facts); *It was interesting/boring/exciting*, *We enjoyed the ...*, *I had a good time...* (online review). Then play the audio for sts to listen and read the sources of information, and match each source with a description. Check answers.

Answers

a facts b online review c people's memories

- 4 Go through the sentences with the class. Elicit/Teach the meaning of *coal mine* and *tram*. Sts could do this exercise in pairs, or work alone and then compare answers. Check answers and elicit which part of the text confirms each answer.

Answers

- 1 a (*there are actors in costumes ... visitors can ask them questions*)
- 2 c (*I used to keep a diary ...*)
- 3 a (*he asked local people for any objects*)
- 4 b (*the only disappointing thing was the long queue for the fish and chips*)
- 5 c (*my grandfather used to work on the trams*)
- 6 b (*everyone had a great time, including grandparents and small children*)
- 7 b (*we didn't have time to see everything*)

1 Look at the pictures of museums. Which two show ...

- a traditional museum?
- an open-air museum?



2 Work in pairs and talk about the differences between these two types of museums.

3 1.13 Read and listen to the sources of information on an open-air museum (a-c). Match each source to a description.

people's memories facts online reviews

4 Which source of information, a, b or c, mentions these things?

- 1 People you can ask questions about the museum.
- 2 A personal experience of a very difficult job.
- 3 The way local people helped to start the museum.
- 4 Feeling disappointed about waiting.
- 5 How people travelled in the nineteenth century.
- 6 A large family group having fun.
- 7 Not having enough time to do something.

5 Read the sources of information again and answer the questions.

- 1 Where did people work in north-east England in the nineteenth century?
- 2 Why did Frank Atkinson decide to open a museum?
- 3 What did Frank move to Beamish to create his museum?
- 4 Why are there actors in costumes in Beamish?
- 5 What jobs do people remember their family members doing?
- 6 What time does the museum close?

6 Work in groups. Which source do you think is most useful for people who want to learn about Beamish before they visit? Order them 1-3 and explain your reasons.

7 Word Power Some verbs and nouns often go together, for example, *tell stories*. In the sources, find verbs which go with these nouns.

... a diary ... objects ... some photos
... a scrapbook ... time

8 FIND OUT Beamish shows what life was like in the 1900s. What was life like in your town in the 1900s? What jobs did people do and what were the local industries?

9 COMPARE CULTURES An English-speaking friend wants to visit a museum in your country. In groups, choose a museum. Explain what kind of things your friend can see or do there.

 **Now watch the culture video.**

FAST FINISHER

Think of an old object to donate to a museum. Describe it. Who did it belong to? How old is it? What is it like?

REAL CULTURE!

- 5 Focus on the questions. Ask sts to read the sources of information again and answer them, then compare their answers in pairs. Check answers.

Answers

- 1 on farms and in coal mines
- 2 because traditional ways of life were disappearing
- 3 miners' homes, a station, shops, a school
- 4 to answer visitors' questions about life in the past
- 5 miner, ticket collector
- 6 4.45 p.m.

- 6 Put sts in small groups and focus on the question. Give sts time to discuss their ideas and monitor while they work. Ask one person from each group to present the group's ideas.

- 7 **Word Power** Remind sts that some verbs and nouns go together. Look at the example, then elicit some more examples from sts, e.g. *have breakfast, do homework, write an essay*. Go through the nouns and ask sts to find the verbs that go with them. Check answers.

Answers

keep a diary, collect objects, take some photos, make a scrapbook, have time (to do something)

EXTRA PRACTICE

Write the verbs from Exercise 7 on the board (*collect, have, keep, make, take*). Arrange sts in pairs and set a time limit of two minutes for them to think of more nouns that go with each verb. With a weaker class, you could put some nouns on the board and get pairs to match them with a verb using their dictionaries.

Examples might include:

collect: stamps, toys, information

have: breakfast/lunch/dinner, a meal, a drink

keep: a pet, a secret, a promise

make: a cake, a sandwich, a mistake

take: a test, a break, a taxi

21st Century skills

8 FIND OUT

Set this exercise for homework if you prefer. However, if you have time, you could brainstorm some ideas with the class that they can research later. For example: what the important industries were; what housing was like; how people travelled around; what they did in their free time. Sts can find more information out about the topic by looking online or in other media, or by asking other people.

21st Century skills

9 COMPARE CULTURES

Ask: *What museums are there in your country?* Elicit some ideas and write them on the board. Put sts into small groups and ask them to choose a museum from the list that they know about. If possible, encourage groups to choose different museums. Ask them to brainstorm a list of things that visitors can see and do at the museum. Monitor and help with vocabulary where needed. Give groups time to organize their ideas, then ask one person from each group to tell the class about their museum. At the end, you could get the class to decide on the best museum to visit.

Culture video

This lesson also features an optional culture video about street art: see SB page 17. 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 *Super street art* on TG pages 300 and 312.

FAST FINISHER

Sts think of an old object to donate to a museum. They describe the object and say who it belonged to, how old it is, and what it is like. Weaker sts could do the activity in pairs.

A special memory

WRITING A story

I can write about a special event in the past.

1 Read Luna's story. What did she learn to do?

AN UNFORGETTABLE DAY

When I was fourteen, I had a brilliant birthday.

On the day, I woke up at 6 a.m. because I was excited to see my present. However, my parents were still sleeping. While I was waiting for them, I went into the living room. There was just a card on the table, so I felt a bit disappointed. Just then, Mum and Dad came into the room. After that, I opened the card. Inside was a voucher for unicycle lessons at a circus school. I was really surprised!

Later on, I went for my first unicycle lesson. I didn't feel confident at first, so I fell off a lot. After a while, my knees hurt, but every time I fell off I got back on. At the beginning, the teacher held my arm while I cycled. Eventually, I cycled on my own. It was an unforgettable day because it was great fun and I learned to do something new!



2 Answer the questions about Luna's story.

- 1 What was the memorable event?
- 2 What did Luna see on the table?
- 3 How did Luna feel when she opened her present?
- 4 Why did Luna's knees hurt?
- 5 Why was it an unforgettable day?

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

Useful language

Time phrases

On the day, I was ...	At the beginning, ...
Just then, ...	Later on, ...
After that, ...	Eventually, ...
After a while, ...	

4 Read the **Look!** box. Find examples of each connector in the story. Which ones have a comma (,) before them?

Look! Connectors

Connecting similar ideas: *and*

Connecting different ideas: *However, but*

Giving reasons: *so, because*

5 Complete the sentences with the correct connector.

- 1 I wanted to watch TV, ... my dad was watching football.
- 2 My favourite team was playing, ... I decided to watch the match.
- 3 The score was 1-1 at half time. ..., we won 2-1.
- 4 Dad made me a cake ... it was my birthday.
- 5 We all enjoyed the match ... we ordered pizzas to celebrate our win after it finished.

6 Read the advert for a competition and make notes for each question.

- □ ×

BARTON SCHOOL WRITING COMPETITION

We want to hear all about an unforgettable day or special memory.

Was it a special event?

How old were you?

What adjectives best describe it?

What happened?

Upload your story here. You can share your photos, too. There are two cinema tickets for the best story!

7 Write a story about an unforgettable day or a favourite memory. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- Write notes about your special day. Use the questions in the advert.

Write

- Organize your ideas into two or three paragraphs.
- Use the expressions from the **Useful language** box.

Reflect

- Check your grammar: past simple and past continuous with *when* and *while*.
- Check your use of connectors and time phrases.
- Check your spelling.

A special memory

WRITING A story

Sts read a story about a special event in the past. They learn useful language to describe when things happened and study connectors. They then follow the steps in the Writing plan to write a story about an unforgettable day or a favourite memory.

Writing

A story

Useful language

Time phrases (*On the day, I was ..., Just then, ..., After that, ..., After a while, ..., At the beginning, ..., Later on, ..., Eventually, ...*)

Look!

Connectors (*and, However, but, so, because*)

WARMER

Ask: *What do you like to do on your birthday? What are the best/worst kinds of birthday presents?* Encourage as many sts as possible to contribute their ideas.

- 1 Explain or elicit the meaning of *unicycle* and *voucher*. Ask sts to read Luna's story and answer the question. Check answers.

Answer

She learned to ride a unicycle.

- 2 Go through the questions. Ask sts to read Luna's story again and answer the questions. Give them time to compare answers, then check answers with the class.

Answers

- 1 her fourteenth birthday
- 2 a card
- 3 surprised
- 4 She fell off the unicycle a lot.
- 5 It was great fun and she learned to do something new.

- 3 Read the time phrases in the Useful language box with sts. Put sts in pairs to discuss how they say these expressions in their first language. Sts then read Luna's story again and find examples of time phrases that she used.

- 4 Read the Look! box with sts. Refer sts back to Luna's story to find examples of each connector.

Explain/Elicit that we use *However* at the beginning of a sentence to connect it to a previous sentence. We use *and, because, so, but* to connect ideas in the same sentence or give reasons. They don't usually go at the beginning of a sentence. Point out that *However* is followed by a comma, then ask sts to identify which connectors have a comma **before** them. Check answers.

Answers

but, so

- 5 Ask sts to copy and complete the sentences in their notebooks. Allow time for them to compare their answers with a partner, then check answers.

Answers

1 but 2 so 3 However 4 because 5 and

- 6 Ask one or two questions about the advert to check understanding, e.g. *What is it advertising?* (a writing competition). Go through the questions, then ask sts to think of an unforgettable day or a special memory they have and make notes about it for each question.

- 7 Sts write a story following the steps in the Writing plan.

Writing plan

Prepare

Sts work as individuals and make notes for their story. Monitor and help with vocabulary if necessary. Remind them to answer all the questions.

Write

Explain that sts should organize their stories into paragraphs. Focus on the story in Exercise 1 to see how Luna organized her story. Elicit what information she included in each paragraph and look at the past tenses she used. Sts write their story using Luna's story as a model. Encourage them to use time phrases from the Useful language box and connectors from the Look! box. They can also use adjectives from page 9.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap stories with a partner and give feedback on the use of past tenses, *while* and *when*, and connectors. Remind sts to be positive and encouraging when they give feedback, and always find some aspects to praise.

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: Verbs for travel and holidays; Nouns for travel

Grammar: Present perfect with *ever/never*; Present perfect with *just, already, yet*

Speaking: Asking for help and information

Writing: An email

VOCABULARY Verbs for travel and holidays

I can use verbs for travel and holidays.

- 1 2.1 Read the web page and comments. Choose the correct verbs to complete the sentences. Listen and check.

About Blog Destinations Popular Reviews

Holiday habits

In the UK, 55% of people take a holiday in their own country. 'Staycations' and short breaks are more popular than ever.

Do you hate getting ready to go away? Long, annoying queues at the airport? You aren't the only one. Many families don't want to ¹ go abroad / set off. Instead, they ² relax / plan a holiday at home.

And why not? It's a great chance to ³ explore / return your own town or local area. You can ⁴ book / pack a small day bag and you don't have to worry whether the train or plane ⁵ departs / stays on time. You can have fun all day and ⁶ arrive / relax with friends in the evening.

What sort of holidays do you enjoy?

Log in SEARCH

Comments

I love to ⁷ stay / go abroad at my gran's in the country. The only problem is there's no Wi-Fi. CJ

Sometimes family trips are hard work! I'd like to go to a festival with my friends. You have to be quick to ⁸ book / depart tickets for the popular ones. Harry

I like weekends away, but my dad always wants to ⁹ unpack / set off early. Sometimes we get up at 5 a.m. 😞 I need my sleep! Suzanna

My uncle's house is great because he's got his own pool. The problem is, it's about 200 kilometres away, so we're often tired when we ¹⁰ arrive / explore. Charlie

Short breaks are a good idea, but the first thing I do when we ¹¹ return / plan is see my friends. I never ¹² pack / unpack my bags the same day! Annie

Share Like Comment

- 2 Complete the questions with verbs from Exercise 1. Ask and answer in pairs.

When you go away, do you ...

plan a music playlist for the journey?

- 1 ... too many clothes?
- 2 ... at least one new place?
- 3 ... tickets for a local event?
- 4 ... in the same place for a few days?
- 5 ... with interesting souvenirs?

- 3 Copy the list and write verbs from Exercise 1 next to the nouns. Which verbs and nouns are the same?

- | | |
|-------------------------|--------------------|
| <i>arrive</i> ▶ arrival | 4 ... ▶ packing |
| 1 ... ▶ booking | 5 ... ▶ plan |
| 2 ... ▶ departure | 6 ... ▶ stay |
| 3 ... ▶ exploration | 7 ... ▶ relaxation |

- 4 **FIND OUT** The Transoceánica is the world's longest bus route. Which two cities does it connect? How long is the journey in hours? How long is the route in kilometres?

Now watch the vlog.

FAST FINISHER

Write about what you like and dislike about travel.

I love travelling by train because I can go to sleep!

Time to go!

2

UNIT 2 OVERVIEW: The topic of this unit is travel. Sts read a travel blog and listen to announcements at a train station. They read a map and learn how to ask for help and information. They read about souvenirs and finally, they read an email from a friend on holiday and write an email with their own holiday news. They also watch a vlog about a trip to Sri Lanka and a culture video about a road trip to Scotland.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Verbs for travel and holidays; Nouns for travel	Present perfect with <i>ever/never, been/gone</i> ; Present perfect with <i>just, already, yet</i>	<i>have/has</i> : strong and weak forms	Finding specific detail in a blog post	Identifying key information in short dialogues and announcements	Asking for help and information	An email

VOCABULARY Verbs for travel and holidays

Sts learn verbs for talking about travel and holidays. They practise collocations and making nouns from verbs. Then, they personalize the vocabulary by talking about what they like and dislike about travel.

Vocabulary

verbs for travel and holidays (*arrive, book, depart, explore, go abroad, pack, plan, relax, return, set off, stay, unpack*)

Vlog

Steve: *Sri Lanka with Steve*

WARMER

Write a place that you've been to on holiday on the board, e.g. Paris. Put sts in teams to take turns and ask *yes/no* questions about your holiday, e.g. *Did you travel by train? Did you stay in a hotel?* Teams score a point every time you answer 'Yes'.

- 1** **2.1** Explain that a *staycation* is a holiday/vacation where you do holiday activities at, or near, your home. Go through the text and elicit/teach the verbs in orange. Put sts in pairs to complete the text. Encourage them to read the verbs in context to work out which verb is correct. Play the audio to listen and check. See TG page 275 for audio script. Check answers.

Answers

- | | | |
|-------------|-----------|-----------|
| 1 go abroad | 5 departs | 9 set off |
| 2 plan | 6 relax | 10 arrive |
| 3 explore | 7 stay | 11 return |
| 4 pack | 8 book | 12 unpack |

- 2** Ask sts to copy and complete the questions in their notebooks. Check answers, then arrange sts in pairs to ask and answer the questions. Monitor and help with vocabulary. At the end, invite a few sts to tell the class about their partner.

Answers

- 1 pack 2 explore 3 book 4 stay 5 return

- 3** Focus on the list of nouns. Explain that they are all made from verbs. Ask sts to copy the list and find the verb forms in Exercise 1. Check answers.

Answers

- 1 book 2 depart 3 explore 4 pack
5 plan 6 stay 7 relax

plan and *stay* have the same noun form and the same verb form.

21st Century skills

4 FIND OUT

Set this exercise for homework if you prefer. Sts can find the information out by looking online or in other media, or by asking other people. The answers are: Lima to Rio de Janeiro, 102 hours, 6,000 kms. You could ask sts to find out similar information for the longest train/plane journey in the world.

Vlog

This lesson features a vlogger talking about his trip around Sri Lanka. 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 pages 292 and 309.

FAST FINISHER

Sts who finish early can practise the vocabulary further by writing about what they like and dislike about travel. Weaker sts could work in pairs and focus on one aspect – what they like, or what they dislike.

V Vocabulary practice: WB p.14

Sts will find more practice of verbs for travel and holidays here. Set these exercises for homework.

LS Language summary: Unit 2 SB p.128

Picture perfect

READING

I can find specific detail in a blog post.

◀ Blog

>>> This week's blog post is from BiancaB in London.

Vacation? 'Fake-ation'!

My brother, Enzo

Friday evening

Have you ever visited family in another country? I've never been abroad, but I'd love to visit my cousins. My aunt and uncle live in Barbados and my older brother, Enzo, is getting ready for a big adventure there. Enzo's never flown before. He's packed his bags and posted a photo of them online. His friends have sent goodbye messages, too.

Saturday afternoon

So, the flight departed on time and now it's arrived in Barbados, but Enzo is still in the UK. He didn't book a ticket and he hasn't gone to the Caribbean. Why not?

Well, Enzo is a student at art college and he's planned a fake holiday as a design project. In real life, our whole family is staying with my grandparents in Wales this week, but his friends don't know that ... shh!

Enzo's been in Grandad's study all afternoon. He's using a photo-editing app to put himself in photos of places in Barbados. He wants to create a new photo every day and post it online, but he's never tried to make edited photos look real before and it isn't easy!

Sunday

Today, my brother showed me an article about Zilla van den Born, a design student from the Netherlands. Zilla created a fake trip to Thailand. She posted updates while she 'was travelling in Asia'. In fact, she didn't leave home, but friends believed she was abroad. Zilla showed that a picture-perfect reality is often an illusion, especially on social media. Don't believe everything you see and read!

Tuesday evening

Have you ever felt bad about your online posts? Enzo's made some fantastic fake photos, but his friends have guessed that they aren't real, so he's told them the truth. Some people were unhappy, but most of them understood the reason for his 'fake-ation'.



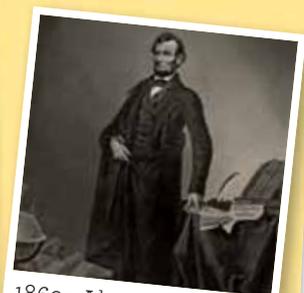
- 1 Look at the blog post. What's unusual about the pictures of Enzo?
- 2 **2.2** Read and listen to the blog post and check your answer. Were you right?
- 3 Read the blog post again. Answer the questions.
 - 1 Who is getting ready for a big adventure?
 - 2 What are Bianca and her family doing this week?
 - 3 Why is Enzo using a photo-editing app?
 - 4 Where did Enzo get the idea for his project?
 - 5 What did Zilla create?
 - 6 In your opinion, how did Enzo's friends guess his photos were fake?
- 4 **Word Power** Find all the place names in the blog post. Make a list of more place names in English.



Is this an early example of photo editing? Look carefully at the bodies. They are the same!



1850s John Calhoun



1860s Abraham Lincoln
(US President)

Picture perfect

READING

Sts read a blog post by a young blogger called Bianca, who talks about a design project that her brother Enzo is doing at art college. Sts focus on finding specific detail in a blog post. They answer questions about Bianca's blog post and practise finding place names in a text. They also learn to use the present perfect with *ever/never* and *been/gone*.

Reading text

A blog post about a fake vacation

Reading skill

Finding specific detail in a blog post

WARMER

Ask sts about the photos they take when they go on holiday: *Why do you take photos? Do you take photos of places or people? Do you post photos online? Why / Why not?* If sts have holiday photos on their phones and are happy to share them, they could work in pairs or small groups and describe a favourite photo.

- 1 Explain that sts are going to read a blog post. Put them in pairs to study the pictures and discuss the question. Elicit ideas from around the classroom, but don't confirm or correct.

Sample answer

The boy in the grey T-shirt is in both photos. The backgrounds look fake.

- 2 **2.2** Play the audio for sts to read and listen and check their answer to Exercise 1. Use a show of hands to find out how many sts guessed that the photos were not real. See SB page 20 for audio script.

- 3 **Finding specific detail in a blog post** Point out that when sts are reading a text to find specific details, it isn't necessary to read and understand every word of the text. They should read the questions carefully and think about the type of information they need to find in the text, e.g. a name, a place, a reason. Then, they can scan the text (read it quickly) and look for key words to help them answer the question.

Focus on question 1 and ask: *What do you want to find out?* to elicit *the name of a person*. Then ask: *What key words are you looking for?* to elicit *getting ready* and *adventure*. Go through the remaining questions and elicit words that sts can scan for to find the answers. Elicit that the answer to question 6 isn't in the text (sts have to give their opinion).

Sts then scan the text to find the information. You could put them in pairs and do this as a race, so they focus on scanning the text quickly and don't try to read the whole text. Check answers with the class.

Answers

- 1 Enzo
- 2 They're staying with their grandparents in Wales.
- 3 to put himself in photos of places in Barbados, as part of a design project
- 4 from Zilla van den Born, a design student from the Netherlands
- 5 She created a fake trip to Thailand.
- 6 Students' own answers.

- 4 **Word Power** Write *Bianca, London, England* on the board. Ask: *What can you look for when you scan a text for names? Elicit Words that begin with a capital letter.* Ask sts to scan the blog post again and find all the place names. Check answers.

Answers

London, Barbados, the UK, the Caribbean, Wales, the Netherlands, Thailand, Asia



Ask: *Do you ever edit your photos? Why / Why not?* Then, encourage sts to read this fun fact for pleasure. Ask sts if they can guess why the photo was edited. Elicit ideas, then explain that a popular theory is that when Lincoln was assassinated in 1865 there weren't many good photos of him. This photo was one of the most famous pictures of Lincoln and no one noticed it was fake until almost a hundred years later.

EXTRA PRACTICE

Choose five or six words from the blog post and write definitions on the board (you could use definitions from a learner's dictionary). Then arrange sts in pairs to read the blog post again and find the words that match the definitions. For example:

an exciting journey or experience (adventure)
not real (fake)
a plane journey (flight)
something that isn't true (illusion)
a piece of work students do (project)
a room where you can read or work (study)
the real facts about something – not lies or guesses (truth)

R Reading practice: WB p.15

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

GRAMMAR Present perfect with *ever/never, been/gone*

I can use the present perfect with *ever/never* and *been/gone*.

Now watch the grammar animation.

- 1 Copy and complete the grammar box with the past participle of the verbs *fly, feel* and *visit*.

Questions

Have you/we/they ever ¹... bad about your online posts?

Has he/she/it ever ²... family in another country?

Statements

I/You/We/They have never ³... before.

He/She/It has never **done** that before.

Rules

- We use *ever* in questions with the present perfect to ask if something has happened at some time in the past.
- We use *never* in affirmative statements to mean at no time in the past.

- 2 A reporter has written questions for Lena, a wildlife photographer. Copy and complete the questions with the correct form of each verb. Add answers.

Have you ever ...	Lena
... (explore) the Brazilian rainforest?	✓
<i>Have you ever explored the Brazilian rainforest?</i>	<i>Yes, I have.</i>
1 ... (take) photos of a jaguar?	✗
2 ... (sleep) in a tent in the rainforest?	✓
3 ... (see) a howler monkey?	✗
4 ... (post) your photos online?	✓
5 ... (use) a photo-editing app?	✗

- 3 Complete the notes from Lena's interview using her answers from Exercise 2.

Lena *has explored* the Brazilian rainforest many times, but she ¹ ... never ... photos of a jaguar. She ² ... in a tent in the rainforest. She ³ ... never ... a howler monkey, but she's heard one. They're very loud! Lena ⁴ ... her photos online on her blog, but she ⁵ ... never ... a photo-editing app.



Have you ever explored a rainforest?

Yes, I have.

No, I've never explored a rainforest.



Look! Present perfect: *been/gone*

The verb *go* has two past participles, *been* and *gone*.

She's **been** to Rio. (she went to a place and returned)

She's **gone** to Rio. (she went to a place and is there now)

- 4 Complete the sentences with *been* or *gone*.

- Have you ever ... to the USA?
- My sister is very tired this evening. She's ... on a school trip to a museum today.
- I've never ... to that restaurant. Is it good?
- I don't know where they've Why don't you call them?
- Have you ever ... to the new cinema in town?
- Ali isn't at football practice tonight. He's ... to a birthday party.

- 5 In your notebooks, write questions with *Have you ever ...?* Ask and answer the questions in pairs.

explore / a rainforest?

see / a wild animal?

eat / Italian ice cream?

be / on a school trip?

buy / souvenir?

take / a funny selfie?

6 COMPARE CULTURES

For visitors to the UK, the Tower of London is a popular location for photographs. What locations in your country do visitors like to photograph?

FAST FINISHER

Write sentences for a fake travel blog. Use *I've been / I haven't been* to talk about different places.

GRAMMAR Present perfect with *ever/never, been/gone*

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I've never been anywhere!*, including the form and use of the present perfect with *ever/never* and *been/gone*. 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 314 for animation script.

- 1 Read the grammar box. Explain that we use the present perfect to talk about things that happened in the past – we don't say **when** they happened.

We form the present perfect with *have/has* + the past participle of the verb. Explain that we add *-ed* to the infinitive to form regular past participles. This is also how we form the past simple of regular verbs. Refer sts to SB page 136 for a list of irregular past participles.

Write: *I've been to France* on the board. Elicit the negative form (*I haven't been to France.*). Explain that we can also say *I've never been to France*. Point out that we don't use a negative form with *never*: ~~*I haven't never been to France.*~~

Ask sts to copy and complete the grammar box. Check answers. Elicit that *visited* is a regular past participle and *flown* and *feel* are irregular.

Answers

1 felt 2 visited 3 flown

Ask questions to check concept.

Concept check questions: *I've visited Barbados – past or present? (past). Do we know when? (no). Have you ever taken a selfie? or Have you never taken a selfie? (Have you ever taken a selfie?). I've ever been to Italy or I've never been to Italy. (I've never been to Italy). Ever – 'at some time in the past' or 'at no time in the past'? (at some time in the past). And 'never'? (at no time in the past).*

- 2 Pre-teach *wildlife photographer, jaguar, howler monkey*. Read the example question and focus on the short answer. Point out that we say *Yes, I have*. NOT *Yes, I've explored*. Ask sts to make a negative short answer. Elicit *No, I haven't*.

Sts then copy and complete the questions, and write Lena's answers. Check answers.

Answers

1 Have you ever taken ...? No, I haven't.
2 Have you ever slept ...? Yes, I have.
3 Have you ever seen ...? No, I haven't.
4 Have you ever posted ...? Yes, I have.
5 Have you ever used ...? No, I haven't.

- 3 Read through the task and the example sentence. Sts then complete the notes. Check answers with the class.

Answers

1 has (never) taken 4 has posted
3 has slept 5 has (never) used
3 has (never) seen

Read the Look! box about *been* and *gone*. Ask questions to check concept.

Concept check questions: *Jo's been to New York. – Is Jo in New York now? (no). Emily has gone to the supermarket. – Is Emily at home now? (no) Where is she? (at the supermarket).*

- 4 Sts copy the sentences into their notebooks and complete them. Check answers.

Answers

1 been 3 been 5 been
2 been 4 gone 6 gone

- 5 Read the example. Ask sts to write the questions in their notebooks. Go through the questions, then give sts time to prepare their answers individually. Put them into pairs to ask and answer the questions.

Answers

Have you ever eaten Italian ice cream?
Have you ever bought a souvenir?
Have you ever seen a wild animal?
Have you ever been on a school trip?
Have you ever taken a funny selfie?

21st Century skills

6 COMPARE CULTURES

Explain that the Tower of London is a castle in London. It is 1,000 years old and is a popular tourist destination. Put sts into pairs or small groups. Encourage each group to list places in their country that visitors like to photograph. Elicit ideas from the class.

FAST FINISHER

Sts who finish early write sentences for a fake travel blog using *I've been / I haven't been*. Weaker sts could work in pairs. Each st chooses three favourite places (buildings, towns, etc.) and makes questions using *Have you ever been to...?* to ask their partner.

G Grammar practice: WB p.16

Sts will find more practice of the present perfect with *ever/never* and *been/gone* here. Set these exercises for homework.

LS Language summary: Unit 2 SB p.128

Has the train left?

VOCABULARY and LISTENING Nouns for travel

I can identify key information in short dialogues and announcements.

1 Look at the picture. Can you see any unusual objects?



2 2.3 Match the words with the letters. Listen and check.

announcement arrivals board departures board
 information desk lost property office queue
 seat taxi rank the Underground
 ticket machine trolley wheelie bag

3 Complete the tips with words from Exercise 2.

Travelling by train?
 Read our top tips for top trips!

Have you lost something? The **lost property office** is open 24 hours a day.

- Do you get bored waiting in a ... for tickets? Listen to a podcast on your phone!
- Don't pack too much stuff in your ... ! Keep some space for souvenirs.
- Always check the ... before your train leaves.
- Have a coin ready in case you want a ... to take your luggage to the train.
- When the ... is closed, use the station app for travel advice and timetables.
- Don't worry about a ... that doesn't work. Book your tickets online.

4 2.4 Listen to the dialogues and announcements. Answer the questions.

- What does Felix need?
 - A wheelie bag.
 - A trolley.
 - Some money for snacks.
- Ellie has left her phone at the
 - information desk.
 - lost property office.
 - ticket machine.
- Why is Alice very hungry?
 - She forgot to bring something to eat.
 - She only had fruit for breakfast.
 - She didn't have time to make lunch.
- The problem with the Cardiff train is that
 - it has no food or drink.
 - the departure time has changed.
 - there are no seats.
- The man
 - has bought the wrong ticket from the ticket machine.
 - has taken the wrong train.
 - has taken somebody's seat.

Has the train left?

VOCABULARY and LISTENING

Nouns for travel

Sts listen to five dialogues and announcements at a train station and practise identifying key information in dialogues and announcements. They study nouns for travel and learn to use the present perfect with *just*, *already* and *yet*.

Vocabulary

Nouns for travel (*announcement, arrivals board, departures board, information desk, lost property office, queue, seat, taxi rank, the Underground, ticket machine, trolley, wheelie bag*)

Listening text

Five dialogues and announcements at a train station

Listening skill

Identifying key information in short dialogues and announcements

WARMER

Ask: *How do people travel long distances in your country?* Elicit ideas, e.g. *by car, by coach, by train, by plane, etc.*

Ask: *What's the best way to travel a long distance in your country?* Elicit some ideas, then put sts in pairs or small groups to discuss the advantages and disadvantages of travelling by train.

- 1 Put sts in pairs to describe what they can see in the picture. Then, focus on the question and ask them to answer it. Elicit the answer and check that everyone found the unusual object.

Answer

There is a large dinosaur in the picture.

- 2  2.3 Read through the nouns in the box and elicit or teach the meanings. Put sts in pairs to match the words with the pictures. Play the audio for them to listen and check their answers. Play the audio again for sts to repeat the words. See TG page 275 for audio script.

Answers

a announcement	g taxi rank
b departures board	h trolley
c arrivals board	i queue
d lost property office	j wheelie bag
e ticket machine	k seat
f information desk	l the Underground

- 3 Read through the list of tips with the class. Check the meaning of any new vocabulary. Ask sts to copy and complete the sentences. Check answers with the class.

Answers

1 queue	4 trolley
2 wheelie bag	5 information desk
3 departures board	6 ticket machine

- 4  2.4 **Identifying key information in short dialogues and announcements** Tell sts that they will hear Felix and his mum talking. They're at the train station. Read question 1 and the multiple-choice answers. Explain that sts may hear the words *wheelie bag, trolley, money* in the dialogue. However, they may also hear words that have the similar meanings (synonyms), or someone describing an object without saying its name (paraphrasing). To help them identify the key information they need, sts should listen for *wheelie bag, trolley, and money*, and for words or phrases that mean the same thing. Demonstrate this by focussing on the three answers to question 1 and eliciting ideas. For example, *a bag with wheels (wheelie bag), something to put bags on (trolley), cash, coins, five dollars, etc. (money)*.

Before you play the audio, remind sts that the speakers may mention more than one of the possible answers. It's important to listen carefully to the whole dialogue, then choose an answer.

At this point, you could play dialogue 1 and discuss the answer with the class. Alternatively, put sts in pairs to discuss the remaining questions and elicit examples of key information to listen for. Then, play the audio for sts to listen and answer the questions. See TG page 275 for audio script. Check answers with the class.

Answers

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

- V L Vocabulary and Listening practice: WB p.17**
Sts will find more practice for listening and practice of nouns for travel here. Set these exercises for homework.

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

GRAMMAR Present perfect with *just, already, yet*

I can use the present perfect with *just, already* and *yet*.

Now watch the grammar animation.

- 1 Read the grammar box. Complete the rules with *just, already* and *yet*.

Affirmative	Negative
I've just bought this ticket.	I haven't found my phone yet .
He's already found a trolley.	The train hasn't left yet .
They've just announced our train.	
Questions	Short answers
Have you eaten yet ?	Yes, I have. / No, I haven't.
Have they announced our train yet ?	Yes, they have. / No, they haven't.

Rules

We use ¹ ... in affirmative sentences for things that have happened sooner than we expected or before a particular time.

We use ² ... in negative sentences and questions to talk about things that we expect to happen.

We use ³ ... for actions that happened a very short time ago.

- 2 Complete the sentences with *just, already* or *yet*.

Have you called a taxi *yet*? It's time to leave.

- We can't pack another bag. We've ... packed six!
- This shop has great souvenirs. I've ... found this hat!
- There's Dad. He's ... come out of the ticket office.
- They haven't announced our flight ...
- Has Mia finished her project ...?

- 3 Complete the sentences with the correct form of the verb.

Ana and Si *have just arrived* (just/arrive) at school.

- ... (Mum/book/yet) the train tickets ...?
- ... (we/not see/yet) the Eiffel Tower ...
- Mr York ... (already/plan) the next school trip.
- Jake ... (just/leave) to go to the airport.
- Alice ... (not set off/yet).

4 PRONUNCIATION *have/has*: strong and weak forms

- 2.5 Listen and repeat.

strong forms

have /hæv/
has /hæz/

weak forms

have /həv/
has /həz/

- 5 2.6 Listen. When do we use strong forms and weak forms? Listen again and repeat.

- 6 In your notebook, write questions and short answers. In pairs, take it in turns to ask and answer.

you / unpack / your bag / yet? ✓

Have you unpacked your bag yet? Yes, I have.

- you / use / the Underground / yet? ✗
- you / see / my holiday photos / yet? ✗
- you / finish / your project / yet? ✓
- you and your friends / try / that new café / yet? ✓
- your parents / return from their trip / yet? ✗

- 7 2.7 Complete the travel blog with the correct form of the words in the box. Listen and check.

already/do explore/yet already/have
just/organize just/arrive not meet/yet
not unpack/yet



4G

Blog

Travels with Jacob

Hi, and welcome to my travel blog. For me, the best bit of any holiday is being with friends or meeting new people. As you know, I've *already had* some cool adventures. This week, I'm at an activity camp with some good friends. We ¹ ... after a ten-hour coach journey. I didn't sleep much, so I'm really tired. I ² ..., but I think I've forgotten my swimming things – typical!

The camp is in the mountains and our teacher ³ ... a mountain bike ride for tomorrow. I can't wait! There's another group of students our age, but the two groups ⁴ ...! I'm glad we've got a week here to get to know each other.

What about you? ⁵ ... somewhere new ... this summer? Or are you having fun at home? Tell me what you ⁶ ... with your friends or what you plan to do!

FAST FINISHER

Write three sentences about your day. Use *already, just* and *yet*.

GRAMMAR Present perfect with *just, already, yet*

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Has the concert started yet?*, including form and use of the present perfect with *just, already, yet*. 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 314 for animation script.

- 1** Read the grammar box examples. Remind sts how we form the present perfect (*has/have + past participle*). Write: *I've bought a ticket.* on the board and ask sts to make a negative sentence (*I haven't bought a ticket.*), then a question (*Have I bought a ticket?*). Elicit the affirmative and negative short answers (*Yes, I have. / No, I haven't.*), and remind sts that we don't use the past participle in short answers *Yes, I have bought.*

Remind sts that in the previous grammar lesson, they learned that we use the present perfect with *ever/never* to talk about past experiences. Explain that we also use the present perfect to talk about recent events when the time isn't mentioned. We often use *already/just/yet* for this.

Focus on the words in bold. Elicit that we use *already/just* with affirmative sentences and *yet* in negative sentences and questions. *Already* shows something happened before we expected, or before a particular time. *Just* shows something happened a very short time before now. We use *yet* to talk about things we expect to happen.

Draw attention to the position of *already/just* (before the past participle) and *yet* (at the end of a sentence/question).

Ask sts to copy and complete the rules, then check answers.

Answers

1 already 2 yet 3 just

Ask questions to check concept.

Concept check questions: *Tom's just bought a new phone. - Has he bought a phone? (yes) A long time ago or a short time ago? (a short time ago). Jane's already had breakfast? - Has Jane had breakfast? (yes) When? (we don't know). The bus hasn't left yet. - Has the bus left? (no) Is it going to leave? (yes). Has Linda arrived in London yet? - Is Linda going to London? (yes) Is Linda in London? (we don't know).*

- 2** Read the example. Ask sts to copy and complete the sentences in their notebooks. Check answers.

Answers

1 already 2 just 3 just 4 yet 5 yet

- 3** Read the example, then ask sts to copy and complete the sentences. Check answers.

Answers

- Has Mum booked, yet
- We haven't seen, yet
- has already planned
- has just left
- hasn't set off yet

PRONUNCIATION

- 4** **2.5** Play the audio for sts to hear the strong and weak forms. Then play it again for sts to listen and repeat.
- 5** **2.6** Play the audio for sts to listen and answer the question. See TG page 276 for audio script. Check answers, then play the audio again for sts to repeat the sentences.

Answers

We use weak forms in questions.
We use strong forms in affirmative and negative short answers.

- 6** Read the example. Ask sts to write the questions and short answers in their notebooks. Arrange them in pairs to ask and answer the questions. Ask different pairs to read their questions and answers to the class.

Answers

- Have you used the Underground yet? No, I haven't.
- Have you seen my holiday photos yet? No, I haven't.
- Have you finished your project yet? Yes, I have.
- Have you and your friends tried that new café yet? Yes, we have.
- Have your parents returned from their trip yet? No, they haven't.

- 7** **2.7** Read the first part of the travel blog and the example. Ask sts to read the rest of the blog and write the answers in their notebooks. Then play the audio for sts to listen and check their answers.

Answers

- | | |
|------------------------|--------------------------|
| 1 've just arrived | 4 haven't met yet |
| 2 haven't unpacked yet | 5 Have you explored, yet |
| 3 has just organized | 6 've already done |

FAST FINISHER

Sts who finish early write three sentences about their day, using *already, just* and *yet*. Weaker sts could do this in pairs.

G Grammar practice: WB p.18

Sts will find more practice of the present perfect with *just, already, yet* here. Set these exercises for homework.

LS Language summary: Unit 2 SB p.128

KEEP TALKING!

Can you help us?

READING and LISTENING

I can use a map to get information.

1 Look at the map. What kind of things can you do in Brighton?



2 Find the places in **bold** on the map. Match the questions with the answers.

- 1 What can you do on Brighton **Pier**?
- 2 Can we book tickets here for the **i360**?
- 3 What are **The Lanes**?
- 4 What's the **Royal Pavilion** like?
 - a They're small streets with interesting old buildings.
 - b It used to be a palace. It's a short walk from the pier.
 - c Yes, of course. The views from the top of the tower are amazing.
 - d There are fairground rides and cafés. It's a fantastic place for a walk.

3 2.8 Listen to the dialogues. Check your answers to Exercise 2.

4 2.9 Complete the phrases from the dialogues. Listen and check.

- A: *Which way* is it to the pier?
 B: It's on the seafront. It isn't *far*.

- 1 A: Can you help us? ... a map of Brighton, please.
 B: Of course. Here you are.
- 2 A: What ... to do there?
 B: You can enjoy the shops or just explore the area.
- 3 A: Can you ... on the map, please?
 B: Of course. It's just there.

Brighton Pier



KEEP TALKING!

Can you help us?

READING and LISTENING

Sts study a tourist map of Brighton and discuss what sort of things people can do in Brighton. They practise finding places on a map and using a map to get information. They hear four dialogues in which tourists ask for information about places in the town, and complete phrases for asking for information. They then learn how to ask for help and give information. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan.

 WARMER

Put sts in pairs and ask: *What do you like to do when you visit a new place?* Allow time for them to discuss, then elicit ideas from around the class, e.g. *visit interesting buildings, explore the city, go shopping, take photos.* Ask: *How do you find your way around a new city? Do you use a map or a phone app? What do you do if you get lost? Who can you ask for help?* Elicit ideas.

BACKGROUND INFORMATION

Brighton is a seaside resort in the south of England. It is quite close to London and is very popular with British and overseas tourists. Popular places to visit in Brighton include: the Royal Pavilion (which was once a royal palace); the Palace Pier (a 19th century pier with a funfair and restaurants); the i360 tower (a 162m tower on the sea front); the fishing museum; Sea Life (the world's oldest aquarium); and The Lanes (a collection of small streets in Brighton which are famous for their shops). Brighton was the home of a well-known British inventor called Marcus Volk. Volk built an electric railway so that people could travel along Brighton's seafront in small trains. The railway opened in 1883 and people still travel on it today. It is the world's oldest electric railway.

If your sts have access to the internet in class, they could find pictures of the places on the Student Book map (the Royal Pavillion, The Lanes, Brighton Fishing Museum, Sea Life, Volk's Electric Railway, Brighton Pier, and i360), and find out what there is to see or do at each place.

- 1 Focus on the map. Ask sts if they know anything about Brighton. Put sts in pairs to study the map and discuss things to do in the city, then ask for suggestions.

Sample answers

explore the city
have an ice cream
go to the beach
visit the Royal Pavilion, i360, Sea Life, the Brighton Fishing Museum, The Lanes
walk along the pier, the seafront
ride on the Volk's Electric Railway

- 2 Read through the questions. Put sts in pairs to match the questions and answers. Do not confirm or correct at this stage.
- 3  2.8 Explain that sts will hear four dialogues. In each dialogue, a visitor to Brighton is asking information. Play the audio for sts to listen and check their answers to Exercise 2. See TG page 276 for audio script. Allow sts time to check answers in pairs. Go through the answers with the class.

Answers

1 d 2 c 3 a 4 b

- 4  2.9 Read through the dialogues. Explain that these are excerpts from the dialogues they heard in Exercise 3. Put sts in pairs to brainstorm ways to complete each dialogue. Then, ask them to listen and write the correct answers. See TG page 276 for audio script. Check answers with the class. At the end, sts could practise the dialogues in their pairs.

Answers

1 We'd like 2 is there 3 show me

 EXTRA PRACTICE

Draw a simple map of the sts' town or region on the board. Elicit the names of one or two interesting places to visit and mark them on the map. Use the questions in Exercises 2 and 4 to ask for information about them. For example: *What can you do at ... ? What is ... ? What is ... like? Can you eat at ... ? Which way is it to ... ? Can you show me on the map?*

Arrange sts in pairs. Tell them to draw a simple map of the town/region and mark two more places of interest on the map. Sts then make up dialogues between a local person and a visitor to the town/region who wants to know more about these places. Sts could record their dialogues on their phone and play the recordings back to see how they sound.

SPEAKING Asking for help and information

I can ask for help and information about a place.

1 2.10 Listen and read. What are they looking for?

- Lara:** It's five o'clock. Time to catch the bus.
Milo: But you've both already got your souvenirs and I haven't bought one yet. Wait two minutes, OK?
Yana: OK, but hurry. Which way is the bus stop? Let's ask someone.
Lara: Excuse me. Can you help us? We're looking for the bus stop in Churchill Square. Do you know where it is?
Man: Sure. It's just down that street.
Yana: How far is it? Can you show me on this map, please?
Man: Of course. Here. It isn't far. It's five minutes on foot.
Yana: Thank you. Hey, Milo! Have you bought anything yet?
Milo: Yes. Look! I've just bought a great souvenir. A seagull!
Lara: It's cute, but now we'd better run!

2 2.11 Listen and repeat the Useful language.

Useful language

Asking for help

Excuse me, which way is ... ?

Can you help us?

We're looking for ...

Do you know where ... is?

How far is ...?

Can you show me on this map?

Giving information

It's just down ... street.

It isn't far.

It's ... minutes on foot.

It's that way.

It's a long way.

3 2.12 Put the dialogue in order from 1-5. Listen and check.

- Thank you very much.
- I'm looking for the bus stop for the number 5 bus.
- Excuse me. Can you help me?
- Well, it isn't far. It's that way, in front of the cinema. It's ten minutes on foot.
- Yes, of course. What's the problem?

4 Work in pairs. Prepare a new dialogue. Follow the steps in the Speaking plan.

Speaking plan

Prepare

- > You are outside your school. Some tourists ask for information about one of these places:
 - a place to buy food or drinks
 - a bus stop or train station
 - a place to stay
- > Choose one of the places.
- > Make notes for your dialogue. Use phrases from the Useful language box.

Speak

- > Practise your dialogue.
- > Act out your dialogue without notes.
- > Swap roles and choose a new place.

Reflect

- > Did you ask politely using *Excuse me* and saying *Thank you*?
- > How can you improve next time?

Now play *Keep moving!*

FAST FINISHER

How many words can you make from the letters in *Brighton Pier*?

gone, ...



LS Language summary: Unit 2 SB p. 128

SPEAKING Asking for help and information

- 1 2.10 Use the picture to teach *seagull*. Then ask one or two questions about the people in the picture, e.g. *Who are they? How do you think they are feeling?* Elicit some ideas, then explain that they are a group of friends who have just spent a day in Brighton.

Focus on the question. With stronger classes, you could play the audio with books closed and ask sts to listen for the answer. Then play it again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. See SB page 25 for audio script. Check the answer.

Answer

They're looking for a bus stop.

- 2 2.11 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen to the phrases, then play it again for them to listen and repeat. See TG page 276 for audio script.

Ask questions to check concept.

Concept check questions: Ask: *What question does Yana use to ask which direction the bus stop is? (Which way is the bus stop?). How does Lana ask a passer-by for help? (Can you help us?). How does she ask for directions? (We're looking for the bus stop ... Do you know where it is?). What does Yana ask to find out the distance to the bus stop? (How far is it?). How does he check he has understood the directions? (Can you show me on this map, please?). What phrases does the passer-by use to show the bus stop is near? (It's just down that street. It isn't far. It's five minutes on foot.)*

- 3 2.12 Ask sts to read the sentences in the dialogue, then write them in the correct order in their notebooks. Play the audio for sts to check answers. See TG page 276 for audio script. Then put sts in pairs to practise the dialogue.

Answers

1 c 2 e 3 b 4 d 5 a

- 4 Sts follow the steps in the Speaking plan to practise asking for help and information about a place.

Speaking plan

Prepare

Sts work in pairs and choose one of the places from the list. They write directions on how to get there from their school. Then, they make notes for a dialogue, using the Useful language in Exercise 2 to help them.

Speak

Pairs choose their roles and practise their dialogue. They practise with their notes, then act out the dialogue without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations. Then, they can play the recording back and compare their conversations with their notes, to check they included everything. When they finish, sts swap roles and make a new dialogue about a different place.

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. If sts recorded their conversations, ask them to use the recordings to help them think of how they could improve next time. For example, by speaking clearly, using polite phrases such as *Excuse me* to ask for help, and remembering to thank someone for their help. 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

Fast finishers try a spelling challenge. They make as many words as possible using the letters in *Brighton Pier*. Weaker sts could work in pairs and use dictionaries. With a weaker class, you could divide sts into groups to make as many words as possible.

S Speaking practice: WB p.19

Sts will find more practice of asking for help and information here. Set these exercises for homework.

LS Language summary: Unit 2 SB p.128

REAL

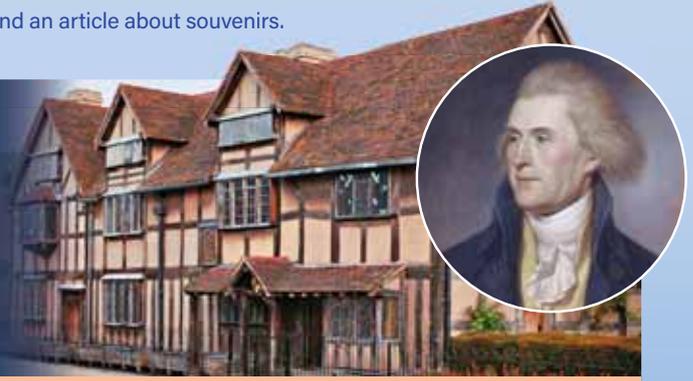
CULTURE!

Something to take home

I can understand an article about souvenirs.

Souvenirs

(and why they matter)



Have family members ever given you a souvenir from their holiday? Maybe you found something unusual on a trip? In most holiday resorts, there are lots of souvenir shops selling everything from cheap key rings, fridge magnets and pencil cases, to more expensive jewellery and handmade chocolates.

The first souvenirs

Collecting souvenirs isn't new. In 1786, Thomas Jefferson, the third president of the USA, visited William Shakespeare's birthplace in Stratford-upon-Avon, England. Historians say that Jefferson saw an old, wooden chair where the writer used to sit. He and other tourists on the tour cut off a piece of wood and took it home!

Why we like souvenirs

So, why do people like souvenirs? Most of us take hundreds of photos when we're away, so why do we need a silly hat or a model of Buckingham Palace? A souvenir is often a very personal choice. It reminds us of our travels. It can also be a talking point. When friends ask about it, we can't wait to describe where we bought it, who we were with and what we were doing. We enjoy remembering and talking about our holiday. Sometimes the story behind the souvenir is better than the souvenir itself.

Culture and history

Souvenirs can also tell us a lot about culture and history. We've searched around the world for some great souvenirs. How about an inukshuk from Canada? These stones were like a GPS system for the people of the Arctic region. They've become a symbol of hope and friendship around the world. Fabric from India represents the colours and costumes of the country. A baseball cap is useful against the hot sun. It's also a reminder of America's national sport.

However, sometimes the best souvenirs don't have to cost a lot. They can be old bus tickets, menus from your favourite restaurant (ask first!) or some leftover currency. What's your favourite souvenir?



Something to take home

Sts read an article about the history of souvenirs. They discuss souvenirs from around the world and consider whether it is appropriate to take items of historical interest as souvenirs of a trip. They study compound nouns and practise using them in sentences. They also watch a culture video about a road trip to Scotland.

 **WARMER**

Elicit/Teach the meaning of *souvenir*. Then, ask: *What souvenirs did you bring back from your last holiday?* Elicit ideas from around the class and encourage sts to expand their answers by asking more questions, e.g. *Where did you buy your souvenir? Did you buy it for yourself or someone else? Why did you choose it?* Put sts in pairs to discuss the sort of thing that visitors to their country might take home as a souvenir, then elicit some ideas.

BACKGROUND INFORMATION

The first souvenirs were relics that travellers brought back from places they visited – objects they found and removed from historic sites. To protect the sites, officials made small souvenirs for people to take home as a memory of their visit. The souvenir industry grew when more people started to travel. In the 18th and 19th centuries, rich travellers often bought artwork, showing places they visited, and other luxury items. For people with less money, things like postcards and souvenir spoons were very popular.

- 1 Focus on pictures a–d. Put sts in pairs to discuss the souvenirs and decide which ones they like most and why. Elicit some ideas from around the classroom.
- 2 Ask sts to read the text quickly and find which of the souvenir ideas (a–d) are in the text. Check answers.

Answers

- a a baseball cap
- b fabric from India
- d an inukshuk

- 3  2.13 Play the audio for sts to read and listen to the text. See SB page 26 for audio script. Deal with any new vocabulary, then go through the questions. Sts use the text to answer the questions. Allow time for them to compare answers in pairs. Check answers.

Answers

- 1 cheap key rings, fridge magnets, pencil cases, jewellery, handmade chocolates
- 2 He cut a piece of wood off a chair.
- 3 They remind us of our travels and can be a talking point.
- 4 hope and friendship
- 5 It is useful against the hot sun.

- 4 Focus on the pictures. Put sts in pairs to match the souvenirs and countries. Check answers.

Answers

- 1 Russian
- 2 Japan
- 3 Australia
- 4 Peru

- 5  2.14 Explain that sts will hear three teenagers talking about their favourite souvenirs. Ask them to listen and match any souvenirs from Exercise 4 with the teenagers. Play the audio. See TG page 276 for audio script. Check answers.

Answers

- Mike – a boomerang (3)
- Claudia – a maneki-neko (2)

- 6  2.14 Read through the questions with sts. Play the audio again for sts to listen and answer them. Allow time for sts to compare their answers in pairs. If necessary, play the audio again.

Answers

- 1 his uncle
- 2 When you throw a boomerang in the right way, it returns to you.
- 3 an Oxford University hoodie
- 4 at the airport when she picked up the wrong bag
- 5 white
- 6 happiness and a positive future

21st Century skills**7**  **THINK CRITICALLY**

Read out the question, then put sts into pairs or small groups to discuss it and ask them to note down their opinions and their reasons. Monitor to help where needed. At the end, ask for a show of hands to find out how many sts think Jefferson was right to take the wood and how many think he was wrong. Ask some sts to say why they think he was right/wrong.

- 1 In pairs, look at the pictures of souvenirs from around the world. Which ones do you like most and why?
- 2 Read the text and look at pictures a-d. Which three souvenir ideas are in the text?
- 3 **2.13** Read and listen. Answer the questions.
- 1 What sort of souvenirs do you find in holiday resorts?
 - 2 How did Thomas Jefferson get his souvenir?
 - 3 Why do people like souvenirs?
 - 4 What does an inukshuk represent?
 - 5 Why is a baseball cap a useful souvenir?
- 4 Look at the pictures of other souvenirs from around the world. Match the pictures with the country they come from.

Russia Japan Australia Peru



- 5 **2.14** Listen to the people describing their favourite souvenirs. Which souvenirs from Exercise 4 do the people mention?
- 6 **2.14** Listen again and answer the questions.
- 1 Who gave Mike his souvenir?
 - 2 What do you do with a boomerang?
 - 3 What was Sally's perfect souvenir?
 - 4 Where did she lose it?
 - 5 Which colour is Claudia's maneki-neko?
 - 6 What does it mean?
- 7 **THINK CRITICALLY** Do you think Thomas Jefferson was right or wrong to take the wood?

I think he was wrong because he didn't pay for it.

I think it was OK because ...

- 8 **Word Power** Find examples of compound nouns in the text. They can have one or two words.
holiday resort, ...
- 9 Complete the sentences with compound nouns from the text.
- 1 I'm walking home because I've lost my
 - 2 My favourite ... is Cancún in Mexico. The beaches are amazing.
 - 3 We went to Alcalá de Henares, the ... of Cervantes.
 - 4 Can I borrow a pen, please? I've left my ... at home.
- 10 **GET CREATIVE** In groups, choose a country. Research a souvenir from that country. Follow steps 1-5.
- 1 Decide what the souvenir is and where it is from.
 - 2 Say what it shows about the country.
 - 3 Discuss who might buy it.
 - 4 Explain why you chose the souvenir.
 - 5 Present your findings to the class.

FUN FACT

Are you looking for an unusual souvenir? How about a tin of fresh air from New York? Yes, you guessed it: this joke souvenir is really an empty tin ... and it comes from Czechia!



Now watch the culture video.

FAST FINISHER

Write a list of ideas for souvenirs from your town. Think of things people can eat, wear or take to school.

REAL CULTURE!

- 8 Word Power** Write *holiday* on the board and elicit that it is a noun. Repeat with *resort*. Explain that we can put *holiday* and *resort* together to form a third noun, *holiday resort*. This is a compound noun. *Holiday* tells us what kind of resort it is. Other words that can go before *resort* include *beach* (*beach resort*), *winter* (*winter resort*), *mountain* (*mountain resort*). Point out that when we want to make a compound noun plural, we add *s* to the second noun: *holiday resorts* NOT ~~holidays resort~~ / ~~holidays resorts~~. Sometimes we make the two nouns into one word, without a space between them, e.g. *homework*.

Put sts in pairs to read the Souvenirs text again and make a list of compound nouns. When they finish, check answers.

Answers

family members, holiday resorts, souvenir shops, key rings, fridge magnets, pencil cases, birthplace, talking point, GPS system, baseball cap, national sport, bus ticket

EXTRA PRACTICE

Make a list of holiday- and travel-related compound nouns from Unit 2, e.g. *bus route*, *day bag*, *fairground ride*, *mountain bike*, *rainforest*, *seafront*, *summer clothes*, *taxi rank*, *timetable*, *travel blog*. Arrange sts into small teams and write the first half of each noun on the board, e.g. *bus*, *day*, *fairground*. Teams race to find the compound noun in the unit and complete it. With a weaker class, you could write both halves of the compound nouns on the board randomly and have teams match the halves.

- 9** Read through the sentences, then ask sts to copy and complete them with compound nouns from the text. Check answers.

Answers

- | | |
|------------------|---------------|
| 1 bus ticket | 3 birthplace |
| 2 holiday resort | 4 pencil case |

21st Century skills



10 GET CREATIVE

Arrange sts in small groups and explain that they are going to prepare a presentation to give to the rest of the class. Read through the task and the different steps. Elicit examples of countries, souvenirs and examples of things sts could say in their presentation.

If sts have access to the Internet in class they can do the research in class, and you can monitor and help while they work. Alternatively, each member of the group could do some research for homework. In the next lesson, they can organize their research and prepare their presentation. Encourage everyone in the group to take part in the presentation and allow them time to practise before they present their work to the rest of the class.



Encourage sts to read this fun fact for pleasure. Ask them if they can remember any other unusual souvenirs they have seen on holiday.

Sts might be interested to know that when members of the British royal family visit other countries, people often give them gifts as souvenirs of their visit. Among the official gifts that Queen Elizabeth II has received are a pair of cowboy boots from the USA, an elephant from Cameroon, and a canoe from New Zealand.

Culture video

This lesson also features an optional culture video about a road trip to Scotland: see SB page 27. 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 *A road trip* on pages 301 and 312.

FAST FINISHER

Fast finishers write a list of ideas for souvenirs from their town. Weaker sts can do this in pairs or small groups.

Holiday news

WRITING An email

I can write an email with my holiday news.

- 1** Look at the holiday activities in the images. What do you enjoy doing most/least? Why?



- 2** Read the email and answer the questions.

- 1 What activities has Emma already done?
- 2 What have Emma and her cousins planned?

Hi Noah,

Thanks for your message. I've just seen your photos. It looks as though you're having fun. Have you swum in the lake yet?

I'm having such a great time at my cousins' house. We arrived a week ago by train. It was a long journey and I didn't have a seat for the first hour. It was so annoying! I'm sharing a room with my cousins. I haven't slept much because we play computer games until late and talk a lot. I've already met a lot of their friends and we've explored the area on bikes. We've just organized a camping trip for the weekend. The only problem is the weather. It's really hot! I haven't brought many summer clothes.

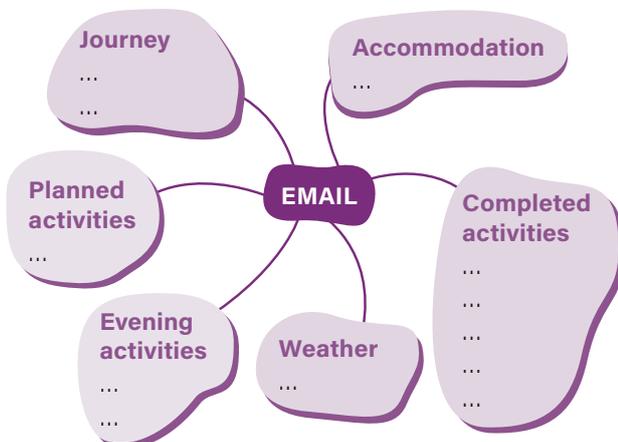
Apart from that, we've been to the beach. I found a brilliant souvenir shop. They sell such cool fridge magnets and I've bought one for you.

I can't believe the holiday is going so quickly! Hope to see you soon.

Love,
Emma xx

Send | + | - | x

- 3** Read the email again. Copy and complete the mind map.



- 4** Look at the **Useful language** box. How do you say these expressions in your language? Which expressions does Emma use?

Useful language

Responding to news and asking about news

It was great to hear from you.

Thanks for your message/news.

Have you ... yet?

Giving your news

I'm having such a great time.

I've just arrived in ...

Apart from that, ...

Finishing the email

That's all for now.

Hope to see you soon.

- 5** Read the **Look!** box. Find an example of each word in the email.

Look! *really, so, such*

We use **really** or **so** with an adjective or adverb:

*It's **really** cold.*

*These two weeks are going **so** fast!*

We usually use **such** (a/an) with a noun phrase (an adjective and a noun together):

*I'm having **such a** great time.*

*They sell **such** cool T-shirts.*

- 6** Copy and complete the sentences with *really/so* or *such*.

The train arrived *really/so* late.

- 1 The technology museum was ... interesting.
- 2 I've just had ... a good holiday.
- 3 I was ... tired after my long journey.
- 4 It was ... an uncomfortable seat!
- 5 That was ... a good trip.

- 7** Write an email to your friend. Write about what you have done so far on your holiday and what souvenirs you have bought. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- › Write notes about your holiday. Use Exercise 3 to help you.

Write

- › Ask your friend about his/her holiday.
- › Give news about your holiday. Use your notes to help you.
- › Use the expressions from the **Useful language** box.
- › Think about how to end the email.

Reflect

- › Check your grammar: present perfect and *just/already/yet*.
- › Check your use of *really, so* and *such*.

Holiday news

WRITING An email

Sts read an email about a holiday. They learn useful language for giving and responding to news and asking about news. They also learn phrases to finish an email. They learn how to use *really*, *so* and *such* to add emphasis. Then, they imagine they are on holiday and write an email to a friend describing what they've done so far and what souvenirs they've bought.

Useful language

Responding to news and asking about news (*It was great to hear from you. Thanks for your message/news. Have you ... yet?*); Giving news (*I'm having such a great time. I've just arrived in ...*, *Apart from that, ...*); Finishing an email (*That's all for now. Hope to see you soon.*)

Writing

An email

Look!

really, so, such

WARMER

With books closed, ask sts what sort of activities they like to do on holiday. Elicit one or two ideas from the class, then arrange sts in pairs and give them a minute to list their top ten holiday activities. Sts then decide who has the most interesting list.

- 1 Elicit the activities in the images: *swimming, camping, sunbathing, going to the beach, cycling*. Put sts in pairs to discuss the activities. Elicit opinions from around the classroom.
- 2 Explain that Emma is on holiday. She's written to Noah to tell him about her holiday. Ask sts to read the email and answer the questions. Check answers.

Answers

- 1 played computer games, met friends, explored the area on bikes, been to the beach, bought a souvenir
- 2 a camping trip

- 3 Remind sts that a mind map is a good way to organize ideas. Ask them to copy the mind map into their notebooks and complete it with information from Emma's email complete it. Check answers.

Answers

Journey: long, no seat

Accommodation: sharing a room with cousins

Completed activities: met cousins' friends, explored the area, organized a camping trip, been to the beach, found a souvenir shop

Weather: really hot

Evening activities: play computer games, talk a lot

Planned activities: a camping trip

- 4 Read through the Useful language box. Put sts in pairs to read Emma's email again and find the phrases she used.
- 5 Read the Look! box with sts. Refer sts back to Emma's email to find an example of *really* + adjective (*really hot*). Repeat with *so* + adjective (*so annoying*), and *so* + adverb (*so quickly*). Finally, ask sts to find examples of *such* + a noun phrase (*such a great time, such cool fridge magnets*).
- 6 Ask sts to copy and complete the sentences in their notebooks. Check answers.

Answers

1 really/so 2 such 3 really/so 4 such 5 such

- 7 Ask sts to imagine they are on holiday and write an email to a friend with their holiday news. You could brainstorm some ideas with the class before they begin, and write useful vocabulary on the board.

Writing Plan

Prepare

Sts work as individuals and make a mind map for their email. Monitor and help where necessary.

Write

Explain that sts should follow the steps in the plan and use Emma's email as a model. They should organize their email into paragraphs and use appropriate phrases to begin and end their email. Focus on Emma's email and elicit what she said in each paragraph and what tenses she used. Point out that she uses the present perfect (with *just/already/yet*) to talk about recent past events when the time isn't specified.

Refer sts to the Useful language box and the Look! box and encourage them to use these words and phrases.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Sts then swap emails with a partner and give feedback on the use of phrases from the Useful language box, the present perfect + *just/already/yet*, and the use of *really, so and such*. Remind sts to be positive and encouraging when they give feedback, and 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

Vocabulary: Food and drink adjectives; Cooking

Grammar: Present perfect, *How long ...?*, *for* and *since*; Past simple

Speaking: Expressing preferences

Writing: A description

VOCABULARY Food and drink adjectives

I can describe the taste and texture of food and drink.

- 1 Work in pairs. Look at the pictures. When do people eat snacks like these?
- 2 3.1 Read and listen to the article. Then match the pictures with four of the snack descriptions.

SNACK ATTACK!

School's just finished and you want a snack – something small to keep you going until dinner. We asked you to share your favourite snacks.



I always have natural yoghurt. I love **creamy** Greek yoghurt with fruit in it. Some people think it is **sour**, but I think it's delicious.
Milla, Finland



Definitely curry fish balls with chilli sauce. It's quite **spicy** and a little **salty**, too. Sometimes I just have some **crispy** prawn crackers. **Chan, Hong Kong**



I try to wait for dinner, but when I'm really hungry I have some **crunchy raw** carrots with hummus. **Jess, UK**



I like a **savoury** snack. I love **fresh** bread with avocado and salt and pepper on it, but not so it's too **salty**. It's simple, but so good. **Vicente, Chile**



My favourite snack is a watermelon ice lolly. It's **sweet** and healthy. It's **frozen** fruit on a stick and it tastes great on a hot day. **Akinari, Japan**



- 3 3.2 Read and listen to the adjectives. How do you say them in your language?

creamy crispy crunchy fresh frozen
raw salty savoury sour spicy sweet

Look! **savoury and salty**

Savoury food is not sweet. It has salt or spice in it.
Salty means that salt is the main flavour.

- 4 Complete the sentences with the correct adjective from Exercise 3.

I was thirsty after eating the **salty** soup.

- 1 They buy ... fruit and vegetables at the market.
- 2 This soup is really I think it has some milk in it.
- 3 After a curry, I ate yoghurt to cool my mouth!
- 4 We keep some ... desserts in the freezer.
- 5 I prefer ... snacks to sweets and biscuits.

- 5 In pairs, describe these foods with adjectives from Exercise 3.

a green salad an apple chicken curry
chicken soup chocolate sorbet

- 6 Discuss the questions with your partner.

- 1 What is your favourite after-school snack? Why?
- 2 Do you prefer sweet or savoury snacks? Why?

- 7 **COMPARE CULTURES** In groups, write a list of snacks that are popular in your country. How would you describe the snacks to an English-speaking friend?

Now watch the vlog.

FAST FINISHER

Beginning with **CreamYoghurTomatoeS ...**, use the last letter to start a new food word and make a word snake. Use adjectives and nouns. How many words can you make?

Eat up!

3

UNIT 3 OVERVIEW: The topic of this unit is food. Sts read an article about noisy food and listen to a conversation with a restaurant owner. They read notices about food and learn how to express preferences. They read an article about popular food in the UK and finally, they read a blog post about a special meal and write their own blog post. They also watch a vlog about different food dishes from around Europe and a culture video about food made from local ingredients.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Food and drink adjectives; Cooking	Present perfect with <i>How long ... ?</i> , <i>for</i> and <i>since</i> ; Present perfect and past simple	/s/, /z/ and /ɪz/	Using pictures to predict what a text is about	Identifying specific information in an interview	Expressing preferences	A description

VOCABULARY Food and drink adjectives

Sts learn adjectives to describe food and drink. They talk about foods they like and describe snacks that are popular in their country.

Vocabulary

Food and drink (*creamy, crispy, crunchy, fresh, frozen, raw, salty, savoury, sour, spicy, sweet*)

Look!

savoury and *salty*

Vlog

Natalie: *Eating across Europe*

WARMER

Ask: *What is the most important meal of the day?* Put sts in pairs to describe their favourite meal of the day.

- Focus on pictures 1–4. Put sts in pairs to discuss the question, then compare ideas as a class.
- 3.1 Ask sts to listen and read the article and match the pictures with four of the snacks. Check answers.

Answers

- | | |
|-----------------------|------------------------|
| 1 carrots with hummus | 3 watermelon ice lolly |
| 2 curry fish balls | 4 bread with avocado |

- 3.2 Play the audio and check sts understand all the words. Elicit which adjectives describe texture (*creamy, crispy, crunchy, fresh, frozen, raw*) and which describe taste (*creamy, fresh, raw, salty, savoury, sour, spicy, sweet*). Then play the audio again for sts to listen and repeat.

Read the Look! box with sts. To check sts understand the difference between *savoury* and *salty*, write: *burgers, chicken, crisps, nuts, pizza, popcorn*. Elicit that they are savoury foods, then ask sts: *Which of these foods often taste of salt?* (*crisps, nuts, popcorn*).

- Ask sts to copy and complete the sentences. Check answers.

Answers

- | | | |
|----------|----------|-----------|
| 1 fresh | 3 spicy | 5 savoury |
| 2 creamy | 4 frozen | |

- Arrange sts in pairs to describe the foods in the box. Ask different pairs to describe one food to the rest of the class, and check that everyone agrees with the description.
- Read the questions. Put sts in pairs to ask and answer the questions.

21st Century skills



7 COMPARE CULTURES

Put sts in small groups to list snacks that are popular in their country. Tell sts to imagine an English-speaking friend who wants to know more about the snacks on their list. Ask groups to think about how they would describe each snack and make notes. Give sts time to prepare, then ask one person from each group to describe a snack on their list.

Vlog

This lesson features a vlog about food from around Europe. 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 pages 293 and 309.

FAST FINISHER

Put sts into pairs. They take turns to think of a word that starts with the last letter in the word snake. Sts use food and drink words from the unit and make as many words as possible.

V Vocabulary practice: WB p.22

Sts will find more practice of vocabulary for food and drink here. Set these exercises for homework.

LS Language summary: Unit 3 SB p.129

Silent snacks

READING I can use pictures to predict what a text is about.

- 1 Look at the pictures and the title of the article. Discuss the questions.
 - 1 Why does the girl have her hands over her ears?
 - 2 What is the connection between the two pictures?
- 2 **3.3** Listen to six sounds. What food or drink do you think you hear?
- 3 **3.4** Read and listen to the text. Which food from Exercise 2 does the text mention?



SHHH, IT'S TIME FOR SOME QUIET FOOD!

You're enjoying a film at the cinema. Then someone nearby starts eating crisps. You hear the noise of the bag, then *crunch, crunch*. You start to feel annoyed, and after a few minutes you can't follow the film. Does this sound familiar? You're not alone. Claire has known this feeling since she was little.

How long have you felt like this?

I've had this problem for ten years. It's called misophonia. People with this condition are sensitive to noise. My dad's got it, too. He explained to me that some people feel angry when they hear people eat certain foods. For me, it's the noise of people eating crispy foods, but for others it's the sound of someone eating a juicy orange or sweets. The packaging is part of the problem – crisp packets are especially annoying!

Why is the cinema so difficult for you?

I think there are two reasons. People eat lots of noisy snacks in the cinema such as crisps, nuts and popcorn. It's also difficult to get away from the noise unless you leave the cinema. I love the smell of popcorn, but I hate the sound of it!

Has this stopped you going to the cinema?

Yes. I haven't been to a cinema since the summer.

So, what's the answer?

Well, some food companies are trying to help. One company has stopped using plastic and has developed fabric bags. It has also invented some new snacks, like chocolate balls that you can eat quietly. The chocolate looks good and it tastes great. And best of all, these snacks are quiet!



- 4 Read the article again. Answer the questions.
 - 1 When did Claire's problem begin?
 - 2 What's the name of Claire's problem?
 - 3 Why did Claire's dad recognize her feelings?
 - 4 What foods can cause problems for other people?
 - 5 Which sounds make Claire angry at a cinema?
 - 6 When did Claire last go to the cinema?
 - 7 How has one company changed its packaging?
 - 8 What new snack has been developed?
- 5 **Word Power** The verbs *look*, *feel* and *smell* are verbs of the senses. Find two more in the article and complete the sentences.
 - 1 Those biscuits *look* really good with all that decoration.
 - 1 Mmm, something ... good. What is it? Are you baking a chocolate cake?
 - 2 My hands ... cold. Where are my gloves?
 - 3 Do you think this soup ... too salty?
 - 4 Listen to Eva sing. She ... amazing.
 - 5 My new shirt ... very soft on my skin.
- 6 **THINK CRITICALLY** Work in groups. Discuss the statement 'People shouldn't eat or drink in the cinema'. Do you agree? Why/Why not?

Silent snacks

READING

Sts read an interview with Claire, who describes how the sound of people eating certain types of food upsets her. They focus on using pictures to predict what a text is about and study verbs of the senses. They also learn to use the present perfect with *How long ...?*, *for* and *since*.

Reading text

An article about noisy eating

Reading skill

Using pictures to predict what a text is about

WARMER

Ask: *What was the last film you saw at the cinema?* Elicit responses from around the class, then ask: *Did you have any snacks or drinks during the film?* and elicit the range of food that people can buy when they go to the cinema.

1 Using pictures to predict what a text is about.

Ask sts to look at the pictures and elicit what they show (a girl with her hands over her ears – she looks upset, people watching a film at a cinema and eating popcorn). Put sts into pairs to look at the pictures and title of the article and discuss the questions. Elicit ideas from around the class.

Sample answers

- 1 She has her hands over her ears so she can't hear the sounds around her.
- 2 The noise of people eating/drinking makes it impossible for her to enjoy the film.

- 2  3.3 Read the task and check everyone understands. Play the audio, then put sts in pairs to discuss the sounds they heard. Elicit answers.

Answers

- 1 somebody eating an apple, or any crisp fruit
- 2 somebody eating crisps
- 3 somebody drinking the end of a (fizzy) drink (through a straw)
- 4 somebody eating a carrot/celery, or any crisp vegetable
- 5 somebody pouring milk (onto cereal)
- 6 somebody eating a biscuit or a cracker

- 3  3.4 Play the audio for sts to read and listen to the article. See SB page 30 for the audio script. Check the answer with the class.

Answer

crisps

- 4 Read through the questions with the class. Ask sts to read the article again and write the answers in their notebooks. Check answers with the class.

Answers

- 1 ten years ago
- 2 misophonia
- 3 because he has the same problem
- 4 juicy oranges and some sweets
- 5 the sound of someone eating crispy food (such as crisps, nuts and popcorn) and the noise of packaging
- 6 in the summer
- 7 using fabric bags instead of plastic because they're quieter
- 8 chocolate balls

- 5 **Word Power** Write *look*, *feel* and *smell* on the board, and check that sts understand the meanings. Ask them to read the article again and find two more verbs of the senses.

Answers

taste, sound

Read through the questions. Sts work in pairs to answer them. Check answers.

Answers

1 smells 2 feel 3 tastes 4 sounds 5 feels

21st Century skills



6 THINK CRITICALLY

Read out the statement with the class. Give sts time to prepare individually. They decide if they agree or disagree with the statement, then think of reasons to support their opinion and make some notes. Help with vocabulary where necessary.

Put sts into small groups for the discussion. If possible, try to have a mixture of sts who agree and sts who disagree in each group. Allow time for the discussion and monitor while groups work. Have a show of hands to find out how many sts agree that people shouldn't eat or drink in the cinema, and how many disagree, and elicit reasons. For example:

People shouldn't eat or drink in the cinema because the sound upsets other people / the smell is sometimes unpleasant.

It's okay to eat or drink in the cinema because it's traditional to have things like popcorn and hot dogs at the cinema.

R Reading practice: WB p.23

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

GRAMMAR Present perfect with *How long ...?, for and since*

I can use the present perfect with *How long ...?, for and since*.

Now watch the grammar animation.

- 1 Copy the grammar box and complete the examples with a phrase from the box.

for ten years have you felt
since she was little since the summer

How long ...?, for and since

How long ¹ ... like this?

I've had the problem ² ...

I haven't been to the cinema ³ ...

She's known this feeling ⁴ ...

Rules

We use *How long ...?* + present perfect to ask questions about the duration of a situation.

We use *for* with a period of time, e.g. *for ten years*.

We use *since* with a fixed time in the past, e.g. *since the summer*.

We can use *since* + past simple with the present perfect to describe when a situation started.

- 2 Complete the sentences with *for* or *since*.

- Nathan has written a food blog ... he left college.
- The café has served hot food ... last year.
- I haven't eaten any sweet snacks ... two weeks.
- My brother has baked great cakes ... he was ten.
- I've lived in Salamanca ... I was six.
- I've wanted to try Japanese food ... a long time.

- 3 Complete the sentences with the present perfect form of the verbs in brackets and *How long ...?, for or since*.

Jacob *has eaten* (eat) a lot of cake *since* he arrived.

- We ... (know) the waiter ... a long time.
- You ... (not drink) any water ... a few hours.
- '... you ... (live) in this town?' 'I've lived here ... seven years.'
- I ... (feel) sick ... I ate all that pizza.
- '... your sister ... (be) at university?' 'She ... there ... two years.'
- My sister ... (work) as a chef ... 2017.

- 4 **FIND OUT** Astronauts have to eat special food in space. What do they eat for bread?

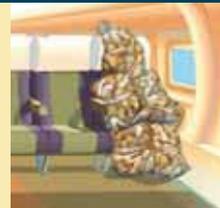


- 5 Complete the food facts with the present perfect form of the verb in brackets and *for* or *since*.

FOOD FACTS THAT WILL BLOW YOUR MIND!



The aeroplane maker Boeing *has used* (use) bags of potatoes on seats to test Wi-Fi signals on planes ¹... 2012. Potatoes and humans affect Wi-Fi signals in similar ways, so people don't have to sit on a plane for hours while they test the signals.



How long ²... (you / have) that jar of honey in your kitchen cupboard? It probably ³... (not be) there ⁴... a very long time. However, archaeologists have recently discovered some ancient honey. The honey ⁵... (survive) in ceramic pots ⁶... more than 5,500 years and you can still eat it!

Researchers think people in Mexico ⁷... (use) cacao beans for food and drinks ⁸... 1900 BC. Scientists ⁹... (discover) that chocolate was a popular drink over 1,600 years ago.



- 6 Work in pairs. Take turns to ask and discuss the questions.

- | | |
|-------------------------------|----------------------|
| 1 know your best friend | 3 live in your house |
| 2 be a student at this school | 4 be at school today |

How long have you known your best friend?

I've known him since I started primary school.



Chefs have worn tall white hats since the sixteenth century. These hats stop hair falling into food. The height of the hat shows how much experience the chef has.

FAST FINISHER

What food do you like/dislike? Why? How long have you liked/disliked it? Write three sentences.

GRAMMAR Present perfect with *How long ...?*, *for* and *since*.

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *How long has it been in the oven?*, including the form and use of the present perfect with *How long ...?*, *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 314 for animation script.

- 1 Read the grammar box, then ask sts to copy and complete the sentences. Point out that the sentences are from the article on page 30. Sts could look at the article to find the missing words. Check answers.

Answers

- | | |
|-----------------|------------------------|
| 1 have you felt | 3 since the summer |
| 2 for ten years | 4 since she was little |

Explain that we use the present perfect with *how long/for/since* to show that something started in the past and hasn't finished. We don't use the present simple: *I've been here since 10 a.m.* NOT *I am here since 10 a.m.*

Explain that we use the present perfect with *for* and *since* to say how long something has happened. We use *for* with a period of time, e.g. *for two weeks*. We use *since* with a fixed time in the past, or with the past simple, e.g. *since yesterday, since we were students*.

Write: *a few minutes, yesterday evening, two hours, 2005, a long time, 6 o'clock* on the board. Elicit whether they are periods of time or fixed points in the past (periods of time – *a few minutes, two hours, a long time*; fixed points in time – *yesterday evening, 2005, 6 o'clock*).

Ask questions to check concept.

Concept check questions: *How long do I know you? or How long have I known you? (How long have I known you?). We've studied English for three years or since three years? (for three years). Mark's been here for two hours or since two hours? (for two hours). I've lived in Barcelona since 2017. – Do I live in Barcelona now? (Yes) When did I start living in Barcelona? (in 2017). Sally's been vegetarian for three years. Is Sally vegetarian now? (Yes) When did she stop eating meat? (three years ago). I've known him since I've been little. – correct or incorrect? (incorrect – I've known him since I was little).*

- 2 Ask sts to copy and complete the sentences in their notebooks. Check answers.

Answers

- 1 since 2 since 3 for 4 since 5 since 6 for

- 3 Read the example. Sts then copy and complete the sentences. Put them in pairs to compare sentences, then check answers.

Answers

- 've/have known, for
- haven't drunk, for
- How long have (you) lived, for
- 've/have felt, since
- How long has (your sister) been, 's/has been, for
- has/'s worked, since

21st Century skills

4 FIND OUT

Before sts research the answer, discuss what astronauts could eat instead of bread. Sts can find out the answer by looking online or by asking other people. You could also ask them to research why astronauts can't eat bread in space.

Answer
tortillas

- 5 Explain *blow your mind* means surprise you a lot. Read the text quickly and explain new vocabulary. Ask sts to complete the food facts, then check answers.

Answers

- | | | |
|----------------|----------------|-------------------|
| 1 since | 4 for | 7 have used |
| 2 have you had | 5 has survived | 8 since |
| 3 hasn't been | 6 for | 9 have discovered |

- 6 Sts write questions with *How long ...?* in their notebooks, then ask and answer them in pairs. Ask one or two sts to tell the class one thing about their partner



Encourage sts to read this fun fact for pleasure. Sts might be interested to know that the word *chef* comes from the French phrase *chef de cuisine* (head/boss of the kitchen). Other common food-related words used in English that come from French include: *buffet, café, omelette, menu, picnic, restaurant, salad, soup*. Ask sts if there are any French food words in their language and make a list on the board.

FAST FINISHER

Sts list foods they like and dislike and say how long they have liked/disliked them. You could give weaker sts sentences to copy and complete, e.g. *I've liked ... for ... / I've disliked ... since ...*

G Grammar practice: WB p.24

Sts will find more practice of the present perfect with *How long ...?*, *for* and *since* here. Set these exercises for homework.

LS Language summary: Unit 3 SB p.129

That's unusual!

VOCABULARY and LISTENING Cooking methods and menus

I can identify specific information in an interview.

1 3.5 Match the verbs with the pictures. Listen and check.

barbecue bake boil fry grill microwave roast stir fry



2 Read the menu. Match the pictures a–c with the food on the menu. Why are these foods unusual?

3 Read the menu again. Underline the adjective form of the verbs from Exercise 1.

Sticky Fingers CAFÉ menu

Welcome to Sticky Fingers – the café where you can enjoy your favourite dishes or try something a little different!

Starters

Grilled mushrooms with garlic and herbs
Crispy cheese lollipops

Main courses

Noodle burger and salad
Roast chicken
Stir-fried lemon prawns

Side dishes: boiled potatoes, fried rice, fresh vegetables or green salad

Desserts

Ice cream sandwich
Baked pears with chocolate sauce

Today's special!

Barbecued vegetables, pizza and chips

Student discount every Monday!

Don't want a full meal? We also offer a range of **snacks** including cakes and **homemade** cronuts. We use the freshest **ingredients** we can find and prepare food to order – no microwaved meals.

a

b

c

4 Read the menu again. Use the correct form of the blue words to answer the questions.

What word or phrase means ...

the first part of a meal? **starter**

- 1 food that you eat between meals?
- 2 something sweet you eat after a meal?
- 3 a dish that wasn't bought from a shop?
- 4 the different things that you use to make a particular dish?
- 5 things that you serve with a main meal?
- 6 the biggest or most important part of a meal?

5 3.6 Listen to the interview about Sticky Fingers Café. How does Lily feel after cooking all day?

6 3.6 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

The restaurant has been open for six years.

F – It has been open for six months.

- 1 The restaurant is popular with students.
- 2 The dishes have unusual ingredients.
- 3 The reporter has tried one of the hot dishes.
- 4 They don't serve well-known dishes.
- 5 Lily has made lots of cronuts today.

7 Work in pairs. Discuss the questions.

- 1 Which of the methods do you or your family use?
- 2 What food do you cook with each method?

That's unusual!

VOCABULARY and LISTENING

Cooking methods and menus

Sts listen to an interview with the owner of a restaurant. They learn vocabulary for cooking methods and menus.

Vocabulary

Cooking methods (*barbecue, bake, boil, fry, grill, microwave, roast, stir fry*), and menus (*dessert, homemade, ingredients, main course, side dish, snack, starter*)

Listening text

An interview with the owner of a restaurant

Listening skill

Identifying specific information in an interview

WARMER

Ask: *What sort of restaurants or cafés do you go to? Why?* Elicit some answers, then put students in pairs and ask them to describe their favourite restaurant/café, and say what they usually order there.

- 1 **3.5** Read the words in the box and elicit or teach the meanings. Sts match the words with the pictures. Play the audio for sts to listen and check answers.

Answers

1 fry	5 boil
2 bake	6 barbecue
3 stir fry	7 grill
4 roast	8 microwave

- 2 Focus on the pictures a–c. Put sts in pairs to match the pictures with food on the menu and discuss why these foods are unusual. Check answers.

Answers

a a cheese lollipop	c cronut
b noodle burger	

The foods are unusual because they contain normal ingredients, but the presentation is unusual: lollipops are usually sweet; a burger is usually served in a bread bun; cronuts are a mixture of a doughnut and a croissant.

- 3 Look at the verbs in Exercise 1. Ask sts to find the adjective form of *barbecue* in the menu (barbecued). Put sts into pairs to find the adjective form for the remaining verbs. Check answers. Point out the hyphen in *stir-fried* and explain that when we put two words together to form an adjective, we often use a hyphen.

Answers

1 fried	5 boiled
2 baked	6 barbecued
3 stir-fried	7 grilled
4 roast	8 microwaved

- 4 Go through the menu. Elicit or teach the meaning of the words in blue (starter, dessert, main course, side dish, dessert, snack, homemade, ingredients). Then, put sts in pairs to answer the questions. Check answers.

Answers

1 snack(s)	4 ingredients
2 dessert	5 side dishes
3 homemade	6 main course

- 5 **3.6 Identifying specific information in an interview** Explain to sts that they are going to hear an interview with Lily, who is the owner of Sticky Fingers Café. Elicit examples of things she might talk about, e.g. *the menu, the customers, her job*, etc.

Explain that sts are going to listen to the whole interview but they don't have to understand every word they hear. Remind sts that to find the information they need, they should read the question carefully to learn what information they will need to listen for. Focus on the question. Ask: *What do you want to know?* Elicit: *How Lily feels after cooking all day*. Ask sts how they would feel after cooking all day and elicit some ideas, e.g. *tired*. Also remind sts to listen for words and phrases that express feelings, e.g. *I'm tired. / I want to sleep*.

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

She feels quite hungry.

- 6 **3.6** Ask sts to read through the sentences. Play the audio again for them to listen and decide if the sentences are true or false, and correct the false sentences. Give them time to compare answers in pairs, then check answers with the class. You could play the audio again and pause to confirm the answers.

Answers

1 T
2 F (The dishes use ingredients that everybody knows.)
3 T
4 F (They also offer more popular dishes.)
5 F (She made 90 yesterday.)

- 7 Introduce the activity by talking about the cooking methods you use and what food you cook. Then, arrange sts in pairs to discuss the questions. At the end, elicit ideas from around the classroom.

- V L Vocabulary and Listening practice: WB p.25**
Sts will find more practice for listening and practice of vocabulary for cooking methods and menus here. Set these exercises for homework.

- LS Language summary: Unit 3 SB p.129**

GRAMMAR Present perfect and past simple

I can use the present perfect and the past simple.

Now watch the grammar animation.

1 Choose the correct answer to complete the rules.

Present perfect

We've **introduced** some new dishes.

We **haven't had** any bad reviews.

Past simple

The café **opened** six months ago.

Last night, I **didn't want** to cook.

Questions

Have you made any cronuts today?

No, I **haven't**, but I **made** 90 yesterday!

Rules

We use the present perfect to talk about recent events or past events when the time ¹ *is / is not* specified.

We use the past simple for finished actions and situations that ² *started / started and finished* at a specific time.

We often ask for information in the ³ *present perfect / past simple* and give more examples in the ⁴ *present perfect / past simple*.

2 Choose the correct answers.

- 1 I've *made* / *made* a cake last night.
- 2 Be careful! I've *spilled* / *spilled* some milk.
- 3 Did Ethan *cook* / *cooked* on the trip?
- 4 The customers *were* / *have been* happy with last night's menu.
- 5 Amelia *has known* / *knew* how to ride a bike since she was four.
- 6 *Have you seen* / *Did you see* any good films recently?
- 7 We've *seen* / *saw* all the Harry Potter films.

3 Complete the sentences with the present perfect or past simple form of the verbs in brackets.

Liam *left* (leave) a few minutes ago.

- 1 I ... (cook) dinner for us. Are you ready to eat?
- 2 Their restaurant ... (win) a prize last month for its creative menu.
- 3 Gino ... (not make) any meals since he finished the cookery course.
- 4 She doesn't want dessert yet because she ... (not finish) her main course.
- 5 We ... (order) a pizza an hour ago.
- 6 I ... (not read) a book in English.
- 7 She ... (arrive) this morning.

4 3.7 Complete the article with the present perfect or past simple form of the verbs in the box. Listen and check.

create learn leave not look
share start watch

Star article

Say 'yes' to ugly fruit and vegetables by Dan Jones

Do you eat bananas with black spots on the skin? Have you left an apple in the bowl because it ¹ ... perfect? I used to be like that. Then I ² ... a video at school about food waste and I ³ ... that nearly 40% of the fruit and vegetables we buy end up in the bin. So last month, my brother and I ⁴ ... a social media account. Over the last few weeks, we ⁵ ... lots of photos of funny fruit and vegetables and the meals we made from them. More than 100 people ⁶ ... us comments since we ⁷ ... it, and we're getting new followers every day. We just want people to know that something that looks ugly can still taste delicious!

5 Work in pairs. Discuss the questions.

- 1 Have you ever bought ugly fruit or vegetables?
- 2 Did they taste different from perfect fruit or vegetables?

6 PRONUNCIATION /s/, /z/ and /ɪz/

3.8 Listen to how we say the endings of the following words. Copy and complete the table.

dishes messages meals
spots vegetables weeks

/s/	/z/	/ɪz/

7 3.9 Listen and check. Then add the words to the table in Exercise 6.

- | | |
|---------------|--------------|
| 1 cakes | 2 courses |
| 3 customers | 4 noodles |
| 5 ingredients | 6 sandwiches |

FAST FINISHER

Compare what you have eaten or drunk today with what you ate and drank at the weekend. What food did you enjoy most?

GRAMMAR Present perfect and past simple

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I've had some great news!*, including form and use of 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 315 for animation script.

- 1 Read the grammar box with sts. Ask sts to copy the rules into their notebooks and choose the correct answers to complete them. Check answers.

Answers

- | | |
|------------------------|-------------------|
| 1 is not | 3 present perfect |
| 2 started and finished | 4 past simple |

Point out that we use different time expressions with the different tenses. Ask sts to study the examples and find time expressions for each tense (past simple: six months ago, last night, yesterday; present perfect: today). Write: *Lily made 90 cronuts yesterday. Lily's hasn't made any cronuts today.* on the board. Focus on the first sentence and elicit that *yesterday* is finished so we use the past simple. Look at the second sentence and elicit or explain that we use the present perfect because *today* isn't finished and Lily might make some cronuts before the day is over.

Ask questions to check concept.

Concept check questions: *They've had dinner. – past or present? (past). Do we know when they had dinner? (no). Can we say 'They've had dinner an hour ago.'? (no). Can we say 'They had dinner an hour ago.'? (yes). Have you taken any photos this week? – correct or incorrect? (correct). Why? (This week isn't finished.). We haven't had a holiday this year. or We didn't have a holiday this year.? (We haven't had a holiday this year. – this year isn't finished). I haven't seen Tom today, but I've seen him yesterday. – correct or incorrect? (incorrect). Can you correct the sentence? (I haven't seen Tom today, but I saw him yesterday.).*

- 2 Go through the sentences and explain any new vocabulary. When you reach question 5, remind sts that they studied *for* and *since* in the grammar lesson on page 31. They could look back at that to help them choose the correct answer. Ask sts to copy and complete the exercise in their notebooks. Allow time for them to compare their answers in pairs. Check answers.

Answers

- | | | |
|---------------|-----------------|------------|
| 1 made | 4 were | 7 've seen |
| 2 've spilled | 5 has known | |
| 3 cook | 6 Have you seen | |

- 3 Read the example, then ask sts to copy and complete the sentences. Check answers with the class.

Answers

- | | |
|-------------------|----------------|
| 1 've cooked | 5 ordered |
| 2 won | 6 haven't read |
| 3 hasn't made | 7 arrived |
| 4 hasn't finished | |

- 4 3.7 Focus attention on the picture and elicit what 'ugly fruit and vegetables' is (fruit and vegetables that have unusual shapes). Ask sts to complete the text with the correct form of the verbs in the box. Allow time for them to compare their answers in pairs, then play the audio for sts to listen and check answers. See TG page 277 for audio script.

Answers

- | | |
|---------------|--------------|
| 1 didn't look | 5 've shared |
| 2 watched | 6 have left |
| 3 learned | 7 started |
| 4 created | |

- 5 Put sts into pairs and ask them to take turns to ask and answer questions. Monitor and help as necessary, then ask some pairs to tell the class about their discussion.

PRONUNCIATION

- 6 3.8 Play the audio so sts can hear the three different sounds. Play it again for sts to listen and repeat, then ask them to copy and complete the table. Check answers. Point out that words ending /ɪz/ have an extra syllable.

Answers

- | | |
|------|-------------------|
| /s/ | spots, weeks |
| /z/ | meals, vegetables |
| /ɪz/ | dishes, messages |

- 7 3.9 Play the audio for sts to listen and repeat. Then ask them to add the words to the table in Exercise 6. Check answers.

Answers

- | | |
|------|---------------------|
| /s/ | cakes, ingredients |
| /z/ | customers, noodles |
| /ɪz/ | courses, sandwiches |

FAST FINISHER

Sts who finish early can practise the grammar further. They compare what they've eaten or drunk today with what they ate and drank at the weekend. Then they say what food they enjoyed most.

- G **Grammar practice:** WB p.26

Sts will find more practice of the present perfect and past simple here. Set these exercises for homework.

- LS **Language summary:** Unit 3 SB p.129

KEEP TALKING!

I'd prefer pizza

READING and LISTENING

I can understand information and notices about food.

a

FOOD ALLERGY WARNING

Do you have a food allergy or any special requests?

Please contact our staff so we can advise on your food choices.



c

Natural smoothies

Coffee Shake
coffee, almond milk, banana

Funky Monkey
peanut butter, milk, banana, chocolate sauce

Tropical Dream*
mangoes, pineapple and coconut milk
* nut-free

d

Italian-style pasta

Gluten-free, wheat-free

Ingredients: corn and rice

Boiling time: 8-9 minutes

e

Quick Vegetarian Pizza

Preparation time: 15 minutes
Cooking time: 12-15 minutes

Ingredients for the base:

- 425 g flour (standard wheat flour or gluten-free)
- 1 packet yeast
- 1 teaspoon sugar
- Half teaspoon salt
- 350 ml warm water

Ingredients for the topping:

- tomatoes, cheese, olives, mushrooms

f

The Wok House

82 High Street, Kenton

Orders:
020 7946 0288

Open daily 11.30 a.m. – 11.30 p.m.

Eat in / take away

Vegetarian options

1 Look at the information and notices about food. Work in pairs. Discuss the questions.

1 What is the connection between the notices and the words in the box below?

eggs fish milk and cheese
peanuts or other nuts wheat flour

2 Do you know anyone who has an allergy?

2 Match the text types in the box with texts a-f.

advert menu notice packaging recipe

a notice

3 Look at texts a-f again. Which texts tell you ...

- the cooking method?
- not to eat picnics?
- to speak to a person who works there?
- the address of a restaurant?
- how long you need to cook something?
- the names of drinks?

4 3.10 Listen to three dialogues. Match them with texts a-f.

5 3.10 Listen again. What is the problem in each dialogue?

KEEP TALKING!

I'd prefer pizza

READING and LISTENING

Sts read information and notices about food. Then, they talk about food allergies. They identify different types of text and practise extracting information from texts, and listen to three conversations about food. They then learn how to express preferences. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan.

WARMER

Tell sts that you are going to describe a type of food or drink and they have to guess what it is. Describe a food or drink such as *pizza*. For example: *It's round. You put lots of things on it, such as tomato, meat, vegetables and cheese. Then you bake it. You can share it with friends.* Repeat with one or two different foods/drinks. Then put sts in small groups. They take turns describing a type of food/drink and the rest of the group has to guess what they're describing.

- 1 Focus on the notices. Ask: *Where would you see notices like these?* Elicit: *At a café or a restaurant.*

Read through the information and notices with the class and explain any new vocabulary. Then, arrange sts in pairs to discuss the first question. Elicit suggestions from the class.

Teach or elicit the meaning of *food allergy*. Ask sts if they have any food allergies. Then read question 2 and allow pairs time to discuss. Ask individual sts to tell the rest of the class about people they know with allergies.

Answers

- They are types of food that might make some people ill if they eat them.
- Sts' own answers.

- 2 Go through the text types in the box and elicit the type of information they would expect to find in each one. For example: a notice gives information or advice; a menu is a list of food or drinks you can buy at a café/restaurant, etc.

Look at the example (text a) with the class. Point out or elicit that it is a notice and ask questions about the content, e.g. *Who is it for?* (People who have a food allergy or special request), *What should people with food allergies or special requests do?* (Speak to the staff).

Ask sts to match the text types in the box with the texts in Exercise 1. Allow time for sts to discuss their answers in pairs, then check answers with the class. As you check answers, you could ask one or two questions about the content of each text.

Answers

- | | |
|-------------|----------|
| b notice | e recipe |
| c menu | f advert |
| d packaging | |

- 3 Ask sts to read the texts again and answer the questions in their notebooks. Allow sts to compare answers in pairs, then check with the class. Elicit which part of each text confirms the answer.

Answers

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

EXTRA PRACTICE

Ask one or two new questions about texts a–f and elicit the answers. For example: *Which smoothie is nut-free?* (Tropical Dream); *What time does The Wok House open?* (11.30 a.m.); *How many ingredients do you need to make a pizza base?* (five). Put sts in pairs to write three more questions and answers. Monitor and help where necessary. Arrange pairs in groups of four to take turns asking and answering their questions.

- 4 3.10 Explain that sts will hear three dialogues about some of the texts in Exercise 1. Tell them to listen for clues to identify which text the speakers are talking about. Play the audio for sts to listen and match the dialogues with the texts. See TG page 277 for audio script. Check answers with the class, and ask sts to give reasons for their answers.

Answers

- 1 c 2 e 3 b

- 5 3.10 Play the audio again for sts to listen and identify the problem in each dialogue. Check answers.

Answers

- The boy is allergic to nuts (so he can't have the coffee shake).
- The boy can't eat gluten (so he doesn't want to get a takeaway).
- The girls can't sit at the tables to eat their picnic.

SPEAKING Expressing preferences

I can express my preferences.

- 1 Work in pairs. Look at the picture and describe what you can see. Guess what has happened.
- 2 3.11 Listen and read. Why can't they eat the food Silvia made?

Silvia: Hi, Amy. Come in. I've made a vegetarian lasagne for you.

Amy: Thank you! I haven't had lasagne for ages. What's that smell?

Silvia: Oh no! I've just burned it. I'd rather eat out than eat this.

Amy: Shame! I was looking forward to that.

Silvia: I haven't got enough ingredients to start again. Would you rather eat out or get a takeaway?

Amy: I don't mind. Actually, I'd prefer to get a takeaway.

Silvia: OK then Do you fancy Indian food?

Amy: Well, I'd prefer pizza to be honest. Indian food is too spicy.

Silvia: Have you heard of Perfect Pizza? They use really fresh ingredients. Their barbecue chicken pizza is fantastic! Or would you prefer a sweet pizza? They make a fruit pizza, too.

Amy: Really? Let's order online then. But I'd rather not try sweet pizza, thanks!

- 3 Find phrases in the dialogue with similar meanings.

It's been a long time since I ate

I haven't had (lasagne) for ages.

- 1 Either of the options is OK with me.
- 2 Would you like to have ...?
- 3 Do you know about ...?

- 4 3.12 Listen and repeat the **Useful language**.

Useful language

Expressing present and future preferences

I would / I'd prefer (+ noun)

I would / I'd prefer to (+ verb)

I'd rather ... (+ verb + *than* ...)

I'd rather not ... (+ verb)

Would you rather ... (+ verb)?

Would you prefer ... (+ noun)?

Yes, I would. / No, I wouldn't.

- 5 Look at the **Useful language**. How do you say those phrases in your language?



- 6 3.13 Copy and complete the dialogue. Listen and check.

Frankie: Do you fancy some street food?

Jess: Sounds good, but I'd prefer ¹... go to Gino's Café. It's really cool.

Frankie: OK, great. There are some tables inside.

Jess: I ²... rather sit outside ³... go inside.

Frankie: OK. The menu looks good.

Jess: We could have soup. Or would you ⁴... coffee and cake?

Frankie: Yes, I ⁵... . Great idea!

- 7 Work in pairs. Prepare a new dialogue. Follow the steps in the **Speaking plan**.

Speaking plan

Prepare

- > Decide on a situation for your dialogue.
 - place: café, juice bar or street food stall inside or outside
 - drink: fruit juice, coffee
 - snack: cake, soup
- > Make notes for your dialogue.
- > Use phrases from the **Useful language** box.

Speak

- > Practise your dialogue.
- > Act your dialogue without notes.
- > Swap roles and change the choice of place, food and drink in your dialogue.

Reflect

- > Did you ask about your partner's preferences and clearly express your own?
- > How can you improve next time?

Now play *Keep moving!*

FAST FINISHER

Describe two types of food that are popular in your country. Which do you prefer? Why?

SPEAKING Expressing preferences

- 1 Ask a few questions about cooking, e.g. *Who does most of the cooking in your family? How often do you cook? What dishes do you cook? Do you like cooking? Why? Why not?* Elicit answers from around the class, then focus on the picture. Arrange sts in pairs and ask them to describe the picture and guess what has happened.

Sample answer

The girl is in the kitchen. She's just opened the oven door. There's smoke coming out of the oven and the girl is covering her nose. She looks unhappy. Perhaps she's burned something.

- 2  3.11 Focus on the question. With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. See SB page 35 for audio script. Check the answer.

Answer

She's burned the lasagne.

- 3 Read the example with the sts and ask them to find it in the text. Go through the rest of the phrases. Put sts in pairs to complete the exercise, then check answers with the class.

Answers

- 1 I don't mind.
- 2 Do you fancy ...?
- 3 Have you heard of ...?

- 4  3.12 Read through the Useful language box with the class to check sts understand the phrases. Play the audio for sts to listen and repeat. See TG page 277 for audio script. Go through the sentences and questions, and ask sts to find examples of each one in the dialogue in Exercise 2. Elicit that *I'd rather* = *I would rather*, and *I'd rather not* = *I would rather not*.

- 5 Put sts in pairs and ask them to look at the Useful language box again and discuss how to say the phrases in their first language.

- 6  3.13 Elicit/Explain the meaning of *street food* (food that is usually cooked and sold outdoors for people to eat immediately). Ask sts to copy the dialogue in their notebooks and complete it using the Useful language from Exercise 4. Play the audio for sts to check their answers. See TG page 277 for audio script. Then put them in pairs to practise the dialogue.

Answers

1 to 2 'd 3 than 4 prefer 5 would

- 7 Sts follow the steps in the Speaking plan to practise asking and answering questions to express preferences.

Speaking plan

Prepare

Explain the task. Sts work in pairs. They decide on a place (a café, juice bar or a street food stall), and choose what they want to eat and drink. Then they make notes for their dialogue using the Useful language in Exercise 3 and Exercise 4 to help them.

Speak

Sts choose their roles and create a dialogue using their notes. They practise with and then without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their conversations. When they finish, they swap roles and make a new dialogue about a different place, drink and snack.

Reflect

Discuss as a class how sts could improve their dialogues. They could consider whether they remembered to ask about their partner's preferences and used the useful language phrases correctly when they practised without their notes. Also, they could consider whether they could have expressed their preferences more clearly. Encourage sts to be honest and open about the things they did well and the things they could do better. If you noticed any typical errors, correct them with the class. If sts recorded their conversations, ask them to use the recordings 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

Fast finishers can practise the useful language further. They can choose two types of food that are popular in their country and say which they prefer and why. Weaker sts could look at the menu on SB page 32 and use the useful language phrases to describe what they would/wouldn't choose from the menu.

Speaking practice: WB p.27

Sts will find more practice of expressing preferences here. Set these exercises for homework.

Language summary: Unit 3 SB p.129

Popular UK food: a short guide

The history of food shows some UK favourites are not so British after all! Here some young food experts share their knowledge.

Fish and chips by Eddie Powell

1570s

Did you know there are about 10,500 fish and chip shops in the UK? Historians think that John Lees opened the first fish and chip stall in northern England in 1863. The dish quickly became a favourite with families because it was an easy meal. It was also tasty and cheap. Although it was fried food, it contained plenty of protein and vitamins.

1789

You need potatoes to make chips and they arrived in Europe in the 1570s. Where did they come from? Peru. People there started growing them thousands of years ago. What's more, the UK didn't invent chips. They came to the UK from France, where they first sold 'French fries' in 1789.



1810



Indian by Alex Smith

Chips are not the only food from abroad that has become popular with British people. Indian food, particularly curry, has been popular since the 1960s. However, not many people know that the first Indian restaurant opened in the UK before the first fish and chip shop!

1863

Saik Deen Mahomad realized that many British people would rather have spicy food than plain food, so he opened an Indian restaurant in London in 1810, which also offered home deliveries. This was a brilliant idea, and customers loved his unusual 'takeaway' service.

1908

Chinese by Leena Salomi

In 1908, *The Chinese Restaurant* opened in London. It was not the first Chinese restaurant, but it was the first one outside a Chinese neighbourhood. The most popular dish on the menu was sweet and sour pork, and this is still a best-seller today.

1958

By the 1950s, more people were trying Chinese food. When the *Lotus House* restaurant opened in London in 1958, customers used to queue in the streets. In the end, people who couldn't get a table asked for food to take away. They say this was the real beginning of 'takeaway' culture in the UK.

1960s



International flavour

Sts read a short guide to popular UK food. They practise identifying what a writer wants to say in an article and reading information from a pie chart. Sts then research the history of a dish in their own country. They also watch a culture video about food made from local ingredients.

 **WARMER**

With books closed, ask: *What are typical dishes from your country?* Elicit one or two ideas, and ask questions to find out more about each dish, e.g. *Is it sweet or savoury? Is it easy to make? What ingredients do you need? How do you make it?*

Then ask students if they know any British dishes. Elicit some ideas from around the class.

BACKGROUND INFORMATION

British people enjoy eating food from different countries, as well as British food.

One dish that Britain is famous for is the *full breakfast* – a cooked breakfast that includes eggs, sausages, bacon, mushrooms, tomatoes, beans, and toast or fried bread. However, although this is usually available in hotels, most British people prefer to start their day with cereal or toast.

Other well-known dishes that are popular with visitors are:

- *Sunday roast* – a traditional Sunday meal of roast meat (lamb, beef, pork or chicken), roast potatoes, vegetables and Yorkshire pudding, with a gravy sauce. As more people are becoming vegetarian, *nut roasts* are becoming popular.
- *afternoon tea* – an afternoon meal that includes tea, sandwiches, scones with cream and jam, and cakes. This was something that rich people had at home, now lots of cafés and hotels serve it.
- *fish and chips* – fried fish (usually cod or haddock) in batter (a mixture of eggs, milk and flour) with fried potatoes. Lots of people like to eat fish and chips with mushy peas (very soft peas) and pickled onions (onions in vinegar). Some people prefer to have curry sauce.

- 1** Focus on the pie chart. Explain the meaning of *pie* and *slice*. Elicit that the pie chart shows the most popular takeaway foods in the UK, and the size of the slices represents how popular each type of takeaway food is. Put sts in pairs to answer the questions, then check answers. Ask sts if they are surprised by the information in the pie chart and why.

Answers

The most popular food is Chinese. Fish and chips is traditionally British.

- 2** Read the title of the text and the introduction. Ask: *What is the article about?* to elicit that it is a food guide. Ask: *Who wrote it?* and elicit that the writers are young food experts. Check that everyone understands *expert*.

Tell sts to copy the timeline in their notebooks. Then ask them to read the text quickly and make notes about what happened at each time on the timeline. Allow time for sts to compare their answers in pairs, then go through the answers with the class.

Answers

- 1570s Potatoes arrived in Europe.
1789 'French fries' came to the UK from France.
1810 Saik Deen Mahomad opened an Indian restaurant in London.
1863 John Lees opened the first fish and chip stall in northern England.
1908 *The Chinese Restaurant* opened in London.
1958 *The Lotus House* restaurant opened in London.
1960s Indian food began to become popular in Britain.

- 3**  **3.14** Play the audio for sts to read and listen to the article. See SB page 36 for the audio script. Give students time to answer the questions and compare their answers with a partner. Check answers with the class.

Answers

- 1 c 2 a 3 a 4 c 5 b

 **EXTRA PRACTICE**

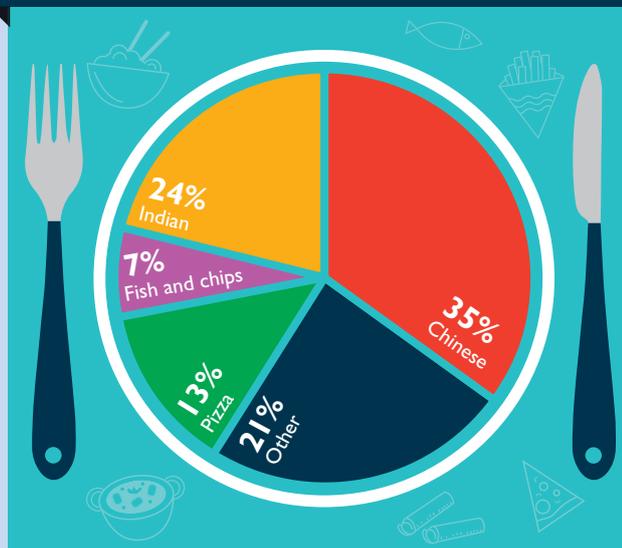
Arrange sts in small groups. Ask them to read the food guide again and find as many food-related words as possible and make a list of types of food and words to describe food. They can check any words they aren't sure about in their dictionaries. At the end, elicit words from around the class. Write the words on the board and check that sts know the meanings.

Food: *fish, chips, potatoes, French fries, curry, pork*

Words to describe food: *tasty, fried, spicy, plain, sweet, sour, Indian, Chinese, French*

- 1 Look at the pie chart. Which is the most popular takeaway food in the UK? Which food is traditionally British?

Most popular takeaway food in the UK



- 2 Read the text quickly. What happened at each time on the timeline?

- 3 **3.14** Read and listen to the text. Choose the best answer.

- What are the experts trying to do in this text?
 - Describe some typical British restaurant meals.
 - Suggest some interesting food that visitors to the UK can try.
 - Give a short history of different UK eating habits.
- What do we learn about chips?
 - They came to the UK from France.
 - They are thousands of years old.
 - They came from Peru.
- Which of these facts about Indian food does the text mention?
 - Indian restaurants are older than fish and chip shops.
 - Takeaway service is traditional in India.
 - Indian food used to be popular in the 1950s.
- Takeaway food started because people ...
 - didn't enjoy sitting in restaurants.
 - wanted to eat out in the streets.
 - didn't like the restaurant queues.
- What does the text say about Chinese restaurants?
 - The first restaurant opened in 1958.
 - They started the idea of 'takeaway' food.
 - The most popular restaurants were Chinese in the 1900s.

- 4 **Word Power** Work in pairs. Make a list of places where you can buy meals. Which are most popular with your class?

Indian restaurant, fish and chip shop

- 5 Look at the pictures. Decide which country each meal comes from and match it with a flag.



FUN FACT



Fish shops used to wrap fish and chips in newspaper because it was cheap! However, in the 1980s this changed because it was not safe to use paper covered in ink.

- 6 **GET CREATIVE** Work in pairs or small groups. Find facts and pictures about the history of a dish in your country. Present it to the class.

Now watch the culture video.

FAST FINISHER

Some friends have invited you for a birthday meal. Would you prefer to have takeaway food or homemade food? Write three sentences to explain why.

REAL CULTURE!

- 4 Word Power** Focus on the examples. Point out that we can use types of food as adjectives to describe a type of restaurant or takeaway.

Arrange sts in pairs and ask them to make a list of places where people can buy meals. Elicit some suggestions at the end and write them on the board. Then ask sts to vote for their favourite places. To finish, you could ask sts to use the information from the vote to create their own pie chart showing the most popular places to buy meals.

Sample answers

Italian/Chinese/Spanish, etc. restaurant/café
Pizza/Burger/Fish/Vegetarian/Vegan, etc. restaurant/café

- 5** Put sts in pairs and ask them to decide which country the dish comes from and match it with the correct flag. Check answers with the class.

Answers

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

FUN FACT

Encourage sts to read this fun fact for pleasure. Sts may be interested to know that the first fish and chip shops were often small family businesses. A family would turn a room in their house into a small fish and chip shop, and sell food to their neighbours. By the 1930s, there were over 35,000 fish and chip 'shops' in the UK and they were very popular. During World War II, the British government introduced food rationing and only allowed people to have small amounts of foods such as meat, tea, and sugar. Fish and chips was one of the few things that the government didn't ration, but fish was difficult to catch. People used to queue for hours when they heard that it was available in one of the chip shops.

21st Century skills



- 6 GET CREATIVE**

Arrange sts in pairs or small groups and explain that they are going to prepare a presentation to give to the rest of the class. Read through the task and elicit examples of dishes that sts could talk about in their presentation.

If sts have access to the Internet in class they can do the research in class, and you can monitor and help while they work. Alternatively, each member of the group or pair could do some research for homework. In the next lesson, they can organize their research and prepare their presentation. Encourage everyone in the group or pair to take part in the presentation and allow them time to practise before they present their work to the rest of the class.

EXTRA PRACTICE

Focus on photos 1–6. Arrange sts in pairs and explain the activity. One student is a waiter in a restaurant, the other is a customer. The customer chooses one of the dishes and asks the waiter to describe it. The waiter should try to give as much detail as possible. For example, he/she should say what the dish is, where it is from, and what the ingredients are. Then sts swap roles. At the end, invite six sts to describe one dish each and see if the rest of the class agrees with their description.

Culture video

This lesson also features an optional culture video about food made from local ingredients: see SB page 37. 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 *Local flavours* on TG pages 302 and 312.

FAST FINISHER

Sts decide what they would prefer to have for a birthday meal – takeaway food or homemade food – and write three sentences to say why. Weaker sts could work in pairs and discuss ideas, then write three sentences.

A special meal

WRITING A description

Sts learn expressions for describing a meal. They practise putting adjectives in the correct order and end by writing a blog post about a special meal.

Writing

Describing a meal (*I decided to try ..., My starter/dessert was ..., This (rice) dish contains ..., For the main course I had ... a Turkish/Spanish/Mexican dish called ..., In my opinion, it was delicious/amazing / the best meal I've ever had., It was disappointing/terrible / the worst meal I've ever had.*)

Writing

A description

Look!

Order of adjectives

WARMER

Ask: *What do people eat at a wedding in your country?* Elicit some ideas, e.g. *wedding cake*. Then put sts in pairs to think of things that people eat at other special events, e.g. *birthday parties, religious celebrations*, etc. Ask individual sts to tell the class about different events.

- 1 Arrange sts in small groups to make a list of food from other countries that they've tried. Encourage sts to ask each other questions for more information, e.g. *What was it like?* Monitor while sts work, then ask one person from each group to report back to the class.
- 2 Focus on the title of the blog post and ask sts what they think it is about. Ask them to read the blog quickly and answer the question. Check answers.

Answer

Japan, Mexico, Turkey

- 3 Read the phrases in the Useful language box. Ask sts how they say these expressions in their first language. Put sts in pairs to find examples of the phrases Eduardo used to talk about the different parts of the meal and to give his opinion.
- 4 Read the Look! box with sts. Put sts in pairs to find examples of two adjectives together in Eduardo's blog. Then, ask sts to see if the examples they found follow the order of adjectives in the Look! box.
- 5 Look at the example with the sts, then ask them to copy and complete the sentences in their notebooks. Remind them to refer back to the Look! box to check the order of adjectives. Check answers.

Answers

- 1 I wanted a large vegetarian burger.
- 2 We had a delicious Indian curry.
- 3 They ordered some small vegetarian side dishes.
- 4 The dessert was tasty frozen yoghurt.
- 5 The waiter brought a big green menu.
- 6 Jo had fresh green peas with her fish and chips.
- 7 Each place had a crisp white napkin.

- 6 Sts write a description of a special meal following the steps in the Writing plan.

Writing plan

Prepare

Ask sts to think of a special meal that they had and make notes about what they ate.

Read through the bullet points. Give sts time to work individually and expand their notes. Monitor and help where necessary.

Write

Sts then write their blog post using Eduardo's in Exercise 2 as a model. They should include an introduction, a description of the food, and a summary of their thoughts and opinions about the meal. They should also add an interesting title to the post.

Encourage sts to refer back to the Useful language box for phrases to describe their meal and give their opinion. Remind them to use a range of adjectives to describe the courses and dishes. You could also suggest looking back at the vocabulary sts have studied in this unit.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Explain that it is normal to make changes to a first draft of written work. They should pay attention to the grammar they used and the style. Remind them that they can use an informal style in a blog post, with short forms (*I've, it wasn't*, etc.). They should also check order of adjectives – referring back to the Look! box to make sure they have followed the correct order.

Sts then work in pairs. They swap their work with a partner and give feedback on the use of grammar, spelling, useful language and adjectives. Remind sts to be positive and encouraging when they give feedback, and always find some aspects to praise.

- W** Writing practice: WB p.28
There is more practice for writing in the Workbook. 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

Dream big

4

Vocabulary: Job sectors; Adjectives of personality

Grammar: Future forms; First conditional: *if* and *unless*; *might* vs *will* + adverbs

Speaking: Giving opinions

Writing: Future plans

VOCABULARY Jobs and job sectors

I can use compound nouns for jobs and to talk about job sectors.

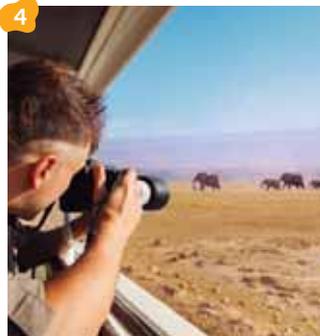
- In pairs, think of two interesting jobs. What makes these jobs interesting?
- Use one word from each box to make jobs.

A care music sports tour web wildlife

B designer guide instructor
photographer tutor worker

tour guide

- 4.1 Match the jobs in Exercise 2 with the pictures 1–6. Listen and check.



- In your notebook, number the job sectors in the box from 1 (your most favourite) to 11 (your least favourite).

a  agriculture and environment	b  education	c  media
d  banking	e  healthcare	f  retail, sales and customer service
g  catering	h  IT	
i  construction	j  leisure and tourism	k  law

- 4.2 Listen to Sam discuss the survey with his mum. What are the three most popular and the three least popular job sectors?
- Work in pairs. Discuss the questions.
 - What job do you want to do?
 - Which job sector is it in?

Look! *in the ... industry*

We can also say:
I'd like to work in the retail / banking / food industry.

 Now watch the vlog.

FAST FINISHER

Think of the people in your town. What job sectors do they work in? Make a list.

Dream big

4

UNIT 4 OVERVIEW: The topic of this unit is jobs. Sts read a news article about a family business and listen to a podcast about a student's career plans. They read an information leaflet and learn to give opinions. They read about jobs for school students in the UK and finally, they read a letter which describes a teenager's plans for the future and write a letter about their own plans. They also watch a vlog about wildlife photography and a culture video about people who make ice sculptures as a job.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Jobs and job sectors; Adjectives of personality	Future forms; First conditional: <i>if</i> and <i>unless</i> ; <i>might vs will</i> + adverbs	'll (I'll, you'll, etc.)	Understanding pronoun references in a news article	Identifying specific details in a podcast	Giving opinions	A letter

VOCABULARY Jobs and job sectors

Sts learn words for talking about jobs and job sectors, and practise making compound nouns. Then, they talk about which job sectors are popular with teens, and discuss the jobs they want to do.

Vocabulary

Jobs and job sectors (*care worker, music tutor, sports instructor, tour guide, web designer, wildlife photographer; agriculture and environment, banking, catering, construction, education, healthcare, IT, law, leisure and tourism, media, retail, sales and customer service*)

Look!

in the ... industry

Vlog

Rebecca: *Trentham Monkey Forest*

WARMER

Tell sts that they're going to mime a job and the other sts have to guess the job. Sts have three chances to guess, but they can ask as many *yes/no* questions as they want, e.g. *Do you work in a school/outdoors?*

- Put sts in pairs to discuss the question. Then ask a few sts to tell the class about the jobs they discussed.
- Ask sts to describe what's happening in the pictures. Focus on the example. Put sts in pairs to use the words in the boxes to make five more jobs.

Answers

care worker	tour guide
music tutor	web designer
sports instructor	wildlife photographer

- 4.1 Ask sts to match the jobs from Exercise 2 with the pictures 1–6. Play the audio for sts to listen and check their answers. See TG page 278 for audio script.

Answers

1 tour guide	4 wildlife photographer
2 care worker	5 sports instructor
3 web designer	6 music tutor

- Read through the job sectors and elicit or teach the meanings. Ask sts to copy and number the job sectors from their most to their least favourite. Ask some sts to tell the class their most and least favourite job sectors.
- 4.2 Read through the task. Then play the audio. See TG page 278 for audio script. Check answers with the class.

Answers

most popular: education, media, healthcare
least popular: construction, leisure and tourism, catering

- Put sts in pairs to discuss the questions. Then ask some sts to tell the class something about their partner.

Read the Look! box with sts. Elicit or explain that *industry* refers to producing things to sell – especially in factories. However, we can make it into a compound noun to describe the people and activities connected to a particular sector, e.g. *tourist industry, travel industry*.

Vlog

This lesson features a vlog in which someone talks about wildlife photography. 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 pages 294 and 310.

FAST FINISHER

Sts who finish early think of people in their town and make a list of job sectors that they work in.

- Vocabulary practice:** WB p.32
Sts will find more practice of vocabulary for jobs and job sectors here. Set these exercises for homework.

LS Language summary: Unit 4 SB p.130

What happens when ...?

READING

I can understand pronoun references in a news article.



A HELPING HAND FOR DAD

You're still at school, but you've got plans for the future. Your family has a business and you're going to work in it. But what happens when the business gets into difficulty?

Jackie Garza's dad, Trinidad, has worked in the catering industry since he was a boy. He learned to make sweet and savoury bread rolls in his family's bakery in Mexico. Everybody loved **them**. After Trinidad moved to Houston, in the United States, he found an abandoned restaurant and turned **it** into La Casa, a bakery and café. But there weren't enough customers and he decided to close the café. However, he didn't realise that Jackie had a plan.

Jackie is passionate about the family business. She helps out at weekends and after school along with her three brothers. **They** all know that their dad makes amazing food, but Jackie wanted others to

know about the café, too, so she posted a tweet. The tweet went viral and more than 60,000 people liked **it**. Customers came to try out Trinidad's baking, and comments came from Japan, Australia and Europe. Jackie was surprised by the reaction on social media. Thanks to **this**, she now feels confident about the future of the café. Things will definitely get better.

Jackie's dad admits he doesn't know how to use social media. He'll leave **that** to Jackie in the future. As well as studying, she'll probably be dealing with La Casa's social media accounts. She's also going to improve the website for the café. Will she take over the café one day? She wants to, but first she needs to finish high school. She's going to study business at university and learn skills that she can use in La Casa. It isn't going to be easy, but Jackie is determined.

1 **4.3** Listen and read the article. How did Jackie get more customers for her dad?

2 Read the article again. Copy and complete the sentences. Use three words in each gap.

Jackie's dad started working in *the catering industry* when he was a boy.

- 1 He set up the café after ... the United States.
- 2 Trinidad decided to ... because there weren't enough customers.
- 3 Jackie ... to let others know about the café.
- 4 The reaction ... made Jackie feel confident.
- 5 Jackie wants ... she can use in La Casa.

3 Look at the blue pronouns in the text. What does each pronoun refer to?

it – the business

4 **Word Power** A *tweet* is a message sent on Twitter. To *tweet* is to send a message. With a partner, make a list of other social media nouns and verbs.

a comment, to comment ...

5 **GET CREATIVE** Do you know any family businesses? What are the advantages and disadvantages of working with your family? In small groups, make a presentation.

What happens when ...?

READING

Sts read a news article about Jackie Garza, who has a part-time job in her father's bakery and café. Sts answer questions about the article and look at the pronoun references in the article. They learn to use *be going to*, *will* and the future continuous to talk about the future.

Reading text

A news article

Reading skill

Understanding pronoun references in a news article

WARMER

Ask: *Do you use social media?* Elicit answers and ask: *What social media do you use?* Put sts in pairs to discuss what social media they use and what they use it for. For example, to share photos, send messages. Elicit some ideas from the class.

- 1  4.3 Focus on the picture and the title. Ask some questions about the picture, e.g. *Who are the people? Where are they? What are they holding?*

Read out the question. Explain that sts are going to read a news article about Jackie and her father to find the answer. Play the audio for sts to read and listen, then elicit the answer.

Answer

She posted a tweet to tell people about her father's bakery and café.

- 2 Ask sts to copy the sentences, then read the article again and complete them. Allow time for them to compare sentences in pairs, then check answers with the class.

Answers

- | | |
|------------------|-------------------|
| 1 he moved to | 4 on social media |
| 2 close the café | 5 to learn skills |
| 3 posted a tweet | |

- 3 **Understanding pronoun references in a news article** Elicit that pronouns are short words such as *he*, *she*, *me*, *them*, *this*, which can take the place of a noun. We use them to talk about someone or something that has already been mentioned. Write: *Amy was holding her phone. Amy's phone rang and Amy answered her phone.* on the board. Ask sts to rewrite the second sentence using three pronouns (*It rang and she answered it*). Point out that we can replace *Amy / her phone* with pronouns because they were mentioned in the first sentence.

Explain that knowing what the pronouns in a text refer to, will help sts to understand the text. Write: *The children didn't enjoy the film. It frightened them.* on the board. Elicit that *it* refers to *the film* and *them* refers to *the children*.

Arrange sts in pairs to complete the exercise, then check answers with the class.

Answers

- it = the (family) business
 them = the bread rolls
 it = the (abandoned) restaurant
 They = Jackie and her three brothers
 it = Jackie's tweet
 this = the reaction to Jackie's tweet on social media
 that = how to use social media

- 4 **Word Power** Ask sts if they use Twitter. Read the Word Power note about a *tweet* and *to tweet*. Check that sts recognize that the word *tweet* can be a noun or a verb. Put sts in pairs to complete the task. Elicit examples of social media nouns and list them on the board. Repeat with social media verbs.

Suggested answers

Nouns: a tweet, a post, a comment, a like, a follower, a friend request, a blog, a vlog, a direct message, a text, a chat, a message

Verbs: to tweet, to post, to comment, to like, to follow, to share, to blog, to vlog, to message, to text, to chat, to reblog, to retweet, to resend, to go viral

21st Century skills



- 5  **GET CREATIVE**

Ask if sts know any family businesses and elicit some examples. Then, arrange sts in small groups and explain that they are going to create a presentation on the advantages and disadvantages of working with their family.

They should begin by listing the advantages and disadvantages, then organize their ideas into a presentation. If they have internet access in class, they could find examples of family businesses where the family members have worked well together, or had problems. Monitor while sts work and help where needed.

Encourage everyone in the group to take part in the presentation and allow them time to practise before they present their work to the rest of the class. If your sts use smartphones in class, they could film their presentations, then play the video to help them see things they could improve. Then you can ask groups to present their work to the class.

- R** **Reading practice: WB p.33**

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

GRAMMAR Future forms

I can use different tenses to talk about the future.

Now watch the grammar animation.

- 1 Read the grammar box. Copy and complete the rules with the correct future form in your notebook.

be going to and will

Affirmative

I'm going to study business at university.

She's going to improve the business.

Things will definitely get better.

Negative

It isn't going to be easy.

She won't finish school until she's 18.

They probably won't close the café.

Rules

We use ¹... for future intentions and predictions based on information or evidence.

We use ²... for general predictions about the future.

We often use ³... with the adverbs *possibly*, *probably* and *definitely* to express degrees of certainty.

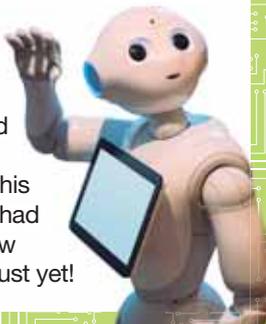
- 2 Complete the article with the correct phrase from the box.

is going to return isn't going to use
'll definitely give 'll probably do 're-going-to-see
will ... miss won't want won't lose

Robot shop assistant loses his job after only one week!

Robots are coming! According to some specialists we're going to see more robots in offices, at airports, in hotels – in fact, in lots of different workplaces. They ¹ ... the more boring and repetitive jobs that humans don't enjoy. Fantastic news! However, shop owners and managers ² ... to employ a robot called Fabio.

He worked in a supermarket in Scotland. He met customers with a cheerful 'Hello!', but then he annoyed them by sending them in the wrong direction. Others found him scary. As a result, the supermarket ³ ... him any more. Instead, it ⁴ ... Fabio to the designers! Scientists say they ⁵ ... him more training before they send him out to work again. ⁶ ... anybody ... him? A couple of his work colleagues were sad he had to leave. But at least they know they ⁷ ... their jobs to a robot just yet!



3 PRONUNCIATION 'll

- 4.4 Listen and repeat the contractions.

I'll You'll We'll She'll He'll They'll

- 4.5 Listen and repeat the six phrases you hear. Do you hear *will* or the contraction *'ll*?

- 5 Complete the questions. Use *be going to* and *will*.

- A: ... (you / be) at home later?
B: No, I'm working at the swimming pool until 9 p.m. I'm the new swimming instructor!
- A: Where ... (Jack / work) this summer?
B: He's going to work in his uncle's shop.
- A: ... (the supermarket / definitely get) another robot?
B: No, I don't think it will.
- A: ... (your new job / be) fun?
B: It will probably be fun. And I'll get lots of free books!
- A: Who ... (work) in tourism?
B: Sam is. He's going to be a tour guide.

- 6 Copy the grammar box and choose the correct answer to complete the rule.

Future continuous

- + She'll be dealing with the social media accounts.
– I won't be working late tonight.
? Will you be looking for a job this summer?

Rules

We use the future continuous for actions that will be in progress at ¹ a particular time / an unknown time in the future.

- 7 Complete the sentences with the future continuous form of the verbs in brackets.

- Don't call me before 7 p.m. I ... (practise) for my singing exam.
- My sister ... (wait) for me when the bus arrives.
- I ... (not work) in my aunt's café this summer.
- Jake ... (not come) to the party. He ... (look after) his little brother.
- '... (your friend / do) more voluntary work next year?' 'Yes, she will.'

FUN FACT

Experts predict that by 2035 robots will be doing 35% of the jobs that humans do now.



FAST FINISHER

A robot is going to spend a day at your school next week. What jobs will it be doing? Write five sentences.

GRAMMAR Future forms

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *It's going to crash!*, including the form and use of *be going to*, *will* and the future 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 315 for animation script.

- 1 Remind sts how to form the future with *will* (*will/won't* + the base form of the verb), and with *be going to* (*be* + *going to* + the base form of the verb).

Elicit that we use *be going to* for intentions (*I'm going to study business.*), and predictions based on information or evidence (*It isn't going to be easy.*). We use *will* to make general predictions about things we think *will/won't* be true in the future (*Things will get better.*).

Explain that we use adverbs to show how certain we are about a prediction. *Definitely* = we're very certain, *probably* = quite certain, *possibly* = not very certain.

Ask sts to copy and complete the rules. Check answers.

Answers

1 be going to 2 will/won't 3 will/won't

Ask questions to check concept.

Concept check questions: *Tom's going to help his father.* – prediction or intention? (intention). *I'm not going to pass the exam.* – prediction or intention? (prediction). *We'll have robot teachers one day.* – prediction or intention? (prediction). *Sam will possibly come to the concert.* – am I certain? (no). *We definitely won't arrive late.* – are we certain? (yes).

- 2 Sts read and complete the article with phrases from the box and compare answers in pairs. Check answers.

Answers

1 'll probably do 5 'll definitely give
2 won't want 6 Will, miss
3 isn't going to use 7 won't lose
4 is going to return

PRONUNCIATION

- 3 4.4 Elicit that 'll is the contraction of will. Play the audio for sts to listen and repeat.
- 4 4.5 Ask sts to write the numbers 1–6 in their notebooks and to listen and write will or 'll. Play the audio. See TG page 278 for audio script.

Check answers. Then play the audio again for sts to listen and repeat.

Answers

1 'll 2 Will 3 'll 4 'll 5 will 6 'll

- 5 Put sts in pairs to copy and complete the questions. Check answers.

Answers

1 Are you going to be / Will you be
2 is Jack going to work
3 Will the supermarket definitely get
4 Will your new job be
5 is/'s going to work

- 6 Read the grammar box. Elicit that we form the future continuous with *will/won't* + *be* + the *-ing* form of the main verb. We use *will/won't* in short answers: *Yes, I will. / No, I won't.* Ask sts to copy the rule and choose the correct answer. Check answers.

Answers

a particular time

Ask questions to check concept.

Concept check questions: *I'll working tomorrow.* – correct or incorrect? (incorrect – *I'll be working tomorrow.*). *Sam not coming to the cinema tonight.* – correct or incorrect? (incorrect – *Sam won't be coming to the cinema tonight.*). *What will you be doing at 8 o'clock?* correct or incorrect? (correct – because we know when in the future). *What will you be doing?* correct or incorrect? (incorrect because we need a future time phrase).

- 7 Ask sts to copy and complete the sentences in their notebooks. Check answers.

Answers

1 'll be practising 4 won't be coming, 'll be
2 will be waiting looking after
3 won't be working 5 Will your friend be doing



Ask sts what jobs they think robots will be doing in 2035.

Sts might be interested to know that the word *robot* comes from a Czech word, *robota*. It was first used in English in the 1920s. Before that, robots were called *automatons*. Historians think that the first automatons were made 2,000 years ago.

FAST FINISHER

Sts who finish early imagine a robot is going to spend a day at their school and write sentences describing the jobs it will be doing. Weaker sts could do this in pairs.

- G Grammar practice: WB p.34

Sts will find more practice of future forms here. Set these exercises for homework.

- LS Language summary: Unit 4 SB p.130

Right for the job

VOCABULARY and LISTENING Adjectives of personality

I can identify personal information in a podcast.

WHAT COLOUR ARE YOU?

FIERY RED

brave confident

 independent

SUNSHINE YELLOW

sociable positive

 creative

COOL BLUE

honest sensible

 curious

EARTH GREEN

patient shy

 calm

1 Look at the adjectives in the infographic. Match them with definitions 1–11 and write sentences in your notebook.

A *curious person* always likes to know how things work.

- 1 knows he/she can do something well
- 2 is not angry when waiting or when something is difficult
- 3 is relaxed and not often worried or excited
- 4 has lots of original and unusual ideas
- 5 makes good decisions
- 6 doesn't show he/she is frightened
- 7 enjoys being with people and meeting new people
- 8 is happy and looks forward to the future
- 9 is nervous or embarrassed when meeting people
- 10 doesn't lie, cheat or steal
- 11 can do things without the help of other people

2 Which adjectives describe you? What colour do you think you are? Discuss your answers in pairs.

3 Carrie Harris hopes to become an astronaut. Look at the picture. Decide which colour she is and which adjectives describe her.



4 4.6 Listen to a podcast about Carrie. Which adjectives does the speaker use? Are they the same ones you chose?

5 4.6 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Carrie has left school to start her space training.
- 2 Carrie read a book about Mars six years ago.
- 3 Carrie only wants to work in one job sector.
- 4 NASA accepts a lot of young people on its space training programme.
- 5 It's possible the temperature on Mars will be -60°C.
- 6 Carrie is going to learn a new language.

6 Q FIND OUT What's the average temperature on Earth? How does this compare with Mars?

7 Work in pairs. Discuss the questions.

- 1 Would you like to go into space? Why/Why not?
- 2 Which other places would you like to explore?

Right for the job

VOCABULARY and LISTENING

Adjectives of personality

Sts learn adjectives for personality. They listen to a news podcast about a student who wants to become an astronaut and focus on identifying personal information in a podcast. They learn how to use the first conditional to talk about possible future events.

Vocabulary

Adjectives of personality (*brave, calm, confident, creative, curious, honest, independent, patient, positive, sensible, shy, sociable*)

Listening text

A news podcast

Listening skill

Identifying personal information in a podcast

WARMER

Write these gapped words on the board: 1 c_n_f_d_nt
2 cr__t_v_ 3 fr__ndly 4 f_nny 5 k_nd 6 l_zy 7 q__t
8 s_r__s. Explain that they are personality adjectives and the gaps are missing vowels (a, e, i, o, u). Put sts in pairs to complete the words. Check answers and elicit the meanings.

Answers

1 confident	4 funny	7 quiet
2 creative	5 kind	8 serious
3 friendly	6 lazy	

- 1 Go through the adjectives in the infographic and elicit or explain the meanings. Ask sts to match the adjectives with the descriptions. Check answers, then ask sts to write sentences in their notebooks. Allow time for them to compare their sentences in pairs, and elicit sentences from around the classroom.

Answers

1 confident	5 sensible	9 shy
2 patient	6 brave	10 honest
3 calm	7 sociable	11 independent
4 creative	8 positive	

- 2 Read through the task. Put sts in pairs to discuss the questions. Monitor while they work, then ask individual sts to tell the class which colour they are and why they're that colour.
- 3 Look at the picture. Explain that Carrie wants to become an astronaut. In pairs, sts discuss and decide which colour she is. Ask different pairs to tell the class what they decided and why. Find out if the other sts agree or disagree. Encourage them to give reasons for their answers.

- 4 4.6 Explain that sts are going to hear a news podcast about Carrie. Read the task, then play audio for them to listen and make notes. See TG page 278 for audio script.

Answers

brave, curious, positive, sensible, confident

- 5 4.6 Identifying personal information in a podcast Allow sts time to read through the sentences. Remind them that it is important to read carefully and identify the details to listen for. Point out that sts might not hear the same sentence, so they should listen for phrases that mean the same or phrases that mean the opposite. These phrases will help them to decide if the sentences are true or false.

Read out the first sentence, then play the first part of the audio to ... *she'll be taking exams to get into a training programme for astronauts*. Stop the audio and ask: *Has Carrie left school?* (no). Then ask sts to identify the phrase that gave them the answer (*she's still at school*).

Arrange sts in pairs to discuss the remaining sentences and identify the details they are listening for. Then, play the audio again for sts to listen and answer the questions. Check answers with the class.

Answers

1 F (She's still at school.)
2 F (She read a book four years ago.)
3 T
4 F (Only 1% of applicants are successful.)
5 T
6 T

21st Century skills

6 FIND OUT

Set this exercise for homework if you prefer. Sts can find the information out by looking online or in other media, or by asking other people.

Answers

Average temperature on Earth: 14.6°C
Average temperature on Mars: -63°C

- 7 Put sts into pairs to discuss the questions. Monitor while they work. At the end, get feedback by asking some of the pairs to tell the rest of the class about their discussion.

- V L Vocabulary and Listening practice: WB p.35
Sts will find more practice for listening and practice of adjectives of personality here. Set these exercises for homework.

- LS Language summary: Unit 4 SB p.130

GRAMMAR First conditional: *if* and *unless*; *might* vs *will* + adverbs

I can use the first conditional for possible future events.

Now watch the grammar animation.

1 Read the grammar box. Copy and complete examples 1–4 with the words in the box.

might 'll probably will won't

First conditional

Situation	Result
<i>If/Unless</i> + present simple	<i>will/won't</i> + infinitive <i>might</i> + infinitive

If she gets a place on the programme, she ¹ ... get a job as an astronaut.

Unless Carrie gets a place on the programme, she ² ... get a job as an astronaut.

If she has to do another job, she ³ ... try something else in the space industry.

If she studies hard, she ⁴ ... learn Chinese very quickly.

Rules

We use the first conditional with *if* and *unless* to talk about possible future events and their results. We use *unless* to mean *if not*.

We use the adverbs *possibly* and *probably* and the modal verb *might* when the results are not certain.

Look! *if* clause + comma

When the situation (the *if* clause) is first, we use a comma after it. It is possible to show the result before the situation. In this case we remove the comma.

She'll learn Chinese very quickly if she studies hard.

2 Choose the correct answers.

- 1 She won't go to Mars *if / unless* she finishes the training.
- 2 Carrie's family will miss her *if / unless* she moves to Mars.
- 3 *If / Unless* she doesn't get a job in the space industry, she'll be unhappy.
- 4 The trip to Mars will be difficult *if / unless* the astronauts prepare for it.
- 5 *If / Unless* Carrie goes into space, she won't see her friends for a long time.
- 6 *If / Unless* Carrie learns different languages, she'll communicate better with other astronauts.

3 In your notebook, complete the sentences.

If your sister *gets* (get) a job in the café, I'll *see* (see) her every day.

- 1 We ... (not say) anything about the party unless she ... (ask) about it.
- 2 My dad ... probably ... (be) angry, if I ... (arrive) home late.
- 3 If he ... (find) a summer job, he ... (might not come) on holiday with us.
- 4 If you ... (talk) to your teacher, you ... (feel) better.
- 5 If I ... (come) to your house later, ... (you/be) there?

4 4.7 Look at the picture and complete the text with the correct form of the verbs in the box. Listen and check.

be change get give help not like

Latest news Technology Entertainment

If Easton's idea works, it will change Momo's life.

Easton LaChappelle has always been curious about how things work. When he was a teenager, he made his first robotic arm with things he found at home. Easton has arranged to meet Momo and he's testing his robotic arm on her. If his design works, it *will give* Momo the chance to swim and paint – just like her friends. The pair get on really well and Easton loves the fact that Momo's very honest. If she ¹ ... something, she'll probably tell him. If he gets the design right, the new arm ² ... Momo's life.

However, robotic designs are very expensive, so Easton wants to make his robotic arms cheaper. But unless he ³ ... more money, his idea won't work. For that reason, he uses the internet to tell people about his design. If they like it, they ⁴ ... probably ... him.

Easton is confident about the future. He wants to donate 100 robotic arms to people who can't afford them. If he can change lives like Momo's, that ⁵ ... something to be proud of!



FAST FINISHER

Think about four of your friends or classmates. What job do you think they might do if they work/train hard?

GRAMMAR First conditional: *if* and *unless*; *might* vs *will* + adverbs

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *If I leave now ...*, including form and use of the first conditional. 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 315 for animation script.

- 1 Read through the grammar box with sts. Remind sts that Carrie was the student in the podcast in the previous lesson. Explain that we use the first conditional to talk about things that might happen in the future. Point out that a conditional sentence has two parts: a possible future event and a result. There are two verbs in the sentence, one in the present tense and the other in the future tense. *If it rains, I'll stay at home.* NOT *If it rains, I stay at home* or *If it will rain, I'll stay at home.*

Focus on the example sentences. Explain/Elicit that we use the present simple after *if/unless* to describe the possible future event. We use the future (*will/won't*) with the infinitive of the other verb to describe the result. We can also use *probably* and *possibly*, or *might* to show how certain the result is.

Write: *If I go to university, I'll get a good job.* on the board. Elicit a negative sentence with *unless* (*Unless I go to university, I won't get a good job.*). Then, elicit a negative sentence with *if* (*If I don't go to university, I won't get a good job.*). Finally, ask sts to make the sentence into a question (*If I go to university, will I get a good job?*)

Ask sts to copy and complete the examples with the words in the box, then check answers.

Answers

1 will 2 won't 3 might 4 'll probably

Ask questions to check concept.

Concept check questions: *If I go to university, I'll get a good job.* – Am I talking about the past, present or future? (the future). *If I go to university, I'll get a good job.* – What's the possible future situation? (If I go to university). *Is it possible or certain that I'll go to university?* (possible). *If I go to university, I'll get a good job.* – What's the result? (I'll get a good job.). *Am I sure I'll get a good job?* (yes). *What tense do we use to talk about possible future situations?* (the present simple). *What about results?* (the future with *will/won't*).

Read the Look! box with sts and study the example. Refer back to the first two examples in the grammar box. Ask sts to rewrite them with the result before the situation. Elicit: *She'll get a job as an astronaut if she gets a place on the programme. She won't get a job as an astronaut unless she gets a place on the programme.* and check that sts have removed the comma from each sentence.

- 2 Go through the sentences about Carrie. Ask sts to copy and complete them in their notebooks. Allow time for sts to compare their answers in pairs, then check answers with the class.

Answers

1 unless 2 if 3 If 4 unless 5 If 6 If

- 3 Read the example, then ask sts to copy and complete the sentences. Check answers.

Answers

1 won't say, asks 4 talk, 'll/will feel
2 will, be; arrive 5 come, will you be
3 finds, might not come

- 4 4.7 Look at the picture, then ask sts to listen and read the news story, and find out who Easton and Momo are. Elicit that Easton designs robotic arms and he's testing his robotic arm design on Momo. Ask sts to listen and read the text again and complete it. Check answers with the class.

Answers

1 doesn't like 3 gets 5 will be
2 will change 4 will, help

FAST FINISHER

Sts who finish early write first conditional sentences about their friends or classmates, describing the jobs they might do if they work/train hard. Weaker sts could write a sentence about the job they might do and compare sentences in pairs or small groups.

- G Grammar practice:** WB p.36

Sts will find more practice of the first conditional and adverbs here. Set these exercises for homework.

- LS Language summary:** Unit 4 SB p.130

KEEP TALKING!

What next?

READING and LISTENING

I can pick out key information in an information leaflet.



Are you wondering what to do after you leave school? Why not combine your studies with some work experience on one of our apprenticeship courses?



A ...

Are you curious about how things work? If so, you will love this course. First, you'll learn basic engineering skills and then do specialist training in an area that you enjoy. This could be in computer design, construction, transport or even aviation. This is a year-long course and you will work one day a week in a local company. There are a huge number of job opportunities for engineers. So, what are you waiting for?

B ...

If you love sport and want to help others to get fit, this course will help you get the right skills. We deliver the programme together with the Fit4you gym. Half of your week will be in the gym with expert tutors and real customers. Numbers are limited for this one-year course, so don't wait too long to sign up.



C ...

Do you want to see the world and meet people? The tourism industry is growing fast and needs people like you. On this two-year course, successful students will leave with the right skills to work as tour guides and travel agents. Some students go on to study hotel management. All students can choose to spend their final month working in a hotel here or abroad.

HIGH PEAK COLLEGE OPEN DAY!

Saturday 25 May

Gates open at 9 a.m. Guided tours of the college start at 11.30. To reserve your place, go to www.highpeakcollege.org. You need to book in advance.

What our students have said:

'I felt more confident after taking this course and I soon found a job as a tour guide.' Navid, 17

'I'm half-way through my computer design course. I'm very creative, so this course is perfect!' Liza, 18

- 1 Work in pairs. Look at the leaflet. Who is this information for?
- 2 Read the leaflet. Match a course in the box with the descriptions. There are two options you do not need.

Engineering Event Management
Exercise and fitness Healthcare
Travel and tourism

- 3 Read the leaflet from High Peak College. Answer the questions.

- 1 What is an apprenticeship course?
- 2 Which courses offer work experience for part of the week?
- 3 Which is the longest course?
- 4 How can students get more information about the courses?
- 5 Who is still doing a High Peak College course?

- 4 4.8 Listen to Imogen talking to her friend, Nick. What is Imogen looking at?

- 5 4.8 Listen again and answer the questions.

- 1 Who are the courses for?
- 2 Where is the open day?
- 3 What might Imogen and Nick do if they arrive early?

Look! Present tenses for future use

We use the present simple to talk about timetables and scheduled events.

It starts at 9 a.m.

We use the present continuous for future arrangements.

We're having an open day on Saturday 25 May.

- 6 Work in pairs. Which of the courses at High Peak College would you like to go on? Why?

KEEP TALKING!

What next?

READING and LISTENING

Sts study an information leaflet about apprenticeship courses. They practise picking out key information in an information leaflet and listen to two students discussing college courses. Sts then learn how to give opinions. They read and listen to a model dialogue and personalize the useful language by following the steps in the Speaking plan.

 WARMER

Put sts in pairs and ask: *What job do you want to do in the future and what sort of training or qualifications will you need?* Allow time for them to discuss, then elicit a range of ideas from around the class.

BACKGROUND INFORMATION

Apprenticeships are a combination of practical work experience and study, and are available for people who are living in the UK and who are over the age of 16. They cover a wide range of job sectors. Apprentices work with experienced staff and learn from them and have time to do courses that relate to their work. It takes between one and five years to complete an apprenticeship, depending on the level. Apprentices receive a wage and holiday pay while they are training and they get a recognized qualification.

- 1 Focus on the pictures and ask sts what is happening in each one. Then, put sts in pairs to look at the leaflet and discuss the question. Elicit answers from the class.

Answer

students who are in secondary school and thinking about their future careers

- 2 Read through the courses in the box and explain any unknown vocabulary. Ask sts to read the leaflet and match the courses in the box with descriptions A–C. Check answers.

Answers

- A Engineering
- B Exercise and fitness
- C Travel and tourism

- 3 Read through the questions. Sts read the text again and answer the questions. Allow time for them to discuss their answers in pairs. Check answers with the class.

Answers

- 1 a course that combines studies with work experience
- 2 Engineering, and Exercise and fitness
- 3 Travel and tourism
- 4 They can go to the open day.
- 5 Liza

- 4  4.8 Explain that sts are going to hear Imogen and Nick talking. Read the question, then play the audio for sts to listen and answer. See TG page 278 for audio script. Check the answer.

Answer

She's looking at a leaflet on a noticeboard.

- 5  4.8 Go through the questions. Play the audio again for sts to listen and answer them. Check answers.

Answers

- 1 16-year-olds
- 2 at the new college in town
- 3 They might find a good café for breakfast.

Read the Look! box with sts and explain that we can use the present simple to talk about things that are scheduled to happen in the future. Other people often decide these things and they include timetables, dates, and start/finish times. For example, *The exam is in July. The lesson finishes at 2.30.*

We can use the present continuous to talk about arrangements we've made. For example, *I'm meeting Jane later.*

Ask questions to check concept.

Concept check questions: *We have a test every week. – present or future? (present). We have a test next Tuesday. – present or future? (future). Is it a plan or a scheduled event? (a scheduled event). I'm having coffee at the moment. – present or future? (present). I'm having coffee with Lily tomorrow. – present or future? (future). Have I arranged a time and a place to have coffee? (yes).*

- 6 Read out the question, then put sts into pairs to discuss it and ask them to note down their opinions and their reasons. Ask for a show of hands to find out which is the most popular course. Ask some sts to say why they chose their particular course.

 EXTRA PRACTICE

Put sts into pairs. Ask them to imagine they are doing one of the courses in the leaflet and make a short presentation including the following information: the name of the course, when the course started, what sort of things they are doing, what they like most about the course, what they are planning to do when the course finishes.

SPEAKING Giving opinions

I can give reasons to support my point of view.

1 4.9 Listen and read. Who is going to work for a relative?

Sophie: Hi, Liam. Are you going to go to university?

Liam: I'm not sure. I might go to college. I'm quite keen on the idea because lots of college courses offer work experience.

Sophie: What course do you want to do?

Liam: Well, I reckon it's important to do something you really enjoy. That's why I want to do music or sound engineering.

Sophie: I'm sure you're right. You might get a job in the music industry.

Liam: That would be so cool. What about you?

Sophie: To be honest, I have no idea. I need to think about it. That's the reason I'm doing work experience at my uncle's web design company this summer.

Liam: You're really patient and calm. I think you'll be great in an office.

2 4.9 Listen and read again. Answer the questions with S (Sophie) or L (Liam).

Who ...

- 1 is interested in sound engineering?
- 2 is doing work experience this summer?
- 3 is patient and calm?

3 4.10 Listen and repeat the Useful language.

Useful language

Giving opinions

I'm (not) sure.

I'm quite keen on the idea because ...

I reckon ...

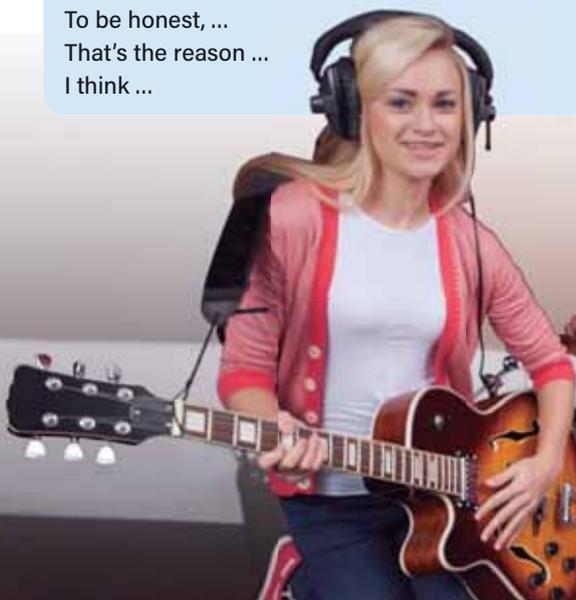
That's why ...

I'm (not) sure you're right.

To be honest, ...

That's the reason ...

I think ...



4 4.11 Copy and complete the dialogue with words from the Useful language box. Listen and check.

Emma: Hi, Ryan. What are you doing this summer?

Ryan: I'm not sure. I might go to a summer camp.

Emma: Why do you want to do that?

Ryan: Well, I'm ¹... on the idea ²... it will be fun learning new things.

Emma: I'm ³... you're right. If you go, you'll probably make lots of friends.

Ryan: That's true. To be ⁴..., it's only for two weeks, so it won't be all summer.

Emma: I reckon you'll love it. You're really sociable. You can do sports all day.

Ryan: That's ⁵... I want to do it!

5 Work in pairs. Prepare a new dialogue about activities for the summer. Follow the steps in the Speaking plan.

go to a summer camp help around the house
look after a younger brother/sister
meet friends work in a family business

Speaking plan

Prepare

- > Choose an activity from the box.
- > Make notes about why you chose this activity.
- > Use phrases from the Useful language box.

Speak

- > Practise your dialogue.
- > Act out your dialogue without notes.
- > Swap roles and change the choice of place in your dialogue.

Reflect

- > Did you give your opinions?
- > How can you improve next time?

Now play *Keep moving!*

FAST FINISHER

Write three sentences about your plans for the next school holiday.

SPEAKING Giving opinions

- 1 4.9 As a lead in, you could ask the class if anyone has ever worked for a relative and find out what sort of work they did. Then, read the question with the class. With stronger classes, you could play the audio with books closed and ask sts listen for the answer. Then play it again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. See SB page 45 for audio script. Check the answer.

Answer
Sophie

- 2 4.9 Read the questions. Play the audio again for sts to listen and answer them, then check answers.

Answers
1 L 2 S 3 S

- 3 4.10 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen to the phrases, then play it again for them to listen and repeat. Tell sts to look back at the model dialogue in Exercise 1 and find the phrases that Sophie and Liam used. Ask which phrases they used to give reasons to support their opinions (*I'm quite keen on the idea because ...*, *That's why ...*, *That's the reason ...*).

- 4 4.11 Ask sts to copy the dialogue into their notebooks and complete it with words from the Useful language box. Play the audio for sts to check their answers. See TG page 278 for audio script. Then put sts in pairs to practise the dialogue.

Answers
1 quite keen 3 sure 5 the reason
2 because 4 honest

- 5 Sts follow the steps in the Speaking plan to practise giving opinions and giving reasons to support a point of view.

Speaking plan

Prepare

Sts work in pairs and choose one of the summer activities from the box. Then, they make notes about the activity and why they chose it. They use their notes to create a new dialogue, using the Useful language in Exercise 3 to help them.

Speak

Pairs choose their roles and practise their dialogue. They practise with their notes, then act out the dialogue without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations. Then, they can play the recording back and compare their conversations with their notes, to check they included everything. When they finish, sts swap roles and make a new dialogue about a different activity.

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 could do better. If you noticed any typical errors, correct them with the class. If sts recorded their conversations, ask them to use the recordings to help them think of how they could improve next time. For example, by speaking clearly and giving reasons to support their opinions. Ask some pairs to perform their conversations for the class.

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

Fast finishers write three sentences about their plans for the next school holiday. Weaker sts could use the activities in Exercise 5 and tell their partner what they are/aren't going to do in the summer.

S Speaking practice: WB p.37

You will find more practice of giving opinions here. Set these exercises for homework.

LS Language summary: Unit 4 SB p.130

Top teenage jobs

I can use information to develop my opinions.



TOP JOBS

The top five weekend jobs for school students in the UK!

- 1  Babysitting
- 2  Newspaper delivery
- 3  Dog walking
- 4  Car washing
- 5  Gardening

WEEKEND JOBS

A SNAPSHOT

Many teenagers in the United Kingdom like to have a weekend job or volunteer part-time. It's a chance to learn useful skills and earn some money.

But things are changing. Recent reports suggest that the number of school students in employment outside school hours is going down.

Only one in five school-age teens now have jobs. In 1996, 42% of teens were combining part-time work with school compared to a more recent figure of less than 20%. So, what's the reason? While some teens argue that they want to focus more on important exams, others say employers don't want to give jobs to teenagers these days.

If you're interested in finding a weekend job, you'll find all the information you need here.



7 a.m. – 7 p.m.

This is the time school students can start and finish work once they are fourteen. They can't start before 7 a.m. and they can't finish after 7 p.m. They also can't work for more than one hour before school or for more than two hours on a school day or a Sunday. On Saturdays or during holidays, fourteen-year-olds can work a maximum of five hours, but over-fifteens can work up to eight hours per day.



- ✓ School students can be employed in retail and office administration.
- ✓ They can deliver newspapers and leaflets and work in cafés and restaurants.
- ✓ They can babysit or help families with jobs around the house.



- ✗ School students can't work in: petrol stations, factories, cinemas, fairgrounds, restaurant kitchens or butchers.
- ✗ They also can't collect rubbish or work in telephone sales.



12

The total number of hours a teen employee can work per week during term-time.



Top teenage jobs

Sts read an article about top teenage jobs and discuss jobs that are suitable/unsuitable for school-age sts. They listen to two teenagers from the UK talking about their weekend jobs and they describe jobs that school-age sts can do in their country. They also watch a culture video about people who make ice sculptures as their job.

 **WARMER**

Ask sts if any of them work outside school, for example, at weekends. Elicit a few responses, then arrange sts in small groups and ask them to discuss the advantages and disadvantages of having a part-time job. Ask different groups to share their ideas with the rest of the class to see who agrees/disagrees.

BACKGROUND INFORMATION

Parents in the UK usually give their children a small amount of money to spend every week. This is called pocket money. Sometimes, children have to help around the house to 'earn' their pocket money. For example, by cleaning their room or doing the washing up. The average amount of pocket money in 2019 for a 14-year-old was £7.50 a week – enough to buy small things such as magazines.

Some teenagers receive a monthly allowance from their parents. This is a larger amount of money that they can use to pay for things that they want (for example, cinema tickets, phones, beauty products, games), rather than things that they need, such as school clothes and books. To get extra money, teenagers sometimes work after school, at the weekends, or during school holidays.

- 1 Focus on the top five weekend jobs. Put sts in pairs to discuss the questions, then collect answers from around the classroom. Try to elicit a range of opinions and reasons.
- 2  4.12 Go through the questions. Ask sts to read and listen to the whole article, and write the answers. Allow time for sts to compare their ideas in pairs, then check answers.

Answers

- 1 babysitting
- 2 It's a chance to learn useful skills and earn some money.
- 3 less than 20%
- 4 They want to focus on exams. / Employers don't want to give jobs to teenagers.
- 5 7 a.m.
- 6 up to two hours

- 3 Read through the task and the list of rules and deal with any new vocabulary. Ask sts to read the article again and decide if the sentences are true or false, and correct

the false sentences. Allow time for them to compare answers in pairs. Check answers.

Answers

- 1 F (from 7 a.m.)
- 2 T
- 3 F (Students can work in a restaurant (but not in the kitchen) for up to two hours a day.)
- 4 T
- 5 F (You can work as a babysitter.)
- 6 F (Students can't work in cinemas.)
- 7 T

21st Century skills**4**  **THINK CRITICALLY**

Focus on the list of places that sts can't work. Choose one place from the list, e.g. petrol stations, and elicit reasons why a job here wouldn't be suitable for school-age sts. Then use a show of hands to find out who agrees and who disagrees.

Put sts in pairs to discuss the other workplaces and decide why they aren't suitable for school-age sts and whether they agree/disagree with the rule. Ask them to make notes while they talk and monitor and help where needed. At the end, ask different pairs to present their ideas and opinions about each job. Then, find out if the rest of the class agrees or disagrees.

1 Look at the top five weekend jobs in the text. Answer the questions.

- 1 Have you done any of these jobs?
- 2 Would you like to do any of these jobs outside school? Why/Why not?

2 4.12 Read and listen to the text about weekend jobs and answer the questions.

- 1 What is the most popular weekend job for school students in the UK?
- 2 Why are weekend jobs popular with teens in the UK?
- 3 What percentage of teenagers have part-time jobs now?
- 4 What is one reason fewer teens are taking Saturday jobs?
- 5 What is the earliest time a fourteen-year-old can start work?
- 6 How many hours can a teen work on a school day?

3 Joel is fourteen years old and he would like a part-time job. Look at the list of rules for teenagers in the UK. Are the sentences true (T) or false (F)? Correct the false sentences.

RULES FOR TEENAGERS LOOKING FOR WORK

- 1 You can deliver newspapers starting at 6.30 a.m.
- 2 You can deliver leaflets before school for up to one hour.
- 3 You can't work in a restaurant after school for one hour.
- 4 You can work for the afternoon in a café on Saturdays.
- 5 You can't work as a babysitter.
- 6 You can work at a cinema on Saturday afternoons.
- 7 You can't help out in a restaurant kitchen at the weekend.

4 THINK CRITICALLY Work in pairs. Look at the list of places where school-age students can't work. Decide why they are not suitable.

5 Word Power What's the difference between *employment*, *employer*, *employee* and *to be employed*? Find the examples in the text. Do you know any other words in this word family?



6 4.13 Listen and read what Chloe and Mario say about their weekend jobs. Answer the questions.

I enjoy working in a shop at the weekend and it's made me more sociable and patient. At first, I was nervous about asking my boss questions, but I learned quickly! I organize my time well so that I do my homework during the week. I also like earning money, so I can save. I need it. I don't get any pocket money from my parents. I don't want to work in a shop when I leave school. I want to study law and work with an environmental charity.

Chloe, 16



I used to help my uncle in his café. It was difficult remembering things, especially when it was busy, but I learned to stay calm. I feel more positive now about the future. The experience has made me realize that I definitely won't work in catering! I'm going to go to college soon to study agriculture. Perhaps I'll be a farmer one day.

Mario, 17



- 1 How has Chloe's job changed her?
- 2 When does Chloe do her homework?
- 3 What is she going to do when she leaves school?
- 4 Who was Mario's employer?
- 5 What did Mario learn in his part-time job?
- 6 What does he want to do when he finishes school?

7 COMPARE CULTURES What jobs can school-age students do in your country? How are they different or similar to the jobs school students can do in the UK?

Now watch the culture video.

FAST FINISHER

What's the perfect part-time job and why? Write five sentences.

REAL CULTURE!

- 5 Word Power** Read through the question. Elicit or explain that the words are part of the same word family – they are all formed from the verb *employ* and their meanings are connected. Put sts in pairs to find the words in the text and to work out their meaning from context. Sts can then check their ideas in a dictionary. Go through the answers with the class.

Answers

employment – work
 employer – the person who gives people jobs
 employee – a person working for another person or organization
 to be employed – to have a job
 to be unemployed – to not have a job

Examples in the text

The number of school students in **employment** ... is going down.
 others say **employers** don't want to give jobs to teenagers these days
 The total number of hours a teen **employee** can work per week during term-time.
 School students can **be employed** in retail and office administration.

- 6** **4.13** Ask sts to look at the photos of Chloe and Mario and say what their weekend jobs are. Elicit that Chloe works in a clothes shop and Mario has a job in a café.

Play the audio for sts to read and listen to the article. See SB page 47 for the audio script. Give sts time to answer the questions and compare their answers with a partner. Check answers with the class.

Answers

- 1 It's made her more sociable and patient.
- 2 She does her homework during the week.
- 3 She's going to study law and work with an environmental charity.
- 4 Mario's uncle was his employer.
- 5 He learned to stay calm when it was busy.
- 6 He wants to go to college to study agriculture and perhaps be a farmer.

21st Century skills



7 **COMPARE CULTURES**

Put sts into pairs or small groups. Encourage each group to brainstorm a list of jobs that school-age sts can do in their country. If they have access to the internet in class, they could do some research to find out which jobs are the most popular. Then ask them to discuss how the jobs are different or similar to jobs that school-age sts do in the UK. Monitor while sts work, then elicit ideas from the class.

Culture video

This lesson also features an optional culture video about people who make ice sculptures as a job: see SB page 47. 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 *A cool job* on pages 303 and 312.

FAST FINISHER

Fast finishers write five sentences describing the perfect part-time job. Weaker sts could look at the list of jobs they made in Exercise 7 and put them in order from the best to the worst, then discuss their choices with a partner.

EXTRA PRACTICE

Arrange sts in pairs. Ask them to make a list of points that school sts should consider when they are looking for a part-time or holiday job. Elicit ideas from around the classroom and make a list on the board. Ideas might include: money, travel to and from work, hours, how difficult the work is, how friendly the people are, benefits (e.g. free meals), useful experience (skills they can use in the future). When you have a list of points on the board, give sts time to decide which one they think is the most important and why, then compare ideas.

Future plans

WRITING A letter

I can write a letter about my future plans and predictions.

- 1** Read the advert and Gabriel's reply. Why does Gabriel suggest two job ideas for the future?

Hi, I'm Max, the editor of *Teen Voice* and I'd love to hear from you. Tell me what type of person you are, what plans you have for next year and what you'd like to be doing in five years' time. The best reply will win a prize!

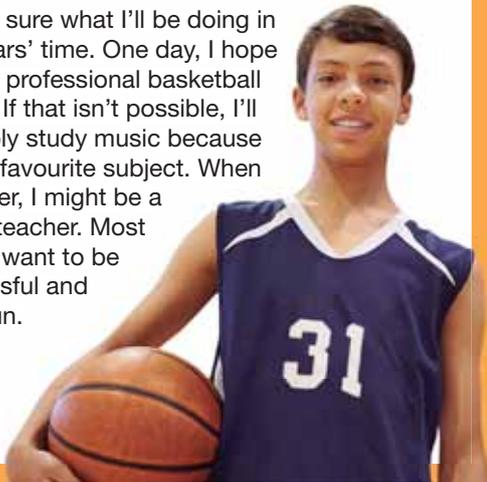
Dear Max,

My name's Gabriel and I'm fifteen. I'm very sociable and have lots of friends at school. I often wonder what I'll do in the future. I've got some interesting plans.

Next year, I'll definitely be at school. I guess I'll have lots of homework and exams, but I'm going to study hard. I hope I'll do well. I'm also good at sport and I plan to join a new basketball team. That will mean I'll have to train hard because some of the other schools have really good teams, but I suppose I'll make some new friends in the team.

I'm not sure what I'll be doing in five years' time. One day, I hope to be a professional basketball player! If that isn't possible, I'll probably study music because it's my favourite subject. When I'm older, I might be a music teacher. Most of all, I want to be successful and have fun.

Gabriel



- 2** Read the letter again and put the phrases in order. (1-3)

- a plans for five years' time
- b plans for next year
- c personal information

- 3** Which plans is Gabriel sure about? Which is he not sure about?

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

Useful language

Speculating about the future

I often wonder what ...
I guess ...
I suppose ...
I hope to / I hope I'll / we'll ...

- 5** In your notebooks, complete the sentences using a phrase from the **Useful language** box.

Next year, I *suppose* I'll take the next judo exam.

- 1 After my exams, I ... I'll have more time to do charity work.
- 2 In ten years' time, I ... I'll work in the family business.
- 3 I ... working in another country would be like.
- 4 When I'm eighteen, I ... I'll learn to drive.
- 5 In the future, I ... to have children.

- 6** Read the **Look!** box. Find examples in the letter.

Look! Future time expressions

When we talk about the future, we often start sentences with a time expression.

Next year, ...
In five/ten years' time, ...
One day, ...
When I'm eighteen/older, ...
In the future, ...

- 7** Write to *Teen Voice* about your plans. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- › Write notes about your ideas.
- › Think about what sort of person you are.
- › What are your plans for next year / five years' time?

Write

- › Put your ideas in the correct order.
- › Use the ideas in the **Useful language** and **Look!** boxes.

Reflect

- › Check your grammar: the correct future tense / first conditional, *will* or *might*.
- › Check your use of time expressions.

Future plans

WRITING A letter

Sts read a letter about Gabriel's plans for the future. Sts learn useful language for speculating about the future, and study future time expressions. Then, they write a letter describing their own plans for the future.

Writing

A letter

Useful language

Speculating about the future (*I often wonder what ..., I guess ..., I suppose ..., I hope to / I hope I'll/we'll ...*)

Look!

Future time expressions (*Next year, ..., In five/ten years' time, ..., One day, ..., When I'm eighteen/older, ..., In the future, ...*)

WARMER

Ask students to predict what they will be doing five years from now. Use questions to prompt a few ideas, e.g. *Will you be working or studying? What job will you have? Where will you be living?* etc. Then, arrange sts in pairs to tell each other their predictions. Ask individual sts to tell the class their predictions.

- 1 Read the advert and ask a few questions to check understanding, e.g. *Who is Max?* (the editor of a magazine for teenagers), *What does he want readers to do?* (describe themselves and their plans for the future), *What can they win?* (a prize).

Ask sts to read Gabriel's letter and answer the question. Check the answer.

Answer

One job is his dream job and one is a more realistic job.

- 2 Go through the phrases. Ask sts to read Gabriel's letter again and put the phrases in order. Check answers.

Answers

a 3 b 2 c 1

- 3 Read out the question. Put sts in pairs and ask them to find the answers in Gabriel's letter. Check answers. As you go through the answers, ask sts to identify which phrases helped them to decide if Gabriel was or wasn't sure.

Answers

plans he's sure about: he'll be at school, he's going to study hard, going to join a new basketball team, he'll train hard

plans he's not sure about: he'll have lots of homework and exams, he'll do well, he'll make new friends in the basketball team, he'll be a professional basketball player, he'll study music, he'll be a music teacher

- 4 Read through the Useful language box. Put sts in pairs to discuss how they say these phrases in their first language. Then, have them read the letter again and find the phrases Gabriel used in his letter.

- 5 Ask sts to copy and complete the sentences in their notebooks. Check answers.

Answers

1 guess/suppose/hope 4 guess/suppose/hope
2 guess/suppose/hope 5 hope
3 often wonder what

- 6 Read the Look! box with sts. Refer sts back to Gabriel's letter to find examples of future time expressions.

- 7 Sts write a letter about their plans following the steps in the Writing plan.

Writing plan

Prepare

Ask sts to write their ideas for the future in their notebooks. They should think about what sort of person they are and describe their plans for next year and five years' time.

Write

Sts write a letter to *Teen Voice* using Gabriel's letter in Exercise 1 as a model. Remind sts to begin their letter with *Dear Max*, and end with their name. They should organize the content of their letter into three paragraphs: personal information, plans for next year and plans for five years' time.

Encourage sts to refer back to the Useful language box and the Look! box for phrases to speculate about the future and future time expressions. You could also suggest looking back at the vocabulary from this unit.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. They should pay attention to the grammar they used and check that they have used future tenses and first conditional sentences correctly.

Sts then swap their work with a partner and give feedback on the use of grammar, spelling, useful language and future time expressions. Remind them to be positive and encouraging.

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

Get the message?

5

Vocabulary: Communication verbs and nouns

Grammar: Second conditional; *must/need to/have to/should/ought to*

Speaking: Asking for and giving clarification

Writing: Advice forum

VOCABULARY Communication verbs

I can describe different ways people communicate.

1 **5.1** Look at the pictures. Match the verbs in the box with the pictures. Listen and check.

apologize argue complain discuss explain gossip interrupt repeat scream shout translate whisper

1 whisper

1 Psst! What's happening now?
Huh? I can't hear you.

2 I don't think it's important to have famous actors in films.
That's true. What do you think, Alex?

3 Jack and Tom aren't speaking to each other.
Really?

4 Aaaaagh!

5 My mum was singing in the car again. It was really annoying!

6 Français > English
Bon anniversaire. That's 'happy birthday' in French.

7 Go Sam! Go Sam!
Come on the blues!

8 Karate training starts at 8.00. We'll exercise first, then work in pairs.

9 Hey! You've taken my mobile charger again!
What? No, I didn't.

10 I'm so sorry. I didn't mean to do that.

11 Now I've got your homework, we're going to ...
Excuse me, Miss.

12 Hello, Polly.
Hello, Polly.

2 Choose the correct answers.

- We *whisper* / *scream* when Dad is asleep.
- We *complained* / *discussed* ideas for our holiday.
- My brother *translated* / *shouted* a German message.
- We often *repeat* / *interrupt* jokes from that TV show.
- Dad *complained* / *translated* about the mess.
- I *apologized* / *repeated* to my sister.
- We always *explain* / *argue* about who will win the cup.
- Has the teacher *gossiped* / *explained* the homework yet?

3 Work in pairs. Discuss the questions.

- What have you argued about recently?
- When did you last whisper to a friend? Why?
- Which teacher gives the best explanations in your school? Why are they good at it?

Now watch the vlog.

FAST FINISHER

Write a few lines of dialogue containing two different ways of speaking.

Get the message?

5

UNIT 5 OVERVIEW: The topic of this unit is communication. Sts read a report about speaking without words and listen to five dialogues. They read an 'Advice Corner' webpage and learn to ask for and give clarification. They read about old languages and finally, they read an online problem page and write a post giving advice on how to deal with a problem. They also watch a vlog about how to appear more confident and a culture video about people who use British Sign Language to communicate.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Communication verbs and nouns	Second conditional; Obligation: <i>must</i> Necessity: <i>need to / have to</i> ; Advice: <i>should / ought to</i>	Emphasis	Understanding details in a report	Identifying opinions	Asking for and giving clarification	Advice forum

VOCABULARY Communication verbs

Sts learn verbs for describing different ways people communicate. They practise the verbs, then personalize the vocabulary by talking about their own experiences.

Vocabulary

Communication verbs (*apologize, argue, complain, discuss, explain, gossip, interrupt, repeat, scream, shout, translate, whisper*)

Vlog

Sammy: *Ways to appear confident*

WARMER

Ask sts to work individually and make a list of everyone they have spoken to today. The list should include family members, students and teachers, people in the street/shops, etc., even if they only said 'Hello'. Put sts in pairs to compare their lists. Encourage them to ask each other for more information by asking questions, e.g. *Why did you speak to (X)? What did you talk about?*

- 1** **5.1** Focus on the pictures and elicit that they all show people speaking. Go through the verbs in the box. Play the audio for sts to listen and match the verbs with the pictures. See SB page 49 for audio script. Go through the answers with the class.

For more practice, put sts in pairs. One student says a verb from the box, the other says the number of the picture. Then they swap roles.

Answers

1 whisper	5 complain	9 argue
2 discuss	6 translate	10 apologize
3 gossip	7 shout	11 interrupt
4 scream	8 explain	12 repeat

- 2** Ask sts to copy the sentences into their notebooks and choose the correct word to complete each one. Allow time for sts to compare sentences in pairs, then check answers with the class.

Answers

1 whisper	4 repeat	7 argue
2 discussed	5 complained	8 explained
3 translated	6 apologized	

- 3** Go through the questions. Put sts in pairs to discuss them and monitor while they work. Help with vocabulary where necessary. At the end, invite one or two students to tell the class about their discussion.

Vlog

This lesson features a vlog in which someone talks about how to appear more confident. 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 pages 295 and 310.

FAST FINISHER

Sts who finish early can practise the vocabulary further by writing a few lines of dialogue with two different ways of speaking. Weaker sts could work in pairs and then act out their dialogue for the class.

EXTRA PRACTICE

5.1 Play the first situation from Exercise 1 again and focus on the speakers' voices. Put sts in pairs to act out the situation and encourage them to copy the speakers on the audio track. Play the remaining situations, then have sts act them out in pairs. If your sts use smartphones in class, they could record and listen to their conversations. They can discuss the recordings in their pairs, focussing on how they sounded.

V Vocabulary practice: WB p.40

Sts will find more practice of communication verbs here. Set these exercises for homework.

LS Language summary: Unit 5 SB p.131

How we communicate

READING

I can understand details in a report.

Speaking without words

It's hard to believe, but over five per cent of the world's population can't hear very well. This means the world is a very different place for millions of people, and that they have to communicate in a different way. Can we rely on modern technology to help them communicate, or would it be better if everybody learned sign language? This report looks at the experience of one person, Lloyd.



Lip-reading

Lloyd has never heard his parents say his name. He has been completely deaf from birth, so his first language is sign language. Lloyd attends the Mary Hare School for deaf pupils, but his teachers don't use sign language. They speak clearly and most pupils 'read' the teachers' lips. Lip-reading is hard work, but it prepares students for the real world.

Sign language

Between lessons, pupils use sign language, using special hand signals and facial expressions. You can't shout or whisper in sign language, but you can gossip and argue. But there are problems: different countries use different signs in their languages, and most hearing people don't understand sign language. How do deaf people communicate with hearing people? Well, if Lloyd wants to catch a train, he hands a note to the ticket seller.



Cochlear implants

Several months ago, Lloyd made a big decision. He decided to get a cochlear implant in his ear, a special gadget to help him hear. How would life be different if he had an implant? Well, Lloyd would be able to hear his name for the first time - something really important to his identity. Also, the implant would help Lloyd speak more clearly. Some pupils don't think cochlear implants are a good idea. They think it's important for hearing people to learn how to communicate with deaf people. They told Lloyd, 'If I were you, I wouldn't get an implant. Why don't more hearing people learn sign language?'

Learning to hear

Lloyd went ahead with the operation, and a hearing specialist switched on the implant. At first, Lloyd was disappointed. He could hear a few sounds, but couldn't understand them. The first few months after the operation were difficult. One day, he recorded a sweet sound on his phone. He listened to it again and again, but didn't know what it was. 'I was shocked to discover that it was bird song,' Lloyd said, smiling. Finally, he was learning to hear.

1 Look at these statements about sign language and lip-reading. Are they true (T) or false (F)? Discuss your answers in pairs.

- 1 You only use your hands to speak sign language.
- 2 Different countries have different sign languages.

2 **5.2** Listen and read the report. Check your answers.

3 Answer the questions.

- 1 How do most pupils at the Mary Hare School understand their teachers?
- 2 How do they communicate with their school friends between lessons?
- 3 How do cochlear implants help people?
- 4 Why did some people tell Lloyd not to have the implants?
- 5 What sound made Lloyd smile?

4 **Word Power** Which words in the box describe body language and which describe speech?

asking eye contact facial expressions
frowning hand signals shouting
speaking telling whispering

5 **FIND OUT** Learn how to say 'Hello. Nice to meet you,' in British Sign Language and in the sign language of your country.



In 1967, Dr Albert Mehrabien researched how people communicate. He reported that only 7% of communication is through spoken words, and 93% is through body language and tone of voice.

How we communicate

READING

Sts read a report about how people communicate when they can't hear properly and focus on understanding details in a report. They study words that describe something physical and words that describe speech. They also learn to use the second conditional to talk about unreal or unlikely events and their consequences.

Reading text

A report about speaking without words

Reading skill

Understanding details in a report

WARMER

Put sts in pairs to list different ways of communicating with other people. Elicit ideas from the class. If sts find it difficult to think of ideas, you could prompt them by miming different methods of communication. For example, *speaking face-to-face*, *speaking on the phone*, *writing (notes, letters, etc.)*, *drawing, using technology (email, text, etc.)*, *using gestures (pointing, hand signs, shaking your head, etc.)*, *facial expressions (smiling, frowning, etc.)*.

- 1 Read the statements. Check that sts understand *sign language* and *lip-reading*.

Put sts in pairs to discuss the questions and decide if they are true or false. Elicit ideas from the class, but do not confirm or correct at this stage.

- 2  5.2 Play the audio for sts to read and listen and check their answers to Exercise 1. See SB page 50 for audio script.

Answers

- F (Although speakers use their hands, they also use facial expressions to show meaning.)
- T

- 3 **Understanding details in a report** Remind sts that when they are looking for details in a text, it isn't necessary to read and understand every word. They should read the questions carefully and identify the type of information they need to find in the text. Then, they need to scan the text quickly to find key words which will identify which part of the text holds the information they need.

Focus on question 1 and ask: *What do you want to know?* (how pupils at the Mary Hare School understand their teachers). Then ask: *What key words do you expect to see?* (Mary Hare School, teacher, pupils). Ask sts to scan the text and find the key words. Elicit that they are in the paragraph on lip-reading. Ask them to read the paragraph carefully and answer the question. Check the answer. Sts then complete the exercise and compare answers in pairs. Go through the answers with the class.

Answers

- Most pupils lip read.
- They use sign language.
- An implant helps people to hear and speak more clearly.
- They think that hearing people should learn sign language.
- The sound of bird song made Lloyd smile.

- 4 **Word Power** Read through the words in the box and check that sts understand all of them. Put sts in pairs and ask them to organize the words into two lists: words that describe body language, and words that describe speech. Go through the answers with the class. You could ask sts if they can add any more words to the lists.

Answers

body language: eye contact, facial expressions, frowning, hand signals
speech: asking, shouting, speaking, telling, whispering

21st Century skills

FIND OUT

Set this exercise for homework if you prefer. Sts can find more information out about the topic by looking online, or by asking other people.



Encourage sts to read the fun fact for pleasure. Ask them to think about the 93%, and guess how much of communication is body language and how much is tone of voice according to Dr Mehrabian.

Answers

body language 55%
tone of voice 38%

Ask sts to give some examples of body language that people in their country might use during a conversation. Encourage them to think about the following: hand gestures, eye contact, moving the head/arms when speaking, and touching other people. At the end, you could point out that body language is not the same in every culture and ask sts to research body language in the UK, to see if it is the same in their country.

R Reading practice: WB p.41

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

GRAMMAR

Second conditional

I can use the second conditional to talk about unreal events.

Now watch the grammar animation.

- 1 Read the grammar box. Copy and complete the sentences.

would/wouldn't + infinitive if + past simple

Second conditional

Situation	Result
If + past simple	would/wouldn't + infinitive

If he **had** an implant, how **would** life be different?

If I **were** you, I **wouldn't get** an implant.

If he **lived** in Paris, he **would speak** French very well.

Rules

We use the second conditional to talk about unreal or unlikely events and their consequences.

We can start the sentence with either the situation (*if*) or the result.

We use ¹ ... for the situation.

We use ² ... for the result.

- 2 Copy and complete the sentences with the correct form of the verb in brackets.

- If I didn't have an exam tomorrow, I ... (go) to the cinema.
- If we ... (not understand) the grammar, we'd ask our teacher to explain it again.
- If they lived in the UK, they ... (speak) perfect English.
- My brothers never fight, but if they ... (argue), I think the older one ... (win).
- If I ... (be) you, I wouldn't gossip about your friend's problems.
- What ... you ... (do) if I ... (tell) you a secret?
- Joe ... (be) really disappointed if he ... (not pass) his exam.
- Where ... you ... (go) on holiday if you ... (be) rich?

- 3 Complete the sentences with a phrase from the box.

be/invited buy/house have/horse
learn/sign language visit/Mars

- If I had a million euros, ...
- If I had a spaceship, ...
- I would learn to ride if I ...
- If my brother was deaf, ...
- I would go to Phil's party if I ...

- 4 5.3 Complete the text with the correct form of the words in brackets and the second conditional. Listen and check.

Communication matters: the interview

What *would* family life ¹ ... (be) like if one of your family ² ... (be) deaf? We ask sisters Mia and Paula Allen.

Mia, you and your family have learned sign language. Why is that?

Well, the main reason we learned was to talk with my sister, Paula. We ³ ... (not / know) sign language if Paula ⁴ ... (not / be) deaf. Of course, if we ⁵ ... (not / use) sign language, she ⁶ ... (lip-read). But sign language helps us have a conversation together as a family.

Paula, would you like to attend a deaf school?

No, I don't think so because there aren't any near here. If I ⁷ ... (go) to a deaf school, I ⁸ ... (have to) live at the school. I don't want that. At the moment, I have a support teacher and my friends are learning to sign. They say it's quite easy and fun.

What are your future plans?

We would like to make online videos for families of deaf children. We're sure lots of people ⁹ ... (watch) if we ¹⁰ ... (have) our own channel.



Look! would and 'd

When we speak, we often use the short form **'d** instead of **would** in affirmative sentences.

- 5 Write second conditional questions. In pairs, ask and answer.

- what / you / do / if you / find / a mobile phone in the street?
- if a friend / argue / with you / what / you / say?
- you / learn / sign language / if a friend / teach you?
- if you / win / a lot of money / what / you buy?
- If / you / learn / a new skill / what / it / be?

If I found a mobile phone in the street, I'd take it to the police station.

FAST FINISHER

What videos would you and your friends make if you had an online video channel? Write five sentences.

GRAMMAR Second conditional

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *If I had a superpower ...*, including the form and use of the second conditional. 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 315 for animation script.

- 1 Read through the grammar box with sts. Explain that we use the second conditional to talk about the following situations: an impossible situation, e.g. *If I were you, ...* (It isn't possible for me to be you); a situation that isn't real now, e.g. *If we lived in Spain, ...* (we don't live in Spain now); or a future situation that is possible, but it probably won't happen, e.g. *If Kevin won the competition, ...* (He isn't likely to win the competition).

Ask sts to copy and complete the rules with the words in the box, then check answers.

Answers

- 1 *if + past simple*
- 2 *would/wouldn't + infinitive*

Write: *If I was/were you, If he wasn't/weren't rich.* on the board. Point out that we often use *were/weren't* after *If I/he/she/it*.

Ask questions to check concept.

Concept check questions: *If I were you, - situation or result? (situation). Possible or impossible? (impossible). If he had a dog, he'd take it for walks. - Has he got a dog? (no). Does he take it for walks? (no). If I lost my phone, my parents would be annoyed. - possible or impossible? (possible). What's the situation? (If I lost my phone). And the result? (My parents would be annoyed). What tense do we use with 'if'? (the past simple). What about result? (would or wouldn't + infinitive).*

- 2 Explain the task, then ask sts to copy and complete the sentences. Allow time for them to compare their sentences in pairs, then check answers with the class.

Answers

- | | |
|---------------------|-------------------------|
| 1 'd/would go | 5 were |
| 2 didn't understand | 6 would, do, told |
| 3 'd/would speak | 7 would be, didn't pass |
| 4 argued, would win | 8 would, go, were |

- 3 Go through the phrases in the box and the sentences and explain any unfamiliar vocabulary, e.g. *spaceship, euro*. Sts then complete the sentences and compare their sentences in pairs. Check answers.

Answers

- | | |
|-------------------|---------------------------|
| 1 I'd buy a house | 4 I'd learn sign language |
| 2 I'd visit Mars | 5 was/were invited |
| 3 had a horse | |

- 4 **5.3** Focus on the photo. Elicit that the two people are using sign language. Ask sts to complete the text. Allow time for them to compare their answers in pairs, then play the audio track for them to listen and check. See TG page 279 for audio script. Go through the answers with the class.

Answers

- | | |
|-----------------|---------------|
| 1 be | 6 'd lip-read |
| 2 was/were | 7 went |
| 3 wouldn't know | 8 'd have to |
| 4 wasn't | 9 would watch |
| 5 didn't use | 10 had |

Read the Look! box with sts. Point out that we don't shorten *would* to 'd in negative sentences or questions.

- 5 Read the example. Ask sts to make questions from the remaining prompts and write them in their notebooks. Go through the questions, then give sts time to prepare their answers individually. Put them into pairs to ask and answer. For feedback, ask different sts to answer the questions.

Answers

- 1 What would you do if you found a mobile phone in the street?
- 2 If a friend argued with you, what would you say?
- 3 Would you learn sign language if a friend taught you?
- 4 If you won a lot of money, what would you buy?
- 5 If you learned a new skill, what would it be?

FAST FINISHER

Sts who finish early write sentences about the videos they would make if they had an online video channel. Weaker sts could do this as a small group activity, then compare their ideas with another group.

- G Grammar practice: WB p.42**
Sts will find more practice of the second conditional here. Set these exercises for homework.

- LS Language summary: Unit 5 SB p.131**

Express yourself

VOCABULARY and LISTENING Communication nouns

I can identify opinions.

10 awesome facts about language

- 1 Humans are great at **communication**. You probably say or write about 4,800 words a day!
- 2 There are about 7,000 languages in the world, so ... between languages helps us to understand one another!
- 3 Sesquipedalophobia is a fear of long words! The ... of this word is very difficult!
- 4 The word *set* has the most ...s in the English language. It has over 400 meanings!
- 5 The ... on your face changes the sound of your voice. Your listener can hear you smile on the phone.
- 6 The ancient Romans did not put spaces between words or use ... marks like full stops.
- 7 What is the most popular topic for ... on social media? It's technology and social media!
- 8 An ... can be very annoying. If someone speaks when we are talking, we forget what we've just said or heard.
- 9 Ancient Roman teachers used lots of ... in their lessons. Science has proved that repeating things can help you to learn! But you have to do it many times.
- 10 Mandarin Chinese has 50,000 characters! My ... is to learn the modern, simplified characters, not the traditional ones!

Traditional character: 飛
Simplified character: 飞

1 Read the text. Complete the sentences with the correct noun. There are two words you do not need.

communication definition description
discussion explanation expression
interruption pronunciation punctuation
repetition suggestion translation

2 5.4 Listen and check your answers. Work in pairs. Discuss which fact you found the most surprising.

3 Read the **Look!** box. Think of the verb for the other nouns in Exercise 1.

Look! -ion/-tion/-sion

We can use the endings **-ion/-tion/-sion** to change a verb into a noun.

define – *definition*

express – *expression*

Often a spelling change is necessary.

repeat – *repetition*

4 PRONUNCIATION Emphasis

5.5 In these long words the stress falls on the second to last syllable. Listen and repeat the nouns from Exercise 1.

• • • • • • • • • • • • • • •
communication definition description

5 5.6 Listen to five dialogues. For each question, choose the correct answer.

- 1 You will hear a girl telling her friend about a school exchange trip to France. How did she feel about it?
 - a Surprised that people didn't speak much English.
 - b Sorry she didn't always know what the French family talked about.
 - c Worried that the family didn't understand her.
- 2 You will hear two friends talking about a translation app. They both agree that the app ...
 - a included some useful phrases.
 - b didn't help the boy write his essay.
 - c was easy to find.
- 3 You will hear two friends talking about pronunciation. The boy advises his friend to ...
 - a read what is in his file.
 - b do more practice tests.
 - c practise saying words out loud.
- 4 You will hear a brother and sister arguing. They both agree ...
 - a it's better to study in different places.
 - b they should switch the TV off.
 - c they need to concentrate on revision.
- 5 You will hear two friends talking. What does Sara say is an important part of written communication?
 - a good pronunciation
 - b good writing skills
 - c good punctuation

Express yourself

VOCABULARY and LISTENING

Communication nouns

Sts study communication nouns and learn how to change verbs into nouns. They listen to five dialogues and practise identifying opinions. They also learn to express obligation, necessity and advice.

Vocabulary

Communication nouns (*communication, definition, description, discussion, explanation, expression, interruption, pronunciation, punctuation, repetition, suggestion, translation*)

Listening text

Five dialogues in which people express opinions

Listening skill

Identifying opinions

WARMER

Put sts into small groups and ask them to make a list of things they listen to in English in class, e.g. *the teacher, songs*, etc. Compare ideas, then repeat with things sts listen to outside the classroom. Ask sts to discuss what problems they have when they are listening to things in English (and any solutions they have found) then elicit ideas from around the classroom.

- 1 Read through the words in the box and check understanding. Sts then use the words to complete the text. Point out that there are two words they don't need to use. Allow time for them to compare answers in pairs, but don't confirm or correct the answers at this stage.

- 2 **5.4** Play the audio for sts to listen and check their answers. See TG page 279 for audio script. Check answers, then put sts in pairs to discuss which fact they found the most surprising. Elicit ideas from different pairs.

Answers

1 communication	5 expression	9 repetition
2 translation	6 punctuation	10 suggestion
3 pronunciation	7 discussion	
4 definition	8 interruption	

- 3 Read the Look! box. Explain that we add *-ion* to verbs which end in *-t* to make a noun (*suggest – suggestion*). For verbs that end in *-te*, we change *-te* to *-tion* to form the noun (*communicate – communication*). Verbs ending in *-s* usually use *-sion* (*express – expression*).

Put sts in pairs to think of the verb for each of the nouns in Exercise 1. Check answers.

Answers

1 communicate	5 explain	9 punctuate
2 define	6 express	10 repeat
3 describe	7 interrupt	11 suggest
4 discuss	8 pronounce	12 translate

PRONUNCIATION

- 4 **5.5** Read through the pronunciation note. Focus on the examples. Model the pronunciation of *communication* and ask sts to count the number of syllables (five). Model the pronunciation again, ask sts to repeat and identify the stressed syllable (fourth syllable). Repeat with *definition* (four syllables; third syllable stressed) and *description* (three syllables; second syllable stressed).

Ask sts to copy the nouns from Exercise 1 into their notebooks. Tell them to listen and underline the stressed syllable in each word. Play the audio, then check answers. Play the audio again for sts to listen and repeat.

Answers

communication	explanation	punctuation
definition	expression	repetition
description	interruption	suggestion
discussion	pronunciation	translation

- 5 **5.6 Identifying opinions** Elicit or explain the difference between a fact and an opinion or a point of view (a fact is information that we know is true, an opinion / point of view is what we feel or think about something). Elicit examples of language that people use when they give opinions, e.g. *I think ..., I reckon ..., I feel ..., I'm sure ..., In my opinion ..., My point of view is ...*

Tell sts that they will hear five conversations in which people express opinions. Read question 1 and the multiple-choice answers. Remind sts that they are listening for a phrase or a sentence that shows how the girl feels about the school trip. In this case, did she feel surprised, sorry or worried?

Explain that sts might hear phrases from the multiple-choice answers, or they might hear words and phrases that mean the same thing. Also that the speakers might mention more than one of the possible answers, so sts should listen carefully to the whole dialogue before choosing an answer.

Give sts time to read through the questions, helping with vocabulary where necessary. Then, play the audio for sts to listen and answer the questions. See TG page 279 for audio script. Put sts in pairs to discuss their answers, then check answers with the class.

Answers

1 b 2 b 3 c 4 a 5 c

- V L Vocabulary and Listening practice: WB p.43**
Sts will find more practice for listening and practice of communication nouns here. Set these exercises for homework.

- LS Language summary: Unit 5 SB p.131**

GRAMMAR Obligation: *must*; Necessity: *need to / have to*

I can express obligation, necessity and advice.

Now watch the grammar animation.

- 1 Read the grammar box. Look at the examples and find the infinitive in each sentence. Complete the rules.

Obligation: *must / mustn't* (+ infinitive)

I **must look** and see what the reviews are.

I **mustn't forget** to thank them.

Necessity: *need to / don't need to* (+ infinitive); *have to / don't have to* (+ infinitive)

I **need to practise** my pronunciation.

I **don't need to take** my PE kit to school tomorrow.

We've got a Maths test tomorrow, so I **have to study**.

I **don't have to wake up** early on Saturday morning.

Rules

We use ¹ ... when it is important to do something.

We use ² ... when it's important NOT to do something.

We use ³ ... and ⁴ ... to talk about things that are necessary.

We use ⁵ ... and ⁶ ... to talk about things that are not necessary.

- 2 Read the text. Choose the correct answers.

BODY LANGUAGE clues

You ¹ *mustn't / have to* understand someone's body language if you want to find out what mood they are in. If you want to understand the real meaning behind people's words, you ² *need to / mustn't* learn some body language signs. However, you don't ³ *have to / mustn't* be an expert to work out if they are happy or sad.

People cross their arms in front of them when they don't want to communicate. If you want to look friendly, you ⁴ *mustn't / don't have to* cross your arms.

Some people think you ⁵ *need to / don't have to* look into the other person's eyes when you chat with them. They think that if someone doesn't look at you, it means they aren't telling the truth. However, this is not true. Some just feel more comfortable when they look away while you speak.

You ⁶ *must / mustn't* forget about facial expressions, either. It isn't a good idea to roll your eyes when you are listening to others. It tells them you don't believe them or you feel bored!



- 3 Write affirmative or negative sentences so they are true for you. Use *must*, *need to* and *have to*. Use each verb at least once.

We / bring textbooks to our English class.

We must bring textbooks to our English class.

We don't have to bring textbooks to our English class.

- We / speak English all the time.
- We / do lots of pair work.
- We / sit next to the same person every lesson.
- We / be quiet when other people are talking.
- We / revise for tests every lesson.

Advice: *should / ought to*

- 4 Read the grammar box. Complete the rules with *should*, *shouldn't* and *ought to*.

Advice: *should / shouldn't* (+ infinitive); *ought to / oughtn't to* (+ infinitive)

You **should repeat** the word a few times.

We **shouldn't study** late at night.

We **ought to turn** the television off now.

Rules

We use ¹ ... and ² ... to give advice.

³ ... and *oughtn't to* have a similar meaning, but are less common.

- 5 Copy and complete the sentences with the affirmative or negative of the word in brackets.

- You ... interrupt or shout in the lesson! (should)
- Adam ... practise before his next piano lesson. (ought)
- We ... discuss our plans for the weekend. (should)
- They ... gossip so much about Joe. (should)
- I ... work on my essay this evening. (ought)
- The food's terrible. We ... complain! (ought)

- 6 Work in pairs. Give advice to a friend who is going to give a presentation to the class. Use *should / shouldn't* and *ought to / oughtn't to*.

smile / stay calm

not worry

look at the people you're speaking to

not cross your arms

make notes

listen carefully when people ask questions

You should smile and stay calm.

FAST FINISHER

Write about two things you have to do this week and two things you should do to improve your English.

GRAMMAR Obligation: *must*; Necessity: *need to / have to*

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *We should stay calm!*, including form and use of *need to / must / have to* and *should / ought 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 315 for animation script.

- 1** Read the first part of the grammar box about obligation. Point out that we use the infinitive/base form of the verb (without *to*) after *must* and *mustn't*. Explain that *must/mustn't* are the same for all persons – *I must, you must, he must*, etc.

Read the second part of the grammar box about necessity. Elicit that we use the infinitive form of the verb with *need to* and *have to*. For *he/she/it* we use *needs to* and *has to*.

Ask sts to copy and complete the rules, then check answers.

Answers

1 must	3 need to	5 don't need to
2 mustn't	4 have to	6 don't have to

Explain that *must* and *have to* are quite similar, and we can often use either. However, *mustn't* and *don't have to* are not similar. Write: *You mustn't go to the party. You don't have/need to go to the party.* Elicit that *mustn't* means it is important NOT to go to the party, and *don't have/need to* means it isn't necessary to go to the party, but you can go.

Ask questions to check concept.

Concept check questions: *He must work harder. – obligation or necessity? (obligation). Is it important to work harder? (yes). We have to revise. We need to revise. – obligation or necessity? (necessity). You must learn English. You have to learn English. – similar or different? (similar). They mustn't play football. – Is it okay to play football? (no). They mustn't play football. They don't have to play football. – similar or different? (different). They don't have to play football. – is it okay to play football? (yes – but it isn't necessary).*

- 2** Elicit or demonstrate examples of facial expressions and body language, e.g. smiling, crossing your arms. Ask sts to read the text and choose the correct answers. Check answers with the class.

Answers

1 have to	3 have to	5 need to
2 need to	4 mustn't	6 mustn't

- 3** Read the example and ask sts to copy and complete the sentences. Put sts in pairs to compare sentences, then elicit sentences from around the classroom.

Advice: *should / ought to*

- 4** Elicit the meaning of *advice* (an opinion or suggestion about what to do or what not to do in a particular situation). Read through the grammar box and explain that *should* and *ought to* mean it's a good idea to do something. *Shouldn't* and *oughtn't to* mean that it isn't a good idea to do something.

Say that we use the infinitive form of the verb after *should/shouldn't* and *ought to/oughtn't to*. Explain that *should/shouldn't/ought to/oughtn't to* are the same for all persons – *I should, you should, he should*, etc.

Ask sts to copy and complete the rules, then check answers.

Answers

1 should	2 shouldn't	3 Ought to
----------	-------------	------------

Ask questions to check concept.

Concept check questions: *You should go to bed early – obligation or advice? (advice). Is it your advice or someone else's advice to you? (someone else's advice to you) Do you have to go to bed early? (no). Is it a good idea to go to bed early? (yes). Should and ought to – the same meaning or different? (the same meaning). What are the negative forms? (shouldn't and oughtn't to). Which is more common should or ought to? (should).*

- 5** Go through the sentences. Sts then copy and complete them in their notebooks. Allow time for sts to compare sentences, then check answers.

Answers

1 shouldn't	3 should	5 ought to
2 ought to	4 shouldn't	6 ought to

- 6** Put sts in pairs. Explain the task and read the example. Sts then write their advice in their notebooks. Monitor while they work, then ask one or two pairs to read out their advice to the class.

FAST FINISHER

Sts who finish early write sentences about things they have to do this week and things they should do to improve their English. Weaker sts could do this in pairs.

- G** **Grammar practice:** WB p.44

Sts will find more practice of *must* and *need to / have to* here. Set these exercises for homework.

- LS** **Language summary:** Unit 5 SB p.131

KEEP TALKING!

Do you really mean that?

READING and LISTENING

I can use facts and evaluate advice to form an opinion.

- 1 Read the *Advice Corner* on the web page. Work in pairs. Discuss which solutions (A–F) you would choose if you were Frankie.

Advice Corner

Home

About

Advice

This month we look at the issue of cyberbullying. What is it and what can we do about it?

This is an email from one of our followers, Frankie:

 New message — / ×

I've had a lot of messages that make me unhappy. They say bad things about me. Is it cyberbullying? What should I do? **Frankie**

Possible solutions

- A Reply with a rude message
- B Explain that they should stop
- C Tell a friend or family member
- D Ignore the message
- E Delete the message
- F Something else

Top Tips!

Here are our TOP TIPS to help people like Frankie deal with problem messages.

- First of all, you mustn't delete these messages – you may need to show someone the message.
- The next rule is you shouldn't reply – it only makes the situation worse.
- You should ignore the message, even if that's difficult.
- You must show an adult. They can help you.

- 2 Read the *Top Tips!* on the webpage. Are you still happy with your answer to Exercise 1? Discuss as a class.

- 3  5.7 Complete the *Fact File* with the words in the box to compare bullying and cyberbullying. Listen and check.

24 hours a day, 7 days a week virtual
 many people may see it
 people may not know the bully verbal

Fact File: What is cyberbullying?

Bullying

- face-to-face
- may use words or actions
- the victim may be able to escape
- a few people may see it
- people know the bully

Cyberbullying

- 1 ...
- 2 ...
- 3 ...
- 4 ...
- 5 ...

- 4 In pairs, explain the differences between bullying and cyberbullying. Why is cyberbullying often harder to deal with?

- 5 Read *Your story*. Would you use Trisha's app? Why/Why not?

YOUR STORY TRISHA PRABHU TEEN INVENTOR

When Trisha was thirteen, she read a lot about online bullying. She thought about designing an app to stop bullying – and help the bullies, too. Her research found that teenagers make quick decisions. They sometimes send hurtful messages without thinking.



Trisha invented an app called Re-Think. It works before you send a message, not after. When you write negative words it prompts you to think again. *Do you really mean that? Do you want to re-think?* Many users change their minds about their hurtful messages and don't send them. This helps the bullies as well as the people they are bullying.

- 6  **GET CREATIVE** Create a poster to make people aware of the problems of cyberbullying. Include words and ideas from this page, and add pictures.

KEEP TALKING!

Do you really mean that?

READING and LISTENING

Sts read an online article about cyberbullying. They use facts and evaluate advice to form an opinion. They listen to someone talking about cyberbullying and read about a teenager who invented an app to stop online bullying. They then learn how to ask for and give clarification. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan.

 WARMER

Ask sts which social media sites they use and what they use them for. Elicit some ideas, then put sts in pairs. Ask them to list the positive and negative aspects of social media. Allow time for sts to talk, then ask for feedback from around the class.

- 1 Elicit or explain the meaning of *cyberbullying* (sending negative messages via social media sites, texting, etc. to upset someone or to frighten them). Ask: *What do cyberbullies do? Why do you think they do these things?* Collect ideas from the class, then focus on the web page. Give sts time to read Frankie's problem and the possible solutions (A–F). Put sts in pairs to decide what advice to choose. At the end, compare ideas as a class to find out which was the most/least popular advice.
- 2 Focus on the *Top Tips!* section of the webpage. Give sts time to read it, then ask if anyone wants to change their answer to Exercise 1. Encourage as many sts as possible to give opinions and explain why they want / don't want to change their original answer.
- 3  5.7 Ask sts to copy and complete the *Fact File* with the phrases in the box. Allow time for sts to compare their answers in pairs, then play the audio for sts to listen and check. See TG page 279 for audio script. Go through the answers with the class.

Answers

- 1 virtual
- 2 verbal
- 3 24 hours a day, 7 days a week
- 4 many people may see it
- 5 people may not know the bully

- 4 Arrange sts in pairs and explain the task. Monitor while sts work and help where needed. Ask one or two pairs to explain the differences between bullying and cyberbullying, and check that everyone agrees. Then invite different pairs to explain why cyberbullying is more difficult to deal with.

Example answers

Bullying is face-to-face, so it can only happen when you're in the same place as the bully. It may be physical or verbal. Cyberbullying happens online, so it can happen any time. It is verbal, and it's hard to remove, so many people may see it. Cyberbullying is difficult to deal with because it isn't always clear who has sent a message. It's also difficult to remove messages permanently or to stop people sending them.

- 5 Focus on the text. Ask sts to read the text and decide if they would use Trisha's app. Then, arrange them in pairs or small groups to discuss their answers. Ask one student from each group to tell the rest of the class about their discussion.

21st Century skills



- 6  GET CREATIVE

Arrange sts in pairs or small groups and explain that they are going to create a poster to make people aware of cyberbullying. They should include vocabulary and ideas from the lesson, and add pictures.

If sts have access to the internet in class they can design their poster on a computer and download pictures from photo libraries, and you can monitor and help while they work. Alternatively, sts could work individually and design their posters for homework. Display all the posters for the class to see.

 EXTRA PRACTICE

Arrange sts in small groups. Ask them to imagine that an internet company wants to make a video about cyberbullying. The video will explain what cyberbullying is and why it is a problem. It will also give advice to people who are experiencing cyberbullying about what to do. Give sts time to prepare their video and ensure that all of the group members take part. At the end, groups can film each other, then they can watch their videos to see how clearly they spoke and how well they presented their ideas.

SPEAKING Asking for and giving clarification

I can ask for and give clarification.

1 5.8 Listen and read. Why is Zac upset?

- Lena:** Hi, Zac. Can you hear me?
Zac: Yeah. I got your message. What have I done? Can you explain?
Lena: Huh? What do you mean? What message?
Zac: You sent it yesterday evening. Hang on. I'll read it ... 'Zac, you are so annoying.'
Lena: Sorry, I didn't catch that. The signal here's not good. Can you repeat that?
Zac: It said, 'Zac, you are so annoying.' I thought it was really rude.
Lena: Oh no! I didn't mean that! I can explain ... My phone is old and the screen is very small. I can't always see the letters. I meant to press *m* not *n*, but autocorrect changed the word. I'm so sorry I upset you. I feel awful now.
Zac: Well, what was the message?
Lena: 'Zac, you are so amazing!'



2 Which of these problems do Lena and Zac have?

- 1 a bad connection
- 2 they've had an argument
- 3 they have to repeat themselves
- 4 one of them has been bullied
- 5 a small phone screen

3 5.9 Listen and repeat the Useful language.

Useful language

Asking for clarification	Clarifying what you have said
Can you explain?	I meant that/to ...
What do/did you mean?	I said that ...
Sorry, I didn't catch that.	I didn't mean that.
Can you repeat that?	I can explain.
Could you say that again?	
What was that?	
I'm not sure I understand.	

4 5.10 Copy and complete the dialogue with phrases from the Useful language box. Listen and check.

- George:** It's really noisy here again today, isn't it?
Ruby: Yeah! They're doing more building work. We need to shout!
George: ¹... again? Sorry, I didn't ²...
Ruby: ³... we need to shout!
George: Yes, you're right. It's so boring!
Ruby: Do you think I'm boring? I'm not sure ⁴...
George: I didn't ⁵... Don't be upset. I can ⁶...
 I meant that the building work is boring, not you!

5 Work in pairs. Prepare your own dialogue. Choose one of these situations. Follow the steps in the Speaking plan.

bad phone connection noisy background
 no signal / low battery somebody is whispering

Speaking plan

Prepare

- > Choose a situation and decide who is asking for clarification.
- > Make notes for your dialogue (what is the person asking for clarification about, how is it misunderstood?)

Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.
- > Ask the class to identify your situation.

Reflect

- > Did you use the expressions from the box?
- > Did the class identify the situation?
- > How can you improve next time?

Now play *Keep moving!*

FAST FINISHER

Think of situations where people need to shout, repeat themselves or explain. Write a few lines of dialogue for one situation.

SPEAKING Asking for and giving clarification

- 1 **5.8** Pre-teach *autocorrect* (software that corrects grammar and spelling). Ask sts if they have ever had any problems with autocorrect on their phone, tablet, etc. Focus on the question. With stronger classes, play the audio with books closed and ask sts to listen for the answer. Then play it again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. See SB page 55 for audio script. Check the answer.

Answer

Zac is upset because he thinks Lena sent a rude message.

- 2 Read through the list of problems. Ask sts to read the audio script again and decide which problems Lena and Zac have. Give sts time to discuss their ideas in pairs, then check answers with the class.

Answers

1, 3, 5

- 3 **5.9** Read through the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen to the phrases, then play it again for them to listen and repeat. See SB page 55 and TG page 279 for audio script. Ask sts to look at the audio script in Exercise 1 again and find the phrases that Zac and Lena used to ask for clarification and to clarify what they said.
- 4 **5.10** Ask sts to copy and complete the dialogue in their notebooks. Play the audio for sts to check answers. See SB page 55 and TG page 280 for audio script. Then put sts in pairs to practise the dialogue.

Answers

1 Could you say that	4 I understand
2 catch that	5 mean that
3 I said that	6 explain

- 5 Sts follow the steps in the Speaking plan to practise asking for and giving clarification.

Speaking plan

Prepare

Sts work in pairs and choose a situation from the list. They decide who is asking for clarification, what the person is asking for clarification about, and how it is misunderstood. Then, they make notes for a dialogue, using the Useful language in Exercise 3 to help them.

Speak

Pairs choose their roles and practise their dialogue. Encourage sts to use the Useful language from Exercise 3 to make their dialogue sound polite. Monitor while they work and help where necessary. Sts practise with and without their notes. If your sts use smartphones in class, they could record their conversations. Then, they can play the recording back and compare their conversations with their notes, to check they included everything. When sts have practised, ask them to then act out their dialogues for the rest of the class, to see if the other sts can identify the situation.

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. If sts recorded their conversations, ask them to use the recordings to help them think about how they could improve next time. For example, by speaking clearly, and by using a variety of phrases from the Useful language box.

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

Fast finishers can think of a situation where people need to shout, repeat themselves or explain, and write a dialogue. Weaker sts could work in pairs and choose another situation from Exercise 5 to practise.

S Speaking reference: WB p.45

You will find more practice of asking for and giving clarification here. Set these exercises for homework.

LS Language summary: Unit 5 SB p.131

REAL CULTURE!

Not the only language

READING and LISTENING

I can identify opinions and explain them.

BRINGING LANGUAGES BACK TO LIFE

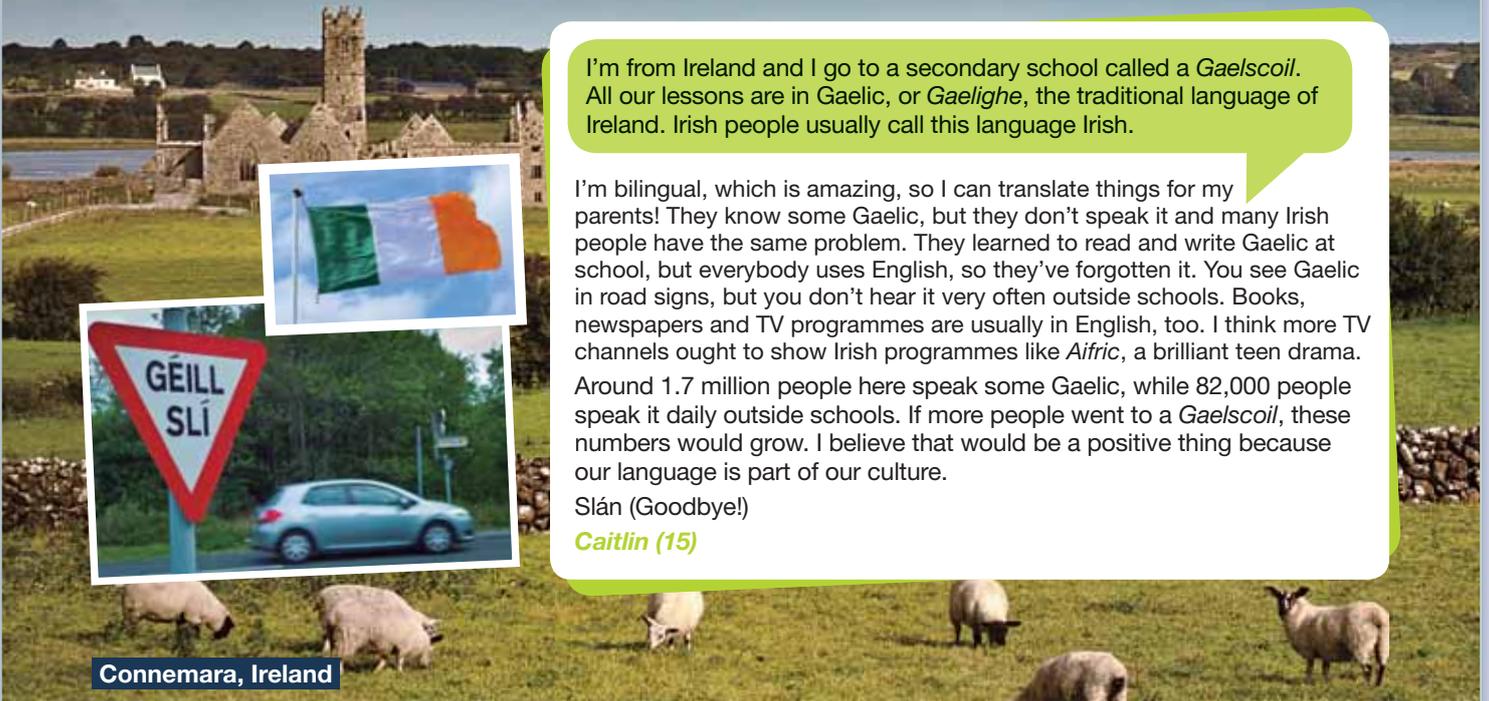
Although Great Britain and Ireland are English-speaking countries, did you know other languages are also spoken in these countries? In Ireland, around 10% of the population speaks Irish daily. In Wales, around 25% of people can speak Welsh, and around 30% of people in Scotland can speak Scots. Here, two young speakers of minority languages share their experiences.

I'm from Ireland and I go to a secondary school called a *Gaelscoil*. All our lessons are in Gaelic, or *Gaelighe*, the traditional language of Ireland. Irish people usually call this language Irish.

I'm bilingual, which is amazing, so I can translate things for my parents! They know some Gaelic, but they don't speak it and many Irish people have the same problem. They learned to read and write Gaelic at school, but everybody uses English, so they've forgotten it. You see Gaelic in road signs, but you don't hear it very often outside schools. Books, newspapers and TV programmes are usually in English, too. I think more TV channels ought to show Irish programmes like *Aifric*, a brilliant teen drama. Around 1.7 million people here speak some Gaelic, while 82,000 people speak it daily outside schools. If more people went to a *Gaelscoil*, these numbers would grow. I believe that would be a positive thing because our language is part of our culture.

Slán (Goodbye!)

Caitlin (15)



Connemara, Ireland

I'm from Cornwall in England. It has sea on three sides, so it feels like a separate country. We even have our own flag and our own language! Cornish, or *Kernowek*, is the ancient language of Cornwall, but people stopped using it in the eighteenth century. Today, nobody speaks Cornish as their first language any more, although some people use it as their second language. Unfortunately, that number is small – these days, only 1% of people in Cornwall can speak Cornish.

However, the number of speakers is growing, especially among young people. Today, young children can learn the language at primary school and older people, like my parents, can take it at evening classes. Some of my friends have typical Cornish names, too, like *Demelza* and *Elowen* for girls or *Cadan* and *Santo* for boys. I think more young people should try Cornish so it doesn't die out, but I don't think everybody has to learn it. My pronunciation isn't great, but my friends and I like discussing stuff in a language other people don't understand. It's like a secret code!

Lowena dhis (Have a nice day!)

Jago (14)



Tintagel, Cornwall

The Cornish flag

Not the only language

READING and LISTENING

Sts read an article about the minority languages of Great Britain and Ireland, and complete a *Fact File* about Welsh. They discuss traditional languages and study word endings. They also watch a culture video about people who use British Sign Language to communicate.

 WARMER

Put sts in small teams and ask them to list as many native English-speaking countries (where English is the main language) as possible. Set a time limit, then elicit answers from around the classroom and award a point for each correct answer. The official UK government list is as follows: *Antigua and Barbuda, Australia, the Bahamas, Barbados, Belize, Canada, Dominica, Grenada, Guyana, Ireland, Jamaica, New Zealand, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Trinidad and Tobago, the United Kingdom and the USA.*

BACKGROUND INFORMATION

Ireland is an island in the North Atlantic. It is near Great Britain. The island is divided into two parts: the Republic of Ireland and Northern Ireland. Northern Ireland is in the UK (the UK, or United Kingdom, is short for *the United Kingdom of Great Britain and Northern Ireland*). The larger part of the island is the Republic of Ireland, and is part of the European Union. When people say Ireland, they are referring to the Republic of Ireland. Around 4.8 million people live there and its capital city is Dublin. The main languages are Irish and English. Ireland also has its own sign language.

There are four countries that make up the United Kingdom. They are England, Scotland, Wales and Northern Ireland. The capital of the UK is London, which is where the UK government is. However, Scotland, Wales and Northern Ireland have their own capital cities (Edinburgh, Cardiff and Belfast), and their own parliaments. The main language is English, but there are a number of minority languages. These include Welsh, Scottish Gaelic, Scots and Cornish. There are also many different dialects – varieties of English which are spoken in different parts of the UK and sound different to each other.

- 1  5.11 Put sts in pairs to read the phrases and what they might mean. Play the audio for sts to listen and check their answers. See TG page 280 for audio script.

Answer

All the phrases mean *How are you?*

- 2  5.12 Ask sts to read and listen to the article and find the two languages that Caitlin and Jago talk about. Check answers.

Answer

Caitlin: Gaelic /'geɪlɪk/ (Irish)

Jago: Cornish /'kɔːnɪʃ/

- 3 Elicit or explain the meaning of *minority language, bilingual, die out* and *secret code*. Explain the task. Sts read the texts to find the answers. Allow time for them to compare, then check answers with the class.

Answers

1 C 2 B 3 B 4 C 5 J

21st Century skills



- 4  COMPARE CULTURES

Put sts into pairs and read through the questions. Encourage pairs to brainstorm ideas. If they have access to the internet in class, sts could do some research into languages that people speak in their country. Monitor while sts work, then elicit ideas from the class.

- 5 Read through the task. Sts work individually and read the text again to find the information. Allow time for them to compare their answers, then check answers with the class.

Sample answer

Caitlin thinks being bilingual is amazing because she can translate things for her parents. She believes that it would be positive if more people spoke Irish because language is part of their culture.

Jago thinks more young people should try Cornish, so it doesn't die out. He likes speaking Cornish because it's like a secret code which he can use with his friends.

 EXTRA PRACTICE

If your sts are interested in British accents and dialects, they could do some research into the subject. Write the following on the board: *Brummie, Cockney, Estuary English, Geordie, Mancunian, Scouse, Yorkshire* and ask sts to find out where in the United Kingdom people use each one. Sts could also find spoken examples of each accent/dialect to listen to.

Answers: *Brummie* (Birmingham), *Cockney* (East London), *Estuary English* (London and the south-east of England), *Geordie* (Tyneside), *Mancunian* (Manchester), *Scouse* (Liverpool), and *Yorkshire* (Yorkshire).

- 1 **5.11** Read these phrases and guess the meaning. Listen and check. (Clue: they all mean the same thing in Irish, Welsh, Scots and Cornish.)

Conas atá tú? Sut wyt ti?
Hoo are ye? Fatla genes?

- 2 **5.12** Read and listen to the article. Which two languages do Caitlin and Jago tell us about?

- 3 Who talks about these things? Write C (Caitlin), J (Jago) or B (both).

- The way the media can help language learning.
- The difference between their parents' experience and their own.
- The role of schools in their language learning.
- The connection between culture and language.
- The fun of speaking a language other people don't understand.

- 4 **COMPARE CULTURES** Work in pairs. Answer the questions.

- What languages are spoken in your country?
- Who speaks them and when and where do they use them?
- Which of them are the traditional languages of an area or region?

- 5 Find Jago's opinion of speaking Cornish and Caitlin's opinion of being bilingual. Explain each person's opinion and the reasons they give.

- 6 **Word Power** Work in pairs. Find languages ending in *-ish* in the article and add more *-ish* languages to your list. Other endings for language nouns include *-ian* and *-ese*. Add examples for these.

- 7 **5.13** Welsh is the only minority language with official status in the UK. What do you know about this language? Complete the *Fact File* with a word from the box. Listen and check.

Argentina	Cymraeg	penguin
town name	4,000	700,000

- 8 **THINK CRITICALLY** In groups, discuss the questions.

- Should learning traditional languages be compulsory in schools?
- What are the benefits of language learning?
- Which languages are the most useful to know?

 Now watch the culture video.

FAST FINISHER

If you had the chance to study Mandarin Chinese, would you take it? Give reasons for your answer.

Fact File

- The Welsh language is called ... in Welsh. All UK passports contain English and Welsh.
- There are over ... native speakers of Welsh. That's around 20% of the population of Wales.
- They think Welsh is one of the oldest languages in Europe. It's believed to be over ... years old.
- People speak Welsh in the UK and ...! Over 5,000 people there speak Welsh as their first language.
- Wales is home to the longest ... in Europe. Llanfairpwllgwyngyllgogerychwyrndrobwlllantysiliogogoch has 58 letters!
- The English word ... comes from the Welsh word *pen gwyn*. In Welsh, this means 'white head' - even though penguins have black heads!



REAL CULTURE!

- 6 Word Power** Write *-ish* on the board and put sts in pairs to read the text again and find languages that end in *-ish*. Check answers.

Answers

English, Irish, Cornish

Elicit more examples of languages that end in *-ish*. Then write *-ian* and *-ese* on the board, and ask pairs to list examples of languages with these endings.

Sample answers

Spanish, Turkish, Polish, Swedish
Italian, Russian, Norwegian
Chinese, Japanese, Portuguese

Ask sts if they know any language nouns with different endings. If necessary, use questions to prompt sts. For example, *What languages do people speak in Saudi Arabia and Iceland?* (Arabic, Icelandic). *Korea?* (Korean). *Germany?* (German). At the end, remind sts that nationality words and language words are often (but not always) the same in English, and they always begin with a capital letter.

- 7 5.13** Focus on the *Fact File* and read the task with the sts. Sts then complete the *Fact File* individually and compare their answers in pairs. Play the audio for sts to listen and check. See TG page 280 for audio script.

Answers

1 Cymraeg /kəm'raɪg/	4 Argentina
2 700,000	5 town name
3 4,000	6 penguin

EXTRA PRACTICE

Ask sts to look at the Welsh *Fact File* again. Arrange sts in pairs and ask them what sort of information they could include in a *Fact File* about their own language. Give sts time to discuss ideas in their pairs, then elicit some ideas from the class. Possible ideas might include: *the name in English and in their language; countries where people speak their language; how many people speak it; what different accents and dialects there are; the longest word; what English words come from their language.* Sts can then research their ideas in class or as a homework project and create a *Fact File* about their language.

21st Century skills

8 THINK CRITICALLY

Read through the questions, then arrange sts into small groups to discuss them. Ask them to keep a note of their opinions and reasons. Monitor while sts work, then ask one person from each group to summarize their group discussion.

Culture video

This lesson also features an optional culture video about people who use British Sign Language to communicate: see SB page 57. 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 *British sign language* on TG pages 304 and 312.

FAST FINISHER

Fast finishers discuss whether or not they would study Mandarin Chinese if they had the opportunity. Weaker sts could work in pairs and tell their partner what languages they would like to learn and say why.

If I were you ...

WRITING Advice forum

I can give relevant advice with reasons in a forum.

- 1 Read the problem and the reply. Which part of Ben's advice do you think is most helpful?



Problem page

Profile
Messages
FAQ
Board
Q



Help! by *Ollie14*

I missed three weeks of school due to illness and now I have to revise for an English exam. I've watched lots of American comedy just because it's fun, but I can't remember important vocabulary and grammar. I'm worried as I've only got two days to revise. What should I do?

POST REPLY



BasketballBen

First of all, I'm sorry to hear about your problem. Too many people panic due to exam nerves. You should try to relax in order to focus better. When I'm revising, I do deep breathing exercises. They really help!

I also think you ought to listen to some English music. The reason is that you can listen to English in a relaxing way. Find songs that you like so that you play them lots of times. It's a good way to learn some really good English phrases.

If I were you, that's what I'd do. Good luck!

- 2 Work in pairs. Advise Ollie about his problem using the phrases in the box. Make notes and share with the class.

get a friend to help you
 read and repeat words
 record notes and listen to them
 write sentences with the new grammar
 use a revision app

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

Useful language

Giving reasons

(just) because	as
due to (+ noun phrase)	that's why ...
because of (+ noun phrase)	the reason is that ...

NOTE: *as* and *due to* are a little more formal

- 4 Study the **Look!** box. Find two examples in Ben's reply.

Look! Talking about purpose

main clause	linking words for purpose	result
<i>I need to revise</i>	in order to	<i>pass my exam.</i>
<i>He has to revise</i>	so that	<i>he will pass.</i>

- 5 In your notebooks, write the sentences in the correct order.

- 1 in order to / You should use an app / improve your grammar
- 2 Students ought to / repeat new words / they learn them well / so that
- 3 I should finish my homework quickly / I can go to the football match / so that
- 4 in order to / Please leave classrooms quickly / arrive at your next lesson on time
- 5 so that / I got up early / I could study before the exam.

- 6 Read Tara's problem. Write your advice. Follow the steps in the **Writing plan**.

Profile
Messages
FAQ
Board
Q



Help! by *TaraDancer*

I have to learn some Portuguese because my cousins from Portugal are coming to stay. I've only got a week to learn some basic phrases. What should I do?

POST REPLY

Writing plan

Prepare

- › With a partner, discuss ideas for advice.
- › Choose the best two ideas to use.

Write

- › Organize your ideas
 - name the problem and say you understand
 - say what you do
 - give your advice
 - send your best wishes
- › Use the expressions from the **Useful language** box.

Reflect

- › Check your grammar: second conditional (*If I were you ...*); *should/ought to/must/need to*
- › Check spelling of short forms and the position of apostrophes.

If I were you ...

WRITING Advice forum

Sts read a problem page on a teenage advice forum. They learn useful language for giving reasons. They also learn how to use linking words for purpose. Then, they read a problem and write a response using the Writing plan.

Writing

Advice forum

Useful language

Giving reasons ((*just*) *because*, *as*, *due to* (+ *noun phrase*), *that's why ...*, *because of* (+ *noun phrase*), *the reason is that ...*)

Look!

Talking about purpose

WARMER

Ask sts what sort of things they have problems with in English. Elicit some ideas from around the class and write them on the board. For example, remembering new words, learning grammar, understanding people when they are speaking English, etc. Then arrange sts in small groups to discuss what advice they would give in each situation. Encourage them to use *should* and *ought to*.

- 1 Focus on the problem page. Ask sts to read Ollie's post and identify his problem. Elicit that he has been ill and only has two days to revise for his English exam. Sts then read Ben's reply and decide which part of his advice is the most helpful. Put sts in pairs to discuss their answer, then elicit ideas from around the classroom to see if everybody agrees.
- 2 Ask sts to read the problem page again and find the phrases that Ben uses to give advice. Elicit: *You should ...*, *You ought to ...*, *If I were you, ...*. Go through the phrases in the box. Sts then work with a partner and use the phrases to write advice for Ollie. Encourage them to give examples. For example, *He should get a friend to help him. His friend can practise with him.* Monitor while sts work, then ask the class for their ideas.
- 3 Read through the Useful language box. Ask sts how they say the phrases in their first language. Put sts in pairs to read the problem page again and find the phrases that Ollie and Ben used in their posts.
- 4 Read the Look! box with sts. Refer sts back to Ben's reply to find examples of *in order to* and *so that*.

Answers

You should try to relax in order to focus better.
Find songs you like so that you play them lots of times.

Write *I have to revise in order to pass my exam. I have to revise to pass my exam.* on the board. Point out that we can shorten *in order to* and use *to* by itself with the same meaning.

- 5 Ask sts to rewrite the sentences in the correct order in their notebooks. Check answers.

Answers

- 1 You should use an app in order to improve your grammar.
- 2 Students ought to repeat new words so that they learn them well.
- 3 I should finish my homework quickly so that I can go to the football match.
- 4 Please leave classrooms quickly in order to arrive at your next lesson on time.
- 5 I got up early so that I could study before the exam.

- 6 Read Tara's email with the sts. Ask: *Does Tara speak Portuguese? (no) Why does she need to learn some phrases? (because her cousins are coming to stay with her family).*

Writing plan

Prepare

Sts work with a partner and brainstorm ideas for advice. Each student chooses two ideas to use in their post.

Write

Explain that sts should follow the steps in the plan and use Ben's post as a model. They should organize their post into paragraphs. They need to begin by naming Tara's problem and saying they understand, say what they do when they want to learn phrases, then give their advice. At the end of the post, they should include their best wishes.

Refer sts to the Useful language box and the Look! box and encourage them to use these words and phrases and other relevant vocabulary from the unit.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Sts then swap emails with a partner and give feedback on the use of phrases from the Useful language box, the second conditional, and the use of linking words for purpose. Remind sts to be positive and encouraging when they give feedback, and always find some aspects to praise.

- 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

Vocabulary: Sports verbs; Adverbs of manner

Grammar: Relative pronouns; Indefinite pronouns; *can, could, be able to; be allowed to*

Speaking: Giving a group presentation

Writing: FAQs

VOCABULARY Sports verbs

I can use verbs for sports actions and events.

What do you know about SPORT?

If you don't know the answer, just guess!



1 In 2005, Australian David Schummy broke a record, when he **threw** an object 427.2 metres. What did he throw?

- a a baseball b a frisbee c a boomerang



2 The first time women **competed** in the Olympics was in Paris. What year was it?

- a 1900 b 1912 c 1924

3 Alyssa Healy broke a world record in 2019 when she **caught** a ball from a distance of 80 metres. What kind of ball was it?

- a a tennis ball b a cricket ball c a volley ball

4 The Denver Nuggets and Detroit Pistons set a record in 1983. Both teams **attacked** the goal and **scored** again and again. The final score was 186–184. What was the sport?

- a volleyball b basketball c dodgeball

5 In the first men's football World Cup in 1930, Uruguay **beat** ... in the final.

- a Mexico b Colombia c Argentina

6 Usain Bolt **trained** hard and became the fastest person in the world. What was his secret?

- a eating well b sleep c practice

7 In 2019, over 290,000 official fans **supported** which club?

- a Manchester United b Bayern Munich c FC Barcelona

8 In the 2016 Olympics in Rio de Janeiro, Katie Ledecky successfully **defended** her Olympic title. What is her sport?

- a swimming
b gymnastics
c running

9 The opening ceremony for the first Paralympic Games was on 18 September 1960. Which country **organized** these Games?

- a Italy
b Japan
c Australia

10 In 2018, nearly 70,000 fans **attended** the Super Bowl. It was the final game of the season for which sport?

- a basketball
b American football
c baseball



1 6.1 Read and listen to the quiz. Write the answers in your notebook.

2 6.2 Listen and check your answers.

3 Read the quiz again. Write the infinitive of the blue verbs.

4 In pairs, match the verbs in Exercise 3 with expressions a–h to make collocations about sport.

- | | |
|------------------------------|--------------------------|
| a a match or game | e the other team |
| b a football club | f for a race |
| c a goal or point | g a title |
| d a ball (to another player) | h a ball (with one hand) |

5 Work in pairs. Discuss which teams you support and which sports you do or watch. What is your best sporting memory?

Now watch the vlog.

FAST FINISHER

Write three sentences about a sportsperson you know well using the verbs from Exercise 3.

Teamwork

6

UNIT 6 OVERVIEW: The topic of this unit is teamwork. Sts read an article about an unusual sport and listen to a group of young people doing team-building activities. They read a poster and learn to give a group presentation. They read an article about popular sports in the USA and finally, they read a set of frequently asked questions (FAQs) for a bowling alley and design a set of FAQs for visitors. They also watch a vlog about teamwork in ballet and a culture video about a team of underwater divers.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Sports verbs; Adverbs of manner	Relative pronouns; Indefinite pronouns; Ability and permission: <i>can, could, be able to; be allowed to</i>	Emphasis	Working out the meaning of unknown words	Understanding the main points that different speakers make	Giving a group presentation	FAQs

VOCABULARY Sports verbs

Sts learn sports-related vocabulary. They do a sports quiz and practise sports collocations. Then, they talk about the sports they watch and describe their best sporting memories.

Vocabulary

Sports verbs (*attack, attend, beat, catch, compete, defend, organize, score, support, throw, train*)

Vlog

Nina: *Teamwork in ballet*

WARMER

With books closed, arrange sts in small teams and give them two minutes to write down as many different Summer Olympic events as possible. At the end, teams compare their lists to find out who has the most events.

- 1 6.1 Play the audio for sts to read and listen to the quiz. See SB page 59 for audio script. At the end, help with any unfamiliar vocabulary. Ask sts to read the quiz again and write the correct answers in their notebooks. Put sts in pairs to compare their answers, but don't confirm or correct at this stage.

- 2 6.2 Play the audio for sts to listen and check. See TG page 280 for audio script. Check answers with the class.

Answers

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

- 3 Focus on the blue verbs in the quiz. Ask sts to write the infinitives in their notebooks. Allow time for sts to compare answers, then check answers with the class.

Answers

1 throw 5 beat 9 organize
2 compete 6 train 10 attend
3 catch 7 support
4 attack, score 8 defend

- 4 Arrange sts in pairs and explain the task. Go through the answers with the class.

Answers

a attend/organize a match or game
b support a football club
c score a goal or point
d throw a ball (to another player)
e beat/attack/support the other team
f train for a race
g defend a title
h catch/throw a ball (with one hand)

- 5 Demonstrate the task by telling the class about the sports you do and the teams you support. Then describe your best sporting memory and encourage sts to ask questions about it. Arrange sts in pairs to discuss the sports they like and their best sporting memories.

Vlog

This lesson features a vlog in which someone talks about teamwork in ballet. 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 pages 296 and 310.

FAST FINISHER

Sts who finish early write about a sportsperson they know well using the verbs from Exercise 3. Weaker sts could write three sentences about their best sporting memory, based on their discussion in Exercise 5.

- V **Vocabulary practice:** WB p.48

Sts will find more practice of sports verbs here. Set these exercises for homework.

- LS **Language summary:** Unit 6 SB p.132

Bringing a magical sport to life

READING I can work out the meaning of unknown words.

- 1 Look at the photo. What do you notice about the players?
- 2 **6.3** Read and listen to the interview. What do the blue words have in common?



Hoops and broomsticks

Today I'm meeting Kerry and Matt on the pitch where they play quidditch, to learn something about this unusual sport.

► So, tell me about quidditch.

Kerry: Originally, quidditch was a fictional sport from the *Harry Potter* series. In the books and films, the players flew on broomsticks. The game which we play is similar, and we do still use **broomsticks**, but of course nobody can fly!

Matt: It's like a mix of basketball, dodgeball, rugby and soccer. The first real-life games took place in the USA in 2005, but now there are teams almost everywhere. There's a World Cup, too.

► Can you explain the basic rules?

Kerry: Each team has seven players and the aim is to score points. Teams can get ten points by throwing balls through one of the three **hoops** which belong to the opposing team.

Matt: There are three types of ball and four different types of player. The first kind of ball is called a **quaffle**, and this is used to score points. The second type of ball is a **bludger**. Certain players can throw bludgers to try and hit members of the other team! The final type of ball is the most special and it's called the golden snitch. This is a tennis ball which is attached to the back of someone who is not in a team. When a player catches the **golden snitch**, their team gets 30 points and the game ends!

Kerry: That's right, and each player has a job to do. I'm a **seeker**, so it's my job to catch the golden snitch! Matt is a **chaser** – he's an attacker and scores by throwing the quaffle through the other team's hoops. Just like in football, we have **keepers** who defend the hoops. Finally, we also have **beaters** – these players try to hit the bludgers that the other team throw. Don't worry, it's not complicated once you start playing!

► Why do you like it?

Kerry: It's a fun, energetic sport. And the idea is a bit mad, which really appeals to young people.

Matt: And the club is really friendly. Anybody who loves competitive games can take part. Girls and boys play together, which is great.

► Are there any bad points?

Kerry: Some people don't think quidditch is a real sport, and that can be annoying.

Matt: That also means the fans that support us are usually just friends and family. We'd love more people to come along!

It looks like quidditch will take off as a sport. I can't wait to have a go!

3 Who says these things? Write K (Kerry) or M (Matt) and the word or phrase that tells you.

- 1 Real-life quidditch is similar to the game in the books and films.
- 2 Quidditch includes elements of other sports.
- 3 Players have special roles within the teams.
- 4 Young people find the game fun.
- 5 It would be good to increase the number of fans.

4 Copy and complete the table with the blue words from the text.

Types of player (4)	Types of ball (3)	Other equipment (2)
seeker		

5 GET CREATIVE In pairs, choose another sport and write a short description. Don't say the name. Can the class guess what the sport is?

6 Word Power Find the three phrasal verbs below in the text. Match them with the correct meanings a-c.

- | | |
|--------------|----------------------------|
| 1 take off | a happen |
| 2 take place | b be involved in something |
| 3 take part | c grow or succeed |



The Olympics has had mixed teams for some sports like equestrian (horse riding) events for many years. There are now new mixed-team events in table tennis, athletics and swimming. These include mixed-team relays and mixed doubles in table tennis.

Bringing a magical sport to life

READING

Sts read an interview about an unusual sport. They study phrasal verbs with *take*, and practise working out the meaning of unknown words. They also learn to use relative pronouns and indefinite pronouns.

Reading text

An interview about quidditch

Reading skill

Working out the meaning of unknown words

WARMER

Ask sts to call out different sports. Write twelve sports on the board. Put sts in pairs or small groups. Ask sts to organize the sports into three groups: male sports, female sports, sports for males and females. Elicit ideas and reasons at the end.

- 1 Ask sts if they notice anything unusual about the photo. Elicit the answer, then ask sts if they know other team sports which have mixed teams.

Answer

The players are male and female.

- 2 **6.3** Ask sts if they have read the *Harry Potter* books or seen the films. If they have, ask them if they know what sport Harry plays. Read the question, then play the audio for sts to read, listen and answer. See SB page 60 for audio script. Check answer.

Answer

They're nouns connected to the game of quidditch.

- 3 Ask sts to read the article again and answer the questions. Check answers with the class, and identify the words and phrases that helped sts find the answers.

Answers

- 1 K (*The game which we play is similar, ... , but of course nobody can fly!*)
- 2 M (*It's like a mix of basketball, dodgeball, rugby and soccer.*)
- 3 M (*There are four different types of player ...*), K (*... each player has a job to do.*)
- 4 K (*It's a fun, energetic sport. And the idea is a bit mad, which really appeals to young people.*)
- 5 M (*We'd love more people to come along.*)

4 Working out the meaning of unknown words.

Focus on the blue words in the interview. Explain that when sts read, they will see words that are unfamiliar. Point out that it is time-consuming to check every new word in a dictionary. If the new English word is similar to one in their language, they can sometimes guess what it means. If not, sts can learn to guess the meaning. They should start by deciding what sort of

word it is (noun, verb, etc.), then look at how it fits with the other words in the sentence. Ask sts to look at the second blue word in the interview – *hoops*. Elicit that it is a plural noun. Tell sts to look at the sentence again. Ask *How do you score points in quidditch?* (by throwing a ball through a hoop). *Is a hoop a box?* (no – you throw things **into** a box, but **through** a hoop, so a hoop has a hole). Finally, ask sts to identify the *hoop* in the picture at the top of page 60.

Put sts into pairs to copy and complete the table. Check answers, and elicit what helped sts understand each word.

Answers

Types of player: seeker, chaser, keepers, beaters

Types of ball: quaffle, bludger, golden snitch

Other equipment: broomsticks, hoops

21st Century skills

5 GET CREATIVE

Read the task, then put sts in pairs to write a description of a sport. They should include where you play/do the sport, what equipment you need, and how you win. Monitor and help. Ask pairs to read their descriptions for the rest of the class to guess the sport.

- 6 **Word Power** Explain that a phrasal verb is a verb + one or two particles (e.g. *up, down*). Sometimes you can understand the meaning from the verb and its particle(s), e.g. *stand up*. Sometimes the meaning isn't obvious. Also some phrasal verbs have more than one meaning, so it is a good idea to check in a dictionary.

Ask sts to find the phrasal verbs in the text and match them with the correct meanings (a–c). Check answers.

Answers

1 c 2 a 3 b



Encourage sts to read this fun fact for pleasure. Sts may be interested to know that the first modern Olympics took place in 1896, but only men competed. The founder, Pierre de Coubertin, thought it would be 'uninteresting and incorrect' to include women. There were two events for women in 1900: golf and tennis. However, 2012 was the first year that women were able to compete in all Olympic sports – until then, there was no women's boxing event.

R Reading practice: WB p.49

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

GRAMMAR Relative pronouns; Indefinite pronouns

I can use relative pronouns and indefinite pronouns.

Now watch the grammar animation.

- 1 Read the grammar box and copy the sentences. Write *people, things, or places* for each one.

Relative pronouns: *who/that, which/that, where*

They are on the pitch **where** they play quidditch.
The game **which/that** we play is similar.
The fans **who/that** support us are usually friends.

Rules

We use the relative pronouns:
which or *that* to talk about ¹ ...
who or *that* to talk about ² ...
where to talk about ³ ...

- 2 Copy and complete the sentences with *who, which* or *where*. In which sentences could you use *that*?

- The stadium ... we played last week was really big.
- The balls ... we use are plastic.
- The girl ... 's talking to Sam is his sister.
- Amy and AJ are the players ... organize our team.
- Here's the gym ... we practise sometimes.

- 3 Complete definitions 1–5. In pairs, make sentences with *who, which* or *where* and the words in the box.

athlete medal member
pitch stadium volleyball

a person ... takes part in competitive sports
An athlete is a person who takes part in competitive sports.

- a green space ... teams play ball games
- something ... you receive for winning a match
- a sport ... two teams of six people play
- somebody ... belongs to a team or club
- a place ... supporters go to watch matches

- 4 Copy and complete the grammar box with the correct indefinite pronoun.

Indefinite pronouns

I'm meeting them to learn **something** about quidditch.

Of course, **nobody** can fly!

There are teams **everywhere**.

people	things	places
<i>somebody</i>	¹ ...	somewhere
² ...	anything	anywhere
everybody	everything	³ ...
⁴ ...	nothing	nowhere

5 PRONUNCIATION Emphasis

- 6.4 Listen and repeat the indefinite pronouns. Which syllable is stressed?

anything everybody everywhere
nothing nowhere somebody

- 6 Copy and complete the questions. Match the questions with the best answer.

- Is there any... I can sit?
 - Can you ask some... to help us?
 - Is there any... I can do?
 - Have you got every... you need?
 - Has every... got their bags?
 - Is there any... at home?
- a Yes. I'll get a shop assistant.
b No, but thanks for offering to help.
c Yes, there's a seat here.
d No, I've forgotten my phone.
e Yes, I think so. There's a light on.
f Yes, we've all got them.

- 7 Read the text and choose the correct answers. Do you agree with Tina and Nick's comments?

Better together?

¹ *Everybody / Nobody* should have the chance to do sports. Boys and girls often play in different teams, but mixed teams are better. My volleyball team is mixed and we're top of the league! However, not ² *everybody / somebody* agrees.

Does ³ *nothing / anything* need to change? What changes do you want to see in sports?



Comments

I agree. There should be more sportswomen on TV. Nearly ⁴ *everything / nothing* you see on TV is about men in sport.

TinaB

In my opinion, if ⁵ *nobody / somebody* enjoys a sport, that's good for their confidence.

⁶ *Everybody / Nobody* should be able to choose the sport they want to play.

Nick15

- 8 In pairs, write three questions. Then ask the class.
Has anybody seen my pencil case? I can't find it.

FAST FINISHER

Write definitions in English with *who/that, which/that* or *where* for three of these words.

boomerang medal winner mixed team
sports centre sportswomen supporter team

A boomerang is a piece of wood which/that ...

GRAMMAR Relative pronouns; Indefinite pronouns

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *The robots that play football!*, including the form and use of relative pronouns 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 316 for animation script.

- 1 Read the grammar box. Explain that we use relative pronouns to introduce more information about a person, a place or a thing in a sentence. We can replace *who* or *which* with *that*, but we can't replace *where*. Sts then copy and complete the sentences. Check answers.

Answers

1 things 2 people 3 places

Ask questions to check concept.

Concept check questions: *What do we use after 'The girl' - who, which, or where? (who). What about 'The school'? (where). 'The sport'? (which). What pronoun can replace 'who' and 'which'? (that).*

- 2 Read the sentences. Ask sts to copy and complete them with *who*, *which* or *where*. Check answers. Then, ask sts which sentences you could use *that* in.

Answers

1 where 2 which 3 who 4 who 5 where
You could use *that* in sentences 2, 3 and 4.

- 3 Ask sts to work in pairs and complete the definitions in their notebooks. At the end, ask one or two pairs to read out their answers and check that everyone agrees.

Answers

1 A pitch is ... where ...
2 A medal is ... which ...
3 Volleyball is ... which ...
4 A member is ... who ...
5 A stadium is ... where ...

- 4 Read the example sentences. Explain that we use the words in bold when we don't want to (or can't) name specific things, people or places. Read the first sentence and explain that the speaker wants some information about quidditch, but we don't know what type of information. It could be information about the rules, the equipment, the players, or all of these things. Use the second example to show that *nobody*, *nothing* and *nowhere* are used with a positive verb. E.g. *There was nowhere to sit.* NOT *There wasn't nowhere to sit.* Ask sts to copy and complete the table. Check answers.

Answers

1 something 2 anybody 3 everywhere 4 nobody

Focus on the second row of the table and tell sts that we use *anybody/anything/anywhere* in questions and in negative sentences, e.g. *I didn't know anybody at the party. Do you need anything?*

Ask questions to check concept.

Concept check questions: *Which indefinite pronouns do we use for places? (somewhere, anywhere, everywhere, nowhere). What about people? (somebody, anybody, everybody, nobody). And things? (something, anything, everything, nothing).*

PRONUNCIATION

- 5 **6.4** Play the audio for sts to hear the stressed syllable and answer the question. See SB page 61 for audio script. Play the track again for sts to listen and repeat.

Answer

The stress is on the first syllable.

- 6 Ask sts to copy and complete the questions. Check they have correctly completed the questions, then put sts into pairs to match the questions with the answers. Go through the answers with the class.

Answers

1 where - c 3 thing - b 5 body - f
2 body - a 4 thing - d 6 body - e

- 7 Focus on the text. Ask sts to complete the text. Allow time for sts to compare answers in pairs, then check the answers with the class. Ask sts if they agree or disagree with Tina and Nick.

Answers

1 Everybody 3 anything 5 somebody
2 everybody 4 everything 6 Everybody

- 8 Ask: *Which indefinite pronouns do we use in questions? (anybody/anywhere/anything).* Arrange sts in pairs to write three questions to ask the rest of the class. Monitor and help where necessary. Then invite different pairs to ask one of their questions to the rest of the class. The other sts answer the questions.

FAST FINISHER

Fast finishers write definitions with *who/that, which/that* or *where* for three words in the list. Weaker sts could do this in pairs.

- G Grammar practice:** WB p.50
Sts will find more practice of relative pronouns and indefinite pronouns here. Set these exercises for homework.

- LS Language summary:** Unit 6 SB p.132

Team building

VOCABULARY and LISTENING Adverbs of manner

I can understand the main points that different speakers make.

1 Look at the picture. Answer the questions.

- Why do people do team-building tasks?
- Would you like to do this? Why/Why not?



2 Read the **Look!** box. Copy and complete the rules using the words in the box.

energetic – energetically fast – fast good – well
hard – hard lazy – lazily terrible – terribly

Look!

We form regular adverbs by adding *-ly* to the adjective:

brilliant – *brilliantly*

For *-le* adjective endings, we drop the *-e*: ¹ ...

For adjectives ending with *-ic*, we add *-ally*: ² ...

For adjectives ending in *-y*, we change the *-y* to *-ily*: ³ ...

Remember, some adjectives and adverbs are irregular: ⁴ ..., ⁵ ..., ⁶ ...

3 6.5 You will hear people doing six team-building tasks. Choose the correct answers.

- The team did the task *terribly* / *brilliantly*.
- Seb crossed the river *badly* / *well*.
- The class did the dance steps *lazily* / *energetically*.
- Jess put the final brick on the tower *carefully* / *carelessly*.
- Lily reacted to the problems *calmly* / *angrily*.
- Jake climbed *nervously* / *confidently*.

4 Complete the sentences using the correct form of the word in brackets.

Drive ... (careful) here.

Drive *carefully* here.

- It's good for you to exercise ... (regular).
- My parents are ... (happy) married.
- Brush your teeth ... (good).
- They're playing music very ... (loud).

5 6.6 Listen to Robbie, Martina and Carl. Which person is in the photo?



6 6.6 Listen again. For each question, choose the best answer.

- Robbie's main problem was that ...
 - he didn't know how to give presentations.
 - he didn't like speaking in front of groups.
 - he couldn't breathe.
- At the team-building day, Robbie learned ...
 - that some people knew more than him.
 - that other people didn't listen to instructions.
 - how to speak more confidently.
- The team-building task helped Martina to ...
 - become a better leader.
 - learn building skills.
 - feel calm and patient.
- In the 'plank-walk' exercise, Carl and his team members ...
 - practised confidently.
 - worked well together.
 - fell over a lot.

7 Work in pairs. Discuss how team-building tasks could help your class.

Team building

VOCABULARY and LISTENING

Adverbs of manner

Sts learn to form adverbs of manner from adjectives and to use them correctly. They hear young people talking about team-building activities and practise identifying the main points that different speakers make. They also learn to use different forms of modals to talk about ability and permission.

Vocabulary

Adverbs of manner (*angrily, badly, brilliantly, calmly, carefully, carelessly, confidently, energetically, fast, happily, hard, lazily, loudly, nervously, regularly, terribly, well*)

Listening text

Three teenagers talking about a team-building day

Listening skill

Understanding the main points that different speakers make

WARMER

Tell sts they are going to do three team-building activities. They can use sign language, and they **mustn't** speak. Ask sts to arrange themselves in a line from the tallest to the smallest. Sts then organize themselves alphabetically. Finally, they organize themselves from the oldest to the youngest. At the end, ask sts if they thought they worked well as a team.

- 1 Focus on the picture. Ask sts to describe what is happening. Read the questions and arrange sts in pairs to discuss them, then elicit ideas from around the class.
- 2 Read the pairs of words in the box and elicit that they are pairs of adjectives and adverbs of manner. The first word in each pair is the adjective, the second word is the adverb of manner. Elicit that we use adverbs of manner to describe how someone does something, e.g. *She speaks English well.*

Read the Look! box with the sts and ask them to copy and complete the spelling rules, then check answers.

Answers

- 1 terrible – terribly
- 2 energetic – energetically
- 3 lazy – lazily
- 4–6 fast – fast, good – well, hard – hard (in any order)

- 3 **6.5** Go through the sentences and help with any unfamiliar vocabulary. Tell sts they are going to hear six short dialogues and they have to listen and choose the correct answers. Play the audio for sts, then check answers. See TG page 280 for audio script.

Answers

- 1 brilliantly 3 energetically 5 angrily
- 2 badly 4 carefully 6 nervously

- 4 Read the example, then ask sts to copy and complete the sentences. Allow time for them to compare their sentences in pairs, then go through the answers with the class.

Answers

- 1 regularly 2 happily 3 well 4 loudly

- 5 **6.6** Focus on the picture and ask sts to describe what the people are doing. Explain that sts are going to hear an interviewer talking to three teenagers about team-building activities they took part in. Write *Robbie, Martina, Carl* on the board. Ask sts to listen and decide who is in the picture. Play the audio, then check the answer. See TG page 280 for audio script.

Answer

Carl

- 6 **6.6 Understanding the main points that different speakers make** Remind sts that they are listening for the main points that speakers make so they don't need to try to understand every word that the speaker says. When people speak, they often include lots of details to support their main points. Sts should try to identify what is the main point when they listen.

At this point, you could play the first part of the audio track – Robbie's interview, up to 'It always went badly'. Then, ask: *What is the main point?* (Robbie didn't like speaking in class) Ask: *What are the details that support the main point?* (He found it difficult to speak, he didn't want people to say he was wrong, he got a dry mouth, he couldn't breathe).

Give sts time to read the questions, then play the audio for them to listen and answer. See TG page 280 for audio script. Check answers.

Answers

- 1 b 2 c 3 c 4 b

- 7 Arrange sts in pairs to discuss how team-building tasks could help their class. Monitor while sts work and elicit ideas from around the classroom at the end.

EXTRA PRACTICE

Sts could work in small groups and design a short team-building activity for the rest of the class, then prepare a description and demonstration. Groups could film the description and demonstration, then watch it back to see how well they presented their idea. Alternatively, one or two groups could present their activities to the rest of the class and get other sts to join in.

- V L Vocabulary and Listening practice: WB p.51**

Sts will find more practice for listening and practice of adverbs of manner here. Set these exercises for homework.

- LS Language summary: Unit 6 SB p.132**

GRAMMAR Ability and permission: *can, could, be able to; be allowed to*

I can use different forms of modals to talk about ability and permission.

Now watch the grammar animation.

- 1 Read the grammar box. Copy and complete the rules with a phrase from the box.

be able to can/can't could/couldn't

Ability: *can, could, be able to*

Next time, I'll **be able to** speak confidently.

I **couldn't** breathe.

I **can** listen to others now.

The team members **weren't able to** work well together.

Rules

We use the modal ¹ ... (+ infinitive) to talk about present ability.

We use the modal ² ... (+ infinitive) to talk about past ability.

We use the verb phrase ³ ... (+ infinitive) to talk about present, past or future ability.

- 2 Choose the correct answers.

- 1 *Were you able to / Can you* swim when you were five?
- 2 Ella *can't / couldn't* see the ball because the sun was in her eyes.
- 3 My grandmother *could / wasn't able to* run when she was 70 and she entered a half-marathon.
- 4 Look, Jon *can / could* ride that horse brilliantly!
- 5 I'd like to *can / be able to* make the basketball team next term.
- 6 *Can / Could* people watch sport online twenty years ago?

- 3 Complete the text with a phrase from the box.

be able to can (x2) couldn't wasn't able to



HOME

ARTICLES

FAQs



A girl from Scotland who has autism and suffers from epilepsy has overcome her disabilities to win gold medals in skating. Murrnorose Dunn won her first gold only fifteen months after starting lessons. Before she took it up, she thought she ¹ ... skate because of her epilepsy, but it hasn't been a problem. She's a 'natural' on ice; she ² ... skate brilliantly and she has won many competitions as a result.

It's helped her confidence. When she was young,

Murrnorose ³ ... make friends easily because of her autism. That has changed. Now, thanks to her success at skating, she ⁴ ... make new friends confidently. Will she ⁵ ... win more medals at her next competition? Maybe. She's certainly a name to watch.



- 4 Copy and complete the grammar box. Match the sentences with a rule, 1 or 2.

Permission: *can/can't, be allowed to*

You aren't ¹ ... to touch the ground.

² ... I sit next to you?

Rules

- 1 We use the modal *can/can't* (+ infinitive) to ask for, give or refuse permission.
- 2 We use *be allowed to* or *can/can't* (+ infinitive) to talk about permission in general.

- 5 Complete the text with *can, can't* or *(not) allowed to*.

I love stand-up paddle boarding – or SUP for short! I'm ¹ ... borrow my cousin's board, so I'm really lucky. I'm quite good at it now. The only problem is that I ² ... only use it during the week because he goes paddle boarding every weekend.

I sometimes go with my brother Tom. He ³ ... use it without me now, because he used it a few months ago, but he was careless and left the board out in the sun. He ⁴ ... to use it when I'm with him! Maybe he ⁵ ... use it by himself when he's older and more responsible with other people's things.



- 6 In pairs, discuss what you can and can't do at home.

I can't stay out late.

FAST FINISHER

Do you have permission to borrow things from friends or family? Write two sentences about things you are/aren't allowed to borrow.

GRAMMAR Ability and permission: *can, could, be able to; be allowed to*

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *You can join me for lunch!*, including form and use of modals to talk about ability and permission. 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 316 for animation script.

- 1 Read the grammar box with sts. Point out that we use the infinitive form of the verb without *to* after *can/can't, could/couldn't* and *be able to*. Remind sts that *can/can't* and *could/couldn't* are the same for all persons. Ask sts to copy the rules into their notebooks and complete them with words from the box. Check answers.

Answers

1 can/can't 2 could/couldn't 3 be able to

Ask questions to check concept.

Concept check questions: *Which is correct – He can to swim. or He can swim.? (He can swim). How do you make the sentence negative? (He can't swim). Do we use 'can' and 'can't' for past, present or future ability? (present ability). He can't swim. – how do we say this in the past? (He couldn't swim. / He wasn't able to swim.). And the future? (He won't be able to swim.). Can we use 'be able to' to talk about the present? (yes – He is able to swim.). What about the past? (yes – He wasn't able to swim.).*

- 2 Ask sts to copy and complete the sentences in their notebooks. Allow time for them to compare their answers in pairs, then check answers.

Answers

1 Were you able to 3 could 5 be able to
2 couldn't 4 can 6 Could

- 3 Focus on the text about Murronrose. Elicit or explain the meaning of *autism* and *epilepsy*. Then, ask sts to read and complete the text with the phrases from the box. Check answers.

Answers

1 couldn't / wasn't able to 4 can
2 can 5 be able to
3 couldn't / wasn't able to

- 4 Read the grammar box with sts. Point out that we use the infinitive form of the verb after *can/can't*, and *be allowed to*. Ask sts to copy and complete the sentences in their notebooks. Check answers. Then ask sts to match the sentences with one of the rules.

Answers

1 allowed – rule 2 2 Can – rule 1

Ask questions to check concept.

Concept check questions: *We can play tennis in the park. – ability or permission? (permission). Is it okay to play tennis in the park? (yes). They aren't allowed to eat in the classroom. – ability or permission? (permission). Is it okay to eat in the classroom? (no). We can swim here. – make the same sentence with 'be allowed to'. (We're allowed to swim here.). How do you make the sentence negative? (We aren't allowed to swim here.). How do you make it a question? (Are we allowed to swim here?).*

- 5 Use the picture to teach *paddle boarding*. Sts complete the text individually, then compare in pairs. Check the answers with the class.

Answers

1 allowed to 4 's allowed
2 can 5 can / 'll be allowed to
3 can't / isn't allowed to

- 6 Put sts into pairs to discuss what they can and can't do at home. Monitor and help as necessary. When they have finished, ask some sts to tell the class about their discussion.

FAST FINISHER

Sts who finish early can practise the grammar further by writing two sentences about things they are/aren't allowed to borrow from friends or family. You could arrange sts in pairs to guess what their partner can/can't borrow by asking questions with *Are you allowed to borrow ...?*

For weaker students, write the following sentences on the board: *I'm allowed to borrow ... I'm not allowed to borrow ...* and ask them to complete the sentences, then tell their partner.

- G Grammar practice:** WB p.52

Sts will find more practice of *can, could, be able to* and *be allowed to* here. Set these exercises for homework.

- LS Language summary:** Unit 6 SB p.132

KEEP
TALKING!

Have a go!

READING and LISTENING

I can understand the most important information in a poster.

SUMMER FUN DAY!

TAMARAMA BEACH
12 JANUARY

FOOTVOLLEY EXPERIENCE

This is a game which Brazilians play on the beach. It's a growing sport which mixes volleyball and football!

The 'pitch' is sand. Mixed teams are allowed. Four players in a team.



BOSSABALL EXPERIENCE

Join us to watch a game from Spain that mixes volleyball and gymnastics with samba music and a DJ!

The 'pitch' is a giant trampoline. Mixed teams are allowed. There are four or five players in a team.



FREE
ENTRY

BRING YOUR FAMILY AND FRIENDS!
FIND OUT MORE
TAKE PART!

CRAFT STALLS DANCE SHOWS
DJ AND LIVE BANDS FOOD STALLS
CLIMBING WALL KITE COMPETITION

STALLS OPEN 10.00 A.M. – 8.00 P.M.

EXHIBITION MATCHES AT 11.00 A.M. 12.00 P.M. 3.00 P.M. 4.00 P.M.

FOR MORE INFORMATION CONTACT: INFO@SUMMERFUN.AU OR FOLLOW US ON INSTAGRAM #SUMMERFUN

1 Read the poster above. Find and write the following information:

- 1 the date the event takes place
- 2 three sports you can try
- 3 the time of the first exhibition match
- 4 the time the event finishes

2 6.7 Read the *Facts and rules*. Listen to a presentation about bossaball. Write the letter of the three facts you hear.

3 6.8 Listen to a presentation about footvolley. Write the letter of the three facts you hear in the *Facts and rules*.

4 In pairs, discuss whether you would like to try these sports. Why/Why not?

5 **COMPARE CULTURES** Countries often have sports which are part of their culture. These are sometimes called national sports. What is your country's national sport? What other national sports do you know?

FACTS AND RULES

BOSSABALL OR FOOTVOLLEY?

- A You aren't allowed to use your hands or arms.
- B Players aren't allowed to touch the net.
- C You score three points if you hit the playing area of the opposite team.
- D You can only hit the ball once before passing it to another player.
- E The first team to get fifteen points wins the game.
- F You can get extra points for fancy gymnastic-style moves!
- G Each team can touch the ball one, two or three times.
- H You can't touch other players.

KEEP TALKING!

Have a go!

READING and LISTENING

Sts read information about unusual sports. They practise extracting facts from a poster and from a set of rules, and have a group discussion about national sports. They then learn how to give a group presentation. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan.

 WARMER

With books closed, write SUMMER FUN DAY on the board. Ask sts to imagine they have seen a poster advertising a fun day at the beach. Arrange sts in pairs to discuss the best events to have at a beach fun day. Compare ideas as a class.

- 1 Explain the task. Sts then read the poster and find the information. Allow time for them to compare their answers in pairs, then check answers with the class.

Answers

- 1 12 January
- 2 footvolley, bossaball, climbing
- 3 11.00 a.m.
- 4 8.00 p.m.

 EXTRA PRACTICE

If you want to give sts more practice in finding information in a poster, you could ask more questions about the Summer Fun Day poster. For example, *Where is the event?* (Tamarama Beach), *How much do tickets cost?* (nothing – the event is free), *What sort of competition can you take part in?* (a kite competition), *What can you buy at the stalls?* (food and crafts) *What sort of music will there be?* (samba music, a DJ and live bands) *What should you do if you want to know more?* (email or look on Instagram).

- 2  6.7 Focus on *Facts and rules*. Explain that it contains a mixture of facts and rules for bossaball and footvolley. Go through the list and help with unfamiliar vocabulary. Explain that sts will hear a presentation about bossaball. They have to listen and make a note of which three facts and rules they hear. Allow sts to compare answers in pairs, then check with the class. See TG page 281 for audio script.

Answers

B, C, F

- 3  6.8 Tell sts that they will now hear a presentation about footvolley and they have to note down the three facts and rules they hear. Allow sts to compare answers in pairs, then check with the class. See TG page 281 for audio script.

Answers

A, E, G

- 4 Arrange sts in pairs to discuss whether they would like to try bossaball and/or footvolley. Ask them to note down their reasons. Use a show of hands to find out how many sts chose bossaball and ask: *Why would you like to try bossaball?* Then ask the sts who didn't put up their hands: *Why wouldn't you like to try bossaball?* Repeat to find out how many sts chose footvolley and their reasons. At the end, you could ask sts if there are any other sports they would like to try.

21st Century skills



- 5  COMPARE CULTURES

Put sts into pairs and read through the questions. Elicit the name of their country's national sport. Then, encourage pairs to brainstorm ideas for other national sports. If they have access to the internet in class, sts could do some research into the different sports and prepare a short presentation about one of the sports. Monitor while sts work, then elicit ideas from the class.

 EXTRA PRACTICE

Elicit a list of popular competition sports and write these on the board. NOTE: The list should only include sports which have rules (e.g. tennis, cricket, basketball), not activities such as climbing and scuba diving. Arrange sts in small groups and allocate one of the sports on the board to each group. Set a time limit for groups to write a list of six rules and facts for each sport. Four of the rules/facts should be true, two should be false. When sts are ready, ask one person from each group to read out the name of the sport and their list of rules and facts. The other groups have to decide which two rules are false.

SPEAKING Giving a group presentation

I can prepare and give a presentation as part of a team.

1 6.9 Listen and read. In pairs, answer the questions.

- 1 What is the activity Poppy and her team suggest?
- 2 Do you think this is a good suggestion for a fun day? Why/Why not?



Poppy: Good morning, everybody. I'm Poppy and I'd like to introduce Jamie and Ben. We're here to present an activity for the youth club Summer Fun Day – a scavenger hunt. It's fun and easy – anybody can do it. I'm going to hand over to Jamie, who will explain the details.

Jamie: First of all, I'll explain the basic rules. Each team has a list of things they must find or do. For example, you may need to find something like a sign on a building and take a selfie next to it. The winner is the team that finds everything in the shortest time. And now Ben will show you some pictures to give you a better idea.

Ben: A good scavenger hunt has a time limit. Teams usually have a list of ten or twelve tasks with clues. I'll show you some examples on the screen.

Poppy: We hope you like our suggestion. Thank you for listening. Are there any questions?

2 6.10 Listen and repeat the Useful language.

Useful language

Introducing a presentation

I'd like to introduce ...
We're here to present ...
I'm going to hand over to Jamie, who ...

Explaining your ideas

First of all, ...
To start with, ...
(Jamie) will explain (the details/rules).

Ending a presentation

We hope you like ...
Thank you for listening.
Thank you for your time.

Inviting questions

Are there any questions?

3 6.11 Complete Ella and Viktor's dialogue with the expressions in the box. Listen and check.

like to introduce for your time
have any questions our idea start with

Ella and Viktor: Good afternoon, everybody.

Viktor: My name's Viktor and I'd ¹... Ella. We're here to present our suggestion for a Summer Fun Day activity. ²... is a talent show which anyone can participate in.

Ella: To ³..., I'll explain the idea. We need a team of three or four judges who will give each act a score out of ten. The act with the highest score wins.

Viktor: Thanks, Ella. And finally, does anybody ⁴...?

Ella: Please think carefully about our suggestion. Thank you ⁵... .

4 Work in small groups to make a team presentation. Choose an activity from the box. Follow the Speaking plan.

archery a fancy dress race
a juggling demonstration a treasure hunt

Speaking plan

Prepare

- > Choose an activity.
- > Make notes for your presentation.
- > If possible, find pictures to illustrate your presentation.

Speak

- > Decide who will give each part of the presentation.
- > Use phrases from the **Useful language** box.
- > Practise your presentation.
- > Give your presentation and ask a classmate to listen or make a recording.
- > Invite people to ask one or two questions and answer them.

Reflect

- > Think about the questions people asked.
- > What can you improve?

Now play *Keep moving!*

FAST FINISHER

Choose one of the sports or activities from this unit. Write some facts and rules about it. Write questions for things you want to find out about it.

SPEAKING Giving a group presentation

- 1 6.9 Ask sts if they have ever given a group presentation. If they say 'yes', ask what the presentation was about and if it went well or badly. Explain that sts are going to hear Poppy, Ben and Jamie giving a group presentation about a Summer Fun Day.

Focus on question 1. Start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. See SB page 65 for audio script. Check the answer.

Answer

- 1 a scavenger hunt

Focus on question 2. Put sts in pairs to discuss and answer it with reasons, then elicit ideas from the class.

- 2 6.10 Read through the Useful language box with the class and check sts understand all the phrases. Ask how sts would say these phrases in their language.

Play the audio for sts to listen and repeat, then ask sts to find the phrases Poppy, Jamie and Ben used in their presentation.

- 3 6.11 Elicit/Explain the meaning of *participate* (take part) and *judges* (the people who watch a competition and decide who is the winner). Ask sts to copy the dialogue in their notebooks and complete it using the expressions in the box. See TG page 281 for audio script. Play the audio for sts to check their answers. Then put them in pairs to practise the dialogue.

Answers

- | | |
|---------------------|----------------------|
| 1 like to introduce | 4 have any questions |
| 2 Our idea | 5 for your time |
| 3 start with | |

- 4 Sts follow the steps in the Speaking plan to make a team presentation.

Speaking plan

Prepare

Explain the task and read through the activities in the box. Sts work in small groups. They decide on an activity, then make notes for their presentation. If sts have access to the internet in class, encourage sts to find and download pictures from a photo library to use in their presentations.

Speak

Sts choose their roles and create a presentation using their notes and the Useful language in Exercise 2. They practise with and then without notes. Monitor and help as necessary. When groups are ready, they give their presentation to the rest of the class. If your sts use smartphones in class, they could ask another student to record the presentation.

NOTE: With a large class, put two groups together. One group gives their presentation, the other listens and asks questions, then they swap.

Reflect

Discuss as a class how the presentations went, and if sts could improve them. If sts recorded their presentations, ask them to use the recordings to help them think of how they could improve. Groups could consider how they organized their presentation, whether they presented the information clearly and if they used appropriate phrases from the Useful language box. Ask groups to think about the answers they gave to questions asked by classmates. Were their answers clear and informative? Encourage sts to be honest and open about the things they did well and the things they can do better.

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

Fast finishers can practise further. They can choose a sport or activity from the unit and write some facts and rules about it. Then write some questions for things they want to find out about it. If they have access to the internet in class, they could look online for the answers. Weaker sts could work in pairs or small groups.

Speaking practice: WB p.53

You will find more practice of giving a group presentation here. Set these exercises for homework.

Language summary: Unit 6 SB p.132

Who do you support?

I can use photos to find out information about a text.

BASEBALL: AMERICA'S PASTIME

Alicia is from New York and the time of year which she loves best is April to September. Of course, it's summer, but more importantly, it's also the baseball season. Baseball is one of the most popular sports in the USA. In fact, people there call it 'America's Pastime'. People love to play it and watch it. The supporters who go to live events are allowed to take picnics to their local baseball ground, so it's a popular day out for families.

Alicia says,

'Our family used to go to games on summer evenings, even when I was a baby. I loved the sound of a bat hitting a ball and the friendly atmosphere in the stadium.'

Although big teams, like New York Yankees and Boston Red Sox, are still popular, some young people prefer more exciting sports. Baseball is slow. In 1984, one game finished two days after it started! Alicia is a big Yankees supporter, but she also plays softball. Although it's a similar game, some young people prefer it because it's safer – the ball isn't as hard – and the field is smaller, so the game is faster.



AMERICAN FOOTBALL: TIME TO CHEER!

With fun team names like Dallas Cowboys and Miami Dolphins, American football attracts millions of spectators. It's fast and dangerous, so players wear helmets and shoulder pads.

The American football season begins in September and has some of its biggest matches during Thanksgiving and Christmas time. The final match of the season is the Super Bowl in early February. Over 100 million fans watch the match on TV and the half-time event has famous entertainers from the music industry. To many

Americans, this day feels like a national holiday.

Before and during matches there are teams of people who shout, dance and perform next to the pitch. They are called cheerleaders and their job is to encourage the players and the supporters for their team. Cheerleading began in 1898 and the performers were originally all men. Adam, a cheerleader from Florida, gets mad with anybody who thinks cheerleading isn't a sport.

Adam says,

'To be able to cheerlead well, you have to train hard. A lot of people think waving pom-poms looks easy, but I'm a gymnast and cheerleaders can train in the gym for two hours a day.'

There are four million cheerleaders in the USA!

American football is the number one sport in the USA. Baseball is number two.



Who do you support?

Sts read a text about two popular American sports. They practise using photos to find out information from a text. Sts answer questions based on the text, and study sports-related vocabulary. They research sports that are popular in the USA. They also watch a culture video about a team of underwater divers.

 **WARMER**

Ask sts: *What was the last sports event you took part in, attended, or watched on TV?* Elicit a few ideas, then arrange sts in pairs to describe the event to their partners. Allow sts one or two minutes to discuss, then ask different sts to tell the class about their partner.

BACKGROUND**Baseball**

People in England played a version of baseball called 'rounders' in the mid-18th century. Immigrants took the game to North America and over the years it developed into what we know as baseball. By the end of the 19th century, baseball was the national sport of the USA. Most teams are in the USA and Canada, but there are also teams in the Caribbean, and in parts of Central and South America and Asia. Every four years, there is an international baseball tournament – the World Baseball Classic – and teams from 16 countries compete in it.

American football

American football is a relatively new sport. It developed from football and rugby. The first game took place in 1869 and it quickly became very popular. The first professional match (when players played for money) was in 1892. William Heffelfinger received \$500 for playing in the match. Today, the top American footballers earn millions of dollars each year. American football is played all over the world. Over 70 countries have national teams and every four years, seven of those teams compete in the International American Football World Cup.

- 1 Focus on the pictures. Ask sts what sports they can see. Check the answers, then put sts in pairs to discuss what they know about each sport. Elicit ideas from around the classroom.
- 2  **6.12 & 6.13** Arrange sts in A/B pairs. Ask the As to read and listen to *American's pastime* and the Bs to read and listen to *Time to cheer*.

Focus on the questions. The As ask the Bs questions 1–5 about the game of American football. Then the Bs ask the As questions 6–10 about the game of baseball. Monitor while sts work.

At the end, check the answers with the class.

Answers

- 1 helmets and shoulder pads
- 2 in September
- 3 the Super Bowl
- 4 cheerleaders
- 5 to encourage the players and the supporters
- 6 in April
- 7 picnics
- 8 the sound of a bat hitting a ball
- 9 New York Yankees and Boston Red Sox
- 10 It's safer and faster than baseball.

- 3  **6.14** Focus on the rules for baseball and American football. Read through them with sts. Write unfamiliar vocabulary on the board and explain or elicit the meanings. For example: *batter* (the person who hits the ball when the pitcher throws it); *base* (one of the four places that the batter has to run to in order to score points – if the player manages to run round all four bases without stopping, they score a *home run*); *fielder* (one of the people trying to catch the ball when the batter hits it); *end zone* (part of a football field that the ball has to be in in order to score points); *quarter* (quarter of an hour – fifteen minutes); *touchdown* (when a football player scores points by getting to the end of the other team's half of the football field). Play the audio for sts to listen and complete the rules for each game. See TG page 281 for the audio script. Give sts time to answer the questions and compare their answers with a partner. Check answers with the class.

Answers

- | | | |
|-----------|-------------|--------------|
| 1 nine | 6 home run | 11 defend |
| 2 pitcher | 7 catches | 12 six |
| 3 batter | 8 eleven | 13 touchdown |
| 4 defend | 9 contact | 14 score |
| 5 point | 10 end zone | |

- 4 Arrange sts in pairs to discuss whether they would like to try baseball or American football. Ask them to note down their reasons. Then, ask some of the sts to tell the rest of the class which sport they chose and why.

1 Look at the pictures. Work in pairs and discuss what you know about these sports.

2 ① 6.12 Student A: read and listen to the text *America's pastime*. Ask Student B questions 1-5 about American football.

- 1 What do the players wear?
- 2 When does the football season start?
- 3 What is the final called?
- 4 What is the name of the people who do a dance routine before the game?
- 5 Why do they do this routine?

② 6.13 Student B: read and listen to the text *Time to cheer*. Ask Student A questions 6-10 about baseball.

- 6 When does the baseball season start?
- 7 What are people allowed to take to matches?
- 8 What sound did Alicia like when she was a child?
- 9 Which teams are still popular?
- 10 Why do some people prefer softball?

3 ① 6.14 Listen to the dialogue. Complete the rules for each sport with the words in the box.

batter catches contact defend (x2)
 eleven end zone home run nine
 pitcher point score six touchdown

4 Work in pairs. Discuss which sport you would like to play and explain why.

5 **Word Power** Find examples of different sports places, people and equipment in the texts. Copy and complete the table.

place	person/sportsperson	equipment
<i>ground</i>	<i>supporter</i>	<i>bat</i>

6 🔍 **FIND OUT** What other sports are popular in the USA?

7 🗨️ **THINK CRITICALLY** In your country, what events bring people together? Why do you think people identify so strongly with particular sports and teams?

👁️ **Now watch the culture video.**

➤➤ **FAST FINISHER**

An American friend wants to go to a sports event in your country. Recommend an event and give reasons.

THE RULES

BASEBALL

- ⚾ There are ¹... players in a team.
- ⚾ The ²... throws the ball and the ³... hits the ball.
- ⚾ There are four bases. Fielders from the other team ⁴... the bases.
- ⚾ Batters run to the next base each time a player hits the ball. Each batter who passes all four bases scores a ⁵...
- ⚾ If you hit the ball so hard you can run round all four bases in one go, you score a ⁶....
- ⚾ Players are out if a fielder ⁷... the ball.



AMERICAN FOOTBALL

- 🏈 There are ⁸... players in a team.
- 🏈 American football is a ⁹... sport.
- 🏈 The team can carry or kick the ball down the pitch towards their opponents' ¹⁰....
- 🏈 Teams must ¹¹... their end zones.
- 🏈 When a player gets the ball into the end zone the team scores ¹²... points – this is called a ¹³....
- 🏈 Teams must ¹⁴... as many touchdowns as they can before the time is up.



REAL CULTURE!

- 5 Word Power** Explain the task. Ask sts to read all of the texts again, then to copy and complete the table. Allow time for sts to compare their completed tables, then check answers with the class. At the end, you could ask sts if they can add any more words to the table.

Answers

place: stadium, ground, field, gym, pitch

person/sportsperson: supporter, spectator, player, fan, entertainer, cheerleader, gymnast, pitcher, batter, fielder, opponent

equipment: bat, ball, helmet, shoulder pads, pom-poms

EXTRA PRACTICE

Arrange sts in small teams and ask them to close their books. Explain that you are going to write a sports-related word from Exercise 5 on the board, but you are going to mix up the letters. For example, *rpelya*. Teams have to put the letters in order. The first team to call out the correct word (*player*) wins one point. The team wins another point if they can give the correct definition (e.g. *someone who plays/does a sport*). If they can't give a correct definition, invite another team to try.

21st Century skills



6 FIND OUT

Set this exercise for homework if you prefer. Sts can find more information out about the topic by looking online, or by asking other people.

Answers

individual sports: golf, tennis, motor sports, boxing

team sports: softball, ice hockey, football (soccer), basketball

21st Century skills



7 THINK CRITICALLY

Put sts in pairs to brainstorm a list of major sports events in their country, then collect suggestions from around the classroom.

Read through the questions, then arrange sts into pairs or small groups to discuss them. Ask them to keep a note of their opinions and reasons. Monitor while sts work, then ask one person from each pair/group to summarize their group discussion for the rest of the class.

Culture video

This lesson also features an optional culture video about a team of underwater divers: see SB page 67. 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 *The dive team* on TG pages 305 and 313.

FAST FINISHER

Sts recommend a sports event to an American friend who is in their country, and give reasons why they would recommend this event. Weaker sts could think back to the sports events they brainstormed for Exercise 7 and list the events from the most interesting to the least interesting, then compare their lists in pairs or small groups.

EXTRA PRACTICE

Put sts into pairs. They choose one of the sports from Exercise 6 and prepare a short presentation on it. They can record their presentation, or ask another pair to film it on a phone. They should include the name of the sport, who the most famous/successful people are, where the sport takes place, what rules the sport has and what the major competitions are. They can watch their films back and discuss in their pairs how they could improve. For example, by including more detail and organizing ideas.

What can we do?

WRITING FAQs

I can write clear, useful information for a particular audience.

- 1** Read the heading and the questions. Choose the correct meaning of FAQs. Who is this information for?

Facts and Questions Frequently Asked Questions
Fun and Quizzes

- 2** Read the information. In your opinion, which questions are most useful?

COSMIC BOWLING ALLEY FAQs

Where is Cosmic Bowling?

153 Harbour Lane, Middleton, NM5 ER2

How much is it?

ADULT one game – £5.75 CHILD one game – £4.25

Are there any special offers?

We have a group deal at the weekend. Four adult players for one game only £20.00, or two games for £32.00.
You can add extra players for only £4.00 a game!

What are your opening hours?

Sun – Thur: 10 a.m. – 11 p.m.
Fri and Sat: 10 a.m. – midnight.

Am I allowed to wear my own shoes?

No, you aren't allowed to wear your own shoes in the bowling area. You must collect special bowling shoes at the front desk.

Can I have a party at Cosmic?

Yes! It's a really amazing place for a birthday celebration or any other special occasion. Book early – we can get extremely busy!

Can we bring our own food and drink?

You aren't allowed to bring your own food and drink. Our café is quite big and there's a very good choice of snacks. Anybody who has a bowling ticket gets 10% off.

I have a different question. How can I contact you?

Email us: info@cosmic.com or call 01632 960235.



W Writing summary: WB p. 89

R Review: Units 4–6 SB pp. 102–103

P Project: Units 4–6 SB pp. 108–109

- 3** Look at the **Useful language** box. Are FAQs usually long or short?

Useful language

Using questions as headings

Where is it? What are your opening hours?
How much is it? Can I / we ...?

- 4** Read the **Look!** box. Find examples in the FAQs. What is the difference between *very* and *really*?

Look!

Making adjectives stronger or weaker

weaker ←————→ stronger
not very quite very really extremely

We usually use these words before an adjective. *Very* and *really* have similar meanings. Remember: We don't use *very* before a strong adjective. *very amazing X*
We use *really* before a strong adjective. *really amazing ✓*

- 5** In your notebooks, copy and complete the pairs of sentences. Use the **Look!** box to help you.

- I didn't like the food. = It was *very* / *wasn't very* tasty.
- The price wasn't bad. = It was *quite* / *very* good.
- We had to wait two hours to get in. = It was *extremely* / *quite* busy.
- I enjoyed that a lot! = It was *very* / *really* amazing!

- 6** Write FAQs for visitors. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- Choose a fun activity in your area for your school, neighbourhood, sports team or town.
- Research the prices, opening hours and other useful facts.

Write

- Write your FAQs and clear answers.
- Use question headings from the **Useful language** box.
- Use words from the **Look!** box to make adjectives stronger or weaker.

Reflect

- Check your grammar for *can* / *be able to* / *be allowed to*.
- Think about the person who will read this. Is your information clear, correct and helpful?

L Literature: Units 4–6 SB pp. 114–115

E Exams: Unit 6 SB p. 123

LS Language summary: Unit 6 SB p. 132

What can we do?

WRITING FAQs

Sts read a set of FAQs. They learn how to use questions as headings, and how to make adjectives stronger or weaker. They finish by writing a set of FAQs for visitors.

Useful language

Using questions as headings (*Where is it? How much is it? What are your opening hours? Can I/we ...?*)

Writing

FAQs (frequently asked questions)

Look!

Making adjectives stronger or weaker

WARMER

With books closed, ask sts to imagine they are organizing a trip to a bowling alley. It is their first visit. Arrange sts in small groups to brainstorm the information they want to know before their visit. Elicit ideas from the class.

- 1 Focus on the heading (Cosmic Bowling Alley) and the abbreviation (FAQs) at the top of the text. Ask sts to choose the correct meaning of FAQs and answer the question. Check answers.

Answers

FAQ = Frequently Asked Questions
Visitors to the Cosmic Bowling Alley

- 2 Ask sts to read the information, then arrange them in pairs to discuss which questions are the most useful in their opinion. Compare ideas from the class.
- 3 Focus on the FAQs in the text. Elicit that using FAQs as headings helps readers find the information they need quickly. Read the Useful language box and answer the question.

Answer

short

- 4 Read the Look! box. Point out that we make adjectives weaker by adding *not very* or *quite*. We use *very*, *really*, *extremely* to make adjectives stronger. Ask sts to find examples in the text (*really*, *extremely busy*, *very good*). Then, ask them to explain the difference between *very* and *really*.

Answer

We don't use *very* with strong adjectives.

Ask questions to check concept.

Concept questions: *Is 'good' a strong adjective? (no). Can we say 'very good'? (yes). Can we say 'really good'? (yes). Can we say 'very fantastic'? (no). Why not? ('fantastic' is a strong adjective). What do we use before a strong adjective? (really).*

- 5 Ask sts to copy and complete the sentences in their notebooks. Remind them to refer back to the Look! box for help. Check answers.

Answers

1 wasn't very 3 extremely
2 quite 4 really

- 6 Sts write a set of FAQs for visitors, following the steps in the Writing plan.

Writing plan

Prepare

Brainstorm ideas for fun activities in the area where sts live, e.g. a trip to the cinema, paintballing. Sts then choose an activity and research it to find out about the prices, opening hours and other useful facts. They could refer to the FAQs in Exercise 2 for ideas of what sort of information to include in their research.

Write

Sts then write a set of FAQs for their activity using the FAQs in Exercise 2 as a model. They should include a title and set out their FAQs so that they are clear and easy to read.

Encourage sts to refer back to the Useful language box and remind them to use words from the Look! box to make adjectives stronger or weaker.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. They should pay attention to their use of words from the Look! box and modals of ability and permission (*can / will be able to / be allowed to*). They should also think about who will read the FAQs and whether the information is clear, correct and helpful.

Sts then swap FAQs with a partner and give feedback on grammar, style, spelling, useful language and adjectives.

- W Writing practice:** WB p.54
There is 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 p.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

Rainbow Earth

7

Vocabulary: The natural environment; Environment verbs

Grammar: Present simple passive; Past simple passive

Speaking: Agreeing and disagreeing

Writing: A 'for and against' essay

VOCABULARY The natural environment

I can understand descriptions of the natural environment.

1 Look at the pictures and answer the questions.

1 What can you see in the pictures?

2 Where do you think these places are?

2 **7.1** Read and listen to the words in boxes A-C.

A cave(s) coast cliff sand wave(s) B glacier ice rock valley C sunlight sunrise sunset

3 **7.2** In your notebooks, complete the text with the correct words from each box. Listen and check.



The Purple Cathedral is one of the largest **caves** on the ¹... of New Zealand's South Island and is over 400 metres long. These cold, dark places form when powerful ocean ²... repeatedly hit the soft rock of a ³... The waves pick up small stones and ⁴... from the beach. This causes erosion, which makes the cave bigger. But why is this landform purple? The colour purple comes from the red algae that covers the walls!



A river that flows down a mountain creates a ⁵... When the water freezes, it forms a ⁶... These large areas of ⁷... move slowly down the mountain. They carry small stones and larger pieces of ⁸... with them. These erode the ground below, and over time make the valley bigger. The ice often looks blue because of the way it reflects light. Some glaciers around the world are melting because of climate change.



It isn't always easy to sleep in Iceland! Thanks to the midnight sun, Iceland sometimes gets around twenty hours of ⁹... during the summer months! However, in winter, the days are short. You might wake up to a beautiful orange ¹⁰... at around 11 a.m. You have to be quick to enjoy the day, because ¹¹... occurs between 3 and 4 p.m.

4 In your notebooks, match 1-6 with a-f to make sentences.

- 1 I can't walk along the top of that **1 c**
 2 In summer, I love going
 3 We took a boat along the
 4 I wanted to stay up late to see the
 5 When he came out of the cinema, the
 6 The waves were noisy when they crashed
- a coast and stopped at a beach for lunch.
 b bright sunlight hurt his eyes.
 c cliff. It's too high and I hate heights!
 d against the rocks.
 e inside caves because they're always cool.
 f sunset. It's beautiful at this time of year.

5 Work in pairs. Which of the places in the text would you like to visit? Why?

6 **FIND OUT** What is the largest glacier in the world? Where is it and how big is it?

Now watch the vlog.

FAST FINISHER

Write three sentences about the natural environment where you live.

Rainbow Earth

7

UNIT 7 OVERVIEW: The topic of this unit is the environment. Sts read an article about nature and the colour blue, and listen to a radio interview about a beach clean-up project. They read an infographic and learn how to agree and disagree. They read about animal protection projects and finally, they read a 'for and against' essay about the impact of humans on the environment and write their own essay. They also watch a vlog about favourite places and a culture video about a wildlife photographer filming wild animals in Botswana.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
The natural environment; Environment verbs	Present simple passive; Past simple passive	Weak forms /wəz/ /wə/ and strong forms /wɒz/ /wɜː/	Scanning a text to find a main idea	Using questions to predict what information to listen for	Agreeing and disagreeing	A 'for and against' essay

VOCABULARY The natural environment

Sts learn words for talking about the natural environment, and personalize the vocabulary in a discussion about places they would like to visit.

Vocabulary

The natural environment (*cave(s), cliff, coast, glacier, ice, rock, sand, sunlight, sunrise, sunset, valley, wave(s)*)

Vlog

Ben: *My favourite places*

WARMER

Ask sts to name places you can swim, e.g. *a pool, the sea, a lake, a river, an ocean*. Write ideas on the board, then repeat with places to go for a walk, e.g. *a park, a forest, a wood, a beach*. Point to the words on the board and ask: *Which places are part of the natural environment?* Elicit answers, then ask pairs to list other things that are part of the natural environment.

- Focus on the pictures. Put sts in pairs to discuss the questions. Then check answers.

Answers

1 A cave; A glacier in the mountains; A sunset

- Play the audio for sts to read and listen to the words in boxes A–C. See SB page 69 for audio script. Go through the words and explain any unfamiliar words. Play the audio again for sts to listen and repeat.
- Ask sts to read the texts and write the missing words (1–11) in their notebooks. Then play the audio for them to listen and check. See TG page 281 for audio script.

Answers

1 coast	5 valley	9 sunlight
2 waves	6 glacier	10 sunrise
3 cliff	7 ice	11 sunset
4 sand	8 rock	

- Ask sts to match 1–6 with a–f, then write the complete sentences in their notebooks. Check answers.

Answers

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

- Put sts in pairs to discuss the question. Use a show of hands to find out which is the place most people would like to visit.

21st Century skills



6 FIND OUT

Set this exercise for homework if you prefer. Sts can find more information out about the topic by looking online, or by asking other people.

Answer

Lambert Glacier, Antarctica. It's approx. 100 km wide, 400 km long and is 2,500 m deep.

Vlog

This lesson features a vlog in which a young man talks about his favourite places. 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 pages 297 and 310.

FAST FINISHER

Sts write about the natural environment where they live. For example, *I live in (city) in (region). It is in the centre of the country. There is a large forest/national park/mountain ...*. Weaker sts can work in pairs and take turns to test each other on words from Exercise 2.

V Vocabulary practice: WB p.58

Sts will find more practice of vocabulary for the natural environment here. Set these exercises for homework.

LS Language summary: Unit 7 SB p.133

Nature in brilliant blue!

READING I can scan texts to find a main idea.

1 Look at the pictures. What else in the natural world is blue?

2 **7.3** Scan the online article. Match headings 1–4 with paragraphs A–D. Listen and check.

- 1 Small, but deadly 2 A taste of blue 3 Why colour became important 4 Fantastic feet

iNature
HOME
ARTICLES
SUBMIT

Life in blue

A ...
Until 600 million years ago, colour wasn't important to the creatures on Earth – none of them had eyes! But as they started to develop sight, colours started to matter. Bright red or yellow creatures were dangerously visible to other hungry animals, while green creatures could safely hide amongst leaves and trees. But what about blue? From the sky to the sea, blue is all around us, but is it found in plants or animals?

B ...
Some animals appear blue because of their feathers, scales or shells, or because they eat certain foods. The blue-footed booby is found on the coast of Central and South America. Its blue feet are produced by pigments, or coloured chemicals, in the fish that they eat. Young and healthy birds have very bright blue feet, but the blue colour fades with age. When a female bird is looking for a partner, she looks for the one with the bluest feet.

C ...
Be very careful! Blue poison dart frogs aren't seen very easily. They are often hidden by leaves, sticks and rocks in the rainforest of Central and South America. They are only 1 cm long, so difficult for us to see, but they have excellent eyesight. Just touching one of them can be fatal. How can you avoid this? Head for the water. These tiny frogs haven't got webbed feet and are terrible swimmers!

D ...
Look at a \$50 note from New Zealand and you might notice a pair of blue milk mushrooms. Can they be eaten? Yes, but they aren't very popular. The rarer the colour, the less popular it is on your plate! Blue is often added to foods such as sweets, but it's rarely found in nature, so it is made artificially. However, scientists in the food industry are excited about these mushrooms.
Blue milk mushrooms might offer a natural alternative.



3 **7.3** Read and listen to the article again. Choose the correct answer.

- 1 Colours became important for creatures when they started ...
 - a hunting for food.
 - b looking for partners.
 - c seeing things clearly.
- 2 A booby's feet give information about ...
 - a whether it wants a partner.
 - b how old it is.
 - c what it's just eaten.
- 3 Blue poison dart frogs ...
 - a are difficult to see.
 - b can swim well.
 - c hide in water.
- 4 Blue milk mushrooms ...
 - a are exciting to eat.
 - b have a sweet taste.
 - c can add colour to food.

4 **Word Power** Find the words connected to parts of animals and plants in the text. Use a dictionary to check their meanings.

5 **GET CREATIVE** In small groups, choose something with an unusual colour in the natural world. Find out why it is that colour. Share your information with the class.

FUN FACT



Not all bees are black and yellow. Some sweat bees are a blue, green or brown colour.

Nature in brilliant blue!

READING

Sts read an online article about nature and the colour blue. Sts answer questions about the article and practise scanning to find a main idea. They learn to use the present simple passive.

Reading text

An online article

Reading skill

Scanning texts to find the main idea

WARMER

Ask sts to look around the classroom and say the colours they see. Write these on the board. Arrange sts in pairs or small groups and ask them to think of one thing in nature for each colour on the board. For example, *red – a red rose, grey – an elephant*. At the end, use a show of hands to find out which colour sts think is the most common in nature.

- 1 Focus on the pictures and the title. Ask sts what they think the article is about. Put sts in pairs and ask them to make a list of things in the natural world that are blue.

Sample answers

the sea, the ocean, the sky, lakes/rivers, certain rocks, shells, flowers, some fish

- 2  **7.3 Scanning to find the main idea of a text** Read out the question and the four headings. Point out that to match the headings and paragraphs, sts don't need to understand every word in each paragraph. They need to scan the paragraph quickly and identify words and phrases which indicate what the main idea of the paragraph is.

Scanning a text is an important reading skill. Sts can use it to quickly read a text for specific information, or to quickly read a text to get an idea of what it contains – so that they can decide whether they need or want to read the text in more detail.

Play the audio, and ask sts to read and listen to the article, and match the headings and paragraphs. Allow time for them to compare answers, then go through the answers and elicit what words and phrases helped them to decide.

Answers

1 C 2 D 3 A 4 B

- 3  **7.3** Play the audio for sts to read and listen to the article again. See SB page 70 for audio script. Go through the questions. Ask sts to find the correct answers in the article. Check answers with the class.

Answers

1 c 2 b 3 a 4 c

- 4 **Word Power** Draw two columns on the board. Write *parts of plants* at the top of one column and *parts of animals* at the top of the other. Without looking at the text, ask sts if they can name any parts of animals. Elicit ideas, then repeat with parts of plants. Arrange sts in pairs and ask them to look through the text and find words connected to parts of animals and plants. Encourage them to check their meanings in a dictionary. Elicit ideas from the class.

Answers

parts of animals: eyes, feathers, scales, shells, feet (foot)
parts of plants: leaves, sticks

21st Century skills



- 5  **GET CREATIVE**

Arrange sts in small groups and explain the task. You could begin by brainstorming things with unusual colours – for example, the Northern/Southern Lights, rainbows, rock formations, black beaches, different insects, plants, fish, etc.

They should include a general description of their thing, with information about what it is, where you can see it, and what it looks like. Then, they should describe its colouring and explain why it is that colour. Monitor while sts work and help where needed. If your sts have access to the internet in class, they could download pictures to share with the class when they present their information.

Encourage everyone in the group to take part when they share their work with the rest of the class and give them time to practise beforehand. They could film each other to help them see things that they could improve before they speak to the rest of the class.



Ask sts what they know about bees, then encourage them to read the fun fact for pleasure.

Sts might like to learn the meanings of these bee-related English phrases:

as busy as a bee – working very hard, e.g. *Sam's as busy as a bee today.*

the bee's knees – very good, e.g. *My new phone is the bee's knees.*

have a bee in your bonnet – keep talking about the same thing again and again because you're worried or annoyed about it, e.g. *Mark's got a bee in his bonnet because someone used his computer without asking.*

- R Reading practice: WB p.59**

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

GRAMMAR Present simple passive

I can use the present simple passive.

Now watch the grammar animation.

- 1 Copy and complete the grammar box with the correct present simple passive forms.

aren't seen is ... added is ... found they are

Affirmative	Negative
Its blue feet are produced by pigments in fish.	It isn't found in nature.
Blue ¹ ... often ... to some foods.	The frogs ² ... very easily.
Questions	Short answers
³ ... it ... in plants or animals?	Yes, it is . / No, it isn't .
Are the colours made naturally?	Yes, ⁴ ... / No, they aren't .

Rules

We form the passive with the present simple of the verb *be* and the past participle.

- 2 Write the past simple and the past participle of the verbs.

catch carry do give learn make post say
see send spend study take use watch

- 3 In your notebook, complete the sentences in the quiz with *is* or *are*. Then choose the correct answers.

fascinating facts!

Did you know ...?

- Sunsets **are** seen by astronauts on the Space Station every 30 / 90 minutes in space.
- Sand ... used to make *glass* / *paper*.
- Fewer than 10 / 100 people per year ... attacked by sharks.
- Ice ... formed when the temperature falls to 0°C / -10°C.
- Each year, two billion flowers ... grown in *Spain* / *the Netherlands* to sell in shops around the world.
- Each year 605,000 / 65,000 tonnes of chocolate ... eaten in the UK.

- 4 Answer the questions.

Are you taken to school by car? **X**

No, I'm not.

- Are they given milk at school? ✓
- Is plastic made in factories? ✓
- Is he asked to help make dinner? **X**
- Are the emails sent each day? ✓
- Are the students asked to write reports? **X**

- 5 7.4 Complete the article with the present simple passive of the verb in brackets. Listen and check.

DRONE PHOTOGRAPHY GETS THE PERFECT PICTURE!

What do you think was used to take this picture of a polar bear? Clue: This animal wasn't photographed by someone behind a camera.

Who doesn't like close-up photos of wild animals? A lot ¹ ... (learn) about their behaviour from these pictures. Some photos ² ... (take) on the ground, but other images ³ ... (capture) from the air above. In more remote areas, for example, helicopters ⁴ ... (often/use) because they can cover a larger area. Important information about the movement of wild animals ⁵ ... (collect) in this way. However, helicopters are noisy. Although some animals don't mind loud noises, others ⁶ ... (scare) by them. Drones can offer a cheaper, quieter alternative. The best images ⁷ ... (create) when animals are relaxed. You can see that for this bear, it was the right solution!



- 6 In pairs, make questions using the present simple passive. Take turns to ask and answer them.

- Where / lots of shoes / make / ?
- What wild animals / find / in Spain?
- What things / sell / in the local market?
- What animals / keep / as pets?
- What / things / not allow / in your school?

FAST FINISHER

Write about two other things that drone cameras are used for.

GRAMMAR Present simple passive

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *It's found in South America*, including the form and use of the present simple passive. You can watch this in class if you have time and access to a computer and tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 316 for animation script.

- 1 Read the grammar box with the sts. Then, ask them to copy and complete the sentences in their notebooks. Check answers.

Answers

- | | |
|----------------|----------------|
| 1 is ... added | 3 Is ... found |
| 2 aren't seen | 4 they are |

Explain that we can often say things in different ways. Write: *Bees make honey*. Explain or elicit that this is an active sentence. Write: *Honey is made by bees*. and explain or elicit that it is a passive sentence. Point out that we use *by* to say who or what does something. Explain that we can use the passive when we don't know who or what does something, or if it isn't important. For example, *Honey is sold in supermarkets*.

Ask questions to check concept.

Concept check questions: *Italian is taught here. – passive or active? (passive). Is 'taught' the past simple or the past participle? (past participle). Who teaches Italian? (we don't know). French is taught by Mr Jones. – who teaches French? (Mr Jones). French is taught by Mr Jones. – can you make the sentence negative? (French isn't taught by Mr Jones.). What about a question? (Is French taught by Mr Jones?). And the short answers? (Yes, it is. / No, it isn't).*

- 2 Go through the verbs in the box. Ask sts to write the past simple and the past participle of the verbs in their notebooks. Allow time for them to compare answers in pairs, then check with the class.

Answers

catch – caught – caught carry – carried – carried
do – did – done give – gave – given
learn – learned – learned make – made – made
post – posted – posted say – said – said
see – saw – seen send – sent – sent
spend – spent – spent study – studied – studied
take – took – taken use – used – used
watch – watched – watched

- 3 Focus on the quiz. Read the example together, then ask sts to copy the sentences into their notebooks and complete them with *is* or *are*. Check completed sentences, then arrange sts in pairs to choose the correct answers.

Answers

- | | |
|-------------|------------------------|
| 1 90 | 4 is; 0°C |
| 2 is; glass | 5 are; the Netherlands |
| 3 100; are | 6 605,000; are |

- 4 Go through the example with the class. Sts then write short answers to the questions. Check answers.

Answers

- | | | |
|------------------|------------------|--------------------|
| 1 Yes, they are. | 3 No, he isn't. | 5 No, they aren't. |
| 2 Yes, it is. | 4 Yes, they are. | |

- 5 **7.4** Use the pictures to teach *drone* and *polar bear*. Give sts time to read the article quickly, then ask: *Is it an article about wildlife or photographing wildlife? (photographing wildlife)*. Sts then read and complete the article. Allow time for them to compare their answers in pairs, then play the audio for sts to listen and check. See TG page 282 for audio script.

Answers

- | | |
|------------------|----------------|
| 1 is learned | 5 is collected |
| 2 are taken | 6 are scared |
| 3 are captured | 7 are created |
| 4 are often used | |

- 6 Put sts in pairs and ask them to make present simple passive questions using the prompts. Elicit the answers. Sts then practise asking and answering the questions. At the end, elicit a variety of answers for each question from around the class.

Answers

- Where are lots of shoes made?
- What wild animals are found in Spain?
- What things are sold in the local market?
- What animals are kept as pets?
- What things aren't allowed in your school?

FAST FINISHER

Sts who finish early write sentences about other things that drone cameras are used for. Suggestions might include the following: checking traffic, studying the effects of natural disasters, searching for people who are lost, etc.

Weaker sts can write answers to the questions in Exercise 6. They should write the answers as complete sentences.

G Grammar practice: WB p.60

Sts will find more practice of the present simple passive here. Set these exercises for homework.

LS Language summary: Unit 7 SB p.133

It's important ...

VOCABULARY and LISTENING

Environment verbs

I can use questions to predict what information to listen for.

1 7.5 Listen and read. How do you say these verbs in your language?

1  clean up	2  collect	3  destroy
4  poison	5  pollute	6  protect
7  recycle	8  reuse	9  save
10  throw away	11  waste	

2 In pairs, choose the correct answers.

- We can *waste* / *save* water by having short showers.
- Fires can *destroy* / *protect* large areas of forest.
- Chemicals *clean up* / *poison* fish in rivers.
- Cars and buses *pollute* / *protect* the air.
- You shouldn't *throw away* / *save* plastic on the beach because it harms sea life.
- You should *destroy* / *recycle* bottles and cans.
- Children often *collect* / *waste* plastic animals.

3 Complete the text with the correct verb. The first letter is given.

When I was younger, I loved to *collect* plastic toys. I had hundreds. When I was a teenager, I read how these small plastic pieces ¹p... the ocean and ²p... animals who think they're food. So, I didn't ³t... the plastic toys. At first, I wanted to ⁴r... them, but then I decided to use them to send a message about waste. I made a model in my art class to show how waste of all types ⁵d... the environment. I think art is a great way to show people the problem and encourage them to ⁶p... our planet.



4 Look at the statements in Exercise 5. What sort of information do you need to listen for?

1 I'm listening for a date and an event.

5 7.6 Listen to Luke and Anna on the radio. Are the sentences true (T) or false (F)? Correct the false sentences. Listen again and check.

- World Environment day is 15th July.
- Luke's friends organized an event.
- Luke was annoyed when he saw rubbish in the sea.
- Around 80 people helped Luke on the beach.
- Rubbish is carried into the sea by wind.
- Luke plans to clean up the beach every week.



6 In pairs, imagine you and your friends decide to clean up an area. Where is it? What sort of rubbish is there?

It's important ...

VOCABULARY and LISTENING

Environment verbs

Sts learn environment verbs. They listen to a radio interview about a project to clean up a beach and focus on using questions to predict what information to listen for. They also learn how to use the past simple passive.

Vocabulary

Environment verbs (*clean up, collect, destroy, poison, pollute, protect, recycle, reuse, save, throw away, waste*)

Listening text

A radio interview

Listening skill

Using questions to predict what information to listen for

WARMER

With books closed, write on the board: *How environmentally-friendly are you?*, and elicit or explain the meaning of *environmentally-friendly*. Ask sts to give themselves a score between 1–10. A score of 10 means they do a lot to help the environment and a score of 1 means they do very little. Put sts into small groups to discuss their scores and say why they gave themselves that score. Elicit some ideas from around the classroom.

1  **7.5** Play the audio track for sts to listen and read the verbs. Sts then work in pairs and discuss how to say the verbs in their first language. To give sts extra practice, you could arrange them in pairs or small groups. Ask them to focus on the pictures and tell each other what they do/don't do.

2 Put sts in pairs to discuss the sentences and choose the correct answers, then write the sentences in their notebooks. Check answers with the class.

Answers

- | | | |
|-----------|--------------|-----------|
| 1 save | 4 pollute | 7 collect |
| 2 destroy | 5 throw away | |
| 3 poison | 6 recycle | |

3 Read the first sentence of the text with the example. Sts then complete the text with the correct form of the verbs from Exercise 1. Allow time for them to compare answers in pairs, then check answers with the class. At the end, ask sts if they have ever collected plastic toys and what they did with them.

Answers

- | | | |
|-----------|--------------|------------|
| 1 pollute | 3 throw away | 5 destroys |
| 2 poison | 4 recycle | 6 protect |

4 **Using questions to predict what information to listen for** Read through the sentences in Exercise 5. Explain that sts are going to hear a radio interview. They have to listen and decide if the sentences are true or false. Explain that if sts identify the type of information that they need to listen for before they hear the interview, it will be easier to find the answers they need. Look at the first sentence in Exercise 5. Elicit that sts are listening for an event (World Environment Day) and a date (a number and a month). Put sts in pairs and ask them to look at the remaining questions and decide what information they need to listen for. Discuss sts' ideas as a class to check that everyone agrees.

Answers

- 1 a date / an event
- 2 a person or people / an activity
- 3 an emotion / a person / an event
- 4 a number / a person / a place
- 5 a process / a fact
- 6 a person / a verb / a time

5  **7.6** Play the audio for sts to listen and decide if the sentences are true or false. See TG page 282 for audio script. Give sts time to correct the false sentences.

Play the audio again for sts to listen and check, then go through the answers with the class.

Answers

- 1 F (World Environment Day is 5th June.)
- 2 F (Luke organized an event.)
- 3 T
- 4 F (60 people helped Luke on the beach.)
- 5 F (Rubbish is carried into the sea by the waves.)
- 6 F (He plans to clean up the beach every month.)

6 Put sts into pairs and explain the task. Monitor while they work. At the end, get feedback by asking pairs to tell the rest of the class about their clean-up plans.

V L **Vocabulary and Listening practice: WB p.61**
Sts will find more practice for listening and practice of environment verbs here. Set these exercises for homework.

LS **Language summary: Unit 7 SB p.133**

GRAMMAR Past simple passive

I can use the past simple passive.

Now watch the grammar animation.

- 1 Copy and complete the grammar box with the correct past simple form of the verb *be*.

Affirmative	Negative
It ¹ ... liked by more than 80 people.	It (plastic) ² ... seen as a problem.
Some tiny pieces of plastic ³ ... found on the rocks.	The smaller items ⁴ ... collected.
Questions	Short answers
⁵ ... all the rubbish collected?	Yes, it was. / No, it ⁶ ...

Rules

We form the past simple passive with the past simple of the verb *be* and the past participle.

- 2 Copy and complete the sentences with *was/were*, *wasn't/weren't* and the verb in brackets.



Large areas of forest *were destroyed* by fire.

- The 30 metre wave ... (not see) until the last minute.
- A bag that contained \$2,000 ... (find) in a cave.
- Tiny insects ... (discover) under an ancient glacier.
- Plastic ... (invent) in 1907, but plastic products ... (not use) much until the 1960s.
- A turtle ... (rescue) after it had eaten a balloon.

- 3 Copy the dialogues. Write questions and short answers.

Were ¹ ... (you / send) an invitation to the event at the park?

Yes, I ² I got it last week.

³ ... (the event / organize) by your school?

No, it ⁴ It was arranged by some students.

⁵ ... (prizes / give) for the best poster?

Yes, they ⁶ My friend won one.

4 PRONUNCIATION Weak forms /wəz/ /wə/ or strong forms /wɒz/ /wɜː/

7.7 Listen to the sentences. How do you say the underlined words? Listen and repeat.

Was it found on the beach? Yes, it was.

Were they seen near the cave? Yes, they were.

- 5 Complete the news story with the correct past simple passive form of the verb in brackets.

POLICE RESCUE BABY SQUIRREL!

An emergency call *was received* (receive) by the police in Karlsruhe, Germany. The caller sounded very scared. Police officers ¹ ... quickly ... (send) to the scene of the crime. When they found the man, he told them that a baby squirrel was chasing him. Police believe the squirrel was probably looking for its mother. ² ... it ... (catch)? Yes, it ³ The drama ended when the tiny squirrel ⁴ ... (discover) nearby. But it was so tired it had fallen asleep! As it's important to protect squirrels, it ⁵ ... (take) to the police station, but it ⁶ ... (not keep) there for long. It ⁷ ... (collect) by volunteers from a local animal rescue centre.



- 6 Copy the grammar box. Complete the information with the labels: *active* and *passive*.

	[agent]	[object]
1 ...	The police	received an emergency call.
	[subject]	[agent]
2 ...	An emergency call	was received by the police.

Rules

The object of an active sentence becomes the subject of a passive sentence.

- 7 Rewrite the sentences in the past simple passive.

- They didn't throw away the party food.
- The students cleaned up the park at the weekend.
- The strong wind didn't destroy the trees.
- Did the school reuse the old textbooks?
- The group collected the rubbish.

- 8 In pairs, write three sentences about some recent news using the past simple passive.

A festival was held in the local park.

FAST FINISHER

Write three true and three false sentences in the past simple passive. Use these verbs or your own ideas.

give invite catch find steal collect

We were given a lot of homework yesterday!

GRAMMAR Past simple passive

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *It was destroyed by aliens!*, including form and use of the past simple passive. You can watch this in class if you have time and access to a computer or tablet, or ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 316 for animation script.

- 1 Read the grammar box with sts, then ask them to copy and complete the examples in their notebooks. Check answers.

Answers

1 was	3 were	5 Was
2 wasn't	4 weren't	6 wasn't

Ask questions to check concept.

Concept check questions: *Plastic was found on the beach. – past or present? (past). Do we know who found the plastic? (no). Is it important in this sentence? (no). Some animals were harmed by the plastic. – did the plastic harm any animals? (Yes, it did).*

- 2 Read the example. Ask sts to copy and complete the sentences and allow time for sts to compare their answers in pairs. Check answers.

Answers

1 wasn't seen	4 was invented, weren't used
2 was found	5 was rescued
3 were discovered	

- 3 Explain the task. Sts then copy and complete the dialogues in their notebooks. Check answers together.

Answers

1 you sent	4 wasn't
2 was	5 Were prizes given
3 Was the event organized	6 were

PRONUNCIATION

- 4 **7.7** Model the weak and strong forms of *was/were*. Play the audio track for sts to decide if the underlined words are weak or strong forms. See SB page 73 for audio script. Play the audio again for sts to listen and repeat. For more practice, ask sts to look at the dialogues they wrote for Exercise 3 and decide if *was* and *were* are strong or weak forms. Then arrange sts in pairs to practise the dialogues.

Answers

Weak forms are used at the beginning of the questions. Strong forms are used in the short answers.

- 5 Use the picture to teach *squirrel*. Read the first sentence and the example. Sts then complete the news story and compare their answers. Check answers together.

Answers

1 were, sent	5 was taken
2 Was, caught	6 wasn't kept
3 was	7 was collected
4 was discovered	

- 6 Read the grammar box. Point out that the *agent* is the person or thing that does an action. Ask sts to copy and complete the examples in their notebooks. Check answers.

Answers

1 active 2 passive

Look at the examples. Remind sts that these are two ways of saying the same thing. Point out that in the active sentence, the focus is on the agent (the police). In the passive sentence, the focus is on the subject (the emergency call).

Ask questions to check concept.

Concept check questions: *Volunteers collected the squirrel. – passive or active? (active). Who or what is the agent? (the volunteers). Who or what is the object? (the squirrel). Now make the sentence passive. (The squirrel was collected by volunteers). Who or what is the agent? (the volunteers). What is the squirrel? (the subject).*

- 7 Go through the sentences. Ask sts to rewrite the sentences in the past simple passive. Check answers.

Answers

1 The party food wasn't thrown away.
2 The park was cleaned up by the students at the weekend.
3 The trees weren't destroyed by the strong wind.
4 Were the old textbooks reused by the school?
5 The rubbish was collected by the group.

- 8 Brainstorm recent news events with the class. Then arrange sts in pairs to write three sentences about recent news using the past simple passive. Ask pairs to read out one or two of their sentences to the class.

FAST FINISHER

Fast finishers write true and false past simple passive sentences using the verbs in the box. They swap sentences with a partner who guesses if the sentences are true or false. Weaker sts could use the verbs to write three true sentences and compare their sentences in pairs.

- G** Grammar practice: WB p.62

Sts will find more practice of the past simple passive here. Set these exercises for homework.

- LS** Language summary: Unit 7 SB p.133

KEEP TALKING!

Plastic free!

READING and LISTENING

I can understand facts and figures in an infographic.

1 Read the infographic quickly. Which is the biggest number you can see? What does it refer to?

WHAT A WASTE!

SAY NO TO PLASTIC STRAWS!

Plastic straws come in all sorts of crazy colours. Some bend and some change colour when you're drinking. They might be fun at parties, but straws are causing huge problems for the environment.

HISTORY OF STRAWS

Drinking straws are not a new invention. In ancient Egypt, straws were often used to stop people drinking insects that had fallen into their cups. The first straws were made of gold and wheat and then paper. It was believed that they were hygienic, as glasses and cups could be dirty. From the 1960s onwards, takeaway food and drinks became more popular and the plastic straw became common.

10

One plastic straw is made in ten minutes, but it stays on the Earth forever. Straws are light, so the wind carries them easily. They pollute the coast and the ocean, and are one of the top ten items of rubbish found during coastal clean-ups.

The average straw is used for around twenty minutes before it is thrown away. Straws aren't reused or recycled.

20

500 MILLION

The estimated number of plastic straws that are used every day in the USA. If you put this number of straws end to end, they could circle the planet more than two-and-a-half times!



100,000

The number of marine animals that are killed every year because of plastic rubbish. Seabirds, whales, dolphins and turtles are just some of the animals that eat plastic straws because they think they are food.

50-80%

The amount of oxygen we get from the ocean. If the ocean suffers, so do we.

WHAT CAN YOU DO?

Say no to plastic straws and ask for a paper or bamboo one instead. These alternatives are made of natural materials and are easily recycled.

2 Read the text again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 The Egyptians found insects inside their straws.
- 2 Early straws were made of glass.
- 3 People used to think straws were cleaner than cups and glasses.
- 4 Straws are one of the most common types of marine rubbish.
- 5 Nearly half of our oxygen comes from the sea.
- 6 There isn't a natural alternative to plastic straws.

3 Ⓛ 7.8 Listen to Emily and Oscar talking. What's the name of the café they are in?

4 Ⓛ 7.8 Listen again. Answer the questions.

- 1 What is unusual about the food the café serves?
- 2 What upset the two sisters about the food industry?
- 3 Are the prices on the menu?
- 4 What are the straws made of?
- 5 What will Oscar eat his ice cream with?



Plastic free!

READING and LISTENING

Sts study an infographic about plastic waste. They practise understanding facts and figures in an infographic, and listen to two friends having a conversation in a café. Sts then learn how to agree and disagree politely. They read and listen to a model dialogue, and personalize the useful language by following the steps in the Speaking plan.

WARMER

With books closed, revise the environment verbs that sts learned on page 72 in preparation for the lesson. Put sts in small teams. Tell them to write the numbers 1–11 on a sheet of paper, then listen and write answers. Ask questions using the environment verbs, e.g. *What's a place that people clean up? Name something that people collect. Name a thing that you can recycle.* Teams write their answers and compare them at the end.

- 1** Elicit or explain the meaning of *infographic* (a chart or a diagram which represents information so that it is easy to understand). Read the questions and ask sts to read the infographic quickly and find the information. Check answers.

Answers

500 million - the estimated number of plastic straws that are used every day in the USA

- 2** Read through the sentences and explain any unknown vocabulary. Sts then read the text and decide if the answers are true or false. Ask them to correct the false sentences in their notebooks. Allow time for sts to compare answers, then check answers with the class.

Answers

- 1 F (They found insects in their drinks. Straws stopped them drinking the insects.)
- 2 F (They were made of gold, wheat or paper.)
- 3 T
- 4 T
- 5 F (50–80% comes from the sea.)
- 6 F (Paper and bamboo are natural alternatives.)

Use this activity to find out what your sts remember from the infographic. Ask sts to close their Student's Books, then organize them into pairs or small groups. Write the following on the board: *the 1960s, ten, ten minutes, 50–80%, two and a half times, 100,000, twenty minutes, 500 million.* Give sts time to discuss the times, dates and numbers on the board, and try to remember what they relate to in the infographic. Then tell them to open their books to check their ideas. Find out how many things groups remembered correctly.

- 3**  **7.8** Explain that sts are going to hear two friends talking in a café. Read the question, then play the audio for sts to listen and answer the question. See TG page 282 for audio script. Check the answer.

Answer

The Green Spoon Café

- 4**  **7.8** Go through the questions. Play the audio again for sts to listen and answer them. Check answers.

Answers

- 1 It is made using fruit and vegetables that supermarkets can't use.
- 2 They saw that a lot of food was wasted.
- 3 No, they aren't. (People pay what they think is a good price.)
- 4 They are made of paper.
- 5 a spoon made of rice and wheat (which is edible)

EXTRA PRACTICE

Explain that a lot of big companies have decided to stop using plastic straws. They include restaurants and cafés, supermarkets, hotels and airports. Put sts into pairs. Ask them to imagine they own a café and they have decided to ban plastic straws. Ask them to prepare a short video explaining to their customers why they have decided to stop using plastic straws. They should explain why plastic straws are a problem, and what they are planning to use in their place. Sts could record their dialogues on their phone and play the recordings back to see how they sound.

SPEAKING Agreeing and disagreeing

I can agree and disagree politely with another person.

1 7.9 Listen and read. What type of party would Polly like this year?

- Joel:** Have you decided what you're going to do for your birthday yet?
- Polly:** Well, I'd like a party at home. It's more chilled.
- Joel:** I totally agree. We can all bring food and drink.
- Polly:** That's true, but I've had an idea. How about a plastic-free party? There was a lot of rubbish at the end of my party last year.
- Joel:** You're right about that! But we can recycle the plastic plates and cups. It's easier than doing the washing up.
- Polly:** Mm, I'm not sure I agree with you, Joel. We should all use less plastic.
- Joel:** Well, yes, but it's difficult. I mean, everything is wrapped in plastic these days.
- Polly:** I know, so we won't have crisps or snacks. But we can make pizzas. It'll be fun. Oh, and no balloons, please.
- Joel:** But a party isn't a party without balloons.
- Polly:** Sorry, but I don't agree. We can make paper lanterns instead. They can be reused at another party.
- Joel:** That's a good point. I'm also going to recycle something really cool for your present.



2 7.10 Listen and repeat the Useful language.

Useful language

Agreeing

Yes, I agree (with you).
That's true, but ...
(Perhaps) you're right.
I (totally) agree.
That's a good point.
I think that's a great idea.
Absolutely!
You're (definitely) right about that!

Disagreeing

Sorry, I don't agree.
I don't think that's true.
I'm not sure I agree (with you/that) ...

3 7.11 Copy and complete the dialogue with phrases from the Useful language box. Listen and check.

- Olivia:** Matt, I've got an idea. What about having a 'walk or cycle to school' week.
- Matt:** I ¹ ... agree, we all need more exercise, but what about people who live a long way from school? Not everybody has a bike.
- Olivia:** ² ... point. Perhaps they don't have to take part. There are only a few people who live more than 1 km away.
- Matt:** I don't think ³ I know a few people who live out of town.
- Olivia:** Perhaps you're right. Well, why don't we find out and talk to some teachers.
- Matt:** I think ⁴
- Olivia:** OK, I'll ask Mr Hughes. Will you ask around your class?
- Matt:** ⁵ ...! Let's talk later.

4 Work in pairs. Prepare a new dialogue. Follow the Speaking plan.

Speaking plan

Prepare

- › Choose an idea and make notes.
 - a day (picking up litter in the park)
 - a party (to swap old clothes)
 - an art workshop (to make things from rubbish)
- › Decide who is agreeing and disagreeing.
- › Use phrases from the **Useful language** box.

Speak

- › Practise your dialogue.
- › Act out your dialogue.

Reflect

- › Ask the class if they agree or disagree with your idea.
- › How can you improve next time?

Now play *Keep moving!*

FAST FINISHER

Write three questions for a survey of how people use and recycle things.

SPEAKING Agreeing and disagreeing

- 1 7.9 As a lead-in, you could ask the class what makes a good birthday party and elicit ideas, e.g. music, balloons, good food, etc. Then, read the question with the class. With stronger classes, play the audio with books closed and ask sts to listen for the answer. Then play it again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. See SB page 75 for audio script. Check the answer.

Answer

a plastic-free party

- 2 7.10 Read through the Useful language box with the class and check sts understand all the phrases. Focus on the phrases for disagreeing. Point out that when we disagree in English, we try to do so in a polite way. For example, by introducing a disagreement with *sorry*. Explain that this isn't a real apology, it is just a way to make the sentence sound more polite. We also use positive words in a negative way, rather than using negative words. For example, *I don't think that's true.* and *I'm not sure I agree.* sound more polite than *That's wrong* and *I disagree.* Sts could compare the similarities and differences in the way that people disagree in English and in their first language.

Play the audio for sts to listen to the phrases, then play it again for them to listen and repeat. See SB page 75 for audio script. Tell sts to look back at the model dialogue in Exercise 1 and find the phrases that Polly and Joel used.

- 3 7.11 Ask sts to copy the dialogue into their notebooks and complete it with words from the Useful language box. Play the audio for sts to check their answers. See TG page 283 for audio script. Then, put sts in pairs to practise the dialogue.

Answers

1 totally 3 that's true 5 Absolutely
2 That's a good 4 that's a great idea

- 4 Sts follow the steps in the Speaking plan to practise agreeing and disagreeing politely.

Speaking plan

Prepare

Sts work in pairs. They choose one of the ideas from the list and make notes for a new dialogue. They decide which points they are going to agree/disagree about, and use their notes and the Useful language from Exercise 2 to create their dialogue.

Speak

Pairs choose their roles and practise their dialogue. They practise with their notes, then act out the dialogue without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations. Then, they can play the recording back and compare their conversations with their notes. When they finish, sts swap roles, choose a new idea from the list and make a new dialogue.

Reflect

Ask some pairs to perform their dialogues for the rest of the class and find out if the other sts agree or disagree with their idea. Then, discuss as a class how sts could improve their dialogues. Encourage them to be honest about the things they did well and the things they could do better. If you noticed any typical errors, correct them with the class. If sts recorded their conversations, ask them to use the recordings to help them think of how they could improve next time. For example, being more polite.

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

Fast finishers write three questions for a survey about how people use and recycle things. When they have finished, they use their questions to interview two or three other sts. Weaker sts could write their questions in pairs and interview another pair of sts.

Speaking practice: WB p.63

You will find more practice of agreeing and disagreeing here. Set these exercises for homework.

Language summary: Unit 7 SB p.133

Animal protection

I can evaluate and compare factual information from different websites.

From very small to very big – many wild animals are fighting for survival. Climate change, the destruction of natural habitats for farming and homes, and intensive hunting are often the causes of the problem. However, conservation groups around the world are working hard to help these animals survive.

North American bison

Around 30 million North American bison once lived on the American plains. This large flat area is between the Rocky Mountains in the west and sides of the Missouri Valley in the east. Although bison are able to run quite fast, they were once hunted for food and killed in huge numbers. By the beginning of the twentieth century, there were only a few hundred left. However, in recent years, animal groups have worked hard to protect them. Thanks to their efforts, the population has grown. Although they don't have as much freedom as they used to have, they are surviving in national parks and in wildlife areas. They are a 'keystone species'. This means they create and maintain an environment that many other creatures live in. In 2016, the bison also became a historical symbol of the United States, and now they are seen by many as symbols of strength, courage and inspiration. So, this species is playing an important role in the culture and lifestyle of the country, as well as protecting the environment.



Scottish wildcat

In Scotland, the wildcat is known as the 'Tiger of the Highlands'. This mysterious and secretive cat is one of the rarest animals in the world. They used to live in forests all around Britain. However, with the disappearance of the forests due to human population growth, they moved further north and are now only found in the wild landscape of Scotland. They have been there for nearly 10,000 years, but they are now in danger.



Some scientists think there are probably fewer than 100 alive today. As well as losing their natural habitat, wildcats have mixed with domestic cats, so pure wildcats could disappear in the next five years. However, animal protection groups are working hard with local communities to track and protect these animals. Recently, the discovery of two pure wildcat kittens excited these groups. The kittens could be vital to the conservation of the species, because one cat can produce up to 100 more. This may be the start of the cat's recovery.

Animal protection

Sts read information about endangered animals from two websites. They listen to two friends talking about how to help sea turtles and discuss the problem of plastic pollution. They also watch a culture video about a wildlife photographer filming wild animals in Botswana.

 **WARMER**

Explain that every year a list of endangered animals is published. Put sts in pairs and ask them to discuss which animals might be on the list. Compare ideas from sts and elicit one or two reasons why animals might be endangered.

BACKGROUND INFORMATION

Sts might be interested to learn about the IUCN (International Union for the Conservation of Nature). One of its roles is to collect information about wildlife to find out what types of animals are in danger of becoming extinct. This information is published in their 'Red List' of endangered animals. Its aim is to raise awareness of endangered animals, and of the impact of human activity (such as hunting and land development) on animals. The idea is that it will encourage people to look for ways of protecting endangered animals. If sts are interested, they could visit the IUCN website, where they can search the Red List for individual animals or look at their region.

- 1** Ask sts what they understand by the term 'animal protection' and elicit ideas. Read the question and ask sts to read the introduction to the article on page 76 and find the answer. Check answers. Elicit or explain the meaning of *climate change*, *natural habitats* and *intensive hunting*.

Answers

They need protection because of climate change, the destruction of natural habitats for farming and homes, and intensive hunting.

- 2**  **7.12** Read out the questions. Play the audio for sts to listen and read the text. Sts then use the text and pictures to answer the questions. Check answers.

Answers

- 1 Bison live in North America, wildcats live in Scotland.
- 2 Both are in danger of disappearing.

- 3**  **7.12** Go through the *Fact File* and the questions with the sts. Ask sts to copy the *Fact File* into their notebooks. Give them time to read and listen to the text again and complete it. Check answers.

Answers

- 1 on the American plains
- 2 in forests all around Britain
- 3 in national parks and wildlife areas
- 4 in Scotland
- 5 They were hunted for food.
- 6 They lost their natural habitat and mixed with domestic cats.
- 7 They have worked hard to protect them and the population has grown.
- 8 They have worked with local communities to track and protect them.
- 9 strength, courage and inspiration
- 10 the wild landscape and the rich history of Scotland

- 4** **Word Power** Read the list of verbs in the box and elicit or explain their meanings. Then, ask sts to copy the verbs into their notebooks and find nouns related to the verbs in the text. Allow sts time to compare their answers in pairs, then check answers with the class.

Answers

conserve – conservation
 destroy – destruction
 disappear – disappearance
 discover – discovery
 protect – protection
 survive – survival

- 5** Read the questions. Arrange sts in pairs to discuss them. Monitor while they work, then elicit answers from around the classroom.

Answers

- 1 sts' own answers
- 2 a species that creates and maintains an environment that other creatures can live in
- 3 sts' own answers
- 4 domestic cats

- 1 Read the introduction on page 76. Why do some animals need protection?
- 2 **7.12** Read and listen to the text, then look at the pictures on the websites. Answer the questions.
 - 1 Where do these animals live?
 - 2 What do they have in common?
- 3 **7.12** Read and listen to the text again. Copy the fact file in your notebooks and complete it.

FACT FILE	 BISON	 WILDCAT
	Where did they use to live?	1 <i>On the American plains.</i>
Where do they live now?	3 ...	4 ...
Reason(s) for disappearance	5 ...	6 ...
How have animal protection groups helped?	7 ...	8 ...
What do they represent?	9 ...	10 <i>The wild landscape and the rich history of Scotland.</i>

- 4 **Word Power** Find the nouns related to the verbs in the articles. Copy the verbs and nouns in your notebooks and write a sentence with each one.

conserve destroy disappear
discover protect survive

- 5 **Work in pairs and answer the questions.**
 - 1 How does making the bison a symbol of the USA help protect the animal?
 - 2 What is a keystone species?
 - 3 Do you think the wildcat kittens will be the start of this cat's recovery? Why/Why not?
 - 4 Which other animal is the wildcat compared to?

- 6 **7.13** Listen to friends, Amelia and Noah talking about sea turtles. Who wants to join the local animal protection group, Amelia or Noah?



- 7 **7.13** Listen again. Answer the questions.

- 1 Who gave the talk at Amelia and Noah's school?
- 2 What two reasons explain the reduction in the number of sea turtles?
- 3 What sort of film won the competition?
- 4 How long have turtles been around?
- 5 How long can turtles sleep in the water without breathing?
- 6 Where is it necessary to protect turtles?
- 7 What would Amelia and Noah like to do next Thursday?

- 8 **THINK CRITICALLY** Work in groups. Discuss the problem of plastic pollution.

1	Is it a problem in your country?
2	What is the government doing to prevent/reduce it?
3	What are you doing to reduce plastic pollution?

- 9 **COMPARE CULTURES** In groups, find an animal that is in danger in your country. Make a fact file with as much information as you can. Tell the rest of the class about your animal.

 **Now watch the culture video.**

FAST FINISHER

Make a list of things your school can do to help creatures in danger.

REAL CULTURE!

- 6 7.13 Read the question. Play the audio for sts to listen and answer. See TG page 283 for the audio script. Check answers with the class.

Answer

Noah (although Amelia also sounds interested)

- 7 7.13 Remind sts that in the vocabulary and listening lesson on page 72, they focussed on using questions to predict what information to listen for. Put sts in pairs and ask them to look at the questions and decide what information they need to listen for. Go through the questions one by one and elicit ideas. For example, ask: *What information do you need for question 1?* (a name, a person). Play the audio for sts to find out the answers. Give sts time to compare their answers in pairs, then check answers with the class.

Answers

- 1 a volunteer from a local animal protection group
- 2 pollution in the sea, getting caught in fishing nets
- 3 a short film for primary schools
- 4 about 120 million years
- 5 seven hours
- 6 around the world
- 7 go to the next meeting of the animal protection group

21st Century skills

8 THINK CRITICALLY

Go through the questions. For each question, ask one or two sts for their opinions/ideas. Arrange sts into small groups to discuss the questions. Ask them to keep a note of their answers. Monitor while sts work, then ask one person from each group to summarize their group discussion for the rest of the class.

You could use this activity to consolidate the discussion in Exercise 8. Arrange sts in groups of three and ask them to make a poster to encourage people to prevent/reduce plastic pollution in their country. They should include information about plastic pollution and why it is a problem in their country and what sorts of things ordinary people can do to solve the problem. Display the posters on the classroom walls and encourage sts to walk around and read the information on them.

21st Century skills

9 COMPARE CULTURES

Put sts into small groups and explain the task. If they have access to the internet in class, they could do some research to find information and pictures for their *Fact File*. Monitor while sts work, then ask groups to tell the rest of the class about their animal.

Culture video

This lesson also features an optional culture video about a wildlife photographer filming wild animals in Botswana: see SB page 77. 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 *Elephants behaving badly* on TG pages 306 and 313.

FAST FINISHER

Fast finishers make a list of things that their school can do to help creatures in danger. Weaker sts could do this activity in pairs or small groups.

Sample answers

make posters to put around the town to tell people about the problem, raise money with a street stall or a concert / talent show, contact a local animal conservation group and volunteer to help at the weekends (e.g. clean up beaches and forests, look after sick animals), write to the local council / government to ask them to help protect animals

Taking responsibility

WRITING A for and against essay

I can write a for and against essay about the environment.

- 1** Read the essay title. Do you agree or disagree with the statement?



HUMANS ARE THE BIGGEST DANGER TO THE ENVIRONMENT. DISCUSS.

We regularly hear news stories about pollution, climate change and the extinction of wild animals. Although many people believe that humans are responsible for this destruction, there are also many people who are trying hard to protect the environment, too.

On the one hand, many problems are caused by humans. They destroy forests and build factories. As a result, animal habitats are destroyed, and animals aren't able to find food. In addition, rubbish pollutes the sea and poisons fish.

On the other hand, humans also work hard to protect nature. Wild animals are often helped by animal conservation groups. What's more, many young people care about environmental problems. They clean up their coasts and towns and also recycle their plastic, paper and glass. But everybody has to take care of the environment, not just a few people.

To conclude, I agree that humans have caused many environmental problems, and although many people are also now working hard to solve them, we need more people to do this. Our planet is changing, we all have to be more responsible for our actions.

- 2** Read the essay. Does the writer agree or disagree with the statement? What tells you that?

- 3** Look at the underlined words. Which phrase ...

- 1 introduces the argument for something?
- 2 gives the writer's final opinion?
- 3 adds more information?
- 4 presents the topic?
- 5 introduces the argument against something?

- 4** The writer gives two reasons *for* and two reasons *against* the argument that humans are the biggest danger. Write them in your notebook.

- 5** Look at the **Useful language** box. Which phrases aren't in the essay?

Useful language

Introducing the argument

We regularly hear news stories about ...

News stories regularly tell us that ...

Although many believe ..., there are also ...

Introducing a point on one side

On the one hand, ...

Introducing a point on the other side

On the other hand, ...

Your conclusion

In conclusion,

To conclude, I agree/disagree that ...

- 6** Read the **Look!** box. Find examples of some of these expressions in the essay.

Look! Giving more information

also as well as ... in addition (to that) ...
too what's more, ...

- 7** Choose one of the topics. Write a for and against essay.

- 1 All schoolchildren should spend an hour a week picking up litter in their town. Discuss.
- 2 Too much money is spent on the protection of wild animals. Discuss.

Writing plan

Prepare

- › Make notes with your ideas.

Write

- › Put your ideas in the correct order.
- › Use the ideas in the **Useful language** and **Look!** boxes.

Reflect

- › Check your grammar for passive forms.
- › Use vocabulary from this unit.
- › Contrast ideas and add information where possible.
- › Include your opinion, but keep it clear and simple.

Taking responsibility

WRITING A 'for and against' essay

Sts read a 'for and against' essay about the environment. They learn useful language for organizing an essay, and study expressions for giving more information. Then, they write their own 'for and against' essay.

Useful language

Introducing the argument (*We regularly hear news stories about ..., News stories regularly tell us ..., Although many believe ..., there are also ...*); Introducing a point on one side (*On the one hand, ...*); Introducing a point on the other side (*On the other hand, ...*); Your conclusion (*In conclusion, ..., To conclude, I agree/disagree ...*)

Writing

A 'for and against' essay

Look!

Giving more information (*also, as well as ..., in addition (to that) ..., too, what's more, ...*)

WARMER

Put sts in small groups and ask them to make a list of environmental problems caused by humans. Elicit ideas from the class.

- Put sts in pairs to discuss if they agree or disagree with the essay title. Use a show of hands to find out how many sts agree/disagree. Elicit one or two reasons.
- Ask sts to read the essay and decide if the writer agrees or disagrees with the statement. Check the answer and identify what helped sts to decide.

Answers

The writer agrees. The writer's opinion is in the final paragraph: humans have caused many environmental problems, we need more people to solve the problems, we all have to be more responsible.

- Ask sts to work individually, then compare answers in pairs. Check answers.

Answers

- On the one hand,
- To conclude, I agree that...
- In addition, What's more,
- We regularly hear news stories about...
- On the other hand,

- Ask sts to read the essay and write two reasons for the argument and two reasons against it. Check answers.

Answers

For: humans destroy forests and build factories, which destroys animal habitats and means they can't find food; they pollute the sea and poison fish with rubbish
Against: conservation groups help protect wild animals; young people care about environment problems - they clean up coasts/towns and recycle things

- Ask sts in pairs to read the essay again and find the phrases that aren't used in the essay. Check answers.

Answers

News stories regularly tell us that...; In conclusion,

- Read the Look! box. Refer sts back to the essay to find examples of expressions giving more information.

Answers

... there are also many people who are trying hard to protect the environment, too.
 ... humans also work hard to protect nature. They clean up their coasts and towns and also recycle their plastic, paper and glass.
 ... many people are also now working hard to solve them.
 In addition, rubbish pollutes the sea and poisons fish. What's more, many young people care about environmental problems.

- Sts choose one of the two topics and write a 'for and against' essay following the steps in the Writing plan.

Writing plan

Prepare

Sts make notes for and against their topic. When sts have noted down ideas, they expand their notes with reasons and examples.

Write

Sts decide how to organize their essay and what to include in each paragraph. Sts should use four paragraphs: an introduction, arguments for, arguments against, and a conclusion. Remind them to balance the for/against ideas and not to include their own opinion until the final paragraph. Encourage sts to refer to the Useful language box and the Look! box for phrases to organize their essay and for phrases to give more information.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. They should check that they have used passive forms and vocabulary from the unit correctly. They should check that they have contrasted ideas and added information where possible, and also that they have included their own opinion in the conclusion.

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

Vocabulary: Education words; Phrasal verbs

Grammar: Past perfect simple; Modals of possibility and certainty

Speaking: Asking for news and reacting

Writing: A blog post

VOCABULARY Education words

I can talk about education and school life.

- 1 Look at the picture. How do you usually prepare for an exam?



- 2 Read the survey. In pairs, check the meaning of the blue words.

SCHOOL CENTRAL

The best days of your life? For this month's edition of School Central, we carried out a survey about your experiences of school. Here are some of your answers to our questions.

- 1 What do you do when you get your school **report**?
- 2 Is it easier to pay **attention** in the morning or the afternoon?
- 3 Do you make a **revision** plan when you have exams? Which **topics** do you study first?
- 4 Do you have optional subjects in your school **curriculum**?
- 5 How many subjects are on your **timetable**?
- 6 How could you improve your **memory**?
- 7 Who do you talk to if you get a bad **result** in a test or even **fail** it?
- 8 Do you like the **challenge** of giving a presentation?
- 9 What subjects have you made **progress** in? Which ones did you **pass**?
- 10 What was your biggest **achievement** last year?



- 3 ① 8.1 Match responses a-j with sentences 1-10 in the survey. Listen and check.

- a Probably about nine, including P.E.
- b Yes. This term I'm taking photography lessons.
- c I read it quickly and then give it to my parents.
- d I talk to my parents or my teacher.
- e I won a prize for a painting I did in Art.
- f I got good marks in English and History.
- g I could test myself more often. That might help.
- h Yes, I do. I revise the easy subjects first.
- i In the morning, after a good breakfast!
- j Definitely, because speaking in front of people gives you confidence.

- 4 ① 8.2 Listen to Emily and Matt. What were they given today?

- 5 ① 8.2 Listen again. Answer the questions.

- 1 Which subject did Matt do really well in?
- 2 Which subject didn't Emily do very well in? Why?
- 3 How does Matt remember facts for exams?
- 4 What subjects aren't easy for Matt to revise?
- 5 What does Emily want to learn from Matt?

- 6 Read the **Look!** box. Find the collocations in the text and complete 1-5.

Look! Collocations

Some verbs and nouns frequently go together.

get a report	get (good/bad) marks
give ¹ ...	pass/fail ⁴ ...
improve (your) ² ...	pay ⁵ ...
make ³ ...	

- 7 Work in pairs. Cover the answers in Exercise 3. Ask and answer the questions so they are true for you.

Now watch the vlog.

FAST FINISHER

Make a list of subjects and optional subjects you would like on your 'ideal' timetable.

The learning zone

8

UNIT 8 OVERVIEW: The topic of this unit is education. Sts read about an unusual school and listen to pupils talking about a robot classroom assistant. They read a school e-newsletter and learn to ask for and react to news. They read about Māori culture finally, they read a blog post about a surprising event and write their own blog post. They also watch a vlog about a student who shares her revision tips and tricks and a culture video about a high-tech high school.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Education words; Phrasal verbs	Past perfect simple; Modals of possibility and certainty	Sentence stress	Using titles and headings to make predictions about content	Recognizing a speaker's attitude and feelings	Asking for news and reacting	A blog post

VOCABULARY Education words

Sts learn words for talking about education and study collocations. They practise the words and phrases, then personalize the vocabulary by completing a survey about school experiences.

Vocabulary

Education words (*achievement, attention, curriculum, fail, memory, pass, presentation, progress, report, result, revision, timetable, topic*)

Vlog

Tati: *Revision tips and tricks*

WARMER

Find out what school subjects sts enjoy and ask them to say why they like those subjects. Encourage as many sts as possible to give answers. With a large class, arrange sts in small groups to discuss the questions.

- Focus on the picture and elicit the meaning of *revision plan*. Put sts in pairs to discuss how they prepare for exams, then elicit ideas from the class.
- Give sts time to read the survey, then arrange them in pairs to discuss the meaning of the words in blue. Encourage them to look at how the words are used in each sentence and whether they are part of a phrase. Sts could use dictionaries to check new words.
- 8.1** Explain that sentences a–j are someone's responses to the survey questions in Exercise 2. Ask sts to match the questions and responses, then play the audio for sts to listen and check. Check answers in class.

Answers

1 c 3 h 5 a 7 d 9 f
2 i 4 b 6 g 8 j 10 e

- 8.2** Read the question, then play the audio for sts to listen and answer. See TG page 283 for audio script. Check the answer.

Answer

their exam results

- 8.2** Read the questions. Play the audio again for sts to answer. Check answers with the class.

Answers

- Music
- Geography – the exam was difficult and she couldn't remember all the facts.
- He writes songs for himself.
- Maths and Science
- some of his revision songs

- Read the Look! box. Ask sts to find the collocations in the text and copy and complete 1–5. Check answers.

Answers

- a presentation 4 a test / a subject
- memory 5 attention
- progress / a plan

- Arrange sts in pairs to interview each other using the survey in Exercise 2. Sts answer the questions so they are true for them. Elicit answers from different sts.

Vlog

This lesson features a vlog about a student who shares her revision tips and tricks. 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 pages 298 and 311.

FAST FINISHER

Sts who finish early make a list of subjects and optional subjects they would like to see on their 'ideal' timetable.

- Vocabulary practice: WB p.66**
Sts will find more practice of education words here. Set these exercises for homework.

- LS Language summary: Unit 8 SB p.134**

A warm welcome

READING

I can use titles and headings to make predictions about content.

- 1 Look at the pictures. Have you ever been to a place like this?
- 2 Read the text and match the headings in the box with the paragraphs A, B, C.

Useful skills A different way to start the day A multi-national environment

It's freezing outside, but I got a warm welcome in Svalbard!

Hi! I'm Clara. I'm from the UK, but for the next six months, I'm at school in Svalbard, Norway. The mountains are covered in snow and it's -13°C ! Yesterday was my first day at Longyearbyen school – the most northern school in the world.



A ...
Before I got to the school, I had already noticed lots of people on skimobiles, but I was surprised to see a line of parked snowmobiles in the car park. Had some of the students driven to school? Yes, they had! Getting to school can be a real challenge when there's snow and ice everywhere. I was glad I had worn my favourite thermal jacket – it was freezing!

When I looked out of the window during the first class, I was amazed. It's hard to pay attention when you're so close to a real reindeer. Reindeer are not the only wild animals in the area. I was told polar bears had come into the town a few months ago!

B ...
I got my new timetable and went to my first class. I hadn't expected the school to be so multicultural. There are thirteen different nationalities here, including Russian, Thai and Chilean. New families come for work in the area, but they don't stay for a long time, so a new school year often means new faces in the classroom for the teacher. Despite this, students make lots of progress here.



C ...
Longyearbyen has fewer pupils than my secondary school in England. It also combines primary and secondary education so pupils in different year groups hang out together. We follow the same curriculum as other schools in Norway, but there are also extra subjects, like survival skills for students over sixteen. I met someone who had done the course last year. He learned how to behave near polar bears and how to deal with avalanches. I want to do the course next month, and I hope I don't fail because bears and avalanches are real dangers here.

It's exciting to be in a place that's so different. I can't wait to see what will happen tomorrow!



- 3** **8.3** Answer the questions. Listen and check.

- 1 What is unique about Longyearbyen school?
- 2 Why are there 'new faces' in the classroom each year?
- 3 How is Longyearbyen different from Clara's school in England?
- 4 Which optional subject does Clara talk about?
- 5 Why is that subject important?
- 6 How does Clara feel about going back to school tomorrow?

- 4** **Word Power** Find words in the text related to snow, winter and cold weather. Add more words to the list.

freezing, skimobile ...

- 5** **COMPARE CULTURES** In pairs, look at the three headings and think about your situation. How do students get to school, where do the students come from and what extra skills can you learn?

FUN FACT

In Longyearbyen, the sun sets around the end of October and doesn't rise again until after the middle of February!

A warm welcome

READING

Sts read an article written by Clara, a British girl who is studying in Norway, and focus on using titles and headings to make predictions about content. They study words that are related to snow, winter and cold weather, and compare Clara's experience with their own situation. They also learn to use the past perfect simple.

Reading text

An article about a school in Norway

Reading skill

Using titles and headings to make predictions about content

WARMER

Ask sts to think of a country that they would like to live and go to school in. Arrange sts in pairs or small groups to tell each other which country they chose and what the advantages of studying there might be. Elicit ideas from around the classroom.

- Focus on the pictures around the text and ask one or two general questions about them. For example, *What can you see in the picture? Where do you think the picture was taken? Would you like to visit this place?* Then, ask if any of the sts have been to a place like this. If anyone answers yes, they could tell the rest of the class a little bit about their visit.
- Using titles and headings to make predictions about content** Explain that sts are going to read a text about a British student who is studying in Norway. Read the title of the text and elicit the meaning of *warm welcome* (a friendly welcome to a new place). Then, ask sts: *Do you think Clara is happy in Svalbard?* Elicit that she probably is happy because the title of her article is positive. Explain that we can start to predict the content of a text by looking at the title and any paragraph headings before we read the text. Explain that the phrases in the box are the paragraph headings from Clara's article. Put sts in pairs and ask them to discuss what information each paragraph might contain. For example, *Useful skills* might talk about something that Clara is learning or has learned in Svalbard. Elicit ideas. Then ask sts to read the text and match the headings with the correct paragraphs. Check answers and ask if sts predictions were correct.

Answers

- A A different way to start the day
- B A multi-national environment
- C Useful skills

- 8.3** Play the audio for sts to listen and read. See SB page 80 for audio script. Go through the questions. Ask sts to find the answers in the text and write them in their notebooks. Allow time for them to compare in pairs, then check answers with the class.

Answers

- It is the most northern school in the world.
- New families come for work in the area, but don't stay long.
- It has fewer pupils and combines primary and secondary education, so students in different years hang out together.
- survival skills
- because there are dangers in the local environment
- She's excited and can't wait.

- Word Power** Read the task. Put sts in pairs and ask them to look at the text and find words related to snow, winter and cold weather. Check answers, then ask sts to think of more words to add.

Answers

avalanches, freezing, skimobiles, covered in snow, -13°C, snowmobiles, snow, ice, thermal (jacket), polar (bears)

Sample extra words

arctic, cold, frost, ice hockey, ice skating, icy, frozen, ski, snowball, snowflake, snowman, warm clothes, wintertime

21st Century skills

COMPARE CULTURES

Put sts into pairs and read through the questions. Encourage pairs to brainstorm ideas. Monitor while sts work, then compare ideas from different groups.

FUN FACT

Encourage sts to read the fun fact for pleasure. Then ask sts if they would like to go to school in Longyearbyen for six months, like Clara, and find out why / why not.

Sts might be interested to know a little bit more about Longyearbyen. The name means *Long Year City*. It's the largest town in the Svalbard region of Norway and has a population of around 2,400. Winter days are long and cold, the average temperature is between -13°C and -20°C degrees. In summer, it is light 24/7 and the weather is a little warmer. July is the warmest month, when the average summer temperature is between 3°C and 7°C!

R Reading practice: WB p.67

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

GRAMMAR Past perfect simple

I can use the past perfect simple.

Now watch the grammar animation.

1 Read the grammar box and complete the rules.

Affirmative	Negative
Before I got to the school, I had noticed lots of people on skimobiles. He had already done a survival skills course last year.	I hadn't expected the school to be so multicultural.
Questions	Short answers
Had some of the students driven to school?	Yes, they had. No, they hadn't.

Rules

We use the past perfect simple to talk about actions that happen ¹ *before / after* another action in the past.

We form the past perfect simple with ² *have / had* and the past participle.

We often use the past perfect simple and the past simple in the same sentence. We use the ³ *past simple / past perfect simple* for the action that occurred at an earlier time.

2 Complete the sentences with the past perfect simple.

By ten o'clock this morning ...

Tia **had arrived** (arrive) at school.

- Saul ... (not eat) his snack.
- we ... (have) our first class.
- our teachers ... (not give) us any homework.
- I ... (collect) my report from the teacher.
- my friend ... (text) me about a party.
- Jo ... (play) football in P.E.
- I ... (not show) my report to my parents!

3 Write questions and short answers with the past perfect simple.

the party / start / when / Sam / arrive?

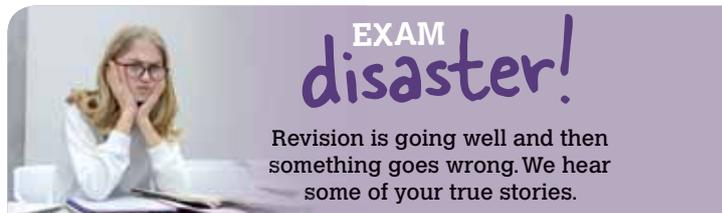
Had the party started when Sam arrived?

Yes, it had.

- she / already leave / for school / when / you text her? ✓
- the students / study this / before? ✗
- you / finish / your test / when / the bell ring? ✓
- the teacher / give the students / too much homework? ✗
- he / borrow a book / from you before? ✓
- Sarah / hear the song / on the radio? ✓

4 8.4 Complete the texts with the past perfect simple of the verbs. Listen and check.

cut finish happen make not have
not hear read revise send



The night before my French exam, I went to the park. I **'d revised** a lot for the exam, so I needed a break. Somebody ¹ ... the grass. It smelled lovely! All of a sudden I couldn't stop sneezing. I ² ... hay fever before. The next day my eyes were still red, but I answered all the questions between sneezes!

Last week, our teacher gave us an exam on one of the books we ³ ... in class. I knew I ⁴ ... a mistake when I saw the first question. I ⁵ ... the teacher properly and had revised the wrong book! I felt really stupid.

I woke up on the day of my last exam and saw that my friend ⁶ ... ten messages to me. She was at school and wanted to know what ⁷ ... to me. Then I saw the time – ten o'clock! Everybody ⁸ ... the exam when I arrived. My teacher wasn't very happy with me.



5 Work in pairs. Describe a time when something went wrong at school. Use the past perfect simple.

6 Complete the sentences with the correct past perfect simple or past simple form of the verbs.

Jen ... (remember) that she ... (not buy) a birthday present for her mum.

Jen remembered that she hadn't bought a birthday present for her mum.

- The concert ... (not finish) when we ... (leave).
- ... they ... (fly) before they ... (go) to London?
- We ... (arrive) at the train station at 9.03 a.m., but the train ... (already / go).
- Joe ... (fail) his Geography exam because he ... (not study) enough.
- I ... (want) to call you, but Sam ... (not give) me your phone number.
- ... you ... (finish) your homework before you ... (go) out?

FAST FINISHER

How many ways can you complete the sentence using the past perfect simple?

I felt (adjective) yesterday because ...

GRAMMAR Past perfect simple

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *You'd already left!*, including the form and use of the past perfect 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 317 for animation script.

- 1 Read the grammar box examples with sts. Put sts in pairs to copy the rules into their notebooks and choose the correct words to complete them. Check answers. Explain that the past perfect is the same for all persons, *had/hadn't* + past participle. In an affirmative sentence, *had* can be shortened to *'d* after a subject pronoun (*I'd been, You'd been, He'd been*, etc.). Point out that in short answers we use *had* without the past participle, e.g. *Had he spoken to the teacher? Yes, he had.* NOT *Yes, he had spoken.*

Answers

1 before 2 had 3 past perfect simple

Ask questions to check concept.

Concept check questions: *They had saw the film. – correct or incorrect? (incorrect – They had seen the film.). Can you make the sentence negative? (They hadn't seen the film.). Now make a question (Had they seen the film?). Is the answer 'Yes, they had seen.' or 'Yes, they had'?* (Yes, they had.). *After he had had dinner, he watched a film. – what did he do first? (He had dinner.). What did he do after dinner? (He watched a film.).*

- 2 Read the example, then arrange sts in pairs and ask them to copy the sentences into their notebooks and complete them. Check answers.

Answers

1 hadn't eaten 5 had texted
2 had/'d had 6 had played
3 hadn't given 7 hadn't shown
4 had/'d collected

- 3 Explain the task and read the example. Sts then write past perfect questions and short answers in their notebooks. Check answers.

Answers

1 Had she already left for school when you texted her? Yes, she had.
2 Had the students studied this before? No, they hadn't.
3 Had you finished your test when the bell rang? Yes, I had.
4 Had the teacher given the students too much homework? No, he/she hadn't.
5 Had he borrowed a book from you before? Yes, he had.
6 Had Sarah heard the song on the radio? Yes, she had.

- 4 **8.4** Elicit or explain the meaning of *hay fever* (an illness like a cold, which is because of an allergy to pollen from certain plants). Read the introduction to the text with the class. Ask sts to complete the text with the past perfect form of the verbs in the box. Play the audio for sts to listen and check. See TG page 283 for audio script.

Answers

1 had cut 4 had/'d made 7 had happened
2 hadn't had 5 hadn't heard 8 had finished
3 had/'d read 6 had sent

- 5 Elicit some examples of things that might go wrong at school, e.g. arriving late, forgetting homework / an exam, breaking something. Arrange sts in pairs to discuss a time when something went wrong at school for them. Remind them to use the past perfect and monitor while they work. At the end, invite some of the sts to tell the class about their school disaster.
- 6 Use the example sentence to remind sts that we use the past perfect tense for the first action and the past simple for the second action. Sts then copy and complete the sentences using the verbs in brackets. Allow time for them to compare sentences, then go through the answers.

Answers

1 hadn't finished, left 4 failed, hadn't studied
2 Had, flown, went 5 wanted, hadn't given
3 arrived, had already gone 6 Had, finished, went

FAST FINISHER

Sts who finish early think of as many ways as possible to complete the sentence with a suitable adjective and the past perfect. Weaker sts could do the same activity in pairs.

G Grammar practice: WB p.68

Sts will find more practice of the past simple perfect here. Set these exercises for homework.

LS Language summary: Unit 8 SB p.134

It could be fun!

VOCABULARY and LISTENING Phrasal verbs

I can recognize a speaker's attitude and feelings.



It's Monday morning and the teacher ¹**looks around** to check that everybody has ²**turned up** for class. A few students ³**carry on** talking, but eventually they realize the teacher is waiting and they stop. The teacher asks the new teaching assistant, Ari, to ⁴**hand out** some dictionaries. One student takes the dictionary and ⁵**puts away** his phone. He looks at the teaching assistant and starts to giggle. Soon the others ⁶**join in** until the teacher asks them to be quiet. It's a language class and the teacher wants the students to ⁷**look up** some words. Ari can help. Ari ⁸**picks up** languages very easily and can already speak four. As well as that, Ari's a cool dancer and loves to ⁹**show off** a few dance moves at the end of the class. Time's up and everybody leaves, except Ari. Why's that? Because Ari is the robot teaching assistant who is never too tired to ¹⁰**stay behind** to ¹¹**tidy up!**

1 Work in pairs. Make a list of what you can use robots for.

2 **8.5** Listen and read the text. Then match phrasal verbs 1-11 with definitions a-k.

- a to arrive
- b to begin to do something that other people are already doing
- c to place (something) in a cupboard or on a shelf
- d to learn quickly by listening or watching people doing something
- e to find information about something in a book or online
- f to do something to attract attention and interest
- g to see what is nearby
- h to remove rubbish and put things in the right place
- i to remain in a place after others leave
- j to give something to individuals in a group
- k to continue (doing something)

3 Complete the sentences with a phrasal verb.

- 1 I'm quite tidy and usually ... my clothes.
- 2 I often ... to do homework in the library.
- 3 My brother ... by singing when we have guests.
- 4 I don't ... languages very quickly. I find them difficult.
- 5 If my friends are chatting, I always like to ... the conversation.
- 6 It's annoying when friends ... late for the cinema and we miss the start of the film.

4 Work in pairs. Are the sentences in Exercise 3 true for you?

5 **8.6** Listen to three dialogues. Choose the correct answers.

- 1 Jess and Ahmed *are in class / have just had a class* with a robot.
- 2 The robot helps *Sam / Rachel*.
- 3 Mia and Lucas are sure the *robot / teacher* will be funny.

6 **8.6** Listen again. In pairs, answer the questions.

- 1 How does Ahmed feel about a robot in class?
- 2 Why does Jess change her opinion about robots in class?
- 3 Why doesn't Sam want to speak to the robot?
- 4 How does Rachel feel about the robot's actions?
- 5 Why isn't Mia excited about the idea of a robot in class?
- 6 What isn't Lucas sure about?

7 **THINK CRITICALLY** What are the advantages of having robots in a school? What jobs can they do in school? Which lessons would a robot be useful for and why?

FAST FINISHER

Write sentences about what happened at the beginning of your lesson. Use the phrasal verbs.

It could be fun!

VOCABULARY and LISTENING

Phrasal verbs

Sts study phrasal verbs in an article about a robot classroom assistant. They listen to three dialogues about the robot and discuss how to recognize a speaker's attitude and feelings. They also learn to use modals of possibility and certainty.

Vocabulary

Language nouns (*carry on, hand out, join in, look around, look up, pick up, put away, show off, stay behind, tidy up, turn up*)

Listening text

Three dialogues about a robot classroom assistant

Listening skill

Recognizing a speaker's attitude and feelings

WARMER

Write on the board: *One day, robots will replace teachers.* Use a show of hands to find out how many sts agree with the statement. Put sts in small groups to explain why they agree or disagree, then elicit some ideas from the groups.

- Put sts in pairs to make a list of things that people can use robots for. Monitor while sts work, then ask different pairs to share their ideas with the rest of the class.
-  **8.5** Play the audio track for sts to listen and read the text. See SB page 82 for audio script. Focus on the words in bold. Elicit that these are phrasal verbs. Remind sts that they are made up of a verb + one or two particles (e.g. *up, out*). In some cases, we can work out the meaning from the verb and the particle(s), but this is not always possible.

Read the first sentence of the text and ask sts what they think *look around* means. Elicit suggestions, then ask sts to look at the definitions and find the one matches that *look around* (g - to see what is nearby). Put sts in pairs to complete the exercise, then check the answers.

Answers

1 g 3 k 5 c 7 e 9 f 11 h
2 a 4 j 6 b 8 d 10 i

- Ask sts to copy and complete the sentences in their notebooks. Allow time for them to compare sentences in pairs, then check answers.

Answers

1 put away 3 shows off 5 join in
2 stay behind 4 pick up 6 turn up

- Ask sts to look at the sentences in Exercise 3 and decide which sentences are true for them. Put sts in pairs to compare their responses.

-  **8.6** Tell sts that they will hear three dialogues. The speakers are discussing robots in class. Read the sentences, then play the audio for sts to listen and choose the correct answers. See TG page 284 for audio script. Check answers.

Answers

1 have just had a class 2 Sam 3 teacher

-  **8.6 Recognizing a speaker's attitude and feelings** Explain that when we listen to a foreign language, we often focus on the words and grammar in order to understand what the speaker is saying. Point out that it is also important to listen to how the speaker says something, because that helps us to understand how he/she feels. For example, when English speakers are angry or excited, they often speak louder and emphasize words or phrases that they think are important. They also speak faster. Use questions to raise awareness of how sts' attitude and feelings affect how they say things in their first language, e.g. *Do you sound the same when you're angry or happy? Are there times when you speak faster/slower?*

Play the three dialogues again for sts to listen and answer the questions. You could pause at the end of each dialogue to elicit and discuss the answers.

Answers

1 He'd love to have a robot teaching assistant every day.
2 She understands that robots can be useful (and she enjoyed asking Ari to translate words).
3 He thinks it's embarrassing.
4 She's surprised. She also thinks it's scary.
5 She prefers people.
6 how his teacher and the robot will get on

21st Century skills



THINK CRITICALLY

Arrange sts into small groups to discuss the questions. Ask them to keep a note of their answers. Monitor while sts work, then ask one person from each group to summarize their group discussion

FAST FINISHER

Sts who finish early write a description of what happened at the start of this lesson using phrasal verbs from the text. Weaker sts can work in pairs and test each other on phrasal verbs. One student reads a definition from Exercise 2, the other finds the phrasal verb in the text.

- V L Vocabulary and Listening practice: WB p.69**
Sts will find more practice for listening and practice of phrasal verbs here. Set these exercises for homework.

- LS Language summary: Unit 8 SB p.134**

GRAMMAR

Modals of possibility and certainty

I can use modal verbs to talk about possibility and certainty.

 Now watch the grammar animation.

1 Read the grammar box and complete the rules.

Robots **can** be very useful in the classroom.
It **could** be really good fun.
The robot **might** help you.
We **may** have a robot teaching assistant next week.
It **must** be really strange for her.
You **can't** be serious.

Rules

We use *can* when something is generally possible.
We use *could/might/may* + verb for things that are possible in the ¹ *past / future*.
We use *must, might, may* and *could* to speculate about the present and future.
We use *must* when we are ² *certain / not certain* about something. We use *might, may* and *could* when we are ³ *sure / not sure*.
We use *can't* when something is ⁴ *possible / not possible*.

2 Read the email and choose the correct answers.

Hi Ella,

Thanks for your message! You're lucky you've only got one more exam. I've got three! You ¹ *must / might* be happy that you've nearly finished. It ² *might / can't* be easy to find time for revision when you're also in the school play.

I'm looking forward to seeing you next month. Would you like to come to the school concert with me? It ³ *might / can't* be a bit boring, but at least you'll see my school and meet my friends. I ⁴ *may / must* have after-school activities on some days. You ⁵ *could / can't* join in if you like tennis and dancing.

I'm going to a Zumba class now. Some exercise ⁶ *must / might* help me focus on my revision!

Charlotte



3 PRONUNCIATION Sentence stress

 8.7 Listen to the following sentences. Are the modal verbs stressed or unstressed?

You must be happy with your result.
That can't be good for your eyes.

4  8.7 Listen and repeat.

5 Complete the second sentence so that it means the same as the first.

- I think Max has an exam today, but I'm not sure. Max ... an exam today. (could)
- It's possible I'll stay behind at school today. I ... behind at school today. (may)
- I'm sure this is the right address. This ... the right address. (must)
- I'm sure these instructions are wrong. These instructions ... right. (can't)
- Perhaps we'll get our exam results today. We ... our exam results today. (might)

6 Read the news story. Complete the comments with the words in the box.

can find can't be could be
may prefer must feel

TWIN POWER!

A school in North America has broken a record for having 44 pairs of twins in the same school year. Is it fun or is it double trouble? We asked students what they think about it.



Comments



I'm not sure about it. It **could be** confusing for everybody if the twins are identical.

♡ 6 ↻ 2



Some twins ¹ ... to be in separate classes, so that they can meet other people.

♡ 20 ↻ 9



Twins ² ... it hard to make friends when they're together all day and only talk to each other.

♡ 3 ↻ 1



It ³ ... fun all the time. What happens when you have an argument with your twin?

♡ 18 ↻ 4



They're lucky! They ⁴ ... happy because they've always got a friend to talk to.

♡ 9 ↻ 2

7 In pairs, discuss the story in Exercise 6. What might it be like to be a twin?

FAST FINISHER

Write sentences about where your family members are at the moment. Use *could/may/might/can't* and *must*.

GRAMMAR Modals of possibility and certainty

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *You can't be serious!*, including form and use of modals of possibility and certainty. 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 317 for animation script.

- 1 Explain that all the examples in the grammar box come from the dialogues in the previous lesson. Focus on the words in bold and remind sts that these are modal verbs and they are the same for all persons (*I/He/We can ...*). They have used them in previous lessons to describe ability (*I can swim.*), permission (*She can't go out.*), obligation (*You must go to school.*), and possibility (*It might rain.*).

Point out that modal verbs have more than one use. We use *can* to talk about things that are generally possible now and *can't* for things that are impossible (*Robots can help us. / Robots can't do everything.*). We use *could/might/may* to talk about things that are possible in the future (*The party could/might/may be fun.*). We also use modals to speculate – make guesses – about the present (*It may/might/could/must be Jane's jacket.*), and the future (*Jim's revising, he may/might/could/must have an exam tomorrow.*). We use *must* when we are sure.

Ask sts to work in pairs and copy and complete the rules in their notebooks. Check answers.

Answers

1 future 2 certain 3 not sure 4 not possible

Ask questions to check concept.

Concept check questions: *Exams are difficult, Exams can be difficult. – which sentence means something is generally possible? (Exams can be difficult.). It's Sunday, Sam can't be at school. – possible or impossible? (impossible). I may see Amy at the party. – present or future? (future). Possible or impossible? (possible). Mum isn't at home, she may be at work. – present or future? (present). Am I sure or unsure? (unsure). She must be at work. – am I sure or unsure? (sure). She can't be at work. – sure or unsure? (sure).*

- 2 Focus on the email. Put sts in pairs to read the email and choose the correct answers. Go through the answers with the class.

Answers

1 must 3 might 5 could
2 can't 4 may 6 might

PRONUNCIATION

- 3  8.7 Play the audio so sts can listen to the sentences. Ask: *Are the modal verbs stressed or unstressed?*

Answer

They are stressed

- 4  8.7 Play the audio again for sts to listen and repeat.

- 5 Explain the task. Sts then copy and complete the sentences in their notebooks. Allow time for them to compare sentences, then check answers.

Answers

1 could have 3 must be 5 might get
2 may stay 4 can't be

- 6 Use the photo to elicit the meaning of *twin*. Read the introduction to the news story with the class. Sts then copy and complete the comments in their notebooks. Check answers.

Answers

1 may prefer 2 can find 3 can't be 4 must feel

- 7 Arrange sts in pairs to discuss the question, then ask for ideas from around the classroom. Ask how many sts would like to be a twin?

FAST FINISHER

Sts who finish early use *could/may/might/can't/must* to write sentences about where their family members are at the moment. Weaker sts could look back at the comments in Exercise 6 and decide if they agree or disagree with them, then compare answers in pairs.

- G **Grammar practice: WB** p.70

Sts will find more practice of modals of possibility and certainty here. Set these exercises for homework.

- LS **Language summary: Unit 8 SB** p.134

KEEP TALKING!

Did you hear about ...?

READING and LISTENING

I can identify whether events are in the past or future.

- 1** Work in pairs. Look at the activities in the box that some people do at school. Which do you take part in? Which do you enjoy the most? Why?

art exhibitions clubs concerts plays sports



- 2** Read the e-newsletter. Which events have already happened?

art exhibition drama workshop Maths teacher leaving parents' evenings sports awards

Head teacher's letter

Welcome to our May newsletter. Our pupils and teachers have been very busy, as you can see.

Many pupils are revising for GCSE and IB exams this term. There are quiet study areas in the library and common room for these pupils. Please respect them.

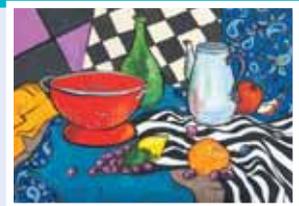
Wishing you all a happy and successful month,

K Brightman, Head Teacher

Follow us on social media!

Art exhibition

Our annual school art exhibition opens on 12 May. This year's theme is a quote by Matisse: *Creativity takes courage*. The Art Department has encouraged pupils to be adventurous with their ideas and their use of colour. The results are amazing!



'Creativity takes courage'

Henri Matisse

Come along and bring parents and friends!

Sports awards



Special congratulations to the winners from the sports awards evening last week. Well done on your achievements!

[Click here to see more photos.](#) >>



Drama workshop

The GCSE Drama group had a great day at the Attic Theatre for a workshop on Masks and Movement.

We looked at ancient Chinese masks online, but we hadn't worn them before. It was quite strange at first!

Celia Moore, Class 9C

The masks weren't comfortable. I think it must be hot to wear the masks for a whole show, but we enjoyed creating a scene.

Dan Young, Class 9D

Actors from the theatre taught us how to move to match the character of the masks. I hadn't realized how much fun masks could be!

Abigail Jones, Class 9B

Goodbye!

Sadly, Mr Russell is leaving at the end of term, so there'll be a special assembly for him in the last week. Anybody who wants to be involved should see Mr Andrews in the staffroom at break times.



Dates for your diary

Parents' evenings will be held from 15–19 May. Your parents can book appointments with your teachers online. The school has emailed your parents, but please remind them!

- 3** 8.8 Listen to three dialogues. Which headings from Exercise 2 are the speakers talking about?

- 4** 8.8 Listen again. Answer the questions.

- 1 What was the prize for?
- 2 Why might the teacher be leaving? What reasons do you hear?
- 3 What is the girl's favourite subject?

- 5** What has happened or will happen at your school this term / this year? In pairs, compare your answers.

Our History teacher left at the end of last term.

There will be a parents' evening next month.


KEEP TALKING!

Did you hear about ...?

READING and LISTENING

Sts read an e-newsletter about activities that some sts do at school. They listen to three dialogues where people discuss some of the activities in the e-newsletter and answer questions, and they talk about past and future events at their school. They then learn how to ask for news and react to news. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan.

WARMER

Ask sts what sort of after-school activities are available at their school. Then put sts in pairs to discuss whether having after-school activities is a good idea, and if some activities are more useful than others. Elicit opinions from around the classroom and encourage sts to give reasons for their answers.

BACKGROUND INFORMATION

Most schools in the UK offer students *extracurricular* activities (activities that are not part of their normal studies). Activities such as school drama clubs, discussion groups, maths clubs, and sports clubs are opportunities for sts to spend more time doing something that they are interested in and improving their knowledge and skills. They are a chance for sts to meet and make friends with people who are not in their class, and build up their confidence. They are also a chance to try out new activities to see if they like them. Employers and universities are usually interested to find out what extracurricular activities students have taken part in at school, and it can help students to get a job or a place at university.

- 1 Focus on the pictures and ask who the people are and what they are doing. Elicit one or two ideas. For example, *They are students. They're singing in a school concert / acting in a school play.* Go through the activities in the box and the questions. Arrange sts in pairs to discuss the questions. Monitor while sts talk, and ask for opinions at the end.
- 2 Read through the events in the box. Sts then read the e-newsletter and identify which events have already happened. Check answers and ask sts to say which phrases helped them find the answers.

Answers

the sports awards, the drama workshop

- 3  8.8 Go through the headings in the e-newsletter. Explain that sts will hear three dialogues about events in the newsletter. They listen and decide which headings the speakers are talking about. Play the audio. See TG page 284 for audio script. Allow time for sts to compare their answers in pairs, then check answers with the class.

Answers

- 1 Sports awards
- 2 Goodbye!
- 3 Art exhibition

- 4  8.8 Read the questions with the sts. Play the audio again for sts to listen and write the answers in their notebooks. Check answers.

Answers

- 1 winning the 100-metre race / running
- 2 He might be getting married. He might be moving abroad to Germany. He could have a job at a new school.
- 3 Art

- 5 Explain the task. Read the examples and elicit one or two ideas of things that have happened at the sts' school this term/year, and things that will happen later on in the term/year. Give sts time to make a list of past and future events, then arrange sts in pairs to compare their events. Monitor while they work, then invite one or two sts to tell the rest of the class about the events on their list.

EXTRA PRACTICE

Give sts time to think about a school event or activity that they took part in this term or this year and make notes about it. Arrange sts in pairs. They take turns to talk for one minute about their event/activity while their partner films them on their phone. They can watch the recordings and discuss them, focussing on how they sounded and whether there were other details that they could have included. If there is time, sts could repeat their talk and compare the first and second versions.

SPEAKING

Asking for news and reacting

I can ask for and react to news.

- 1 In pairs, look at the pictures. What do you think the students' news is about?



- 2 **8.9** Listen and read the dialogue. Why hasn't Lara heard the latest school news?

Stefan: Hey, Lara! What have you been up to? I haven't seen you around.
Lara: I was playing in a basketball tournament. We got back late. We won though!
Stefan: That's brilliant! Well done!
Lara: Thanks. Have I missed anything?
Molly: Have you heard about the reporter who was in school yesterday?
Lara: A reporter? No way! What happened?
Molly: She came to interview our new music teacher. Apparently, she was in a band a few years ago.
Lara: Really? You're joking! Which one?
Stefan: It says on the school website. I can't remember it. She used to be quite famous.
Lara: Wow! I didn't even know there was a new music teacher! Anyway, did you have a good weekend?

- 3 Read the dialogue. Who ...

- | | |
|------------------------------------|-------------------------|
| 1 asks for news? | 3 gives news? |
| 2 congratulates the other speaker? | 4 is surprised by news? |

- 4 **8.10** Listen and repeat the **Useful language**.

Useful language

Asking for news

What have you been up to?
 Have I missed anything?
 Did you have a good weekend?

Giving news

Apparently, ...
 It says ... here / on the website.
 Have you heard about ...?

Reacting

That's (+ adjective).	Really?
No way!	You're joking!
What happened?	I didn't (even) know ...

- 5 **8.11** Read the dialogues between Tom (T) and Mason (M). Choose the best responses. Listen and check.

- 1 **M:** Hi, Tom. Did you have a good weekend?
T: It was OK, but when I came home from football training nobody was in and I hadn't taken a key! I had to sit outside for an hour until my dad got home!
M: a What happened?
 b Oh no! You're joking!
 c That's brilliant!
- 2 **M:** Have you heard about the school website? They're looking for pupils who can help to improve it.
T: a Really? I didn't know that.
 b Oh dear. That's awful!
 c Have I missed anything?
- 3 **M:** Apparently, the head teacher wants people to write articles for the news page. I'm going to go to a meeting about it. What do you think?
T: a What happened?
 b Did you know about it?
 c Really? That's interesting.

- 6 Work in pairs. Prepare and practise a dialogue. Choose a type of news from the list. Follow the steps in the **Speaking plan**.

personal news	school news
visit cousins	sports team wants new players
go for a run	a history trip
art homework	a new teacher
win a competition	a new club

Speaking plan

Prepare

- > Choose a piece of personal news and a piece of school news for your dialogue.
- > Make notes: is the subject of your news in the past or future?

Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.
- > Choose another situation and swap roles.

Reflect

- > Did you use energetic intonation to respond to news?
- > Did you use tenses correctly?
- > How can you improve next time?

Now play **Keep moving!**

FAST FINISHER

Write a short news update for a school website. It can be real or imagined. Start with *Apparently ...* or *Have you heard ...?*

SPEAKING Asking for news and reacting

- 1 Put sts in pairs to look at the pictures and discuss the question. Elicit ideas from the class but do not confirm or correct.
- 2 **8.9** Pre-teach *tournament* (a type of sports competition, such as the Football World Cup, where players or teams take part in a series of games until only the winner remains). Ask sts if they have ever taken part in a sports tournament.

Focus on the question. With stronger classes, play the audio with books closed and ask sts to listen for the answer. Then play it again for them to listen and check. With weaker classes, play the dialogue for sts to listen and read. See SB page 85 for audio script. Check the answer.

Answer

She was playing in a basketball tournament.

- 3 Read the questions with the class. Sts then read the dialogue in Exercise 2 again and find the answers. Give sts time to discuss their ideas in pairs, then go through the answers with the class.

Answers

- 1 Stefan (asks for Lara's news); Lara (asks for school news)
- 2 Stefan
- 3 Lara (about the basketball tournament); Molly (about the reporter interviewing the new music teacher and the teacher being in a band); Stefan (about the teacher being quite famous)
- 4 Lara (No way! Really? Wow!)

- 4 **8.10** Read the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen and repeat. See SB page 85 for audio script. Point out that we use energetic intonation when we respond to news and encourage sts to copy this. Ask sts to look at the audio script in Exercise 2 again and find the phrases that the speakers used when they asked for news, gave news, and reacted to news.

- 5 **8.11** Arrange sts in pairs. Ask them to read the three dialogues and choose the best responses. Play the audio to check answers. See TG page 284 for audio script. Then put sts in pairs to practise the dialogues. Encourage them to copy the intonation on the audio track.

Answers

- 1 b 2 a 3 c

- 6 Sts follow the steps in the Speaking plan to practise asking for news and reacting.

Speaking plan

Prepare

Sts work in pairs and choose a piece of personal news and a piece of school news. They decide whether the subject of the news is in the past or in the future, and choose who will give the news. Sts then make notes to create a dialogue, using the dialogue in Exercise 2 as a model.

Speak

Pairs choose their roles and practise their dialogue. Encourage sts to use the Useful language from Exercise 4 to make their dialogue sound polite. Sts practise with and without their notes. If your sts use smartphones in class, they could record their conversations. Then, they can play the recording back and compare their conversations with their notes, to check they included everything. When sts have practised, ask them to then act out their dialogues for the rest of the class, to see if the other sts can identify the situation.

Reflect

Discuss as a class how sts could improve. Encourage them to be honest and open about the things they did well and the things they can do better. Correct any typical errors that you noticed with the class. If sts recorded their conversations, they can use the recordings to check that they used appropriate intonation to respond to news, and that they used tenses correctly. Ask them to consider how they could improve the next time. Sts then choose two different pieces of news and swap roles to make a new dialogue.

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

Fast finishers write a short news update for a school website using phrases from the Useful language box. Weaker sts could work in pairs and write a short news update about the school news they talked about in Exercise 6.

S Speaking practice: WB p.71

Sts will find more practice of asking for news and reacting here. Set these exercises for homework.

LS Language summary: Unit 8 SB p.134

Learning together

I can make connections between paragraphs and pictures.

Who speaks Māori?

A Like many countries, New Zealand has people who come from different cultural backgrounds. The two main groups are Māoris, and other New Zealanders, whose parents and grandparents mainly come from Europe. In order to understand why New Zealand has two cultures, you need to go back in time. In 1250, Māori people travelled there in boats from other Pacific islands. They called their new home Aotearoa, or 'Land of the Long White Cloud.'

B At that time, Europeans hadn't discovered these two large islands in the southern hemisphere. They didn't arrive until the seventeenth century. When they got there, they took over and changed the islands' name to New Zealand. In the centuries that followed, European 'Kiwis' paid little attention to Māori culture. But in 1989, a new law was passed which made learning about it part of the school curriculum, and bicultural education was introduced. This was a real achievement, but what have been the results so far?

C These days, schools recognize Māori culture and world view. Many primary school pupils have Māori language lessons and art lessons. They might cover the topic of the eight important shapes in Māori art. Or they may learn how Māori artists carve green stone into these shapes and discuss the meaning each shape has. For example, a curled leaf shape means 'the beginning of life.'

D During their time at secondary school, some students build their own marae. This is a special Māori meeting area with a big hall for events like celebrations, educational visits and sharing Māori culture. Students often comment on how this large, open space improves their learning. Here, students are free to move or sit on the floor with classmates and the atmosphere is more relaxed. In the Māori language, *teach* and *learn* are the same word: *ako*. Teachers are not expected to know everything, so learning is often a shared experience, and the relationships between students and between student and teacher are important.

E Māoris have always used songs and movements to tell stories and pass on traditions. Most New Zealand pupils learn traditional Haka (Māori dances). Dancing in large groups helps students to learn the key life skill of working together, which is also a Māori ideal. Nowadays, many schools create their own Haka with words and movements that have a special meaning to them.



Learning together

Sts read an article about Māori culture and answer questions about the article. They study words and expressions related to time and periods in life. They create a mind map about their learning style and research an animal from New Zealand. They also watch a culture video about a high-tech high school.

 **WARMER**

Arrange sts in small groups. Give them a minute to write down as many things as possible about New Zealand. Compare ideas as a class.

BACKGROUND INFORMATION

New Zealand is a country in the Southern hemisphere, which gained independence from Britain in 1947. Its capital is Wellington and the official languages are English, Māori and New Zealand sign language. The first European to visit New Zealand was the Dutch explorer Abel Tasman, and the country was named 'Nieuw Zeeland', after an area of the Netherlands.

New Zealand is about the same size as the United Kingdom, but only 4.7 million people live there (compared to 67 million in the UK). The country is made up of two main islands (North Island and South Island) and hundreds of smaller ones. It is famous for its amazing wildlife and beautiful scenery. It is also home to a hill called *Taumata*, which is in the Guinness Book of World Records – its full name has a total of 85 letters!

- 1** Focus on pictures 1–4. Sts work in pairs and take turns to describe the pictures and say what they show. Monitor while sts work, then ask different pairs to describe one picture.

Sample answers

- 1 There's a green necklace. It may be a stone necklace. It's an interesting shape.
- 2 There's a special building with lots of decorations. It might be old. It could be a house or a place where people meet.
- 3 Some young people are dancing. It might be a special dance. The children in green might be learning the dance.
- 4 There is a (beautiful) boat on a beach. It's purple and has lots of painted decorations. It may be old or special.

- 2**  **8.12** Read out the title of the article and demonstrate the pronunciation of Māori /'mauri/. Then, play the audio for sts to listen and read the article. See SB page 86 for audio script. Ask sts to match pictures 1–4 with four of the paragraphs (A–E). Check answers.

Answers

1 C 2 D 3 E 4 A

- 3** Explain the task. Sts work individually, then compare answers and examples with a partner. Go through the answers with the class.

Answers

- 1 E (songs and movements/dances)
- 2 D (marae - a big hall for events)
- 3 A (Māoris)
- 4 C (the language, the arts)
- 5 B (two main groups of people live in New Zealand; there is a law)

- 4** Read through the statements and the example. Sts work individually and read the text again to decide if the statements are true or false. They correct the false statements. Allow time for sts to compare their answers, then check answers with the class.

Answers

- 1 T
- 2 F (Kiwis have paid more attention to Māori culture since a new law was passed in 1989 to make learning about it part of the school curriculum.)
- 3 T
- 4 F (They say that being in the marae improves their learning.)
- 5 T
- 6 F (Teachers aren't expected to know everything, and learning is a shared experience.)
- 7 T
- 8 T

- 5** **Word Power** Explain the task and put sts in pairs to read the text again and find words and expressions related to time and periods in life. Check answers.

Answers

paragraph A: go back in time; In 1250
paragraph B: At that time; until the seventeenth century; When; In the centuries that followed; in 1989; so far
paragraph C: These days; the beginning of life
paragraph D: During their time at ...; often
paragraph E: always; Nowadays

1 In pairs, take turns to describe one of the pictures of New Zealand 1–4. What does it show?

2 **8.12** Read and listen to the article. Match pictures 1–4 with four of the paragraphs A–E.

3 Match paragraphs A–E with topics 1–5. Give examples from the text.

- 1 Two ways traditions are passed on.
- 2 A place where students can practise and talk about their culture.
- 3 The first people who came to New Zealand.
- 4 An example of Māori culture which young students might learn.
- 5 The reasons why New Zealand schools are bicultural.

4 Are the statements true (T) or false (F)? Correct the false statements.

The first people to live in New Zealand were Europeans. F

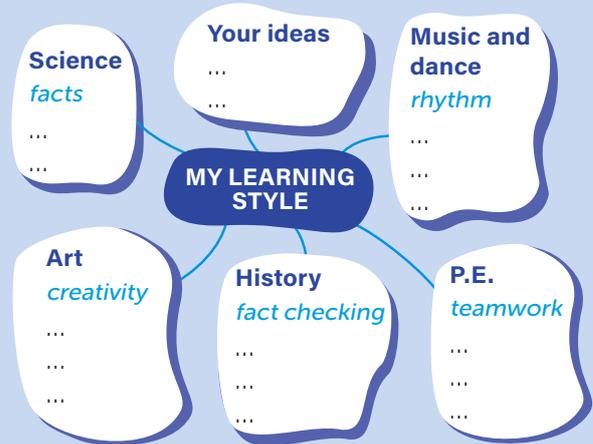
- 1 The Europeans changed the country's name to New Zealand.
- 2 Kiwis have paid little attention to Māori culture since 1989.
- 3 There are eight important shapes in Māori art.
- 4 Students comment that knowing about Māori art and language improves their learning.
- 5 Students visit a *marae* for special events.
- 6 Teachers must know everything that they teach to their students.
- 7 Māoris consider 'learning together' to be an important life skill.
- 8 Students work together and come up with their own individual dances.

5 **Word Power** Look at the text and find words and expressions related to time and periods in life.

go back in time

6 **GET CREATIVE** Copy the mind map. Choose a few learning areas and add examples of topics or skills that are important to you.

Work in pairs. Discuss your mind map and which subjects don't just teach facts, but also culture.



7 **FIND OUT** New Zealanders call themselves *Kiwis*. What kind of animal is a kiwi? What are its habits and why is it special to this country?

Now watch the culture video.

FAST FINISHER

Write sentences about your favourite learning areas. Use the mind map in Exercise 6 for ideas.



REAL CULTURE!

21st Century skills



6 GET CREATIVE

Focus on the mind map. Look at the learning areas (Art, etc.) and the topics and skills (creativity, etc.). Read these together and brainstorm some ideas for each learning area. For example:

Science: facts, teamwork (for experiments), fact checking, discovering new things, experiments, understanding the world

Art: creativity, imagination, culture, expression, design, communication

History: fact checking, research, culture, social history

P.E.: teamwork, physical development, challenge, improvement

Music and dance: rhythm, expression of feelings, culture, communication

Ask sts to copy the mind map into their notebook, then choose a few learning areas and add examples of topics or skills that are important to them – the things they like about the learning area. Ask them to complete the *Your ideas* section with a learning area of their choice and some of the topics and skills that are related to that learning area. Monitor while sts work and help where necessary. Then put sts in pairs to compare their maps. Elicit ideas from around the classroom at the end.

21st Century skills



7 FIND OUT

Set this exercise for homework if you prefer. Sts can find the information out by looking online or by asking other people. Sts might be interested in researching other examples of interesting and unusual wildlife which is only found in New Zealand, such as the weta (one of the world's heaviest insects) or the tuatara (a reptile that has been on earth over 200 million years).

Answer

The kiwi is a bird that is native to New Zealand which can't fly. It sleeps in the day and looks for food at night. It's quite rare and difficult to find; it isn't found in any other country in the world.

EXTRA PRACTICE

Ask sts to think of other countries where two groups of people live together. For example, Australia, Brazil, Canada, Hawaii, North America, Paraguay. Arrange sts in small groups and give each group one country to research. Ask them to find out:

- 1 Who were the first people to live in the country?
- 2 What language do they speak?
- 3 What are some examples of their culture and traditions?
- 4 Who were the first people to visit the country?

At the end, sts could present their research to the class.

Culture video

This lesson also features an optional culture video about a high-tech high school: see SB page 87. 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 *High-Tech High School* on TG pages 307 and 313.

FAST FINISHER

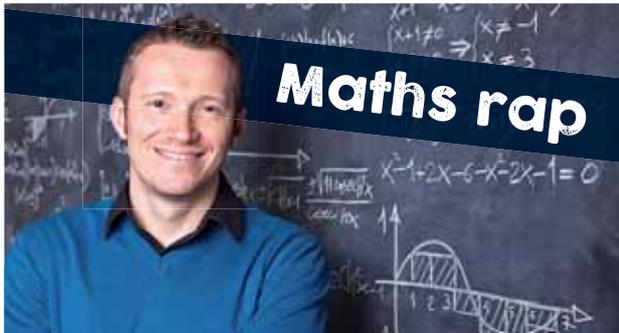
Fast finishers choose their favourite subject and write sentences about the skills they enjoy learning, using the mind map in Exercise 6 for ideas. For example, *My favourite subject is P.E. I like it because I enjoy learning how to work in a team.* Weaker sts could work in pairs and discuss how young people in their country learn about their country's culture. For example, *at school, on school trips, from other people, etc.*

Let me tell you about ...

WRITING A blog post

I can use informal register in a blog post.

1 Read the blog post. Why were the pupils surprised?



Has a teacher ever surprised you? This morning, our Maths teacher showed off a new skill. Let me tell you about the lesson. It started like any other. I was two minutes late and I turned up just as Mr Kent was handing out our homework papers. Next, he just took a deep breath and started rapping. Amazing!

The rap was about our Maths revision. He'd written it himself and it was brilliant!

While he was rapping, I looked round the class and everybody was laughing and clapping. I couldn't believe it! What a cool teacher!

It turns out he had looked at some Maths raps online and they gave him the idea. What's more, we all joined in, so now we know that lesson really well. Guess what? Next week we're going to make our own raps for a public competition. How exciting! But also, how scary!

Have you got any teacher stories to share? I'd love to hear all about them!

2 In pairs, find the phrases which show the writer's reactions and opinions. What do you notice about the punctuation?

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

Useful language

Asking informal direct questions

Has a teacher ever surprised you?

Guess what?

Have you got any teacher stories to share?

Talking to your audience personally

Let me tell you about ...

I'd love to hear all about ...

Informal storytelling phrases

Well, this morning ...

Next, ...

It turns out (that) ...

4 Read the **Look!** box. Why do we use this type of phrase in informal writing?

Look! Exclamatory phrases

Amazing!

How exciting!

What a cool (teacher)!

I couldn't believe it!

I'd love to (hear them / see it)!

5 In your notebooks, copy and complete the sentences with the phrases in the box. Match the sentences with a reaction (a-e).

a surprise trip to the sea
did an amazing Samba dance
passed my music exam
the school play is brilliant
there are 52,000 students at one school

- 1 Our teacher ...
- 2 The sports club is planning ...
- 3 I ... with the top grade.
- 4 I've heard ...
- 5 Did you know that ... in Lucknow, India?

- a How exciting!
- b I'd love to see it!
- c What a cool teacher!
- d Amazing!
- e I couldn't believe it!

6 In pairs, write an informal blog post about something surprising that happened to you. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- > With a partner, discuss ideas for your blog.
- > Share ideas. Choose the idea you will write about.

Write

- > Organize your ideas:
 - what happened first?
 - how did you react?
 - how did other people react?
 - what direct questions can you ask your reader?
- > Use expressions from the **Useful language** box.

Reflect

- > Read your blog post aloud. Does it use informal register?
- > Does it use contractions, and does it sound like you are speaking?
- > Check that you have used question marks (?) and exclamation marks (!) correctly.

Let me tell you about ...

WRITING A blog post

Sts read a blog post. They learn how to use informal register. They also learn exclamatory phrases. Then, they follow the steps in the Writing plan and write an informal blog post about something surprising that happened to them.

Useful language

Asking informal direct questions (*Has a teacher ever surprised you? Guess what? Have you got any teacher stories to share?*); Talking to your audience personally (*Let me tell you about ..., I'd love to hear all about ...*); Informal storytelling phrases (*Well, this morning ..., Next, it turns out (that) ...*)

Writing

A blog post

Look!

Amazing! How exciting! What a cool (teacher)! I couldn't believe it! I'd love to (hear them / see it)!

WARMER

Arrange sts in pairs and ask them to make a list of activities that make lessons and learning more fun, then elicit suggestions from around the classroom.

- 1 Focus on the title and ask sts what they think the blog is about. Then ask them to read the blog post and find out why the pupils were surprised. Check the answer.

Answer

Their teacher started rapping in class.

- 2 Point out that the blog is written in a very informal style. The writer uses contractions and informal phrases to show reactions and opinions. Ask sts to find the phrases that show reactions and opinions, and answer the question. Check the answer.

Answer

They are all exclamations which end with exclamation marks (*Amazing! ... it was brilliant! I couldn't believe it! What a cool teacher! How exciting! ... how scary!*).

- 3 Read the Useful language box. Put sts in pairs to discuss how they say the phrases in their first language.
- 4 Read the Look! box. Explain that these phrases sound like spoken English. Ask sts why we use this type of phrase in informal writing.

Answer

to show surprise or other strong reactions (You could point out that writers sometimes use more than one exclamation mark to emphasize their surprise, excitement, etc., e.g. *Amazing!!!*)

- 5 Ask sts to copy and complete the sentences with the phrases in the box, then to match them with one of the reactions (a-e).

Answers

- 1 Our teacher did an amazing Samba dance.
c What a cool teacher!
- 2 The sports club is planning a surprise trip to the sea.
a How exciting!
- 3 I passed my music exam with the top grade.
e I couldn't believe it!
- 4 I've heard the school play is brilliant.
b I'd love to see it!
- 5 Did you know that there are 52,000 students at one school in Lucknow, India?
d Amazing!

- 6 Sts work in pairs and write an informal blog post about something surprising that happened to them, following the steps in the Writing plan.

Writing plan

Prepare

Sts work in pairs and discuss ideas for their blog, then choose an idea to write about and make notes.

Write

Remind sts what to think about when they are organizing their blog post and encourage them to use the blog post in Exercise 1 as a model. Pairs should begin by describing what happened, including information about when and where it happened and who was involved. Then, they describe how they, and other people around them, reacted. The post should be written in an informal style and include direct questions, so that it sounds as if the writer is speaking to the reader.

Refer sts to the Useful language box and the Look! box and encourage them to use these words and phrases, as well as other relevant vocabulary from the unit.

Reflect

Ask sts to check their grammar, spelling and punctuation, and make any necessary changes. Pairs then swap blogs and give feedback on them, including the use of phrases from the Useful language box, whether the writers have used informal register, and punctuation (question marks and exclamation marks).

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

Your choice

9

Vocabulary: Shopping nouns; Adjectives and affixes

Grammar: Reported speech; Reported questions

Speaking: Persuading

Writing: A review

VOCABULARY Shopping nouns

I can describe different shopping experiences.

- Work in pairs. Compare the pictures of two ways of shopping below. What are the differences?
- 9.1 Read the infographics. Copy and complete the sentences with words from the boxes. Listen and check.

assistant checkout customers
payment products refund

chains delivery offers
purchase receipts service



ADVANTAGES OF OFFLINE SHOPPING

 <p>1 ... can share their experience with friends.</p>	 <p>4 You can see the product before you make a ...</p>
 <p>2 There's an ... if you have any questions.</p>	 <p>5 You have the items that you've bought as soon as you have paid at the ...</p>
 <p>3 You can touch You can also try on clothes, like jeans and shoes, to help you decide.</p>	 <p>6 It's easy to return the product and get a ... if it's not what you want.</p>



ADVANTAGES OF ONLINE SHOPPING

 <p>7 There are no queues, so ... is usually quick.</p>	 <p>10 You can stay at home and make a ... at any time of day or night.</p>
 <p>8 You can find any shop online from big ... to small stores.</p>	 <p>11 There's a record of your payment, so you don't need to keep ...</p>
 <p>9 It's easy to find great prices and special ...</p>	 <p>12 It's easy to send gifts as you can arrange ... to any address.</p>

- 9.2 Listen to two dialogues about shopping and answer the questions.

- What did Ted and Alisha want to do?
- Why didn't Ted succeed?
- What was the problem with Alisha's online purchase?

- THINK CRITICALLY** In pairs, think of a disadvantage for each type of shopping. Share your ideas with the class.

I like shopping with friends. I can't do that online.

- Do a class survey. Find which way of shopping is the most popular and why.

 Now watch the vlog.

FAST FINISHER

Write five sentences about why you usually return goods or why you don't return them.

Your choice

9

UNIT 9 OVERVIEW: The topic of this unit is shopping. Sts read about a teenage market and listen to someone describing an online shopping problem. They read some signs and notices and learn how to persuade others. They read about Oxford Street in London and finally, they read a review of a shop and write their own review. They also watch a vlog about a shopping haul and a culture video about unusual shopping items that you can't find on the high street.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Shopping nouns; Adjectives and affixes	Reported speech; Reported questions	Intonation	Finding specific information	Taking notes about the order of events	Persuading	A review

VOCABULARY Shopping nouns

Sts learn nouns to describe different shopping experiences. They practise the vocabulary, then discuss their favourite way of shopping.

Vocabulary

Shopping nouns (*assistant, chain, checkout, customer, delivery, offer, payment, product, purchase, receipt, refund, service*)

Vlog

Bokang: *Shopping haul*

WARMER

Describe a recent purchase. Name the item, say when and where you bought it, and how you paid for it. Put sts in pairs to tell each other about the last thing they bought. Ask a few sts to share with the class.

- 1 Arrange sts in pairs to discuss the differences between the pictures. Elicit answers.

Answers

One picture shows a group of friends in a shopping centre. The other shows someone shopping online at home by himself.

- 2 **9.1** Read the nouns in the box and elicit or explain their meanings. Sts then copy and complete the sentences. Play the audio to check answers.

Answers

1 Customers	5 checkout	9 offers
2 assistant	6 refund	10 purchase
3 products	7 service	11 receipts
4 payment	8 chains	12 delivery

- 3 **9.2** Read the questions. Play the audio for sts to answer. See TG page 284 for audio script. Check answers.

Answers

- 1 return an item for a refund
- 2 He didn't take the receipt to the store.
- 3 It's too big / not the right size, and the colour is not right.

21st Century skills



4 THINK CRITICALLY

Read the example with the class. Arrange sts in pairs to think of a disadvantage for offline shopping and a disadvantage for online shopping. Allow time for pairs to compare sentences in small groups, then ask them to share ideas with the rest of the class. Elicit the disadvantages of offline shopping first, then online shopping.

- 5 Explain that sts are going to do a survey. Sts then work individually and decide if they prefer offline or online shopping and note down their reasons. Use a show of hands to find out how many sts prefer offline shopping and arrange them in small groups to compare their reasons. Repeat for online shopping. Ask groups to present their ideas to the class.

Vlog

This lesson also features a vlog in which a young woman shares a shopping haul. 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 pages 299 and 311.

FAST FINISHER

Fast finishers write five sentences about why they usually return goods to shops, or why they don't return them. Weaker sts can work in pairs and test each other on shopping nouns. One student says a noun from Exercise 2, the other explains what it means.

V Vocabulary practice: WB p.74

Sts will find more practice of shopping nouns here. Set these exercises for homework.

LS Language summary: Unit 9 SB p.135

The Teenage Market

READING

I can scan to find specific information.

1 Look at these headings in a report. What do you think the report is about?

Sellers and stalls Entertainment Where did it all start?
Happy ending What do teenage shoppers look for?

2 **9.3** Read the text. Match the headings with A–E in the text. Listen and check your answers.



A ...
Two teenage brothers from Stockport in England, Tom and Joe Barratt, came up with the idea for The Teenage Market in 2012. Most markets are in one place and are regular events. The Teenage Market is different. It's not one market, but individual events in different towns where creative teenagers can sell products which they've made themselves. Tom and Joe's vision for a new shopping experience has spread to over 30 towns. It's 9 a.m. on a Saturday, and today's market is already busy with young sellers who are setting up their stalls.

B ...
At today's event, eleven teenagers are selling alongside stallholders who attend the regular weekly market. One girl, Becky, told me that over 70 young sellers had applied to take part in the first event. She said one reason for the popularity was that young people didn't have to pay for their stalls. At first, some regular traders said they didn't want Teenage Market traders to have free stalls. Now they don't mind because when there's a Teenage Market event, more people come to shop!

C ...
I asked young sellers around the country for their opinions. Jay sells mobile phone cases with his own artwork on them. 'My friends say that they love to meet up and hang out at the markets. They like the atmosphere as well as the cool products and great performers!' Martha upcycles clothes for her recycled clothing stall. She takes old material and turns it into her own designs. In her opinion, 'Young people have been fed up with big chains for some time. My customers prefer sustainable shopping and personal service. They love my special offers, too.'

D ...
The Teenage Market experience is definitely more fun than most markets because young entertainers are also taking part. According to one singer, the organizers said they were looking for performers. 'I messaged them and here I am!'

E ...
So, are Tom and Joe happy with their idea? Of course! Joe said that the response to The Teenage Market had been amazing and it had given the young traders a real start in their creative careers.



3 Read the text again. Are the sentences true (T) or false (F)? Correct the false sentences.

The Teenage Market was started by teenagers for teenagers. T

- The markets started in Stockport in England.
- Teenage Markets are held every week.
- Regular market holders have always welcomed Teenage Market traders.
- Martha makes new clothes from old ones.
- Most stallholders are also performers.

4 **Word Power** Find and complete the phrasal verbs from the text. Write sentences with them.

set ... come ... meet ...
hang ... take ... turn ...

5 **GET CREATIVE** In pairs or small groups, come up with a product you could make and sell at the Teenage Market. Describe your product in detail: what it is, what it's made of, who would make it and why people would buy it.

The Teenage Market

READING

Sts read a report about a teenage market. They study phrasal verbs and focus on scanning for specific information. They also learn to use reported speech.

Reading text

A report about a teenage market

Reading skill

Scanning to find specific information

WARMER

Ask questions to find out where sts like to shop. For example, *Do you buy your clothes in the same place as your parents? Why? Why not? Where are the best places for teenagers to buy clothes? Why? Do you ever buy things at markets? What sort of things?* Elicit ideas from the class.

- 1 Pre-teach *stall*, then read the report headings with the sts. Ask: *What do you think the report is about?* and elicit ideas.
- 2  9.3 Sts read the text and match the headings with the paragraphs (A–E). Play the audio for them to listen, read and check their answers. See TG page 285 for audio script. Check answers, then ask sts if there is anything like the Teenage Market in their area. Elicit or explain the meaning of *stallholder*, and find out if any of the students would like to have a stall at the The Teenage Market and what they would sell.

Answers

- A Where did it all start?
- B Sellers and stalls
- C What do teenage shoppers look for?
- D Entertainment
- E Happy ending

- 3 **Scanning to find specific information** Remind sts that when they are scanning a text to find specific information, they are reading quickly to identify key words. They don't need to read and understand every word. Before reading, sts should look at the questions and decide what information they need to find. For example, a name, a place, an item, etc. This will help them recognize what is important/unimportant as they scan the text.

Point out that sts can use the headings to predict where to find answers. Read out the example sentence (*The Teenage Market was started by teenagers for teenagers*). Ask sts to look at the headings. Ask: *Which paragraph probably mentions who started the market and why?* (A – Where did it all start?). Then, ask sts to read the paragraph and find key words and phrases that show the example sentence is true (*Two teenage brothers ... came up with the idea ... teenagers can sell products ...*).

Sts then complete the exercise individually and compare their answers in pairs. Go through the answers with the class.

Answers

- 1 T
- 2 F (It's not one market, but individual events in different towns.)
- 3 F (They didn't want Teenage Market traders to have free stalls at first.)
- 4 T
- 5 F (The performers entertain people/shoppers.)

- 4 **Word Power** Elicit or remind sts that a phrasal verb is made up of a verb + one or two particles. Read through the verbs in the box, then ask sts to find and complete them from the text. Check answers, then go through the meanings. Ask sts to write their own sentences with the verbs. Arrange them in pairs or small groups to compare sentences, then elicit examples for each verb from the class.

Answers

- set up (paragraph A)
- come up with (paragraph A)
- meet up (paragraph C)
- hang out (paragraph C)
- take part (paragraphs B and D)
- turn (sth) into (paragraph C)

21st Century skills



- 5  **GET CREATIVE**

Before you begin, decide how you would like sts to present their ideas – this could be in the form of a spoken presentation, with a poster illustrating their new product, or sts could create a digital presentation with text and pictures.

Arrange sts in pairs or small groups and explain the task. They could work on this in class, allowing you to monitor and help while they work. Alternatively, sts could complete the presentation for homework. Ask each pair or group to present their new product to the class. At the end, sts could vote to decide which was the best idea.

- R **Reading practice: WB p.75**
You will find more practice for reading here. Set these exercises for homework.

GRAMMAR Reported speech

I can report what people have said.

Now watch the grammar animation.

1 Read the grammar box. Copy and complete the direct and reported speech from each person.

Direct speech	Reported speech
Present simple We don't want traders to have free stalls.	Past simple They said (that) they didn't want traders to have free stalls.
Present continuous We are looking for performers tomorrow.	Past continuous They said (that) they 1... for performers the next day.
Present perfect Martha: Young people 2... fed up with big chains.	Past perfect Martha said (that) young people had been fed up with big chains.
Past simple Becky: Over 70 young sellers applied to take part.	Past perfect Becky told me (that) over 70 young sellers 3... to take part.

Rules

When we report what someone has said, we:

- choose a reporting verb, such as *say* or *tell* and use it in the correct tense.
- change the tense of the action back (e.g. *I am buying...* → *I was buying...*).
- change the pronoun (e.g. *we* → *they*).
- use a conjunction such as *if* or *that*, if necessary.
- change the time expression (e.g. *tomorrow* → *the next day*).

2 Put the words in order to make sentences.

- brother / My / me / that / told / hungry / was / he
- that / My / said / want / friend / she / T-shirt / didn't / another
- told / The stallholder / me / it / a / was / special offer
- party / their / They / said / food / that / for / were / buying / they
- not / Tilly / told / their / was / the class / well / teacher
- leave / told / Dad / us / it / that / time / was / to
- said / had / She / sold / hats / she / all / the



3 Rewrite the reported speech as direct speech. Change pronouns and possessive adjectives.

Jack said that he had made 50 picture frames to sell.

'I have made 50 picture frames to sell.'

- April said that she was looking for a present for her dad.
- Anna and Luke said they didn't like the live music.
- Ben said he hadn't finished his shopping.
- Sarah said she had been surprised that the service was so good.
- Matt said that he enjoyed looking for special offers.

4 Report each statement using *said that*. Change the underlined words.

- I want to get my lunch from the market. Daisy
- I tried on some hand-painted trainers, but they were too small. Dan
- I haven't bought a present for my mum. Lily
- I watched my sister perform some new songs. Max
- Our cousins are selling their artwork on a stall. Poppy and Joe
- We don't often spend time on this beach with our friends. Holly and Jacob



5 In pairs, complete the sentences. Report what your partner said to the class.

Recently, I bought a/some ...

It is/they are ...

Andrea said that he had bought a hat.

He told me that it was for his brother.

FAST FINISHER

Write three different endings for this sentence.

Yesterday, (name) told me that ...

GRAMMAR Reported speech

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *He said he'd written a song for us!*, including the form and use of reported speech. 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 317 for animation script.

- 1** Read the grammar box rules, then show how they apply to the first example. Read the direct sentence (*We don't want traders ...*), then the reported sentence (*They said (that) they didn't want traders ...*). Point out the differences in the second sentence: we use *said*; *don't want* → *didn't want*; *we* → *they*; we put *that* after *said*. NOTE: *that* can be omitted.

Explain that the tense used for the action in direct speech moves back in reported speech. For example, the present simple becomes the past simple, the present continuous becomes the past continuous, the present perfect and the simple past change to the past perfect. Ask sts to copy and complete the examples, then check answers.

Answers

1 were looking 2 have been 3 had applied

Write on the board: *They said that they were happy. They told me that they were happy.* Point out that we use *said* and *told* in reported speech, but *told* is always followed by an object, *They told me they were happy* NOT ~~*They said me they were happy.*~~

Ask questions to check concept.

Concept check questions: *I want a new bike. – direct speech or reported speech? (direct speech). She said that she wanted a new bike. – direct or reported? (reported). Which is the reporting verb? (said). Do we change the pronoun in reported speech? (yes). Do we change the tense? (yes). Do we have to use 'that'? (no). She said that she wanted a new bike. – can you make a sentence with 'told'? (She told me (that) she wanted a new bike.)*

- 2** Ask sts to complete the sentences by putting the words in the correct order. Sts then compare answers in pairs. Check answers.

Answers

1 My brother told me that he was hungry.
2 My friend said that she didn't want another T-shirt.
3 The stallholder told me it was a special offer.
4 They said that they were buying food for their party.
5 Tilly told the class their teacher was not well.
6 Dad told us that it was time to leave.
7 She said she had sold all the hats.

- 3** Go through the example to show how to change reported speech to direct speech. Sts then complete the exercise in their notebooks and compare answers. Check answers.

Answers

1 'I'm looking for a present for my dad.'
2 'We don't like the live music.'
3 'I haven't finished my shopping.'
4 'I was surprised that the service was so good.'
5 'I enjoy looking for special offers.'

- 4** Do the first sentence together. Write *Daisy said that ...* on the board and ask sts to complete it. Sts then complete the exercise in their notebooks and compare sentences in pairs. Check answers.

Answers

1 Daisy said that she wanted to get her lunch from the market.
2 Dan said that he had tried on some hand-painted trainers, but they had been too small.
3 Lily said that she hadn't bought a present for her mum.
4 Max said that he had watched his sister perform some new songs.
5 Poppy and Joe said that their cousins were selling their artwork on a stall.
6 Holly and Jacob said that they didn't often spend time on that beach with their friends.

- 5** Read the example. Make a sentence about something you bought, e.g. *Recently, I bought a new computer.* and ask sts to make two reported sentences with *You said* and *You told me*. Elicit: *You said / told me that you had bought a new computer recently.*

Put sts into pairs to talk about their recent purchases. Encourage them to give as much information as possible. Monitor while sts work, then ask them to tell the class what their partner said.

FAST FINISHER

Sts who finish early think of three ways to complete the sentence *Yesterday, ... told me that ...* Weaker sts work in pairs and write three things people said in Exercise 5, e.g. *Sally said she'd bought a phone. Milly told us she'd bought a hat.*

- G** Grammar practice: WB p.76

Sts will find more practice of reported speech here. Set these exercises for homework.

- LS** Language summary: Unit 9 SB p.135

Do the right thing

VOCABULARY and LISTENING Adjectives and affixes

I can take notes about the order of events.

- In pairs, look at the pictures and the website. What is the website for?
- 9.4 Choose the correct answers for 1-6. Listen and check.

- Which adjectives from Exercise 2 would you use to describe objects a-d from the Freestuff website?

Freestuff.com

Have you got unwanted presents or stuff you don't need? Don't throw them away! Give them away or swap them.

 Post a picture to find a new owner in your local area.

1 

Who wants these socks? They're very *colourful* / *powerful*! They're too small for me.

16 likes

2 

This pencil case is great and it's in *useful* / *reasonable* condition, too. I don't need it now.

9 likes

3 

This used to be my favourite toy. It could be a *suitable* / *fashionable* present for a three-year-old child.

13 likes

4 

My brother paints *wonderful* / *successful* pictures. He'll swap this for artist's paintbrushes.

22 likes

5 

My gran wants to find a new owner for her vase. It's beautiful, but it isn't *comfortable* / *valuable*.

28 likes

6 

Does anybody want my sister's bike? The paint is scratched, but it's very *reliable* / *helpful*.

35 likes



- 9.5 Listen to the people talking. Which object is each person describing?
- 9.6 Look at events A-D. Listen to a radio report. Number the events in the order they happened.
 - A Robert phoned Customer Services.
 - B The company found out what the problem was.
 - C Many more products were delivered to Robert.
 - D Robert received an unexpected package.



- 9.6 Listen again. Answer the questions.
 - Why was Robert surprised to receive the first package?
 - Was the Customer Services department helpful at first?
 - What products were in Robert's deliveries?
 - Why had the problem started?
- Work in pairs. Have you ever received something you didn't want? Talk about what it was and what you did with it.

Do the right thing

VOCABULARY and LISTENING

Adjectives and affixes

Sts study adjectives and affixes, and describe items. They listen to a consumer advice programme about an online shopping problem and practise taking notes about the order of events. They also learn to form and use reported questions.

Vocabulary

Adjectives and affixes (*colourful, comfortable, fashionable, helpful, powerful, reasonable, reliable, successful, suitable, useful, valuable, wonderful*)

Listening text

A report about an online shopping problem

Listening skill

Taking notes about the order of events

WARMER

Tell sts that you spent the weekend reorganizing your home and you now have lots of things that you don't need, including clothes, books, ornaments, and jewellery. They are too good to throw away. Ask sts what you should do and elicit ideas. For example, organize a garage sale, sell things online, donate things to a charity shop, give them to friends, upcycle them, swap them for something you want or need.

- Put sts in pairs. Ask them to look at the pictures and the website, and decide what the website is for. Elicit ideas from the class.

Answer

It's a website where people can give away or swap things they don't need.

- 9.4 Focus on the words in italics in the posts. Elicit or explain that they are all adjectives which are formed from nouns by adding the affixes *-ful* or *-able*. Go through the adjectives and explain the meaning of any new words. Sts then choose the correct words to complete each sentence. See TG page 285 for audio script. Check answers as a class.

Answers

1 colourful 3 suitable 5 valuable
2 reasonable 4 wonderful 6 reliable

- Put sts in pairs and focus on the objects in the pictures. Give them time to discuss which adjectives from Exercise 2 they would use to describe the objects, then compare ideas as a class.
- 9.5 Play the audio for sts to listen and match the descriptions with the objects in Exercise 3. See TG page 285 for audio script. Check answers.

Answers

1 b 2 d 3 a 4 c

5 9.6 Taking notes about the order of events

Explain that when we listen to a story, we have to understand the events of the story and the order that the events took place in – what happened at the beginning, in the middle, and at the end. Point out that speakers usually signpost stories to help listeners follow the order of events. These include time phrases (*in 2015, last year, yesterday, a few years ago*) and sequencing words and phrases (*first, next, eventually, in the end, etc.*). If sts identify the time phrases and sequencing words, it will help them to understand what happened at different stages of the story.

Tell sts that they are going to listen to a radio report about something that happened to a man named Robert. Ask sts to listen and write down the three sequencing phrases that the presenter uses. Play the audio. See TG page 285 for audio script. Elicit the phrases (*A few years ago, in the next few weeks, In the end*) and write these on the board. Ask sts to copy the phrases, then listen again and make notes of key events that happened at each stage. Play the audio again. Give sts time to compare their notes in pairs and elicit ideas.

Focus on the events (A–D). Put sts in pairs and ask them to use their notes to put the events in order. Check answers.

Answers

1 D 2 A 3 C 4 B

- 9.6 Go through the questions together. Play the audio again for sts to listen and note down answers. Allow time for them to compare answers in pairs, then check answers with the class.

Answers

1 He hadn't ordered anything. It wasn't his birthday.
2 yes
3 a large TV, a laptop, a games console, a pen, a bed, a pushchair, a colourful toy
4 The computer system sent labels with Robert's address to customers who wanted to return things.

- Read the question with the sts, then arrange them in pairs to discuss it. Monitor while sts work, then ask some of the sts to share their stories with the rest of the class.

V L Vocabulary and Listening practice: WB p.77
Sts will find more practice for listening and practice of adjectives and affixes here. Set these exercises for homework.

LS Language summary: Unit 9 SB p.135

GRAMMAR Reported questions

I can report questions people have asked.

Now watch the grammar animation.

1 Read the grammar box. Copy and complete the rules.

Yes/No questions

Direct questions

Reporter: **Are you going to keep** the products?

Reported questions

A reporter asked Robert **if/whether he was going to keep** the products.

Wh- questions

Direct questions

Edward: What **have you received**?

Reported questions

He asked Robert **what he had received**.

Rules

We report Yes/No questions by using a past tense reporting verb (e.g. *asked*) + (person) + *if* or *whether* + ¹...

We report Wh- questions by using a past tense reporting verb (e.g. *asked*) + ²... (*who/what/when/where/how*).

2 Change the reported speech sentences to direct speech. Use the tense in brackets and change the pronouns.

- The Customer Services department asked Robert what the problem was. (present simple)
- The reporter asked if Robert was going to keep the products. (present continuous)
- The company asked what products he had received. (present perfect)
- The company said Robert could keep everything. (present simple)
- The writer asked an expert if Robert had done the right thing. (past simple)

3 Read and complete the reported questions. Change any pronouns and possessive adjectives.

'Did you have a good day?'

My mum asked me *if I had had a good day*.

- 'Where did you buy your T-shirt?'
Sam asked me ...
- 'What did you give your mum for her birthday?'
Dina asked me ...
- 'Are the shoes comfortable?'
The shop assistant asked Sal ...
- 'Ben, what time is Jeff's party?'
I asked ...
- 'Do you like my new bag?'
Julia asked me ...
- 'Have you kept your receipt?'
The shop assistant asked me ...

4 9.7 Listen to Maya asking Carl about an article she has read. Which question don't you hear?

1 *When did the boys start their company?*

2 *Is it a successful company?*

3 *Why do they design socks?*

4 *How many pairs of socks did Sebastian have when he was five?*

5 *What are they like?*

6 *How does the company help charities?*

5 9.7 Listen again and answer the questions.

6 Report each question. Use *Maya asked if* or *Maya asked what/why/when* ...

Maya: When did the boys start their company?

Maya asked when the boys started their company.



7 In pairs, ask your partner one of these questions. Report the question to the class.

- Do you like bright socks?
- What did you do at the weekend?
- What did you do yesterday evening?
- Have you ever designed an item of clothing?

What did you do at the weekend?

Silvia asked me what I did at the weekend.

FAST FINISHER

Write the questions that you asked your partner.

I asked (name) ...

GRAMMAR Reported questions

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *He asked me if you were OK with that.*, including form and use of reported questions. 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 317 for animation script.

- 1 Read the grammar box with the sts. Use the examples to show sts that we move the verb tense back when we report a question, e.g. present simple → past simple. The tense changes are the same for sentences and questions. Point out that direct and reported questions do not have the same word order and we don't use question marks after reported questions. Ask sts copy the rules and choose the correct words to complete them. Check answers with the class.

Answers

- 1 whether 2 question word

Write *Do you like football? Where do you live?* on the board. Explain that we don't use *do/did* in reported *yes/no* questions or *wh-* questions. *He asked me if/whether I liked football.* NOT *He asked me did I like football.* *He asked me where I lived.* NOT *He asked me where did I live.*

Ask questions to check concept.

Concept check questions: *Is Joe ill? – direct question or reported question? (direct). He asked me was Joe ill. – correct or incorrect? (incorrect – He asked me if Joe was ill.). Does she like ice-cream? – can you make this a reported question with 'I asked'?* (yes - I asked (her) if she liked ice-cream.). *What about 'Where does she live?'* (I asked her where she lived.). *Do you need a question mark?* (no).

- 2 Explain that the questions are about Robert – the man who received a lot of unexpected packages because of a computer system error (see SB lesson page 92). Read through the reported questions and explain the task. Sts complete the exercise in their notebooks, then compare answers in pairs. Check answers.

Answers

- 1 'What is the problem?'
2 'Are you going to keep the products?'
3 'What products have you received?'
4 'You can keep everything.'
5 'Did Robert do the right thing?'

- 3 Read the example, and explain the task. Remind sts that they have to change pronouns and possessive adjectives where necessary, as well as the verb tenses. Sts then copy and complete the sentences. Check answers with the class.

Answers

- 1 ... where I had/'d bought my T-shirt
2 ... what I had/'d given my mum for her birthday
3 ... if/whether the shoes were comfortable
4 ... (Ben) what time Jeff's party was
5 ... if/whether I liked her new bag
6 ... if/whether I had/'d kept my receipt

- 4 9.7 Focus on the pictures. Ask sts to describe them. Read the questions. Elicit that the two boys in the picture have started a sock company. Explain that sts are going to hear Maya talking to Carl. Play the audio for sts to identify the question that Maya doesn't ask. Elicit the answer. See TG page 285 for audio script.

Answer

question 4

- 5 9.7 Play the audio again for sts to answer questions in Exercise 4. Check answers with the class.

Answers

- 1 when Sebastian was 6 and Brandon was 8
2 Yes, it is.
3 because Sebastian has liked bright socks since he was really young
4 100 pairs
5 They're really comfortable.
6 They design and sell special socks to raise money.

- 6 Go through the example and explain the task. Sts then report the questions in their notebooks. Allow time for them to compare their work in pairs. Check answers.

Answers

- 2 Maya asked if it was a successful company.
3 Maya asked why they designed socks.
4 Maya asked how many pairs of socks Sebastian had had when he was five.
5 Maya asked what they were like.
6 Maya asked how the company helped charities.

- 7 Read the questions. Arrange sts in pairs and ask them to choose one question to ask their partner. Give sts time to ask and answer their question, then ask them to report the questions to the rest of the class.

FAST FINISHER

Sts who finish early write two questions that they asked their partner during the lesson. Weaker sts could work in pairs and report the questions they didn't use in Exercise 7.

- G Grammar practice: WB p.78

Sts will find more practice of reported questions here. Set these exercises for homework.

- LS Language summary: Unit 9 SB p.135

KEEP TALKING!

You won't regret it!

READING and LISTENING

I can understand signs and notices.

1 Look at the signs and notices. Which do you see when shopping online, in a shop or both?

a Self-service checkout this way 

b  **Next day**

Next day delivery between 7 a.m. and 10 p.m. Available Monday to Sunday. Place your order by midnight Sunday to Friday or 8 p.m. on Saturday and we'll deliver the next day.

c  Please return your baskets here.

d **Sorry!**

No refunds or exchanges without a receipt or proof of payment.

e  Any returned items must be unworn and unwashed with all original labels intact.

f **10% OFF**

FOR STUDENTS!

Sign up here for exclusive offers and discounts. Complete the form below with your name and address and we'll send you a unique shopping code.

SUBMIT

g **Special offer** on all school bags. 

Buy one, get the second half price.

h  **Electrical items**

Books and Stationery 

i Home Deals Login

There is 1 item in your bag. 

j Clothes ▼ Footwear ▼ Account

 **Go to checkout**

or continue shopping

2 Read the signs and notices again. Which ...

- offers lower prices if you are studying?
- tells you not to take or send back dirty or used goods?
- lets you see how many product(s) you have chosen?
- explains when you will receive your goods?
- offers you the option to pay or buy more?
- gives you directions to different departments in a store?

3 **9.8** Listen to Max and Cara. Where are they?

- a toy shop
- a department store

4 **9.8** Listen again. Choose the correct answers.

- Max has seen an offer for *cheap* / *free* cinema tickets.
- The questionnaire is about people's *shopping* / *travel* experiences.
- Cara needs *money* / *ideas* for her brother's birthday present.
- She is going to the *toy* / *entertainment* department.
- Cara *hopes* / *doesn't think* that Max will get the cinema tickets.

5 In pairs, discuss your favourite shop or type of store. Talk about what it is and why you like it.



At a popular chain store a customer recently returned a shirt that was seventeen years old and was given a refund. The shop manager reminded the assistant that the shop's return policy was 45 days!

KEEP TALKING!

You won't regret it!

READING and LISTENING

Sts practise finding information in shop signs and notices. They listen to a conversation in a shop and answer questions. They then learn language for persuading others. They read and hear a model dialogue, and personalize the useful language by following the steps in the Speaking plan.

WARMER

With books closed, elicit some examples of signs and notices that sts have seen in shops and shopping centres, e.g. special offers (discounts, sales, etc), safety signs (no smoking, no food or drink), signs to say where things are (products, departments, changing rooms, cash desk, etc.).

- 1 Focus on the signs and notices (a–j). Ask sts to read them quickly and decide in pairs if they would see these when shopping online, in a shop or both. Check answers.

Answers

shopping online: b, f, i, j

in a shop: a, c, d, h

shopping online and in a shop: e, g

- 2 Read through the questions. Ask sts to read the signs and notices in Exercise 1 and answer the questions. Allow time to compare their answers in pairs, then go through the answers as a class. Ask sts to explain what the remaining signs (a, c, d, g) do, e.g. *Sign a gives you directions to the checkout; Sign c tells you where to put your basket; Sign d tells you the shop's returns policy; Sign g tells you about a special offer.*

Answers

1 f 2 e 3 i 4 b 5 j 6 h

- 3 9.8 Explain that sts are going to hear two people having a conversation in a shop. Elicit some examples of things that the speakers might mention in each shop. Play the audio for sts to listen and choose the correct answer. Check the answer. See TG page 286 for audio script.

Answer

b a department store

- 4 9.8 Read the sentences. Ask sts to copy them into their notebooks. Play the audio for sts to listen and choose the correct word to complete each sentence. Allow time for sts to compare answers, then elicit the answers.

Answers

1 free 2 shopping 3 ideas 4 toy 5 hopes

EXTRA PRACTICE

Ask sts what is important to them when they are shopping and elicit ideas from the class. Write the following sentences as a list on the board: *The assistants are friendly. It's a fun place to shop. The prices are low. There are student discounts. It's open late. There's a good selection of products. Everything is environmentally friendly. They play good music. It's easy to get to. You can return things easily.*

Ask students to work individually and order the sentences, from 1 to 10 (1 = most important, 10 = least important). Arrange sts in pairs or small groups to compare their lists.

- 5 Brainstorm the names of a few shops and stores that are popular places for teenagers to shop, and elicit reasons why teenagers like to shop in these places. For example, *(X) sells great clothes/fashionable things, it's not expensive, there's good music / a good café, their friends like to shop there, the customers/assistants are young, etc.* Put sts in pairs to discuss their favourite shop or type of store. Ask them to say what it is and why they like it. Monitor while sts work, then invite some of the sts to tell the rest of the class about their favourite shopping places. At the end, you could use a show of hands to find out which are the most popular shops/types of store.

FUN FACT

Encourage sts to read the fun fact for pleasure. Then ask sts to imagine they were shop assistants. What would they say to someone who tried to return something after seventeen years?

Sts might be interested in comparing their returns policies in their countries with those in the UK. UK shops have to offer refunds if there is something wrong with an item. A lot of shops allow you to return a product if you decide you don't want it, as long as it hasn't been used. If you buy something online, you can return the product within 14 days for a refund and you don't have to give a reason.

SPEAKING Persuading

I can use simple language to persuade others.

1 What things do you find at a second-hand market?



2 9.9 Listen and read the dialogue. What does Nathan persuade Alice to do?

- Nathan:** There's a second-hand market next Saturday. It's a great idea, isn't it?
Alice: I haven't really thought about it.
Nathan: Why don't you help me with it? Go on. It'll be fun!
Alice: Sorry, I don't think I can. I told my mum I'd go into town with her.
Nathan: That's a pity. It would be really helpful if you were there ... just for an hour. Please say you'll come, Alice.
Alice: Well, I might come for an hour.
Nathan: In that case, why don't you come about nine o'clock?
Alice: I'll think about it, Nathan.
Nathan: Honestly, I think you'll enjoy it.
Alice: All right then, I'll do it. You couldn't sell some of my dad's old CDs, could you?
Nathan: Sure! Why not? Thanks, Alice! You won't regret it!

3 9.9 Listen and read again. Answer the questions.

- Why can't Alice go to the second-hand market?
- What does Nathan ask Alice to do?
- What does Alice ask Nathan to sell for her?

4 Read the **Look!** box. Complete the sentences with a question tag.

Look! Question tags

We often use question 'tags' when we expect or want the other person to agree with us. If the sentence is affirmative, the tag is negative and if the sentence is negative, the tag is affirmative.
It's a great idea, isn't it? She didn't pass, did she?

- It's very colourful, ...?
- You haven't got the receipt, ...?
- It isn't very fashionable, ...?
- They can deliver seven days a week, ...?

5 PRONUNCIATION Intonation

9.10 Listen to the two questions. Does the speaker's voice go up or down at the end?

That isn't very useful, is it?

I can pay with a card here, can't I?

6 9.11 Listen and repeat the **Useful language**.

Useful language

Being persuasive

Are you sure you ...?	Honestly, I think you'll enjoy it.
It would be really helpful if ...	Please say you'll ...
Go on, it'll be ...	You won't regret it!
Why don't you ...?	You'll have a great time!
Maybe we could ...	

7 9.12 Copy and complete the dialogue with words from the **Useful language** box. Listen and check.

- Hannah:** I need to get some things for my art project. It would be good if you could help me choose.
Anik: Oh, I'm sorry, but I'm busy today.
Hannah: Are ¹... you can't come? It won't take long.
Anik: I can't. I've got to look after my brother.
Hannah: ²... you bring him, Anik?
Anik: He doesn't like shopping very much. It's boring for him, isn't it?
Hannah: Maybe we could take him to the park afterwards? ³..., I think you'll both enjoy it. Please ⁴... you'll come, Anik.
Anik: Oh, all right. See you later.
Hannah: Thanks, Anik. You'll ⁵... time!

8 Work in pairs. Prepare a new dialogue to persuade a friend. Follow the steps in the **Speaking plan**.

Speaking plan

Prepare

- Think of a situation or activity and decide why you want your friend to join you. Make notes.
- Choose phrases from the **Useful language** box.

Speak

- Practise your dialogues.
- Act out your dialogue without notes.

Reflect

- Swap roles and choose a different event.
- How can you improve next time?

Now play *Keep moving!*

FAST FINISHER

Write a list of things that people usually need others to help them with.

LS Language summary: Unit 9 SB p. 135

SPEAKING Persuading

- 1 Pre-teach *second-hand* (not new, used or owned by someone else in the past). Ask sts if they have ever bought a second-hand item. Elicit examples of items that are sold at second-hand markets.
- 2 **9.9** Read the question. With stronger classes, play the audio with books closed so sts can listen and answer. Play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. See SB page 95 for audio script. Check answer.

Answer

Nathan persuades Alice to help him with his stall at a second-hand market.

- 3 **9.9** Read the questions, then play the audio again for sts to answer them. Check answers.

Answers

- 1 She told her mum she'd go into town with her.
- 2 help him with the second-hand market
- 3 some of her dad's old CDs

- 4 Read the Look! box. Explain that question tags are short questions at the end of statements. They are used in spoken English to check things that we know or think are true. Write: *She isn't your teacher, is she? You met him, didn't you?* Point out that the tag is formed with an auxiliary verb and a pronoun. The auxiliary verb is the same tense as the verb. Explain that we usually use contracted forms in negative question tags ... *isn't it?* Ask sts to find examples of question tags in the audio script (*It's a great idea, isn't it?, You couldn't sell some of my dad's old CDs, could you?*)

Sts then copy and complete the sentences. Check answers.

Answers

- 1 isn't it 2 have you 3 is it 4 can't they

PRONUNCIATION

- 5 **9.10** Play the audio so sts can decide if the intonation goes up or down at the end of each sentence. Check the answers.

Answers

First sentence: the intonation falls

Second sentence: the intonation rises

Point out that the intonation falls at the end of the first sentence because it isn't a real question. The speaker knows the answer and expects the listener to agree.

At the end of the second sentence, the intonation rises. This is a real question – the speaker isn't completely sure and needs an answer.

- 6 **9.11** Read the Useful language box. Play the audio while sts listen, then play it again for them to listen and repeat.

- 7 **9.12** Sts copy and complete the dialogue in their notebooks. Play the audio to check answers, then put sts in pairs to practise the dialogue. See TG page 286 for audio script.

Answers

- 1 you sure 3 Honestly 5 have a great
2 Why don't 4 say

- 8 Sts follow the steps in the Speaking plan to practise persuading.

Speaking plan

Prepare

Sts work in pairs and think of a situation or activity, then decide why they want their friend to join them. They choose their roles and make notes for a dialogue, using the Useful language in Exercise 6 to help them.

Speak

Pairs practise their dialogue with their notes, then act it out without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record their dialogue. Invite some pairs to act out their dialogue for the rest of the class.

Reflect

Discuss as a class how sts could improve next time. If you noticed any typical errors, correct them with the class. If sts recorded their dialogue, ask them to compare the recording with their notes, to check that they included everything, and also to reflect on areas to improve.

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

Fast finishers write a list of things that people usually need others to help them with. Weaker sts could do the activity in pairs.

S Speaking practice: WB p.79

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

LS Language summary: Unit 9 SB p.135

Fact File

OXFORD STREET

Where:	London's West End (Central London)
Length:	1.9 km
No. of shops:	Approximately 300
No. of visitors:	Four million each year
Transport:	24-hour Underground service available, Four Underground stations, regular bus routes
Opening hours:	Most shops are open from 9 a.m. to 9 p.m. Monday – Saturday and 12 p.m. to 6 p.m. on Sundays

Late-night shopping on Thursdays until 10 p.m.



Take a look at what makes a shopping experience on Oxford Street so special. Oxford Street is one of Europe's busiest shopping streets. Over the years, it has become known for its department stores, fashionable chain stores and trendy boutiques. The street generates around £5 billion in sales each year and is visited by around 600,000 shoppers every day. Around 30% of those visitors are from overseas.

The arrival of the first department stores on Oxford Street brought a new shopping experience to London. One of the first was Selfridges. This was opened by American businessman Harry Gordon Selfridge, in 1909. Harry Selfridge had been disappointed with the service in shops in England, so he decided to improve it. He wanted shopping to be an adventure and his store quickly became a successful business. At first, shoppers were surprised. They weren't used to being able to touch products and go to restaurants in shops, but they soon loved his ideas.

Advertising and special offers were used to attract customers and for the first time it was possible to enjoy 'just looking' at the products on sale. Selfridges was the first shop to put perfume near a door to attract people in!

Over the years, Selfridges has become famous for its elaborate window displays, especially before Christmas. It has managed to find different ways to make shopping interesting. Today, the store has a roof garden with a café, but in the past it has had an ice rink and even a mini boating lake with coloured water – the perfect place to have a break from shopping.

With the growth of shopping malls outside town centres and more people buying online, some shopping streets have seen a fall in the number of customers who shop in store. Fortunately, Oxford Street has great Underground and bus connections. But it is also very, very busy and noisy at times. However, this doesn't seem to put off the crowds who come every day, and the enormous number of visitors to Oxford Street shows that people still want what it offers.



Shopping adventure

Sts read a *Fact File* about a popular shopping street in London. They use the text to make notes and complete an infographic. They practise compound nouns, compare shopping in Oxford Street with shopping in a street they know, and read about pop-up shops. They also watch a culture video about unusual shopping items that you can't find on the high street.

 **WARMER**

Ask sts if they know any famous shops or shopping areas in London. Arrange sts in pairs and tell them to imagine they are going on a trip to London. What sort of things would they like to buy on their trip? Why?

BACKGROUND INFORMATION

Sts may be interested to know that, in addition to shops and shopping malls, there are still many markets in or around the centre of London, and they attract millions of visitors every year. These include:

- **Camden Market:** Around 28 million people visit Camden Market every year, which makes it one of London's most popular visitor attractions. It's especially popular with young people who are looking for fashionable clothes and accessories at affordable prices.
- **Borough Market:** This is one of London's biggest and oldest food markets (the first market took place nearly a thousand years ago). In the past, it was a wholesale market, selling food to restaurants and shops. Now, it sells delicious food to the public.
- **Portobello Road Market:** Most things are sold here, including fruit and vegetables, fashion and second-hand goods. However, Portobello is famous for its antiques and vintage clothes. In fact, it is the world's largest antiques market with over 1,000 antiques dealers.

- 1 Focus on the pictures and ask sts if this looks like a place they would like to visit. Sts then read the *Fact File* and discuss the question in pairs. Elicit ideas from around the classroom.

Sample answers

in the centre of London; lots of shops; easy to get to; longer shopping hours, so you can go after school/work

- 2  9.13 Play the audio for sts to listen and read. See SB page 96 for audio script. Ask sts to make a list of things to see and do on Oxford Street. Allow time for sts to compare answers in pairs, then check answers.

Answers

Things you can see: department stores, fashionable chain stores, trendy boutiques, shop window displays, rooftop garden (in Selfridges)

Things you can do (now): shop, look at products; (in the past) go ice-skating, go boating on Selfridge's mini boating lake

- 3 Focus on the infographic. Ask sts to copy the sentences into their notebooks, then read the text again and complete the missing information. Check answers with the class.

Answers

- 1 600,000
- 2 Underground
- 3 buses
- 4 1909
- 5 touching products
- 6 going to restaurants in the store
- 7 the growth of shopping malls outside town centres
- 8 more people buying online

- 4 **Word Power** Elicit or remind sts that we can put two nouns, or an adjective and a noun together to form a compound noun. Ask sts to look at the text again and find examples of compound nouns. Arrange them in pairs to compare lists, then go through the answers. Point out that in some cases compound nouns do not have a gap between the two parts, e.g. *businessman*, *sunrise*, *basketball*.

Answers

boating lake, bus routes, businessman, chain stores, department stores, ice rink, late-night shopping, opening hours, overseas, roof garden, shopping experience, shopping malls, shopping street, special offers, town centre, Underground service, Underground stations, window display

- 1 Look at the pictures of Oxford Street and read the *Fact File*. Why do you think people shop there?
- 2 9.13 Read and listen to the text. In your notebooks, make a list of things you can see or do in Oxford Street. Compare your ideas.
- 3 Read the text again. Find the information to complete the infographic.

OXFORD STREET

shopping central

The number of stores in Oxford Street: ³⁰⁰

The number of people who visit Oxford Street every day: ¹ ...

Public transport: ² ... trains and ³ ...

The year Selfridges opened: ⁴ ...

Ideas customers loved about Selfridges: ⁵ ... and ⁶ ...

Why the number of customers has fallen: ⁷ ... and ⁸ ...



- 4 **Word Power** Find examples of compound nouns in the text. Work in pairs and compare your lists.

shopping experience

- 5 **FIND OUT** Oxford Circus is on Oxford Street. What is it and why is it called a circus?
- 6 **COMPARE CULTURES** How is the shopping experience in Oxford Street similar to one you know? How is it different?

FUN FACT



There are diagonal zebra crossings at Oxford Circus so people can cross in any direction. The design is the same as crossings in Tokyo.

- 7 Read the text about pop-up shops. Are the sentences true (T) or false (F)?

- 1 Only big-name brands can set up a pop-up shop.
- 2 Pop-up shops are expensive to run.
- 3 Pop-ups are more popular with the younger generation.
- 4 People tell each other about pop-ups shops.
- 5 Pop-up shops can only open for two months.
- 6 There is a pop-up shop for dogs in the UK.

POP-UP SHOPS!

DID YOU KNOW...?

- 1 Pop-up shops can be opened by anyone, at any time. They are a great way to find out if your product would sell in a shop long-term.
- 2 They can be a good, low-cost way to advertise a business and to get people interested in a new idea.
- 3 They can open in busy places, like shopping centres, but they can be in old buses, caravans or recycled shipping containers, too!
- 4 Pop-up shops often open at concerts, festivals and sporting events.



- 5 Pop-ups don't have to be shops – pop-up cinemas and restaurants are very popular, too!

- 6 Research shows that pop-up shops are most popular with 18–25-year-olds.

- 7 You can find out about pop-up shops on social media and also via word-of-mouth. They can open from one day to three months – so you have to be quick!

- 8 Pop-up shops are not just for humans. BarkLive is a pop-up shop for dogs and puppies that opened in New York! Up to five dogs at a time can go into the shop and their owners can see which toys they like to play with. Maybe that one should be called a 'pup-up' shop?! Ha ha!



Now watch the culture video.

FAST FINISHER

Make a list of all the types of shops or buildings you can find on a busy high street.

REAL CULTURE!

21st Century skills



5 FIND OUT

Set this exercise for homework if you prefer. Sts can find the information out by looking online or by asking other people.

Answer

'Circus' comes from the word 'circle' and here it means an open round space where roads come together. Oxford Circus is the place where Oxford Street and another famous shopping street, Regent Street, meet. It's also the name of an Underground station.

21st Century skills



6 COMPARE CULTURES

Put sts into pairs and read the question. Give sts time to discuss the question in pairs and make notes. Monitor while sts work, then invite different pairs to share their opinions with the rest of the class.

FUN FACT

Encourage sts to read the fun fact for pleasure. Ask sts if they have seen zebra crossings like this.

Sts might be interested to know that the new diagonal crossing was introduced in 2009 and cost £5 million. The intention was to make it easier for pedestrians to cross the road, by stopping traffic from all directions. In its first year, over 90 million people used it.

7 Focus on the title of the text and elicit or explain the meaning of *pop-up shop*. Read the sentences with the sts, then ask them to read the text and decide if the sentences are true or false. Allow time for sts to compare answers, then elicit answers. As you go through the answers, ask sts to correct false statements.

Answers

- 1 F (They can be opened by anyone.)
- 2 F (They are low-cost.)
- 3 T
- 4 T
- 5 F (They can open from one day to three months.)
- 6 F (There is a pop-up shop for dogs in New York.)

EXTRA PRACTICE

Focus on the text about pop-up shops. Arrange students in pairs or small groups and ask them to imagine that they are going to open a pop-up. It could be a shop or a place where people can have something to eat or drink. Ask groups to make notes for a presentation. They should include: the name of their pop up; when it will open; the location; the products they will sell; their target audience (who they want to use their pop-up); how they will advertise it. Give groups time to prepare and practise their presentation, then ask groups to give their presentations to the rest of the class. At the end, the class could vote for the most original idea.

Culture video

This lesson also features an optional culture video about unusual shopping items that you can't find on the high street: see SB page 97. 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 *5 things you can't buy on the high street* on TG pages 308 and 313.

FAST FINISHER

Fast finishers make a list of as many types of shops or buildings that you can find on a busy high street. You could turn this into a race, by putting sts into small teams and seeing which team finds the most shops/buildings. Weaker sts should make a list of the last five shops they visited and what they bought, then compare their lists with a partner.

Everything you need!

WRITING A review

I can write a review about a shop.

- 1 Look at the picture and read Toby's review. What can you buy in this type of shop? Give examples.



My favourite shop is definitely *Party Animal*. It's in a shopping mall out of town. A friend told me about it. He said it had everything you need for a birthday party and he was right!

The best thing about the shop is its range of products. It sells amazing costumes and masks, especially at carnival time. I love the wigs and I bought a long, purple one to wear at my party. I also find the shop assistants really helpful and patient when you can't decide what you want.

The main disadvantage is that the shop isn't on a bus route. It has a website, but it isn't very useful. It doesn't have the same offers and discounts and the delivery service isn't reliable. In my opinion, it's better to see the products in the shop.

To sum up, I would say that this shop has great party ideas at reasonable prices. I really think it's the best in this area. I would recommend it if you're planning a party or celebration.

- 2 Read Toby's review again and answer the questions.

- 1 How did he find out about *Party Animal*?
- 2 What two things does Toby like?
- 3 What two things does Toby not like?
- 4 Does Toby recommend the shop?

- 3 In pairs, discuss the questions.

- 1 Do you use shop reviews? Why/Why not?
- 2 What information do you look for in them?
- 3 Are online reviews always reliable?

- 4 Look at the **Useful language** box. What phrases does Toby use in the review?

Useful language

Writing a review

My favourite shop is ...
The best thing about it is ...
I (also) find ... really helpful/useful.
The worst thing is ...
The main disadvantage is that ...
To sum up, I would say ...

- 5 Read the **Look!** box. Copy and complete the sentences with the correct words.

Look! Recommending

I would/wouldn't recommend it.
It's really worth a visit.
You'll love it!
You won't be disappointed!

- 1 The food at the new café is wonderful. You ... disappointed.
- 2 I always go to my favourite market on Sundays. It's really ... a visit.
- 3 That new sports shop doesn't have a great choice. I ... recommend it!
- 4 There's a fantastic music shop near my house. I think you'll ... it.
- 5 I enjoyed our trip to the new department store in town. I ... recommend it.

- 6 Write a review of a shop or a website. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- > Choose a shop or website.
- > What is it called?
- > How did you find out about it?
- > Decide how many stars you are going to give it.

Write

- > Use adjectives to describe the goods, the service, etc.
- > Give reasons you like and don't like it.
- > Use the expressions from the **Useful language** box.

Reflect

- > Check your grammar: have you used the correct tenses?
- > Have you included your opinion?
- > Do you recommend the shop or website at the end of your review?

W Writing summary: WB p. 98

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

Everything you need!

WRITING A review

Sts read a review of a shop and learn useful language for writing a review. They also learn how to use phrases for recommending. Then, they write a review of a shop or a website.

Useful language

Phrases for writing a shop/website review (*My favourite shop is ..., The best thing about it is ..., I (also) find ... really helpful/useful, The worst thing is ..., The main disadvantage is that ..., To sum up, I would say ...*)

Writing

A review

Look!

Recommending

WARMER

Give sts a number between one and four. Sts then work individually: ones think of a shop that they like to go to and note down why they like it; twos choose a shop that they don't like and note why they dislike it; threes choose a shopping website they like and list reasons why; fours think of a shopping website they don't like and list reasons. Elicit ideas from the class to find out if people like or dislike shops / shopping websites for the same reasons.

- 1 Focus on the picture. Elicit that the people in the picture are wearing masks. Ask sts to read the shop review and find out what you can buy at *Party Animal*. Elicit the answer, then ask sts to give examples of things you might buy in a shop like *Party Animal*. Teach or elicit the meaning of any new vocabulary.

Answer

You can buy things you need for a birthday party, a celebration or a carnival, e.g. costumes, masks, wigs.

- 2 Go through the questions. Sts then read the review again to find the answers. Check answers.

Answers

- 1 A friend told him about it.
- 2 the range of products and the service / the shop assistants
- 3 The shop isn't on a bus route and their website isn't very useful.
- 4 Yes. He gives it a rating of four stars out of five and says he would recommend it.

- 3 Arrange sts in pairs to discuss the questions. Monitor while sts work, then ask different sts to answer the questions.
- 4 Go through the phrases in the Useful language box. Ask sts how they say them in their first language. Put sts in pairs to read the shop review again and find the phrases that Toby uses in the review.

- 5 Read the Look! box, then ask sts to copy and complete the sentences with the correct words. Check answers.

Answers

- | | | |
|------------|------------|---------|
| 1 won't be | 3 wouldn't | 5 would |
| 2 worth | 4 love | |

- 6 Sts write a review of a shop or a website, following the steps in the Writing plan.

Writing plan

Prepare

Sts choose which shop or website they want to review. They make a note of the name, how they found out about it, and how many stars they are going to give it (out of five).

Write

Go through the bullet points to remind sts what to include in their review and encourage them to use Toby's review in Exercise 1 as a model. Point out that his review has four paragraphs and elicit what Toby included in each one (1 – the name of the shop, where it is and who recommended it, 2 – the positive things about the shop, 3 – any negative aspects, 4 – a conclusion with an opinion). Sts should follow the same plan.

Refer sts to the Useful language box and the Look! box and encourage them to use these words and phrases, as well as other relevant vocabulary from the unit.

Reflect

Ask sts to check their grammar, spelling and punctuation and ensure their review contains all the necessary information, including their opinion of the shop or website they have reviewed and whether or not they recommend it to other people.

W Writing practice: WB p.80

There is more practice for writing in the Workbook. Set these exercises for homework.

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

REVIEW

UNITS 1-3

READING

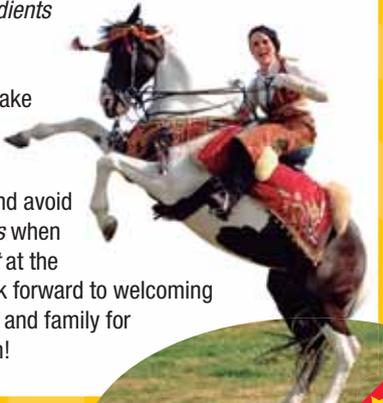
1 Choose the correct answers to complete the article.

ROLL UP, ROLL UP!

Giffords Circus ¹ has entertained / was entertaining more than a million people since it ² began / was beginning almost twenty years ago! Come along and watch our fantastic ³ performances / performers – we have jugglers, acrobats and the ⁴ amazing / amazed clown, Tweedy. Look out for the beautiful horses, too!

Why not eat in *Circus Sauce* – the UK's only travelling restaurant? The chef uses ⁵ carnival / fresh local ingredients and prepares meals for the ⁶ parade / audience to enjoy before or after a show. You can try some delicious ⁷ homemade / ingredients food from the pizza wagon or a freshly ⁸ baked / stir-fried cake during the interval.

⁹ Plan / Book your tickets online now and avoid the ¹⁰ seats / queues when you ¹¹ arrive / depart at the showground. We look forward to welcoming you and your friends and family for an evening full of fun!



2 Complete the comments with the words in the box.

costumes disappointed embarrassed
 ever haven't been just since started
 was waiting went were staying

 I ¹ ... to a circus ² ... I was at primary school. But I've ³ ... been to Giffords Circus. I wasn't ⁴ ...! It was great fun. While I ⁵ ... in the queue, a clown ⁶ ... singing and dancing right in front me! I felt a bit ⁷ ... and turned bright red! But he was funny! Try the pizzas from the pizza wagon – they're SO tasty!

Jody15

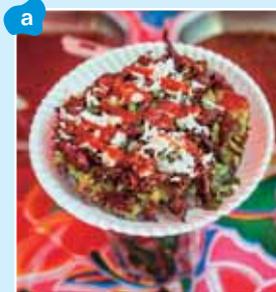
 We ⁸ ... to Giffords Circus last weekend while we ⁹ ... with friends in Oxford. It's the best live show we've ¹⁰ ... seen! The performers' colourful ¹¹ ... were incredible!

the Brown family

LISTENING

3  R1 Listen and match the people with the correct photo. There is one extra photo you do not need.

Carly Josh Ryan



4  R1 Listen again and complete the sentences.

- 1 Carly went ... for the first time.
- 2 Carly felt ... about her family holiday.
- 3 Josh's grandma booked ... for her whole family to go on holiday to New York.
- 4 Josh's grandma ... him stories about her uncle.
- 5 Ryan bought a ... taco from a street food stall.
- 6 Ryan's favourite snack was ... and salty.

5  R1 Are the sentences true (T) or false (F)? Correct the false sentences. Listen and check.

- 1 Carly packed her bag the night before her holiday.
- 2 Carly took the wrong wheellie bag at the airport.
- 3 Josh took part in a parade in New York.
- 4 Josh and his grandma were surprised at some information they discovered at the museum.
- 5 Ryan's taco had fried insects, creamy avocados and spicy chillies in it.
- 6 In Ryan's opinion, the fried insects were disgusting.

REVIEW UNITS 1-3

LESSON OVERVIEW: This lesson reviews the grammar and vocabulary sts learned in Units 1-3 of the book. Sts read an article about a circus and listen to three people talking about their best and worst memories. They talk about their past experiences and activities, and they write a paragraph about their best or worst holiday experience. The lesson ends with a fun memory test of language sts have learned in Units 1-3.

WARMER

Tell the class a true sentence and a false sentence about your life using *used to*, e.g. *I used to live on a boat. I used to play in a band.* Sts have to guess which sentence is true. They can ask ten questions before they guess, e.g. *Where was the boat? What was the name of the band?* Pretend both sentences are true and try to answer all the questions convincingly. When sts guess the answer, they can make their own true and false sentences with *used to* and continue playing the game in small groups. Review the form and use of the past simple and *used to* if necessary.

READING

- 1** Read out the title of the text and focus on the photo. Ask: *Who do you think the girl is? What is she doing? Would you like to do this? Would you like to watch someone doing this?* Elicit a few ideas, then focus on the text. Elicit or explain the meaning of *circus*, and ask sts to read the text quickly ignoring the words in italics. Use questions to elicit what sts learned about Giffords Circus, e.g. *How old is the circus? What sort of people perform there? Who's Tweedy? What's Circus Sauce?* Ask sts to read the text again and choose the correct answers. Check answers and revise any language points that sts had difficulties with, e.g. present perfect vs past continuous (question 1), past simple vs past continuous (question 2), *-ed/-ing* adjectives (question 4).

Answers

- | | |
|-------------------|------------|
| 1 has entertained | 7 homemade |
| 2 began | 8 baked |
| 3 performers | 9 Book |
| 4 amazing | 10 queues |
| 5 fresh | 11 arrive |
| 6 audience | |

- 2** Focus on the two comments, ignoring the gaps. Elicit or explain that these are comments left by people who have seen Giffords Circus. Ask sts to read them quickly to find out if they are positive or negative comments (positive). Go through the words in the box and check that sts understand them. Then ask sts to use the words to complete the comments. Check answers.

Answers

- | | |
|----------------|----------------|
| 1 haven't been | 7 embarrassed |
| 2 since | 8 went |
| 3 just | 9 were staying |
| 4 disappointed | 10 ever |
| 5 was waiting | 11 costumes |
| 6 started | |

LISTENING

- 3** **R1** Focus on the photos. Put sts in pairs to discuss what they can see in each photo, then elicit some ideas. Go through the names in the box. Tell sts they are going to hear Carly, Josh and Ryan describing their best and worst memories. Play the audio for sts to listen and match the people with three of the photos. See TG page 286 for audio script. Check answers.

Answers

Carly – c Josh – d Ryan – a

- 4** **R1** Go through the sentences and explain any unfamiliar words. Ask sts to copy the sentences, then play the audio for them to listen and complete the gaps. Check answers with the class, playing the audio again and pausing if necessary for sts to hear the answers.

Answers

- | | |
|-----------|-----------------------|
| 1 abroad | 4 used to tell / told |
| 2 excited | 5 savoury |
| 3 tickets | 6 crunchy |

- 5** **R1** Sts read the sentences and decide if they are true or false. 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

- 1 F (Carly packed her bag about a week before her holiday.)
- 2 T
- 3 F (Josh saw a parade in New York.)
- 4 T
- 5 T
- 6 F (In Ryan's opinion, the fried insects were delicious!)

▶ SPEAKING

- 6 Work in pairs. Ask and answer the questions using the phrases below with the present perfect, *used to*, the past simple or the past continuous. Ask follow-up questions and find out more information.

HAVE YOU EVER

- 1 ... (eat) an unusual snack?
- 2 ... (watch) a frightening film?
- 3 ... (make) your own pizza?

HAVE YOU

- 4 ... (finish) your homework yet?
- 5 already ... (have) your lunch?

WHAT

- 6 ... you ... (do) at 9 p.m. last night?
- 7 ... you and your friends ... (do) when your English lesson ... (start)?

HOW LONG

- 8 ... (know) your best friend?
- 9 ... (live) in your house?

WHEN

- 10 ... you ... (be) at primary school, ... you ... (dress up) in costumes?

▶ WRITING

- 7 Write a paragraph to describe your best or worst holiday experience. Use the ideas below to help you.

Think about ...

- the journey / transport
- the place
- the people
- an interesting event or entertainment
- the food / a special meal
- your feelings



TEST YOUR MEMORY!

Say what you do before you go on holiday.

Name five things you used to do when you were five.

Make three questions with *How long ...?* Give your answers with *for* and *since*.

Describe three things that happened today. Use *-ed/-ing* adjectives.

Describe a place you've never been to but want to go to.

Say five ways you can cook chicken.

Name five things you see at a carnival.

Say three things you've already done today. Give details.

Make three questions with *yet*.

Describe what was happening when you arrived home from school yesterday.

Name five things you see in a train station.

Describe a snack you never eat. Say why you don't like it.

SPEAKING

6 Read out the task and explain to sts that they are going to use the phrases in the boxes to make questions to ask and answer in pairs. Read through the phrases in the first box (*Have you ever*) and focus on question 1. Ask: *What tense do we use with 'Have you ever ...?' (the present perfect)*. Then elicit the question (*Have you ever eaten an unusual snack?*). Go through the remaining boxes and elicit the tenses that sts need to use when they form their questions. Sts then work in pairs and copy and complete the remaining questions in their notebooks. Check these before sts ask and answer the questions. With a weaker class, you could elicit all of the questions together.

Answers

- | | |
|---------------|---------------------------------------------------------|
| 1 eaten | 7 were, doing, started |
| 2 watched | 8 have you known |
| 3 made | 9 have you lived |
| 4 finished | 10 were, did (you) use to dress up / did (you) dress up |
| 5 had | |
| 6 were, doing | |

Sts then work in their pairs and ask and answer the questions. Remind them to ask follow-up questions to find out more information. For example, for question 1, follow-up questions could include: *What was the snack? Where did you eat it? Did you enjoy it?* Monitor while sts are working and note down any typical errors to correct in a feedback session at the end. When they 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

- 2 What was the film called? Who were the actors? Where did you watch it? Who did you watch it with?
- 3 What toppings/ingredients did you add? What did it taste like?
- 4 When are you going to do it? Was it easy or difficult?
- 5 What did you have? When are you going to have lunch? What is your favourite lunch?
- 6 Did you enjoy it? Was it fun? Who were you with?
- 7 Were you having fun? Do you do that before every English lesson?
- 8 Where did you meet? What is she/he like?
- 9 Where did you live before that? What is your neighbourhood like?
- 10 Did you like dressing up in costumes? Do you remember your favourite costume?

WRITING

7 Focus on the photos and elicit what they show (people having / not having fun on holiday). Read through the task and the list of ideas. Sts then work individually and write a paragraph about their best or worst holiday experience. Encourage them to check their work when they have finished to make sure the grammar, spelling and punctuation are correct. Ask some sts to read their paragraph to the class.

Sample answer

I went to Spain with my family two years ago. We went by plane – it wasn't a very long flight. We arrived in the evening and went straight to our hotel. It was amazing! The room was huge with a beautiful view of the beach. We had a fantastic time – the staff at the hotel were really friendly and the people we met in the local town were very helpful. The annual festival was on while we were there. There was live music, delicious food and street theatre! It was so exciting. I loved our holiday in Spain and I'd definitely go back there.

TEST YOUR MEMORY

Go through the tasks with the class and make sure that everyone knows what they have to do. This is a fun way for sts to review the vocabulary and grammar from Units 1-3. They could work 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. Weaker classes could choose six tasks to complete from memory, then refer back to the units to help them complete the remaining tasks. Monitor while sts are working and then elicit a range of example answers for each task.

REVIEW

UNITS 4-6

READING

1 Choose the correct answers to complete the text.

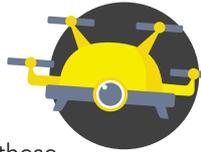
Home Jobs News Sport Trending

FUTURE EMPLOYMENT?

New technologies ¹ *create / will create* up to 21 million new jobs by 2050. Here are the predictions about the jobs we ² *will be doing / are doing* in the future.

IT and the car industry

There ³ *will be / won't be* any vehicles with drivers because driverless cars and drones will be using our roads and air space. People will develop technology for these vehicles, so they move ⁴ *carefully / carelessly* through our cities and don't have accidents. If you ⁵ *are / are going to be* interested in cars and technology, this might be a great job for you!



Environment

Do you like nature and wildlife? ⁶ *If / Unless* we plant more trees to create forests, carbon dioxide will increase in the atmosphere. We need more people to work in this sector! This is a great job for ⁷ *something / somebody* who loves nature, plants and animals. You ⁸ *should to / should* think about training for this job now – don't wait for the future!



Healthcare

If you are feeling ill, who ⁹ *do you ask / are you asking* for advice: a doctor? Well, in 2050, you probably ¹⁰ *wouldn't go / won't go* to see a doctor. When you want medical help or advice ¹¹ *nowhere / anywhere* in the country (at home or on holiday), ¹² *you'll talk / be talking* to a special computer with medical software. If you need medicine, the computer will send it to you immediately.



LISTENING

2 ① R2 Listen. Which sport are Lisa and Kyle talking about?



dodgeball



cycle ball



footvolley

3 ① R2 Listen again and complete the rules with the correct form of *can*, *be allowed to*, and *have to*.

- 1 You ... throw or catch the ball.
- 2 You ... use your hands or feet.
- 3 You ... only move or hit the ball with the bike.
- 4 You ... use your own bike.
- 5 You ... use a special bike.
- 6 You ... put your feet down during a match.
- 7 You ... score as many goals as you can in 40 minutes.

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 a text about the jobs people will be doing in the future and listen to a conversation about a type of sport. Sts work with a partner, and ask and answer questions about their lives, and they complete sentences about their dream job, their ideal school rules, their favourite sport, their family and their best friend. The lesson ends with a fun memory test of language sts have learned in Units 4–6.

WARMER

Arrange sts in pairs and ask them to write a positive and a negative prediction about the year 2050, e.g. *The world will be warmer. There won't be any cars.* Elicit ideas from different pairs and use a show of hands to find out if the rest of the class agree or disagree. As you do this, choose one or two sts to say why they agree or disagree with a prediction. Monitor how well sts use future tenses and revise the form and use if necessary.

READING

1 Ask sts one or two questions about the future, e.g. *What are you going to do when you leave school? What sort of job do you think you'll be doing in 2050?* Elicit a few answers from around the classroom. Read out the title of the text and the three headings – IT and the car industry, Environment, Healthcare. Ask: *What sort of jobs will new technologies create in these sectors?* Elicit ideas, then ask sts to read the text quickly to check their ideas. Discuss the answers, and elicit what predictions the text makes. 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 had difficulties with, e.g. future continuous vs present continuous (question 2), first conditional (questions 5 & 6), indefinite pronouns (question 7), giving advice (question 8).

Answers

- | | |
|-----------------|--------------|
| 1 will create | 7 somebody |
| 2 will be doing | 8 should |
| 3 won't be | 9 do you ask |
| 4 carefully | 10 won't go |
| 5 are | 11 anywhere |
| 6 Unless | 12 'll talk |

LISTENING

2  **R2** Focus on the photos. Ask questions to find out what sts know – or can guess – about the three sports shown, e.g. *Who are the players? What do they have to do to win? What are the rules?* Explain that sts will hear two teenagers, Lisa and Kyle, discussing one of the sports in the photos. Play the audio for sts to listen and decide which sport Lisa and Kyle are talking about. See TG page 286 for audio script. Check the answer with the class.

Answer

b cycle ball

3  **R2** Go through the sentences with the class. Ask sts to copy the sentences into their notebooks, then play the audio for them to listen and complete the gaps. Check answers with the class and check that sts understand all the sentences. Revise the form and use of *can*, *be allowed to* and *have to* if necessary.

Answers

- | | |
|---------------------|---------------------|
| 1 don't have to | 5 have to |
| 2 aren't allowed to | 6 aren't allowed to |
| 3 can | 7 have to |
| 4 can't | |

EXTRA PRACTICE

Ask sts to look at pictures a and c in Exercise 2 again. Arrange sts in pairs and ask them to imagine the rules of one of these two sports. Allow sts time to prepare their ideas. Encourage them to use the language in Exercise 3 to write the rules. If your sts have access to the internet in class, they could research the sports online. Ask a couple of pairs to read out their rules at the end.

▶ SPEAKING

4 Work in pairs. Write one word for each prompt below. Make short notes for each one and take turns to ask and answer. Explain your reasons.

A: *Who are you going to see later today?*

B: *Somebody I'm going to see later today is Ruben.*

A: *Who's Ruben?*

B: *He's my music teacher.*

Somebody I'm going to see later today.

Something I'll be doing when I'm 25.

Something that I find funny.

Somewhere I hang out with friends.

Somewhere I want to go on my next holiday.

Somebody I argued with this week.

Somewhere I'll be going next weekend.

Somebody I should get in touch with.

Something I'm not allowed to do but want to.

Something I should do but don't.

▶ WRITING

5 Copy and complete the sentences for each topic.

Your dream job

When I finish school, I'm going to ...

First, I'm going to ...

Your ideal school rules

Students must ... They don't have to ...

Students are allowed to ... They can ... They can't ...

Your favourite sport

In this sport, you need to ...

You must ... You mustn't ...

Your family

If I argued with my ...,

My parents say I have to ...

I should ... I shouldn't ...

Your best friend

My best friend is ... and ...

I feel happy/confident/sociable/calm when ...

TEST YOUR MEMORY!

Say what you're going to do tonight and what you'll be doing at the weekend.

Name five sports verbs.

Describe yourself. Use adjectives of personality.

Make sentences about obligation and advice. Use *must*, *need to*, *have to*, *should* and *ought to*.

Say five things you don't have permission to do at school.

Make three sentences starting *If/Unless ...*

Name five ways you can communicate with your classmates.

Make sentences about your town. Use *who*, *which*, *where* or *that*.

Name five nouns that end with *-ion*, *-tion* or *-sion*.

Say five jobs. What sectors are they in?

Give the adverb form of these adjectives: *bad*, *calm*, *good*, *lazy*, *terrible*.

Give advice to your classmate on how to pass a test. Use *If I were you, ...*

REVIEW UNITS 4-6

SPEAKING

- 4** Read out the sentences and check that sts understand all of them. Sts then work individually and write one word (a person, a place, a thing or an activity) next to each sentence. Go through the sentences again and elicit a question for each sentence (*Who are you going to see later today? What will you be doing when you're 25? What do you find funny?* etc.). Explain the next part of the task and read the example dialogue with the class. Elicit examples of alternative follow-up questions that Speaker A could have asked, e.g. *Why are you going to see Ruben? Do you see Ruben every (Wednesday)? Is Ruben a friend?* Give sts time to make notes for each sentence to help them answer follow-up questions, then arrange them in pairs to ask and answer. Monitor while sts are working in pairs and note down any typical errors to correct in a feedback session at the end. Ask pairs in turn to act out one of their dialogues for the class.

Sample answers

A: What will you be doing when you're 25?

B: I'll be working in a school as a teacher.

A: Why do you want to be a teacher?

A: What do you find funny?

B: Something I find funny is *Modern Family*.

A: Why do you like it?

A: Where do you hang out with friends?

B: Somewhere I hang out with friends is the local park.

A: What do you do there?

A: Where do you want to go on your next holiday?

B: Somewhere I want to go on my next holiday is Mexico.

A: Why do you want to go to Mexico?

A: Who did you argue with this week?

B: Someone I argued with this week is my dad.

A: What did you argue about?

A: Where will you be going next weekend?

B: Somewhere I'll be going next weekend is the cinema.

A: What film are you going to see?

A: Who should you get in touch with?

B: Somebody I should get in touch with is my cousin in Canada.

A: When was the last time you spoke to her/him?

A: What do you want to do but are not allowed to do?

B: Something I'm not allowed to do but want to do is play ice hockey!

A: Why aren't you allowed to play ice hockey?

A: What should you do but don't do?

B: Something I should do but don't do is hand in my homework on time!

A: Do you always hand it in late?

WRITING

- 5** Focus on the first topic. Read the sentences and elicit example endings, e.g. *When I finish school, I'm going to become a pilot. First, I'm going to learn to fly a plane, then I'm going to get a job with an airline.* Do this for each topic, helping with language where necessary. Sts then work individually and copy and complete the sentences. Arrange sts in pairs to compare sentences, then ask some sts to read their sentences to the class. Encourage the other members of the class to ask follow-up questions to show interest, e.g. *Why do you want to be a pilot? Where are you going to learn to fly?*

Sample answers

... get a part-time job.

... look online at job adverts.

... take regular breaks. ... wear a uniform.

... leave school at lunchtime. ... finish early on Fridays.

... do homework at the weekend.

... wear protective clothing and a helmet.

... score more goals than the opposing team. ... kick the puck with your foot.

... friends, I'd feel sad.

... do the washing up and tidy my room.

... start revising for my exams. ... go to bed so late.

... Sofia ... we met when we were four years old!

... I'm doing yoga. / I'm with my friends.

TEST YOUR MEMORY

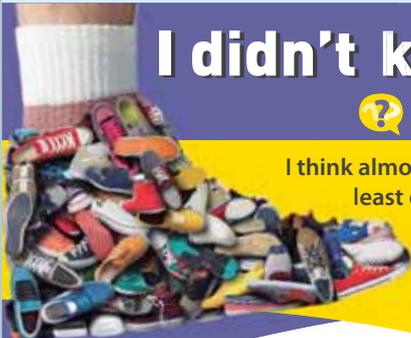
Go through the tasks with the class and make sure that everyone knows what they have to do. This is a fun way for sts to review the vocabulary and grammar from Units 4-6. They could work individually or in pairs, and you could do the activity as a race to provide extra motivation. Alternatively, sts could work in pairs and take turns to choose one of the tasks for their partner. Weaker classes could choose six tasks to complete from memory, then refer back to the units to help them complete the remaining tasks. Monitor while sts are working and then elicit a range of example answers for each task.

REVIEW

UNITS 7-9

READING

1 Complete the blog post. Use the correct past perfect, present or past passive form of the verbs in brackets.



I didn't know that!

By Maisie Sheridan

I think almost everybody must have at least one pair of trainers in their wardrobe, so I decided to do some research. Here are the results – you may be surprised!

- Six out of ten pairs ¹ ... (make) in China. More than 270,000 pairs ² ... (sell) every day!
That can't be true, or can it? 😱
- In the 1800s, leather ³ ... (use) to make sports shoes and they were very heavy. They didn't look very good, and they certainly weren't comfortable! Ouch!
- In 1907, the first basketball shoes ⁴ ... (wear) by American basketball players. 🏀
But in the USA, trainers ⁵ ... (not call) trainers – they're sneakers!
- By 1950, teenagers ⁶ ... (begin) to wear trainers to make a fashion statement.
- By 2017, Adidas ⁷ ... (decide) to start making trainers from recycled plastic using plastic waste from beaches, which would otherwise pollute the oceans.
- 😊 In 2019, more than 11 million pairs of Adidas trainers ⁸ ... (produce) using recycled plastic. By the end of the year, the company ⁹ ... also ... (collect) more than 40 tons of plastic waste from their offices and from purchases that ¹⁰ ... (make) in their stores.



What do you think of this? Can we save the planet and be fashionable? Or is it too little too late? What do you think? Post a comment now.

Share Like Comment

Comments

I think it's a good idea. Recycling plays a valuable role. We need to use recycled plastic in more products! **Marie45**

Now I've read this, I might buy some recycled ones. But I'll carry on wearing my old trainers until I need new ones. **@RedPanda7**

LISTENING

2 📻 R3 Listen and write down the topics from the box that Luke and Maya mention.

advice curriculum delivering newspapers exams
homework marks memories payments
reports revision sleep timetable waste



3 📻 R3 Are the sentences true (T) or false (F)? Correct the false sentences. Listen and check.

- 1 Maya has just finished her exams.
- 2 She thinks it isn't a good idea to start revision too early.
- 3 Maya had enough time to revise because she had made a revision timetable.
- 4 She sometimes revised in the school library.
- 5 She doesn't think sleep is essential before an exam.
- 6 Maya doesn't know if she'll get good exam marks.

4 📻 R3 Choose the correct words and write the correct form of the verbs in the box. Listen again and check.

be do feel have not know
pass revise work

First, Luke asked Maya ¹ *when / how* she ² ... Then he asked her ³ *whether / what* her top revision tips ⁴ ... She told him that she ⁵ ... two top tips. Next, Luke asked her ⁶ *who / where* she had studied for her exams and Maya told him that she ⁷ ... all her revision in the school library. After that, he asked her ⁸ *if / what* she ⁹ ... hard, and she said that she ¹⁰ ... a lot. Finally, he asked her ¹¹ *when / whether* she thought she ¹² ... her exams. Maya told him that she thought she had, but she ¹³ ... if she would get good marks!

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 blog post about recycling trainers and listen to an interview where a student talks about revising for exams. Sts look at a picture and speculate about what is happening in the picture. Then, they choose a topic and write six sentences about that topic. The lesson ends with a fun memory test of language sts have learned in Units 7–9.

WARMER

Review the natural environment vocabulary that sts have learned (SB page 69). Put sts into pairs or small groups. Describe features of the natural environment, e.g. *There's lots of this on the beach. You can sit on it and sunbathe.* Groups compete to be the first to say the answer (sand). When you have finished ask: *What can humans do to protect the natural environment?* Sts work in groups and produce a list. Ask some groups to read out their lists to the class.

READING

- 1** Focus on the photo and elicit that it shows a large trainer in the form of a pile of old trainers. Explain that sts are going to read a blog post about trainers. Use questions to find out what sts know about trainers, e.g. *When was the first pair produced? How many pairs of trainers are produced every year? Where are they made? What are the leading brands?*

Elicit a few ideas, then ask sts to read the blog quickly, ignoring the gaps, to check their ideas. Discuss the answers, and elicit what sts learned about trainers. Then, ask them to read the text again and complete it by putting the verbs in brackets into the past perfect, the present passive, or the past passive form. Check answers. Focus on the question at the end of the blog and the comments, and ask sts what they think.

Answers

- | | |
|-----------------|------------------|
| 1 are made | 6 had begun |
| 2 are sold | 7 had decided |
| 3 was used | 8 were produced |
| 4 were worn | 9 had, collected |
| 5 aren't called | 10 were made |

LISTENING

- 2**  **R3** Focus on the picture and elicit what is happening (It looks like someone is interviewing the girl in the white top.). Go through the words in the box and check that sts know all of them. Explain that sts will hear Maya, the girl in the photo, talking to Luke, who is the editor of a school magazine. Play the audio for sts to listen and write down the topics that Luke and Maya mention. See TG page 287 for audio script. Check answers.

Answers

exams, revision, timetable, sleep, delivering newspapers, marks, advice

- 3**  **R3** Sts read the sentences and decide if they are true or false. 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

- T
- F (She thinks it's never too early to start revising.)
- T
- F (She did all her revision in the library.)
- F (She thinks sleep is essential before an exam.)
- T

- 4**  **R3** Explain the task. Ask sts to read through the text ignoring the gaps. Elicit or explain that this is a report of the conversation that Maya and Luke had. Sts have to complete the text by choosing the correct words or by using the correct form of the verbs in the box. Elicit that they will need to use reported speech for the verbs. If necessary, review the form and use of reported speech. Sts work in pairs and complete the text. Play the audio for sts to listen and check their answers, then go through the answers with the class.

Answers

- | | |
|---------------|-------------------|
| 1 how | 8 if |
| 2 was feeling | 9 had/'d worked |
| 3 what | 10 had/'d revised |
| 4 were | 11 whether |
| 5 had | 12 had/'d passed |
| 6 where | 13 didn't know |
| 7 had/'d done | |

▶ SPEAKING

- 5 Work in pairs. What do you think is happening in the picture? Use *could*, *may*, *might*, *can't* and *must*.
The children must be on a school trip.



- 6 What had they done by the end of the day? Make statements using the words in the box and the past perfect.

eat / lunch feed / animals lose / phones
(not) pay attention to / signs take / photos
throw away / rubbish

▶ WRITING

- 7 Choose one of the topics below. Write six sentences. Use the present and past passive, past perfect, or modals of possibility and certainty. Explain what or where it is and why you chose it to write about.
- A special part of the natural environment in your country.
 - Your biggest achievement at school this year and your hopes for next year.
 - Your favourite place to shop online or in a store.



TEST YOUR MEMORY!

Say three things you had done before you started school today. Use the past perfect.

Report three sentences or questions someone said or asked you today.

Name things you can do with these verbs: *collect*, *protect*, *recycle*, *reuse*, *save*.

Give three adjectives that use the affixes *-able* and *-ful*.

Make five questions using words for education.

Describe the natural environment where you live.

Name three things you can see or do when you go shopping offline.

Make five sentences about your English class. Use phrasal verbs.

Say three things in the present simple passive.

Name three things you can see or do when you go shopping online.

Say two things you are certain will happen and two things you are not sure will happen.

Make three sentences. Use the past simple passive.

SPEAKING

- 5** Focus on the picture. Read out the task and the example and check that sts know what they have to do. If necessary, review the form and use of *could*, *may*, *might*, *can't* and *must*. Arrange sts in pairs and ask them to make sentences about what they think is happening in the picture. Encourage them to use each modal verb at least once. 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 discussing the picture, ask some pairs to share their ideas with the rest of the class.

Sample answers

The children must be at the zoo.
The woman in green could be their teacher.
The zoo keeper can't be happy.
The students might not have seen the sign.
The monkey on the right must like bananas.
The monkey at the back might be hungry.
The boy at the back could be thirsty.
The girl with the glasses must have just finished her drink.
The three students at the front may want to take a selfie.
The monkey at the front could be stealing a phone from the girl's bag.

- 6** Focus on the words in the box. Explain the task. Ask sts to make a past perfect sentence with the first two words (eat / lunch). Elicit the answer (They'd eaten lunch.). Put sts in pairs to write sentences using the remaining words. Check the answers with the class.

Sample answers

They'd eaten lunch.
They'd fed the animals.
They'd lost their phones.
They hadn't paid attention to the signs.
They'd taken (lots of) photos.
They'd thrown away their rubbish.



EXTRA PRACTICE

Research another picture or photo (this could be a famous painting, or even a personal photo showing an interesting scene) and share this with the class. In pairs, tell sts to write sentences about what they think is happening using *could*, *may*, *might*, *can't* and *must*. Alternatively, for homework, ask sts to find a picture or photo and bring it to the next class.

WRITING

- 7** Focus on the photos and elicit what each one shows. Read out the task and the topics. Brainstorm one or two ideas for each topic. Sts then work individually and choose their topic, then write their sentences. Put sts in pairs to compare their sentences and check each other's grammar, spelling and punctuation. Invite some sts to read their sentences to the class.

Sample answer

I got a really good mark in my end-of-year project. It was published on the school website.
I had worked very hard, so I felt really proud of myself. Next year I hope to pass all my exams and apply to university.
I might need to get a part-time job.
I'll definitely spend a lot of time with my friends.

TEST YOUR MEMORY

Go through the tasks with the class and make sure that everyone knows what they have to do. This is a fun way for sts to review the vocabulary and grammar from Units 7-9. They could work 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. Weaker classes could choose six tasks to complete from memory, then refer back to the units to help them complete the remaining tasks. Monitor while sts are working and then elicit a range of example answers for each task.

PROJECT

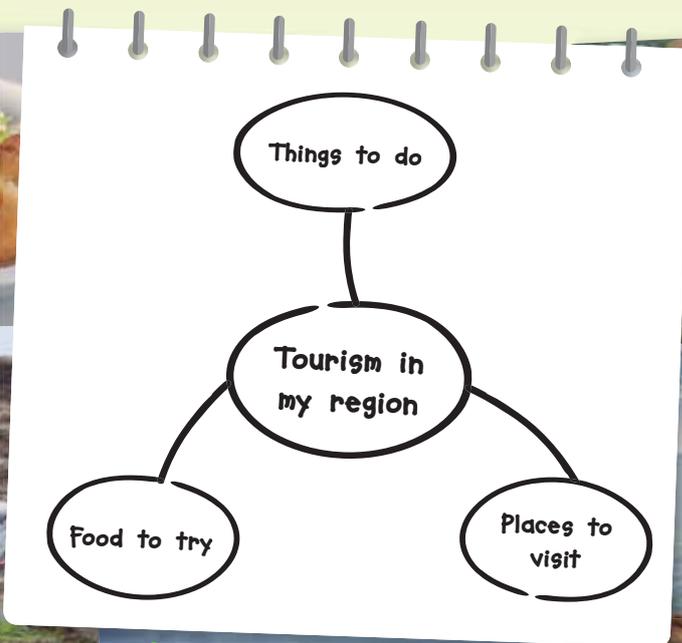
UNITS 1-3

TASK

Create a blog post about the best tourist attractions in your region

I can work in pairs and produce a blog post.

PREPARE



Step 1 Get ideas

- > Look at the tourist photos. Do you know which region of which country they show?
- > Which photos belong to each category in the mind map?

Step 2 Choose your recommendations

- > Think about your region. Copy the mind map above. Think of ideas for each category.
- > Work in pairs. Compare your ideas and choose the five best things to do in your region.

Look! Negotiation

If you and your partner have different opinions about the best things to do, food to try and places to visit in your region, compromise by choosing two personal favourites each, and one thing you both like.

21st Century Skills Compare cultures

Are there any typical foods in your region? Why are they popular? What do people from other cultures say about them?

Step 3 Do your research

- > Ask other students to tell you about their experience of the things you have chosen.

Have you ever visited Lands End?

What did you think of it?

When did you go there?

- > Find out more information about the things you have chosen on the internet, or in books and magazines.

PROJECT UNITS 1-3

LESSON OVERVIEW: In this project, sts work in pairs to create a blog post about the best tourist attractions in their area. They plan and create their blog post, then evaluate their work and reflect on what they could improve. They also focus on the skill of negotiating to reach agreement.

Task	Skill
Create a blog post about the best tourist attractions in your region	Negotiation

WARMER

Ask: *What do you like to do when you aren't studying? Do you do the same things when you go on holiday? Why? Why not? Do a lot of tourists come to your region? What things would you recommend to someone visiting your region on holiday? Why?* Elicit ideas from the class. Explain to sts that they are going to work in pairs and create a blog post about the best tourist attractions in their region.

PREPARE

Step 1 Get ideas

Focus on the pictures. Arrange sts in pairs to discuss what they can see in each one. Ask them to decide where they think the photos were taken. Elicit a few answers, then focus on the mind map. Elicit or explain that mind maps are a good way to brainstorm and organize ideas in one place, so that they are easy to see. Ask sts to match the photos with the categories in the mind map. Check answers.

Answers

The photos show Cornwall, a region in South West England. It is famous for beautiful beaches, surfing and food such as Cornish pasties (meat-filled pies).

mind map categories:

things to do – c, f, g

food to try – a, e

places to visit – b, d, f

Step 2 Choose your recommendations

Explain that sts are going to brainstorm tourist ideas for their region. Ask them to copy the mind map into their notebooks, then work individually and complete it with their ideas for each category. Arrange sts in pairs to compare their mind maps. Ask them to choose the five best things to include in their blog. Point out that this is a joint project. Pairs may have different thoughts about what to put in the blog post, but they should discuss their ideas and reach agreement. Read through the Look! box with the class and remind sts to listen to their partner and respect his/her opinions. Sts then work in pairs to compare their ideas and choose five tourist attractions. Monitor while they work, then ask some pairs to tell the class what they chose and why.

Step 3 Do your research

Go through the questions in the 21st Century Skills box and elicit some answers from the class. Point out that people don't always have the same opinions about things. For example, some visitors to Britain don't like the food because it isn't very spicy. Remind sts that they are writing a blog for visitors to their region, and they should consider what sort of places/activities/things will interest them. Explain that when you are writing something for someone else to read, it can be useful to get opinions from other people. Put pairs of sts together into groups of four to talk about their experiences of the things/places that each pair chose and whether they think tourists would enjoy them. Encourage sts to give reasons for their answers, and try to give helpful feedback to their classmates. Sts can then look in magazines or online to find out more information about the things they have decided to include in their blog. Ask some pairs to tell the class what ideas they found online.

DO

Step 4 Plan your blog post

- › Decide if your blog post is on a computer or on paper.
- › Look at the blog post below.
- › Decide what information and photos or drawings you want.

Step 5 Write the text for your blog post

- › Write the text for each section of your blog post. Use the **Useful language** box to help you.
- › Give your text to another student to check your spelling and punctuation.

Step 6 Create your blog post

- › Draw your pictures and print or download your photos and text.
- › Put your blog post together.
- › Publish your post to the school blog or display it for your class to see.

REFLECT

Step 7 Evaluate the projects

- › View or look at all the blog posts. Which looks the best? Which has the best information?
- › Say which of the experiences you've already tried. Do you agree with the tourist ratings? Say which experiences you'd like to try and why.

Step 8 Reflect

- › Think about your own project. Is there anything you can improve?

Useful language

Have you ever ...?

Have you visited ... yet?

I've just been to ...

I used to hate ..., but now I love it/them.

When I was ..., I

It was amazing/interesting/relaxing/exciting.

THE FIVE BEST THINGS TO DO IN SNOWDONIA



Snowdonia is a mountainous region in the north-west of Wales.

1 Climb Mount Snowdon



Have you ever climbed a mountain? Mount Snowdon is the highest mountain in Wales. It's 1,085 metres above sea level.

Carrie



I used to hate walking until I climbed Snowdon. Now I love it! I've just come back from my fourth hiking trip in Snowdonia!

2 Travel on the mountain railway



You can also travel to the top of Mount Snowdon by steam train!

Harry



I've loved steam trains since I was five. I travelled up Mount Snowdon by train last month and I wasn't disappointed! It was amazing!

3 Visit Harlech Castle



King Edward I built this castle in the late thirteenth century.

Lily



I went to Harlech Castle because I'm really interested in medieval history. It's brilliant!

4 Camp in woodlands



Make the most of the countryside and stay outdoors!

Ella



We stayed in a tent near the woods when we were visiting Snowdonia last year. So relaxing!

5 Eat Welsh cakes



Have you tried Welsh cakes yet? They're small, round fruit cakes, cooked in a flat frying pan.

Noah



I was cycling in Snowdonia with my cousins, when we stopped at a traditional café. I tried Welsh cakes for the first time. Yum!

DO

Step 4 Plan your blog post

Decide as a class whether sts will produce their blog posts on paper or on a computer, depending on what is possible in your class situation. Focus on the blog about Snowdonia on page 107, and look at the information and pictures it includes. Look at how everything is presented and draw attention to the headings and comments for each section. Then ask sts to work in their pairs to decide what information they want for their blog post. Monitor and help while they are working.

Step 5 Write the text for your blog post

Read through the Useful language with the class, then ask sts to read the blog about Snowdonia and identify which phrases are used by the blogger and which phrases are used in the comments. Have sts make a note of any other useful words and phrases that they could use, e.g. *I loved the ...* *The best/worst thing about it is ...*. Sts then work in their pairs and write the text for each section of their blog post. Monitor and help while they are working. Ask pairs to swap texts and check each other's spelling and punctuation. Ask some pairs to read their text to the class.

Step 6 Create your blog post

Sts work in their pairs to create their blog post. They decide on the layout and the title and put their blog together with pictures that they have drawn, printed or downloaded. They then publish their post to the class/school blog, or display it for the rest of the class to see.

REFLECT

Step 7 Evaluate the projects

Explain to sts that they are now going to evaluate the posts. Remind them to focus on saying positive things and making helpful suggestions. Allow time for everyone to look at all the blog posts. Ask sts to make a note of which posts they think look the best, and which have the best ideas for tourists visiting their region. Discuss their ideas and reasons as a class, and discuss which the most popular attraction in each category is: food to try, things to do, places to visit.

Step 8 Reflect

Sts work in their pairs to think about their own project again and consider what they could improve. Point out to sts that when they have completed 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. You could brainstorm a list of questions for sts to use when they evaluate their work, e.g. *Did sts include all of the necessary information? Did they lay out their work as a blog? Was it easy to find information? Was the text easy to read? Were the spelling, grammar and punctuation correct?* Ask some sts to tell the class what they think they did well, and what they think could be improved.

EXTRA PRACTICE

As an extension activity, sts could imagine that they are visiting one of the places in the blog posts. Tell them they are going to record a short video diary for their family. Discuss as a class what topics they can talk about in their video diary. Make notes on the board, e.g. *the weather, activities they are taking part in, who they are with*, etc. Sts can work in pairs to prepare their ideas, then use their phones to record each other's video diaries. Encourage them to speak for a minute if they can, and try to make their diary sound exciting. Monitor and help while they are working. Sts can show their video diaries to each other in groups.

PROJECT

UNITS 4-6

TASK

Create a *How to ...* video

I can work in pairs and make a video.

PREPARE

a



b



c



d



e



f



g



My skills	Things I need	Easy/Difficult to teach
<ul style="list-style-type: none"> A card trick 	<ul style="list-style-type: none"> A pack of playing cards 	<ul style="list-style-type: none"> Very easy!

Step 1 Get ideas

- > Look at the photos from different *How to ...* videos. Which skills do you think the videos are teaching?
- > Say what objects or equipment you need to do the activities in each photo. Do you think the activities are easy or difficult to teach?

Step 2 Choose ideas

- > Think about your skills or abilities. Copy the table and write a list of things you know how to do in the first column.
- > Work in pairs and share your lists. Complete your tables together.
- > Decide what you can demonstrate together in a *How to ...* video.

21st Century Skills Think critically

Do you prefer to read instructions or watch video demonstrations? Why?

Step 3 Do your research

- > Ask other students or your family about their experience of learning to do something by watching a video.
- > Watch some *How to ...* videos online. How practical and helpful are they?

Look! Problem solving

Think about the problems that you might have when you make your video. What solutions can you suggest? Can you avoid them?

PROJECT UNITS 4-6

LESSON OVERVIEW: In this project, sts work in pairs to create a video demonstration which teaches somebody how to do something. They plan their video, write the script, and then film it. Afterwards, sts evaluate their work and reflect on what they could improve. They also focus on the skill of problem solving when working together.

Task	Skill
Create a <i>How to ...</i> video	Problem solving

WARMER

Ask: *What sort of skills can you learn from watching a video?* Elicit a few ideas, e.g. *how to cook something / get fit / fix something / play a game*, etc. Then put sts in pairs to continue the list. Elicit a few more ideas, then explain to sts that they are going to create their own video demonstration.

PREPARE

Step 1 Get ideas

Focus on the pictures. Explain that they are all from video demonstrations and elicit what skills are being demonstrated. Put sts in pairs to discuss what objects or equipment each person would need for their demonstration. Elicit ideas from the class, then discuss whether the activities are easy or difficult to teach. Check answers.

Answers

- a how to build or use a robot: robot, something to control the robot, e.g. a control box or laptop
- b how to decorate a cake: cakes, icing, things to decorate the cakes with
- c how to look after a guinea pig: a guinea pig, grooming equipment, a cage, food
- d how to do an experiment: chemicals, containers, a Bunsen burner
- e how to play football: a football, football boots, a football pitch
- f how to play a ukulele: a ukulele, some music
- g how to knit: wool, knitting needles, a pattern

Step 2 Choose ideas

Ask sts to think about what skills they have that they could demonstrate in a video and elicit one or two ideas from the class. Sts then copy the table into their notebooks and make a list of their own skills in the first column. Arrange sts in pairs and ask them to share their lists. Sts go through their lists together and consider what they would need to teach each activity and how difficult it would be to teach. They complete their tables, then use the information to choose one activity that they could demonstrate together. Remind sts that the aim of the video demonstration is that the viewers will be able to do something new at the end of it.

Step 3 Do your research

Explain that sts are now going to do some research. Point out that this is an important stage of planning. Finding out about other people's opinions and experiences will help sts to understand what makes a successful video demonstration. Decide in advance if they will do this in class or for homework, then read out the questions. If sts do their research in class, they can interview each other about their experiences and you could find one or two *How to ...* videos online to watch together. If you set the research for homework, follow this up with a class discussion to allow sts to exchange ideas.

Read out the question in the 21st Century Skills box. Sts discuss the question with their partners and share their ideas and reasons with the class. Ask sts to think about how they are going to make their video demonstration interesting for everyone, but remind them to be practical about what is and isn't possible to do.

Read the note about problem solving in the Look! box. In pairs, sts then discuss what sort of problems they might have when they make their video. These might include finding somewhere to make the video, technical issues such as a problem with the recording device, poor sound quality, etc. Elicit ideas and then arrange sts in groups to discuss how to solve or avoid problems. For example, sts could choose a location and check that it is available before they make their video, or do a sound test before they begin recording.

▶ DO

Step 4 Plan your video

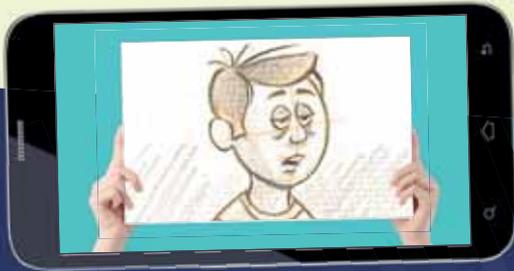
- › Look at the storyboard for a *How to ...* video below.
- › Think about how many steps you will need to demonstrate your skill or ability.
- › Create your own storyboard and draw sketches.

Step 5 Write the script for your video

- › Write the script in your storyboard. Use the **Useful language** box to help you.
- › Give your script to another student to check your grammar.

Step 6 Create your video

- › Find the things you need.
- › Practise your video script with your partner.
- › Film your video at school or at home.
- › Show your *How to ...* video to your class.



▶ REFLECT

Step 7 Evaluate the projects

- › Watch your classmates' videos. Which did you enjoy most? Which videos have the most practical advice?
- › Tell your group which activities from the videos you'd like to try.

Step 8 Reflect

- › Think about your own project. Is there anything you can improve?

Useful language

In this video, we'll be explaining how to ...

First, I'm going to ...

You'll need ...

If you (draw big eyelids), (the eyes) will ...

You should/must/need to ...

You might/could ...

If I were you, I'd ...

<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>Sam: In this video, we'll be showing you how to draw different expressions.</p> <p>Lola: You don't have to be a good artist to draw cartoon faces. It's easy!</p>	<p>Lola: You'll need some paper and a pencil.</p> <p>Sam: You might need an eraser, too!</p>	<p>Sam: First we're going to draw a tired face. If you draw big eyelids, the eyes will look really tired!</p>	<p>Sam: You could draw bags under the eyes, too.</p> <p>Lola: Oh yes, he looks very tired!</p>
<p>5</p>	<p>6</p>	<p>7</p>	<p>8</p>
<p>Lola: It's difficult to draw an angry face unless you draw eyebrows. They must go down. If I were you, I'd draw the eyebrows first.</p>	<p>Lola: The eyes need to have small pupils. If you draw a wide mouth with teeth like this, the face looks really angry.</p> <p>Sam: Scary!</p>	<p>Sam: My favourite cartoon face is one that is laughing. The mouth should go up like this. The mouth needs to be open, too.</p>	<p>Sam: It looks good if you draw the eyes closed. You could add tears of laughter, too!</p> <p>Lola: That's it for now! In our next video, we'll show you how to draw a frightened face and a sad face.</p>

PROJECT UNITS 4-6

DO

Step 4 Plan your video

Focus on the storyboard for a *How to ...* video. Ask: *What does Sam and Lola's video teach people to do?* (draw cartoon faces). Go through the steps in the storyboard. Explain or elicit that Sam and Lola begin with an introduction, where they explain what they are going to do. After this, they tell viewers what equipment they will need. Sam and Lola then show viewers how to draw three different expressions on cartoon faces. Point out that they take turns to speak and they use clear and simple instructions that are easy to follow. They finish by telling viewers what they will do in their next video.

In pairs, sts think about how many steps they will need to have in their video. Ask them to design a storyboard and draw sketches to illustrate the different steps. They should leave space to add the video text later. Monitor while sts work. At the end, arrange pairs in groups of four. Ask them to describe the steps in their video using their sketches. Encourage sts to give feedback and say if they think all the steps have been included, or if there is anything that needs to be added.

Step 5 Write the script for your video

Read through the Useful language with the class, then ask sts to read Sam and Lola's storyboard again and see what sort of phrases they use in their video script, e.g. *In this video, we'll be showing you how to ..., You'll need / You might need ..., If you draw ..., the eyes will be ..., It's difficult to ... unless you ..., The ... needs to ...*. Sts work in their pairs and write the script for their own video. Monitor and help while they are working. Ask pairs to swap scripts and check each other's grammar. You could ask some pairs to read their scripts to the class.

Step 6 Create your video

Before you begin this stage, you will need to decide when and where you want sts to film their videos, e.g. during a lesson or at home, and what equipment sts will use for filming. You will also need to decide how to show the videos to the class. You could upload sts' work to the school website, or copy the videos to a flash drive and play them in class. Alternatively, sts could send videos to each other to view on their phones or computers.

Go through the stages for creating the video. Make sure that sts have all the equipment they need and give them time to practise with and without their scripts. Monitor and help where needed. Sts then film their videos and show them to the class.

REFLECT

Step 7 Evaluate the projects

Explain to sts that they are going to evaluate each other's videos. Remind them to be respectful and to focus on saying positive things and making helpful suggestions. Give sts time to watch all the videos and ask them to make notes about which videos they enjoyed the most and which had the most practical advice. Afterwards, arrange sts in groups to discuss which activities from the videos they would like to try.

Step 8 Reflect

Sts work in their pairs to think about their own project again and think about what they could improve. As a class, make a list of questions for sts to use to evaluate their videos, e.g. *Did we speak clearly? Were the instructions easy to follow? Did we demonstrate the steps in the right order? Did we forget to include anything?* Ask some sts to tell the class what they think they did well, and what they think could be improved.

EXTRA PRACTICE

As an extension activity, ask sts to work in new pairs and choose another of the skills they wrote down in the table on page 108. Sts could then create a leaflet with instructions on how to do that particular skill. They could search online for photos to include in their leaflet. As sts to read out their instructions to the class.

PROJECT

UNITS 7-9

TASK

Create a design for a product made from recycled materials

I can work in pairs and create a design.

PREPARE



Product	Made of	Used for
• greenhouse	• plastic bottles	• growing plants
•	•	•
•	•	•
•	•	•



Step 1 Get ideas

- › Look at the photos. What do they all have in common?
- › Talk about the things in the photos. What are they made from? What are they used for?

Step 2 Do your research

- › Ask your family if you have anything made from recycled materials at home.
- › Search ideas for recycled crafts online.

21st Century Skills Get creative

At home, collect materials your family doesn't need anymore. Do these materials give you any good ideas?

Step 3 Choose an idea

- › Work in pairs. Think of ideas for things you can make with recycled materials.
- › Think of the materials that you will need.
- › Copy the table and complete it with your own ideas.
- › Look at your ideas together and choose the best one.

Look! Learning through doing

If you're not sure about a design idea, you could try making a prototype or a model of a small part of it.

PROJECT UNITS 7-9

LESSON OVERVIEW: In this project, sts work in pairs to design a product made of recycled materials. They work through different stages of planning the design and writing a text to describe their design, and explain how it is made. Then they evaluate their work and reflect on what they could improve. They also focus on the skill of learning through doing.

Task	Skill
Create a design for a product made of recycled materials	Learning through doing

WARMER

Explain that in the UK, each person throws away around 400 kg of waste every year. Point out that it works out at over 1 kg of rubbish every day. Only 45% of things that are thrown away are recycled. The rest goes to landfill sites. Put sts in pairs to talk about how much they throw away each day and how much of it can be recycled. Elicit ideas from the class.

PREPARE

Step 1 Get ideas

Focus on the pictures and elicit what the items have in common. Ask sts in pairs to discuss the things in the pictures and decide what they are made from and what they are used for. Elicit a few ideas, then use a show of hands to choose the three best items. Explain that sts are going to work in pairs and create a design for an item made from recycled materials.

Answers

All of the items are made from recycled materials.

- a toy cars made from aluminium cans
- b an ornament made from old jewellery
- c a bench made from wooden pallets
- d a hedgehog ornament made from a plastic bottle and pine cones
- e a caravan made from old CDs and plastic bottles
- f a quilt/bedcover made from bits of material/clothes
- g a bracelet made from safety pins and beads.
- h a scarecrow made from metal tins
- i a greenhouse made from plastic bottles

Step 2 Do your research

Sts do research for their project at home. Ask sts to talk to their family and make a list of things they have at home which are made from recycled materials. They should also look online for ideas for recycled crafts. Read through the information in the 21st Century Skills box on getting creative, and ask sts to collect things their family doesn't need and think of things they could be made into.

Step 3 Choose an idea

Sts work in pairs and list things they can make with recycled materials. Ask sts to work individually, and copy and complete the table with their favourite ideas for recycled products. They should say what they are made from and what they are used for. Monitor and help where necessary. Arrange sts in pairs again to discuss the ideas in their tables and to choose one to use for their design project. Read the information in the Look! box about learning through doing. If pairs can't decide which idea to use, or if they aren't sure of their idea, they could try making a prototype for homework.

DO

Step 4 Plan your design

- › Look at the ideas for your design.
- › Think about how your product is made.
- › Plan the diagrams you will need to show how it is made.

Step 5 Write the text for your design

- › Read the text for the design below.
- › Write about your reasons for choosing your product and how it is made. Use the **Useful language** box to help you.
- › Give your text to another student to check your spelling and punctuation.

Step 6 Create and display your design

- › Draw and label diagrams to show how your product is made.
- › Put your diagrams and text together.
- › Display your design for your class to see.

REFLECT

Step 7 Evaluate the projects

- › Look at all the designs. Which product is the most attractive or useful? Which product recycles materials well?
- › Listen to your classmates' feedback on your product and take notes. Then write a paragraph summarizing what your classmates said.

Step 8 Reflect

- › Think about the feedback. Is there anything you can improve?

Useful language

We came up with an idea for ...

Lots of ... are (thrown away).

Many ... aren't (recycled).

This ... is made from ...

First/Then/After that, the bottle is (washed).

You could use ... instead of ...

... said they liked our product.

One student told us he/she had ...

⚡ A MOBILE PHONE CHARGER CASE ⚡

OUR IDEA

Our idea is a mobile phone charger case. It's used to hold your phone when it's charging. We came up with this idea because too many plastic bottles aren't recycled, and lots of old clothes are thrown away. We think this charger case could be really useful!



HOW IT'S MADE

The case is made from a plastic bottle. It can be a water bottle or a shampoo bottle, for example. First, the bottle is washed and dried, and then cut into a case shape. After that, it's covered with old fabric. The fabric could be from an old shirt or a pair of jeans which are too small. Don't forget to cut a hole for the plug!

FEEDBACK

Ten students told us that they liked our phone charger case.

One student said it was a good idea, because his phone was protected while it was charging.

Another student said she'd just finished a bottle of shampoo and she wanted to try our idea.

Other students in our class asked us what kind of bottle they could use. We explained that they could use any plastic bottle which was big enough for their phone.

Another student asked us whether it was necessary to sew the fabric. We explained that they could use strong glue.

DO

Step 4 Plan your design

Decide as a class whether sts will produce their designs on paper or on a computer, depending on what is possible in your class situation.

Focus on the diagrams for the mobile phone charger case at the bottom of page 111. Ask sts in their pairs to think about their design and how their product is made, then plan what sort of diagrams they will need to include. Monitor and help while they are working.

Step 5 Write the text for your design

Read through the text for the mobile phone charger case with the class. Point out that it is organized into three sections. The first section describes the item, what it's used for and what it's made from. The second section looks at how it's made. The third is feedback. Read the Useful language box with the class, elicit which phrases are used to present the idea, to explain how the item is made, and to give feedback. Elicit the tenses in each phrase. Sts then work in their pairs and write the text for their own design. Monitor and help while they are working. Ask pairs to swap texts and check each other's spelling and punctuation.

Step 6 Create and display your design

Sts work in pairs and produce labelled diagrams to show how their product is made and put them together with the text they wrote. Encourage them to make their designs look attractive and interesting. They could bring in some of the recycled materials used in the design and, if they made a prototype, they could include this, too. Sts then display their designs for the rest of the class to see.

REFLECT

Step 7 Evaluate the projects

Read the feedback for the phone charger case with the class. Ask one or two questions to check understanding, e.g. *How many people gave feedback? Why did one student say it was a good idea? What questions did people ask?*

Explain to sts that they are going to give feedback on each other's designs. Remind them to be respectful and to focus on saying positive things. Give them time to look at all of the designs and ask questions if they need more information about the designs. Sts then decide which product is the most attractive or useful, in their opinion, and which product recycles materials well.

Go through the designs and get feedback from the class on each one. Tell sts to listen to the feedback on their design and make notes. Sts then work in their pairs and write a paragraph to summarize the feedback they had from their classmates, using the phone charger case feedback as a model. Monitor and help where necessary.

Step 8 Reflect

Sts work in their pairs to think about their own project again and think about what they could improve next time. Ask them to think not only about the item they designed and how it could be improved, but also about how well they presented their idea. They could make a list of questions to use for this, e.g. *Did we explain our design clearly? Did we say what the item is made from? Did we say what it is used for? Did we explain how to make it? Was there anything we forgot to include?* Ask some sts to tell the class what they think they did well, and how they could improve.

EXTRA PRACTICE

As an extension activity, ask sts to work in small groups. They choose one of the products made from recycled materials they and their classmates have created, and plan a presentation. Explain that one person will film the presentation on their phone, and the others will give the presentation. Ask them to think about what they will focus on, e.g. the product being used or displayed, the recycled materials that were used to make it, what the product is for, etc. Monitor and help while sts are working. They then film their presentation. When they watch it back they can discuss how they could improve it. Sts could share their presentation with another group.

LITERATURE

UNITS 1-3

▶ BEFORE YOU READ

1 Work in pairs and answer the questions.

- 1 Do you think ghosts are real? Why/Why not?
- 2 Why do you think people are frightened of ghosts?
- 3 How would you feel if you saw a ghost?

2 Read the outline of *The Canterville Ghost*. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 The Otis family are on holiday at Canterville Chase.
- 2 Lord Canterville's family were too frightened to live in the house any more.
- 3 Mr Otis isn't frightened of the ghost when he meets him one night.
- 4 When the twins meet the ghost they run away.
- 5 The ghost is happy that no one is frightened of him.

OUTLINE

The Canterville Ghost

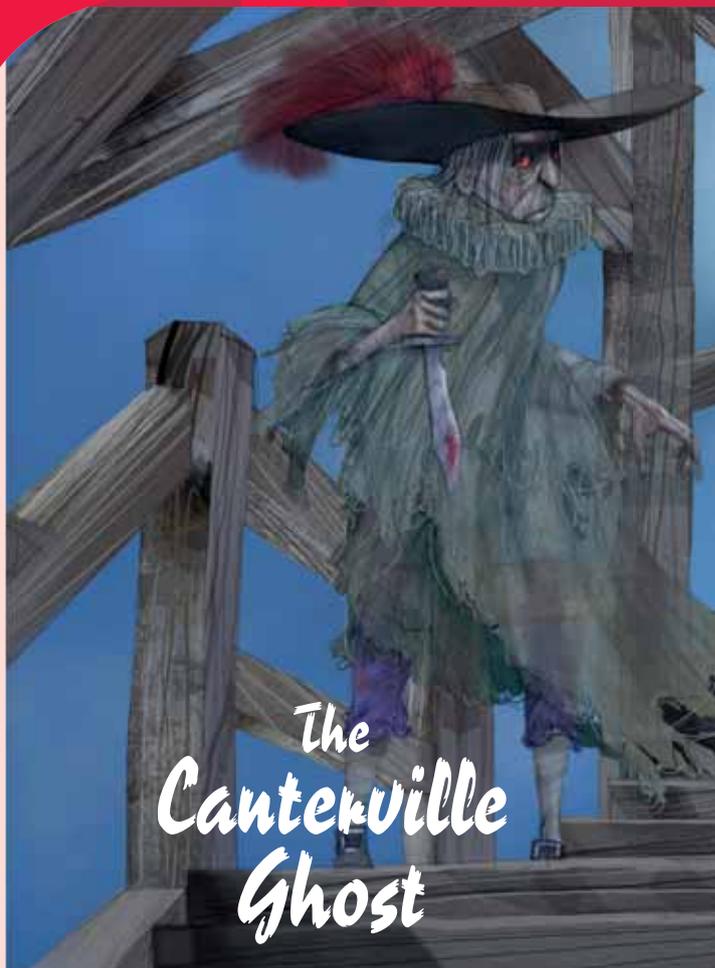
Mr and Mrs Otis and their four children, Washington, Virginia and the twin boys are a rich American family. They have bought Canterville Chase, an old English country house, from Lord Canterville. He decided to sell the house because of a terrible ghost who was frightening his family. But Mr Otis isn't frightened – he doesn't believe in ghosts.

Soon after they move in, Mr Otis wakes up to the sound of the ghost in the middle of the night. The ghost is an old man with red eyes, long, dirty hair and very old clothes. But Mr Otis isn't frightened of him. Later that evening, the ghost meets the twins, who throw something at him. Now the ghost is annoyed that no one is frightened of him and thinks of a plan to frighten them.

▶ READ

3 L1 Look at the picture. Read and listen to the extract from *The Canterville Ghost* and answer the questions.

- 1 Who is the figure in the picture?
- 2 What is he planning to do?
- 3 Does his plan work?



The Canterville Ghost

The Ghostly Plan

When he felt better, he decided to try again to frighten the American family. This time, he made very careful preparations.

First, he decided what clothes to wear. He chose a large hat with a red feather. Then he put a white shroud round himself. Finally, he picked up a large, bloodstained knife. In the evening a violent storm broke. A strong wind blew noisily through the old house. The ghost was pleased. It was just the kind of weather he loved.

He went through his plan of action. 'I will go to Washington Otis's room first and make noises at the foot of his bed. Then I will push the knife into myself three times. Slow, sad music will play. When the young man is helpless with terror, I will go to the parents' room. I will put a thin, ice-cold hand on Mrs Otis's head and say awful things in a low, frightening voice to Mr Otis.' The ghost was not quite so certain about his plans for Virginia. She was gentle and pretty, and she had never tried to hurt him. 'A few alarming noises from inside the cupboard in her room will be enough,' he thought.

But he certainly intended to frighten the terrible twins. 'First, I will sit on them heavily so that they cannot breathe. Then I will appear in the form of a dead body, lit by a horrible green light ...'

At half past ten, he heard the family going to bed. For some time there were screams of laughter from the twins' room. But at a quarter past eleven all was quiet and at midnight, the ghost left his room. A barn owl

LESSON OVERVIEW: In this lesson, sts read an extract from *The Canterville Ghost*, a short story by Oscar Wilde. They read an outline of the story, then read an extract and listen to the next part of the story. They end by imagining they are the family in the story and planning a solution to their problem.

WARMER

Read out the title of the story and focus on the picture. Explain to sts that they are going to read an extract from a story called *The Canterville Ghost*. Write these phrases on the board: *a rich American family, an old English country house, a terrible ghost, a bloodstained knife, a violent storm, a frightened ghost, hide*. Teach the meaning of unfamiliar words, then put sts into pairs to discuss what the story 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

Oscar Wilde was born in Dublin, Ireland, in 1854. He did well at school and went to university in Dublin and Oxford. After university, he moved to London, where he became a successful writer. Wilde wrote poetry and short stories, but is probably most well-known for his plays, which include *The Importance of Being Earnest* and *An Ideal Husband*. He also wrote one novel, *The Picture of Dorian Gray*. It tells the story of a beautiful young man, who doesn't want to grow old. When it was first published, the novel was heavily criticized, but it is now recognized as a great classic. In 1897, Wilde moved from London to live in Paris, where he died in 1900.

BEFORE YOU READ

- 1 Arrange sts into pairs to discuss the questions. Ask them to note down all their ideas. Monitor while they talk, then ask pairs to share their ideas with the class.
- 2 Ask sts to read the outline to *The Canterville Ghost*, and decide if the sentences are true or false. They should correct the false sentences. Allow sts to compare their answers in pairs, then check the answers with the class. Ask which of their ideas from the Warmer were correct.

Answers

- 1 F (They have bought Canterville Chase, and they live there.)
- 2 T
- 3 T
- 4 F (When the twins meet the ghost they throw something at him.)
- 5 F (The ghost is annoyed that no one is frightened of him.)

READ

- 3  L1 Read the questions with the class, then play the audio. Sts read and listen to the extract, and answer the questions. Check answers.

Answers

- 1 the Canterville ghost
- 2 He's planning to really frighten the Otis family.
- 3 No, his plan doesn't work.



called softly from a tree outside the window. The wind cried like a lost child through the empty rooms of the house. But the Otis family slept peacefully, unconscious of the coming danger.

The ghost moved quietly through the darkness of the sleeping house. A cruel smile touched his dry, old mouth. He held his bloody knife high in the air. He felt so powerful! He was beginning to enjoy himself.

Still smiling, he turned the corner to reach Washington's room. He stopped with a shout of terror! Directly in front of him stood a terrible, ghostly figure. It was like a madman's worst dream. The large, round head was white and hairless. The fat face was smiling horribly. A strange red fire lit up its eyes and mouth. The awful figure was wearing a white shroud, very like his own. There was a notice on the cloth in strange, old writing. In its right hand, the figure held a large, sharp knife.

The Canterville ghost had never before seen anything like this! He was extremely frightened. He gave the awful thing one last look. Then he ran back to his own room, where he hid under the bed until morning.

Glossary

- shroud** a cloth, or loose clothing
- bloodstained** with marks of blood
- helpless** not able to help yourself
- cruel** extremely unkind

Extract from **Richmond Readers: The Canterville Ghost and Other Stories** by Oscar Wilde

4 Read the extract again. Complete the sentences with the words in the box. There are two extra words.

asleep bird crying figure knife
laughter room storm

- 1 The ghost got dressed up and carried a ... with him to scare the family.
- 2 It was very windy and there was a terrible
- 3 After the Otis family went to bed the ghost heard ... in the twins' room.
- 4 By 11.15 p.m. the family was
- 5 Before he reached Washington's room, the ghost was frightened by a strange
- 6 He ran back to his ... and stayed there until the next day.

5 **Word Power** Find the negative adjectives in the text that describe these things. How many more negative adjectives can you think of?

- 1 a ... voice
- 2 the ... twins
- 3 a ... green light
- 4 a ... smile
- 5 a ... figure

6 **L2** Look at the picture and listen to the next part of the story. Answer the questions.



- 1 What did the ghost decide to do in the morning?
- 2 Why did the ghost have a terrible shock when he tried to lift the other ghost up?
- 3 What was the other ghost made from?
- 4 Why did he become angry after reading the notice?
- 5 What did the ghost promise to do when the cock crowed twice?
- 6 What time did the ghost go back to his room?

REFLECT

7 GET CREATIVE Work in groups. Imagine you are the Otis family. What do you think you could do to get the ghost to leave the house forever? Discuss in groups and present a plan to the class.

- 4** Go through the words in the box. Sts then read the extract again, and copy and complete correct sentences in their notebooks. Check answers with the class. As you check the answers, elicit which part of the extract confirms each answer.

Answers

- | | | |
|---------|------------|----------|
| 1 knife | 3 laughter | 5 figure |
| 2 storm | 4 asleep | 6 room |

- 5 Word Power** Write on the board: *careful, gentle, pretty, pleased, better*. Explain or elicit that these are positive adjectives which come from the extract. Read the list of things 1–5, then ask sts to find the negative adjectives that describe them in the extract. Check answers.

Answers

- | | | |
|--------------------|------------|---------------------|
| 1 low, frightening | 3 horrible | 5 terrible/ghostly/ |
| 2 terrible | 4 cruel | awful |

Put sts in pairs and ask them to read the extract again and find more examples of negative adjectives, elicit answers from the class and check understanding. After going through the answers from the text, you could also ask sts if they know any more negative adjectives and list these on the board.

Answers

Other negative adjectives from the extract:
bloodstained, violent, sad, helpless, thin, ice-cold, alarming, dead, lost, old, bloody, worst, hairless, strange

- 6** **L2** Explain to sts that they will now hear the next part of the story. Look at the picture, then read the questions. Play the audio. See page 287 for audio script. Sts listen and write their answers. Check answers, playing the audio again and pausing, if necessary, to confirm the answers.

Answers

- 1 He decided to go back and speak to the other ghost.
- 2 He had a shock because the other ghost's head fell off.
- 3 a pumpkin, a white bed sheet, a long kitchen brush and a meat knife
- 4 because he realized someone was laughing at him
- 5 He promised to murder something or someone.
- 6 at half past seven

REFLECT

21st Century skills



7 GET CREATIVE

Read through the task with the sts. Check they understand everything. Arrange them into groups to think of a plan to get the ghost to leave. Monitor while sts work and help if necessary. Ask groups to present their plan to the class. You could vote on the best plan.

Ask sts if they would like to read the rest of the story. Explain where they can buy the book if they want to read it. Sts might also be interested to know that *The Canterville Ghost* has been made into a film.

EXTRA PRACTICE

In the same groups sts prepare a dramatic performance of their plan to get the ghost to leave. They could imagine they are members of the Otis family and then write the scene. Encourage them to play their parts with feeling. When you have finished, ask sts if the activity helped them engage more with the story.

LITERATURE

UNITS 4-6

BEFORE YOU READ

1 Work in pairs and answer the questions.

- 1 What does a lawyer do?
- 2 How did the police solve crimes in the nineteenth century? How do they do it today?

2 Read the outline of *Dr Jekyll & Mr Hyde*. Complete the sentences.

- 1 Mr Utterson is ... about his friend Dr Jekyll.
- 2 Dr Jekyll wants Mr Hyde to have all his ... if he dies.
- 3 Mr Hyde has a ... to a room in Dr Jekyll's house.
- 4 Mr Hyde uses a ... that belongs to Dr Jekyll to kill Sir Danvers Carew late one night.
- 5 Dr Jekyll shows Mr Utterson a ... from Mr Hyde.

OUTLINE

Dr Jekyll & Mr Hyde

Mr Utterson is a lawyer in nineteenth century London. He is worried about his close friend Dr Henry Jekyll, a kind and clever scientist. Mr Utterson has a will (a document which says what to do with someone's money and possessions when they die) from Dr Jekyll. It says that when Dr Jekyll dies, Mr Utterson must give all his money to a strange and nasty young man called Edward Hyde. Mr Utterson also knows that Mr Hyde has a key to an old laboratory in Dr Jekyll's house. When Mr Utterson visits the doctor, Dr Jekyll makes him promise to take care of Mr Hyde if anything happens to him. But Mr Utterson thinks that Dr Jekyll is in trouble with Mr Hyde.

A year later, Mr Hyde kills an old man called Sir Danvers Carew in the street late at night. The walking stick he uses for the murder belongs to Dr Jekyll. Mr Utterson visits Dr Jekyll again to warn him about Mr Hyde. Dr Jekyll tells him he is not worried by the young man and shows him a letter that Mr Hyde has written to him.

READ

3 L3 Look at the picture. Read and listen to the extract from *Dr Jekyll & Mr Hyde* and answer the questions.

- 1 Who are the two people in the picture?
- 2 What are they looking at? What is important about it?
- 3 How do you think they feel? Why?

Dr Jekyll & Mr Hyde



The Letter

The writing on the letter was strange. It said:

Thank you for a thousand acts of kindness. You need not be afraid for me. I have a safe and dependable way of escaping.

Edward Hyde

Mr Utterson felt a little better after reading it. 'Do you have the envelope?' he asked.

'I burnt it,' Dr Jekyll replied. 'But the letter was not posted. Somebody brought it to the house.'

'Shall I keep this?' Mr Utterson asked.

'I will leave the decision to you,' Dr Jekyll replied.

'I will consider all this,' Mr Utterson said. 'But I have one more question. Was it Hyde who told you what to say in your will about disappearing?'

For a moment, it looked as though Dr Jekyll was going to faint. Then he quietly said, 'Yes.'

'I knew it!' Mr Utterson cried. 'He planned to murder you! You were lucky to escape!'

'I have learned a lesson, Utterson,' Dr Jekyll said. 'Oh, what a lesson I have learned!' And he covered his face with his hands.

On his way out of the house, Mr Utterson stopped to speak to Poole.

'A letter was delivered today,' he said. 'Who brought it, Poole? What did he look like?'

'A letter, Sir?' Poole said. 'No letter was delivered by hand today. The only letters that came were those that came through the post.'

LESSON OVERVIEW: In this lesson, sts read an extract from the novella *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson. They read an outline of the novella, 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 story and focus on the picture. Explain to sts that they are going to read an extract from a novella (a short novel) called *Dr Jekyll and Mr Hyde*. Write these words on the board: *a lawyer, a kind and clever scientist, a will, a strange and nasty man, an old laboratory, a murder*. Teach the meaning of unfamiliar words, then put sts into pairs to discuss what the story might be about, using the title, the picture and the words on the board to help them. Elicit ideas but don't confirm them.

BACKGROUND INFORMATION

Robert Louis Stevenson was born in Scotland in 1850. He trained as a lawyer, but spent much of his time travelling and writing about his travels. He also found time to write poetry and short stories, as well as thirteen novels. The most well-known of Stevenson's works are probably *Kidnapped*, *Treasure Island*, and *Dr Jekyll and Mr Hyde*, all of which have been made into films. His books were very successful. When *Dr Jekyll and Mr Hyde* was published in 1886, it sold 40,000 copies in six months. There are two Robert Louis Stevenson museums, one in California, U.S.A., and the other on the South Pacific island of Samoa, where Stevenson lived before his death in 1894.

BEFORE YOU READ

- 1 Put sts into pairs to discuss the questions, then elicit answers from the class.
- 2 Ask sts to read the outline to the story, then copy and complete the sentences in their notebooks. Allow time for sts to compare their sentences with a partner, then check the answers with the class. Ask sts if their ideas from the Warmer were correct.

Answers

- | | |
|-----------|-----------------|
| 1 worried | 4 walking stick |
| 2 money | 5 letter |
| 3 key | |

READ

- 3  L3 Focus on the picture and elicit what it shows. Read through the questions, then play the audio. Sts read and listen to the extract, and answer the questions. Check answers.

Answers

- 1 Dr Jekyll and Mr Utterson
- 2 They are looking at the letter. It's important because it's from Mr Hyde and explains why Dr Jekyll isn't worried about Mr Hyde. OR They are looking at the will. It's important because it leaves all of Dr Jekyll's money to Mr Hyde.
- 3 Students' own answers



All Mr Utterson's fears returned as he left the house. 'Did the letter come through the laboratory door?' he wondered. 'Or was it written in the upstairs room of the laboratory? If it was, I must be extremely careful what I do.'

Mr Utterson walked home through the streets. Newspaper boys were shouting, 'Murder! Murder! Sir Danvers Carew murdered! Read all about it!' as he walked by them.

A good friend and client was dead. Was that death about to hurt the good reputation of another? He would have to be careful to make the right decision. 'For the first time for many years,' thought Mr Utterson, 'I need some advice.'

Soon after, he was sitting beside his fireplace with Mr Guest, the head clerk from Mr Utterson's office. A bottle of good wine stood on the table between them. Outside, the fog still covered the city, but the fire made the room warm and bright.

Mr Utterson kept very few secrets from Guest, and Guest had often gone to Dr Jekyll's house on business. He knew Poole and he must also know about Mr Hyde. Was it a good idea to let him see the letter? Mr Utterson thought that it was. He knew that Guest was a student of handwriting and a man able to give good advice.

Glossary

escape to get free from something
faint become unconscious suddenly
to be delivered to take letters or parcels to people's houses
murder the crime of killing a person

Extract from **Richmond Readers: Dr Jekyll & Mr Hyde** by Robert Louis Stevenson

4 Read the extract again and choose the correct answer.

- After reading the letter, Mr Utterson ...
 - wanted to burn it.
 - didn't feel as bad as before.
- Mr Utterson believed that ...
 - Mr Hyde planned to kill Dr Jekyll so he could have all his money.
 - Mr Hyde wanted to escape.
- Dr Jekyll's servant, Poole, told Mr Utterson that ...
 - a number of letters were delivered by hand.
 - some letters came in the post but none came by hand.
- Mr Utterson visited his colleague, Mr Guest ...
 - to ask him for help.
 - to tell him the news about Sir Danvers Carew.
- Mr Utterson decided to show Mr Guest ...
 - the newspaper story.
 - the letter from Edward Hyde.

5 **Word Power** Complete the three compound nouns from the text. Can you think of five more compound nouns for things you use at home?

- ...paper
- fire...
- hand...

6 **L4** Listen to the next part of the story. Put the events in order from 1-6.

- ... Mr Utterson cannot understand why Dr Jekyll wrote a letter for the murderer.
- ... Mr Utterson shows Mr Guest the letter from the murderer.
- ... Mr Utterson locks the note in a safe.
- ... Mr Guest believes the handwriting on the note and the letter are very similar.
- ... A servant brings Mr Utterson a note from Dr Jekyll.
- ... Mr Guest compares the handwriting on the note from Dr Jekyll with the letter from the murderer.

REFLECT

7 **THINK CRITICALLY** Work in pairs. Read these facts from the story and answer the questions.

- Why do you think Dr Jekyll agreed to give Mr Hyde all his money when he dies?
- How do you think Dr Jekyll received the letter from Mr Hyde?
- Why do you think Dr Jekyll and Mr Hyde's handwriting is so similar?

Mr Hyde told Dr Jekyll to give him all his money in his will.

The letter from Mr Hyde to Dr Jekyll was not delivered by hand or by post.

The handwriting on the letter from Mr Hyde was very similar to Dr Jekyll's handwriting.



- 4** Go through the sentences and possible answers. Sts then read the extract again and choose the correct answers. Allow time for them to compare answers in pairs, then check answers with the class. As you check the answers, elicit which part of the extract confirms each answer.

Answers

1 b 3 b 5 b
2 a 4 a

- 5** **Word Power** Remind sts that a compound noun is a noun with two or more parts. Ask sts to find and complete the compound nouns from the text. Check answers, and check that sts understand all three words. Sts then think of five more compound nouns for things they use at home. Arrange them in pairs to compare their answers, then elicit ideas from the class.

Answers

1 newspaper
2 fireplace
3 handwriting

Examples of compound nouns for things used at home: *armchair, bathroom, bookshelf, cupboard, dishwasher, DVD player, food mixer, hairdryer, letterbox, microwave oven, personal computer, teaspoon, toothbrush, toothpaste, washing machine*

- 6** **L4** Explain that sts are going to hear the next part of the story. Read out the task, then give sts time to read through the sentences. Play the audio. See TG page 287 for audio script. Sts listen and put the sentences in the correct order. Check the answers by playing the audio again and pausing to confirm the answers if necessary.

Answers

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

REFLECT

21st Century skills



7 **THINK CRITICALLY**

Read through the facts with the sts and check they understand everything. Arrange them into pairs to discuss the questions. Point out that there are no correct answers to the questions, sts can put forward their own explanations and opinions. Elicit ideas from around the classroom and discuss as a class what sts think might happen next.

Ask sts if they would like to read the rest of the story to find out what happens. Explain where they can buy the book if they want to read it. Sts may be interested to know that there are several film versions of *Dr Jekyll and Mr Hyde*.

EXTRA PRACTICE

Put sts into pairs. Explain that they are going to imagine they are Mr Utterson and Mr Guest, the head clerk from Mr Utterson's office. Encourage them to use their imagination and think about what was said in the conversation between the two characters. They could use some of their ideas from Exercise 7. Ask sts to role play a conversation between the two characters. Monitor and help while they are working. Ask some pairs to perform their role play for the class.

LITERATURE

UNITS 7-9

▶ BEFORE YOU READ

1 Work in pairs and answer the questions.

- 1 What do you know about the story, *Frankenstein*?
- 2 Who was Frankenstein?
- 3 What did he do?

2 Read the outline of *Frankenstein*. Put the events in order from 1-7.

- a Victor's brother is killed.
- b Victor goes to study at university.
- c Victor creates a monster.
- d Victor learns how to create life.
- e Victor meets the monster again.
- f Victor's mother dies.
- g The monster runs away.

OUTLINE

Frankenstein

Victor Frankenstein is an ambitious student in eighteenth-century Geneva. When he is seventeen, his mother dies after a short illness. Soon after this, Victor goes to university in Ingolstadt. He leaves his family and best friend behind and spends all his time studying chemistry. He becomes very interested in life and death and after many months of study, he discovers how to create life. He spends the next two years creating a giant human, a monster, and gives it life.

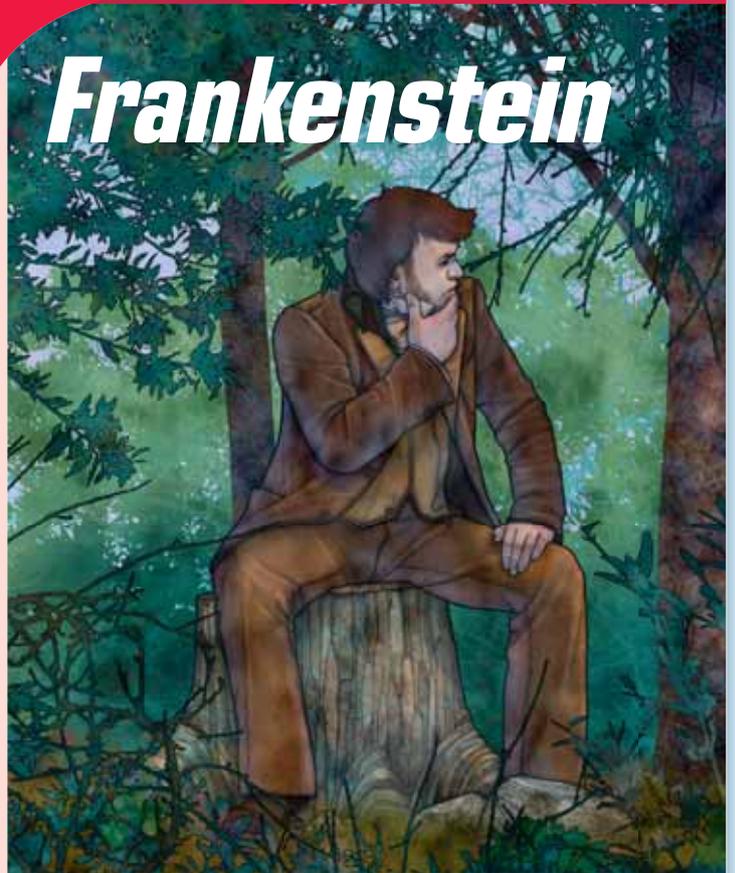
Victor becomes very ill and the monster escapes from the laboratory. Some time later, Victor's younger brother William is murdered. Victor is sure that the monster is the killer. He meets the monster again living in the mountains. The monster admits to killing William and tells Victor he is very unhappy and lonely. He says that after he left the laboratory, he tried to make friends with a family called the De Laceys, but they rejected him because he was so ugly. He tells Victor that all he wants is a female friend, a companion, someone like him.

▶ READ

3 Look at the picture. Read and listen to the extract from *Frankenstein* and answer the questions.

- 1 Where are Victor and the monster?
- 2 What is the monster asking?
- 3 How do you think they are both feeling?
- 4 What agreement do they make?

Frankenstein



A Gentleman's Agreement

After the monster had finished speaking, he waited for me to reply. But I was too shocked to answer **immediately**.

'You must make a female for me,' he repeated. 'I demand it and you cannot say "no".'

'I will not do it,' I said at last. 'Nothing will ever make me agree. Shall I make another thing like you? Together, you might destroy the world.'

'I am evil only because I am unhappy,' the monster said. 'Why must I love humans more than they love me? If they are kind to me, I will be friendly. But that won't happen. So, if people cannot love me, I will give them reasons to fear me!'

A horrible, angry light burned in his eyes for a moment. When he became calmer, he continued. 'I am being reasonable, Frankenstein. Just make me happy. Let me feel thankful to you for one kind action.'

His words touched my heart. He had made a good argument. I could see that he was a sensitive creature. 'I must give him a little happiness if I can,' I thought.

He saw my feelings change. 'If you agree, Frankenstein, no humans will ever see us again,' he said. 'We will go to the wildest parts of South America. We will live on the fruits of the earth. We will sleep on dry leaves. The sun will keep us warm.'

'You promise to live **peacefully**,' I said. 'But you have already done bad things. Having a female will give you twice as much power.'

LESSON OVERVIEW: In this lesson, sts read an extract from *Frankenstein* by Mary Shelley. 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

Arrange sts in pairs and ask them to list as many different types of novels as possible. Elicit ideas from around the classroom. For example, *adventure, romance, mystery, crime, science fiction, historical, horror*. Explain to sts that they are going to read an extract from a horror story. Elicit some examples of horror stories, e.g. *Frankenstein, Dracula, The Shining*, etc. Then ask sts to discuss in their pairs what the key ingredients for a good horror story are. Elicit ideas from the class.

BACKGROUND INFORMATION

Mary Shelley was an English novelist. Her most famous work was *Frankenstein*, which she wrote when she was 18 years old. She came up with the idea for *Frankenstein* during a holiday in Italy. It wasn't easy for women to be writers at that time, so Mary didn't put her name on the book when it was first published in 1818. Her husband was Percy Shelley, a famous poet. He wrote the introduction to *Frankenstein* and many people believed he had written the story. The book was republished in 1823, with Mary Shelley named as the author. *Frankenstein* is often described as the first science-fiction story and it was hugely popular with readers.

BEFORE YOU READ

- 1 Put sts into pairs to discuss the questions, then elicit answers from the class.
- 2 Go through the sentences with the sts. Ask them to read the outline of the story, and order the events from 1-7. Allow time for sts to compare their answers, then check them with the class. Ask sts which of their ideas from Exercise 1 were correct.

Answers

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

READ

- 3  L5 Read the questions. Put sts in pairs and ask them to look at the picture and discuss possible answers to the questions. Monitor while they work, then elicit one or two ideas, but do not confirm them. Play the audio for sts to read and listen to the extract, and answer the questions. Check the answers.

Answers

- 1 They are in a forest, in the mountains.
- 2 The monster is asking Frankenstein to build him a companion, a female.
- 3 Students' own answers
- 4 Frankenstein will create another (female) monster, but once he's made it, the two monsters must leave Europe and never return.



'I am serious, Frankenstein,' the monster replied. 'If there is no love in my life, hate will fill my heart instead. But the love of another creature will take away the cause of my crimes.'

I paused to think about his arguments. He had **certainly** shown good qualities at the beginning of his life. His kind feelings had been destroyed by his unhappy experience with the De Lacey family. I must not forget that he had great power. 'If I don't help him, he will be a danger to all human life,' I thought. I had to do what he asked.

'I agree to your demand,' I said. 'But you and the female must leave Europe forever.'

'After you have done this for me, you will never see me again. This is my promise, Frankenstein,' he said. 'Remember, I shall watch you during your work. When you are ready, I shall appear again.'

When I returned home, my wild look alarmed my family. But I could not answer their questions. In fact, I did not speak to them at all. I felt as if I were no longer part of their community and could never again enjoy their company. My urgent duty now was to save them from the monster. Nothing else in life mattered.

Glossary

demand to ask for something in a firm way
evil morally bad
reasonable fair, practical and sensible
duty something you have to do

Extract from **Richmond Readers: Frankenstein** by Mary Shelley

4 Read the extract again and choose the correct answer.

- At first, Frankenstein refuses to make a female ...
 - because he doesn't know how to.
 - because he is worried they will be dangerous.
- The monster says he is bad because ...
 - people do not show him any love.
 - he doesn't know how to be good.
- Frankenstein agrees to help the monster because ...
 - he would like to continue his work.
 - he can see that he has feelings.
- The monster promises Frankenstein that if he helps him ...
 - he will stay and help Frankenstein.
 - he will leave the country forever.
- The monster tells Frankenstein that ...
 - he will return when Frankenstein has completed the female monster.
 - he won't watch him while he is working.
- After the meeting, Frankenstein feels ...
 - pleased with the agreement.
 - worried for his family.

5 A **Word Power** Match the adverbs in blue in the text with the meanings.

- without doubt
- happening straight away
- quietly or calmly

B Find adjectives in the extract. Make adverbs from them.

6 **L6** Listen to the next part of the story. Choose the correct answers.

- Frankenstein was worried that the female monster might have *children / problems*.
- While Frankenstein was working, the monster appeared *during the day / at night*.
- Frankenstein picked up the female monster and *broke / held* it.
- The monster became very *angry / sad* after this.
- Frankenstein told the monster to *go away / stay*.
- The monster told Frankenstein that he would live in *peace / fear*.

REFLECT

7 **THINK CRITICALLY** Work in groups. Discuss these questions about Victor and the monster.

- Were you frightened of the monster at the end?
- Can you understand his anger and pain?
- Have your feelings towards the monster changed during the story? How and why?
- How do you think Victor is feeling at the end of the story?
- Was Victor right to destroy the monster's companion? What would you do?

- 4 Go through the sentences and possible answers. Sts then read the extract again and choose the correct answers. Allow time for them to compare answers in pairs, then check answers with the class. As you check the answers, elicit which part of the extract confirms each answer.

Answers

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

- 5 **A Word Power** Ask sts to find the adverbs in blue in the text and read the sentences to see how they are used. Go through the list of meanings 1-3 and then ask sts to match the adverbs with the correct meanings. Check answers.

Answers

immediately 2
peacefully 3
certainly 1

- B** Arrange sts in pairs. Ask them to read the text again and make a note of the adjectives. Elicit a list of adjectives, then ask pairs to make them into adverbs. You could refer sts back to the rules for forming regular adverbs on SB page 62 if you feel they need a little more support. Check answers with the class.

Answers

shocked – shockingly	sensitive – sensitively
evil – evilly	dry – dryly
kind – kindly	warm – warmly
horrible – horribly	bad – badly
angry – angrily	serious – seriously
calm – calmly	unhappy – unhappily
reasonable – reasonably	great – greatly
happy – happily	human – humanly
thankful – thankfully	wild – wildly
good – well	urgent – urgently

- 6 **L6** Explain to sts that they are going to listen to the next part of the story. Allow sts time to read through the questions, then play the audio. See TG page 287 for audio script. Sts listen and choose the correct answers. Check answers, playing the audio again and pausing if necessary, to confirm the answers.

Answers

1 children	3 broke	5 go away
2 at night	4 angry	6 fear

REFLECT

21st Century skills



7 THINK CRITICALLY

Read through the questions about Victor and the monster with the sts and check they understand everything. Arrange them into small groups to discuss the questions. Point out that there are no correct answers to the questions, sts can put forward their own feelings and opinions. Elicit ideas from around the classroom and discuss as a class what sts think might happen after Victor destroys the female's companion.

Ask sts if they would like to read the story. Explain where they can buy the book if they want to read it.

EXTRA PRACTICE

Ask sts to read question 5 in Exercise 7 again. Divide the class in half. Ask sts in one half of the class to work in pairs and prepare reasons in favour of Frankenstein destroying the monster's companion. Ask sts in the other half of the class to work in pairs and prepare reasons against the destruction of the monster's companion. Monitor and help while sts are working.

Tell sts they are going to debate the reasons for and against destroying the monster's companion. Elicit all reasons for and make notes on the board. Then do the same with the reasons against. Ask: *Which reasons do you think are the strongest? Why?* Elicit answers from individual sts, encourage sts to agree and disagree with each other. End with a class vote to decide the final 'verdict'.

EXAM PRACTICE

UNIT 1

READING

Multiple matching

Look! About the task

In this reading task, you read descriptions of different people and match them with short texts on a particular topic. There are more short texts than you need.

Useful strategies

- Read the descriptions of the people and underline any important words and phrases.
- Then read the short texts and look for words and phrases that mean the same thing.
- Choose the text that matches all the information in each person's description, not just a word or phrase.

1 Read about Maria and find the important information.



Maria loves music and would love to see a film about the adventures of some well-known musicians on tour. She likes pretending she's a pop star and she doesn't want to see anything too serious.

2 Now read the film description below. Find any words and phrases that match the words you underlined in Exercise 1.

INSIDE

This is the perfect film if you're interested in celebrities! It looks at life for members of Boom – the world's most famous pop band – as they travel through the USA. The film has plenty of comedy moments and fans are encouraged to dress up like Boom members to watch the film.

OUR VERDICT ★★★★★

3 Now complete the EXAM TASK. Check that your answer matches all the information in each person's description.

EXAM TASK

For each question, choose the correct answer. The people below all want to find a film to watch this weekend at their local cinema. Read the five film reviews and decide which film would be the most suitable for the following people.

- 1 Jilani loves films that are set in different locations around the world. He'd like to watch an adventure film and he's very interested in animals, in particular, jungle animals.
- 2 Shani wants to see a film where the people are in dangerous environments. She prefers watching comedy films and likes seeing people while they're at work.
- 3 Ulrika loves watching nature films. It's not important to her whether the actors are famous, but she enjoys seeing films that are part of a series.



FILM REVIEWS

REVIEWS ARTICLES BLOG

A BUSY LIVES

This documentary film is a must see for all animal-lovers out there! You'll learn about the lives of animals in some of Africa's most historical and famous nature parks, and those who work with them, too. There aren't many laughs and it's slightly different from the book, *Busy Lives*, but you'll still learn loads!

B DESERT

If you've seen the first *Desert* movie, the characters in this one will be familiar to you. Set in the Sahara Desert, it follows the travels of three scientists as they learn all about life there. It has some less well-known actors, but that doesn't make it boring.

C THE A GAME

The A Game is so exciting that you'll be on the edge of your seat. Funny in places, there's plenty of action as the team of scientists learn about the creatures they meet doing their research, while travelling through the rainforests of South America.

D THE GILROYS

The prize-winning director of this film is well known for his amazing adventure movies. Sure to make you laugh and with lots of our top film stars, his latest film's set in the jungle, where the Gilroy family find themselves in danger as they make their way through the jungle and avoid unknown animals!

E DEEP BLUE

With a cast full of famous actors, *Deep Blue* is one of this year's funniest films. The characters have many adventures as they do their jobs as a team of divers in difficult conditions deep under water. It has a serious side too, though – they're not safe, as they swim with lots of frightening sharks!

EXAM PRACTICE

UNIT 1

LESSON OVERVIEW: This lesson provides practice of a Reading multiple-matching exam task. It also reviews some of the language sts have learned in Unit 1.

Skill	Exam task
Reading	Multiple matching

WARMER

Elicit a list of different film genres, e.g. *horror, science fiction, comedy, musical, action/adventure, love, documentary, crime/detective, animated*. Then elicit examples of films for each genre – these could be English-language films or films in the sts' own language. Put sts in pairs to discuss which films they enjoy watching and why. Elicit ideas from around the classroom.

BACKGROUND INFORMATION

In this exam task, sts read descriptions of three people and the different types of films they enjoy watching. Then they read five short film reviews and decide which film would be suitable for each person by matching key words and phrases in the descriptions and film reviews.

- 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 there are three people and five short texts (film reviews). There are two short texts they do not need to use.

Read through the Useful strategies with the class. Explain that sts need to read each person's description carefully and identify key words and phrases. Then, they should read the short texts and look for words or phrases that have the same meaning. Remind sts that they are looking for a short text that has all of the key information from someone's description, not just a part of it.

Read through the paragraph about Maria. Ask sts to copy the paragraph into their notebooks and underline the key words and phrases. Allow time for them to compare their answers in pairs, then check the answers with the class.

Answers

loves music
well-known musicians on tour
likes pretending she's a pop star
doesn't want anything too serious

- 2 Read the film description with the class. Arrange sts in pairs to find words and phrases that match those they underlined in Exercise 1 and write them in their notebooks. Check the answers.

Answers

loves music – pop band
well-known musicians on tour – celebrities / members of Boom – the world's most famous pop band – as they travel through the USA
likes pretending she's a pop star – fans encouraged to dress up
doesn't want anything too serious – plenty of comedy moments

- 3 Sts then complete the exam task. Remind them to check that their answers match all the information in the descriptions. Allow sts to compare their answers in pairs, then check answers with the class and elicit the key words and phrases that helped sts to find each answer. Ask sts which film reviews were not needed.

Answers

1 C 2 E 3 B
Reviews A and D were not needed.

EXAM PRACTICE

UNIT 2

4 Now complete the EXAM TASK.

LISTENING

Multiple choice

Look! About the task

In this listening task, you will hear some short dialogues or messages and answer some multiple-choice questions. For each question, you must choose the correct picture to answer the question. You hear each dialogue twice.

Useful strategies

- Before listening, read the questions and look at the three pictures.
- Think about the kind of words you are going to hear.
- You'll hear something about all the pictures for each question. Listen for the whole meaning, not just individual words.

1 Work in pairs. Look at the pictures in EXAM TASK question 1. Think of two or three words you might hear for each picture.

2 Now do the same for the pictures in questions 2–5. Discuss your answers with your partner.

3 **E2.1** Look at EXAM TASK question 1. Read and listen to the dialogue. Which is the correct answer? Why?

Girl: Have you ever been to London?

Boy: Yeah, I went there with my parents last summer. It was totally awesome!

Girl: Did you buy anything interesting when you were there?

Boy: Well, I almost bought a really cool T-shirt, but then I decided I had enough of those from all the other places I've been to! I got a baseball cap instead. My sister got this really funny book of British jokes ... hang on ... let me go and get it for you.

Girl: OK!

EXAM TASK

E2.2 For each question there are three pictures and a short recording. Choose the correct picture A, B or C.

1 Which souvenir did the boy buy in London?



A



B



C

2 How will the boy travel to the birthday party today?



A



B



C

3 What did the girl do first on her holiday?



A



B



C

4 Where is the woman now?



A



B



C

5 Which photo does the girl like best?



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

Play a game to revise verbs for travel and holidays, and travel nouns from Unit 2. Arrange sts in small teams. Write: s _ t _ ff on the board and ask teams to add the missing vowels to make a two-word travel and holiday verb (set off). Award a point to the team that finds the word first. Do the same with l _ st pr _ p _ rty _ ff _ c _ to find a three-word travel noun (lost property office). Then set a time limit of two minutes for sts to list more travel and holiday nouns. Compare lists at the end and award a point for each correct answer.

BACKGROUND INFORMATION

In this exam task, sts hear five short dialogues or messages. For each dialogue there is a question and three pictures. Sts listen and choose the picture which gives the correct answer to the question. They will have enough time before they listen to look at all the pictures and read the questions. 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 with the class. Point out to sts that it is really important to prepare before listening. This means reading the questions and looking at the pictures, and thinking about what they will hear. They need to listen carefully and not choose an answer just because they hear a word related to that answer. In this kind of task, they will probably hear words related to all the answers, so they need to listen carefully to hear which one is correct.

Focus on the pictures for question 1 of the EXAM TASK. Arrange sts in pairs and ask them to note down two or three words they might hear for each picture. Elicit ideas from the class.

Sample answers

- A blue, baseball cap, London
- B jokes, book, funny
- C T-shirt, picture, London, blue and white

- 2 Sts work individually. They look at the pictures for questions 2–5 and write down words they might hear when they listen to the dialogues/messages in their notebooks. Allow time for sts to compare their ideas in pairs, then discuss them as a class.

Sample answers

- 2 A bike, cycle, wall
- B train, station, ticket
- C car, drive, park
- 3 A pack/unpack, suitcase, luggage, bedroom
- B take photos, sightsee, city, skyscrapers
- C shop, buy, wheelie bag
- 4 A airport, arrivals, luggage
- B taxi rank, queue
- C departure lounge, departure board, waiting
- 5 A forest, green, trees
- B harbour, port, boats, sea, lighthouse
- C mountains, waterfall, trees, snow

- 3 **E2.1** Read out question 1 of the EXAM TASK, and check that sts remember that a *souvenir* is something that you bring back from a holiday and give to a friend/relative.

Play the audio for sts to listen and read. See SB page 119 for the audio script. Put sts in pairs to discuss which picture is the correct answer and why, then check answers with the class.

Answers

- A (the baseball cap)
- He didn't want a T-shirt as he had lots already. His sister bought the joke book (not him).

- 4 **E2.2** Play the audio for sts to listen and complete questions 2–5 of the EXAM TASK. See TG page 288 for audio script. Play the audio again for sts to check their answers, then allow time for them to compare their answers in pairs. 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 B 3 C 4 C 5 B

EXAM PRACTICE

UNIT 3

SPEAKING

Conversation

Look! About the task

In this speaking task, the examiner asks you questions about two topics. There are six possible topics. You must also ask the examiner a question.

Useful strategies

- Listen carefully to the question to see which tense the examiner uses.
- Don't worry if you make a mistake while you are speaking – if you can, correct it and continue speaking.
- If you didn't understand the question, ask the examiner to repeat it.

1 Work with a partner. Think of questions the examiner could ask you about these topics:

- festivals / special occasions
Where do you usually ...?
Are you going to ...?
- recent personal events
When did you last ...?
Have you ever ...?

2 E3.1 Read the following four questions and choose the best answer to each. Say why it is the correct answer. Listen and check.

- How do you usually celebrate your birthday?
 - I always have a party at home. All my friends come round.
 - I'll have a party at home. I'll invite lots of friends!
- When was your last holiday?
 - I've already had one.
 - It was in August last year.
- What are you going to do at the weekend?
 - I'm going to visit my grandparents. They live in a small town not far from my home.
 - Nothing special. I was at home. I did my homework and watched some TV.
- Have you ever been to a festival in another country?
 - Yes, I'd really love to do that one day.
 - Yes, and it was fantastic.

3 E3.2 Listen to two conversations and complete the table. Which conversation is better? Why?

The student ...	A	B
1 answers the questions correctly.		
2 gives detailed answers.		
3 asks the examiner a question.		

4 E3.3 Now listen to how a student answers the questions in the EXAM TASK.

5 Work in pairs. Complete the EXAM TASK.

EXAM TASK



Take turns asking each other questions 1–6. Add some questions of your own.

- What did you do last weekend?
- When did you last speak to your friends?
- What will you do for your next birthday?
- Who were you with on your last holiday?
- What is the most popular festival in your country?
- Do people wear special clothes for this festival?

EXAM PRACTICE

UNIT 3

LESSON OVERVIEW: This lesson provides practice of a Speaking exam task. It also reviews some of the language sts have learned in Unit 3.

Skill	Exam task
Speaking	Conversation

WARMER

Ask: *What topics can you talk about in English? What activities do you enjoy doing at the weekend? Where did you go on your last holiday?* Elicit a few possible ideas. Put sts into pairs to discuss what things they enjoy doing in their free time, and what topics they can talk about in English. Elicit a few ideas from sts.

BACKGROUND INFORMATION

In this exam task, an examiner asks questions about two of six possible topics. Sts listen and answer the questions. They should avoid short answers and give detailed answers. They also have to think of a question to ask the examiner.

- 1 Tell sts that they are going to practise a Speaking exam task. Read the information in the Look! box with the class. Tell sts they should try to relax in the exam, as this will help them to understand and answer the examiner's questions. Remind them that they can ask the examiner to repeat anything they don't understand.

Read through the Useful strategies with the class. Elicit ways to ask the examiner to repeat a question, e.g. *Can you repeat the question, please? Can you say that again, please?*

Go through the task and topics, then arrange sts in pairs to think of questions the examiner might ask. Elicit ideas from the class.

Sample questions

Where do you usually listen to music?
 Are you going to any concerts or festivals this summer?
 Who are you going with?
 What special occasions do you enjoy?
 Are you going to have a birthday party this year?
 What sort of party are you going to have?
 When did you last speak to your best friend?
 When did you last have a holiday?
 Have you ever been abroad?

- 2 **E3.1** Read through the examiner's questions. Put sts in pairs to choose the right answers. Remind them to look carefully at the tenses the examiner uses for each question. Play the audio for sts to listen and check their answers. See TG page 288 for audio script. Check answers with the class.

Answers

1 a 2 b 3 a 4 b

- 3 **E3.2** Ask sts to copy the table into their notebooks. Explain the task and play the audio for sts to listen and complete the table by putting a tick or a cross in each box to show what each student does / doesn't do in the exam. Arrange them in pairs to discuss their answers. Check answers, then discuss which conversation is better and why. Elicit ideas from the class.

Answers

	A	B
1	✓	✗
2	✓	✗
3	✓	✓

Conversation A is better because the student completes all parts of the task and gives answers that are grammatically correct and detailed. In Conversation B, the student answers the questions and asks the examiner a question, but the student makes grammar mistakes and doesn't give detailed answers.

- 4 **E3.3** Read through the questions in the EXAM TASK with the class and check sts understand them all. Explain that sts will hear an examiner asking questions and a student answering them. Play the audio for sts to listen to how the girl answers each question. See TG page 289 for audio script. Put sts in pairs to discuss the details that the girl included in each of her answers. Elicit the details from the class.

Sample answers

- 1 She says what she did on Saturday and Sunday, and who she did it with.
- 2 She mentions when she last saw her friends and what they did together.
- 3 She says that she will have a party, who will be there and what they will do. She also says when her birthday is.
- 4 She says who she was with and where they were.
- 5 She says which is the most popular festival, what happens there and who comes to it.
- 6 She says what sort of special clothes people wear.

- 5 Ask sts to look at the EXAM TASK and read the instructions. Elicit some examples of additional questions that sts could ask. For example, *What did you do during the summer holidays? When did you last go to a concert or festival? What will you do for your next holiday?*

Arrange sts in pairs and ask them to decide who is going to ask the questions and who is going to answer. Sts then work in pairs to ask and answer the questions. Then they swap roles.

EXAM PRACTICE

UNIT 4

LISTENING

Interview

Look! About the task

In this listening task, you will hear an interview and answer six multiple-choice questions. Some questions will be about facts and details, others will be about feelings or opinions. You hear each dialogue twice.

Useful strategies

- Before listening, read all the instructions and questions to get an idea of the topic.
- For each question, listen for the whole meaning, not just individual words.
- The first time you listen, choose an answer. Then listen again and check.

1 Look at the EXAM TASK and questions 1–6. What do you think the interview is about?

2 Look again at question 1 of the EXAM TASK. Read the first part of the interview below. Find the important words.

I've loved cooking since I was a child, and when I brought some food into school once for an end-of-year party, my mates loved it. Some of them asked me to teach them to cook. My Maths teacher even ordered some food from me! Anyway, when I told Mum and Dad, they said I should make a business out of it.

3 **E4.1** Listen to question 1 of the EXAM TASK and look at the words you found in Exercise 2. Which words give you the correct answer? Why?

4 **E4.2** Now listen and complete questions 2–6 of the EXAM TASK.

EXAM TASK



For each question, choose the correct answer. You will hear an interview with a young woman called Carly Hall, who has a catering business.

- 1 Why did Carly decide to start her catering business?
 - a Her parents encouraged her to start a company.
 - b Her teacher thought she was good at business.
 - c Her friends told her they loved her food.
- 2 What was Carly's biggest challenge when she started her business?
 - a organizing her time
 - b managing complaints
 - c inventing new recipes
- 3 What does Carly think about cooking meat?
 - a It allows her to be creative.
 - b It requires more skill than fish.
 - c It is easier to work with than people think.
- 4 In order to improve her business, Carly believes she should
 - a spend more money on advertising.
 - b be more original with her cooking.
 - c develop more confidence in herself.
- 5 What does Carly plan to do in the future?
 - a have her own restaurant
 - b teach young people
 - c write a book
- 6 Carly advises people who want to start a catering business
 - a to be sensible.
 - b to be patient.
 - c to be positive.

EXAM PRACTICE

UNIT 4

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 4.

Skill	Exam task
Listening	Multiple choice

WARMER

Elicit the meaning of *catering business* (a business that provides food and drinks at business or social events) and some examples of different types of events where people might employ a catering business, e.g. *conferences, meetings, weddings, parties, festivals*. Put sts into pairs or small groups. Tell them to imagine they are going to set up a catering business. Ask them to discuss what sort of catering business it would be and what sort of food and drink they would provide. Collect some ideas from around the classroom. Then ask sts to suggest some positive and negative points about running a catering business, e.g. (+) *it isn't as expensive as starting a restaurant, you get lots of experience of working with different people*; (-) *it might be stressful, you might have cooking disasters*.

BACKGROUND INFORMATION

In this exam task, sts hear an interview. They answer six 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 Tell sts that they are going to practise a Listening exam task with multiple-choice questions. Remind sts that they have already practised one multiple-choice listening task, where the answers were pictures (SB page 119). Point out that this is the same type of task, but the answers are written. Read the information in the Look! box with the class. Explain that for all Listening exam tasks, sts will hear the recording twice, so they shouldn't worry if they can't answer all the questions the first time they listen.

Read the Useful strategies with the class and remind sts that it is important to read the questions and think about what they will hear BEFORE the recording begins. Explain that in this kind of task, they will probably hear words related to all the answers, so they need to listen carefully to hear which one is correct.

Focus on the EXAM TASK. Arrange sts in pairs and ask them to look at the instructions and all the questions, and discuss what the interview might be about. Elicit ideas from the class.

Sample answer

The interview is about a girl called Carly who has started her own catering business. She talks about why she started it, the challenges and her plans for the future.

- 2 Focus on the EXAM TASK. Ask sts to read question 1 and the three possible answers again. Then read through the first part of the interview with the class. Put sts in pairs and ask them to find the important words and phrases – these are the words that relate to the multiple-choice answers and will help them to work out which answer is correct. Check answers.

Answers

loved cooking, my mates loved it, my Maths teacher ordered food, they (Mum and Dad) said I should make a business out of it

- 3 **E4.1** Read through the instructions, then play the audio twice for sts to listen and choose the correct answer. See TG page 289 for audio script. Give sts time to compare their answers in pairs, then elicit the correct answer and ask sts which words gave them the correct answer.

Answers

Correct answer: a

Words that give the correct answer: 'they said I should make a business out of it.'

- 4 **E4.2** Play the audio for sts to listen and complete questions 2–5 of the EXAM TASK. See TG page 289 for the audio script. Play the audio again for sts to check their answers, then allow time for them to compare their answers in pairs. 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 c 3 a 4 c 5 b 6 b

EXAM PRACTICE

UNIT 5

LISTENING

Sentence completion

Look! About the task

In this listening task, you will hear someone talking about a topic and complete some sentences. You fill each gap with a word or short noun phrase. You hear each dialogue twice.

Useful strategies

- Read the sentences carefully before you listen and think about what kind of information you need to complete the gaps (e.g. a noun, number, place, date, price).
- Remember that you will hear some information which sounds as if it could fit the gap, but is not correct.
- The words you write will be the same as the words you hear on the recording.

- 1 You will hear Petra talking about learning Spanish. For each gap 1–3, choose which kind of word is needed from options a–c below.

Petra's Spanish course

Last year, Petra spent three weeks in ¹ ... learning Spanish.

The woman Petra stayed with is a ²

Each day, Petra had lessons for ³ ... hours.

- a a noun or noun phrase
- b a number
- c a place

- 2 Work in pairs. Before you listen, write two or three possible words for each gap. Discuss with your partner.
- 3 **E5.1** Now listen to Petra. Complete each sentence with the correct word.
- 4 Work in pairs. Compare your answers. Did you choose the right words in Exercise 2?
- 5 Now complete the EXAM TASK.

EXAM TASK

- E5.2** You will hear a college student called Alfie telling his classmates about a language course he has done. For each question, complete the missing information.



Alfie's Greek course

Alfie spent ¹ ... weeks in Athens learning Greek.

Alfie didn't have to attend lessons in the ²

During the course, Alfie had some problems with ³

Alfie thought the ⁴ ... the teachers gave was very interesting.

The most enjoyable day for Alfie was a visit to ⁵

Now, Alfie plans to use ⁶ ... to improve his Greek.

EXAM PRACTICE

UNIT 5

LESSON OVERVIEW: This lesson provides practice of a Listening sentence-completion exam task. It also reviews some of the language sts have learned in Unit 5.

Skill	Exam task
Listening	Sentence completion

WARMER

Arrange sts in small teams. Explain that you are going to read out the beginnings of some sentences and they have to listen and write down a suitable ending. Do one sentence as an example. Say: *On Saturday, I spent four hours washing ...*, and elicit different ways to complete the sentence. For example, *... my car, ... my dog*. Read out sentences 1–6 and elicit answers from each team. Award a point for each correct answer.

- 1 I went to France to ...
- 2 The worst thing about learning English is remembering ...
- 3 I usually do my homework ...
- 4 When I saw Jim, he was ...
- 5 At the weekend, I'm going to go ...
- 6 I think exams are ...

Some sample answers

- 1 learn French, buy some cheese, see my friend, etc.
- 2 new words, the grammar, phrasal verbs, etc.
- 3 in the evening, in my bedroom, etc.
- 4 playing tennis, with his brother, annoyed, etc.
- 5 shopping, to a museum, on a boat trip, etc.
- 6 difficult, easy, necessary, etc.

BACKGROUND INFORMATION

In this exam task, sts hear someone talking about a topic. They have a set of sentences which they must complete with the details that they hear. The details can be a word or a short noun phrase.

- 1 Tell sts that they are going to practise a Listening exam task where they listen and complete sentences. Read the information in the Look! box together and remind sts that they will hear recordings twice in the listening exam.

Go through the Useful strategies with the class. Explain that sts should read the exam task carefully before they listen, and think about what sort of information to listen for. Explain that when they are listening, sts may hear words or phrases which sound like they might be correct. They need to listen carefully to make sure they identify the correct information. Explain that sts should only write words or phrases they hear in the recording. Point out that if the missing word or phrase is a number (e.g. a date, a time, a price), they should use figures rather than words in order to avoid spelling mistakes.

Read through the exercise with the class. Give sts time to complete the task and compare answers in pairs, then check answers with the class.

Answers

- 1 c 2 a 3 b

- 2 Ask sts to copy the sentences about Petra's Spanish course into their notebooks. Arrange sts in pairs and ask them to think of two or three possible words for each gap. Elicit ideas from around the class, but do not confirm or correct at this stage. With a weaker class, you could help sts to narrow down some of the possible options by eliciting that the missing word in sentence 1 is probably a Spanish-speaking country, and the missing number in sentence 3 is more than one but probably less than eight (based on the number of hours that sts could study each day).
- 3 **E5.1** Play the audio twice for sts to listen to Petra talking about her Spanish course and complete the sentences. See TG page 289 for audio script.
- 4 Put sts in pairs to compare their answers, then check the answers with the class. Use a show of hands to find out how many sts guessed the correct answers in Exercise 2.

Answers

- 1 Mexico
- 2 wildlife photographer
- 3 five

- 5 **E5.2** Focus on the EXAM TASK. Give sts time to read through the task and think about the missing information. Encourage them to make a note of possible answers in their notebooks. Play the audio for sts to listen and complete the sentences. Play the audio again for them to check and complete their answers. Put sts into pairs to compare answers. Check answers, playing the audio again and pausing to confirm the answers. See TG page 289 for audio script.

Answers

- 1 six
- 2 afternoon
- 3 pronunciation
- 4 homework
- 5 an ancient theatre
- 6 social media

EXAM PRACTICE

UNIT 6

WRITING

A story

Look! About the task

In this writing task, you write a short story. You are given the first sentence of the story. You then finish it with your own ideas, using the correct number of words.

Useful strategies

- Before writing, read the question carefully, checking who the main character is.
- Then plan your story, organizing it into paragraphs.
- Include a range of language in your story, e.g. different verb tenses, modal verbs, adjectives and adverbs. Use connectives to join sentences together.

1 Read the example exam task below and answer the questions.

Your English teacher has asked you to write a story.

Write your answer in about **100** words.

Your story must begin with this sentence:

I felt excited as I sat down with my friends on the train.

Write your **story**.

- 1 How many words do you need to write?
- 2 Who is the main character in the story?
- 3 Where are the characters?
- 4 How do they feel?

2 Read the exam task in Exercise 1 again. Then read Paola's and Vincenzo's answers below. Complete the table for each story.

Paola

1 School football final. 2 At the stadium - no seats! 3 After the match.

Story

I felt excited as I sat down with my friends on the train. Maria, Roberto and I were going to support our friend Gianni and our school football team. The team were taking part in the football final because they'd beaten all the other teams.

We arrived at the stadium before eleven, but we couldn't find anywhere to sit because it was so crowded. We had to stand, but we didn't mind that. The other team were terrible. However, Gianni played brilliantly and scored two goals! Our team won!

After the match, we went for a delicious pizza with Gianni and the others. It was such a fantastic day! (109 words)

Vincenzo

A football match

Story

I felt excited as I sat down with my friends on the train. Me and Carlos went to football match. My friend Marco play in a match in stadium. The stadium was busy. We have to standing. That is OK. Marco is very brilliant player and he was scoring one goal. Our team was winning the match. We all went to eat pizza. It was a very fantastic day. (69 words)

The story ...	Paola	Vincenzo
1 has a plan.		
2 has the correct main character (I).		
3 is organized into different paragraphs.		
4 includes more different tenses.		
5 includes adjectives and adverbs.		
6 uses connectors to join sentences.		
7 has enough words.		
8 has incorrect language.		

3 Now complete the EXAM TASK. Write a plan first. Check your work carefully to make sure you have answered all the questions and correct any mistakes.

EXAM TASK

Your English teacher has asked you to write a story. Write your answer in about **100** words. Your story must begin with this sentence:

Alex walked down the stairs and opened the door nervously.

Write your **story**.

EXAM PRACTICE

UNIT 6

LESSON OVERVIEW: This lesson provides practice of a Writing exam task, where sts have to write a short story. It also reviews some of the language sts have learned in Unit 6.

Skill	Exam task
Writing	A story

WARMER

Ask: *What sort of interesting activities or events have you been to recently?* Elicit some ideas, e.g. trips, parties, sporting events, theatre plays. Put sts in pairs. Ask them to tell their partner a story about something interesting that they did recently. One student speaks for a minute and the other listens, then they swap roles. At the end, ask: *What does a story need?* Elicit ideas, e.g. a setting (the place where the story happens), characters (people), events (things that happen), a beginning, a middle and an end (organization), a range of language (verbs, adjectives, adverbs, etc.), good grammar. A written story also needs good spelling and punctuation.

BACKGROUND INFORMATION

In this exam task, sts write a short story. They are given the first sentence and then have to finish the story in about 100 words. They can write more words than this, but they should aim not to write too many more.

- 1 Explain to sts that they are going to practise a Writing exam task in which they have to write a short story. Read the information in the Look! box with the class. Point out that they are given the first sentence of the story and they must use this. They have to write about 100 words.

Read through the Useful strategies with the class. Emphasize that it is important for sts to read the question carefully, so that they understand what they have to do. Explain that sts should plan their story and decide what to put in each paragraph BEFORE they begin to write. They can refer to the plan for ideas while they are writing. Remind sts that with any writing task, they should always check their grammar, spelling and punctuation carefully when they have finished.

Go through the example exam task with the class. Sts then answer the questions. They could work in pairs for this. Check the answers with the class.

Answers

- | | |
|------------------|--------------|
| 1 about 100 | 3 on a train |
| 2 the writer (I) | 4 excited |

- 2 Go through the eight points in the table with the class and check that sts understand them. Explain the task and ask sts to copy the table. Sts then read Paola's and Vincenzo's stories and complete the table for each story. Allow sts to compare their answers in pairs, then check answers with the class.

Answers

- | | |
|----------------------|------------|
| 1 Paola | 5 Paola |
| 2 Paola and Vincenzo | 6 Paola |
| 3 Paola | 7 Paola |
| 4 Paola | 8 Vincenzo |

- 3 Ask sts to read the EXAM TASK. Ask a few questions to check comprehension: *What do you need to write?* (a story). *How many words do you need to write?* (about 100). *Who is the main character?* (Alex). *Where is Alex?* (on a staircase in a building). *What is he doing?* (walking down the stairs). *How does he feel?* (nervous).

Give sts time to write a plan for their story before putting them into pairs to describe their plan to their partner. Sts then complete the exam task individually. You may want to set a time limit of 20–25 minutes for this part, to ensure sts finish on time. When they have finished, ask them to check their work and make any necessary changes. You could suggest that sts use points 2–8 from the table in Exercise 2 as a checklist to make sure they have included everything.

To finish, you could put sts into small groups so they can take turns to read out their stories.

EXAM PRACTICE

UNIT 7

READING

Multiple-choice cloze

Look! About the task

In this reading task, you complete a short text with some words missing. You must choose the correct answer from four similar words to complete each gap.

Useful strategies

- Read the text once to get an idea of the topic.
- Think about the kind of word you need for each gap. Does it fit the meaning of the whole sentence?
- After completing the text, read it again to check it makes sense.

1 Read this short text. What is it about?

Forests cover 30% of the Earth's ¹ ... and 20% of the world's oxygen is ² ... in the Amazon rainforest. ³ ..., we are losing a lot of the world's forests ⁴ ... many trees are ⁵ ... to produce furniture and paper. It is estimated that in 100 years, there will be ⁶ ... rainforests left.



2 Read the text in Exercise 1 again. Write down two possible words to complete each gap. Compare your answers with a partner.

3 Work in pairs. Read the text about how to reduce waste. Look at the gaps. Which word best fills each gap? Why?

You can reuse materials ¹ ... than throwing them away. For example, you can use a plastic water bottle again and again. Also, you can ² ... on materials to other people who could use them, too! Remember, one man's rubbish is ³ ... man's treasure!

- 1 a more b before c rather d instead
 2 a spend b pass c give d take
 3 a other b some c the d another

4 Now complete the EXAM TASK.

EXAM TASK

For each question, choose the correct answer.

Elephants

Elephants are very interesting animals that live in parts of Africa and Asia. The African Elephant is ¹ ... into two species, the African Forest Elephant and the African Bush Elephant. Female elephants are called cows, and they spend their ² ... lives living in large groups called herds. Male elephants leave their herds at ³ ... thirteen years old. On average, both male and female elephants live until around 70 years old, which is ⁴ ... to humans.

Many people know that elephants have excellent memories. ⁵ ..., what's less well known is that elephants have a sense of humour – they love playing ⁶ ... on people!



- 1 a shared b divided c broken d torn
 2 a many b full c whole d total
 3 a definitely b absolutely c completely d approximately
 4 a similar b regular c same d familiar
 5 a Since b Even c Despite d However
 6 a jokes b comedy c fun d entertainment

EXAM PRACTICE

UNIT 7

LESSON OVERVIEW: This lesson provides practice of a Reading multiple-choice cloze task. It also reviews some of the language sts have learned in Unit 7.

Skill

Reading

Exam task

Multiple-choice cloze

WARMER

Put sts into small teams. Choose an environment verb from SB page 72, e.g. *reuse*. Write the first letter (R) on the board and give teams a chance to guess the verb. If none of the teams guesses, write the second letter (E). Continue until one team guesses the verb. Award that team one point for guessing the verb and another point if they can spell the whole verb correctly.

When you have all eleven environment verbs on the board, give teams one minute to think of a noun that goes with each verb, e.g. *clean up a beach, pollute the air, reuse a bag*. Elicit ideas from around the classroom.

BACKGROUND INFORMATION

In this exam task, sts read a short text which has six missing words. Sts complete each gap by choosing the correct answer from four similar words (a, b, c, d). The words are often synonyms (words which have a similar meaning). It is important for sts to read the text carefully and look at the words before and after each gap, to make sure that the answer they choose fits the gap.

- 1 Explain that sts are going to practise a Reading exam task in which they have to complete a text which has six missing words.

Ask sts to read the text, ignoring the gaps, and answer the question. Allow time for sts to compare their answers, then elicit the correct answer.

Answer

The text is about how humans are destroying the rainforests.

- 2 Ask sts to read the text in Exercise 1 again and think of two possible words to complete each gap. Allow time for sts to compare their answers, then elicit suggestions from around the classroom.

Sample answers

- 1 surface/land
- 2 produced/made/created/released
- 3 Today/Now
- 4 and/as/because
- 5 destroyed/cut (down)/used
- 6 no/few

- 3 Read the information in the Look! box with the class. Point out that sts don't have to think of words to complete the text, they are given four similar words (a, b, c, d) and they have to choose the correct one.

Read through the Useful strategies with the class. Point out to sts that it is important to read the text around each gap carefully before choosing an answer. They should think about possible collocations (words that go together) to work out what kind of word is missing. Remind sts to read the whole text when they have finished, to make sure it makes sense with the words they have chosen.

Explain the task and draw sts' attention to the multiple-choice options underneath the text. Arrange sts in pairs to complete the task. Check the answers with the class and elicit reasons why these are the correct words.

Answers

- 1 *rather* is correct because it goes with *than*.
- 2 *pass* is correct because it goes with *on*.
- 3 *another* is correct – we use it before a singular noun to mean 'one more'.

- 4 With a weaker class, you could begin this task by focussing on the multiple-choice answers underneath the text. Go through the options and check that sts understand the words. Then, ask sts to read and complete the EXAM TASK. 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. Allow time for sts to compare their answers in pairs, then check answers with the class.

Answers

- | | |
|---------------------|---------------|
| 1 b (divided) | 4 a (similar) |
| 2 c (whole) | 5 d (However) |
| 3 d (approximately) | 6 a (jokes) |

EXAM PRACTICE

UNIT 8

SPEAKING

Picture description

Look! About the task

In this speaking task, you describe a photograph. The examiner tells you the topic of the photograph but doesn't ask you any questions. You must describe the photo in detail for about one minute.

Useful strategies

- Imagine you are describing the photo to someone who can't see it. Don't worry about the words you don't know – use the words you do know.
- Give facts about what you can see but also give your opinion.
- Keep talking until the examiner stops you.

- 1** Work in pairs. Look at the photo below and think about what kind of things you could describe: where they are, what they are doing, etc.



- 2** Now describe the photo in more detail. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Two boys and a girl are sitting at a table.
- 2 They are in a classroom.
- 3 They are having lunch.
- 4 There are some colourful chairs next to the tables.
- 5 There are some exercise books on the table.

- 3** Which of the sentences below give facts? Which give opinions? Write F (facts) or O (opinions).

- 1 They could be doing homework or a project.
- 2 They are sitting at a table.
- 3 They might be in a café.
- 4 They are using laptops.
- 5 They look like students.
- 6 Maybe they're doing schoolwork.

- 4** **E8.1** Listen to Sophia describing the picture. Which of the following does Sophia do? Write Y (yes) and N (no).

- 1 Says where the people in the photo are.
- 2 Says how many people there are.
- 3 Describes what is happening.
- 4 Talks about why the people might be happy.
- 5 Says what might be happening.

- 5** **E8.2** Now listen to Martin describing the same photo. Which of the following is he sure about and which is he not sure about? Complete the table.

	Sure	Not sure
1 There are two boys and a girl.		
2 They're students.		
3 They're sixteen years old.		
4 The boy on the right is wearing a grey T-shirt.		
5 They're friends.		
6 There's a blue folder on the table.		
7 They're in a café.		

- 6** In pairs, complete the EXAM TASK. Take turns to describe one of the photos each.

EXAM TASK

I'm going to give you a photograph of students on a school trip.

Here's your photograph. Please tell me what you can see in your photograph.



EXAM PRACTICE

UNIT 8

LESSON OVERVIEW: This lesson provides practice of a speaking exam task where sts describe a picture. It also reviews some of the language sts have learned in Unit 8.

Skill	Exam task
Speaking	Picture description

WARMER

Ask sts to look around the classroom and imagine they are looking at a photograph of their class. Put sts in pairs and give them two minutes to note down the things/people they can see and what different people in the classroom are doing. Encourage them to use *there is/are* to describe what is in the classroom, prepositions of place (e.g. *near, next to, on*, etc.) to describe where people/things are, and the present continuous to say what people are doing. After two minutes, arrange pairs of sts so that they can compare their ideas with another pair, then discuss as a class.

BACKGROUND INFORMATION

In this exam task, sts are given a photograph to describe and the examiner tells them the topic of the photograph. Sts then have to talk about the photograph for about a minute.

- 1 Explain to sts that they are going to practise a Speaking exam task. Read the information in the Look! box with the class. Explain that sts cannot choose a photograph or a topic. In the exam, the examiner gives the student a photograph and tells them the topic, then they have to speak for one minute.

Read through the Useful strategies with the class. Point out to sts that it is useful to begin by looking at the picture carefully for a few moments and thinking about what they are going to say. Explain that sts don't need to know all the words for things in the picture. Explain that it is important for sts to focus on describing what they can see, they shouldn't lose concentration and start talking about a different topic.

Arrange sts in pairs to complete the task, then collect ideas from the class.

- 2 Read the sentences. Ask sts to look at the photo in Exercise 1 again and decide if the sentences are true or false, and correct the false sentences. Allow time for them to discuss their answers in pairs, then check answers with the class.

Answers

- 1 T
- 2 F (They are in a café, canteen or library in a school or college.)
- 3 F (They are working.)
- 4 T
- 5 F (There are two computers and a folder on the table.)

- 3 Read the sentences about the photo in Exercise 1 together. Sts work individually and decide if the phrases describe facts or opinions, then compare answers. Go through the answers with the class. Elicit that we use *might be, could be, look like, maybe* when we aren't sure about something.

Answers

- 1 O 2 F 3 O 4 F 5 O 6 O

- 4 **E8.1** Read the sentences with the class. Tell sts that they will hear a student (Sophia) describing the photo in Exercise 1. They listen and write Y for the things that Sophia does and N for the things she doesn't do. Play the audio. See TG page 290 for audio script. Give sts time to discuss their answers in pairs, then play the audio again for them to check their answers. Go through the answers together.

Answers

- 1 Y (She says 'I think they are in a café.')
- 2 Y (She says 'I see a girl and two boys.')
- 3 N
- 4 N
- 5 N

- 5 **E8.2** Explain the task and read through the sentences in the table. Elicit some examples of language that Martin might use if he isn't sure about something in the photo. For example, *They could/may/might be ..., Perhaps/Maybe they're ..., It looks like ..., I think ...*. Play the audio for sts to complete the table. See TG page 290 for audio script. Give sts time to discuss their answers in pairs, then play the audio again for them to check their answers. Go through the answers with the class.

Answers

- | | | |
|------------|------------|------------|
| 1 sure | 4 sure | 7 not sure |
| 2 not sure | 5 not sure | |
| 3 not sure | 6 sure | |

- 5 Arrange sts in pairs and explain the EXAM TASK. Ask each student to choose a photograph and allow them some time to think about what they are going to say about it. With a weaker class, you could elicit some ideas before sts begin the task. Sts then take turns to describe their photos for one minute. Sts could film each other using their phones, and watch their films back to see how well they described their photo and if there was anything that they could have said more clearly, or any extra details that they could have included.

At the end, focus on each picture and elicit example sentences for each one.

EXAM PRACTICE

UNIT 9

READING Short texts

Look! About the task

In this reading task, you read some short texts (an advertisement, a note, a text message or a notice). You choose the answer that best describes the purpose of the text from three options.

Useful strategies

- Read the whole text once to get an idea of the topic.
- Then read the text again, underlining the important words.
- Read all three options carefully. Choose the option that matches the main purpose of the notice, not just because it matches a word.

1 Read the text below. What is its purpose? Choose a, b or c.

ALL CYCLISTS

Bicycles which are left here may be removed. Please leave bicycles in the bike park behind the school.



- to warn cyclists that their bicycles could be stolen
- to apologize to cyclists for taking their bicycles away
- to inform cyclists where they should put their bicycles

2 Now read texts 1–4 in the EXAM TASK. Match one of the descriptions below with each text. Which words in the text helped you to decide?

- selling something
- making a suggestion
- informing
- giving an instruction

3 Read EXAM TASK question 1. Which option matches the whole meaning of the text? Why?

4 Now complete the rest of the EXAM TASK.

EXAM TASK

For each question, choose the correct answer.

1

Kazumi,

I just want to let you know the traffic's awful – but I hope I'll get there by 2 p.m. Luckily, we've already had our lunch, but can you get some coffee for us?

Hideki

Why is Hideki texting?

- to tell his friend that he will do him a favour
- to inform his friend that he may not be on time
- to remind his friend that they have a plan together

2



Due to recent damage done to the school roof during the storm, the front entrance is not considered safe to use.

Until further notice, please use the side door on Victoria St or the back entrance.

- Students should wait for updates about how safe one entrance is.
- All visitors to the building should only use one entrance for now.
- The bad weather is expected to continue for some time.

3

Megan,

I'm working late tonight so unfortunately I won't be home for dinner. Why don't you and your sister order a Chinese takeaway? I've left some money on your desk. I'll eat at work.

Dad

- Megan should buy something for her father's dinner.
- Megan's father has bought food for her to eat.
- Megan can eat before her father comes back home.

4

FOR SALE

Latest model laptop and black bag.
Some damage to both screen and bag.

Call Duane after 7 p.m. – 08944 31465

- The items Duane's selling aren't in perfect condition.
- You can contact Duane any time you like.
- Duane's laptop is an old-fashioned one.

EXAM PRACTICE

UNIT 9

LESSON OVERVIEW: This lesson provides practice of a Reading exam task where sts read four short texts and answer questions. It also reviews some of the language sts have learned in Unit 9.

Skill	Exam task
Reading	Short texts

WARMER

Put sts into small groups and ask them to make a list of things that they have read today. Encourage them to include things they read without really thinking about it, e.g. street signs, notice, advertisements. Collect ideas from around the classroom and ask sts to decide what the purpose of each thing is. For example, the purpose of a street sign could be to tell people the name of a street or to indicate how to get to a particular place, such as the station.

BACKGROUND INFORMATION

In this exam task, sts read four short texts which include an advertisement, a note, a text message or a notice. They have to decide what the main message of each text is and then choose a sentence that matches the purpose of the text. Each text has three options (a, b, c) to choose from.

- 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 there will be four different texts to read. Sts have to decide the purpose of each text and choose the correct answer from three options.

Read through the Useful strategies with the class.

Explain to sts that it is important to read each text at least twice. The first time is to get an idea of the topic, the second is to identify important words, i.e. the words which show what the purpose of the text is. This will help sts to choose the correct answer. Remind sts that when they read the options, they should look for words or expressions that are the same or similar to ones in the text. They should consider each option carefully and not just choose an option because it contains a word that appears in the text.

Read through the notice with the class. Ask sts to note down the key words or phrases in their notebooks, then look at options a, b, and c, and decide what the purpose of the text is. Allow time for them to compare their answers in pairs, then check the answers with the class.

Answer

- c The key words are 'Please leave bicycles in the bike park'. These words tell cyclists to do something.

- 2 Read the task, then ask sts to read the texts in the EXAM TASK and match each one with a description. Give sts time to discuss their answers with a partner, then check the answers with the class.

Answers

- 1 c – Hideki is letting Kazumi know that he might be late (I just want to let you know...).
- 2 d – The notice tells sts to use a different entrance (please use the side door ... or the back entrance).
- 3 b – Megan's dad uses the words 'Why don't you ...' to make a suggestion.
- 4 a – The heading on the advertisement is 'FOR SALE' so we know Duane is selling something.

- 3 Ask sts to read question 1 of the EXAM TASK again and choose the correct option. Allow sts to compare answers in pairs, then elicit the correct answer.

Answer

- b – Hideki gives his friend three pieces of information (about the traffic, the arrival time, and lunch), but the main purpose is to tell Kazumi that he may not arrive by 2 p.m.

- 4 Sts then complete questions 2–4 of the EXAM TASK. Remind them to check that their answers match the main purpose of the text. Allow sts to compare their answers in pairs, then check answers with the class.

Answers

- 2 a (the key words are 'Until further notice')
- 3 c (the key words are 'Why don't you ... order a takeaway?', 'I've left some money ...' and 'I'll eat at work'.')
- 4 a (the key words are 'some damage ...')

LANGUAGE SUMMARY

UNIT 1

GRAMMAR

used to

Affirmative	Negative
I used to live in Madrid.	I didn't use to be interested in music.
You used to be shy.	We didn't use to watch horror films.
She used to get very excited on her birthday.	They didn't use to watch TV.
Questions	Short answers
Did you use to share a room?	Yes, I did. / No, I didn't.
Did he use to live near here?	Yes, he did. / No, he didn't.
Did they use to go to school here?	Yes, they did. / No, they didn't.

Rules

We use *used to* to talk about past habits and old routines.

We use *used to* when the state or action lasted for some time or happened repeatedly.

We use the infinitive *use* (not *used*) in negative sentences and questions.

Past simple vs past continuous

Past simple	Past continuous
I found my old camera <u>while</u> I was tidying my room.	
The phone rang <u>while</u> I was doing my homework,	
Past continuous	Past simple
<u>While</u> I was tidying my room, I found my old camera.	
<u>While</u> I was doing my homework, the phone rang .	
Past continuous	Past simple
I was tidying my room <u>when</u> I found my old camera.	
I was doing my homework <u>when</u> the phone rang .	

Rules

We often use the past simple and past continuous tenses in the same sentence.

We use the past simple to describe the completed action.

We use the past continuous to describe the action that was in progress.

We use *while* before the past continuous.

We use *when* before the past simple.

VOCABULARY

-ed and -ing adjectives

amazed / amazing	excited / exciting
amused / amusing	frightened / frightening
annoyed / annoying	interested / interesting
bored / boring	relaxed / relaxing
confused / confusing	surprised / surprising
disappointed / disappointing	tired / tiring
embarrassed / embarrassing	

Arts and entertainment

audience	fair
carnival	festival
costume	parade
entertainer	performance
entertainment	performer
event	reporter
exhibition	workshop

SPEAKING

Talking about a past event

How was your weekend/holiday?

How did you find out/hear about it?

What was it like?

Who did you go with?

What did you like most about it?

It was amazing/brilliant/tiring.

I saw an advert/poster.

It was chilled/interesting/relaxing.

I went with my brother.

The final performance/entertainment/music ...

WRITING

Time phrases

On the day, I was ... At the beginning, ...

Just then, ... Later on, ...

After that, ... Eventually, ...

After a while, ...

Connectors

I went to the park **and** we had a picnic.

My team played really well. **However**, they lost the match.

The weather was lovely in the morning, **but** it changed after lunch.

I was tired **so** I decided to go to bed.

We had to walk home **because** we missed the last bus.

LANGUAGE SUMMARY

UNIT 2

GRAMMAR

Present perfect with *ever/never*

Questions

Have you/we/they **ever taken** a funny selfie?

Has he/she/it **ever travelled** around Europe?

Statements

I/You/We/They **have never flown** before.

He/She/It **has never seen** a shark.

Rules

We use the present perfect to talk about experiences in our lives when the exact time or date isn't important.

We often use it with *ever* and *never*. *Ever* means at some time in the past. We use *ever* in questions with the present perfect.

Never means at no time in the past. We use *never* in affirmative sentences.

Present perfect with *been/gone*

My dad's **been** to New York. (He isn't in New York now.)

My dad's **gone** to New York. (He's in New York now.)

Rules

We use *been* when we know that the person has returned from a journey.

We use *gone* when the person has not returned from a journey.

Present perfect with *just, already, yet*

Affirmative

I've **already unpacked** my bag.

We've **already booked** our seats.

You've **just had** lunch.

She's **just arrived**.

Questions

Have you **unpacked** your bag **yet**?

Has she **arrived yet**?

Have they **finished** their homework **yet**?

Rules

We use *already* in affirmative sentences to talk about things that have happened sooner than we expected, or before a particular time.

We use *yet* in negative sentences and questions to talk about things that we expect to happen.

We use *just* for actions that happened a very short time ago.

Negative

I **haven't unpacked** my bag **yet**.

We **haven't booked** our seats **yet**.

You **haven't had** lunch **yet**.

She **hasn't arrived yet**.

Short answers

Yes, I **have**. / No, I **haven't**.

Yes, she **has**. / No, she **hasn't**.

Yes, they **have**. / No, they **haven't**.

VOCABULARY

Verbs for travel and holidays

arrive	plan
book	relax
depart	return
explore	set off
go abroad	stay
pack	unpack

Nouns for travel

announcement	taxi rank
arrivals board	the Underground
departures board	ticket machine
information desk	trolley
lost property office	wheelie bag
queue	
seat	

SPEAKING

Asking for help and information

Which way is ...?

Can you help us?

We're looking for ...

Do you know where ... is?

How far is ...?

Can you show me ... on this map?

It's just down ... street.

It isn't far.

It's ... minutes on foot.

It's that way.

It's a long way.

WRITING

Responding to news

It was great to hear from you.

Thanks for your message/news.

Have you ... yet?

I'm having such a great time.

I've just arrived in ...

Apart from that, ...

That's all for now.

Hope to see you soon.

really, so, such

It's **really** cold!

These weeks are going **so** fast!

I'm having **such a** great time!

They sell **such** cool T-shirts.

LANGUAGE SUMMARY

UNIT 3

GRAMMAR

Present perfect with *How long ...?*, *for* and *since*

How long ...?	How long have you known Sophie? How long have they lived in London?
for	I've been here for three hours. We haven't seen him for two months.
since	He's worked as a doctor since 2012. They haven't eaten since 7 o'clock.
since + past simple	He's worked as a doctor since he left university.

Rules

We use *How long?* + the present perfect to ask questions about the duration of a situation.

We use *for* with a period of time, e.g. *for five years, for six weeks, for a long time.*

We use *since* with a fixed time in the past. We use it with times, dates, years and seasons, e.g. *since eleven o'clock, since 1 January, since 2005, since last summer.*

We use *since* + past simple in a present perfect sentence to describe when a situation started, e.g. *since I was ten years old, since we were at school together.*

Present perfect and past simple

Present perfect

I've **eaten** in that restaurant lots of times.

We **haven't been** to the new café in the shopping centre.

Past simple

I **had** dinner at an Italian restaurant on Saturday.

We **didn't go** to Sophie's party last night.

Questions

Have you **tried** the new Japanese restaurant?

Yes, we **have**. We **ate** there last weekend.

What **did** you **have**?

We **had** sushi. It **was** excellent!

Rules

We use the present perfect to talk about recent experiences or events in our lives, when what has happened is more important than the specific time it happened.

We use the past simple to talk about finished actions and situations, especially when we say when they happened.

We often use the present perfect to ask about recent experiences, but then we use the past simple to ask for and give more information.

VOCABULARY

Food and drink adjectives

creamy	frozen	sour
crispy	raw	spicy
crunchy	salty	sweet
fresh	savoury	

Cooking methods and menus

bake	microwave	ingredient
barbecue	roast	main course
boil	stir fry	side dish
fry	dessert	snack
grill	homemade	starter

SPEAKING

Expressing preferences

I would / I'd prefer ... (+ noun)

I would / I'd prefer to ... (+ verb)

I'd rather ... (+ verb + than ...)

I'd rather not ... (+ verb)

Would you rather ... (+ verb)?

Would you prefer ... (+ noun)?

Yes, I would. / No, I wouldn't.

WRITING

Describing a meal

I decided to try ...

My starter/dessert was ...

This (rice) dish contains ...

For the main course I had a Turkish/
Spanish/Mexican dish called ...

In my opinion, it was delicious/amazing/the
best meal I've ever had.

It was disappointing/terrible/the worst meal
I've ever had.

Order of adjectives

You can use two adjectives together to make your writing more interesting.

Adjectives usually follow this order:

opinion	size/shape/ colour	nationality/ type
tasty	small	traditional
spicy	large	Japanese
delicious	round	vegetarian
plain	colourful	Mexican
disgusting		

LANGUAGE SUMMARY

UNIT 4

GRAMMAR

Future forms

be going to and will

Affirmative

Their company **is going to be** a great success.

We **will** probably **have** a better life in the USA.

I **don't think** Rafael Nadal **will** win the match.

Negative

Look at the sky. It **isn't going to rain** today.

Robots definitely **won't do** my job in the future.

Questions

Are you going to get a job this summer?

Will Brazil **win** the World Cup next year?

Rules

We use *be going to* for future intentions and predictions based on information or evidence.

We use *will* for general predictions about the future.

We often use *will* with the adverbs *possibly*, *probably* and *definitely* to express degrees of certainty. The adverb goes after *will*, but before *won't*.

We often use *will* after the phrases *I think* and *I don't think*.

Future continuous

+ They'll **be waiting** for you when your plane arrives.

- She **won't be working** during the summer holiday.

? **Will you be serving** customers in your new job?

Rules

We use the future continuous for actions that will be in progress at a particular time in the future.

First conditional: *if and unless; might vs will + adverbs*

Situation

if/unless + present simple

If she **works** hard,

Unless she **works** hard,

If she **goes** to university,

If he **moves** to London,

Result

will/won't + infinitive

she **will pass** her exams.

she **won't pass** her exams.

she **will probably get** a better job.

he **might get** a better job.

Rules

We use the first conditional with *if* and *unless* to talk about possible future events and their consequences. We use *unless* to mean *if not*.

We use the present simple for the situation (the *if* clause) and *will* or *won't* + infinitive for the result (the main clause).

We use the adverbs *possibly* and *probably* or the modal verb *might* when the consequences are not certain.

When the situation (the *if* clause) is first, we use a comma after it. When the result comes first, there is no comma.

VOCABULARY

Jobs and job sectors

agriculture and environment	leisure and tourism
banking	media
care worker	music tutor
catering	retail, sales and customer service
construction	sports instructor
education	tour guide
healthcare	web designer
IT	wildlife photographer
law	

Adjectives of personality

brave	independent
calm	patient
confident	positive
creative	sensible
curious	shy
honest	sociable

SPEAKING

Giving opinions

I'm (not) sure.

I'm quite keen on the idea because ...

I reckon ...

That's why ...

I'm (not) sure you're right.

To be honest ...

That's the reason ...

I (also) think ...

WRITING

Speculating about the future

I often wonder what ...

I guess ...

I suppose ...

I hope to / I hope I'll/we'll ...

Future time expressions

Next year, ...

After my exams, ...

In five/ten years' time, ...

One day, ...

When I'm eighteen/older, ...

In the future, ...

LANGUAGE SUMMARY

UNIT 5

GRAMMAR

Second conditional

Situation	Result
If Adam was taller,	he would be very good at basketball.
If I won the lottery,	I'd buy a Ferrari.
If there were fewer cars on the road,	the air would be cleaner.
If I were you,	I would apologize to your teacher.

Rules

We use the second conditional to talk about unreal or unlikely events and their consequences.

We use *if* + past simple for the situation and *would/wouldn't* + infinitive for the result.

We can start the sentence with either the situation (*If ...*) or the result. When the situation is first, we use a comma after it. When the result comes first, there is no comma.

We also use the second conditional to give advice with *If I were you, ...*

Obligation: *must*; Necessity: *need to / have to*

Obligation: *must / mustn't* + infinitive

We **must wear** our uniforms when we're at school.

We **mustn't use** our mobile phones during the lessons.

Necessity: *need to / don't need to* (+ infinitive); *have to / don't have to* (+ infinitive)

I **need to finish** my Maths homework this afternoon.

It's Sunday tomorrow so you **don't need to get up** early.

I **have to get up** at six o'clock on school days.

You **don't have to drive** me to the station. I can walk.

Rules

We use the modal verb *must* when it's important to do something. We use *mustn't* when it's important NOT to do something.

We use *need to* and *have to* to talk about things that are necessary. We use *don't need to* and *don't have to* to talk about things that are not necessary.

The past simple of *have to* and *must* is *had to* and the past simple of *don't have to* is *didn't have to*.

Advice: *should / ought to*

Advice: *should/shouldn't* (+ infinitive); *ought to/oughtn't to* (+ infinitive)

You **should/shouldn't help** your sister with her homework.

You **ought to buy** your grandma a birthday present.

You **oughtn't to drink** coffee in the evening.

Rules

We often use the modal verbs *should* and *shouldn't* to give advice.

Ought to and *oughtn't to* have similar meanings to *should* and *shouldn't*, but are less common.

VOCABULARY

Communication verbs

apologize	interrupt
argue	repeat
complain	scream
discuss	shout
explain	translate
gossip	whisper

Communication nouns

communication	interruption
definition	pronunciation
description	punctuation
discussion	repetition
explanation	suggestion
expression	translation

SPEAKING

Asking for and giving clarification

Can you explain?
 What do/did you mean?
 Sorry, I didn't catch that.
 Can you repeat that?
 Could you say that again?
 What was that?
 I'm not sure I understand.
 I meant that ...
 I said that ...
 I didn't mean that, I meant ...
 I can explain.

WRITING

Giving reasons

(just) because
 as
 because of (+ noun phrase)
 due to (+ noun phrase)
 that's why ...
 the reason is that ...

Talking about purpose

I need to revise **in order to** pass my exam.
 He has to revise **so that** he can pass his exam.

LANGUAGE SUMMARY

UNIT 6

GRAMMAR

Relative pronouns

Relative pronouns

The people **who/that** come to this gym are mainly quite young.

The tennis racket **which/that** you gave me is broken.

That's the pool **where** Imogen and I go swimming.

Rules

We use the relative pronouns *who/that*, *which/that* or *where* to make it clear which people, thing(s) or place(s) we are talking about.

Indefinite pronouns

I'd like to learn **something** about the game.

Nobody can run faster than him.

There are football supporters **everywhere**.

Somebody was calling his name.

Rules

We use indefinite pronouns to refer to people, things or places without saying exactly who or what they are.

Ability: *can, could, be able to*

Now I **can understand** English films.

We **couldn't hear** what she was saying.

She **wasn't able to come** to my birthday party.

I'll be able to drive you to the station tomorrow morning.

Rules

We use the modal *can/can't* + infinitive to talk about present ability.

We use the modal *could/couldn't* + infinitive to talk about past ability.

We use *be able to* + infinitive to talk about present, past or future ability. We often use it when talking about specific events.

Permission: *can/can't, be allowed to*

Can I borrow your pen, please?

You **can use** my phone to call your mum.

You **can't take** photos in the museum.

You **aren't allowed to use** your mobile phone in the exams.

Are we allowed to wear our shoes in the gym?

Rules

We use the modal *can/can't* (+ infinitive) to ask for, give or refuse permission.

We use *be allowed to* or *can/can't* (+ infinitive) to talk about things we have (or don't have) permission to do.

VOCABULARY

Sports verbs

attack	organize
attend	score
beat	support
catch	throw
compete	train
defend	

Adverbs of manner

angrily	confidently
badly	energetically
brilliantly	lazily
calmly	nervously
carefully	terribly
carelessly	well

SPEAKING

Giving a group presentation

I'd like to introduce ...

We're here to present ...

I'm going to hand over to (name) who ...

First of all,

To start with, ...

(Jamie) will explain (the details/rules).

We hope you like ...

Thank you for listening.

Are there any questions?

Thank you for your time.

WRITING

Using questions as headings

Where is it?

What are your opening hours?

Is it expensive?

Can I have a party there?

Can we bring our own food and drink?

Making adjectives stronger or weaker

The food **wasn't very** tasty.

The restaurant **was quite** expensive.

The match **was very** exciting.

That horror film **was really** scary!

When I got home I **was extremely** tired.

LANGUAGE SUMMARY

UNIT 7

GRAMMAR

Present simple passive

Affirmative	Negative
The plant is used to treat headaches.	This animal isn't usually seen in Scotland.
Sadly, these animals are still kept as pets.	Olives aren't grown by farmers in the UK.
Questions	Short answers
Is the insect found in this region?	Yes, it is . / No, it isn't .
Are lots of people attacked by sharks?	Yes, they are . / No, they aren't .

Rules

We form the present simple passive with the present simple of *be* (*am, is, are*) and the past participle.

We usually add *by* when we say who or what does the action.

We use the passive when the person or thing doing the action isn't important or we don't know who is doing it.

We often use the passive to describe processes.

Past simple passive

Affirmative	Negative
The plant was discovered in 1892.	This wasn't understood at the time.
Many whales were killed during this period.	The animals weren't given enough food.
Questions	Short answers
Was the forest completely destroyed ?	Yes, it was . / No, it wasn't .
Were the bones found near here?	Yes, they were . / No, they weren't .

Rules

We form the past simple passive with the past simple of *be* (*was, were*) and the past participle.

VOCABULARY

The natural environment

cave	sand
cliff	sunlight
coast	sunrise
glacier	sunset
ice	valley
rock	wave

Environment verbs

clean up	recycle
collect	reuse
destroy	save
poison	throw away
pollute	waste
protect	

SPEAKING

Agreeing and disagreeing

Yes, I agree (with you/that).

That's true, but ...

(Perhaps) you're right.

I (totally) agree.

That's a good point.

I think that's a great idea.

Absolutely!

You're (definitely) right about that!

Sorry, I don't agree.

I don't think that's true.

I'm not sure I agree with (you/that).

WRITING

Arguing for and against

We regularly hear news stories about ...

News stories regularly tell us that ...

Although many believe ..., there are also ...

On the one hand, ...

On the other hand, ...

In conclusion,

To conclude, I agree/disagree ...

Giving more information

My sister **also** enjoys playing video games. as well as ...

In addition to that, ...

My cousin came to the concert, **too**.

What's more, ...

LANGUAGE SUMMARY

UNIT 8

GRAMMAR

Past perfect simple

Affirmative	Negative
When I arrived at school, the exam had already started .	I failed my Maths exam because I hadn't revised properly.
When we had finished our homework, we watched a film.	After he had finished his exams, he had a party.
Questions	Short answers
Had you flown before your trip to London?	Yes, I had . / No, I hadn't .
Had Jack left the party before you got there?	Yes, he had . / No, he hadn't .

Rules

We form the past perfect with *had* + past participle.

We use the past perfect to talk about an action that happened before another action in the past.

We often use the past perfect and the past simple in the same sentence. We use the past simple for the main action. We use the past perfect for the action that occurred at an earlier time.

We often use *already*, *after*, *before* and *when* in sentences with the past perfect.

Modals of possibility and certainty

Apps **can** be good for learning languages.
 This website **could** be really useful for our project.
 Be careful! That dog **might** be dangerous.
 We **may** have a new English teacher next term.
 That **can't** be Joe! He's on holiday this week.
 He **must** be rich. He's got three houses!

Rules

We use *can* when something is generally possible.

We use *could/might/may* + infinitive to talk about things that are possible in the present and the future.

We use *can't* to say that something is not possible.

We use *must, might, may* and *could* to speculate about the present and future.

We use *must* when we are certain that something is true.

We use *might, may* and *could* when we are not sure.

VOCABULARY

Education words

achievement	progress
attention	report
challenge	result
curriculum	revision
fail	timetable
memory	topic
pass	

Phrasal verbs

carry on	put away
hand out	show off
join in	stay behind
look around	tidy up
look up	turn up
pick up	

SPEAKING

Asking for news and reacting

What have you been up to?
 Have I missed anything?
 Did you have a good weekend?
 Apparently, ...
 It says ... here / on the website.
 Have you heard about ...?
 Did you know (that / about) ...?
 That's (+ adjective).
 No way! / What happened?
 Really? / You're joking!
 I didn't (even) know ...

WRITING

Using informal language

Has a teacher ever surprised you?
 Guess what?
 Have you got any teacher stories to share?
 Let me tell you about ...
 I'd love to hear all about ...
 Well, this morning ...
 Next, ...
 It turns out (that) ...

Exclamatory phrases

Amazing!
 How exciting!
 What a cool (teacher)!
 I couldn't believe it!
 I'd love to (hear them / see it)!

LANGUAGE SUMMARY

UNIT 9

GRAMMAR

Reported speech

Direct speech	Reported speech
Present simple	Past simple
Tom and Joe: We want musicians to perform <u>here</u> .	They <u>said</u> (that) they wanted musicians to perform <u>there</u> .
Present continuous	Past continuous
Sarah: I'm looking for a dress to wear to <u>my cousin's</u> wedding.	Sarah <u>said</u> (that) she was looking for a dress to wear to <u>her cousin's</u> wedding.
Present perfect	Past perfect
Tom: We've always bought <u>our</u> fruit and vegetables from <u>this</u> market.	Tom <u>said</u> (that) they'd always bought <u>their</u> fruit and vegetables from <u>that</u> market.
Past simple	Past perfect
Sophie: I didn't go to the market on Saturday.	Sophie <u>told</u> me (that) she hadn't been to the market on Saturday.

Rules

When we report what someone said in the past (*said/told*), the tense of the verb changes.

Be careful! Pronouns and possessive adjectives also need to change.

We use a present tense reporting verb (e.g. *say/tell*) (+ person) to report present statements that are generally true.

Martha's mum: **I enjoy** going shopping.

Martha: My mum **says** she enjoys going shopping.

Reported questions

Yes/No questions	
Direct speech	Reported speech
Maria: Do you want a drink?	She <u>asked</u> me if I wanted a drink.
Ethan: Are you going to stay?	Ethan <u>asked</u> whether we were going to stay.
Wh- questions	
Direct speech	Reported speech
Amy and Mia: Why have you started going to the gym?	They <u>asked</u> me why I had started going to the gym.
Anna: How did you get here?	She <u>asked</u> me how I had got there.
Thomas: Where are you meeting ?	Thomas <u>asked</u> us where we were meeting .

Rules

To report a Yes/No question, we use a past tense reporting verb (e.g. *asked*) (+ person) + *if* or *whether* ...

To report a Wh- question, we use a past tense reporting verb (e.g. *asked*) (+ person) + *who/what/when/where/why/how* ...

Be careful! Pronouns and possessive adjectives also need to change.

The tense changes are the same as for reported statements and we don't use *do* or *did*.

VOCABULARY

Shopping nouns

assistant	payment
chain	product
checkout	purchase
customer	receipt
delivery	refund
offer	service

Adjectives and affixes

colourful	reliable
comfortable	successful
fashionable	suitable
helpful	useful
powerful	valuable
reasonable	wonderful

SPEAKING

Persuading

Are you sure you ...?

It would be really helpful if ...

Go on, it'll be ...

Why don't you ...?

I'm sure you could ...

Honestly, I think you'll enjoy it.

Please say you'll ...

You won't regret it.

You'll have a great time.

WRITING

Writing a review

My favourite shop is ...

The best thing about it is ...

I (also) find ... really helpful/useful.

The worst thing is ...

The main disadvantage is that ...

To sum up, I would say ...

Recommending

I would/wouldn't recommend it.

It's really worth a visit.

You'll love it!

You really won't be disappointed!

IRREGULAR VERBS LIST

Infinitive		Past simple		Past participle	
beat	/bi:t/	beat	/bi:t/	beaten	/'bi:tən/
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/
catch	/kætʃ/	caught	/kɔ:t/	caught	/kɔ:t/
choose	/tʃu:z/	chose	/tʃəʊz/	chosen	/'tʃəʊzn/
come	/kʌm/	came	/keɪm/	come	/kʌm/
cost	/kɒst/	cost	/kɒst/	cost	/kɒst/
draw	/drɔ:/	drew	/dru:/	drawn	/drɔ:n/
drive	/draɪv/	drove	/drəʊv/	driven	/'drɪvən/
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/
forget	/fə'get/	forgot	/fə'gɒt/	forgotten	/fə'gɒtən/
get	/get/	got	/gɒt/	got	/gɒt/
give	/gɪv/	gave	/geɪv/	given	/'gɪvən/
go	/gəʊ/	went	/went/	gone/been	/gɒn, bi:n/
grow	/grəʊ/	grew	/gru:/	grown	/grəʊn/
hear	/hɪə(r)/	heard	/hɜ:d/	heard	/hɜ:d/
keep	/ki:p/	kept	/kept/	kept	/kept/
know	/nəʊ/	knew	/nju:/	known	/nəʊn/
leave	/li:v/	left	/left/	left	/left/
lose	/lu:z/	lost	/lɒst/	lost	/lɒst/
meet	/mi:t/	met	/met/	met	/met/
pay	/peɪ/	paid	/peɪd/	paid	/peɪd/
put	/pʊt/	put	/pʊt/	put	/pʊt/
read	/ri:d/	read	/red/	read	/red/
ride	/raɪd/	rode	/rəʊd/	ridden	/'rɪdn/
ring	/rɪŋ/	rang	/ræŋ/	rung	/rʌŋ/
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/
sit	/sɪt/	sat	/sæt/	sat	/sæt/
sleep	/sli:p/	slept	/slept/	slept	/slept/
speak	/spi:k/	spoke	/spəʊk/	spoken	/'spəʊkən/
spend	/spend/	spent	/spent/	spent	/spent/
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/
wake	/weɪk/	woke	/wəʊk/	woken	/'wəʊkən/
wear	/weə(r)/	wore	/wɔ:(r)/	worn	/wɔ:n/
win	/wɪn/	won	/wʌn/	won	/wʌn/
write	/raɪt/	wrote	/rəʊt/	written	/'rɪtn/

STARTER

S0.1 Page 4, Exercise 1

- 1 go for a walk
- 2 make cakes
- 3 do exercise
- 4 make a vlog
- 5 chat with friends
- 6 take photos
- 7 go shopping
- 8 watch films
- 9 play an instrument
- 10 play computer games

S0.2 Page 4, Exercise 4

B = Beth, A = Alfie

The bloggers ...

B: I'm Beth, and I enjoy making cakes with my friend, Levi. We put recipes on our blog and people write a lot of nice comments. I write the blog and Levi takes the photos. It isn't easy to get good photos of food, but Levi's photos are always beautiful. Cooking isn't our only hobby - we love watching films, too. Levi likes scary films with zombies, but I prefer funny films! We're thinking of starting a blog about our favourite films. If you think this idea for a blog is interesting, let us know!

and the vlogger

A: Hi, I'm Alfie, and I'm a vlogger. There are lots of fashion vlogs for girls, but there aren't many for boys. I want to change that, so I make videos about cool new styles and clothes. I make my vlog when I go shopping and when I'm at home. I love making my vlog - it's really fun. But it's difficult to edit the videos, so my brother helps me. He's really clever with computers.

S0.3 Page 6, Exercise 1

See SB page.

S0.4 Page 6, Exercise 4

See SB page.

S0.5 Page 8, Exercise 1

See SB page.

S0.6 Page 8, Exercise 4

This photo shows a special occasion. I see some balloons at the top, and some presents at the bottom. I see a man and a woman in the middle. I think it's their anniversary or a birthday because they've got a cake. Lots of other people are watching them. There's a young man in the background - he's clapping. I'm not sure, but maybe he's their grandson. They are all smiling. It's a really nice photo.

S0.7 Page 8, Exercise 5

Describing a photo

This photo shows a special occasion. I think it's their birthday because they've got a cake. Lots of people are watching them. Everybody is clapping. I'm not sure, but maybe he's their grandson. I see some balloons at the top. I see some presents at the bottom. I see a man and a woman in the middle.

UNIT 1

1.1 Page 9, Exercise 2

Adjectives which describe a feeling, A

amazed	excited
amused	frightened
annoyed	interested
bored	relaxed
confused	surprised
disappointed	surprised
embarrassed	tired

Adjectives which describe something that causes a feeling, B

amazing	exciting
amusing	frightening
annoying	interesting
boring	relaxing
confusing	surprising
disappointing	surprising
embarrassing	tiring

1.2 Page 10, Exercises 2 and 3

See SB page.

1.3 Page 11, Exercise 2

L = Laura, A = Abel

- L:** Is that a photo of you? That's so cute!
A: Yes, it was my birthday. I used to love parties.
L: That's a great costume. Did you use to dress up a lot?
A: All the time. That was my favourite costume. It's Yoda from *Star Wars*.
L: I know. I used to have one just like it!
A: Have you got any photos of you in it?
L: Probably, but not at my birthday parties.
A: Why's that?
L: I didn't use to have parties. My birthday's in August, so it's always during the school holidays.

1.4 Page 11, Exercise 5

See SB page.

1.5 Page 12, Exercise 3

outdoor events

festival	fair	carnival	parade
people			
audience	performer	entertainer	
reporter			

other nouns

entertainment	event
performance	exhibition
workshop	costume

1.6 Page 12, Exercises 5 and 6

R = Reporter, Z = Zara, A = Ash, H = Hugo, G = Gina

1

R: Well, here we are at the carnival parade. It finished in the town square five minutes ago. I've got some of the young people from the youth club with me. Zara, hi!

Z: Hello!

R: You're about 1.6 m tall, but around 2.5 m tall when you're on those stilts, so I have to shout to talk to you. How was your day?

Z: Yes, I'm actually 2.3 m on the stilts! Today was great. The sky turned grey when we were walking down Main Street, so I felt a bit disappointed then. The sun came out later, though, and I was waving to people in the crowd the whole time.

2

R: Ash, you were juggling in the parade. That's difficult!

A: Yes, it is when you are performing in front of people! I dressed up in funny clothes, as you can see. I was excited at the start of the parade, but to be honest I'm quite tired now it's all over. Once or twice I dropped the balls while I was juggling. It was a bit embarrassing because lots of people were watching me!

R: Well, you did a good job.

3

R: And Hugo was doing an important job, too ...

H: Er, yes. I was collecting money for charity. I didn't plan to help, but my friend just gave me a big blue bucket and a charity T-shirt! That was a surprise! There are hundreds of people here, all in a party mood, so that helped. I collected £50 myself. We raised about £200 all together, I think, so that's amazing!

R: Wow! Congratulations.

4

R: And now, who do we have here, wearing sunglasses?

G: I'm Gina, and this is my dog, Leo. We dressed him up in sunglasses, too.

R: Aha! He looks great! Is Leo enjoying the parade?

G: Well, actually, he was frightened at first because it was very noisy. I was nervous, too. I thought he might

jump up at people or run away because he was barking a lot at the start. But I gave him biscuits and then he was calm and happy.

R: Well done, Leo. And thank you all for a very memorable event!

1.7 Page 13, Exercise 4

Office workers were having a meeting in Minnesota, in the USA, when a racoon climbed past their window. Why were they surprised? The office was on the twenty-second floor! The racoon was interesting entertainment, but they were worried for its safety. The racoon was feeling tired and hungry so it rested for a while, but then it climbed even higher. When it reached the top, a rescue team was waiting for it.

In a carnival parade in Melbourne, Australia, Tania Makri was riding a pony when it ran into the crowd. Tania said, 'Silver usually loves an audience, but she was frightened by some dogs! At the time I wasn't looking at the crowd, so I didn't see the dogs. Luckily, everybody was OK.'

1.8 Page 14, Exercise 4

A = Amy, B = Ben

A: Hey, Ben – look at this. It's on this weekend.

B: Oh, the relaxation workshop? I know, I really wanted to do it, but it's full.

A: Oh, that's annoying. But I think they usually do several during the year.

B: Great. I'm going to send them a message. Hopefully we can do the next one.

A: Yeah, tell them that I'm interested, too.

1.9 Page 14, Exercise 5

A = Amy, B = Ben

A: I can't believe we're here.

B: I know. They called me last night. Two people are ill, and we were the first names on the waiting list.

A: I don't feel very relaxed to be honest.

B: Me neither, but that's why we're here. It's also a bit embarrassing when you don't know the others.

A: Hang on – you're in your jeans! The advert said loose clothing ... have you got any comfortable clothes with you?

B: No, I didn't think about that. But ... they're really baggy jeans. I'm fine. Come on, let's go in.

1.10 Page 15, Exercise 1

See SB page.

1.11 Page 15, Exercise 2

Asking

How was your weekend?

How was your holiday?

How did you find out about it?

How did you hear about it?

What was it like?

Who did you go with?

What did you like most about it?

Answering

It was amazing.

It was brilliant.

It was tiring.

I saw an advert.

I saw a poster.

It was chilled.

It was interesting.

It was relaxing.

I went with my brother.

I went by myself.

The final performance.

The entertainment.

The music.

1.12 Page 15, Exercise 3

A = Amy, N = Nathan

A: Hi, Nathan. How was Friday night?

N: It was fantastic. I saw the band competition in the park.

A: Who did you go with?

N: I went with my older brother. He's really into music.

A: How did you hear about it?

N: I saw a poster at school. I used to be in a band, so a local competition was interesting.

A: Of course. And what were the bands like?

N: Some were brilliant. One band was disappointing because the singer forgot his words.

A: What did you like most about it?

N: The food! The burgers were amazing!

1.13 Page 17, Exercise 3

See SB page.

UNIT 2

2.1 Page 19, Exercise 1

P = Presenter, CJ = CJ, C = Charlie,

H = Harry, S = Suzanna, A = Annie

P: Holiday habits

In the UK, 55% of people take a holiday in their own country. 'Staycations' and short breaks are more popular than ever.

Do you hate getting ready to go away? Long, annoying queues at the airport? You aren't the only one. Many families don't want to go abroad. Instead, they plan a holiday at home.

And why not? It's a great chance to explore your own town or local area. You can pack a small day bag, and you don't have to worry whether the train or plane departs on time! You can have fun all day and relax with friends in the evening.

What sort of holidays do you enjoy?

Comments

CJ: I love to stay at my gran's in the country. The only problem is there's no Wi-Fi. (CJ)

H: Sometimes family trips are hard work! I'd like to go to a festival with my friends. You have to be quick to book tickets for the popular ones. (Harry)

S: I like weekends away, but my dad always wants to set off early. Sometimes we get up at 5 a.m. I need my sleep! (Suzanna)

C: My uncle's house is great because he's got his own pool. The problem is, it's about 200 km away, so we're often tired when we arrive. (Charlie)

A: Short breaks are a good idea, but the first thing I do when we return is see my friends. I never unpack my bags the same day! (Annie)

2.2 Page 20, Exercise 2

See SB page.

2.3 Page 22, Exercise 2

a announcement

b departures board

c arrivals board

d lost property office

e ticket machine

f information desk

g taxi rank

h trolley

i queue

j wheelie bag

k seat

l the Underground

2.4 Page 22, Exercise 4

F = Felix, M = Mum, D = Dad, E = Ellie,

A = Alice, S = Sam, P = Presenter,

W = Woman, Ma = Man

1

F: Mum, I'm tired!

M: Oh, stop it, Felix. We've just arrived!

F: But it's a long walk to the taxi rank with this heavy backpack. Why didn't I bring a wheelie bag?

M: I told you they were easier. Look, that man has already found a trolley. They're over there.

F: Do I need a coin?

M: Yes, you do. I've got one. Here you are.

F: Thanks, Mum.

2

E: Come on, Dad. They've just announced our train.

D: Oh, great. Here's a drink for you to take on the train, Ellie.

E: Thanks. Oh! Hang on ... Have you got my phone? Oh, no! I've lost it!

D: No. It was in your hand when I gave you your ticket.

E: The ticket's in my pocket ... Oh no! I can't go without it!

D: Let's think. You phoned Mum when

we were at the information desk.
E: Of course. Wait a minute, Dad. I'm going to look for it.
3
A: Oh, good, the train hasn't left yet. Come on, Sam.
S: Coming!
A: Phew! We made it ... and our seats are just over there.
S: Have you eaten yet, Alice?
A: No, I haven't. I've got some fruit in my bag, but I got up too late to make a sandwich. I'm starving.
S: Me, too. Is there food on the train?
A: Don't worry. I've already checked. We can get sandwiches and a hot chocolate.
S: Cool.
4
P: This is an announcement for passengers waiting on platform 10 for the 16:24 train to Cardiff. This train will now depart at 16:50. Food and hot drinks are available on this service. We would like to apologize for the late departure of this train. Heavy snow has caused problems today. Once again, we apologize for the delay.

5
W: Excuse me, I think you're sitting in my seat.
Ma: I'm sorry. I've just bought this ticket from the ticket machine. Look - seat 36B.
W: Ah, you've made a mistake. This is seat 35B. Your seat is behind this one.
Ma: Oh. Thank you. I'm sorry about that.
W: That's OK. Have a good journey.

2.5 Page 23, Exercise 4

See SB page.

2.6 Page 23, Exercise 5

Weak forms /həv/

Have you checked your ticket yet?

Strong forms /haev/

Yes, I have.

Weak forms /həz/

Has he sat in the right seat?

Strong forms /haez/

No, he hasn't.

2.7 Page 23, Exercise 7

Travels with Jacob

Hi, and welcome to my travel blog. For me, the best bit of any holiday is being with friends or meeting new people. As you know, I've already had some cool adventures. This week, I'm at an activity camp with some good friends. We've just arrived after a ten-hour coach journey. I didn't sleep much, so I'm really tired. I haven't unpacked yet, but I think I've forgotten my swimming things - typical! The camp is in the mountains and our

teacher has just organized a mountain bike ride for tomorrow. I can't wait! There's another group of students our age, but the two groups haven't met yet! I'm glad we've got a week here to get to know each other.

What about you? Have you explored somewhere new yet this summer? Or are you having fun at home? Tell me what you've already done with your friends or what you plan to do!

2.8 Page 24, Exercise 3

A = Alex, W = Woman, N = Nicole,

M = Man, D = Dad, Ma = Maya,

J = Jason

1

A: Excuse me, can I ask you about Brighton Pier, please?

W: Yes, of course.

A: What is there to do on the Pier?

W: There are fairground rides and cafés. The Pier goes over the sea, so it's a fantastic place for a walk.

A: Thank you ... And, which way is it to the pier?

W: It's on the seafront. It isn't far.

2

N: Good morning. Can you help us? We'd like a map of Brighton, please.

M: Of course. Here you are.

N: Look, Dad here's the tower. This is what we were looking for.

D: Great. Excuse me, can we book tickets here for the i360?

M: Yes, of course. The views from the top of the tower are amazing.

3

Ma: Excuse me. What are The Lanes?

M: They're small streets with interesting old buildings. It's a very popular place for shopping.

Ma: Oh, great. And what is there to do there?

M: You can enjoy the shops or just explore the area.

4

J: Can you help us? What's the Royal Pavilion like?

M: It used to be a palace. It's an Indian-style building and it's a short walk from the pier.

J: Can you show me on the map, please?

M: Of course. It's just there.

J: Great. Thanks for your help.

2.9 Page 24, Exercise 4

Example

A: Which way is it to the pier?

B: It's on the seafront. It isn't far.

1

A: Can you help us? We'd like a map of Brighton, please.

B: Of course. Here you are.

2

A: What is there to do there?

B: You can enjoy the shops or just explore the area.

3

A: Can you show me on the map, please?

B: Of course. It's just there.

2.10 Page 25, Exercise 1

See SB page.

2.11 Page 25, Exercise 2

Asking for help

Excuse me, which way is the bus stop?

Can you help us?

We're looking for the bus stop.

Do you know where it is?

How far is it?

Can you show me on this map?

Giving information

It's just down that street.

It isn't far.

It's five minutes on foot.

It's that way.

It's a long way.

2.12 Page 25, Exercise 3

G = Girl, M = Man

M: Excuse me. Can you help me?

G: Yes, of course. What's the problem?

M: I'm looking for the bus stop for the number 5 bus.

G: Well, it isn't far. It's that way, in front of the cinema. It's ten minutes on foot.

M: Thank you very much.

2.13 Page 27, Exercise 3

See SB page.

2.14 Page 27, Exercises 5 and 6

M = Mike, S = Sally, C = Claudia

M: I've never been abroad, but last year my uncle set off on a round-the-world trip and each month he sends me a souvenir from a place he's visited. Yesterday, I received this boomerang from Australia, and I've already put it on the wall in my room. I love the bright colours. When you throw a boomerang in the right way, it returns to you, but it takes a lot of practice. I haven't tried to throw it yet because I don't want to lose it!

S: I spent two weeks studying in Oxford and I wanted to find the perfect souvenir to bring home. I didn't want expensive jewellery or a fridge magnet. Then I found exactly what I was looking for: an Oxford University hoodie. But when I was at the airport, I was looking at the departures board and I put my bag down to check my ticket. When I picked my bag up again, I realized - it wasn't my bag!! My favourite hoodie was gone, along with my bag, and I was really disappointed. I went to the lost property office and thankfully my bag was there. I was so excited to get my hoodie back. I

wear it almost every day now, and my friends all love the story behind my favourite souvenir.

- C:** I love my maneki-neko. It's a cat that waves its arm, and it comes from Japan. I've never been to Japan, but my aunt works there now as an English teacher. She's just returned to the UK for a holiday, and she gave this to me. There are different colours, and each one means something different. Mine is white and my aunt chose this for me because it symbolizes happiness and a positive future, but you can also get cats that are gold, black and red. It's so interesting to think about what things mean in a different country and culture. I really want to go to Japan one day.

UNIT 3

3.1 Page 29, Exercise 2

See SB page.

3.2 Page 29, Exercise 3

See SB page.

3.3 Page 30, Exercise 2

[sound effects of eating & drinking]

3.4 Page 30, Exercise 3

See SB page.

3.5 Page 32, Exercise 1

- | | |
|------------|-------------|
| 1 fry | 5 boil |
| 2 bake | 6 barbecue |
| 3 stir fry | 7 grill |
| 4 roast | 8 microwave |

3.6 Page 32, Exercises 5 and 6

I = Interviewer, L = Lily

- I:** Hi, everybody, and today we're at Sticky Fingers café with Lily. Hi, Lily. I love your chef's hat! So, can you tell us about the restaurant?
- L:** Thanks ... Well, it's been here for a while now. In fact, the restaurant opened six months ago.
- I:** Congratulations! I can see it's busy.
- L:** Yeah, students really love the place. We offer a discount for them every Monday.
- I:** But it's more than just great prices, isn't it? They love your food.
- L:** Yes. We've introduced some new dishes that you don't normally see on menus.
- I:** How would you describe some of the food on your menu?
- L:** I would say our dishes are ... different. Some dishes are spicy. We use ingredients that everybody knows, but we present the food in a new way.
- I:** Ah, so we know that noodles are often in hot dishes, but we don't usually have them as the bread part of the burger. I tried one, and it was

delicious.

- L:** Thanks. Lots of people don't want to eat a lot of bread, so there isn't any ... just noodles.
- I:** Cool. But you also offer more popular dishes such as roast chicken. Why is that?
- L:** Well, we've found that some customers don't like trying different food. We want everybody to be happy.
- I:** You cook in the restaurant ... so perhaps you can tell me, what do you like making most?
- L:** Hmm, that's difficult. I enjoy making most of the dishes ... but I really like making cronuts. Ours are sweet. We use lots of different fruit jams. We think they taste delicious.
- I:** Have you made any cronuts today?
- L:** No, I haven't, but I made 90 yesterday.
- I:** Wow! One more question ... do you cook when you get home, or are you too tired?
- L:** Actually, after cooking all day, I'm quite hungry when I get home. I've usually got something in the fridge. Last night I wanted something fresh, so I made a green salad with cheese and nuts on it.
- I:** Thanks, Lily - can I try one of those delicious looking cakes, please ...

3.7 Page 33, Exercise 4

Star article

Say 'yes' to ugly fruit and vegetables, by Dan Jones

Do you eat bananas with black spots on the skin? Have you left an apple in the bowl because it didn't look perfect? I used to be like that. Then I watched a video at school about food waste and I learned that nearly 40% of the fruit and vegetables we buy end up in the bin. So last month, my brother and I created a social media account. Over the last few weeks, we've shared lots of photos of funny fruit and vegetables and the meals we made from them. More than 100 people have left us comments since we started it, and we're getting new followers every day. We just want people to know that something that looks ugly can still taste delicious!

3.8 Page 33, Exercise 6

See SB page.

3.9 Page 33, Exercise 7

See SB page.

3.10 Page 34, Exercises 4 and 5

A = Assistant, B = Boy

- 1**
- A:** Can I help you? We've got a special offer on our coffee shakes.
- B:** Thanks, but I'm allergic to nuts, so I can't have almond milk ... I'd prefer

to have the tropical smoothie, please. I'm OK with coconut milk.

- A:** Sure. One Tropical Dream smoothie coming right up.

G = Girl, B = Boy

2

- G:** Mum and Dad said we could get a takeaway this evening while they're out.
- B:** Hmm, I used to love takeaways, but now I can't eat gluten, I'd rather cook something. I've found a nice simple pizza recipe online. It says you can make it with gluten-free flour. Look - we could try that.
- G:** OK, let's do that. Hang on, have we got all the ingredients? Flour? Yes, we've got gluten-free flour for you. Salt? Yes. Yeast? Yes. Tomatoes? Yes. Cheese? Yes. Great, we're good to go!

G1 = Girl 1, G2 = Girl 2

3

- G1:** Hey, Julia, I'm hungry! I haven't eaten since seven o'clock this morning. Can we have our picnic soon?
- G2:** Sure. We could have it here, on the grass by the river.
- G1:** Hmm, I'd rather sit at a table. Look! There are loads of tables over there.
- G2:** Yes, but have you seen the sign? We can't eat our own food there.

3.11 Page 35, Exercise 2

See SB page.

3.12 Page 35, Exercise 4

Expressing present and future preferences

I would prefer pizza.

I'd prefer pizza.

I would prefer to get a takeaway.

I'd prefer to get a takeaway.

I'd rather eat out than eat this.

I'd rather not try sweet pizza, thanks.

Would you rather eat out or get a takeaway?

Would you prefer a sweet pizza?

Yes, I would. / No, I wouldn't.

3.13, Page 35, Exercise 6

F = Frankie, J = Jess

- F:** Do you fancy some street food?

J: Sounds good, but I'd prefer to go to Gino's Café. It's really cool.

F: OK, great. There are some tables inside.

J: I'd rather sit outside than go inside.

F: OK. The menu looks good.

J: We could have soup. Or would you prefer coffee and cake?

F: Yes, I would. Great idea!

3.14 Page 37, Exercise 3

See SB page.

UNIT 4

4.1 Page 39, Exercise 3

- 1 tour guide
- 2 care worker
- 3 web designer
- 4 wildlife photographer
- 5 sports instructor
- 6 music tutor

4.2 Page 39, Exercise 5

M = Mum, S = Sam

- M:** How was school today, Sam?
S: Oh, it was quite interesting. We had a talk about what we want to do after school. Our teacher told us about a recent survey. Did you know that the most popular job sector for students between the ages of fourteen and eighteen is education?
M: That's good, we need lots of teachers and tutors!
S: And after that it's media and then healthcare.
M: Yes, I can understand that. I think jobs in media are always popular ... you can work in TV or radio, or write articles for magazines. And there are a lot of good courses in healthcare. That's why I chose it. I enjoyed my training.
S: Yes, but you used to work in tourism.
M: Ha, yes, I was a tour guide in the summer when I was a student. It was good fun.
S: Well, that's interesting because in the survey, the least popular sectors were construction, leisure and tourism, and then catering.
M: Well, I'm surprised at that. Anyway, did it help you decide what you want to do?
S: You know me, Mum, I love cooking. I want to be a chef ... and I don't care that catering is the least popular sector with people of my age!

4.3 Page 40, Exercise 1

See SB page.

4.4 Page 41, Exercise 3

See SB page.

4.5 Page 41, Exercise 4

- | | |
|------------------|-----------------|
| 1 I'll go. | 4 She'll leave. |
| 2 Will you stay? | 5 He will come. |
| 3 We'll win. | 6 They'll pay. |

4.6 Page 42, Exercises 4 and 5

And in today's top podcast we're looking at the story of Carrie Harris. She's still at school, but this brave student has big plans to travel into space, and this summer she'll be taking exams to get into a training programme for astronauts. If she completes the training, Carrie will work on the Mars space mission.

Carrie has always been curious about

space. But her interest in space travel increased when she read a book about Mars four years ago. It looked very different from Earth and she wanted to know more, so her parents gave her a telescope to look at the night sky.

Has it always been her dream to be an astronaut? Well, just like other children, Carrie used to change her mind about jobs. But now she's sure she's going to work in the space industry. Will she be successful? Well, she's very positive, but unless Carrie gets a place on the programme, she won't get a job as an astronaut. A lot of young people want to do NASA space training, but only 1% of students are successful. Carrie is sensible. She knows that if she doesn't succeed she might try something else in the space industry. She's confident she can do something on the Mars Mission with the right qualifications.

If she does get on the course, she'll have other problems. If she goes to Mars, she'll find it very cold. The temperatures might be as low as minus 60 degrees Celsius. The astronauts will come from lots of different countries, so it might be difficult to communicate with them.

Is Carrie good at languages? She can speak Spanish, but she's going to study Chinese, too. If she studies hard, she'll probably learn it very quickly.

We can't wait to see how Carrie gets on, so we'll be following her over the next few years. The next podcast in this series is ...

4.7 Page 43, Exercise 4

If Easton's idea works, it will change Momo's life.

Easton LaChappelle has always been curious about how things work. When he was a teenager, he made his first robotic arm with things he found at home. Easton has arranged to meet Momo and he's testing his robotic arm on her. If his design works, it will give Momo the chance to swim and paint – just like her friends. The pair get on really well and Easton loves the fact that Momo's very honest. If she doesn't like something, she'll probably tell him. If he gets the design right, the new arm will change Momo's life.

However, robotic designs are very expensive, so Easton wants to make his robotic arms cheaper. But unless he gets more money, his idea won't work. For that reason, he uses the internet to tell people about his design. If they like it, they will probably help him.

Easton is confident about the future. He wants to donate 100 robotic arms to people who can't afford them. If he can change lives like Momo's, that will be something to be proud of!

4.8 Page 44, Exercises 4 and 5

I = Imogen, N = Nick

- I:** Psst, Nick. Come and have a look at the noticeboard.
N: What is it, Imogen?
I: It's a leaflet about courses for sixteen-year-olds. That's us.
N: Oh, cool. Where are the courses?
I: They're at the new college in town.
N: I've heard it's good. Let me see. Engineering, travel and tourism. I'm not really interested in those subjects.
I: But there are lots more. They're having an open day at the weekend.
N: OK. Shall we go together? We might get some good ideas.
I: Great! It starts at nine o'clock on Saturday.
N: That's a bit early!
I: Yes, you're right. But if we get there early, we might find a good café for breakfast!

4.9 Page 45, Exercises 1 and 2

See SB page.

4.10 Page 45, Exercise 3

Giving opinions

- I'm sure.
 I'm not sure.
 I'm quite keen on the idea because it offers work experience.
 I reckon it's important to do something you enjoy.
 That's why I want to do music.
 I'm sure you're right.
 I'm not sure you're right.
 To be honest, I have no idea.
 That's the reason I'm doing work experience.
 I think you'll be great in an office.

4.11 Page 45, Exercise 4

E = Emma, R = Ryan

- E:** Hi, Ryan. What are you doing this summer?
R: I'm not sure. I might go to a summer camp.
E: Why do you want to do that?
R: Well, I'm quite keen on the idea because it will be fun learning new things.
E: I'm sure you're right. If you go, you'll probably make lots of friends.
R: That's true. To be honest, it's only for two weeks, so it won't be all summer.
E: I reckon you'll love it. You're really sociable. You can do sports all day.
R: That's the reason I want to do it!

4.12 Page 47, Exercise 2

See SB page.

4.13 Page 47, Exercise 6

See SB page.

UNIT 5

5.1 Page 49, Exercise 1

- | | | | |
|---|-----------|----|-----------|
| 1 | whisper | 7 | shout |
| 2 | discuss | 8 | explain |
| 3 | gossip | 9 | argue |
| 4 | scream | 10 | apologize |
| 5 | complain | 11 | interrupt |
| 6 | translate | 12 | repeat |

5.2 Page 50, Exercise 2

See SB page.

5.3 Page 51, Exercise 4

I = Interviewer, M = Mia, P = Paula
Communication matters: the interview

What would family life be like if one of your family were deaf? We ask sisters Mia and Paula Allen.

- I:** Mia, you and your family have learned sign language. Why is that?
M: Well, the main reason we learned was to talk with my sister, Paula. We wouldn't know sign language if Paula wasn't deaf. Of course, if we didn't use sign language, she'd lip-read. But sign language helps us have a conversation together as a family.
I: Paula, would you like to attend a deaf school?
P: No, I don't think so because there aren't any near here. If I went to a deaf school, I'd have to live at the school. I don't want that. At the moment, I have a support teacher and my friends are learning to sign. They say it's quite easy and fun.
I: What are your future plans?
M: We would like to make online videos for families of deaf children. We're sure lots of people would watch if we had our own channel.

5.4 Page 52, Exercise 2

10 awesome facts about language

- Humans are great at communication. You probably say or write about 4,800 words a day!
- There are about 7,000 languages in the world, so translation between languages helps us to understand one another!
- Sesquipedalophobia is a fear of long words! The pronunciation of this word is very difficult!
- The word set has the most definitions in the English language. It has over 400 meanings.
- The expression on your face changes the sound of your voice. Your listener can hear you smile on the phone.
- The ancient Romans did not put spaces between words or use punctuation marks like full stops.
- What is the most popular topic for discussion on social media? It's

technology and social media!

- An interruption can be very annoying. If someone speaks when we're talking, we forget what we've just said or heard.
- Ancient Roman teachers used lots of repetition in their lessons. Science has proved that repeating things can help you to learn! But you have to do it many times.
- Mandarin Chinese has 50,000 characters! My suggestion is to learn the modern, simplified characters, not the traditional ones!

5.5 Page 52, Exercise 4

- | | |
|---------------|---------------|
| communication | interruption |
| definition | pronunciation |
| description | punctuation |
| discussion | repetition |
| explanation | suggestion |
| expression | translation |

5.6 Page 52, Exercise 5

- D = David, L = Lidia**
D: Hi, Lidia. How did your exchange trip go?
L: Paris was lovely, David, and I enjoyed meeting Marie – we had a good time together. I guess my French accent wasn't great, but my pronunciation of individual words wasn't too bad! The main problem was that I couldn't understand Marie's parents very well ... If French people spoke slowly it would be easier! I think they understood more than me. But they were very kind. I mustn't forget to thank them.

2

- C = Claire, S = Sam**
C: Hey, Sam, did you try that translation app I told you about? It was really useful for my essay writing.
S: Hmm. Yes, thanks for the suggestion, Claire. It was quite easy to use, but I'm not sure that it really worked for me. I found some phrases to put in my essay ... But when I got the essay back, the teacher's comments said a lot of the words didn't work or were out-of-date.
C: Oops! Sorry. I must look and see what the reviews say.
S: Well, I think so!

3

- L = Laura, T = Tom**
L: I'm worried about the Spanish speaking test tomorrow, Tom. It isn't easy to pronounce the words. I need to practise.
T: I never like speaking tests. Have you tried an online dictionary? As well as definitions, there are sound files, so you can hear the

pronunciation.

- L:** That's a good suggestion.
T: It helps me. You should repeat the word a few times, it really helps. Try it!

4

J = John, V = Vicky

- J:** Vicky, can we turn the TV off? I've got a Maths test tomorrow, so I have to study.
V: I've got a test, too, John. But the sound of the TV helps me concentrate. I'll turn it down a bit, instead. OK?
J: That's better. That's it! There are too many interruptions. I'm going to sit on the balcony and you work in here.
V: Fine by me. At least we won't argue!
- 5
R = Rob, S = Sara
R: Hey, Sara. I just read something really interesting. Did you know that most communication is not actually spoken?
S: Everybody knows that, Rob.
R: Really? So, what are the other kinds then?
S: Well, written communication is a really big one. That's why it's so important to have good punctuation, so people understand what you mean.
R: Huh. I should learn how to use a comma correctly, then! Can you give me an explanation?

5.7 Page 54, Exercise 3

What is cyberbullying? And how is it different from 'normal' bullying? Bullying used to be face-to-face, at school or in the park. Now though, cyberbullying takes place in a virtual world. Bullying can be dangerous as it may be physical as well as verbal. Cyberbullying is almost always verbal, in the form of written words, but the words don't disappear. Both forms are very dangerous. Victims of bullying may find a safe space, but cyberbullying is hard to escape because it can take place twenty-four hours a day, seven days a week. Only a few people may actually see bullying taking place, but many people may see cyberbullying, and this makes it especially difficult for the victim. People usually know a physical bully, but you may not know a cyberbully. They can stay hidden online or may pretend to be someone else. This makes it harder to deal with, so it's important to talk to teachers or other adults about the situation.

5.8 Page 55, Exercise 1

See SB page.

5.9 Page 55, Exercise 3

Asking for clarification

Can you explain?

What do you mean?
 What did you mean?
 Sorry, I didn't catch that.
 Can you repeat that?
 Could you say that again?
 What was that?
 I'm not sure I understand.

Clarifying what you have said

I meant that you're amazing, not annoying.
 I meant to press 'm' not 'n'.
 I said that my phone is old.
 I didn't mean that.
 I can explain.

5.10 Page 55, Exercise 4

G = George, R = Ruby

G: It's really noisy here again today, isn't it?
R: Yeah! They're doing more building work. We need to shout!
G: Could you say that again? Sorry, I didn't catch that.
R: I said that we need to shout!
G: Yes, you're right. It's so boring!
R: Do you think I'm boring? I'm not sure I understand!
G: I didn't mean that. Don't be upset. I can explain. I meant that the *building work is boring, not you!*

5.11 Page 57, Exercise 1

In Irish we say: Conas atá tú?
 In Welsh we say: Sut wyt ti?
 In Scots we say: Hoo are ye?
 In Cornish we say: Fatla genes?
 All these phrases mean 'how are you?'

5.12 Page 57, Exercise 2

See SB page.

5.13 Page 57, Exercise 7

Fact file

- The Welsh language is called Cymraeg in Welsh. All UK passports contain English and Welsh.
- There are over 700,000 native speakers of Welsh. That's around 20% of the population of Wales.
- They think Welsh is one of the oldest languages in Europe. It's believed to be over 4,000 years old.
- People speak Welsh in the UK and Argentina! Over 5,000 people there speak Welsh as their first language.
- Wales is home to the longest town name in Europe. Llanfairpwllgwyngyllgogerychwyrndrobwllllantysiliogogoch has 58 letters!
- The English word 'penguin' comes from the Welsh word 'pen gwyn'. In Welsh, this means 'white head' - even though penguins have black heads!

UNIT 6

6.1 Page 59, Exercise 1

See SB page.

6.2 Page 59, Exercise 2

H = Quiz show host

- H:** OK, guys, I hope you enjoyed quiz time! It's time to check your answers.
- H:** The answer is c - a boomerang
 - H:** a 1900
 - H:** b a cricket ball
 - H:** b basketball
 - H:** c Argentina
 - H:** b sleep
 - H:** b Bayern Munich
 - H:** a swimming
 - H:** a Italy
 - H:** b American football

6.3 Page 60, Exercise 2

See SB page.

6.4 Page 61, Exercise 5

See SB page.

6.5 Page 62, Exercise 3

- OK, everybody. Are you all in place? Ready? Great. Work together. Remember you all have to pull the ball at the same time. That's it, keep going. Well done, guys, that was amazing! Good teamwork...
- G = Girl, S = Seb**
G: Come on, Seb. It's your turn to cross the river. You can do it.
S: OK. I'm going to jump across quickly ... Oh no. ... urgh! Got it wrong again!
3 Right jump then turn. Like this. That's good everybody. Now ... again, a little faster. 1 and 2, and 1 and 2. I'm looking for strong movements, with power. Yes. That's great.
- B = Boy, I = Instructor, J = Jess**
B: Come on, Jess. Our tower is going to be the highest.
I: Teams, you have ten seconds left ...
J: OK. I'll put the last brick on here; Yes. I've done it! Nobody move.
J: You moved! I hate this game!
5 L = Lily, B1 = Boy 1, B2 = Boy 2
L: OK guys. Come on, keep running. Have you got the map?
B1: No. Oh yes! Here's the map. Er ... We must be here ... so I think we go that way now?
B2: Sure, let's keep going ... Hang on, that doesn't look right. Are we lost? Lily?
L: I don't know, I can't find the compass. Argh! And now it's raining - this is so annoying!
- G = Girl, J = Jake**
G: OK, Jake, so this is the difficult part. Climb a bit higher. You're almost at the top of the cliff.

- J:** Uh oh ... Like this?
G: Yes, that's good. Steady. Now hold my hand, and move across, slowly.
J: Oh. We're very high. I don't know if I can do it.

6.6 Page 62, Exercises 5 and 6

1 I = Interviewer, R = Robbie

- I:** So, this week we're looking at team-building activities for schools and youth groups. These can be fun, but are they useful? First up is Robbie who used to feel nervous about giving an opinion. I understand a team-building day helped you, Robbie?
R: That's right. In the past, I found it difficult to say what I thought in class. I was nervous and I didn't want someone to tell me I was wrong. I used to get a dry mouth, and sometimes I felt like I couldn't breathe. It always went badly.
I: How did the team building day help?
R: Well, we had to work together. We only succeeded when everybody did the right thing. We all had one piece of information the team needed. There was nobody who knew more than the others. I had to speak, and the others had to listen. I think we all learned a lot, especially how important it is to listen! So, in future, I think I'll be able to speak confidently in front of my classmates.
- 2 I = Interviewer, M = Martina**
I: Next, we have Martina, who learned a lot about her own character on a team-building day. Martina, can we hear about your experience?
M: Yes. Well, our task was to build a small bridge. I like being a leader and when the other team members weren't able to work out how to organize themselves, I got angry and shouted at them. Then I walked off.
I: What happened then?
M: I went back a bit later and apologized to my team. Then I helped organize the bridge pieces, and gave some suggestions about who might be good at different jobs. After that, we all worked brilliantly. In fact, we built the best bridge that day. I can listen to others now and I don't always have to be the leader.
- 3 I = Interviewer, C = Carl**
I: And finally, we've got Carl who has taken part in a plank-walk task this morning. Carl, can you explain what a plank walk is?
C: Sure. Well a plank-walk exercise is a group task. You have two long pieces of wood which look like skis. Everybody puts their left foot on the left 'ski' and their right foot on the right 'ski'. Then you all walk

together. You aren't allowed to touch the ground. If you don't work as a team, you usually fall over! So, you have to focus carefully on the task. The first time we practised, we couldn't do it, but then my teammates listened to each other and worked calmly, but energetically. In the end we made it!

6.7 Page 64, Exercise 2

K = Kylie, B = Boy

K: Good morning, everybody! My name's Kylie. Welcome to Bossaball. It's lovely to see so many of you. First of all, I'm going to explain a few rules and you can watch the demonstration. After that, you can ask me any questions and finally you'll be able to have a go in groups of eight.

Of course, bossaball is like volleyball, BUT you play on a soft, inflatable pitch with a trampoline in the middle. Only one player from each team goes on the trampoline at any time. You have to hit the ball over the net, or you can kick it if you want to, like that. But players aren't allowed to touch the net.

The first team to get 25 points wins the game. You score three points if you hit the playing area of the opposite team. And if you're really good, you can get extra points for fancy gymnastic style moves! OK! Thank you for listening. Does anybody have any questions?

B: Can we keep our shoes on?

K: No, sorry. You aren't allowed to keep your shoes and socks on. You have to take them off.

6.8 Page 64, Exercise 3

D = Dale, G = Girl

D: Good afternoon to you all! I'm Dale, and welcome to today's footvolley demonstration. To start with, I'll explain some rules, and you can watch the exhibition match. Next, you can ask me questions, and then you'll be able to try the game on our special pitch.

Footvolley is like volleyball, but you usually play on a pitch made of sand. You must kick the ball to start. Like this. During the match, you can use other parts of your body, too, like your head or your knee. But you aren't allowed to use your hands or arms.

The rules are different in some countries, but we say the first team to get fifteen points wins the game. Each team can touch the ball one, two or three times before they hit or kick it to the other side of the

net. You score a point if you hit the playing area of the opposite team. Oh yes! Just like that! Thank you for your time! I hope everybody understands. Feel free to ask questions.

G: Can we play in mixed teams?

D: Yes, of course you can ...

6.9 Page 65, Exercise 1

See SB page.

6.10 Page 65, Exercise 2

Introducing a presentation

I'd like to introduce Jamie and Ben.

We're here to present an activity for the youth club.

I'm going to hand over to Jamie, who will explain the rules

Explaining your ideas

First of all, I'll explain the basic rules

To start with, I'll explain the idea

Jamie will explain the details.

Jamie will explain the rules.

Ending a presentation

We hope you like our suggestion.

Thank you for listening.

Thank you for your time.

Inviting questions

Are there any questions?

6.11 Page 65, Exercise 3

E = Ella, V = Viktor

E & V: Good afternoon, everybody.

V: My name's Viktor and I'd like to introduce Ella. We're here to present our suggestion for a Summer Fun Day activity. Our idea is a talent show which anyone can participate in.

E: To start with, I'll explain the idea. We need a team of three or four judges who will give each act a score out of ten. The act with the highest score wins.

V: Thanks, Ella. And finally, does anybody have any questions?

E: Please think carefully about our suggestion. Thank you for your time.

6.12 Page 67, Exercise 2

See SB page 66.

6.13 Page 67, Exercise 2

See SB page 66.

6.14 Page 67, Exercise 3

T = Taylor, K = Kelvin

K: Hi, Taylor. Thanks for agreeing to talk to the school radio station today about American sports.

T: Hey! No problem.

K: As you know, we don't play baseball or American football here in Britain, but we do like to play by the rules! Could you tell us about the rules for your two favourite sports?

T: Sure, Kelvin, no problem. So, first of all, to play baseball, you need nine

players on a team. For American football, each team has eleven players.

K: Ah, that's easy – that's the same as football and hockey here.

T: That's right! In baseball, the pitcher throws the ball and the batters hit it with a bat.

K: OK, sounds easy so far!

T: There are also four bases. Fielders defend these bases. Batters run to the next base each time a player hits the ball. If you pass all four bases, you've scored a point for your team!

K: Yay! OK, cool. But I've heard of a home run ... what's that?

T: OK, so, a home run is when the batter hits the ball so hard, they can run round all four bases in one go.

K: And if a fielder catches the ball ...

T: ... you are OUT!

K: Gosh, OK, I think I've got that. Let's get back to American football, then. Can you be 'out' in that game, too?

T: Not really, not unless you get injured! That does happen quite a lot – American football is what's called a 'contact sport'.

K: OK, so it's quite different from the football we play here in England?

T: Sure is, Kelvin. In American football, you can carry the ball – or kick it – down the pitch towards your opponents' end zone. Teams have to defend their end zones to stop the other team scoring points. If you do get the ball into the end zone, it's a ...

K: TOUCHDOOOOOWN!

T: That's right. And you get six points for a touchdown. You have to score as many as you can within the time limit of one hour.

K: Wow, thanks so much, Taylor, that was really interesting! I wonder if we can get our PE teacher to learn the rules, too!

UNIT 7

7.1 Page 69, Exercise 2

See SB page.

7.2 Page 69, Exercise 3

A

The Purple Cathedral is one of the largest caves on the coast of New Zealand's South Island and is over 400 metres long. These cold, dark places form when powerful ocean waves repeatedly hit the soft rock of a cliff. The waves pick up small stones and sand from the beach. This causes erosion, which makes the cave bigger. But why is this landform purple? The colour purple comes from the red algae that covers the walls!

B

A river that flows down a mountain creates a valley. When the water freezes,

it forms a glacier. These large areas of ice move slowly down the mountain. They carry small stones and larger pieces of rock with them. These erode the ground below, and over time make the valley bigger. The ice often looks blue because of the way it reflects light. Some glaciers around the world are melting because of climate change.

C

It isn't always easy to sleep in Iceland! Thanks to the midnight sun, Iceland sometimes gets around twenty hours of sunlight during the summer months! However, in winter, the days are short. You might wake up to a beautiful orange sunrise at around 11 a.m. You have to be quick to enjoy the day, because sunset occurs between 3 and 4 p.m.

7.3 Page 70, Exercises 2 and 3

Life in blue

A Why colour became important.

Until 600 million years ago, colour wasn't important to the creatures on Earth - none of them had eyes! But as they started to develop sight, colours started to matter. Bright red or yellow creatures were dangerously visible to other hungry animals, while green creatures could safely hide amongst leaves and trees. But what about blue? From the sky to the sea, blue is all around us, but is it found in plants or animals?

B Fantastic feet

Some animals appear blue because of their feathers, scales or shells, or because they eat certain foods. The blue-footed booby is found on the coast of Central and South America. Its blue feet are produced by pigments, or coloured chemicals, in the fish that they eat. Young and healthy birds have very bright blue feet, but the blue colour fades with age. When a female bird is looking for a partner, she looks for the one with the bluest feet.

C Small but deadly

Be very careful! Blue poison dart frogs aren't seen very easily. They are often hidden by leaves, sticks and rocks in the rainforest of Central and South America. They are only 1cm long, so difficult for us to see, but they have excellent eyesight. Just touching one of them can be fatal. How can you avoid this? Head for the water. These tiny frogs haven't got webbed feet and are terrible swimmers!

D A taste of blue

Look at a \$50 note from New Zealand and you might notice a pair of blue milk mushrooms. Can they be eaten? Yes, but they aren't very popular. The rarer the colour, the less popular it is on your

plate! Blue is often added to foods such as sweets, but it's rarely found in nature, so it is made artificially. However, scientists in the food industry are excited about these mushrooms. Blue milk mushrooms might offer a natural alternative.

7.4 Page 71, Exercise 5

DRONE PHOTOGRAPHY GETS THE PERFECT PICTURE!

What do you think was used to take this picture of a polar bear? Clue: This animal wasn't photographed by someone behind a camera.

Who doesn't like close-up photos of wild animals? A lot is learned about their behaviour from these pictures. Some photos are taken on the ground, but other images are captured from the air above. In more remote areas, for example, helicopters are often used because they can cover a larger area. Important information about the movement of wild animals is collected in this way. However, helicopters are noisy. Although some animals don't mind loud noises, others are scared by them. Drones can offer a cheaper, quieter alternative. The best images are created when animals are relaxed. You can see that for this bear, it was the right solution!

7.5 Page 72, Exercise 1

See SB page.

7.6 Page 72, Exercise 5

L = Luke, A = Anna

- A:** Hi, everybody. I'm Anna and welcome to today's show. Now, perhaps you already know but every year, 5 June is World Environment day. This year the day was celebrated with lots of exciting events. We've invited Luke to talk to us about an event he was at with some school friends. Hi, Luke - I saw your photo in the news. It's great to finally meet you. Perhaps you can tell us who had the idea for your event?
- L:** Hi, thanks for having me. Yes, well, it was my idea. I wanted to organize something that would interest others at school. You see, I really love water sports. Last summer, my friends and I canoed around the coast ... we visited caves near where we live but we were annoyed by the rubbish in the water and on the rocks on the beaches. After that, I started an online group and posted an invitation to clean up the local beach on social media. It was liked by more than 80 people from school in the first hour.
- A:** Did a lot of people offer to help?
- L:** Yes, 60 people came. Everybody was

really enthusiastic because we all think it's important to protect our coast.

- A:** What sort of rubbish did you find?
- L:** Oh, all kinds of stuff. There was a lot of plastic ... I think people buy drinks and just throw away the bottles. Really, they should take them home and recycle them. A lot of tin cans were also collected. They're dangerous. The cans are often covered with plastic. When it's windy, the waves carry them into the sea where they harm fish and birds.
- A:** And what about plastic itself?
- L:** I think I've heard that 70% of rubbish in the ocean is plastic.
- L:** Yes, I think actually it's more than 80%. We collected lots of plastic bags, as well as crisp packets and plastic cups. There were even some plastic sandals! Some tiny pieces of plastic were found on the rocks. That's worrying.
- A:** Is that because they're eaten by birds and fish?
- L:** Exactly, it's sad. When plastic was invented, it wasn't seen as a problem. It was just a useful product, but now it's causing so many problems.
- A:** Was all the rubbish collected?
- L:** Unfortunately, no it wasn't. We filled 30 bags of rubbish, but lots of the smaller plastic items weren't collected. There was just too much to do in one day.
- A:** Do you think you'll organize another one?
- L:** Yes, we're going to do it every month.
- A:** That's brilliant. Thanks for coming in, Luke ... and if you are interested in ...
- 7.7 Page 73, Exercise 4**
- See SB page.**
- 7.8 Page 74, Exercises 3 and 4**
- O = Oscar, E = Emily**
- O:** Oh, it's nice in here. Have you been here before?
- E:** No, but I've heard about it. They cook with fruit and vegetables that supermarkets can't use. Is that right?
- O:** Yes, it was opened by two sisters. They both used to work in the food industry and saw how much food was wasted.
- E:** They don't tell people what to pay on the menu. You pay what you think is a good price.
- O:** It's a great idea. I think most people will pay the same price as other cafés. They're really creative with food so there's always something different to try. So, what would you like?
- E:** I think I'll have the banana and melon smoothie, please. But

definitely no straw with the smoothie.

- O:** Oh, don't worry. You can have a straw, but it will be paper.
E: Brilliant. What are you having?
O: I think I'll have some ice cream. It comes with an edible spoon. The spoon's made of rice and wheat, I think, and you can actually eat it ... just like a biscuit!
E: Ah, so that's why it's called the Green Spoon Café! What a great idea! And it's saving the planet, too.

7.9 Page 75, Exercise 1

See SB page.

7.10 Page 75, Exercise 2

Agreeing

Yes, I agree.
 Yes, I agree with you.
 That's true, but I've had an idea.
 Perhaps you're right.
 I totally agree.
 That's a good point.
 I think that's a great idea.
 Absolutely!
 You're (definitely) right about that!

Disagreeing

Sorry, I don't agree.
 I don't think that's true
 I'm not sure I agree with you, Joel.
 I'm not sure I agree with that.

7.11 Page 75, Exercise 3

O = Olivia, M = Matt

- O:** Matt, I've got an idea. What about having a 'walk or cycle to school' week.
M: I totally agree, we all need more exercise, but what about people who live a long way from school? Not everybody has a bike.
O: That's a good point. Perhaps they don't have to take part. There are only a few people who live more than one kilometre away.
M: I don't think that's true. I know a few people who live out of town.
O: Perhaps you're right. Well, why don't we find out and talk to some teachers.
M: I think that's a great idea.
O: Ok, I'll ask Mr Hughes. Will you ask around your class?
M: Absolutely! Let's talk later.

7.12 Page 77, Exercises 2 and 3

See SB page.

7.13, Page 77, Exercises 6 and 7

N = Noah, A = Amelia

- N:** Did you go to that talk after school yesterday?
A: About the sea turtles? Yes, I did. It was by a volunteer from a local animal protection group.
N: I love sea turtles, but I've never seen one.

- A:** I'm not surprised. There aren't many of them left.
N: Is it because of pollution in the sea?
A: That's one problem, yes. They get sick from eating plastic which they think is food.
N: Oh, that's really sad. I've also heard that they are sometimes caught in nets when people are fishing.
A: Yeah, that's the other main reason.
N: What can people do about it?
A: Well, you can join an animal protection group, like the one that protects turtles. Yesterday, their speaker told us about some of the things they've done. For example, last summer they had a short film competition. The winner made a short film for primary schools.
N: That's interesting.
A: Did you know, sea turtles have been around for about 120 million years.
N: Wow, that's a long time. All I know is that they can sleep in the water for seven hours without breathing...
A: Yeah, they're amazing. They can also travel huge distances. The group wants to make sure turtles are protected around the world, not only in Australia.
N: I think I'd like to join the group. What about you?
A: Why don't we go to their next meeting together? I think it's next Thursday.
N: Cool! I'd love that.

UNIT 8

8.1 Page 79, Exercise 3

School central

The best days of your life? For this month's edition of School Central, we carried out a survey about your experiences of school. Here are some of your answers to our questions.

- 1** What do you do when you get your school report?
c I read it quickly and then give it to my parents.
2 Is it easier to pay attention in the morning or the afternoon?
i In the morning, after a good breakfast!
3 Do you make a revision plan when you have exams? Which topics do you study first?
h Yes, I do, I revise the easy topics first.
4 Do you have optional subjects in your school curriculum?
b Yes. This term I'm taking photography lessons.
5 How many subjects are on your timetable?
a Probably about nine, including P.E.

- 6** How could you improve your memory?
g I could test myself more often. That might help.
7 Who do you talk to if you get a bad result in a test or even fail it?
d I talk to my parents or my teacher.
8 Do you like the challenge of giving a presentation?
j Definitely, because speaking in front of people gives you confidence.
9 What subjects have you made progress in? Which ones did you pass?
f I got good marks in English and History.
10 What was your biggest achievement last year?
e I won a prize for a painting I did in Art.

8.2 Page 79, Exercises 4 and 5

E = Emily, M = Matt

- E:** Hi, Matt. How did you do?
M: OK. My marks are quite good. I've got an A in Music, which I'm very happy about. I got a B last term, so that's progress. What about you?
E: Oh, I did OK, too, although I didn't do so well in Geography. I think it's because the exam was really difficult.
M: Did you do much revision for it?
E: Yes, I'd done loads, but I couldn't remember all the facts. I don't think my memory is very good. How do you remember things?
M: Well, you might laugh but I write songs for myself. First, I write down what I have to learn and then I sing the words. Does that sound crazy?
E: Not at all. That's a brilliant idea.
M: It works for me. I actually enjoy doing it, although it's a bit of a challenge sometimes, especially for subjects like Maths and Science.
E: Perhaps you can teach me some of your revision songs?
M: Sure, but you might want to make up some of your own.

8.3 Page 80, Exercise 3

See SB page.

8.4 Page 81, Exercise 4

Exam disaster! Revision is going well and then something goes wrong. We hear some of your true stories.

The night before my French exam, I went to the park. I'd revised a lot for the exam, so I needed a break. Somebody had cut the grass. It smelled lovely! All of a sudden, I couldn't stop sneezing. I hadn't had hay fever before. The next day my eyes were still red, but I answered all the questions between sneezes! Last week, our teacher gave us an exam

on one of the books we'd read in class. I knew I'd made a mistake when I saw the first question. I hadn't heard the teacher properly and had revised the wrong book! I felt really stupid.

I woke up on the day of my last exam and saw that my friend had sent ten messages to me. She was at school and wanted to know what had happened to me. Then I saw the time – ten o'clock! Everybody had finished the exam when I arrived. My teacher wasn't very happy with me.

8.5 Page 82, Exercise 2

See SB page.

8.6 Page 83, Exercises 5 and 6

A = Ahmed, J = Jess, R = Rachel, S = Sam, Ro = Robot, M = Mia, L = Lucas

- 1**
- A:** Well, that was awesome. I'd love to have a robot teaching assistant every day.
- J:** You can't be serious, Ahmed! We all spent too much time laughing. Ms Walker was getting really annoyed with the robot at the end.
- A:** Oh, but that was because it was the first time we'd had one. I think Ms Walker felt a bit silly when she asked it to hand out some papers. It must be really strange for her. She usually does everything herself. If you ask me, robots can be very useful in lots of situations.
- J:** Mmm, I see what you mean Ahmed. And ... it was fun asking Ari to translate words. It was faster than using a dictionary.
- A:** Absolutely! Who knows, we might see a lot more robots in school soon.
- 2**
- R:** Sam, I'm trying to concentrate.
- S:** Sorry Rachel, carry on ... I've just dropped my pencil case. My things are all over the floor. I can't leave them there.
- R:** The robot might help you. Ask it ... go on.
- S:** No way! It's embarrassing.
- Ro:** Hello Sam. Is there a problem?
- S:** Er, no, it's ok, thanks ... I'm just getting my things.
- Ro:** Let me help you ... there you are.
- S:** Er, thanks.
- R:** Wow! It had obviously heard us talking. I'm not sure if that is cool or scary!
- S:** Definitely scary!
- R:** Yes, you're right. Look ... it's put everything on your desk. Now you can carry on with your exercise.
- 3**
- L:** Mia, did you hear what Mr James said? We may have a robot teaching assistant next week.
- M:** I know ... but to be honest, I'm not

sure I like the idea. I prefer people.

L: Me too, but you never know, it could be really good fun.

I wonder how the teacher and the robot will get on. Mr Martin is really funny in class, but I'm not sure robots have a sense of humour.

M: Well, we'll see, Lucas. The robot might have a few jokes of its own!

8.7 Page 83, Exercises 3 and 4

See SB page.

8.8 Page 84, Exercises 3 and 4

G = Girl, B = Boy

- 1**
- G:** Did you hear about Jack?
- B:** Oh, yes, he won a prize for the 100-metre race. I think he must be the fastest runner in school.
- G:** Yes, but after he'd collected his award he jumped off the stage and nearly fell over!
- B:** Oops! How embarrassing!
- 2**
- G:** Did you know Mr Russell is leaving soon?
- B:** No, really? He must be fed up with our class!
- G:** Haha. I think he's getting married. I saw him in town with a woman. They were speaking German. He might have a new job abroad.
- B:** Or he could have a job at that new school, you know ...
- 3**
- B:** Are you going to see the paintings in the exhibition?
- G:** Of course! One of my paintings is in it.
- B:** Oh, you told me that. That's exciting.
- G:** Yeah, I'm really happy about it. I've made great progress in Art this term. It's my favourite subject. You should come and see it.
- B:** I definitely will!
- 8.9 Page 85, Exercise 2**
- See SB page.
- 8.10 Page 85, Exercise 4**
- Asking for news**
- What have you been up to?
Have I missed anything?
Did you have a good weekend?
- Giving news**
- Apparently, she was in a band a few years ago.
It says here.
It says on the website.
Have you heard about the reporter who was in school yesterday?
- Reacting**
- That's brilliant.
That's great.
That's interesting.
No way!
What happened?
Really?

You're joking!

I didn't even know there was a new music teacher!

8.11 Page 85, Exercise 5

M = Mason, T = Tom

- 1**
- M:** Hi, Tom. Did you have a good weekend?
- T:** It was OK, but when I came home from football training nobody was in and I hadn't taken a key! I had to sit outside for an hour until my dad got home!
- M:** Oh no! You're joking!
- 2**
- M:** Have you heard about the school website? They're looking for pupils who can help to improve it.
- T:** Really? I didn't know that.
- 3**
- M:** Apparently, the head teacher wants people to write articles for the news page. I'm going to go to a meeting about it. What do you think?
- T:** Really? That's interesting.

8.12 Page 87, Exercise 2

See SB page 86.

UNIT 9

9.1 Page 89, Exercise 2

Advantages of offline shopping

- Customers can share their experience with friends.
- There's an assistant if you have any questions.
- You can touch products. You can also try on clothes like jeans and shoes to help you decide.
- You can see the product before you make a payment.
- You have the items that you've bought as soon as you have paid at the checkout.
- It's easy to return the product and get a refund if it's not what you want.

Advantages of online shopping

- There are no queues, so service is usually quick.
- You can find any shop online, from big chains to small stores.
- It's easy to find great prices and special offers.
- You can stay at home and make a purchase at any time of day or night.
- There's a record of your payment, so you don't need to keep receipts.
- It's easy to send gifts as you can arrange delivery to any address.

9.2 Page 89, Exercise 3

M = Mum, T = Ted, A = Alisha, R = Romesh

- A**
- M:** Ted, did you return those jeans for a refund?

T: Erm, I tried, but I didn't have the receipt with me.

M: Why didn't you take it? You know you need one.

T: It's OK. The receipt's in my room. I'll have to go back again next weekend.

B

A: Have you got a moment, Romesh? What do you think of this top? It was on special offer!

R: Er, it's nice, Alisha, but it's too big for you. Where did you get it?

A: It was an online order. I thought it would be the right size, but it isn't! The colour's not right either. I think I need a refund!

9.3 Page 90, Exercise 2

A Where did it all start?

Two teenage brothers from Stockport in England, Tom and Joe Barratt, came up with the idea for The Teenage Market in 2012. Most markets are in one place and are regular events. The Teenage Market is different. It's not one market but individual events in different towns where creative teenagers can sell products which they've made themselves. Tom and Joe's vision for a new shopping experience has spread to over 30 towns. It's 9 a.m. on a Saturday, and today's market is already busy with young sellers who are setting up their stalls.

B Sellers and stalls

At today's event, eleven teenagers are selling alongside stall holders who attend the regular weekly market. One girl, Becky, told me that over 70 young sellers had applied to take part in the first event. She said one reason for the popularity was that young people didn't have to pay for their stalls. At first, some regular traders said they didn't want Teenage Market traders to have free stalls. Now they don't mind because when there's a Teenage Market event, more people come to shop!

C What do teenage shoppers look for?

I asked young sellers around the country for their opinions. Jay sells mobile phone cases with his own artwork on them. 'My friends say that they love to meet up and hang out at the markets. They like the atmosphere as well as the cool products and great performers!' Martha upcycles clothes for her recycled clothing stall. She takes old material and turns it into her own designs. In her opinion, 'Young people have been fed up with big chains for some time. My customers prefer sustainable shopping and personal service. They love my special offers, too.'

D Entertainment

The Teenage Market experience is definitely more fun than most markets because young entertainers are also

taking part. According to one singer, the organizers said they were looking for performers. 'I messaged them and here I am!'

E Happy ending

So, are Tom and Joe happy with their idea? Of course! Joe said that the response to The Teenage Market had been amazing and it had given the young traders a real start in their creative careers.

9.4 Page 92, Exercise 2

Freestuff.com

Have you got unwanted presents or stuff you don't need? Don't throw them away! Give them away or swap them. Post a picture to find a new owner in your local area.

- 1 Who wants these socks? They're very colourful! They're too small for me.
- 2 This pencil case is great and it's in reasonable condition, too. I don't need it now.
- 3 This used to be my favourite toy. It could be a suitable present for a three-year-old child.
- 4 My brother paints wonderful pictures. He'll swap this for artist's paintbrushes.
- 5 My gran wants to find a new owner for her vase. It's beautiful but it isn't valuable.
- 6 Does anybody want my sister's bike? The paint is scratched but it's very reliable.

9.5 Page 92, Exercise 4

- 1 I don't know if these are fashionable, but somebody might like them? I bought them on special offer, so they were quite reasonable, but they look too big on my face.
- 2 These look wonderful on your feet! They're funny, and comfortable, but they're too small for me now.
- 3 These are colourful, but they're not really suitable. My mum prefers silver, so she'd like to swap them.
- 4 This would be good for somebody younger. It's not powerful enough to play my games on, but it's reliable.

9.6 Page 92, Exercises 5 and 6

In this week's 'My Money', we're getting advice on problems with online shopping. We'll start with a true story. A few years ago, Robert Quinn, a university student from the UK, received a surprise delivery. It wasn't his birthday and he hadn't ordered anything. He thought it was strange.

Robert phoned the company whose name was on the package. The Customer Service Department asked him what the problem was. When he told them, they tried to be helpful, but they couldn't think of a reasonable explanation why

Robert had received a package.

In the next few weeks, Robert received deliveries for about 50 products! Of course, he phoned the company again. They asked him what he had received. Robert explained that some of the items were valuable, for example a large TV, a laptop and a games console. There were some useful items ranging from a pen to a bed. And some things were only suitable for young children, like a pushchair and a wonderful colourful toy!

In the end, the Customer Service Department realized that the computer system had a problem. The packages were from customers who had sent products back for a refund. Unfortunately, they had been given labels with Robert's address by mistake! The story was in many newspapers and on social media. A reporter asked Robert whether he was going to keep the products. Robert explained that the company said he could keep everything! In the end, Robert decided to give some items to charity and give others as Christmas presents.

The key question, then: if it happens to you, is it OK to do the same? I asked an expert if Robert had done the right thing. Apparently, it's OK to keep a 'wrong' delivery IF you tell the company about it and they agree.

9.7 Page 93, Exercises 4 and 5

C = Carl, M = Maya

C: Hey Maya. I think I've found a good article for our project. Have you heard about these two brothers? Their names are Brandon and Sebastian Martinez.

M: No. Why, what have they done?

C: They've set up an online shop called 'Are You Kidding?' They design and sell socks.

M: Goodness. They look young! When did the boys start their company?

C: I think Brandon was eight and Sebastian was only six.

M: Wonderful! That's so cool. Is it a successful company?

C: I think so. Look at the website.

M: Why do they design socks? Why not T-shirts or other products?

C: It says here that Sebastian has liked bright socks since he was really young. He had 100 pairs when he was five!

M: Are you wearing their socks now?

C: Yes, I am. They're very colourful, aren't they?

M: Yes. What are they like?

C: They're really comfortable. Buying them helps charities, too.

M: Really? How does the company help charities?

C: They design and sell special socks

to raise money. They help all sorts of different charities, look ...

9.8 Page 94, Exercises 3 and 4

M = Max, C = Cara

- C:** So, this looks like the entertainment department. Hmm.
- M:** Cara, come and have a look at this. It's an offer for some free cinema tickets.
- C:** I bet they're not free. What do you have to do?
- M:** You just have to answer a few questions about your shopping experience here. They want to know what you like, whether it's easy to move round the store, what you don't like. Look, some other people are doing it.
- C:** Oh, but those questionnaires always take ages. I'd rather carry on shopping. I thought we'd come to get ideas for my brother's birthday present. I want something that's not too expensive. Like a toy car.
- M:** We have. Listen, you go to the toy department. It's over there on the right, and I'll meet you there.
- C:** OK, but don't be long.
- M:** I promise I won't. If I get the tickets, will you come with me?
- C:** Haha, of course, I will. I hope you get them.

9.9 Page 95, Exercises 2 and 3

See SB page.

9.10 Page 95, Exercise 5

See SB page.

9.11 Page 95, Exercise 6

Being persuasive

Are you sure you can't come?
It would be really helpful if you were there.
Go on, it'll be fun!
Why don't you help me with it?
Maybe we could take him to the park?
Honestly, I think you'll enjoy it.
Please say you'll come, Alice.
You won't regret it.
You'll have a great time!

9.12 Page 95, Exercise 7

A = Anik, H = Hannah

- H:** I need to get some things for my Art project. It would be good if you could help me choose.
- A:** Oh, I'm sorry but I'm busy today.
- H:** Are you sure you can't come? It won't take long
- A:** I can't. I've got to look after my brother.
- H:** Why don't you bring him, Anik?
- A:** He doesn't like shopping very much. It's boring for him, isn't it.
- H:** Maybe we could take him to the park afterwards? Honestly, I think you'll both enjoy it. Please say you'll

come, Anik.

- A:** Oh, all right. See you later.
- H:** Thanks, Anik. You'll have a great time.

9.13 Page 97, Exercise 2

See SB page 96.

REVIEWS

R1 Units 1-3, Page 100, Exercises 3, 4 and 5 Listening

P = Presenter, C = Carly, J = Josh, R = Ryan

- P:** So, today we've asked listeners to call in and share their best and worst memories with us. So, straight to our first caller today, and on line one it's Carly. Hi there!
- C:** Hello.
- P:** So, Carly, best or worst?
- C:** Worst ... definitely.
- P:** OK, over to you.
- C:** Last summer I went abroad for the first time with my parents and my little sister. I had a new wheelee bag and I packed it about a week before we left. I was really excited! We set off at 3 a.m. - I was so tired. When we got to the airport in Málaga there was a really long queue at the taxi rank, but we got to the hotel by lunchtime. While I was unpacking my bag, I realized it was the wrong bag! It looked exactly like mine, but they definitely weren't my clothes in it. My sister just laughed - she thought it was very amusing. I didn't! I felt annoyed with her and embarrassed. By the end of the holiday, I had my own wheelee bag again, but until then I wore my sister's clothes!
- P:** Thanks for sharing that story, Carly! Now our second caller is Josh. Hello! What's your holiday memory, Josh?
- J:** I want to tell you about my best ever holiday experience.
- P:** Go on ...
- J:** Well, my grandma wanted to celebrate her seventieth birthday with the whole family, so she booked tickets for us to go with her to New York for five days. It was amazing! We were there in November and it was Thanksgiving. We saw the famous Parade through New York - some of the costumes were fantastic! I also visited the Ellis Island Museum of Immigration one day with my grandma. It tells the story of people who moved to the United States. When I was younger, she used to tell me stories about her uncle Frank. He left Scotland to find work in New York in the 1920s. While we were

in the museum, we thought about Frank and also found some new and surprising information about him. I'm now helping Grandma find her cousins, his children!

- P:** What a great story! Thanks, Josh. Now, caller three is Ryan. Hi! What's your story, Ryan?
- R:** Well, I was really lucky because I lived in Mexico City last year - my dad was working there for a year. I had loads of new and amazing experiences in Mexico but the most interesting one involved food. I've eaten a few strange things, but this was something else! I went to a street food stall and had a savoury taco. It had creamy avocados and spicy chillies with fried stuff on the top - it looked tasty, so I bought it. As I was eating it, I saw a photo on the stall - there were fried insects in my taco! It sounds disgusting, but believe me, they tasted delicious! They were crunchy and a bit salty. I've never eaten anything like it! It was definitely my favourite snack!
- P:** Mmm ... thanks, Ryan.

R2 Units 4-6, Page 102, Exercises 2 and 3 Listening

K = Kyle, L = Lisa

- K:** Hi, Lisa. Where are you going?
- L:** I'm going to play my first match for my new team. I think I'll probably score a goal today ...
- K:** That's good. Which sport are you going to play?
- L:** Well ... Actually, I'm not going to tell you. I think you should guess. You can ask me some questions and I'll explain it. I'll give you one clue: the sport that I play is like a mix of two other sports.
- K:** Is it a team sport?
- L:** Yes, it is. There are only two players on each team.
- K:** Where do you play?
- L:** Most people play in sports halls, that's where we play, but you can play outdoors, too, in parks. But we always compete indoors.
- K:** Hmm ... Do you use a ball?
- L:** Yes. You can't play without a ball.
- K:** Do you have to throw or catch the ball?
- L:** No, you don't.
- K:** Are you allowed to use your hands or your feet?
- L:** No, you aren't.
- K:** Do you have any special equipment?
- L:** Yes. There's one piece of equipment and you need it to move or hit the ball.
- K:** OK. Do you use a bat?
- L:** No, you don't. You use a bike.

- K:** Really? Do you have to use your own bike?
- L:** No, you can't use your own bike. You have to use a special bike.
- K:** Are you allowed to put your feet on the ground?
- L:** No. You mustn't use your hands or feet during a match.
- K:** So, what do you have to do to win?
- L:** Team members have to score as many goals as they can with their bikes in 40 minutes and beat the other team.
- K:** Wow! That sounds like cycling and football.
- L:** Exactly! It's cycle ball. You should take it up. We train every Wednesday evening. If you tried it, you'd love it ... honest.
- K:** Maybe I can come and support your team first.
- L:** Sounds like a plan. What are you doing now?

R3 Units 7-9, Page 104, Exercises 2, 3 and 4 Listening

L = Luke, M = Maya

- L:** Welcome to Greenwood Park High. I'm Luke and I'm the editor of the school magazine. Today I'm interviewing one of our students for the end-of-year school magazine. Hello, Maya.
- So, exams are finished. Yay! We're going to talk about exams, though, in the interview. Hope that's OK! First though, how are you feeling?
- M:** Tired, but happy!
- L:** What are your top revision tips?
- M:** Well, I have two top tips that worked for me. The first one is: start your revision early! In fact, it's never too early to start – just do a little but often. The more you revise, the more you remember.
- L:** So, how did you do it?
- M:** I made a revision timetable this year for the first time. It really helped me. That way I had enough time to revise everything.
- L:** Where did you study for your exams?
- M:** I did all my revision in the school library – that was definitely the best place for me. You just have to do what works for you and find the right place.
- And my second tip is – get enough sleep! Everybody should try to get a good night's sleep before, during and after exams!
- L:** Have you worked hard this year?
- M:** Yes, I have. I've revised a lot, more than ever before. I gave up my Saturday job delivering newspapers to spend more time revising.
- L:** So, have you passed your exams? What do you think?

- M:** I hope so, but I don't know if I'll get good marks.
- L:** So, have you got one last piece of advice for younger students?
- M:** Pay attention in class even if something is boring – you never know if something will be helpful.
- L:** Well, thank you for some really useful information. Watch out for the interview in the magazine.

LITERATURE

L1 Units 1-3, Page 112, Exercise 3

The Canterville Ghost The Ghostly Plan

See SB page.

L2 Units 1-3, Page 113, Exercise 6

Daylight helped him to feel braver, so he decided to return to the same place and speak to the other ghost. But he found the stranger on the floor. The light had gone from its eyes and the knife had dropped from its hand. When he tried to lift it up, he had a terrible shock. The head fell off! He looked down. He was holding a white bed sheet, a long kitchen brush and a meat knife. A large pumpkin was lying on the floor. The ghost could not understand what had happened. Nervously, he looked at the notice on the white cloth and read these words:

The Otis Ghost.

The Only True and Original

Otis Ghost! Take care!

All other ghosts are false.'

Then he suddenly understood!

Somebody was laughing at him. An angry look came into his eyes. He lifted his thin, old hands above his head and made a great promise.

'When the cock crows twice, horrible things will happen here. Murder will walk in this house on silent feet!'

He had just said these awful words when a cock crowed. The ghost laughed a long, low laugh ... and waited. Hour after hour he waited, but for some strange reason the bird did not crow again.

Finally, at half past seven, he went back to his room. 'If I ever meet that bird,' he told himself, 'I'll cut off its head!'

L3 Units 4-6, Page 114, Exercise 3

Dr Jekyll & Mr Hyde The Letter

See SB page. L4 Units 4-6, Page 115, Exercise 6

'This is sad business about Sir Danvers Carew,' Mr Utterson said.

'Yes, Sir,' Guest agreed. 'The public are very angry. The killer was mad, of course.' 'I would like to know what you think about that,' Mr Utterson said. 'I have a letter here, in his handwriting. The murderer's handwriting. You must

not speak about this to anyone else, of course. I don't know what to do about it, but here it is.'

Guest's eyes became bright and he examined the letter with great interest. 'Not mad, Sir,' he said after a moment. 'But the writing is very strange.' Just then, a servant came in with a note. 'Is that from Dr Jekyll, Sir?' Guest asked. 'I thought I recognized the writing. Is it private, Mr Utterson?'

'No, it's only an invitation to dinner,' Mr Utterson said. 'Why? Do you want to see it?' 'Just for a moment, Sir.' Guest put the two pieces of paper down side by side and examined the writing. 'Thank you, Sir,' he said at last, and returned both of them to Mr Utterson. 'It's a very interesting signature.'

'Why did you compare them, Guest?' Mr Utterson asked.

'Well, Sir,' Guest replied, 'the handwriting on both letters is very similar.'

'That's strange,' Mr Utterson said.

'Very strange,' Guest agreed.

'Please don't speak to anybody about this note, Guest,' Mr Utterson said.

'No, Sir,' Guest said, 'I understand.'

As soon as Mr Utterson was alone that night, he locked the note in his safe.

'Henry Jekyll wrote a letter for a murderer!' he thought.

And his blood went cold.

L5 Units 7-9, Page 116, Exercise 3

Frankenstein

A Gentleman's Agreement

See SB page.

L6 Units 7-9, Page 117, Exercise 6

Now, my work was nearly finished. I paused one evening to think more deeply about its effects. Three years before, I had made a monster capable of the most brutal actions. I was now going to give life to another monster, who might become ten thousand times worse. He had promised to hide himself in the wild places of the world. But she had not promised anything. She might not wish to keep the promise. The two of them might even have children! They might produce a race of monsters to destroy all human life.

'Am I right to do this?' I asked myself. 'Am I right to make those horrible things possible in the future?'

A sound at the window made me look up. I saw the monster outside in the moonlight. He was watching me at work. There was an awful smile on his face. Yes! He had followed me on my journeys. Now, he was here to see me finish my work and make me keep my promise. Suddenly, I knew I could not do it. I could not make another creature like him. I was moved by the most violent emotions. I picked up the horrible

thing from the table in front of me. Then I broke it into pieces. When the monster saw all his hopes of happiness disappear, he screamed furiously. 'You have destroyed your work,' he said. 'Why did you do that? I have suffered greatly to be with you now. I have travelled a long way. I have been cold, hungry and very tired. How could you destroy all my hopes?' 'Go away!' I said. 'I am breaking my promise. I will never make another monster like you. Never!' 'You are my creator,' replied the monster. 'But I am your master! You believe that you are unhappy now. But I can make things much worse. I can make you hate even the light of day. Do what I ask!' 'You cannot move me,' I said. 'Your words only make me more certain that I must not do your work.' The monster saw that more conversation was useless. 'Shall I alone be without a wife?' he said. 'Frankenstein, you may hate me, but be careful! Your time will pass in fear. I shall not let you be happy while I suffer. You can take everything from me, but I will still have the power to hurt you.' 'Leave me,' I told him. 'I am not going to change my decision.'

EXAM PRACTICE

E2.1 Unit 2, Page 119, Exercise 3

See SB page.

E2.2 Unit 2, Page 119, Exam task

1 G = Girl, B = Boy

G: Have you ever been to London?
B: Yeah, I went there with my parents last summer. It was totally awesome!
G: Did you buy anything interesting when you were there?
B: Well, I almost bought a really cool T-shirt, but then I decided I had enough of those from all the other places I've been to! I got a baseball cap instead. My sister got this really funny book of British jokes ... hang on ... let me go and get it for you.
G: OK!

2 Hi, it's Ben. I'm really sorry, but I'm not going to be on time for the birthday party. Dad and I were just about to set off, but his car's broken down, and he has no idea what's wrong with it. It just won't start ... it's so annoying! Anyway, it's raining really heavily here and I don't want to cycle in this weather, so our neighbour's going to give me a lift to the station. The trains go every twenty minutes - I'll see you as soon as I can. Sorry!

3 M = Man, S = Sally

M: How was your holiday, Sally?

S: It was good ... well, after the first day, I mean!

M: Why? What happened on the first day?

S: Well, the airline lost my luggage and it didn't turn up until lunch time the next day. It was damaged and some clothes were missing, too. Anyway, I went straight out and bought a new wheelie bag and some new T-shirts and things. Then, I arrived at my hotel and unpacked. After that, I was able to get out and explore the town centre. It's a beautiful place!

M: Oh well, I'm glad you had a nice time in the end.

4 Hi, it's Alice. Bad news I'm afraid ... I'm going to be late getting there. Our flight isn't going to depart until three o'clock, oh wait ... I'm looking at the departures board and it's changed again, and it says half past three now. I'm so disappointed! Anyway, you don't need to come to the arrivals hall to wait for me. I'll just take a taxi to your place when I get there. I know there's a taxi rank just outside Arrivals. Hopefully there won't be a long queue. See you soon!

5 T = Teenage Boy, Z = Zara

T: Did you have a nice time on the school trip, Zara?
Z: Yeah, it was fun! I took loads of photos. Do you want to see them?
T: Sure!
Z: Look at this amazing waterfall! I was really impressed by it, but it started to rain and that kind of spoiled my picture. This photo of the forest's got beautiful colours, hasn't it? Then this one at the harbour isn't bad, I suppose ... actually I think, out of all of them, I prefer this one.
T: Actually, I think they're all pretty good. You're good at photography!
Z: Thanks.

E3.1 Unit 3, Page 120, Exercise 2

B = Teenage Boy, G = Teenage Girl

1
B: How do you usually celebrate your birthday?
G: I always have a party at home. All my friends come round.

2
B: When was your last holiday?
G: It was in August last year.

3
B: What are you going to do at the weekend?
G: I'm going to visit my grandparents. They live in a small town not far from my home.

4
B: Have you ever been to a festival in

another country?
G: Yes, and it was fantastic.

E3.2 Unit 3, Page 120, Exercise 3

Conversation A

M = Man, T = Teenager

1
M: Do you prefer to celebrate your birthday with friends or with your family?
T: I prefer to spend birthdays with my friends because we enjoy doing the same type of things, so it's more fun.

2
M: Have you celebrated a birthday recently?

T: Yes, I have. My birthday was actually last week. I had a great party with all my friends.

3
M: What's your favourite holiday in your country?

T: I love Christmas because we eat special food then and give each other presents.

4
M: What do you usually eat during this holiday?

T: In my family, we have turkey with vegetables for lunch and a special cake for dessert.

5
M: Have you been on holiday recently?
T: No, I haven't. But I'm going on holiday next month with my family. We're going to Italy and I can't wait!

6
M: Do you prefer to have holidays in hot places or cooler places?
T: I like being in hot places because the sunshine makes me feel happy! What about you?

Conversation B

1
M: Do you prefer to celebrate your birthday with friends or with your family?
T: I celebrated with my family.

2
M: Have you celebrated a birthday recently?
T: Yes.

3
M: What's your favourite holiday in your country?
T: I really like going to the beach.

4
M: What do you usually eat during this holiday?
T: I'll eat fish.

5
M: Have you been on holiday recently?
T: Yes, I really enjoy going on holiday, but I don't like travelling by plane!

6
M: Do you prefer to have holidays in hot places or cooler places?
T: Hot places. Which kind of place do you prefer?

E3.3 Unit 3, Page 120, Exercise 4

1
M: What did you do last weekend?
T: On Saturday, I went to a shopping centre with my family. We did some shopping and went to the cinema to see an adventure movie. On Sunday, my friend came round to my house and we played video games.

2
M: When did you last speak to your friends?
T: Today at lunch time. We ate our lunch together in the school café.

3
M: What will you do for your next birthday?
T: I'll have a big birthday party with all my family and friends. We'll play some games, dance and have nice food. My birthday's in June and I can't wait!

4
M: Who were you with on your last holiday?
T: I was with my parents, my aunt and my cousins. We stayed in a big hotel near the coast in Spain and it was fantastic.

5
M: What is the most popular festival in your country?
T: Every year in February, there's a huge carnival. There's lots of music and dancing and people come from all over the world to take part in it.

6
M: Do people wear special clothes for this festival?
T: Yes, they do. They wear very brightly coloured costumes.

E4.1 Unit 4, Page 121, Exercise 3**M = Man, C = Carly**

M: Today, I'm talking to Carly Hall who runs a successful catering business, selling party food. Carly, why did you open your own business?

C: I've loved cooking since I was a child, and when I brought some food into school once for an end-of-year party, my mates loved it. Some of them asked me to teach them to cook. My Maths teacher even ordered some food from me! Anyway, when I told Mum and Dad, they said I should make a business out of it.

E4.2 Unit 4, Page 121, Exercise 4

M: Today, I'm talking to Carly Hall who runs a successful catering business, selling party food. Carly, why did you open your own business?

C: I've loved cooking since I was a child, and when I brought some food into school once for an end-of-year party, my mates loved it. Some of them

asked me to teach them to cook. My Maths teacher even ordered some food from me! Anyway, when I told Mum and Dad, they said I should make a business out of it.

M: What were the challenges when you started your business?

C: I wanted everything to be absolutely perfect and, I honestly wasn't that confident about knowing where to find ingredients, how much of each to use, how to put them together, and so on ... I didn't just want to copy other people's dishes. The internet was useful though, and luckily customers haven't been negative about my food. I knew everything would take longer than I expected, but fortunately I'd planned for that.

M: Do you prefer cooking with meat or fish?

C: I love both actually! You have to be careful you don't cook fish too much, you don't want it to fall apart. Meat's different, and I can really use my imagination with chicken or beef and do all sorts of interesting things. Personally, I think meat and fish are both complicated in their own way and just need lots of practice.

M: What can you do to improve your catering business?

C: Well, I have several ideas for working with and mixing together ingredients like herbs and chocolate, for instance, which I'm trying out at home. I'm curious about how things go together – I just need to trust myself more that my ideas will work. I recently put some adverts in our local paper, and I've had several orders come in, which is great!

M: What about future plans, Carly?

C: One thing I'll definitely be doing is starting a video blog for children on social media, so they can watch and cook with me. And my friend suggested I produce my own cookery book, so I'll think about that. I've also considered opening a restaurant one day. However, if I do that, I know it'll take up all my time. And I'm not keen on that just yet as I'm a sociable person and love going out!

M: Finally, do you have any advice for people who want to start their own catering business?

C: Well, speaking as someone with experience in the food industry, I think it's important to remember that you're not going to make lots of money quickly. That'll take time. It is hard when you start out, but if you don't try, you'll never know how

successful you can be. And have fun with food – that's important!

M: Well, thanks for joining us, Carly.

C: My pleasure.

E5.1 Unit 5, Page 122, Exercise 3**Petra**

Hi, I'm Petra and I'm doing Spanish at Oakwood College. I'm still just a beginner really, and last year I was lucky enough to do a three-week course in Mexico. I had the chance to do a course in Spain, but I've been there several times on holiday, so I wanted to go a bit further away. And my parents were OK with that.

I stayed with a really lovely family while I was there. The woman ... Maria ... actually used to be a language teacher, but she told me that she gave that up a few years ago to do something completely different. She works as a wildlife photographer now, for a nature magazine. Obviously, we had Spanish lessons every day. We didn't spend all day in the classroom, though – just three hours. The students had two hours after that to study together at the college. Occasionally, I used to meet up with some of my classmates and we'd spend three or four hours sightseeing or shopping in the markets there, which was lots of fun.

E5.2 Unit 5, Page 122, Exercise 5**Alfie**

Today I'm going to talk about a language course I did this summer.

I'm learning Greek at school and my parents let me go to Greece to do a course in Athens, the capital city. There were a few different courses. The most popular course was the four-week one. But I chose the six-week course.

We had classes each morning from nine to one and then again in the evening from six to eight, which meant we were free to go out and do other things in the afternoon. The school there organized lots of activities for us.

I really enjoyed doing the course. Greek's a beautiful language and I love speaking it. I found the pronunciation difficult sometimes, but, by the time I left, my teacher said I was getting better. Other students thought the alphabet was hard, but I actually found that quite easy. Our teachers were fantastic! We did a good variety of activities in class and most days we had discussions about something connected to learning. We also had homework of course, but I didn't mind that because it wasn't all the usual boring stuff, like workbook exercises. We went on some really enjoyable trips, too, while we were there. In week one, we were taken to some of the most famous museums in Athens. Then, in week two, we had a trip to an ancient theatre,

which was hundreds and hundreds of years old. I was really impressed by that, so that was the best day for me! Now that I'm back home, I want to continue improving my Greek. Loads of people have said using social media's really helpful for this, so that's what I'm going to do. I thought about joining a local conversation class, but to be honest I don't really have time for that because of my schoolwork.

E8.1 Unit 8, Page 125, Exercise 4

Sophia

In this picture, I see a girl and two boys They are sitting down On the table there is a computer and a folder. There are some tables and chairs. The girl has long dark hair and the boys are wearing T-shirts. They are happy. I think they are in a café.

E8.2 Unit 8, Page 125, Exercise 5

Martin

There are two boys and one girl in the front of the picture. I think they might be students. They look around sixteen or seventeen years old. The girl on the left is wearing a grey T-shirt and she's talking about something, maybe her homework. The boy in the middle is wearing a white T-shirt and a checked shirt. The boy on the right is wearing a grey T-shirt and a hoodie. I think they are friends and they look happy working together. They're looking at something on a laptop and tablets. Perhaps they're doing homework or a school project. There's a blue folder on the table. Behind the students, there are some tables and colourful chairs and there are also some other people. They might be students, too. They could be in a café in a college.

Memories of Iceland

BACKGROUND INFORMATION

Tabitha Laker is from London. In this video, she talks about why she decided to spend a year in Iceland and describes some of the things she did while she was there.

LANGUAGE

The following language items are recycled from Unit 1: **amazed, amused, annoyed, bored, embarrassed, excited, frightening, interested, relaxing, surprised, tired**. These are detailed in bold in the Unit 1 vlog script on TG page 309. You may wish to pre-teach the following words and phrases: *glacier hike, hot springs, hustle, landscape, Scandinavia, the Nordics, take part, wonders*.

NOTE: Tabitha uses some phrases which sts might find difficult to translate: *in need of a change of scene* (wanting to leave the place where you usually are and go somewhere new); *have something in common* (have things that are similar); *read up on* (read a lot about a place/thing); *follow your heart* (do the things that you want to do). Tabitha also uses some grammar that sts don't meet until later in their course: reported speech (*I told my mum I had ...*) to report a conversation; 'double' comparatives (*... the longer I stayed, the more interested I became ...*) to show that when one thing changes, it affects something else; and the past perfect (*Although I had never done it before, I was excited ...*) to talk about an earlier time in the past.

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 the words in class, the timecodes are as follows: **tired** (00:27); **bored** (00:34); **surprised** (01:10); **amazed** (01:19); **excited** (01:20, 01:30, 01:57); **interested** (01:23) **frightening** (01:36); **relaxing** (01:43); **embarrassed** (02:06); **annoyed** (02:07); **amused** (02:17). These are detailed in bold in the Unit 1 vlog script on TG page 309.

PREPARE

21st Century skills

FIND OUT

Iceland is a small island in the North Atlantic with a population of about 350,000 people. It is famous for its volcanoes and hot springs. Write this sentence on the board: *Iceland has ... volcanoes*, then ask sts in pairs to guess the number of volcanoes. (answer: 130).

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they learned from the 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 sts to check their answers:

- *In Iceland, people drive on the right.* (true: 01:18, 01:54)
- *Tabitha goes horse-riding on her own.* (false (she goes with a group): 01:38–01:39)
- *The guides on the glacier hike wear yellow jackets.* (false (they wear red jackets): 01:57–02:22)

With stronger classes, you may also wish to focus on the following words and phrases which also relate to feelings and things that cause feelings: *curious* (00:35); *happy for (someone to do something)* (01:12); *fun* (02:25) *challenging* (02:25).

REFLECT

21st Century skills

FIND OUT

Sts can use the *Find someone who* activity below to find out more about their classmates and the places they want to visit.

First, elicit the questions they need to ask: (*Where do you want to go? Why do you want to visit that place? What do you want to eat and drink there?*).

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:*
 - » *wants to visit Iceland after watching the vlog and find out why*
 - » *doesn't want to visit Iceland after watching the vlog and find out why not*
- *Tabitha tried horse-riding, bathing in the hot springs and going on a glacier hike. What do you think of these activities? Are they fun/frightening/boring, etc? Compare your ideas with your classmates.*

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

Sri Lanka with Steve

BACKGROUND INFORMATION

Steve is from the USA. He is a travel blogger and he makes vlogs about the different places that he visits. In this vlog, Steve describes a trip to Sri Lanka and talks about the amazing things he did and saw while he was there.

LANGUAGE

The following language items are recycled from Unit 2: *arrive, book, depart, explore, pack, return, set off*. These are detailed in bold in the Unit 2 vlog script on TG page 309. You may wish to pre-teach the following words and phrases: *herd of elephants, hike, local life, location, roam, savannah, tut-tuk, viewpoint, walled city*.

NOTE: Steve uses some phrases which sts might find difficult to translate: ... *we just made it ...* (arrived at a place, especially after a difficult journey); ... *that hike is worth it ...* (is a good idea, even if it isn't easy); ... *head north ...* (travel in the direction of the north); ... *a little cutie!* (a person or animal that is very nice). Steve also uses some grammar that sts don't focus on until later in their course: *going to and will (I'm going to be taking you ..., we'll see you..., I will definitely return ...)* to talk about future plans, general predictions and intentions; *would (Every morning, I would pack ...)* to describe a repeated action in the past.

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 the words in class, the timecodes are as follows: *arrived (00:21); exploring (00:25); book (00:42); set off (00:51); explore (00:50); arrive (01:01) pack (02:04); depart (02:07)*. These are detailed in bold in the Unit 2 vlog script on TG page 309.

PREPARE

21st Century skills

FIND OUT

If you have time and access to the internet, arrange sts in pairs. Write *Colombo, Galle, Ella Rock* on one side of the board and explain that these are names of places in Sri Lanka. Ask sts to match each name with one of the following: a famous hiking trail (Ella Rock) a walled city (Galle), the capital city (Colombo).

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they learned from the vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for sts to check their answers:

- What animal is on the Sri Lankan flag? (a lion: 00:12)



- What is the website address on the side of Steve's tuk-tuk? (tuktukrental.com: 00:45–00:50)
- How many elephants do Steve and his friends see on the road? (one: 02:38–02:53)

With stronger classes, you may also wish to focus on the following phrases which also relate to travel and holidays: *take someone around (00:10); spend time doing something (00:25, 00:46); find a place/thing (01:08, 01:22, 02:36); make it to a place (01:27, 02:12); roam around (02:19); take a break (02:20); head north (02:24); go on safari (03:01), travel around (03:36) have a nice time (03:40)*.

REFLECT

21st Century skills

FIND OUT

Sts can use the *Find someone who* activity below to find out more about their classmates and the places they want to visit.

First, elicit the questions sts need to ask: (*Do you want to visit Sri Lanka? Why? Why not?*).

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:
 - » wants to visit Sri Lanka after watching the vlog and find out why
 - » doesn't want to visit Sri Lanka after watching the vlog and find out why not
- Think about things tourists can do and see in your country. What are the most popular activities? Do you and your classmates like to do the same things as tourists?
- Make a list of different types of holidays, e.g. adventure, beach, city, cruise, safari, study. What is your favourite type of holiday? What type is the most popular?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

Eating across Europe

BACKGROUND INFORMATION

Natalie Hall is from the UK. Last year, she travelled around Europe and visited Paris, Berlin, and Budapest. In this vlog, Natalie talks about the different types of food she tried in each of the places she visited.

LANGUAGE

The following language items are recycled from Unit 3: *bake, creamy, crispy, crunchy, fresh, homemade, savoury, sweet, sour, spicy*. These are detailed in bold in the Unit 3 vlog script on TG page 309. You may wish to pre-teach the following words and phrases: *agave syrup, chimney, curry powder, dough, hostel, ketchup, paste, pumpkin, roll (v), sausage, seeds, soft, vegetable bowl, vegetarian beef*. Other words connected with the unit topic are underlined in the script.

NOTE: Natalie uses some phrases which sts might find difficult to translate: ... *it goes crispy* ... (it becomes crispy); ... *the best meal ever* (... the best meal I've ever eaten); *I got to watch* ... (I had the opportunity to watch ...). Natalie also uses the simple passive, which sts don't meet until later in the course, to talk about a process (... *the sausage is made with* ...).

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical sets from SB pages 29 and 32, and click the words they hear on the vlog. Alternatively, if focusing on the words in class, the timecodes are as follows: *savoury* (00:32, 00:58,); *creamy* (00:40, 01:50, 03:10); *bake* (00:43, 02:25); *crispy* (00:45); *sweet* (01:06, 01:36, 02:20); *spicy* (01:08, 01:33, 03:13); *fresh* (01:32, 03:08); *sour* (01:32); *crunchy* (01:49, 02:29, 03:07); *homemade* (03:02). These are detailed in bold in the Unit 3 vlog script on TG page 309.

PREPARE

21st Century skills

FIND OUT

Tell sts this fun fact: One of the most dangerous types of fruit in the UK is the avocado. In recent years, the avocado has become very popular in the UK, but it is responsible for hundreds of people ending up in hospital every year after they have cut themselves badly when trying to remove the stone at the centre of the fruit!

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they learned from the 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 sts to check their answers:



- What fruit does Natalie have in her kitchen? (bananas: 00:06–00:20)
- How many types of dumplings can you buy at the Japanese restaurant? (four: 01:28–01:29)
- What can you rent at the Crazy Coffee café for 10 euros a day? (a bike: 02:36)

With stronger classes, you may also wish to focus on the following words and phrases which also relate to food: *soft* (00:37, 02:31); *smooth* (00:39); *cheesy* (00:48); *vegetarian* (01:15, 01:18, 01:47); *vegan* (01:25); *caramelized* (01:52); *traditional* (02:09); *freshly-made* (02:14); *sugary* (02:21).

REFLECT

21st Century skills

FIND OUT

Sts can use the *Find someone who* activity below to find out more about their classmates and the food they would like to try.

First, elicit the questions sts need to ask: (*Would you like to try cheese gratin? Which dish would you most like to try?*).

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 out how many students would like to try the following dishes from the vlog:
 - » cheese gratin
 - » currywurst
 - » the Japanese vegetable bowl
 - » chimney cake
- Which is the most popular dish? Why?
- What dishes is your country famous for?
- Talk to your classmates about places to eat in your town. What is your favourite place? Why? Do your classmates know it?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

Trentham Monkey Forest

BACKGROUND INFORMATION

Rebecca is from the UK. At the moment, she works in the media industry as a production assistant. In this vlog, Rebecca talks about what she wants to do in the future, and takes us on a visit to Trentham Monkey Forest in England.

LANGUAGE

The following language items are recycled from Unit 4: *customer service, guide, in the industry, tour guide, wildlife photographer*. These are detailed in bold in the Unit 4 vlog script on TG pages 310. You may wish to pre-teach the following words and phrases: *boost, expand, production assistant, rural area, try out*. Other words connected with the unit topic are underlined in the script.

NOTE: Rebecca uses one or two phrases which sts might find difficult to translate: ... *there are actually no tour guides* ... (Rebecca uses 'actually' to show she is surprised that there are no guides); *I'm going to go look for ...* (... to go and look for... – it's common in US English to drop 'and' after going to go). She also uses some grammar that sts don't focus on until later in the Student's Book: *have to* and *need to* (You *have to become* ..., ... *photographers need to be quiet* ...) to talk about what it is necessary to do.

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 the words in class, the timecodes are as follows: *media* (00:39); *in the industry* (00:44); *wildlife photographer* (00:59, 01:53, 02:44); *guide* (01:13); *tour guide* (01:19, 01:22); *the tourism industry* (02:19); *customer service* (02:50). These are detailed in bold in the Unit 4 vlog script on TG page 310.

PREPARE

21st Century skills

FIND OUT

The monkeys at Trentham Monkey Forest are *Barbary macaques* (also known as *Barbary apes*). If your sts have access to the internet in class, write this sentence on the board and ask sts to complete it with the correct answer: *Where do Barbary macaques usually live in the wild?* a) Central Australia b) South America c) North Africa. (answer: North Africa)

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they learned from the vlog. Then ask some of them to read their sentences aloud.



Ask sts the following noticing questions from the video, playing it again for sts to check their answers:

- Is Stoke-on-Trent in England or Wales? (England: 00:29–00:31)
- How many people are feeding the monkeys? (one person: 02:19–02:22)
- What colour is the park's Exit sign? (green and white: 02:31–02:33)

With stronger classes, you may also wish to focus on the following words and phrases which also relate to jobs: *the field of (media)* (00:39); *production assistant* (00:41, 00:51); *expand (my) skills* (00:43); *try out* (00:45); *do more creative work* (00:55); *get more practice* (00:57).

REFLECT

21st Century skills

FIND OUT

Sts can use the activity below to find out more about their classmates and the jobs they would like to do.

First, elicit the questions sts need to ask: (*Would you like to become a wildlife photographer? What job would you most like to do?*).

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.

- Do a class survey to find out how many people in your class would like to become a wildlife photographer and ask them why/why not. What are the most popular reasons?
- Think of some jobs where people work with animals. What sort of personal qualities do you think people need to work with animals? Do your classmates agree with you?
- Talk to your classmates about jobs. Tell them what you want to do when you leave school. What jobs are the most popular?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

Ways to appear confident

BACKGROUND INFORMATION

Sammy is a vlogger from the UK. She makes vlogs for her channel 'pimbolammy'. In this vlog, Sammy gives viewers advice on how to appear more confident.

LANGUAGE

The following language items are recycled from Unit 5: *apologize, discuss, interrupt, repeat, shout*. These are detailed in bold in the Unit 5 vlog script on TG page 310. You may wish to pre-teach the following words and phrases: *endorphins, fake (v), piece of string, puppet, struggle, tip*.

Explain any difficult phrases: ... *something I struggle with* ... (something I find difficult); *come across as rude* (people think you are rude); *feel free to ...* (it's OK to); *What was that?* (What did you say?). You may also need to point out some of the grammar: imperative forms (*Feel free, Make sure, Don't interrupt ...*) to give advice on what to do / not to do.

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 the words in class, the timecodes are as follows: *discuss* (00:12, 00:17, 03:04); *shout* (01:05, 01:15); *repeat* (01:24, 01:29, 01:32, 03:17); *interrupt* (01:37, 03:16); *apologize* (02:16, 02:18, 02:24). These are detailed in bold in the Unit 5 vlog script on TG page 310.

PREPARE

21st Century skills

FIND OUT

Write this fun fact on the board: *The five most spoken languages in the world are 1 ____ 2 ____ 3 ____ 4 ____ 5 ____*. Then, ask students if they can guess the correct answers. (answers: 1 (Mandarin) Chinese 2 Spanish 3 English 4 Hindi 5 Arabic)

WATCH

Watch the vlog together. Ask sts to write one piece of advice that they learned from the 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 sts to check their answers:

- *Sammy is in her bedroom at the beginning of the vlog.* (true: 00:05–00:09)
- *Sammy dances on a table in the vlog.* (false (she dances on a bed): 02:12–02:13)
- *She uses her hands to mime playing the piano.* (false (she mimes playing the drums): 02:37–02:38)



With stronger classes, you may also wish to focus on the following words and phrases which relate to how we look and sound – things which also communicate messages to other people: *appear (more confident)* (00:19, 00:29); *your appearance* (00:41); *(how someone/something) looks* (00:55, 01:11, 01:15); *come across as (rude)* (01:07, 01:39); *clothes* (01:45, 03:20); *stand out* (02:00); *smile* (02:40, 02:47, 02:59, 03:23); *look (more confident)* (02:57).

REFLECT

21st Century skills

FIND OUT

Sts can use the *Find someone who* activity below to find out more about their classmates and how confident they are about doing certain things.

First, elicit the questions sts need to ask: (*Which piece of advice do you think is the most/least important? What makes you feel confident?*).

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.

- *Think about the six pieces of advice that Sammy gave in her vlog. Put them in order from the most to the least important. Compare your ideas with your classmates. Do they agree with you? Why? Why not?*
- *How confident are you about the following?*
 - doing well at school*
 - meeting new people*
 - travelling to new places*
 - giving a presentation*
 - going for a job/university interview*

» *Give yourself a mark from 1–5 (1 = not confident at all, 5 = very confident). How many of your classmates have the same answers as you.*
- *Discuss what makes you feel confident. Are there any ideas that surprise you?*

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

Teamwork in ballet

BACKGROUND INFORMATION

Nina is a ballet dancer from the USA. In this vlog, Nina talks about life as a dancer. She explains how difficult ballet is and how much work dancers have to do to be successful. She describes the classes she attends and talks about the importance of having friends and people who support her.

LANGUAGE

The following language items are recycled from Unit 6: *attend, compete, organize, support, train*. These are detailed in bold in the Unit 6 vlog script on TG page 310. You may wish to pre-teach the following words and phrases: *comforting, competitive, courage, be fit, last forever, perform, performance, prize, step*.

NOTE: Nina uses some phrases which sts might find difficult to translate: ... *Let's check it out* ... (look at something to get more information or find out if what you think is true); *Believe me* (used to emphasize what we are saying and show we feel strongly about it); (... *do you know something?* (used to introduce an interesting fact/piece of information). Nina uses some grammar that sts haven't focussed on: the zero conditional (*If you want to do it well, you need to be really fit ...*) to talk about something that is generally true; a 'double' comparative (*The stronger your friendship is, the better you will work together.*), to show that when one thing changes, it affects something else.

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 the words in class, the timecodes are as follows: *train* (00:30, 01:39, 02:23); *attend* (01:02); *compete* (02:03, 02:18); *organize* (02:24); *support* (02:37). These are detailed in bold in the Unit 6 vlog script on TG page 310.

PREPARE

21st Century skills

FIND OUT

Tell sts the following fun fact: *Acroski* is a form of ballet on skis. Dancers on skis perform a 90-second dance routine to music. Although it isn't very popular now, there used to be acroski competitions and it was one of the sports in the Winter Olympics of 1992 and 1998.

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they learned from the 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 sts to check their answers:

- *Nina has short hair.* (false (her hair is long): 00:26–00:37)
- *The dancers in the corps de ballet are wearing white costumes.* (true: 01:10–01:20)
- *The theatre has four levels where the audience can sit.* (false (there are three levels): 02:55–02:59)

With stronger classes, you may also wish to focus on the following words and phrases which also relate to the unit topic of teamwork: *teamwork* (00:34); *working (closely) with (other people)* (00:46, 00:53); *team sport* (00:51); *work in pairs or groups* (01:01); *(do something) as a group* (01:10); *(do something) together* (01:28; 02:26; 02:30; 02:34); *rely on each other* (01:41); *a group (dance)* (02:16); *It takes a community* (02:56).

REFLECT

21st Century skills

FIND OUT

Sts can use the *Find someone who* activity below to find out more about their classmates and the sports/activities they enjoy doing.

First, elicit the questions sts need to ask: (*Do you enjoy dancing? Why / Why not?*).

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:*
 - » *enjoys dancing*
 - » *doesn't enjoy dancing*

Ask your classmates why they enjoy/don't enjoy dancing.
- *Think about sports where people have to work together. Talk to your classmates and find out how many different team sports they do. Make a list.*
- *Talk to your classmates about pair work or group work that you do at school. Do you like working in pairs or groups? Why? Why not? Do your classmates agree?*

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

My favourite places

BACKGROUND INFORMATION

Ben is from Canada but he lives in London. He makes vlogs about his life. In this vlog he talks about some of his favourite places in Canada, the UK and the USA.

LANGUAGE

The following language items are recycled from the vocabulary set on SB page 69: *cliff, coast, rock, sand, sunlight, sunrise, sunset, wave*. These are detailed in bold in the Unit 7 vlog script on TG page 310. You may wish to pre-teach the following words and phrases: *catch (the light), grateful to be alive, stressed, stressful, the edge of the world, vacation*.

NOTE: Ben uses some phrases which sts might find difficult to translate: *It takes my breath away*. (You are very surprised because something is very beautiful or exciting.); *travel somewhere in your mind* (imagine being in a place); *miss a place* (feel sad because you can't be in a place that you want to be); *fuel the imagination* (make someone very interested or excited in 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 the words in class, the timecodes are as follows: *rocks* (00:42, 00:45, 01:26); *waves* (00:52, 01:27); *sunrise* (01:04); *sunlight* (01:09); *sand* (01:48); *coast* (02:06) *cliff* (02:18); *sunset* (02:26). These are detailed in bold in the Unit 7 vlog script on TG pages 310.

PREPARE

21st Century skills

FIND OUT

Arthur's Seat is at the top of a volcano in Edinburgh in Scotland. If your students have access to the internet ask them to find out if the volcano is still active. (answer: no).

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they learned from the 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 sts to check their answers:

- *The Canadian city of Toronto is near water.* (true: 01:07–01:16)
- *In the vlog, there are lots of people at West Palm Beach.* (false (there aren't many people there): 01:45–01:50, 02:10)
- *There aren't any trees on Arthur's Seat.* (false (there are some trees): 02:31)



With stronger classes, you may also wish to focus on the following phrases we can use to talk about experiencing the natural environment: *walking on the rocks* (00:40–00:49); *thinking about it (the sound of the waves)* (00:53–00:54); *watch the sunrise* (01:04–01:09); *feeling the rocks* (01:25–01:26); *hearing the sound of the waves* (01:26–01:28); *seeing the light* (01:29–01:30); *it (the sand) feels so nice* (01:51–01:54); *standing on the coast* (02:05–02:06); *be around nature* (02:38–02:40).

REFLECT

21st Century skills

FIND OUT

Sts can use the activity below to find out more about their classmates and the places they would like to visit to experience nature.

First, elicit the questions sts need to ask: (*Which of these three places would you most like to visit? Why?*).

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.

- *Do a survey of your class to find out which of Ben's favourite places your classmates would like to visit after watching the vlog. Find out why.*
 - » *Lake Ontario*
 - » *West Palm Beach*
 - » *Arthur's Seat*
- *List the places that you like to go to spend time surrounded by nature. Why do you like these places? Do your classmates go to the same places?*
- *How would you feel if you were alone in these places? Compare your ideas with your classmates.*
 - » *a forest*
 - » *a desert*
 - » *the middle of the ocean*
 - » *a mountain*

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

Revision tips and tricks

BACKGROUND INFORMATION

Tati is a student from London who vlogs about her life. In this vlog, Tati shares her most helpful revision tips.

LANGUAGE

The following language items are recycled from Unit 8: *attention, memory, revision, timetable, topic*. These are detailed in bold in the Unit 8 vlog script on TG page 311. You may wish to pre-teach the following words and phrases: *cover (v), distraction, ensure, focus (n), key word, personalized, section, stick, trick*.

NOTE: Tati uses one or two phrases which sts might find difficult to translate: *when it comes to revision* (about the subject of revision) ... *let's get into it ...* (let's start); ... *remain on top of everything* (stay in control). She sometimes begins sentences with *so - 'so'* is usually used to co-ordinate two phrases, but some native speakers use it when they begin to speak, as an introduction to what they are going to say.

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 the words in class, the timecodes are as follows: *revision* (00:12, 00:41, 01:10, 01:42, 02:22), *memory* (00:26, 01:01), *timetable* (01:43, 01:52, 02:05, 02:07), *topic* (01:48, 02:01), *attention* (02:20, 02:43). These are detailed in bold in the Unit 8 vlog script on TG page 311.

PREPARE

21st Century skills

FIND OUT

Tell sts the following fun fact: Drinking water can help students get better exam grades! Researchers found out that a group of university students who took drinks (especially water) into their exams did better than sts who didn't have anything to drink during their exam. If sts have access to the internet in class, they could research this fun fact further, and see if they can find out any other useful tips for how to succeed in exams.

WATCH

Watch the vlog together. Ask sts to write one sentence with one useful revision tip from the vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for sts to check their answers:

- How many revision cards does Tati stick on the door? (one: 00:54–00:57)



- According to her timetable, what subject is Tati going to study on Monday? (Maths: 01:48–01:50, 01:58–01:59),
- What colour are the earphones Tati is wearing? (white: 02:31–02:34)

With stronger classes, you may also wish to focus on the following words and phrases which also relate to learning: *be in school or university* (00:18); *stay focused* (00:21); *revise for exams* (00:27); *create revision cards / a mini exam / quiz / timetable* (00:40, 01:17, 01:30, 01:41, 01:52); *key words* (00:44, 00:59); *techniques for revision* (01:10); *methods* (01:13); *test* (01:15); *cover a topic* (02:00); *write (something) down* (02:04); *keep (your) attention / focus* (02:20); *remove distractions* (02:28).

REFLECT

21st Century skills

FIND OUT

Sts can use the *Find someone who* activity below to find out more about their classmates and how they revise for exams.

First, elicit the questions sts need to ask: (*Do you use revision cards to help you revise? How do you revise best?*).

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:
 - » uses revision cards
 - » makes a revision timetable
 - » creates their own revision quizzes to test themselves
- What tips do your classmates have for revising? Which tip do you think is the best one?
- Talk to your classmates about exams. Do you think tests and exams are a good idea? Why? Why not? Do your classmates agree?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

Shopping haul

BACKGROUND INFORMATION

Bokang is a vlogger from South Africa. She has a vlog called *The B Word* and she blogs about her life. This vlog is a *haul video* – a video where Bokang talks about items that she bought recently.

LANGUAGE

The following language items are recycled from Unit 9: *delivery, offers, products, receipt, refund, service*. These are detailed in bold in the Unit 9 vlog script on TG page 311.

You may wish to pre-teach the following words and phrases: *denim jacket, in the post, inspiration, sleeve, stainless steel, thrift shopping*.

NOTE: Bokang uses some phrases which sts might find difficult to translate: ... *do a haul ...* (make a haul video); *let's get into it* (let's start); *I'm going to have to ...* (I need to); ... *see if I can ...* (find out if I can ...); ... *I went for ...* (I chose ...); *it arrived right on time* (it arrived on the day I expected it to arrive); *I know for sure ...* (I'm sure ...); *get a lot of use out of something* (use it a lot / for a long time).

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 the words in class, the timecodes are as follows: *receipt* (00:56); *refund* (01:03); *offers* (01:23); *products* (01:24); *delivery* (01:47); *service* (01:48); *purchase* (01:52). These are detailed in bold in the Unit 9 vlog script on TG page 311.

PREPARE

21st Century skills

FIND OUT

Tells sts the following fun fact: Harrods, in London, is one of the world's most famous department stores. It sells a huge range of items and has a lot of rich and famous customers. Until 1976, it was even possible to buy wild animals, such as alligators, lions and elephants in its 'pet' department – Pet Kingdom. If sts have access to the internet in class, they can research further fun facts about Harrods department store. They could also research facts about the oldest department store in their country.

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they learned from the vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for sts to check their answers:



- How many of Bokang's friends appear in the vlog with her? (two: 00:10–00:11)
- What does Bokang put into the green bag? (the blue and white top and the receipt/a piece of paper: 01:05–01:12)
- Where does Bokang drink her coffee? (in the kitchen: 01:51–01:57)

With stronger classes, you may also wish to focus on the following words and phrases which also relate to shopping: *a size too small* (00:49); *return (something to a shop)* (00:52); *change (something you've bought)* (00:58); *buy things second hand* (01:20); *a choice of different colours* (01:35); *48-hour delivery service* (01:46); *shopping spree* (02:10).

REFLECT

21st Century skills

FIND OUT

Sts can use the *Find someone who* activity below to find out more about their classmates and their opinion about vlogs like Bokang's and shopping. First, elicit the questions sts need to ask: (*Do you think vlogs like this one are useful? Why / Why not?*). 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:
 - » thinks vlogs like Bokang's are useful. Why?
 - » doesn't think vlogs like Bokang's are useful. Why not?
- Talk to your classmates about something they bought recently. When and where did they buy it? Why did they buy it? Are they happy with their purchase?
- Have you ever bought an item of clothing and then not worn it? Tell your classmates about one of your shopping 'disasters'. Do they have similar experiences?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

Super Street Art

BACKGROUND INFORMATION

Street art can be seen in towns and cities all over the world. The city of Bristol, in south-west England, is famous for its street art. In fact, the city has become a huge art gallery and you can see tours of visitors looking at Bristol's street art.

Bristol became famous for its graffiti art thanks to a local artist, Banksy. However, it is now home to a whole range of artists. This video explores the city's street art and we meet a young artist who shows us some of the work he does.

LANGUAGE

The following target language items are recycled from Unit 1: *used to*; past simple; past continuous; *exciting*.

You may wish to pre-teach the following words: *celebrity*, *identity*, *illustrator*, *mural*, *protected*, *street art*, *vandalism*.

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about street art. If you have time and internet access, you could ask sts to find out about the street artist Banksy. They could look at some examples of his work and discuss whether they like it or not.

Alternatively, put sts into pairs or small groups and ask them to describe examples of street/graffiti art that they have seen. Sts could discuss if they think street art is a good thing or a bad thing. Set a time limit if you like, then encourage sts to share their ideas.

WATCH

Watch the video together. See TG page 312 for Unit 1 culture video script. Ask sts to write one sentence about the street art that they liked best, and 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:

- How many birds are in the mural in Kampala? (five: 00:16)
- What is the name of the ship in the 'Migration' mural? (Empire Windrush: 00:56)
- What animal does Stanstylee include in his mural of his favourite musicians? (a lion: 02:01)



REFLECT

21st Century skills

COMPARE CULTURES

Ask questions to encourage sts to think about similarities or differences with art in their own country, e.g.:

- Where do you go to see art in your country?
- Is street art popular in your country?
- Imagine you are going to paint a street mural. What would you paint and where would you paint it? Why?

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions:

- Do you think graffiti is vandalism or public art? Why?
- Some street artists don't support Banksy now he is famous. Why do you think that they don't support him?

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.

A road trip

BACKGROUND INFORMATION

In this video, we follow Mon, a vlogger from Norway on a road trip of the Scottish Highlands. Mon and Jorge drive north to the Highlands – they have to remember to drive on the left because they are in the UK!

On their road trip, they visit Eilean Donan Castle and Dunotter Castle, then they go to Inverness – the capital of the Highlands. After that, they go to the Isle of Skye and Loch Ness. They also spend time horse riding and exploring the Highlands. On their last day, they go to Dunrobin Castle and listen to bagpipes.

LANGUAGE

The following target language items are recycled from Unit 2: Present perfect and *never*; present perfect with *already, yet; explore, set off, travel*.

You may wish to pre-teach the following words and phrases: *burn (n), castle, cave, coast, fairytale (adj), lake, loch, magical, river, spot (v), valley*. Point out that the words *burn* and *loch* are Scots words for a small river and lake. *Bagpipes* are a traditional instrument, popular in Scotland.

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about a vlogger called Mon, who is travelling around the Scottish Highlands with her friend, Jorge. If you have time and internet access, you could ask sts to find out the most popular tourist attractions in Scotland and make a list of places they would like to visit.

Alternatively, put sts into pairs or small groups, and ask them to make a list of all the things they know about Scotland, then compare ideas with the rest of the class.

WATCH

Watch the video together. See TG page 312 for Unit 2 culture video script. Ask sts to write one place they saw on the video that they would like to visit. Ask some of them to read their sentences aloud.

You could also ask them the following noticing questions from the video, playing it again if necessary for sts to check their answers:

- *What colour is Mon and Jorge's little mobile home?* (white: 00:09)



- *Who stands on the red bench at Loch Ness – Mon or Jorge?* (Jorge: 01:23)
- *How many people are playing bagpipes at Dunrobin Castle?* (one: 02:14)

REFLECT

21st Century skills

COMPARE CULTURES

You could ask questions to encourage sts to think about similarities or differences between Scotland and their country, e.g.:

- *Does your country look like Scotland? Why? Why not?*
- *What sort of places do people in your country like to visit when they are on holiday?*
- *Scottish people play traditional Scottish music on bagpipes. They also sometimes wear traditional Scottish clothes – a jacket, a kilt (a type of skirt) and a hat. Do you have a traditional type of music or clothes in your country?*

After watching the video, put sts into pairs or small groups to discuss one or two, or all of the following questions:

- *Where would you like to go on a road trip? Why?*
- *Do you think travel vlogs are a good idea? Why? Why not?*
- *Have you ever made a vlog? What was it about?*

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.

Local flavours

BACKGROUND INFORMATION

Dishes that use international ingredients are very popular in the UK, but there are also chefs who prefer to create dishes using local ingredients.

Kevin Tickle is a young chef who works at a hotel in England's beautiful Lake District. He wants the food he cooks to travel as little as possible. He and his team grow as much as they can at the hotel, and what they can't grow themselves they get from nearby farms. Kevin also goes out in the woods and fields around the hotel to collect wild ingredients, which he includes in all his menus.

LANGUAGE

The following target language items are recycled from Unit 3: Present perfect with *for* and *since*; *bitter*, *fresh*, *fried*, *ingredients*, *menu*, *savoury*, *taste*.

You may wish to pre-teach the following words and phrases: *countryside*, *flavour*, *hairy*, *head chef*, *local*, *produce*, *wild*.

PREPARE

21st Century skills

FIND OUT

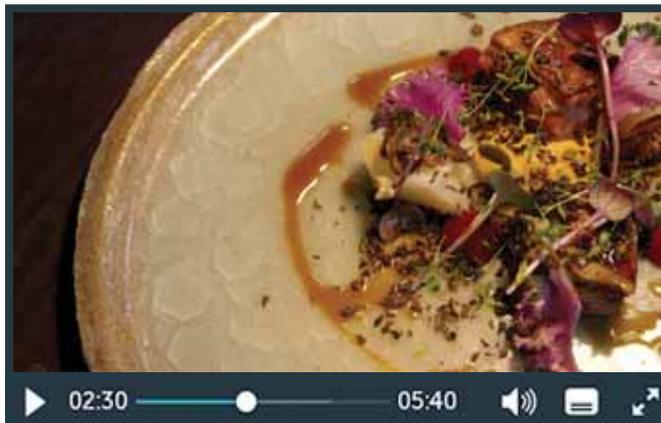
Tell sts they will watch a video about a British chef who works at Forest Side, a hotel in the Lake District. He likes to cook using local ingredients. If you have time and internet access, you could ask sts to have a look at the Forest Side menu and discuss what dishes they would like to try.

Alternatively, put sts into pairs or small groups and ask them to tell each other what they know about food in the UK and to name any typical UK dishes. If any of the sts have visited the UK, they could tell the rest of the class about their food experiences and opinions.

WATCH

Watch the video together. See TG page 312 for Unit 3 culture video script. Ask sts to write a sentence about one thing they learned about Kevin Tickle, then ask some of them to read their sentences aloud.

You could also ask them the following noticing questions from the video, playing it again if necessary for sts to check their answers:



- What colour are the chairs in the Forest Side restaurant? (brown: 00:51)
- How many people are working outside in the hotel garden? (two: 01:30)
- Does hairy bittercress grow on the ground or on trees? (on the ground: 01:53)

REFLECT

21st Century skills

COMPARE CULTURES

You could ask questions to encourage sts to think about similarities or differences between food in their country and in the UK, e.g.:

- Would you like to try Kevin's food? Why? Why not?
- Can you describe some typical local foods from your region? Are there any that you don't like?
- Do people in your country enjoy eating international food? What are the most popular international foods?

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions:

- What is your favourite meal? Do you know how to cook it?
- Do you think it is important to use local ingredients? Why? Why not?

Monitor while sts talk, then collect some ideas from around 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.

A cool job

BACKGROUND INFORMATION

If you don't mind the cold, then working as an ice sculptor might be a dream job. Britain's ice sculpture industry is worth millions of pounds and it is getting bigger. We follow Jack Hackney, a British ice sculptor working on a very challenging project. Jack has to create four car wheels made of ice for an advert. The challenge is to make sure the wheels actually work and the camera operators can get the pictures they need before the wheels melt?

LANGUAGE

The following target language items are recycled from Unit 4: *will* and *going to*; *calm*, *creative*, *patient*.

You may wish to pre-teach the following words and phrases: *commercial*, *diamond*, *go viral*, *ice sculpture*, *sculptor*, *sophisticated*, *wheel*, *worth*.

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about Jack Hackney, who is a British ice sculptor. If you have time and access to the internet in class, you could ask sts to find an unusual ice sculpture and discuss how an ice sculptor might make it and what problems he/she might have.

Alternatively, put sts into pairs or small groups and ask them to discuss how to make an ice sculpture and decide how easy/difficult an ice sculptor's job is.

WATCH

Watch the video together. See TG page 312 for Unit 4 culture video script. Ask sts to write their favourite ice sculpture from the video, then elicit ideas and reasons from around the classroom.

You could also ask them the following noticing questions from the video, playing it again if necessary for sts to check their answers:

- How many ice polar bears are there? (three: 00:24)
- What colour are Jack's gloves? (blue: 01:01)
- What is the car registration number? (GY65 HBN: 02:04)



REFLECT

21st Century skills

COMPARE CULTURES

You could ask questions to encourage sts to think about similarities or differences between jobs in their country and in the UK, e.g.:

- Is the luxury ice industry growing in your country? Why? Why not?
- Would you like to work as an ice sculptor? Why? Why not?
- Can you think of any unusual jobs that people do in your country?

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions:

- Why do you think people spend so much money on ice when it is going to melt? Do you think it's a waste of money? Why? Why not?
- Can you think of any videos that have gone viral? What makes videos go viral?

Monitor while sts talk, then collect some ideas from around 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.

British sign language

BACKGROUND INFORMATION

British Sign Language, or BSL, is a language which deaf people can use to communicate with each other. It has its own grammar and vocabulary. Like spoken English, BSL has regional accents – people in different parts of the country use different signs for the same word.

In this video, we meet cousins Dionne and La Toya from London. They are putting on a tea party for the deaf and hearing people in the local community to come together and practise their BSL. We see how BSL works and how it helps people to communicate and have fun, whether hearing or deaf.

LANGUAGE

The following target language items are recycled from Unit 5: *have to, should; communication, explain.*

You may wish to pre-teach the following words and phrases: *accent, British sign language, direct, get along, regional differences, tea party.*

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about a community event where people are communicating in BSL – British Sign Language. If you have time and access to the internet, sts could find some examples of signs used in BSL.

Alternatively, ask sts if they know any examples of sign language. You could also arrange sts in pairs or small groups to think of some ways of signing common words, e.g. *look, listen, drink, eat, hot, cold, come here, be quiet*, then compare ideas.

WATCH

Watch the video together. TG page 312 for Unit 5 culture video script. Ask sts to write one new thing they learned about sign language from the video, then ask some of them to read their sentences aloud.

You could also ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- *What two words is the man signing in the poster on the wall? (tea, party: 00.13)*
- *How many flags are on the sheet of paper? (twenty: 02.18)*



- *What is the man holding the wooden spoon wearing? (red shorts, a white T-shirt, sunglasses: 02.47)*

REFLECT

21st Century skills

COMPARE CULTURES

You could ask questions to encourage sts to think about similarities or differences between English and their language, e.g.:

- *What accents does your language have?*
- *Do people in different parts of your country use different words for the same thing?*
- *Have you ever heard an English-speaking person speaking your language? What sounds or words are difficult for them to pronounce?*

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions:

- *What are the big differences between your language and English? How do you think this affects your learning of English?*
- *Are there events and services to support deaf people in your community? Do you think people could do more? 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.

The dive team

BACKGROUND INFORMATION

Like many adventure sports, diving can be dangerous if things go wrong. Safety is very important for divers. They often dive in teams so that they can look after each other. In this video, we meet a team of eight young Canadians who are diving in the Bahamas. They are diving with underwater archaeologists who explore shipwrecks. Each team member has a different job to do underwater. Working together means that the dive will be safe and successful.

LANGUAGE

The following target language items are recycled from Unit 6: Relative pronouns; indefinite pronouns; *can* for ability; *carefully, well*.

You may wish to pre-teach the following words and phrases: *archaeologist, deep, dive site, feet (measurement), measure, safety, shipwreck, surface, underwater*.

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about a group of young people who are taking part in an underwater project with underwater archaeologists. If you have time and access to the internet, you could get your sts to research a famous shipwreck, such as *Titanic*.

Alternatively, put sts into pairs or small groups. Tell them to imagine they are diving on a shipwreck and make a list of problems that they might have.

WATCH

Watch the video together. See TG page 313 for Unit 6 culture video script. Ask sts to decide if they would like to be part of the dive team and to say why or why not.

You could also ask them the following noticing questions from the video, playing it again if necessary for sts to check their answers:

- How many divers are there in the dive team? (eight: 00:20)
- Which country is on the divers' suits? (Canada: 01:07 and 01:28–01:42)
- What colour is Jerry's hat? (red/pink: 02:35)



REFLECT

21st Century skills

COMPARE CULTURES

You could use questions to encourage sts to think about similarities or differences in adventure sports that people do around the world, e.g.:

- Are adventure sports popular in your country? Why? Why not?
- What adventure sports can people do in your region/country?
- What adventure sport would you like to try? Why?

After watching the video, put sts into pairs or small groups to discuss one or two, or all of the following questions:

- Why is it important for members of a team to work together?
- What are the most important skills people need to have to work well as a team?
- Discuss an experience you have had of working as part of a team. Was it a success? 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.

Nature behaving badly

BACKGROUND INFORMATION

Kim Wolhuter is a South African wildlife photographer and filmmaker. He has a great job working in Africa's national parks tracking and filming some of the world's most exciting wild animals with the help of his daughter. In this video, Kim and his daughter Lindy are in Botswana. They're trying to get the perfect pictures of elephants in their natural environment. However, things don't quite go to plan. An elephant finds Kim's Go-Pro camera and tries to eat it, then walks over it. The camera continues filming and Kim ends up with a film of the inside of the elephant's mouth, as it tries to eat the camera.

LANGUAGE

The following target language items are recycled from Unit 7: Present passive.

You may wish to pre-teach the following words and phrases: *diverse, footage, game (animals), natural habitat, nature reserve, roll (camera), species, tough.*

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about a wildlife photographer and filmmaker. If you have time and internet access, you could ask sts to look at nature reserves in Botswana and find out what sort of animals live there.

Alternatively, put sts into pairs or small groups and ask sts to list as many African wild animals as they can.

WATCH

Watch the video together. See TG page 313 for Unit 7 culture video script. Ask sts to write one interesting fact that they learned from the video, then ask some of them to read their sentences aloud.

You could also ask them the following noticing questions from the video, playing it again if necessary for sts to check their answers:

- *What sort of animal is sitting in a tree at the beginning of the film?* (a bird: 00:05)
- *What type/brand of camera does Kim use?* (Panasonic: 00:32)
- *What animal is on the back of Lindy's T-shirt?* (an elephant: 00:24 and 02:49)



REFLECT

21st Century skills

COMPARE CULTURES

Ask questions to encourage sts to think about similarities or differences between wildlife in Botswana and in their country. For example:

- *What sort of animals live in the wild in your country?*
- *Where can you see these animals?*
- *Do you think it's a good idea to keep wild animals in zoos? Why? Why not?*

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions:

- *Do you think it's OK for photographers and filmmakers to get so close to animals in the wild? Why? Why not?*
- *How do you think photography and filmmaking can help animals in the wild?*

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.

High Tech High School

BACKGROUND INFORMATION

At High Tech High in California, there are no textbooks, no subjects, no timetable and no exams or tests. It's a new type of Junior High designed to train young people for a future in which robots take over the routine work of doctors, lawyers or car driving. Sts don't spend their days learning facts. They work in teams on projects, which they present at regular exhibition days.

This video follows two groups of students as they try to complete projects for an exhibition day. The pupils have to work as teams and take full responsibility for their project. They can only ask for help when they need it. After the exhibition, teachers assess the progress each student has made in team working, problem solving, and learning from their mistakes.

LANGUAGE

The following target language items are recycled from Unit 8: Past perfect; modals of possibility and certainty; *fail, pass, subject, timetable*.

You may wish to pre-teach the following words and phrases: *construct, direct (a play), grade, last-minute, matter, reach your potential, try out, unique*.

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about an unusual type of high school in California. If you have time and internet access, you could ask sts to find out what sort of projects sts at High Tech High do.

Alternatively, put sts into pairs or small groups. Ask them to think of a lesson that they really enjoyed and describe it to their partner / the members of their group. They should say what the lesson was and why they enjoyed it.

WATCH

Watch the video together. See TG page 313 for Unit 8 culture video script. Ask sts to write one thing they learned about High Tech High, then ask some of them to read their sentences aloud.

You could also ask the following noticing questions from the video, playing it again if necessary for sts to check their answers:

- *What are the classroom walls made of in High Tech High?* (glass: 00:32 and various parts of the video)



- *What animal is in the picture behind the actors? (a horse: 01:22)*
- *What shape is the history machine when it is finished? (round: 03:10)*

REFLECT

21st Century skills

COMPARE CULTURES

You could ask questions to encourage sts to think about similarities or differences between High Tech High and their own school, e.g.:

- *What is a typical school in your country like? Are there any similarities with High Tech High?*
- *Would you like to go to a school like High Tech High? Why? Why not?*
- *What school projects have you worked on? Did you enjoy them? Why? Why not?*

After watching the video, put sts into pairs or small groups to discuss one or two, or all of the following questions:

- *Do you think this type of education is better than traditional schooling where students learn from a teacher in a classroom? Why? Why not?*
- *What skills do you think this kind of education helps sts to develop?*
- *What disadvantages do you think there might be with an education like this?*

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.

5 things you can't buy on the high street

BACKGROUND INFORMATION

All shoppers love finding something special or different. High street shops can seem the same the world over, but there are markets and vintage stores which sell more interesting and unusual things.

In this video, we follow Sarah around a second-hand market in Brighton, a town on the south coast of England. She's looking for objects which are unusual – the sort of thing you can't buy in a shop. Sarah finds a number of strange things. They include a knight's armour, some very old drawings and a really cool cape!

LANGUAGE

The following target language items are recycled from Unit 9: *colourful, wonderful*.

You may wish to pre-teach the following words and phrases: *armour, cape, feathers, gramophone, knight, second-hand market, range (verb), vintage, weird*.

PREPARE

21st Century skills

FIND OUT

Tell sts they are going to watch a video which shows a young woman called Sarah visiting a second-hand market in Brighton. If you have time and internet access, you could write a list of famous second-hand markets from around the world on the board, organize sts into teams and have a race to find out which city each market is in, e.g. *Portobello (London), Rose Bowl Flea Market (Pasadena), Marché aux Puces (Paris), Mauerpark Flohmarkt (Berlin), El Rastro (Madrid), Feria de San Telmo (Buenos Aires)*.

Alternatively, arrange sts in pairs or small groups and ask them to make a list of things that you might find on sale at a second-hand market.

WATCH

Watch the video together. See TG page 313 for Unit 9 culture video script. Ask sts to write a sentence about the most interesting item they saw in the video, then ask some of them to read their sentences aloud.



You could also ask the following noticing questions from the video, playing it again if necessary for sts to check their answers:

- What does the sign say on the window of the second-hand market? (Bric a Brac: 00:22)
- What colour is the telephone that Sarah uses? (gold: 01:28)
- What animal is on the gramophone? (a dog: 02:09)

REFLECT

21st Century skills

COMPARE CULTURES

You could ask questions to encourage sts to think about similarities or differences between shopping in Brighton and their country, e.g.:

- What are the most popular places for people to shop in your country?
- Are there many second-hand markets or shops near you? Do you like to visit them? Why? Why not?
- Have you ever bought anything from a second-hand market or shop? What was it and why did you buy it?

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions:

- Why do you think second-hand and vintage clothes are becoming popular?
- Do you ever buy second-hand clothes and accessories, or do you think it's better to buy new things? 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.

UNIT 1

Memories of Iceland

Tabitha

Hello, everyone. My name is Tabitha. Welcome to this video which is all about my memories of Iceland.

Iceland had a special place in my heart from the very moment I started thinking about moving there. I was **tired** of the London hustle, and knew that I wanted to go somewhere new.

I was not **bored**, but curious about the world outside of my own, and in need of a change of scene.

I was thinking of Norway, Sweden ... or maybe Switzerland, because of the one thing they all had in common: beautiful nature. But, while reading up on Scandinavia and the Nordics, I discovered Iceland and the wonders it had to offer.

I told my mum I had booked a flight and was moving to Iceland. She was **surprised**, but happy for me to follow my heart.

It was a cold morning of September, the day that I arrived, but I was so **amazed** and **excited**.

The longer I stayed in Iceland, the more **interested** in the language, the culture and the landscape I became.

I was very **excited** to go horse riding for the first time. It was a little **frightening**, but so much fun!

I also took part in more **relaxing** activities like bathing in the hot springs. On one of the days that my sisters came to visit me in Iceland, we went on a glacier hike. Although I had never done it before, I was **excited** for the challenge which would last approximately ten hours.

On the day, I felt a little **embarrassed** and **annoyed** at myself for not being so good at the climbing part. But, I kept going and enjoyed the day. My sisters were **amused** by that because they were quite good.

In the end, I stayed for a whole year. I'll never forget the fun and challenging times that I had in Iceland. It will always have a special place in my heart and remain unforgettable.

Thanks for watching everyone, and I'll see you in another video.

Bye.

UNIT 2

Sri Lanka with Steve

Steve

Hi, my name is Steve and in this video, I'm going to be taking you around the beautiful country of Sri Lanka.

I **arrived** in the capital city of Colombo and I spent one day **exploring** the local life on the streets.

The next day, I was really excited. I decided to **book** my own tuk-tuk. I spent a few hours learning how to drive this three-wheeled vehicle, then I **set off** on my own to **explore** the country of Sri Lanka. I drove for five hours my first day and was very excited to **arrive** in the south, in a famous walled city called Galle.

When I was in the south I also found some nice beaches to swim, surf the waves and also hike around in the jungle. Just a few hours north of the beaches are some mountains where I found a big forest to go hiking.

Oof. All right, we're not quite at the top yet, but we just made it to our first viewpoint and this is beautiful. But we got one more climb to the top of Ella Rock so we'll see you there.

All that hike is now completely worth it. This view is incredible! All right, after seeing some amazing views we're gonna begin our hike down so I'll see you somewhere else.

Every morning, I would **pack** my bags in my tuk-tuk and **depart** to a new location.

We just made it onto a road called B35 which is very well known to have wild elephants roaming around. So, we took a break right here to adjust ourselves, but we're gonna head north on this road, so look out for some elephants. Hopefully.

You guys, we found an elephant! Seeing an elephant in the wild was really exciting, so I decided to go on safari to see more.

All right guys, we are in our vehicle. It is time for a safari! Let's go see some animals. Now, we're in more of an open savannah and we saw a huge herd of elephants. Oh my goodness, we found another herd of elephants and right here there is a baby elephant. It's such a little cutie!

During my trip, I met so many friendly people who made my time in Sri Lanka very memorable. I love to learn about new cultures, so travelling around Sri Lanka was a great experience for me. I

had a very nice time in this country, so I know I will definitely **return** for more adventures.

UNIT 3

Eating across Europe

Natalie

Hello, everyone, welcome to this video. My name's Natalie and I'm here in my kitchen today to talk about food – all the food that I ate on my trip around Europe. I tried lots of food that normally I don't have in my kitchen.

In France, a famous **savoury** food is 'Cheese Gratin'. It has layers of soft potatoes with really smooth and **creamy** cheese in the middle, and then they bake cheese on the top, so it goes really **crispy**. It's a very cheesy dish.

In Berlin, I ate 'Currywurst', which again is a very famous **savoury** food. The ketchup is quite **sweet**, but the curry powder makes it **spicy**. Traditionally, the sausage is made with meat, but I'm a vegetarian, so I chose to eat a vegetarian sausage instead.

Also in Berlin, I went to a Japanese restaurant where all of the food was vegan. Here, I'm drinking a hot tea with **fresh**, but **sour**, lime, **spicy** ginger and some **sweet** agave syrup. It is the best tea that I've ever had in my life. Then, for my main meal, I ate the most amazing vegetable bowl with vegetarian beef on top, really **crunchy** seeds, a **creamy** sauce, and some caramelized pumpkin which was so sweet. I really want to go back to Berlin so that I can eat that again. It was the best meal ever.

In Budapest, I ate a traditional chimney cake. It was so cool because I got to watch a baker make one freshly-made right in front of me. She rolled the dough and then put a **sweet** sugary paste on the outside. Then, she baked it over a fire. Then, it became really **crunchy** on the outside, but really soft on the inside. It was so good to eat.

When you travel, you often spend lots of money on eating out. So, I often went to supermarkets. I bought things like bread and fruit to eat outside. It's nice because you can have a picnic.

In my hostel, my friends and I cooked some homemade food. Here, we're making a mixture of **crunchy** and **fresh** vegetables, **creamy** avocado and some **spicy** couscous.

Thank you for watching. I hope you're not too hungry after watching this. Bye!

UNIT 4

Trentham Monkey Forest

Rebecca

Hey, guys, I'm Rebecca, and today I'm visiting Trentham Monkey Forest.

Trentham Monkey Forest is a forest located in Stoke-on-Trent, England, and is the home to 140 free walking monkeys.

Now I work in the field of **media** as a production assistant, but today, I want to expand my skills in the industry and try out wildlife photography.

As a production assistant I help film TV shows, but I want to do more creative work, which is why I want to get more practice as a **wildlife photographer**.

I'm going to find a guide that will show me around the park.

Now, there are actually no tour **guides** to show you around. You have to become the **tour guide** and explore the forest yourself. So, I'm gonna go look for some monkeys, and you can follow me.

So, it's raining a little bit, but that's not going to stop us.

Wildlife photographers need to be quiet, we need to be patient, and we need to really love animals.

It's a great way to give the **tourism** industry a boost in a rural area like this one.

I just got home from the monkey forest. We got some amazing photographs of the monkeys, not bad for my first time as a **wildlife photographer**.

If you want to visit the forest yourself, you can go on their website or call their **customer service** line, they're very helpful.

Thanks for watching my video today, guys. I'll see you later! Bye!

UNIT 5

Ways to appear confident

Sammy

Hello, everyone! I'm Sammy, I'm an English vlogger and I make videos on my channel 'pimbolammy', where I **discuss** current big topics.

Today, we're going to **discuss** ways to appear confident.

Confidence is something I often struggle with. But there are things you can do to make you appear more confident. And faking confidence can actually lead to you becoming more confident.

How to Stand: It's amazing how standing straight can change your appearance. My tip for you is to imagine you have a piece of string in the centre of your head, like a puppet, that's pulling you up. You can see straight away how much better standing up straight looks.

How to talk: How you talk is also important. Make sure that you speak clearly and loudly, but don't **shout**.

Shouting just makes you come across as rude. This is how I look speaking loudly. This is how I look **shouting**.

If you're shy, it's often difficult to speak loudly, so if no one heard you, feel free to **repeat** yourself so everyone can hear you.

Oops, what was that? You didn't hear me? I'll **repeat** myself. Feel free to **repeat** yourself so that everyone can hear you.

Make sure you don't **interrupt** anyone. **Interrupting** makes you come across as rude.

How to Dress: Another way to feel confident is to wear clothes that make you feel good. For example, I am wearing this bright red jumper. I also have some brightly coloured trousers. They make me stand out. They're so colourful that when I first got them, I was scared to wear them. But now, they make me feel great.

When you aren't confident, you tend to **apologize** a lot for things you shouldn't have to **apologize** for. But remember to never, never, never, never **apologize** for just being you.

The most important accessory you should have is ... a smile. Confidence and happiness go together and when you smile, you release endorphins which actually make you feel happier. You can see how I look more confident when I smile.

What do you think makes you feel confident? Feel free to **discuss** this with your friends. There might be something which surprises you.

So remember my six tips: stand up straight; speak clearly and loudly; don't **interrupt** people; **repeat** yourself if you need to; wear clothes that make you feel good; and ... smile.

Thank you for watching. Bye!

UNIT 6

Teamwork in ballet

Nina

Hi, friends, my name is Nina. I live in the United States and I am **training** to be a ballerina. Today, we will be chatting about teamwork and ballet.

Ballet is very, very difficult. If you want to do it well, you need to be really fit and spend long hours dancing while working closely with other dancers. People don't think that ballet is a team sport, but working with your team is really important. Believe me, you really can't do it without them. Let's check it out!

We often work in pairs or groups, and we **attend** classes to learn how to do this. We have a class for what we call 'corps de ballet', where we learn to dance as a group.

We have another class to practise, 'pas de deux', which means 'step of two'. It's where female and male dancers perform together.

We **train** for hours at a time. We rely on each other for support and courage throughout the day. It's so comforting to have people around you who understand your experience and your sport. You make friends that'll last forever.

Ballet itself is not a competitive sport, but sometimes we do have competitions.

At competitions, dancers **compete** for good places in schools or a good part in a performance. I once had to do a group dance with my friends in which we were all **competing** against each other for a prize.

Finally, when **training** with other dancers you must **organize** time to practise together. And, it is just as important to find time to have fun together as well. The stronger your friendship is, the better you will work together. And do you know something? Everyone who **supports** my career as a ballet dancer is a part of my team, not just my ballet friends. I've learned so much from my classmates and working with them. You can't become a ballet dancer alone. It takes a community! Thank you for joining me and I'll see you next time.

UNIT 7

My favourite places

Ben

Life can be really stressful. When I get stressed, I like to think about beautiful places. Places I know very well and can visit just by closing my eyes.

Places I can also visit by watching back old videos that I made when I was at beautiful places.

I thought I would share some with you. Here are some of my favourite places.

Lake Ontario, in Canada. I love walking on the **rocks**. Walking on the big **rocks** is somehow really relaxing for me. I love the sound of the **waves**, and I think about it all the time.

Sometimes I go early in the morning and watch the **sunrise**. The most beautiful thing I have ever seen is the city of Toronto catching the **sunlight**. Just look at that, look at it! It takes my breath away.

Now I live in the UK, so I can't visit very often, but I know that I can just travel there in my mind by closing my eyes,

feeling the **rocks** on my feet, hearing the sound of the **waves** and seeing the light of the city waking up before my eyes. I miss it so much.

West Palm Beach is my family's favourite place for vacation. It's in South Florida, in the United States. The **sand** of West Palm Beach is so beautiful and it feels so nice on your feet.

The sea is really important to me because it's so much bigger than a lake. Standing on the **coast** is like standing at the edge of the world.

Whenever I spend too much time inside, I like to go to Edinburgh and climb Arthur's Seat. It's a big **cliff** right outside the city. I usually go there with a friend and watch the **sunset**. There's so many people around all the time. Sometimes I make friends.

It's really important to go outside and be around nature. It reminds me that we are all the same, and makes me grateful to be alive in this beautiful world.

If you're like me, there's something about that feeling that really fuels the imagination. For me, thinking of natural, incredibly beautiful places helps me come up with ideas for things. Just making this video gives me so many musical ideas that I really want to try out. So, I'm going to go write some songs.

Thanks for watching, and remember to go outside.

UNIT 8

Revision tips and tricks

Tati

Hi, everyone. My name is Tati, and today, I'm going to share my most helpful tips and tricks when it comes to **revision**.

This will be helpful if you're in school or university and you need help staying focused. So, let's get into it.

So, if you're like me and have a bad **memory**, revising for exams can be a bit of a problem when trying to remember large pieces of information.

One thing I found that helps me a lot is creating **revision** cards, with key words on them, and sticking them around the house. Seeing them every day will remind you of those key words. This way, over time, your **memory** starts to improve a lot.

When trying to find new techniques for **revision**, one way to see if your methods are successful is to test yourself.

Creating a mini exam beforehand, is a really good way to see if you remember the information. And, you can go online and create your own **revision** quizzes to test yourself.

Another tip that I have found helps a lot is to create a personalized **revision**

timetable, with a separate section for each **topic**. Creating your own **timetable** will help you remain on top of everything that you need to get done. And it also makes sure that you cover every **topic** that you need to cover. You can choose to write this **timetable** down on paper, or to have a **timetable** on your phone instead.

One thing that people struggle to do is to keep their **attention** and their focus during **revision**. So, some ways to help this is to turn off your phone and remove any other distractions from your working area. This way you can ensure that you're working with all your focus and **attention** on your work.

So, those are my tips and tricks for revising. I hope it helped.

Bye.

UNIT 9

Shopping haul

Bokang

Hi everyone! My name is Bokang and I'm a vlogger from South Africa.

My vlog is called *The B Word*, where I share parts of my life, and even do a haul or two, like I will be doing in this video.

So, today I've picked out three items that I think are perfect for the winter months. So, let's get into it.

My first item is this blue and white striped shirt. I absolutely love the shirt so much, especially these sleeves.

The only problem I have with this top is that I got it in a size too small, so I'm going to have to return it and see if I can get it in a bigger size. The **receipt** says I have 60 days to change it. If they don't have a bigger size, I could ask for a **refund**. But, I hope they have it.

My next item is this denim jacket that I got while thrift shopping on holiday. I love thrift shopping because you can buy things second hand, you can find amazing **offers** on great **products** and they don't sell them anywhere else.

My last item just arrived in the post today and that is this travel mug. Now, I bought this online and they had a choice of different colours, but I went for the stainless steel one and I think it was a great choice. And, it was the cheapest. They had a 48-hour **delivery service** and it arrived right on time. I'm very happy with this **purchase**, my coffee stays warm for hours!

I know for sure that I'm definitely going to get a lot of use out of all of these items. And, that brings us to the end of this video. I hope you enjoyed and got some inspiration for your next shopping spree.

Bye!

UNIT 1

Super street art

S = Stanstylee

You can find street art in towns and cities all over the world. Many people say it's just vandalism. But now, more and more people say it's art. And the best thing is it's free for everyone!

Bristol is famous for its street art. Banksy is a superstar of the street art world. He was living in Bristol when he became famous. His work is exciting, but it needs to be protected because it's valuable. But he isn't the only Bristol street artist. After Banksy became a celebrity, many other artists here are hoping to follow his success.

Now, street murals are an important part of the city's culture and identity. Visitors to Bristol used to go to museums, but now they go on tours of the streets. The whole city is an open-air gallery.

Stanstylee is a young artist working in Bristol. He was studying at school when he started doing graffiti art.

S: *I'm Stanley Cush. I'm 23 years old, also known as Stanstylee. I am an illustrator, street artist and designer.*

He plans his work carefully. This mural shows his favourite musicians from Bristol. Three hours later, the mural is finished.

S: *I'm happy with that.*

His work won't be there forever. Other artists often paint over street murals, or they are cleaned away. Street art is always changing.

UNIT 2

A road trip

Mon is a vlogger. She lives in Norway, but she's setting off on a road trip to the Highlands of Scotland, in the north of the UK.

She's excited because she's never been there before. She's travelling with her friend Jorge. He's helping her to film the trip for a vlog. Jorge has never driven on the left side of the road before, but he's enjoying the experience!

Scotland's history is everywhere. It's famous for its castles. Mon has always loved castles. And there are lots to explore here and plenty of opportunities for her vlog!

Their next stop on the tour is Inverness, the 'capital' of the Highlands. They haven't been to the coast yet, so that's their next stop. The sea is cold, so they

won't swim, but there's lots to film for the video.

Loch Ness is famous because some people believe a monster lives in the lake, but they haven't seen any monsters today. Maybe it doesn't want to be in Mon's vlog! Since they can't spot the Loch Ness Monster, they go horse riding and enjoy the scenery instead.

Mon and Jorge have never seen so many beautiful natural places. Mon tries to go down into a valley, without falling over. At the bottom she finds a cave and a 'burn', the Scots word for a small river.

On the last day, they visit a fairytale castle and listen to bagpipes! It's been a magical journey. And they've already got lots of ideas for the next vlog!

UNIT 3

Local flavours

K = Kevin

The Lake District is in the north of England. It's famous for its mountains and of course, its lakes! Visitors come to stay here from all over the world to enjoy the natural beauty.

One of the newest hotels in the Lake District is Forest Side. It's already well-known for its delicious food. Kevin Tickle is the hotel's head chef. He started work at *Forest Side* when it opened. He's lived in the Lake District since he was born. And he's loved cooking since he was a child.

Many chefs like to use international flavours, but not Kevin. He cooks using only very local ingredients. The hotel garden provides lots of really fresh produce. Over 90 types of vegetables, salads and fruits. But Kevin also likes going into the countryside to find wild ingredients. Luckily, he's known for a long time what's good to eat, and what's not.

K: *It's called hairy bittercress, but it works great with meat.*

It's called hairy bittercress because of its bitter, savoury taste. Back in the kitchen, he's working on today's menu. He adds the hairy bittercress to his pan-fried duck, and then it's ready to serve!

UNIT 4

A cool job

S1 = Speaker 1, J = Jack

It's beautiful, but fragile. It looks expensive.

S1: *It's just like a diamond.*

But in fact, it's only ice. The luxury ice market is worth over a hundred million pounds a year and it's growing. Ice

sculptures are special because they don't last for long. They're popular at events like weddings and parties. The ice business provides many jobs in the UK. Jobs for skilled, creative people like Jack, who is an ice sculptor.

J: *It is, yeah, the most common, rare, item on the planet.*

If you don't keep an ice sculpture at freezing temperatures, it will melt. That's why sculptors like Jack work in big freezers. Luckily, he's tough and doesn't mind the cold. He's going to try something no one has done before: make four wheels for a car out of ice. Why? It's a job for an online car commercial. The car company thinks that if they make a cool and original video, it might go viral on social media. They're going to make the ice wheels with a sophisticated computer cutting machine.

The team plan carefully and do a lot of tests. If the wheel breaks, it'll cost ten thousand pounds. Oh, dear! Jack is determined to get it right. Filming for the commercial starts very soon. Here we go! The frozen car comes out of the freezer, ready for the video shoot. It's 25 degrees below zero. The team puts the ice wheels on, and they hold their breath. Unless they work quickly, the ice will melt. Disaster! One wheel breaks off ... But Jack is calm and patient. They'll continue filming with only three ice wheels. It's looking good. The film crew get some fantastic shots. Jack's hard work has paid off. Diamonds are forever, but sadly ice is not.

UNIT 5

British sign language

D = Dionne, LT = La Toya

Tea, biscuits, a few other snacks and a chat. Dionne and La Toya think this is the perfect way to spend the afternoon. Having conversations is very important for learning any language. And that's exactly what this group of people are here to do. They're practising their BSL, or British Sign Language.

Dionne and La Toya are cousins and they're organizing a party for learners of BSL. Dionne is hearing and La Toya is deaf. They grew up together and use BSL to talk to each other. They want to bring hearing and deaf people together, and have worked hard to prepare for this event.

D: *Hello! Welcome to our tea party for the deaf and the hearing.*

At this party, BSL is the main language used for communication. BSL is very different from the English that people

speak. In BSL, sentences have to be short and direct, and mainly visual.

LT: *Welcome to the tea party for everyone who's here, hearing and deaf people.*

La Toya believes that learning should be fun, so she's planned some games for the party. She explains the rules and reminds everyone what they have to do. Everyone seems interested.

They are all clearly getting along, and having no problem expressing themselves and understanding each other. Of course, at this party they are all Londoners, so they all have the same accent. Like all languages, there are regional differences in BSL. A person from London does not speak exactly the same as someone from the north of England.

LT: *My signing is from London. I say 'school'. Here, in London we sign 'school', and in North England they sign 'school' with this art.*

After tea, food and games, it looks like everyone has had an amazing time! Well done, Dionne and La Toya!

UNIT 6

The dive team

D = Della, J = Jerry, N = Nic

Meet the dive team: Joseph, Rachael, Jordan, Isabelle, Koumbie, Emily, Gwyneth and Nic. They're in Aruba in the Caribbean.

D: *Hi, guys!*

But this isn't a holiday. They can all dive well, so they are here for an underwater project. The team are diving with underwater archaeologists who explore shipwrecks.

J: *Good job, Jordan!*

Planning carefully is a big part of diving safety.

J: *OK, and here we have a map of what it looks like underwater.*

N: *How deep is the site?*

J: *The dive site is about 25 feet, OK?*

They need to understand everything that is going on, so they know how to stay safe underwater. Safety is the most important thing for underwater activities. They put their masks on and get ready to dive.

Underwater, they must work as a team. Each person has a job. Some team members are measuring. Some are filming. Others are writing down the results. And everyone has to be responsible for the safety of themselves and others. Communication underwater is important and must be very clear.

Their air tanks are running low, so it's time to finish work. They swim carefully back to the surface. They're all back on the boat. It was another successful day of underwater exploring for the dive team.

UNIT 7

Elephants behaving badly

K = Kim

Kim Wolhuter is a wildlife photographer and filmmaker. He films animals in their natural habitat.

He's working in Botswana with his daughter, Lindy. Botswana's nature reserves are known all over the world for their diverse wildlife. It's early, but big cats, such as lions, are easier to find at this time of day. Kim and Lindy like getting really close to the animals for the best pictures.

Now it's time for a different species: the African elephant, the world's largest land animal. Elephants are loved by people all over the world. Kim's keen to get some really close-up elephant footage today. He's hidden a camera on the ground to film the elephants. But something is wrong. The camera is discovered by the elephants.

K: *He's carrying it off! There goes my Go-Pro!*

Amazingly, the camera continues filming. Now the footage is really interesting! A young elephant even tries to eat the camera. It doesn't taste very good. Kim and Lindy go to pick up the camera.

K: *It's still rolling. Look at the camera.*

That's really tough technology! Kim ends the day with some of his best footage ever. And it was all filmed by an elephant!

UNIT 8

High Tech High School

G = Girl

Think of school. Think of teachers. Think of lessons. Think of different subjects and timetables. Think of exams. Now, think again.

This is High Tech High in California, a totally new type of school. At High Tech High, the students are able to try things out for themselves while the teachers help them. Here there aren't any lessons, textbooks or exams. Instead, students choose project work that matters to them, to their teachers, and to the world outside of school. Teachers only help when they need to.

This group's project is producing a play exploring some of the ideas they had already discussed earlier in the term. Another team has decided to construct a machine that will tell a story about history. The history machine is for an exhibition in four weeks' time. Samantha is directing the play for the exhibition, too. And Brian is team leader for the machine project. Time is flying by! The students think that it might be difficult to prepare everything in time. The group make some last-

minute changes to the play. And Brian is working late into the night – he must be tired! High Tech High's exhibition has a lot of visitors. The play is a great success.

G: *Oh yeah. That's not ready at all.*

But what about Brian? He's still working! He's still having problems with the machine.

After the exhibition there are no grades, no pass or fail. The students discuss what they have learned from the projects. The teachers join in, too. Brian isn't going to give up! He's still trying to find out what's wrong with the machine, and fix the problem. At last, it's finished. And it looks awesome! High Tech High's unique approach helps students do their best and reach their full potential.

UNIT 9

5 things you can't buy on the high street

S = Sarah

Sarah loves shopping, and she loves finding unusual items.

Today, she's going to a huge second-hand market. Sarah's going to look for five weird and wonderful items that you can't find on the high street.

First, Sarah finds a fantastic cape made of feathers. The cape looks magical! Sarah thinks it's handmade. It would be hard to find something like this anywhere else! There are lots of vintage sunglasses and colourful headbands. But, Sarah could probably find these things in a high street shop. Next, Sarah finds some very special hats. She isn't sure which one is her favourite.

S: *Hello? Hi.*

The items they've collected in the market range from the very old, to the very strange! Like this knight in armour! This is definitely one of the strangest items she's found here. Maybe it used to be in a castle before it came here. The fun thing about second-hand markets is that you can find items that we don't use anymore. Like this gramophone – for listening to music! What would it sound like to listen to music through this? The items just get stranger and stranger!

S: *I love these rings.*

These odd items have to go on Sarah's list. In the furthest corner of the market, Sarah finds some old drawings from a long time ago.

S: *These animal drawings are over 175 years old!*

One day in this second-hand market has been amazing. She's discovered many more than five unusual items, but her favourites were: the cape, the unusual hats, the knight in armour, the watch rings and the old drawings.

S: *Wow! That was so cool.*

UNIT 1

Did you use to make mistakes?

J = Jake, V = Vicky, R = Rose, B = Ben

- J:** Aunt Rose, your workshop is the best!
- V:** How did you decide to become an electrical engineer?
- R:** Well, when I was little, I used to watch my dad. He liked fixing things in the garage. I loved his tools and all the machines. I used to go outside with him and help him. He gave me a book on my sixth birthday. I still remember the title: Engineering for Fun. I loved that book! It was full of ideas for making things. So, I tried everything!
- B:** Ah. Did you use to make mistakes?
- R:** Yes, I did! I still make mistakes. You can't learn without making mistakes!
- V:** Rose, did you go to university to study electrical engineering?
- R:** Sure. But before that, I was a good student at school. I loved Science.
- B:** Did you use to study a lot?
- R:** Well ... no, I didn't. When I was your age, I used to be interested only in Maths and Physics. I wasn't very good at other subjects.
- J:** Didn't you like English? How about History and Geography?
- R:** No, I didn't use to like any of those subjects. I used to think they weren't useful. But I was wrong. I needed to pass all my exams to go to university.
- V:** Wait! What's Drew doing?
- J:** Ha! Ha! I think Drew wants to be an electrical engineer, too!

I was having lunch when Ben called.

V = Vicky, J = Jake, B = Ben

- V:** Oh, hey, Jake.
- J:** Hey, Vicky. Ben called me earlier.
- V:** Same here! I was working on the computer when he rang.
- J:** Mmm! Interesting. I was having lunch when he called me.
- B:** Hi, guys!
- J, V:** Hi, Ben!
- V:** So, what do you want to tell us?
- B:** Ah. Guess what happened to me last weekend! I went to the park to take some photographs. I was taking a photo of the lake when a dog walked in front of me. I waited

for it to move. While I was trying to take the photo again, the dog came back.

- J:** Mmm. Maybe he wanted to be your model!
- B:** Yes, perhaps! I decided to move to another place in the park. While I was walking over the bridge, I saw him behind me again!
- V:** Oh, you made a friend!
- B:** Yes! He was really cute. Anyway, I was trying to get at least one good photo of the park when he walked right into the picture! Here, look!
- V:** Oh, he's lovely!
- B:** But ... look at this photo!
- J:** Uh ... That's a different dog.
- B:** Yes, and now you can meet him! Oscar!
- V:** What?
- B:** Well, while I was telling my parents about the park, they decided it was time for us to get our own dog. So, here he is!

UNIT 2

I've never been anywhere!

R = Rose, V = Vicky, J = Jake, B = Ben

- R:** Ready guys? It's time to go! The concert starts in two hours!
- V:** Oh, I'm so excited! I've never been to a concert before.
- J:** What about you, Aunt Rose? Have you ever seen Mick's Music Machines?
- R:** Yes, I have! I saw them last year when I was in San Francisco.
- V:** Wow, you've been to the USA! I didn't know that!
- R:** Oh, I've been to lots of places. The USA, Spain, Italy, Turkey ...
- J:** Oh, I'd love to travel, but I've never been anywhere!
- V:** That isn't true, Jake! You've been to Scotland. You went there on holiday last year with your mum! Have you ever been there, Rose?
- R:** No, I haven't, actually! Anyway, come on everyone. We don't want to be late. Where's Ben?
- J:** He's gone home to get his camera.
- B:** Hi, everyone!
- R:** Oh, my goodness! Who's this?
- B:** This is Oscar! My new dog!
- R:** Oh, hello, Oscar! Ha! I've never met a friendlier dog!
- B:** I know Oscar can't come with us, but maybe he can stay here and play with Drew.

R: Great idea! Drew has never seen a dog before! Drew!

Has the concert started yet?

J = Jake, V = Vicky, B = Ben, S = Steward, R = Rose, M = Mick

- J:** Oh, no! We're late! People have already gone inside!
- V:** Oh, I hope it hasn't started yet!
- B:** Quick, let's go in! Excuse me! Has the concert started yet?
- S:** No, it hasn't. There's a small delay because the band hasn't arrived yet!
- J:** What? Why? Where are they?
- B:** All their fans have already arrived!
- S:** Their flight was late. They've just landed. But don't worry, they're coming!
- V:** Look! They've just got here!
- J:** Oh, wow! It's Mick's Music Machines! I can't believe it!
- R:** Go on, Jake. Ask Mick for an autograph!
- J:** Hi! I'm your biggest fan! I've already learned how to play all your songs on my guitar! Can I have an autograph, please?
- M:** Sure! That's great! What's your name?
- J:** Jake.
- M:** OK ... here we go! To our biggest fan: Jake! I hope you like our new songs tonight, Jake. Nobody has heard them yet!
- J:** Thanks! I can't wait!

UNIT 3

How long has it been in the oven?

B = Ben, V = Vicky, J = Jake

- B:** I'm a bit hungry. I haven't eaten anything since lunchtime.
- V:** Me neither.
- J:** Let's have some dinner. Back in a minute. Keep playing!

Fifteen minutes later

- J:** OK! Dinner is nearly ready. It's already been in the oven for five minutes! It's a creamy pasta bake with cheese and fresh tomato, my speciality. But, I haven't made it since I was twelve ...
- B:** Well ... sounds delicious, Jake!
- J:** How's the game going? What? Still on level six? How long have you been on that level?

V: We've been here for a long time.
Ugh.

J: OK. Let me help!

Fifteen minutes later

B: Mmm ... smells good.

V: Maybe it's ready now. How long has it been in the oven?

J: Mmm? I think it's only been in for a few minutes.

B: Are you sure?

Five minutes later

J: What's the matter, Drew? Oh, no! My pasta bake is burning!

B: Quick! Turn the oven off!

J: I'm disappointed! I haven't burned anything since last Christmas!

B: Oh, come on, Jake, it isn't burnt! We caught it just in time. Mmm. It's delicious!

V: Yes. The cheese is crispy on top!

B: And the pasta is ... crunchy!

I've had some great news!

V = Vicky, J = Jake, B = Ben

V: Hi, Jake!

J: Oh, hey, Vicky!

V: Have you done your guitar practice, Jake?

J: No, I haven't. But I practised for five hours yesterday!

V: Five hours? Wow, Jake! I bet you're really good now.

J, V: Hi, Ben.

B: Hey, guys! I've had some great news! I sent some of my photos to a magazine last month. Remember?

V: Yes!

B: Well, I got an email from them this morning. They want to publish them in next month's magazine!

J: Ha! Well done, Ben! But I'm not surprised. They were great pictures.

B: Ah, thanks. Vicky, how's the programming going? Have you finished your game?

V: Uh, not yet. I haven't done much work on it recently. We've got a Maths test at school tomorrow, so I wanted to study at the weekend. But I've decided on a title for the game!

J: Really? What's it called?

V: It's called *Oscar's Big Adventure!* And I've designed the title screen, look! Ha! Ha! Oh, Oscar! You can't play yet!

UNIT 4

It's going to crash!

R = Rose, J = Jake, B = Ben, V = Vicky

R: Drew! Come with me, please!

Hi, everyone. Sorry, but I need to take Drew to the lab. I'm going to do a software upgrade!

J: Oh, OK. How long will it take?

R: It won't take long. I probably won't need more than an hour. Come on, Drew, let's go.

B: Will Drew do more things after this upgrade, Rose?

R: Yes! It will predict the weather!

J: Nice!

R: And Drew will translate simple words ... and bring things to you!

V: Ah. Great! Will it speak, too?

R: No, it won't. Maybe next year!

R: OK! I'm going to test the upgrade now. Drew! Is it going to rain this afternoon?

Excellent! I'll be jogging in the park later, but I won't get wet! Now for the translation test ... Drew, how do you say 'book' in Spanish? Cool! I'm going to learn Spanish next year. Drew will definitely help me! Now, Drew, bring me the book, please! What's the problem? Drew, the book, please!

V: What? That isn't right! Uh, maybe it's a bug!

B: Oh, no! Drew is going to crash!

R: OK, Drew, switch off! Right. I'm going to do some more work on this. Sorry about that. Oh, Drew! You were joking!

If I leave now ...

J = Jake, V = Vicky, B = Ben

J: Hi, Vicky. We're going to go to the cinema tonight. We might go for a pizza first if we have time. Would you like to join us?

V: Uh, I'd love to, but I can't! I need to save some money for a new computer. They're expensive. Unless I save enough money, I won't be able to buy one!

J: What's wrong with the computer you have now?

V: It's very slow.

J: Mmm. I've got an idea. If you get some extra memory for it, it might run faster.

V: Mmm, that's a good idea. I'll try that. But I need to buy some extra memory. If I leave now, I will probably be in town before the shop closes.

J: Wait, I think Rose might have some extra memory cards in her lab. If she's there now, I'll ask her.

V: Really? Sounds great!

Half an hour later

B: How's your computer now, Vicky?

V: It's much faster! Please thank Rose for the memory card!

J: So, are you coming to the cinema with us? We're going to see *Robot Bear*. It's the last week it's on. We'll probably miss it if we don't see it tonight!

V: Oh, OK. If I finish this game soon, I'll come. But no pizza!

UNIT 5

If I had a superpower ...

V = Vicky, B = Ben, J = Jake

V: I loved *Robot Bear* last week, guys. Hey, Ben, if you had a superpower, what would it be?

B: A superpower? Mmm ... I think I'd like to be invisible!

V: Really? Why?

B: If I were invisible, I would get close to wild animals and take really amazing photos!

J: Interesting. And if we were invisible, Ben, we would also get into the cinema for free!

B: Ha! Ha! Yes!

V: I wouldn't do that if I were you, guys!

J: What about you, Vicky?

V: I think I'd like to have a photographic memory! If I had a photographic memory, I would remember everything I heard and read. I would only read things once and I would remember them forever. I'd get excellent grades at school all the time!

B: But that wouldn't be fair on the other students!

V: Well, I'd help them, too, if they asked me!

B: What about you, Jake?

J: I'd like to be able to fly. If I could fly, I would travel around the world really fast!

V: What would you do if the weather was bad?

J: Easy! I would wear warmer clothes!

We should stay calm!

M = Mark, V = Vicky, G = Girl, B = Boy

M: Good morning, everyone! Welcome back to our club for computer game programmers! So, for today's challenge, you must create a mini-game and it must have a dragon and a rabbit. The player has to help the rabbit escape from the dragon. There's a time limit of one hour for this challenge. You mustn't

go over this limit, so you should concentrate and you should work fast.

V: Excuse me, I've got a question. 60 minutes isn't long. Can we work in teams?

M: Sure! You don't need to work on your own.

V: OK, let's get going. We need to design some graphics, we need to find some sound effects and we need to write the code. We should divide the work up between the team. We need to test the game now.

G: Let's do it!

B: Mmm ... something's wrong. The dragon isn't moving!

V: Uh ... I think I made a mistake. I need to check the code.

G: We've only got two minutes left!

V: I know. We should stay calm! Uh, ha. There. I think I've fixed it! We ought to test it again.

M: Sorry guys, time's up! Now remember, your game must work or it won't count!

B: Oh, no! Let's hope it works.

M: Mmm. Ha! Ha! This is a great game! Well done, everyone!

UNIT 6

The robots that play football!

J = Jake, R = Rose, C = Commentator

J: Hey, Aunt Rose. What are you watching?

R: It's the Robot World Cup final! It's football, but all the players are robots.

J: Oh, right! I read about that somewhere. I thought nobody would be interested in it!

R: Well, I am! Look! The pitch where they play is tiny! It's smaller than your bedroom! And this is the World Cup. They'll give it to the team that wins today's match.

J: Mmm, who are those two people?

R: They're the coaches! They're the people who tell the robots how to play. The fans who go to these matches are often engineers. Everybody there loves robots ... and football!

C: Good evening, ladies and gentlemen, and welcome to the Robot World Cup final! Everybody is really excited here as the game is about to start ... and they kick off! The blue team is attacking ... good pass by robot number 3! Robot number 9 might score a goal here!

J: Ha! Ha! This is silly!

C: Now the red team is trying to attack ... they've got nothing to lose ... but something has gone wrong! Oh, no! Somebody has dropped a drink on the system which controls the robots. There's juice everywhere! The system's stopped working! The robots aren't doing anything! We'll have to take a short break.

J: Ha! Ha! Ha! What a game! Anybody can see this is never going to work! I prefer human football!

You can join me for lunch!

J = Jake, V = Vicky, B = Ben

J: Hey, guys!

V,B: Hey, Jake!

V: What are you making?

J: I'm making a Spanish omelette!

V: That sounds delicious! Are we allowed to watch?

J: Sure! You can watch and when it's ready, you can join me for lunch!

V: Oh, great! Thanks, Jake! So, how do you make a Spanish omelette?

J: Well, for a traditional Spanish omelette, you need eggs, potatoes and oil. You can add onions, too, if you like.

V: Mmm! It smells great! Were you always able to cook so well, Jake?

J: Well, I couldn't make complicated dishes when I was younger, but my grandma was my inspiration. She could make amazing cakes and I was allowed to help her. I wasn't allowed to use the kitchen on my own, of course. Mmm, I think it's ready! We should test it ...

B: Oh, can I test it, please?

J: Sure! Careful, it's hot!

B: Mmm! It's ready!

J: Good! OK everybody, let's sit down!

UNIT 7

It's found in South America!

V = Vicky, J = Jake, B = Ben

V: Hey, guys! I've added some more questions to the quiz. Who wants to play?

J: I think it's Ben's turn.

B: Oh, great! Thanks! Where is the blue poison dart frog found? Australia, South America or Europe? Mmm ... it isn't found in cold countries, so probably not Europe ... Um, it's found in Central and South America, I think!

V: Well done!

B: Uh, this honey and nut dessert is called baklava. Where is it made? Brazil, Spain or Turkey?

J: I think it's made in Brazil!

B: No, it isn't. At least, I don't think so. I know it's made with nuts, and sometimes with Brazil nuts, but it isn't produced in Brazil traditionally. I'm sure it's made in Turkey, though!

J: Mmm, good decision, Ben!

B: OK, last question! Is the language Swahili spoken in Tunisia, Egypt or Kenya? What about Tunisia?

J: I'm not sure. I think Arabic and French are spoken in Tunisia, but I don't know about Egypt.

B: Uh, so perhaps ... is it spoken in Kenya?

J: Yes, it is! Good job, Ben!

It was destroyed by aliens!

M = Mr Jones, B = Ben, R = Robodog

M: Good news, Ben! I've spoken to the museum manager, and he's given you permission to take photos of some of the robots for your next competition entry! Are you ready to start?

B: Sure!

M: Do you remember Robodog? It was made for the film *Robodog Saves the Planet*. Have you seen it?

B: Of course!

M: It wasn't designed to look clever, but it had special powers! It was given a special chip which allowed it to speak.

R: Time to save the world!

M: It could fly and it could see through walls! Millions of prisoners were rescued from the aliens thanks to Robodog.

B: I know! I love Robodog!

M: And this is *Red Lightning*! In the first film, it was destroyed by aliens. It was built again when Tristan, the hero, found it in pieces and reconstructed it in secret. It was used to defend the planet from an alien attack in *Red Lightning 2*. This time, the aliens were killed by its laser beam!

B: I think *Red Lightning 2* is better than *Red Lightning 1*!

M: Mmm ... Do you think so? I'm not sure about that.

B: But *Red Lightning 2* was written by Bill Johnson, who is the best science-fiction writer in the whole world!

M: Hey, here's Bronze Bran. Bronze Bran was invented to save the

world in the film *Space Invaders* 2095.

- B:** I know that one! It's a great film!
M: I agree with you there, Ben! Well, we aren't allowed to take any more pictures today, but you've been very lucky because these exhibits weren't displayed last year!
B: Oh ... Thanks again, Mr Jones!

UNIT 8

You'd already left!

V = Vicky, B = Ben, J = Jake, R = Rose

- V:** Hey, guys! I called you both earlier, but you'd already left. Had you had an urgent email from Rose, too?
B: Yes! When I woke up this morning, she'd sent me an email. I hadn't expected to hear from her so soon after her work trip.
J: Me too! I wonder what's going on!
R: Hello, everyone! Thanks for coming!
B: What do you want to show us, Rose? I can't wait!
R: Well, remember that just before your birthday two years ago, Jake, I'd started to design something really special?
J: Oh, Aunt Rose, you always say that!
R: Well, maybe, but while I was away at the engineering conference, I met someone who had designed something very similar. Alex's designs were really imaginative and before the conference finished, we'd agreed to work together on them.
V: So ... what had he started working on?
R: Well, today I'm very proud to present ... our new and improved designs of ... the original flying bike! Faster, higher, stronger!
B: Oh ... That is so cool!
J: I hadn't really expected to see the finished thing just yet, to be honest!
R: Drew, what are you doing? You don't need a bike to fly!

You can't be serious!

B = Ben, J = Jake

- B:** Hi, Jake! Are you going to your guitar exam now?
J: Yes! I'm really nervous. I mean, what if I fail it?
B: Jake, you can't be serious!
J: But the exam can be very difficult. It depends on the examiners. They might be really strict!

- B:** Oh! I thought your teacher was going to be the examiner.
J: If only!
B: I see. That must be quite stressful for you, Jake. But your teacher is always telling you how good you are. She can't be wrong! And anyway, why do you think the other teachers are going to be strict? They may be really nice!
J: Yes, you're right. Oh, I don't know why I'm so nervous about this.
B: Well, it could be because learning the guitar is so important to you. Anybody would be nervous! You can't be completely relaxed when it's an exam.
J: I suppose so.
B: Hey, Jake, I've got an idea. You could imagine the teachers are me and Vicky. Just go and perform for them like you play for us.
J: Mmm ... I might do that! That could help a lot!
B: I'm sure you'll be amazing!
J: Thanks, Ben. I feel much better after talking to you. You're a great friend!
B: Ah ... No worries! Good luck!

UNIT 9

He said he'd written a song for us!

B = Ben, V = Vicky, J = Jake, R = Rose,

- B:** Oh, somebody looks happy!
V: So, did you pass the exam?
J: I did! I'm going to the Omega Music School next year!
B: Congratulations, Jake!
V: What did they say?
J: Well, I went into the room and there were two teachers there and my own teacher, too. One of the teachers said that it was important to relax and try to play just like I play for my friends!
B: I told you that was a good idea, didn't I?
J: I know! Isn't it amazing? So, I told them that I wanted to play one of my own songs and they said I could. In fact, they told me they were looking forward to hearing something new! They said nobody had ever played an original song for them before in an exam. And guess what? I played a song that I'd written for you guys!
B: Wow!
R: Hey, everyone! What's all the excitement about?

- B:** Jake just told us he'd passed his guitar exam!
R: Oh, wow! I told him he was going to be a great musician.
V: And he said he'd written a song for us!
R: Really? Well, come on Jake. Let's hear it!

*Mum said that life was sometimes hard
 Dad said things could go wrong
 They said I had to try things out
 They said I must be strong*

*My teachers said I must work hard
 My Aunt Rose said that, too
 I'll try my best, but if I fail
 I'll always have you two!*

*I'll always have you two
 And Aunt Rose, too
 And Oscar and Drew!*

*But I've got my friends, my friends, my friends
 They help me find a way
 Yes, I've got my friends, my friends, my friends
 They help me feel OK!*

He asked me if you were OK with that.

J = Jake, B = Ben, V = Vicky, M = Mr Jones

- J:** So, what are your plans for the summer, Ben?
B: I'm not sure. My mum said that we might go to my cousins' house in the country, but it isn't definite. What about you, Vicky?
V: I'm not sure either. I asked my dad whether we were going to go abroad like last year, but he said he didn't know yet.
M: Hello, everyone! Ben, I wanted to talk to you. I asked the museum manager whether you could come back and take more photos of the robots, and he said yes! He wants to use your pictures for the museum's website. He asked me if you were OK with that. And he also asked whether Vicky could turn them into a digital slideshow.
B: Of course!
V: Oh, I'd love to help!
M: So, Jake, I asked Rose what school you were planning to go to next year, and she said you'd decided to go to the Omega Music School. You must be so pleased!
J: I am! I can't wait!
M: Well, it's always great to talk to you guys. See you later!
J: Hey, Vicky, are you OK?

- V:** Yes. I'm just feeling a bit sad because we're going to be at different schools next year.
- J:** Oh, guys! I'll still live here. We'll still spend lots of time together!
- B:** I asked Rose where your new school was and how you would get there. She said it was quite far away and you'd need to take the bus every day.
- J:** Well, that's true. We'll still have the weekends! Come on, guys! High five!

WORKBOOK

ANSWER KEY

STARTER

- 1 1 make cakes
2 take photos
3 do exercise
4 watch films
5 play computer games
6 chat with friends

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

- 3 1 go
2 Do you like
3 'm sending
4 don't usually work
5 are you talking
- 4 1 'm not playing
2 play
3 're shopping
4 don't like
5 'm having
6 's buying
7 Do, want
- 5 1 biggest, bigger
2 most popular, more popular
3 more difficult, most difficult
4 funniest, funnier
5 better, best
- 6 1 had
2 went
3 put
4 saw
5 sent
6 took
7 thought
8 woke up
9 wrote
- 7 1 made
2 told
3 met
4 knew
5 found
- 8 1 sent
2 went
3 woke up
4 took
5 put
6 found
7 saw
8 thought
- 9 1 a 2 a 3 b 4 b 5 a
- 10 1 a 2 c 3 a 4 b 5 a 6 c 7 a

UNIT 1

Vocabulary

- 1 1 excited
2 tired
3 amused
4 frightened
5 embarrassed
- 2 1 excited
2 disappointing
3 surprised
4 amusing
5 amazing
6 embarrassing
7 annoyed
- 3 1 interested, interesting
2 bored, boring

- 3 relaxed, relaxing
4 tiring, tired
5 annoyed, annoying
6 amazing, amazed
- 4 1 he was / his jokes were amusing.
2 are frightened
3 is confusing
4 am tired
5 is relaxing

Reading

- 1 1 B 2 A 3 C
- 2 1 Sam, Hugh
2 Sam, Aala
3 Sam, Aala
4 Sam, Aala
5 Aala
6 Hugh, Aala
- 3 1 shy
2 dirty
3 friendly
4 messy
5 older
6 clean
7 tidy

Grammar

- 1 1 My parents used to live in Spain.
2 I didn't use to like school.
3 Martha didn't use to play tennis.
4 Did you use to walk to school?
5 Did Judy use to tidy her room every day?
- 2 1 used to go
2 used to watch
3 used to ride
4 used to play
5 used to wear
- 3 1 did
2 used to
3 didn't use to
4 didn't
5 used to
6 didn't use to
- 4 1 Marco used to go to the gym every day.
2 My cousin used to play in a band.
3 I didn't use to get the bus to school.
4 Mike used to watch a lot of cartoons.
5 'Did you use to keep a diary?' 'Yes, I did.'
- 5 1 didn't use to wear glasses
2 didn't use to have
3 used to share
4 didn't use to cycle
5 used to play the violin

Vocabulary and Listening

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

- 2 1 c 2 b 3 b 4 a 5 b
- 3 1 costumes
2 parade
3 fair
4 festivals
5 performances
6 workshops
- 4 1 c 2 d 3 b 4 a
- 5 1 dancing with
2 were delicious
3 her favourite singer
4 lots of mistakes
5 was only six
- 6 1 b 2 c 3 a 4 b

Grammar

- 1 1 b 2 f 3 d 4 a 5 c 6 e
- 2 1 while
2 while
3 When
4 While
5 when
- 3 1 was listening / texted
2 fell / was watching
3 broke / were playing
4 were shopping / saw
5 were you doing / came
- 4 1 was dancing
2 was shining
3 took
4 were performing
5 were watching
6 started
7 left
8 was waiting
- 5 1 were swimming, stole their phones
2 reached, was leaving
3 was cycling, fell
4 was sunbathing, saw

Speaking

- 1 1 brilliant
2 with
3 festival
4 find out
5 like
6 most
- 2 1 e 2 d 3 f 4 b 5 c 6 a
- 3 1 d 2 g 3 a 4 h 5 c 6 e 7 f 8 b
- 4 1 c How was your holiday?
2 e Who did you go with?
3 a How did you find out about it?
4 b Cool. What was it like?
5 d What did you like most about it?

Writing

- 1 1 then
2 while
3 beginning
4 After
5 Eventually
6 Later
- 2 1 so
2 but
3 because
4 However
5 and
- 3 1 However
2 and
3 because
4 so
5 but

Review Unit 1

- 1 1 disappointing
2 confusing
3 frightened
4 amusing
5 surprised
6 embarrassed
- 2 1 Did you use to read
2 didn't use to study
3 Did your sisters use to argue
4 didn't use to have
5 used to live
6 used to be
7 didn't used to enjoy
- 3 1 audience 4 festival
2 carnival 5 fair
3 performance
- 4 1 when 3 When 5 while
2 While 4 when 6 When
- 5 1 posted / was staying
2 wasn't raining / left
3 Were they playing / arrived
4 were you going / saw
5 didn't go / were studying
6 wasn't sleeping / phoned

UNIT 2

Vocabulary

- 1 1 stay 4 set off 7 unpack
2 plan 5 depart 8 arrive
3 return 6 relax
- 2 1 abroad 3 pack 5 explore
2 relax 4 stay 6 return
Mystery word: depart.
- 3 1 packed 4 unpacked
2 set off 5 relaxed
3 arrived
- 4 1 book 4 relax 7 plan
2 pack 5 explore
3 set off 6 return
- 5 1 plan 3 explore 5 depart
2 arrives 4 unpack

Reading

- 1 1 b 2 c 3 a
- 2 1 F 3 T 5 F 7 T
2 F 4 T 6 F
- 3 1 the UK
2 Thailand
3 Asia
4 the Netherlands
5 Barbados, the Caribbean

Grammar

- 1 1 been 4 seen
2 never 5 she has
3 ever 6 never met
- 2 1 done 4 seen
2 ridden 5 made
3 slept 6 written
- 3 1 Has your teacher ever arrived late?

- 2 Have you ever eaten sushi?
- 3 Have your friends ever sent texts in class?
- 4 Have you ever been to the USA?
- 5 Has your friend ever forgotten your birthday?
- 4 1 Have you ever got a bad mark?
2 Have you ever read a book in English?
3 Have you ever had a barbecue?
4 Have you ever been camping?
5 Have you ever lost your phone?
- 5 1 has seen
2 has never ridden
3 has never been to
4 has never met
5 has been to

Vocabulary and Listening

- 1 1 wheelie bag 4 trolley
2 arrivals board 5 taxi rank
3 seat
- 2 1 seat 4 queue
2 wheelie bag 5 taxi rank
3 trolley 6 Underground
- 3 1 announcement
2 lost property office
3 tube
4 departures board
5 queue
- 4 Dialogue A - 2 Dialogue C - 1
Dialogue B - 4 Dialogue D - 3
- 5 1 23 and 24 5 14.55
2 10.30 6 in the café
3 haven't got 7 platform 1
4 father

Grammar

- 1 1 e 2 f 3 b 4 a 5 c 6 d
- 2 1 The lesson has already started.
2 Have you had dinner yet?
3 Simon's just bought some trainers.
4 I haven't found my phone yet.
5 We've already finished our homework.
- 3 1 've just missed
2 has just arrived
3 has just packed
4 've just bought
5 've just had
- 4 1 haven't played yet
2 has already explored
3 've just returned
4 haven't had lunch yet
5 has just given
6 Have you been on holiday yet?
- 5 1 He has already had a shower.
2 He hasn't checked his social media account yet.
3 He has already brushed his teeth.
4 He hasn't packed his school bag yet.
5 He hasn't left his house yet.

Speaking

- 1 1 help 5 just down
2 course 6 How far
3 problem 7 show
4 where 8 on foot
- 2 1 where 4 on
2 way 5 down
3 far
- 3 1 f 2 c 3 d 4 a 5 e 6 b
- 4 Dialogue 1 Can you help me; Which way; that way
Dialogue 2 you know; It isn't far; Can you show
Dialogue 3 How far is; five minutes on foot; just down this street

Writing

- 1 1 yet 5 already
2 such a 6 sounds
3 so 7 Apart from
4 staying 8 all
- 2 1 on a school trip
2 her classmates
- 3 1 d 2 e 3 f 4 b 5 c 6 a
- 4 1 a 3 b 5 a, c
2 a, c 4 a, c 6 b

Review Unit 2

- 1 1 wheelie bag 5 pack
2 queue 6 explore
3 trolley 7 unpack
4 relax
- 2 1 John's written a blog about his holiday.
2 Have you ever eaten German food before?
3 They've been to Paris three times.
4 Lena's never studied Japanese.
5 I've never been to the ocean before.
6 Has she ever met a famous person?
7 Dad's gone to the pool. He'll be back soon.
- 3 1 machine
2 desk
3 announcement
4 queues
5 seat
6 arrivals
7 property office
- 4 1 gone 4 never 7 ever
2 ever 5 been
3 been 6 gone
- 5 1 Stefano's just left for the airport.
2 I haven't unpacked my suitcase yet.
3 Have you spoken to your friend yet?
4 I've just taken a great selfie.
5 Mike hasn't called me yet.

UNIT 3

Vocabulary

- 1** 1 savoury 6 sour
2 frozen 7 fresh
3 crispy 8 raw
4 salty 9 crunchy
5 creamy 10 sweet

Mystery word: restaurant.

- 2** 1 c 2 d 3 a 4 c 5 b 6 d
3 1 d 2 c 3 e 4 f 5 a 6 b
4 1 sour 5 spicy
2 raw 6 savoury
3 sweet 7 frozen
4 crunchy 8 salty

Reading

- 1** 1 sight 4 smell
2 hearing 5 feel
3 taste
2 b
3 1 T 2 F 3 F 4 F
4 1 a 2 b 3 c 4 a

Grammar

- 1** 1 since 3 for 5 for
2 since 4 since
2 1 How long have they lived in London?
2 How long have you had that phone?
3 How long have we been here?
4 How long has she worked there?
5 How long has he been at university?
3 1 How long has Maggie lived
2 How long has Sam worked
3 How long have you been
4 How long has David had
5 How long have you known
4 1 's had; since
2 's known; since
3 has lived; for
4 's studied; since
5 's been; for
5 1 Dave has taken photos for (five) years / since 2015.
2 Dave has studied English for (seven) years / since 2013.
3 Dave has made a vlog for (four) years / since 2016.
4 Dave has been friends with Jack for (six) years / since 2014.
5 Dave has played in a band for (two) years / since 2018.

Vocabulary and Listening

- 1** 1 microwave 4 barbecue
2 bake 5 grill
3 fry 6 roast
7 stir fry
2 1 boiled 3 roast
2 barbecued 4 grilled

- 3** 1 main course 4 dessert
2 starter 5 snack
3 homemade 6 side dish
4 Reggie's Veggies serves vegetarian food.
5 1 b 2 c 3 a 4 c 5 b
6 1 very popular
2 around the world
3 a rice dish from
4 at the market
5 amazing/delicious

Grammar

- 1** 1 's spilled
2 's just made
3 Did you enjoy
4 opened
5 haven't done
2 1 've eaten; came
2 Have you been; went
3 've made; baked
4 Has she done; finished
5 hasn't been; went
3 1 enjoyed 4 didn't cycle
2 haven't heard 5 won
3 played
4 1 Have you done; played
2 Have you been; went
3 Have you seen; met
4 Have you done; did
5 Have you been; went
5 1 I haven't finished my meal yet.
2 We had a fantastic pizza last night.
3 Mark texted me five minutes ago.
4 They went to London last week.
5 I haven't eaten Thai food before.

Speaking

- 1** 1 I'd rather 5 go
2 could 6 rather eat
3 would you 7 I would
4 I'd prefer 8 don't
2 1 a 3 c 5 e 7 g
2 d 4 h 6 b 8 f
3 1 e 2 d 3 f 4 a 5 b 6 c
4 1 a 2 e 3 d 4 b

Writing

- 1** 1 For the main course
2 a side dish called
3 My dessert was
4 This dish contains
5 In my opinion
6 It wasn't the best meal
2 1 prawn cocktail
2 roast beef
3 knickerbocker glory
3 1 amazing, delicious, tasty, spicy, traditional
2 colourful, pink, round, small, vegetarian
3 British

- 4** 1 My mother cooks tasty traditional food.
2 Makhani is a creamy Indian curry.
3 I love crispy roast potatoes.
4 Sandy ordered a big chocolate ice cream.

Review Unit 3

- 1** 1 b 2 c 3 b 4 c 5 b
2 1 How long 4 since
2 since 5 for
3 How long
3 1 baked 5 grilled
2 barbecue 6 microwave
3 boiled 7 roast
4 fry 8 stir-fry
4 1 did you see
2 Have you seen
3 haven't been
4 did you do
5 took
6 did you order
7 've never tasted
8 Did you enjoy
9 was
5 1 didn't do 4 did she get
2 haven't seen 5 ran
3 Have you 6 did Tina go
been 7 has been

PROGRESS CHECK

Starter and Units 1-3

- 1** 1 watching 6 beautiful
2 walks 7 had
3 funny 8 took
4 met 9 difficult
5 went 10 clever
2 1 Is, giving 4 're making
2 don't like 5 isn't working
3 Are, using 6 goes
3 1 older 4 best
2 better 5 more
3 the tallest 6 healthier
4 1 We went to London last week.
2 Mark didn't play football yesterday.
3 Did they win the singing competition?
4 I played computer games last night.
5 Angela bought a cool bag.
6 Did you enjoy the party?
5 1 a lot of 4 much
2 How much 5 a lot of
3 How many
6 1 didn't use to get up
2 didn't use to eat
3 used to have
4 used to sleep
5 didn't use to have
6 did you use to do
7 1 audience 4 confusing
2 amazed 5 costumes
3 annoyed 6 exhibition

- 8** 1 sent, was waiting
2 was doing, called
3 wasn't raining, left
4 Did (you) learn, were living
5 doing, saw
6 were listening, didn't hear

9

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

- 10** 1 ever 3 never 5 haven't
2 taken 4 been

- 11** 1 Mum's already booked our summer holiday.
2 We haven't done our homework yet.
3 Dad's just made a delicious curry.
4 My cousins have just returned from France.
5 I've already seen this film twice.
6 Has she seen that film yet?

- 12** 1 fresh 4 ingredients
2 microwave 5 frozen
3 Boil 6 raw

- 13** 1 since 4 for
2 for 5 How long
3 How long 6 since

UNIT 4

Vocabulary

- 1** 1 instructor 4 tutor
2 designer 5 guide
3 wildlife
- 2** 1 e 2 d 3 a 4 b 5 c 6 f
- 3** 1 media
2 leisure and tourism
3 agriculture and environment
4 IT
5 education
- 4** 1 catering 4 banking
2 leisure 5 media
3 education 6 healthcare
Mystery word: retail.
- 5** 1 tour guide
2 care worker
3 web designer
4 sports instructor
5 wildlife photographer

Reading

- 1** c
2 1 He's not sure what he's going to do.

- 2 You can search online.
3 He went with his class.
4 try working in different jobs
5 two
6 four

- 3** 1 They = careers fairs
2 This = the computer coding activity
3 it = the day at KidZania
4 them = your / the readers' ideas
- 4** 1 Do you often comment online?
2 Over 100 people liked my selfie.
3 Have you ever posted on a discussion forum?
4 Five hundred bloggers shared the photo I posted online.

Grammar

- 1** 1 b 2 b 3 a 4 a
- 2** 1 We're going to
2 will
3 I'm going to
4 It's probably
5 is going to
- 3** 1 's going to score
2 're going to give
3 're going to miss
4 're going to fall off
5 's going to be
- 4** 1 'll be sitting
2 'll be working
3 'll be studying
4 won't be studying; 'll be starting
5 'll be relaxing
- 5** 1 Meg will probably work in a café during the summer holidays.
2 Meg will definitely get a new phone next year.
3 Meg will probably become a doctor after university.
4 Meg definitely won't fail her Science exam.

- 6** 1 'm going to study
2 won't be
3 'll have
4 'm going to join
5 will; be doing
6 'll be touring
7 Will; send
8 's going to rain

Vocabulary and Listening

- 1** 1 calm 7 confident
2 shy 8 independent
3 honest 9 sociable
4 curious 10 positive
5 sensible 11 creative
6 brave
- 2** 1 c 2 b 3 a 4 b 5 c
- 3** 1 sociable 4 independent
2 creative 5 honest
3 confident
- 4** 1 Linda: wildlife photographer
2 Charlie: police officer

- 5** 1 K 3 L 5 C 7 L 9 C
2 K 4 L 6 K 8 C 10 C
- 6** 1 school 5 train driver
2 the zoo 6 difficult
3 Africa decisions
4 six months

Grammar

- 1** 1 unless 3 unless 5 If
2 Unless 4 if 6 unless
- 2** 1 arrives, 'll be
2 get, 'll earn
3 'll go, doesn't give
4 'll help, help
5 won't do, studies
6 get, 'll wear
- 3** 1 will be 4 doesn't wear
2 buy 5 'll clean
3 won't have 6 saves
- 4** 1 If Luke passes the test, his dad will say 'Well done!'.
2 If it snows tomorrow, Chloe and Gemma might go skiing.
3 If Simon misses his bus, he'll be late for school.
4 If Harry eats too much cake, he might get a stomach ache.
5 If Suzy gets money tomorrow, she'll go shopping tomorrow.
6 If my mum comes home late, we might order a takeaway.
- 5** 1 If the cinema is closed, we'll go swimming.
2 I won't go back to school unless I feel better.
3 We'll be disappointed if you don't come to our party.
4 Unless we go shopping, we won't have any food.
5 If you go to university, you'll get a good job.

Speaking

- 1** 1 quite keen 4 To be honest
2 That's why 5 the reason
3 you're right 6 I reckon
- 2** 1 a 3 h 5 e 7 f 9 i
2 d 4 g 6 c 8 b
- 3** 1 e 2 d 3 a 4 b 5 f 6 c
- 4** 1 d 2 b 3 e 4 a

Writing

- 1** 1 hope 6 After
2 wonder 7 suppose
3 future 8 I'm
4 hard 9 guess
5 time 10 One
- 2** 1 I hope to become a professional musician when I'm older.
2 I often wonder what I'll do in the future.
3 I guess I'll look for a job after university.
4 I hope I'll pass all my exams next year.

- 5 I suppose I'll learn to drive when I'm 17.

- 3 1 After 3 One 5 In
2 In 4 I'm

Review Unit 4

- 1 1 wildlife photographer
2 sports instructor
3 web designer
4 tour guide
5 music tutor
- 2 1 healthcare 4 catering
2 education 5 media
3 banking
- 3 1 'll be starting
2 'll be working
3 'll be picking
4 's going to be
5 will pay
6 'm probably going to save
7 will you be doing
- 4 1 honest 5 creative
2 positive 6 brave
3 curious 7 calm
4 confident 8 sensible
Mystery word: sociable.
- 5 1 loses, won't be
2 won't get, tidies
3 'll make, feel
4 doesn't rain, 'll have
5 listen, won't know

UNIT 5

Vocabulary

- 1 1 complain 7 repeat
2 translate 8 apologize
3 shout 9 gossip
4 whisper 10 discuss
5 argue 11 scream
6 interrupt
- 2 **Across** **Down**
1 gossip 2 scream
3 translate 5 explain
4 repeat 6 discuss
8 whisper 7 argue
9 interrupt
10 shout
- 3 1 complained 5 argue
2 translate 6 shouting
3 apologized 7 screamed
4 whispering 8 gossips
- 4 1 explain 4 repeat
2 translate 5 apologize
3 discuss 6 interrupt

Reading

- 1 c
- 2 1 c 2 e 3 b 4 a 5 d
- 3 1 T 2 F 3 F 4 T 5 F
- 4 1 frowned
2 hand signals
3 facial expressions
4 clothing

- 5 whispered

Grammar

- 1 1 b 3 c 5 g 7 e
2 f 4 a 6 d
- 2 1 If Laura had a dog, she would take it to the park every day.
2 If Sam was taller, he would play for the basketball team.
3 If she became a film star, she would live in Hollywood.
4 If they won the lottery, they would buy a big house.
- 3 1 were, do 4 didn't, get
2 get, needed 5 had, send
3 speak, lived
- 4 1 How would you feel if I forgot your birthday?
2 I wouldn't do well at school if I didn't study.
3 Mum would be happy if we tidied our rooms.
4 My parents would be angry if I arrived home late.
5 If we watched a film, what would we see?
6 If you were me, what would you do?
- 5 1 What would you buy if you won a lot of money?
2 How would you feel if you failed your exam?
3 If you met your favourite singer, what would you do?
4 Where would you go if you had a free day?
5 If you needed advice, who would you speak to?

Vocabulary and Listening

- 1 1 description
2 discussion
3 explanation
4 expression
5 interruption
6 pronunciation
7 suggestion
- 2 1 discuss 4 expressions
2 communicate 5 pronounce
3 description
- 3 1 suggest 4 discussion
2 definition 5 Repetition
3 translate 6 explain
- 4 talking about an exam 1
sharing a computer 4
finding somewhere to study 2
learning vocabulary 3
- 5 1 a 2 c 3 a 4 b

Grammar

- 1 1 mustn't 4 don't have to
2 has to 5 need
3 don't need to 6 must
- 2 1 need to 4 mustn't
2 have 5 must be
3 to pay

- 3 1 should take / ought to take
2 shouldn't argue / ought not to argue
3 shouldn't text / ought not to text
4 should study / ought to study
5 should tidy / ought to tidy
- 4 1 mustn't 4 mustn't
2 must 5 mustn't
3 don't have to 6 must
- 5 1 You ought to work harder.
2 You must leave now.
3 We have to study English.
4 Young children shouldn't go to bed late.
5 Tom doesn't have to play football with us.
6 They mustn't eat in the classroom.

Speaking

- 1 1 catch 5 understand
2 repeat 6 explain
3 that 7 didn't
4 said 8 meant
- 2 1 Can you say 5 mean
that again? 6 I'm not sure I understand
2 I said
3 catch 7 repeat
4 meant 8 meant
- 3 1 c 2 f 3 a 4 e 5 d 6 b
- 4 1 do you mean
2 can explain
3 I'm not sure I
4 I didn't mean
5 I didn't catch
6 said that

Writing

- 1 1 because 4 in order to
2 That's why 5 so that
3 due to 6 The reason
- 2 learn about the culture; learn the language; make some friends
- 3 1 a 2 b 3 a 4 b
- 4 1 so that 4 so that
2 so that 5 in order to
3 in order to

Review Unit 5

- 1 1 argue 4 whisper
2 scream 5 complain
3 explain 6 shout
Mystery word: repeat.
- 2 1 didn't 3 say 5 'd get
2 would 4 lost
- 3 1 If she knew Ted's number, she'd phone him.
2 If they studied, they'd pass their exams.
3 If it wasn't cold, we'd go to the beach today.
4 If Mike spoke to me, I'd speak to him.
5 If I had a camera, I'd take lots of photos.

verbs	nouns
communicate	communication
define	definition
describe	¹ description
² discuss	discussion
³ explain	explanation
express	⁴ expression
interrupt	⁵ interruption
⁶ pronounce	pronunciation
⁷ punctuate	punctuation
repeat	⁸ repetition
suggest	⁹ suggestion
¹⁰ translate	translation

- 5** 1 mustn't
2 need
3 doesn't have to
4 don't need to
5 must
- 6** 1 ought
2 shouldn't
3 ought

UNIT 6

Vocabulary

- 1** 1 attend 6 organize
2 beat 7 score
3 catch 8 support
4 compete 9 throw
5 defend 10 train
- 2** 1 d 2 e 3 f 4 b 5 c 6 a
- 3** 1 support 4 catch
2 train 5 attend
3 score
- 4** 1 c 2 a 3 c 4 b 5 a 6 b
- 5** 1 defended 5 trained
2 scored 6 competed
3 attended 7 organized
4 supported

Reading

- 1** a
- 2** 1 court 5 korfbal
2 zone 6 attacker
3 poles 7 defender
4 korf 8 end
- 3** 1 In the Netherlands in 1902.
2 In the 1980s.
3 There are 16 players.
4 Attackers and defenders.
5 They throw the korfbal into their opponents' korf.
6 Players can't walk or run with the ball.
- 4** 1 will take place
2 to take part
3 taking off

Grammar

- 1** 1 who 3 where 5 which
2 which 4 that
- 2** 1 c 2 b,d 3 a 4 b,d

- 5 c, d 6 b, d 7 a
- 3** 1 These are the sports shoes that I bought yesterday.
2 I met the boy who won the race.
3 Cricket is a sport that is popular in England.
4 Mr Jones is a teacher who works at my school.
5 This is the town where I was born.
- 4** 1 nothing 4 anywhere
2 somewhere 5 everything
3 Everybody
- 5** 1 anything 5 everywhere
2 something 6 nobody
3 nowhere 7 anywhere
4 Everybody

Vocabulary and Listening

- 1** 1 confidently 4 lazily
2 well 5 carelessly
3 calmly
- 2** 1 confidently 4 terribly
2 angrily 5 well
3 carefully
- 3** 1 nervously
2 carefully
3 badly / terribly
4 energetically
5 well / brilliantly
- 4** c
- 5** 1 T 2 F 3 F 4 T 5 F 6 F
- 6** badly, brilliantly, carefully, fast, well

Grammar

- 1** 1 's able to
2 won't be able to
3 was able to
4 can't
5 weren't able to
- 2** 1 d 2 a 3 f 4 c 5 b 6 e
- 3** 1 couldn't / wasn't able to
2 can't / isn't able to
3 can / is able to
4 will be able to
5 won't be able to
- 4** 1 c 2 a 3 b 4 c 5 a
- 5** 1 I wasn't allowed to walk
2 Can I watch
3 We can't talk
4 were allowed to go home
5 You won't be allowed to use

Speaking

- 1** 1 introduce 5 explain
2 present 6 listening
3 hand over 7 hope
4 of all 8 questions
- 2** 1 b 2 e 3 c 4 a 5 d
- 3** 1 hope you like
2 for your time
3 does anybody
4 present our idea

- 5 hand over to
- 4** 1 to present
2 To start with
3 rules
4 does anybody have any questions
5 for your time

Writing

- 1** 1 Where
2 expensive
3 your opening hours
4 bring my own food
- 2** 1 Is it expensive?
2 Are there any special offers?
3 What are your opening hours?
4 What can I do there?
5 Am I allowed to take photos?
6 Can I eat there?
7 How can I contact you?

- 3** 1 b 2 a 3 a 4 b

Review Unit 6

- 1** 1 training 4 score
2 attended 5 caught
3 beat
- 2** 1 that 3 who 5 that
2 who 4 where
- 3** 1 calmly 4 carefully
2 confidently 5 energetically
3 brilliantly
- 4** 1 everybody 4 something
2 nowhere 5 anything
3 anybody 6 Somebody
- 5** 1 couldn't / wasn't able to
2 can / is able to
3 can't / isn't able to
4 won't be able to
5 will be able to
6 couldn't / wasn't able to
7 could / was able to
- 6** 1 Can 4 to work
2 allowed to 5 can't
3 to

PROGRESS CHECK

Units 4-6

- 1** 1 b 2 d 3 a 4 f 5 e 6 c
- 2** 1 shy 4 creative
2 brave 5 honest
3 patient 6 sociable
- 3** 1 will 5 's going to
2 'm going to 6 'll
3 'll 7 isn't going to
4 won't
- 4** 1 'll be working
2 'll be earning
3 Will, be helping
4 won't be working
5 'll be studying
6 'll be thinking
- 5** 1 unless 3 If 5 Unless
2 Unless 4 if 6 If

- 6** 1 definition 6 apologize
2 expression 7 complain
3 argue 8 description
4 explanation 9 scream
5 gossip

Mystery word: translate.

- 7** 1 They'd be healthier if they did more exercise.
2 If we lived in France, we'd speak French every day.
3 James wouldn't walk if he had a bike.
4 If I were you, I'd apologize to the teacher.
5 Where would you go if you didn't have school today?
- 8** 1 mustn't 4 must
2 have to 5 need to
3 need to
- 9** 1 should speak / ought to speak
2 shouldn't send
3 ought to go / should go
4 shouldn't / ought not to swim
5 shouldn't go / ought not to go
- 10** 1 trained 6 scored
2 energetically 7 caught
3 calmly 8 brilliantly
4 confidently 9 beat
5 attacked
- 11** 1 Nothing 6 nowhere
2 Everyone 7 somewhere
3 that / who 8 where
4 anyone 9 that / which
5 where
- 12** 1 Could 4 Were you
2 can allowed to
3 couldn't 5 can't

UNIT 7

Vocabulary

- 1** 2 cave 5 sand 8 coast
3 cliffs 6 glacier 9 valley
4 rocks 7 sunset
- 2** 1 cliffs 4 sand
2 waves 5 Sunrise
3 coast 6 sunlight
- 3 Across Down**
2 cliffs 1 glacier
4 sand 3 sunrise
7 cave 5 ice
9 waves 6 rocks
10 sunlight 8 coast
- 4** 1 There weren't any waves, so they couldn't go surfing.
2 I got sand in my boots when I went to the beach.
3 I looked at the valley from the top of the mountain.
4 When ice melts, it turns into water.
5 Brighton is on the south coast. It has a beach.
6 Don't go to the edge of the cliff - it's not safe!

Reading

- 1** 1 Wild landscape
2 Wildlife
3 Danger! Humans!
4 Holiday in Kenya
- 2** 1 F 3 T 5 T 7 F
2 T 4 F 6 F
- 3** 1 scales 4 skin
2 feathers 5 feet
3 shell

Grammar

- 1** 1 d 2 a 3 f 4 e 5 c 6 b
- 2** 1 is spent 5 are flown
2 are discussed 6 are edited
3 is chosen 7 isn't added
4 are sent 8 is shown
- 3** 1 Those computers are made in China.
2 Flour is used to make bread.
3 Kangaroos are only found in Australia.
4 Over 100,000 new cars are produced by that factory every year.
5 Bananas are grown in tropical countries.
- 4** 1 Caves in the cliffs are created by erosion.
2 Humans aren't often attacked by birds.
3 Rubbish is often left on the beach.
4 What is done to help the environment?
5 Paper is not made from sand.

Vocabulary and Listening

- 1** 2 recycle 6 clean up
3 waste 7 protect
4 destroy 8 reuse
5 pollute
- 2** 1 b 2 d 3 f 4 a 5 c 6 e
- 3** 1 save 4 clean up
2 waste 5 pollute
3 Reuse 6 Recycle
- 4** 1 c 2 b 3 a 4 c
- 5** 1 Steve is reading a book.
2 Greta Thunberg is from Sweden.
3 Hanna saw Greta on TV last night.
4 She was invited to the USA to talk about global warming.
5 It means that everyone can help the environment.
- 6** 1 She collected plastic toys when she was a kid.
2 She cycles everywhere and recycles her old stuff.
3 She buys them from a charity shop.
4 It raises money for wildlife.
5 They're going to the park to clean it up and plant new trees and flowers.

Grammar

- 1** 1 were 3 was 5 wasn't
2 weren't 4 were

- 2** 1 was cancelled
2 was, held
3 wasn't cleaned
4 were taught
5 Were, damaged
- 3** 1 How many trees were destroyed by the fire?
2 A lot of ocean creatures were killed by plastic last year.
3 Last week, a swimmer was attacked by a shark.
4 'Were you given an information leaflet?'
'Yes, I was.'
5 We weren't invited to the event.
- 4** 1 wasn't attended
2 weren't paid
3 provided
4 donated
5 was collected
6 were found
7 were interviewed
8 were taken
9 came
10 did
- 5** 1 A meeting was arranged by them to discuss climate change.
2 The email wasn't sent by me.
3 Martina wasn't invited to the party.
4 How many people were killed by snakes last year?
5 Lots of rubbish was found near the river.

Speaking

- 1** 1 that's true 4 you're right
2 point 5 great idea
3 not sure 6 Absolutely
- 2** 1 Perhaps you're right.
3 I think that's a great idea.
4 That's a good point.
5 I totally agree
6 I don't think that's true
10 Absolutely!
- 3** 1 d 3 i 5 b 7 e 9 a
2 g 4 h 6 f 8 c
- 4** 1 I agree to you. - I agree with you.
2 You're definitely right for that. - You're definitely right about that.
3 I don't think you're true. - I don't think that's true.
4 Sorry, I'm not agree. - Sorry, I don't agree.
5 Is true ... - That's true ...
6 I think that's great idea! - I think that's a great idea!

Writing

- 1** 1 people believe
2 also
3 On the one
4 too
5 addition
6 On the other
7 What's more

- 8 as well as
9 In conclusion
- 2** 1 too 4 also
2 What's more 5 as well as
3 In addition
- 3** 1 What's more / In addition
2 as well as
3 What's more / In addition
4 too

Review Unit 7

- 1** 1 valley 5 sunlight
2 cliff 6 sunset
3 sand 7 rock
4 glacier
- 2** 1 sunrise 3 cave 5 sand
2 waves 4 coast
- 3** 1 are found 4 are thrown
2 are used 5 is recycled
3 are made
- 4** 1 c 2 b 3 a 4 b 5 a 6 c
- 5** 1 is spoken
2 aren't made
3 aren't kept
4 Is korfbal played
5 isn't taught
- 6** 1 d 2 e 3 f 4 c 5 a 6 b

UNIT 8

Vocabulary

- 1** 1 timetable 5 challenge
2 topic 6 report
3 progress 7 revision
4 achievement
- 2** 1 get a good/bad result
2 pay attention
3 give a presentation
4 pass an exam
5 improve your memory
6 fail an exam
7 make progress
- 3** 1 c 2 f 3 e 4 d 5 a 6 g 7 b
- 4** 1 curriculum 4 report
2 achievement 5 improve
3 fail 6 made
- 5** 1 topics 4 attention
2 progress 5 result
3 revision

Reading

- 1** 1 An introduction
2 Pass or fail
3 Getting started
4 This year's challenge
- 2** 1 T 2 F 3 F 4 F 5 F 6 T 7 F
- 3** 1 avalanche
2 snow
3 thermal
4 skimobile
5 -10 (minus 10)

Grammar

- 1** 1 broken 4 forgotten
2 done 5 eaten
3 stolen
- 2** 1 He hadn't tidied his bedroom.
2 He'd played a video game.
3 He hadn't fed the cat.
4 He hadn't written his History essay.
5 He'd had a snack.
- 3** 1 Had he studied German before he joined the class?
No, he hadn't.
2 Had you flown before you went to the USA?
Yes, I had.
3 Had the party started when you arrived?
No, it hadn't.
4 Had Max read the book you gave him?
Yes, he had.
- 4** 1 hadn't done 5 had made
2 had asked 6 hadn't done
3 had tidied 7 had cut
4 hadn't taken 8 hadn't washed
- 5** 1 had studied; moved
2 was; hadn't rained
3 Had; fallen; finished
4 didn't play; 'd hurt
5 hadn't been; went

Vocabulary and Listening

- 1** 1 d 2 f 3 e 4 a 5 c 6 b
- 2** 1 c 2 a 3 b 4 a 5 a 6 c
- 3** 1 turned up 4 joined in
2 tidies up 5 looked around
3 put away 6 carried on
- 4** Beth enjoys learning Spanish more than Max.
- 5** a, c
- 6** 1 b 2 a 3 a 4 a 5 b 6 a

Grammar

- 1** 1 e 2 d 3 a 4 f 5 b 6 c
- 2** 1 Jane might text you later.
2 The school trip could be good fun.
3 Julie may have a guitar lesson today.
4 Frank might know Bill.
5 You could be right.
- 3** 1 can't 3 can 5 can
2 must 4 must
- 4** 1 b 2 b 3 c 4 b 5 c
- 5** 1 can't be 4 may help
2 could forget 5 must be
3 can happen

Speaking

- 1** 1 Really 7 way
2 even 8 Apparently
3 happened 9 joking
4 That's 10 says
5 missed 11 up
6 about

- 2** 1 What happened?
2 I didn't even know he'd entered.
3 Really?
4 You're joking!
- 3** 2 That's brilliant!
3 I didn't even know...
4 Have I missed anything?
6 Have you heard about ...
8 Apparently, ...
10 No way!
12 That's amazing!
13 Really?
- 4** 1 a 2 b 3 e 4 c

Writing

- 1** a
- 2** 1 Let me 4 Next
2 Well 5 to share
3 turns out 6 to hear
- 3** 1 d 2 e 3 f 4 c 5 a 6 b
- 4** 1 couldn't believe it
2 I'd love to
3 Amazing
4 How exciting

Review Unit 8

- 1** 1 memory 6 curriculum
2 revision 7 report
3 result 8 achievement
4 challenge 9 topic
5 attention
- 2** 1 progress 5 memory
2 report 6 passed
3 revision 7 achievement
4 topics
- 3** 1 Luke hadn't washed his dad's car.
2 Luke hadn't done his Maths homework.
3 Luke had baked a cake for the school cake sale.
4 Luke had tidied his bedroom.
5 Luke hadn't taken his dog to the park.
- 4** 1 stayed 4 looked,
2 handed, look turned
3 pick 5 carry, join
6 show
- 5** 1 must 3 can 5 might
2 might 4 could 6 could

UNIT 9

Vocabulary

- 1** 1 customer 5 refund
2 payment 6 purchase
3 offer 7 assistant
4 service
- 2** 1 receipt 4 customer
2 products 5 offers
3 delivery
- 3** 1 f 2 e 3 c 4 b 5 d 6 a
- 4** 1 customer 4 payment
2 product 5 chain
3 checkout

- 5 1 products 7 customers
2 purchases 8 checkout
3 offers 9 payment
4 service 10 receipt
5 delivery 11 refund
6 assistants

Reading

- 1 Most teenagers shop offline.
2 shopping with friends ✓
other customers ✓
big chains ✓
technology ✓
making payments ✓

- 3 1 a 2 b 3 a 4 a 5 b
4 1 set up 4 turn into
2 meet up 5 take part
3 hang out

Grammar

- 1 1 was snowing 4 had bought
2 had made 5 was doing
3 didn't want
2 1 was, enjoying 6 liked
2 'd seen 7 was looking
3 had given 8 'd heard
4 loved 9 was taking
5 was
3 1 she, me 3 his, him
2 she, us 4 I, my
4 1 Ben and Jim told their mother
that they'd lost her camera.
2 She told us that we were in her class.
3 The twins told their mother that
they really liked their new school.
4 Andrew said that he'd read all
the Harry Potter books.
5 You told me that you weren't
talking to me.

Vocabulary and Listening

- 1 1 valuable 4 comfortable
2 fashionable 5 powerful
3 successful
2 1 wonderful 4 comfortable
2 valuable 5 reliable
3 useful
3 1 useful 4 successful
2 powerful 5 reliable
3 wonderful
4 c her mother
5 1 e They returned something for a
refund.
2 b They bought a swimming
costume.
3 d They had lunch
4 a They went to the phone shop.
5 c They had something to drink.
6 1 T 4 F 7 T
2 F 5 F 8 F
3 F 6 F

Grammar

- 1 1 Alan asked Paul whether he liked
his new T-shirt.
2 Grandma asked us what we were
doing.
3 The teacher asked the students if
they'd done their homework.
4 Mrs Smith asked her children
who had eaten all the biscuits.
5 Sue asked me if I'd met her
brother.
2 1 she'd spent 4 was enjoying
2 they'd been 5 we'd done
3 he'd worn
3 1 if/whether he'd bought a present
for his grandma.
2 if/whether she'd ever designed
her own clothes.
3 why he wasn't wearing a coat.
4 where I'd bought my jumper.
5 if/whether his friends liked
shopping.
4 1 Have you seen it?
2 I haven't.
3 Have you checked your schoolbag?
4 Why do you need your dictionary?
5 Do you want to borrow mine?

Speaking

- 1 1 you sure 4 you'll enjoy
2 you could 5 Please say
3 Go on 6 a great time
2 1 a 2 c 3 a 4 b 5 c
3 1 b 3 e 5 d 7 c 9 a
2 f 4 i 6 h 8 g
4 1 on 5 Please
2 Why 6 regret
3 could 7 have
4 Honestly

Writing

- 1 1 about it 4 sum up
2 worst thing 5 would say
3 find that
2 **Advantages**
amazing range of products
special offers and discounts
fast service
Disadvantages
crowded
market traders don't have time to
chat to customers
can't return things if you don't like
them
3 1 best 4 To sum up
2 disadvantage 5 main
3 find, helpful
4 1 disappointed 5 worth
2 worth
3 love
4 recommend

Review Unit 9

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

- 2 1 hadn't been, their
2 'd seen, his
3 her, was teaching
4 didn't like, me
5 was taking, her, her
3 1 colourful 6 reliable
2 valuable 7 powerful
3 suitable 8 comfortable
4 fashionable 9 reasonable
5 wonderful
4 1 Ali asked his sister why she was
using his computer.
2 Alfie asked me if I'd finished my
homework.
3 Toby asked his mum what she
was cooking.
4 Jayne asked her mum how long
she'd known Dad.
5 I asked my brother if he wanted a
sandwich.
5 1 hadn't 4 were
2 studying 5 we'd
3 was

PROGRESS CHECK

Units 7-9

- 1 1 coast 7 cliff
2 recycle 8 valley
3 protect 9 collect
4 glacier 10 poison
5 pollute 11 waste
6 sunlight
2 1 is updated 4 Are, used
2 aren't found 5 are caused
3 is recycled
3 1 was spent 5 was protected
2 was attacked 6 was made
3 was employed 7 were played
4 were found 8 were sent
4 1 A lot of rubbish was left on the
beach.
2 The animals were killed by hunters.
3 I was taught to read by my mum.
4 Were you given any homework
by the History teacher?
5 Was the animals' habitat
destroyed by the fire?
6 Scottish wildcats weren't
protected until 1994.

- 5** 1 progress 5 challenge
 2 achievement 6 memory
 3 pass 7 topic
 4 attention 8 result
- 6** 1 I hadn't travelled to Sweden before.
 2 Most people hadn't heard of Ed Sheeran before he released his first album.
 3 The class had finished early, so I ate lunch.
 4 Had you studied Italian before you moved to Rome?
 5 I'd already seen that film, so we chose another one.
 6 I hadn't flown before, so I was nervous.
- 7** 1 e 3 d 5 g 7 c
 2 a 4 h 6 f 8 b
- 8** 1 could 3 might 5 must
 2 may 4 can't
- 9** 1 colourful 5 delivery
 2 receipt 6 reasonable
 3 checkout 7 offer
 4 reliable
- 10** 1 They said (that) they sold clothes at the market.
 2 He told the students (that) they'd passed their exam.
 3 Anna said (that) she was looking for her phone.
 4 John said (that) Tim had invited him to his party.
 5 They said (that) Jane had helped them with their homework.
- 11** 1 I asked if/whether there was a discount for students.
 2 Sarah asked her grandma if/whether she'd enjoyed her holiday.
 3 Mum asked me how I'd lost my keys.
 4 Mr Smith asked where they were going.
 5 Clare asked us if we'd met our new teacher.

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