

FOCUS

SECOND EDITION

TEACHER'S BOOK

PATRICIA REILLY / BEATA TRAPNELL / AREK TKACZ / ANNA GRODZICKA BARTOSZ MICHAŁOWSKI







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FOCUS 1 SECOND EDITION A2/A2+ TEACHER'S BOOK

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Introduction

DEAR TEACHER,

We are writing to you to introduce the new edition of *Focus*, our five-level course for upper secondary students. As writers, it is always a privilege to be invited to 'have another go' and we are grateful to our publisher Pearson for giving us this opportunity. At the same time, we are particularly wary of introducing change for change's sake. 'If it ain't broke, don't fix it' is a maxim we set great store by. In our own classrooms, we are still using ideas and teaching techniques that we learnt early on in our careers. Why? Because they still work.

Consequently, the changes you will find in this new edition have been influenced by three important factors:

- 1) Your feedback, which we are happy to say has been overwhelmingly positive and extremely helpful in identifying areas to focus on.
- 2) Changing circumstances, where we have responded to the continuing evolvement of some exams for instance: a stronger focus on Use of English tasks.
- 3) New opportunities, in particular the strategic partnership between our publisher Pearson and the BBC. This has enabled us to include some delightful BBC clips in each unit, adding an exciting new dimension to the course.

All that said, we still believe that writing language learning materials is not an exact science. A 'one size fits all' set of materials just doesn't exist. It can't. There are too many variables:

- The students number, age, personality, attitude, life and learning experience, home support, class dynamic ...
- The school syllabus, timetable, policies, Ministry reforms, classroom environment, equipment ...

And most importantly, you:

• The teacher – your experience, your training, your beliefs, your motivation ...

So we accept that everybody's teaching context is unique and the perfect English course is an unattainable dream. However, our own experience in the classroom has taught us to value three things above all when using teaching and learning materials: reliability, flexibility and credibility.

Reliability

Quite simply, we want the materials to work. We don't want the course to let you down in the classroom. So we continue with our clean design, clear, easy-to-understand instructions and a wide variety of engaging topics, texts and tasks that have been combined in a logical way that will make sense to you and to your students. We are pragmatic. We've made it clear when a lesson starts and when a lesson ends. We don't want to give you any nasty surprises. We don't want to overcomplicate things. The less time you spend setting activities up, the more time your students spend practising the language. And maximising language practice time is key – particularly for the core skills. Students learn by doing. They learn reading by reading more; listening by listening more; writing by writing more; and speaking by speaking more. Let's give them more time to 'do'.

Needless to say, the course covers all the necessary language work appropriate for the level and follows the Common European Framework of Reference (CEFR). We hope you will appreciate the stimulating and memorable way in which each carefully selected grammar structure and vocabulary item is presented. But we are well aware that presenting language is not even half the story. We have designed these materials so that they systematically recycle the language that has been presented. 'Use it or lose it' is our motto. You will discover that this course, with all its supporting print-based and digital materials, provides your students with the repeated exposure and practice they require. Reliability = trust. We are confident you will be able to trust Focus Second Edition.

Flexibility

One of the things we learnt early on in our careers is that you teach the students, not the lesson plan. There is no point in slavishly following a prescribed 'teaching path' through a set of materials if the students are not with you. Your ability to react to emerging classroom situations and adapt your lesson accordingly is a vital teaching skill. So while a course might provide you with a reliable framework that you feel comfortable with, you will always need options, you will always need variety, you will always need alternative ways of presenting and practising language. We strongly believe that a rigid unit structure does NOT have to be a teaching straitjacket. The lessons themselves are brimful of different ideas, task types and interesting information. Then the supplementary material we have developed, both print-based and digital, offers you almost limitless flexibility. You can give extra multiple choice grammar exercises, do a communicative A/B information-gap activity or watch a specially selected BBC clip. Flexibility = choice. We think you will appreciate the range of choice in Focus Second Edition.

Credibility

So, while we are sure that a reliable and flexible course will help you, it's this third characteristic that really counts. You have to believe in the materials. You have to understand and assess the broad educational and methodological principles that underpin our materials and decide: are the ideas and the approach credible? Do they reflect your own views of how languages are learned? We'd like to take this opportunity to summarise our thinking on this and explain what lies at the heart of *Focus Second Edition*. We can do this by grouping our thoughts under three words beginning with 'M': Motivation, Memory and Meaning.

Motivation

The American linguist and philosopher Noam Chomsky once said that almost everything in the education process was about getting the students' interest in what they're being taught. This is our starting point: students learn best when they are interested in the material. It's as simple as that. We may not have got it right every time for your particular teaching context, but our overriding concern has been to select topics, texts and tasks that engage students both emotionally and intellectually. You need to organise the learning around things your students can relate to – things that are part of their life experience or things that they aspire to. An engaged learner is a more successful learner. We think course materials can play a big part in this key area of engagement.

Memory

'Learning is remembering', or so the adage goes. With the pressure all teachers are under to cover the syllabus, complete the course and finish the book, we worry that not enough time is spent on recycling. Too much presentation, not enough practice. Systematic recycling of new language is a core feature of *Focus Second Edition*. There is a particular emphasis on vocabulary. The linguist David Wilkins noted back in the 1970s that while we can convey very little without grammar, we can convey nothing without vocabulary. Words are the basic building blocks of any language, but how many times do you need to see a new word before you truly acquire it? Ten? Twenty? Thirty times? It's definitely more than once! In the new Word Store sections, students using *Focus Second Edition* will devote valuable time to new vocabulary, as well as learning a variety of ways of recording it.

Meaning

As the linguist and academic Rod Ellis reminds us, motivation in second language learning is derived from getting meanings across successfully. We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. If you ask your students to choose the correct quantifier in the question: How much/many petrol is there in the car? I'm sure most of them will correctly choose much. But they might also legitimately wonder whose car we are talking about. And then think, 'But I don't have a car. I've never bought petrol in my life. I can't even drive ...' Why not ask them to choose the correct quantifier in this question: How much/many water do you drink? Then, when they have chosen the correct quantifier, they can at least ask their partner the question. Information is exchanged; students practise their speaking; the exercise is meaningful, not meaningless. This is one tiny example of an approach to learning that we passionately believe in. Don't practice language for the sake of it. Language exists to make meanings, and our learning materials should reflect this.

These are some of the more important ideas that we hold dear. Over the years, they have influenced our teaching and our writing. Credibility = belief. We want you to believe in *Focus Second Edition*.

So, now it's over to you. We'd like to take this opportunity to wish you and your students every success.

Our warmest regards,

Sue and Vaughan

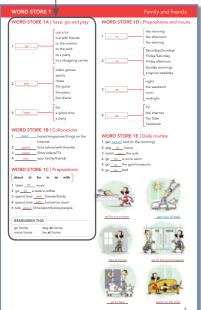
Focus 1 Unit walkthrough

VOCABULARY LESSONS

Inspiring quotations to be used as conversation starters or to find out what students already know The SHOW WHAT YOU KNOW boxes revise vocabulary students should already know, thus enabling all the students in the class to start at the same level.

The WORD STORE booklet attached to the back of the Student's Book includes additional vocabulary exercises. Sections A, B and C accompany the Vocabulary lessons.

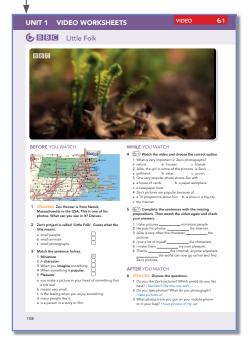




Highlighted target vocabulary items

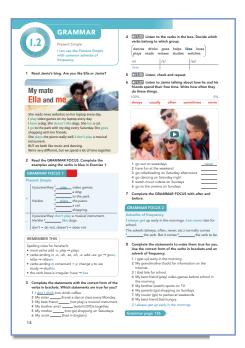
Contextualised vocabulary presentation (listening or reading tasks)

The BBC video is related to the unit topic, but it can be used at any point in the unit, e.g. as a starter or summary. Each video is accompanied by a video worksheet at the back of the Student's Book.



GRAMMAR LESSONS

The grammar in each lesson is presented in context and highlighted, to make it easily identifiable.

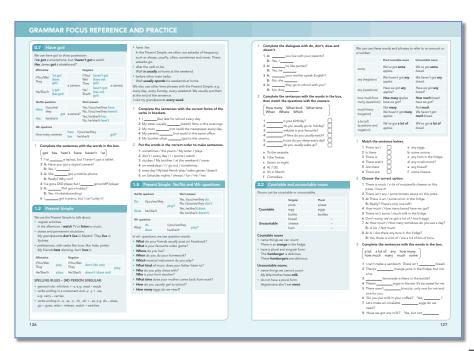


Personalised grammar activities

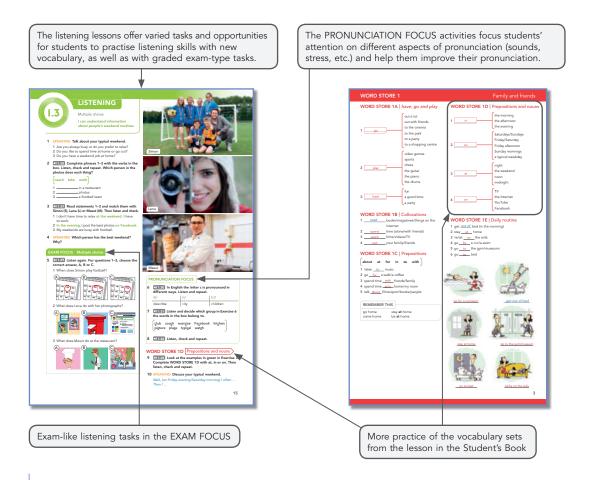


Focus Vlog videos presenting target grammar in context, with a corresponding video worksheet at the back of the book

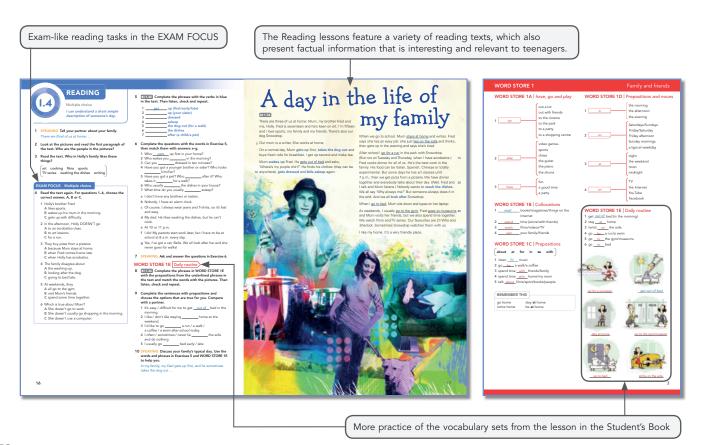
The grammar animation videos can be used for presenting new structures, for reinforcement after the teacher has presented the grammar point or as a general tool for review. The GRAMMAR FOCUS REFERENCE AND PRACTICE can be used for review at the end of a Grammar lesson or during unit review. It can also be used by fast finishers or students who require extra practice. Each structure presented in the Grammar lessons has its own section in GRAMMAR FOCUS REFERENCE AND PRACTICE, which includes a detailed explanation of the structure and additional practice exercises.



LISTENING LESSONS



READING LESSONS



SPEAKING LESSONS

Exercises in the Speaking lesson focus students' attention on how functional language is used.

Pairwork activities encourage students to practise the functional language from the lesson and increase their confidence in using the language.



The SPEAKING FOCUS boxes with the target language from the lesson

WRITING LESSONS

Useful language for the writing task is presented through varied and relevant texts.



The WRITING FOCUS boxes with key phrases and step-by-step guidelines on how to write a given type of text

Exam-style writing tasks provide students with realistic opportunities to practise their writing skills.

WORD LISTS

Glossary of vocabulary items from the unit with pronunciation, divided into lessons



Downloadable students' MP3 recordings specially designed to practise vocabulary

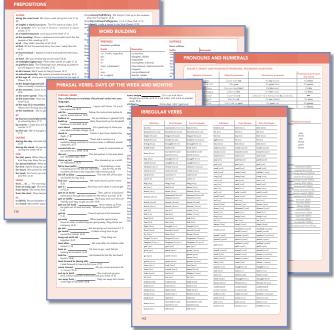
FOCUS REVIEW

Revision of vocabulary and grammar from the unit as well as Use of English, Reading, Listening, Speaking and Writing tasks in an exam format

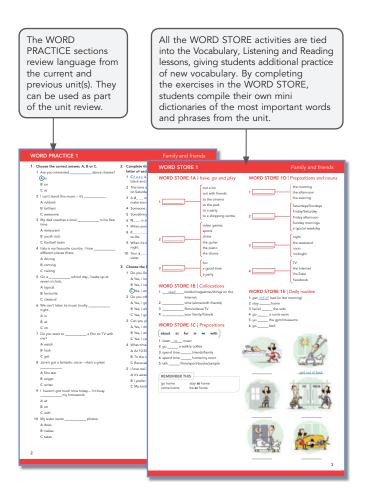


BACK OF THE BOOK

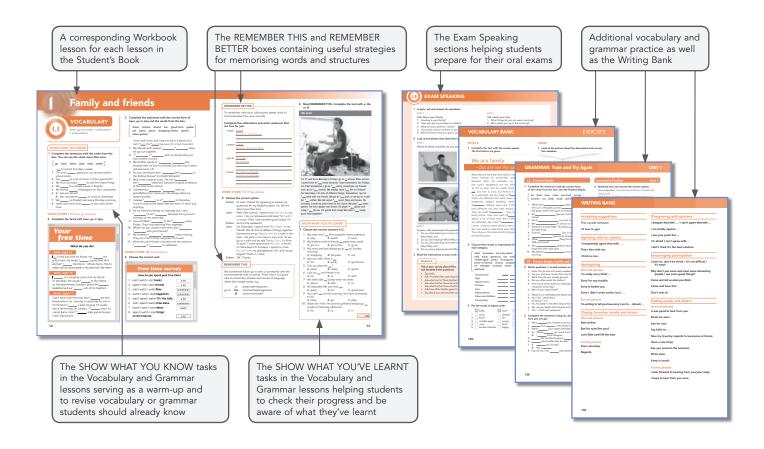
Lists of prepositions, phrasal verbs, days of the week and months, pronouns and numerals, prefixes and suffixes (word building), and irregular verbs at the end of the Student's Book



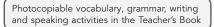
WORD STORE BOOKLET



WORKBOOK



PHOTOCOPIABLE RESOURCES



Life skills photocopiable resources teaching competencies indispensable to success in 21st-century society





Focus 1 Component overview

STUDENT'S BOOK and WORD STORE

- Introduction unit revising basic vocabulary and grammar, and 8 topic-based units divided into 7 main teaching lessons: Vocabulary, Grammar (2 lessons), Listening, Reading, Speaking and Writing
- Video (BBC videos, Focus Vlogs, Grammar animations, Role-play videos) in every unit – see references in the Teacher's Book at the top of the page and next to the exercises
- Word list at the end of each unit
- Focus Reviews after every unit: Vocabulary and Grammar practice; Use of English and skills in an exam format
- Clear lesson objectives ('I can...') taken from the Global Scale of English (GSE)
- Video worksheets for the BBC clips and Focus Vlogs
- Grammar Reference and Practice: detailed explanations of all the grammar topics covered in the units
- Lists of countries and nationalities, parts of a house, dependent prepositions, phrasal verbs, days of the week and months, pronouns & numerals, suffixes and prefixes (word building) as well as irregular verbs
- WORD STORE booklet with additional vocabulary practice

Access code to EXTRA DIGITAL ACTIVITIES AND RESOURCES

- Grammar and Vocabulary Checkpoints to help students check how ready they are for class tests and to monitor their progress
- Reading, Listening and Use of English banks of texts and exercises
- All audio and video resources

Access code to PEARSON PRACTICE ENGLISH APP

- Student's Book audio
- Word lists with audio
- Video

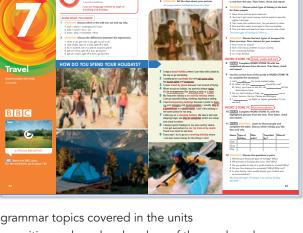
STUDENT'S BOOK and WORD STORE with ONLINE PRACTICE

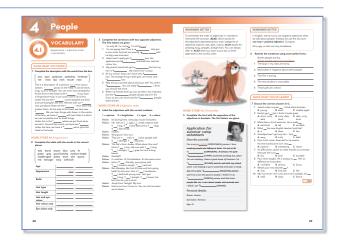
This version of the Student's Book contains everything described above (Student's Book and WORD STORE, extra digital activities and resources, Pearson Practice English app) PLUS:

- Interactive Workbook with instant feedback
- Gradebook to review students' performance

WORKBOOK

- Mirrors the Student's Book unit structure and pagination
- REMEMBER THIS boxes drawing attention to tricky language
- REMEMBER BETTER boxes with tips on remembering new language
- Speaking Bank with useful phrases in the Speaking lessons
- Exam Speaking sections in each unit with speaking tasks in an exam format
- Self-check after each unit with Vocabulary, Grammar and Use of English exercises
- Vocabulary Bank a topic-based word list with vocabulary from all units, followed by exercises
- Grammar: Train and Try Again additional grammar activities
- Writing Bank with phrases from the WRITING FOCUS boxes in the Student's Book
- Answer keys to the Self-check and Grammar: Train and Try Again sections





TEACHER'S BOOK and WORD STORE

- Unit-by-unit Student's Book pages with overprinted answer key
- WORD STORE pages with overprinted answer key
- Ideas for extra activities and projects
- References to additional resources and the course assessment
- Teacher's Book pagination mirrors the Student's Book pagination
- Workbook answer key
- Culture notes
- Student's Book audioscript and videoscripts
- 52 photocopiable resources with instructions and answer key
- 3 Life skills photocopiable resources with instructions and answer key

Access code to:

PRESENTATION TOOL

- Front-of-class teacher's tool with fully interactive version of Student's Book and Workbook activities with integrated audio and video
- Easy navigation via either book page or lesson flow

ONLINE PRACTICE, EXTRA DIGITAL ACTIVITIES AND RESOURCES

- Teacher view of Online Practice and extra digital activities
- Access to the Gradebook and student's performance area
- Assigning tasks to the whole class, groups or individual students
- Automatic marking to save time

TEACHER'S RESOURCES

- Photocopiable resources with instructions and answer key
- Life skills photocopiable resources with instructions and answer key
- Culture notes
- Student's Book and Workbook answer keys
- Audio and video with scripts
- Word lists with audio recordings
- Assessment Package consisting of ready-made tests in versions A and B
- Lesson plans
- A series of video clips on how to use the course material

CLASS AUDIO CDS

Audio material for use in class (Student's Book)

EXAM PRACTICE BOOKS

A series of booklets which provide additional, intensive practice and support for important international exams. These books work alongside the Level 1 Student's Book:

- Cambridge English Key
- Pearson Test of English General Level 1

The audio recordings and answer keys are available in the Teacher's Resources.



Additional information and support available at www.english.com/focus

Using videos in the classroom

There are four types of videos in Focus Second Edition:

1 BBC VIDEOS

These are short (2–3 minutes) video clips produced by the BBC. As an extension of the topics covered in all vocabulary lessons, the authentic, natural-language BBC videos give students an opportunity to hone their reception skills while further enhancing their vocabulary. Each video is accompanied by a Video worksheet for students to practice comprehension and use the extra vocabulary. For the Video worksheets, go to the back of the Student's Book. Students are also prompted to discuss the topics covered in the videos and relate them to their own experiences, improving their critical thinking skills.

You can use the BBC at the beginning or at any other time in the unit.

No. of videos: 8 (1 per unit)



2 FOCUS VLOGS (VOX POPS)

These short clips have been given the form of a vlog. Filmed on the streets of London, they feature real people answering questions that touch upon their lives and opinions, while following the topics and themes covered in the lesson they appear in. They present the target grammar structures in a real context in small, easy-to-manage chunks for the students to model their own speech on, helping them improve their productive accuracy. The vlogs feature unscripted, authentic, spontaneous speech of speakers of English from the UK as well as from other countries and as such, they expose students to real language they can encounter in their lives. Each vlog is accompanied by a Vlog worksheet at the back of the Student's Book.

You can use the vlogs at the end of the Grammar lesson that they appear in.

No. of videos: 8 (1 per unit)



3 GRAMMAR ANIMATIONS

Each of these videos features two parts: an animated cartoon presenting the grammar structure in context and a teacher's explanation with the purpose of reinforcing students' understanding and learning of the structure. You can use all or only part of the video to help your students learn grammar in an engaging and attractive way.

Not being part of the lesson, these videos can be used independently as an introduction to the Grammar lesson, as its summary or even mid-lesson as an extra resource to facilitate students' learning.

No. of videos: 14

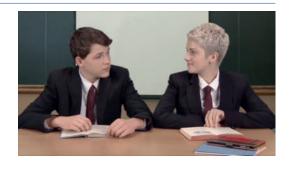


4 ROLE-PLAY VIDEOS

The function of these short videos is to present the key Speaking lesson language provided in the SPEAKING FOCUS box by showing it used in real-life situations. They enable students to not only learn, but acquire language by offering them visual clues such as location, body language and facial expressions, which help to improve students' communication skills in terms of both reception and speaking fluency. Each video has an A and B version for the students to role-play available on Pearson English Portal only.

Use the role-play videos at the end of the Speaking lessons.

No. of videos: 21



Assessment Package

Test type	Quantity	Total marks	Timing
Placement Test	1	100	60 mins
Grammar Quiz	16	15–20	10–20 mins
Vocabulary Quiz	8	15–20	10–20 mins
Unit Tests Vocabulary, Grammar and Use of English (A/B) Dictation, Listening and Reading (A/B) Writing	8 8 8	30 30 30	25–35 mins 20–30 mins 30–45 mins
Review Tests Vocabulary, Grammar, Use of English and Reading (A/B) Writing Speaking (A/B/Teacher's notes)	4 4 4	50–60 30 20	40–45 mins 30–45 mins 8–10 mins per pair
End-of-year Test Listening, Use of English and Reading (A/B) Writing Speaking (A/B/Teacher's notes)	1 1 1	60 20 20	40–55 mins 30–45 mins 12–15 mins per pair

Overview of the Package

The Focus Second Edition Assessment Package provides a wide range of tests which can be used at different points in the course. Level 1 has:

- 1 Placement Test
- 16 A and B Grammar Quizzes
- 8 A and B Vocabulary Quizzes
- 8 A and B Unit Tests
- 4 A and B Review Tests
- 1 A and B End-of-year Test

Assessment of learning or assessment for learning?

Any test can be used either as assessment of learning or assessment for learning. Assessment of learning usually takes place after the learning has happened and provides information about what the student is achieving by giving a mark or a grade. You can also use the tests as assessment for learning by providing specific feedback on students' strengths and weaknesses, and suggestions for improvement as part of the continual learning process.

It is a combination of both types of assessment which can provide powerful tools for helping your students' progress.

Marking Writing and Speaking tests

Writing and Speaking tests have detailed mark keys to help you mark consistently and give students meaningful feedback. If you have the mark scheme for the exam your students will ultimately take, you may prefer to refer to this.

Whichever mark scheme you use, it can be very useful to go through it with your students before they take the test so they know what they are going to be marked against. You can then refer back to these marking criteria in your feedback.

Versions of tests

Most tests, except Placement Test and Writing sections, have two versions: A and B. Versions A and B are designed to be at exactly the same level of difficulty and feature the same task types; however, the test items in each are different. For listening tests, the test items are different but the audio is the same in both A and B versions, making it easy to administer.

You can use the A/B tests in two ways:

- give half of the class A versions and half of the class B versions this helps to deter cheating,
- give all students the A test and then use the B test either for students who missed the test or as a re-test or remedial work for students whose score shows they need a little more work on the unit objectives.

Exam preparation

As your students are going to be working towards their exam, the tests also provide regular opportunities for them to try exam-style tasks in a low-stakes test environment, which should help them feel more confident going into the final exam.

We would recommend using past papers or practice papers in addition as you get close to the date of the exam.

Expected outcomes

We would expect all students who have completed the instructional material to score at least 50 percent, and the best students to score 90–100 percent on any given test. We have deliberately included more challenging questions in each test so as to help you identify students performing above the level.

Tests on paper

The tests are provided in both PDF and editable format. We recommend using the PDF versions as they are. However, if you do need to edit the tests, this should be possible. When you are marking Listening and Reading tests, there is an extended answer key to help you explain why a question is right or wrong, or which part of the text an answer can be found in. There are also assessment criteria for Speaking and Writing tests.

Assessment Package

Placement Test

The Focus Second Edition Placement Tests are designed to help the teacher to place students at the right level of the Focus Second Edition series. Each test contains 100 multiple-choice questions and is designed to last for an hour.

For placing students, we would suggest the following approach according to scores:

- 10 and under correct: Consider starting the student at the level below. In the case of level 1, consider providing extra remediation before the student starts the course and extra support through the course.
- 10–40 correct: Start the student at the expected level (1) and monitor progress to check whether remediation or extra support is required.
- 50–75 correct: Consider an extra oral interview to determine whether the student should start at the expected level (1) or could start at the level above (2) with extra support.
- More than 75 correct: Start the student at the level above (2).

Vocabulary Quizzes

There are eight A and B Vocabulary Quizzes, which test the vocabulary taught in each Vocabulary lesson in the Student's Book. Depending on the quiz, they should take between ten and twenty minutes each.

Grammar Quizzes

There are sixteen short A and B Grammar Quizzes (two per unit), which test the grammar taught in each Grammar lesson in the Student's Book. The Grammar Quizzes can be used at the end of a lesson, for homework, as a review at the beginning of the next lesson or later in the unit as quick revision.

Unit Tests

There are eight Unit Tests, which test the learning objectives from each unit. These should be administered after each respective unit review.

Each test has three parts: Vocabulary, Grammar and Use of English; Dictation, Listening and Reading; Writing. The Vocabulary, Grammar and Use of English part and Dictation, Listening and Reading part have A and B versions. There is only one version of the Writing task.

You can assign all or none of these, depending on the time available. If you are including the Listening test, it is best to do the listening first, and then students can do the other sections in their own time.

Review Tests

There are four Review Tests (one every two units). These are cumulative achievement tests, and so test the learning objectives from all units so far:

Review Test 1: Units 1–2 Review Test 2: Units 1–4 Review Test 3: Units 1–6 Review Test 4: Units 1–8

Depending on your school year, you may wish to do all of these or just some of them.

Each test has three parts: Vocabulary, Grammar, Use of English and Reading; Writing; Speaking. The Vocabulary, Grammar, Use of English and Reading part has A and B versions. There is only one version of the Writing task. Students do the Speaking tasks in pairs and there are separate materials for Students A and B, as well as the answer key which includes notes for the teacher with questions.

As with the Unit Tests, you can assign all or none of the parts of the test, depending on the time available.

End-of-year Test

The End-of-year Test provides a skills-based test covering learning objectives from the whole course.

The test has three parts: Listening, Use of English and Reading; Writing; Speaking. The Listening, Use of English and Reading part has A and B versions. There is only one version of the Writing task. Students do the Speaking tasks in pairs, and there are separate materials for Students A and B, as well as the answer key which includes notes for the teacher with questions.

You can assign all or none of the parts of the test, depending on the time available.

Assessment for Learning, GSE and 21st-century skills

ASSESSMENT FOR LEARNING

Focus Second Edition includes elements of Assessment for Learning methodology. The aim is to enhance learning by supporting students in understanding what they know and what they need to do next, making them active in their own learning. At the same time, using Assessment for Learning helps teachers to understand where their students are in their learning and make decisions about how to help students improve.

When we talk about Assessment for Learning, we're really talking about assessing students formatively, watching and listening to our students to see how far they understand and using this to help decide what we need to do next. This can be during any activity in class or using a test from the Assessment Package.

In Focus Second Edition, a handful of Assessment for Learning techniques and activities have been integrated into each unit to give students an awareness of what and how they are learning and give you, the teacher, lots of opportunities to assess how each student is doing.

Each unit starts with a thought-provoking quote linked to the topic of the unit to get students thinking about the theme as a whole, as well as help them remember any topic vocabulary that they already know. The SHOW WHAT YOU KNOW section at the start of the unit reinforces this and helps all students start from a confident beginning.

Throughout the unit, you can use class activities and/or the quizzes in the Assessment Package to check students' learning and deal with any misunderstandings or areas of weakness during the cycle of learning. Consider using the quizzes and other tests in alternative ways: have students work on them together or mark each other's papers. Ask them to highlight areas for revision or further work. Rather than marking papers right or wrong, indicate how many answers are wrong and ask students to work together to find the errors, using their classmates' feedback, the Internet, or reference books to help make the corrections.

In addition, the vocabulary and grammar lessons in the Workbook finish with SHOW WHAT YOU'VE LEARNT exercises which help students be aware of their own learning. The Self-check sections at the end of each Workbook unit give students an opportunity to revise the grammar and vocabulary from the unit and check their progress.

The GLOBAL SCALE OF ENGLISH

The Global Scale of English is a standardised, granular scale from 10 to 90, which measures English language proficiency. Unlike other benchmarks that describe attainment in broad bands, it identifies what a learner can do at each point on the scale across speaking, listening, reading, and writing skills. For instance, a person who has a speaking ability of 47 'can describe their dreams, hopes, and ambitions.'

The scale is designed to motivate learners by demonstrating incremental, step-by-step progress in their language ability. Teachers can use their knowledge of their students' Global Scale of English level to choose materials that are precisely matched to ability and learning goals.

The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Visit www.english.com/gse to learn more about the Global Scale of English.

21ST-CENTURY SKILLS

Focus Second Edition provides students with an opportunity to develop the skills they need to be successful in a 21st-century community, with its increased need for the efficient use of the information the students have learnt.

Discussion and role-play activities throughout the course encourage students to practise their communication and collaboration skills, which they develop further while working together on the projects found at the end of each unit (see the teacher's notes to the Focus Review sections). The projects are aimed at developing both students' personal skills and their creativity. The Focus Vlog videos expose students to various native and foreign accents of English as the speakers talk about their personal experience and the cultures of their home countries. Moreover, the Focus Vlog worksheets include the Focus on Life Skills sections with activities designed to develop creativity and teamwork as well as collaboration, communication and digital skills. The BBC videos featuring engaging stories from various cultures expand students' cultural awareness, encouraging them to discuss the ideas presented and to compare them with their own experiences, providing an opportunity to hone their critical thinking skills.

The Life skills photocopiable resources at the back of the Teacher's Book develop students' future career, social and personal development skills, focusing on such topics as: giving effective presentations, choosing a career, taking part in a debate, setting achievable goals and using online resources.

Mediation in Focus Second Edition

In 2017, the Council of Europe released the **CEFR Companion Volume with New Descriptors** – a set of new *Can Do statements* to complement the original 2001 publication. A key focus for this new set of descriptors is **Mediation**.

When most people think of Mediation, they either think about disputes (resolving conflict between two parties) or, in the context of language, they think of translation and interpreting. Both are true, but the term is used more broadly to cover spoken and written language functions in which the learner is conveying and interpreting meaning. Mediation descriptors may be new to the CEFR, but mediation itself is not new – within the same language (*intralingual*) or from one language to another (*interlingual*). It combines reception, production and interaction and is a common part of everyday language use – making communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarising, paraphrasing or interpreting the information for a different audience.

How is Mediation organised in the CEFR?

The scales (categories) for mediation are presented in three groups, reflecting the way in which mediation tends to occur.

- 1 Mediating a text consists of passing on to another person (in speech or writing) the content of a text which is, for various reasons, inaccessible to them. It includes:
 - relaying specific information (e.g. listening to or reading something and then passing the information on to a third party). This may not be an explicit activity at the lower levels of the course, but this skill is practised whenever learners are asked to listen for information or scan the text and then tell the teacher/classmate what they have understood;
 - explaining data (e.g. in graphs, diagrams, charts);
 - processing text (e.g. summarising a text or set of texts, making a technical text understandable to a non-specialist, passing on key information from an announcement or set of instructions);
 - translating a written text;
 - note-taking (lectures, seminars, meetings);
 - expressing a personal response to creative texts (including literature) (e.g. explaining why you like a story/film, interpreting a character's reactions, describing how a creative text makes you feel);
 - analysis and criticism of creative texts (including literature) (e.g. critically evaluating the success of a creative text, comparing different approaches to a subject in different creative texts, explaining the techniques used by the author to create emotions, atmospheres).
- 2 Mediating concepts involves facilitating access to knowledge and concepts for others. It includes:
 - collaborating in a group (e.g. asking for other people's opinions, inviting others into the discussion, saying why you agree or disagree with an opinion, asking questions to keep the discussion going, highlighting the main issues that need to be discussed);
 - leading group work (e.g. allocating turns in a discussion, keeping the discussion on topic, asking questions to clarify meaning, asking others to explain their reasoning behind an opinion, encouraging others to elaborate on what they have said).
- **3 Mediating communication** facilitates understanding and successful communication between users who may have individual, sociocultural, sociolinguistic or intellectual differences. It includes:
 - facilitating pluricultural space (e.g. supporting inter-cultural exchanges, understanding cultural differences, demonstrating an understanding of different perspectives);
 - acting as intermediary in informal situations (with friends and colleagues);
 - facilitating communication in delicate situations and disagreements.

Where is Mediation in Focus Second Edition?

Plenty of Mediation activities can be found in *Focus Second Edition* – both for mediating the texts intralingually and interlingually. Look out for all open reading and listening comprehension tasks, translation and transformation tasks, gapped summaries, rewriting texts in a different register (formal/informal), picture description, speculating or drawing conclusions.

There are also numerous tasks which cater for mediating concepts and communication – look out for communicative pairwork or groupwork tasks, projects or problem-solving activities.

Source: Common European Framework of Reference for Languages, Learning, Teaching, Assessment, CEFR Companion Volume with New Descriptors

How to teach with projects

THE BENEFITS OF TEACHING WITH PROJECTS

The benefits

Projects help students to work together to produce a presentation, a poster, etc. in English. They usually require students to do research and present the information in a creative way. Projects in the English language classroom provide several benefits:

1 Authentic use of language

Students work on a task which requires them to use English authentically. Projects also often develop all four skills: reading, writing, listening and speaking.

2 Development of personal skills

Projects often require learners to collaborate, enabling them to develop skills such as the ability to cooperate, solve problems and communicate.

3 Development of autonomy

As project work involves students making decisions about how to achieve their learning objective, they are able to develop learner autonomy with support and guidance from their teacher.

4 Development of critical thinking skills

Students can develop information literacy and media literacy when doing research online, determining what information is useful, biased, false, etc. They can also develop critical thinking skills when analysing that information, evaluating it and deciding how to use it.

5 Development of creativity

Many projects require learners to be creative in some way. Creativity, along with collaboration, communication and critical thinking skills are considered to be key skills for 21st-century learning.

6 Increased motivation

Project work adds variety to lessons and gives students an opportunity to use English in contexts close to their lives. Students' motivation increases when they make their own decisions regarding what exactly their project will focus on and then have a chance to present it to others.

It is important to note that while project work provides many development opportunities, students are likely to need support in exploiting those opportunities, such as advice from their teacher on how to work independently or feedback on their communication skills.

HOW TO EXTEND FOCUS PROJECTS

The teacher's notes to each Focus Review lesson include a topic for a project. We encourage teachers to acquaint their students with the project at the beginning of the unit so that they can work on it over a longer period of time. Here is one of the topics from Focus 1 Second Edition:

Work in groups. Think of your ideal school. What are the rules? What can you do there? What don't you have to do? Do some research and prepare a presentation or video about this place. Then present it to your class.

To expand the project, students' work on it could be divided into a few stages:

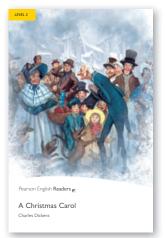
- 1 In class: After the first lesson of the unit, students are given the topic of the project.Homework: Each student thinks about some ideas for
 - their ideal school.
- 2 In class: Students share their research with their groups and then select the best ideas for the ideal school.

 Homework: Students go away and make more detailed plans for the ideas they have selected. They take notes. They plan a presentation about it.
- **4 In class:** Groups work together and give each other oral feedback and suggestions on their plans. **Homework:** Then they prepare their presentations.
- **5 In class:** Students present their work to the class. Then they vote on their favourite ideal school and discuss why.

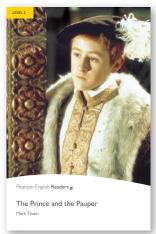
Focus Second Edition and Readers

In order to help students achieve greater fluency in English and gain confidence and pleasure in learning the language, we have carefully selected a list of Pearson English Readers to accompany each level of Focus Second Edition.

Level 1

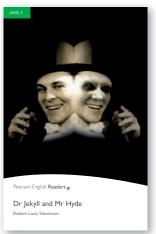


ISBN 9781405842822



ISBN 9781405842907

Level 2



ISBN 9781405855457

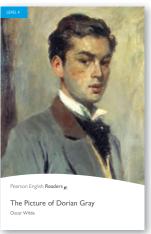


ISBN 9781405876636

Level 3

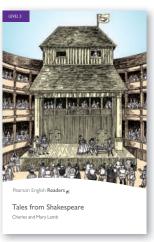


ISBN 9781405882149

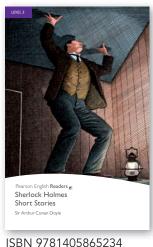


ISBN 9781405882293

Level 4



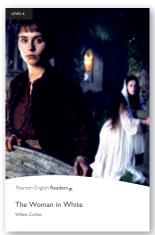
ISBN 9781405865227



Level 5



ISBN 9781405865289



ISBN 9781405882767

How to flip the classroom with Focus

The flipped classroom is an approach where classroom instruction is given to students at home via a video, tasks are usually given for homework and then completed in class with the teacher's support. Teachers who flip their classrooms believe that the approach allows students to become more independent in their learning: rather than receive information in the classroom, they take more control and ensure they learn outside the classroom. In class, students have time to ask the teacher questions if they still do not understand and they choose when they need support. This autonomy can motivate students and may result in a higher level of engagement. What is more, they gain more practice time and receive more feedback from the teacher on performance.

In English language learning, flipping the classroom means students listen to or read information about language at home before a lesson, leaving more time for practice of that language in the classroom. Alternatively, it could be information about an exam technique or how to write a specific type of text. Students can tackle the same tasks or collaborate in groups on different tasks to ensure they work at a level suitable for them.

In the lesson, the teacher begins by checking students' understanding of the material that was set as homework (video, reading, listening or a grammar explanation), then gives several practice tasks to complete. Finally, at the end of the lesson, students reflect on what they have learnt to help them identify progress and areas where they still need to improve. This reflection allows students to gain a greater understanding of their strengths and weaknesses, and encourages them to set achievable learning goals for future lessons.

Focus provides the following resources that will help flip the classroom:

VOCABULARY: SHOW WHAT YOU KNOW AND WORD LISTS

The teacher can start a unit by revising vocabulary students should already know. The SHOW WHAT YOU KNOW sections at the beginning of each Vocabulary lesson serve this purpose. In addition, in order to check students' knowledge of the unit vocabulary, identify the areas which need more focus and maximise student's exposure to the new words, the teacher can ask students to analyse the word lists at the end of each unit.

VIDEO

The teacher can ask students to watch any of the wide variety of videos at home. This allows the teacher to check understanding before the lesson and adjust their lesson plan if students have found the language particularly easy or difficult.

READING AND LISTENING TEXTS

The teacher can also set a reading text (and its recorded version) or a listening text in a lesson as homework for the next class. By doing this, the time in class can be spent on checking comprehension and actually discussing the text rather than reading it or listening to it for the first time, which usually takes a lot of time. Another advantage of this approach is that students' involvement with the text will be greater if they have seen it several times, which accelerates the learning process.

GRAMMAR REFERENCE AND PRACTICE

The Grammar Reference and Practice section at the back of the Student's Book contains detailed information about the meaning, function and form of the target language, with examples and practice exercises. These can be used by the teacher in class when explaining language, but they can also be set as homework for students.

WORKBOOK SUPPORT

Similarly to the Student's Book, the Workbook contains SHOW WHAT YOU KNOW exercises in the Vocabulary lessons. Moreover, there are SHOW WHAT YOU KNOW exercises in the Grammar lessons too, which can be used as homework prior to the Grammar lesson to check what students already know. Alternatively, the Workbook exercises can be completed in class to provide as much practice as possible while the teacher is available to offer support and clarify any confusing aspects of the language.

ONLINE PRACTICE

Similarly to the printed Workbook, some of the exercises can be completed online prior to the lesson to maximise learning. This is particularly beneficial as the interactive Workbook exercises have an instant feedback functionality, which enables students to quickly check their answers.

EXTRA DIGITAL ACTIVITIES

The extra digital activities contain grammar, vocabulary and Use of English checkpoints which help students prepare for class tests, check their progress and check whether they are ready for the exam(s). A teacher may choose to ask students to complete them before the class.

0	0.1	0.2	0.3
	p. 4Grammar: ImperativesVocabulary: The alphabet;classroom language	p. 5Grammar: to be;subject pronounsVocabulary:Numbers; countriesand nationalities; age	p. 6 Grammar: Demonstrative pronouns; plural nouns Vocabulary: Colours; adjectives; objects
	VOCABULARY	GRAMMAR	LISTENING
Temily and friends BBC © 1 p. 108 Little Folk	pp. 12–13 have, go and play;collocations; prepositionsQuiz: Free time questionnairep. 21 Word list	p. 14 Present Simple GRAMMAR ANIMATION &	 p. 15 People's typical weekends Vocabulary: Nouns and verbs; prepositions and nouns Exam Focus: Multiple choice Pronunciation Focus: The letter c
2 Food BBC & 67 p. 110 What's for lunch?	pp. 24–25 Food containers; food products; phrases related to food Listening: A dialogue about food shopping p. 33 Word list	p. 26 Countable and uncountable nouns GRAMMAR ANIMATION & p. 111 FOCUS VLOG & 68 & 69	p. 27 Food and recipes Vocabulary: Cooking verbs Exam Focus: Note completion Pronunciation Focus: /i:/ and /ɪ/
3 Work BBC 6 612 p. 112 Growing furniture	pp. 36–37 Jobs; work and job;prepositionsListening: Descriptions of jobsp. 45 Word list	p. 38 Present Continuous GRAMMAR ANIMATION &	p. 39 Peace Corps Volunteers Vocabulary: learn and teach Exam Focus: True/False Pronunciation Focus: Silent letters
4 People BBC 6 616 p. 114 Super siblings	pp. 48–49 Appearance; adjective order; personality Reading: Me and Buddy p. 57 Word list	p. 50 Comparative and superlative adjectives GRAMMAR ANIMATION &	 p. 51 The most important events in people's lives Vocabulary: Life events Exam Focus: Multiple choice Pronunciation Focus: Numbers
5 Education BBC © 620 p. 116 The Chinese school experiment	pp. 60–61 Types of school; at school; examsReading: Education in Britainp. 69 Word list	p. 62 must/mustn't, should/ shouldn't GRAMMAR ANIMATION & 621	 p. 63 Different parts of a school Vocabulary: Places at school; nouns and verbs Exam Focus: Note completion Pronunciation Focus: /ð/ and /θ/
6 Health and sport BBC © ©25 p. 118 Bouldering	pp. 72–73 Sports; go, do and play; sportspeople Listening: Summer camps for all! p. 81 Word list	p. 74 Past Simple GRAMMAR ANIMATION &	p. 75 Expressing an opinion Vocabulary: Likes and dislikes Exam Focus: Multiple choice Pronunciation Focus: The letter a
7 Travel BBC © ©28 p. 120 A special breakfast	pp. 84–85 Holidays and transport; book, make and visit; accommodation Quiz: How do you spend your holidays? p. 93 Word list	p. 86 Present Perfect with ever/never GRAMMAR ANIMATION & p. 121 FOCUS VLOG & 629 630	 p. 87 Travel conversations Vocabulary: Travel Exam Focus: Multiple choice Pronunciation Focus: The letter o
8 Nature BBC © 633 p. 122 Scottish Highlands	pp. 96–97 Geography;animals; collocationsQuiz: Nature quizp. 105 Word list	p. 98 Future with will GRAMMAR ANIMATION 6 634	p. 99 The weather Vocabulary: The weather; word-building Exam Focus: Matching Pronunciation Focus: Weather nouns and adjectives

pp. 108–123 Video worksheets pp. 124–135 Grammar reference and practice

pp. 136–138 Prepositions

0.4	0.5	0.6	0.7	0.8
p. 7 Grammar: Possessive adjectives; possessive 's Vocabulary: Family	p. 8 Grammar: can/can't Vocabulary: Common verbs	p. 9 Grammar: Prepositions; there is/there are Vocabulary: Rooms and furniture	p. 10 Grammar: Have got Vocabulary: Gadgets	p. 11 Vocabulary: Days of the week; months and seasons; times; ordinal numbers
READING	GRAMMAR	SPEAKING	WRITING	FOCUS REVIEW
pp. 16–17 A day in the life of my family Vocabulary: Phrasal verbs and verb collocations; daily routine Exam Focus: Multiple choice	p. 18 Present Simple: Yes/No and Wh- questions GRAMMAR ANIMATION & p. 109 FOCUS VLOG & &3 &64	p. 19 Expressing preferences ROLE-PLAY &	p. 20 Writing Focus: An informal email	pp. 22–23
pp. 28–29 Food markets Vocabulary: Collocations; food adjectives Exam Focus: Multiple matching	p. 30 Articles GRAMMAR ANIMATION & 610	p. 31 Ordering food ROLE-PLAY &	p. 32 Writing Focus: An email of invitation	pp. 34–35
pp. 40–41 Work or hobby? Vocabulary: Work; collocations Exam Focus: Multiple matching	p. 42 Present Simple and Present Continuous GRAMMAR ANIMATION & p. 113 FOCUS VLOG & 6/14 6/15	p. 43 Describing a photo	p. 44 Writing Focus: An email of request	pp. 46–47
pp. 52–53 What does your favourite music say about you? Vocabulary: Clothes; adjectives; personality Exam Focus: Open-ended questions	p. 54 have to/don't have to GRAMMAR ANIMATION & p. 115 FOCUS VLOG & 618 619	p. 55Going to the hairdresser'sVocabulary: Hair	p. 56Writing Focus:A personal profile on a blog	pp. 58–59
pp. 64–65 To the stars!Vocabulary: Phrasal verbs;collocationsExam Focus: True/False	p. 66 Past Simple: was/were, could GRAMMAR ANIMATION & p. 117 FOCUS VLOG & 622 623	p. 67 Asking for and giving information ROLE-PLAY 6	p. 68 Writing Focus: A personal email	pp. 70–71
pp. 76–77 The lucky accident Vocabulary: Fitness; collocations Exam Focus: Note completion	p. 78 Past Simple negatives and questions GRAMMAR ANIMATION & p. 119 FOCUS VLOG & 626 627	p. 79 Asking for and giving advice	p. 80 Writing Focus: A description of an event	pp. 82–83
pp. 88–89 The greatest cities in the world?Vocabulary: Adjectives; tourismExam Focus: Multiple choice	p. 90 Present perfect + just/ yet/already GRAMMAR ANIMATION 6	p. 91 Asking for and giving directions ROLE-PLAY 6 631 632	p. 92 Writing Focus: An email of enquiry	pp. 94–95
pp. 100–101 Astonishing animals Vocabulary: The natural world; word families Exam Focus: Multiple choice	p. 102 be going to GRAMMAR ANIMATION & p. 123 FOCUS VLOG & 635 636	pp. 103 Agreeing and disagreeing ROLE-PLAY &	p. 104 Vocabulary: Environment protection Writing Focus: Expressing an opinion, presenting arguments	pp. 106–107

p. 139 Phrasal verbs, days and months p. 140 Pronouns and numerals p. 141 Word building p. 142 Irregular verbs



IN CLASS

Grammar: Imperatives Vocabulary: The alphabet classroom language

1) 1.2 Listen and repeat the alphabet.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

(1) 1.3 Complete the letters for the sounds in the table. Then listen, check and repeat.

/eɪ/	/iː/	/e/	/aɪ/	/uː/	/ວʊ/	/aː/
A, H	В, С	F, L	I	Q	0	R

3 (1) 1.4 Listen and choose the word you hear. Then listen again and repeat.

b pen 1 a pin 2(a) book **b** back 3 a disc

4(a) poster 5 (a) bin

b desk

Look at the classroom language poster. Translate the verbs in red.

the classroom

Exercise 6

Exercise 2

DEGPTV

MNSXZ

/e1/

JK

/iː/

/e/

/aɪ/

/uː/

UW

- 1 Don't speak your language.
- 2 Don't use a pen. Use a pencil.
- 3 Write in your notebooks. Don't write in the book.
- 4 Don't talk. Read the text.
- **5** Repeat the words. Don't repeat the sentences.



Think of a sport. Tell the group your idea. Speak English.



b pasta

b pin

Read the text and choose the correct answers. Don't use a dictionary.



Work in pairs. Ask and answer the questions.



Listen to the conversation and complete the table.



Look at the photos. Don't look at the board. 5 Read REMEMBER THIS. Find more examples in Exercise 4.

REMEMBER THIS

You use the imperative to give instructions.

✓ Use a dictionary.
X Don't use a dictionary.

Grammar page 124

- Make sentences with the correct form of the imperative.
 - 1 ✓ work in groups of three / X speak your language
 - 2 X use a pen / ✓ use a pencil
 - 3 ✓ write in your notebooks / X write in the book
 - 4 X talk / ✓ read the text
 - 5 ✓ repeat the words / X repeat the sentences
 - 1 Work in groups of three.
- 7 Read REMEMBER THIS.



Grammar page 124

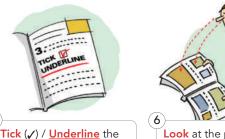
Complete the dialogues with let's and the verbs in the box.

ask do finish listen read use

- 1 A: I don't know this word. Let's ask the teacher.
- B: No, <u>let's use</u> a dictionary.
- 2 A: <u>Let's do</u> Exercise 2 now.
 - B: No, <u>let's finish</u> Exercise 1 first!
- 3 A: <u>Let's read</u> the dialogue.
 - B: <u>Let's listen</u> to the dialogue before we read it. OK?
- **SPEAKING** Take turns to make suggestions.

A: Let's go to the cinema today.

B: Let's ...

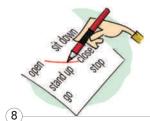


answers.

(5)



Put the words in the correct order. Then write the answers.



Match the words with opposite meanings. Then listen, check and repeat.

EXTRA ACTIVITIES

- Play Bingo with vocabulary and alphabet. Ask students to make grids of squares (e.g. 4x4) and to write one letter or vocabulary item in each square. Read out letters or vocabulary items. Students listen and cross out the letters or words on their grids that you call
- out. When a student has crossed out all the items, they shout out Bingo and have won the game.
- Students make six more instructions in pairs to read out to the class: three affirmative imperatives and three negative imperatives.

WORKBOOK

p. 4

NEXT CLASS

Ask students to write as many countries and nationalities as they can.



I'M FROM ...

Grammar: *to be* • subject pronouns **Vocabulary:** Numbers • countries and nationalities • age

Caledonia School of English, Edinburgh

About Us

Our Courses

Our Students

Contact

We're students at the Caledonia School of English.



Wolfgang is 21. He's German. He's from Hamburg.



Boris and Daria are Russian. They're from

St. Petersburg.



Mei is Chinese.

Andrew isn't a student. He's a teacher. He's Scottish. He's 34 years old.

Exercise 6

3 He's

2 He's Brazilian.

Portuguese.

4 She's German.

5 He's Russian.

6 He's Swiss

American.

7 They're

I'm **Andrea**. I'm 19 years old. I'm Spanish. I'm from Valencia.

1 Write the numbers.

1 nineteen – <u>19</u> 3 twenty-three – <u>23</u>
2 twenty-one – 21 4 thirty-four – <u>34</u>

- 2 (1) 1.5 Go to page 140. Listen and repeat the cardinal numbers.
- 3 Read the website. Match the people in the photos with the countries.

1 Spain A 2 Scotland E 3 Germany B 4 Russia C 5 China D

WORD STORE 0.2 | Countries and nationalities

- 4 1.6 Complete WORD STORE 0.2 with the names of nationalities. Then listen, check and repeat.
- 5 Complete REMEMBER THIS with the short forms. Use the website to help you.

5 SPEAKING Ask and answer the questions in pairs. Use the nationalities in the box.

American Brazilian German Swiss Portuguese Russian Spanish

A: What nationality is Penélope Cruz?

- B: She's Spanish.
- 1 Penélope Cruz
- 2 Paulo Coelho
- 3 Cristiano Ronaldo
- 4 Angela Merkel
- 5 Garry Kasparov
- 6 Roger Federer
- 7 Dakota and Elle Fanning
- 7 SPEAKING Read REMEMBER THIS. Then ask and answer the questions in pairs.

REMEMBER THIS

to be

+	I am = $\frac{1}{\text{You're}}$ You are = $\frac{2}{\text{You're}}$ He is = $\frac{3}{\text{He's}}$ She is = $\frac{4}{\text{She's}}$ It is = It's	We are = ⁵ <u>We're</u> You are = You're They are = They're
_	I am not = I'm not You are not = You're not = You aren't He is not = He's not = He isn't She is not = She's not = She isn't It is not = It's not = It isn't	We are not = We're not = We aren't You are not = You're not = You aren't They are not = They're not = They aren't
?	Am I? 6 Are you? Is he/she/it? Are we/you/they?	Yes, I am./No, I'm not. Yes, you are./No, you aren't. Yes, he/she/it is./No, he/she/it isn't. Yes, we/you/they are./

REMEMBER THIS

You can say: I'm nineteen years old. or I'm nineteen.

- 1 How old are you?
- 2 How old is your brother/sister?
- 3 How old is your best friend?
- 4 How old are your parents?

Grammar page 124

5

REFERENCES

Culture notes p. 152

EXTRA ACTIVITIES

• After ex. 6, students choose three more famous people and use the verb to be and the nationalities from the lists prepared at home to describe the

people to the class. Class listens and tries to guess who they are.

No, we/you/they aren't.

• In pairs, students compare their lists of countries and nationalities prepared at home and then make an alphabetical list on the board.

WORKBOOK

p. 5

NEXT CLASS

Ask students to write down three things that belong to them and three things that belong to another member of their family.

FAVOURITES

Grammar: Demonstrative pronouns • plural nouns

Vocabulary: Colours • adjectives

objects

Match the words in the box with the colours. Think about other colours you know. Compare with a partner.



Match adjectives in A with their opposites in B.

beautiful big fantastic fast new

old small slow terrible ugly young

new – old fast – slow big – small beautiful – ugly fantastic – terrible old – young

3 Look at the photos. Which four things do you think belong to Amy? Which belong to Mike? Make two lists.



Amy has got: a beanbag, ... Mike has got: ...

- 1) 1.7 Listen and check which things belong to Amy.
- 1) 1.7 Listen again and complete the sentences with the words in Exercise 3.
 - 1 This is my <u>beanbag</u>. It's old and brown. I love it!
 - 2 These are my <u>holiday photos</u> . They're beautiful.
 - 3 That's my new <u>watch</u> on the table over there. It's my favourite thing.
 - **4** Those are my <u>headphones</u> over there too. They're expensive. They are great.

6 1 1.8 Read REMEMBER THIS. Complete the sentences about Mike's things with this, that, these and those. Then listen and check.

That is my watch. It's new.

Plural demonstrative pronouns



Grammar page 124

Look at ¹ these comics. My favourite is Spider-Man.						
And ² this is my favourite T-shirt. It's really						
old but I love it! ³ Those are my sunglasses over						
there. They're cheap, but they're really cool. And						
4 is my skateboard under the sunglasses.						
It's expensive and it's really fast. It's great!						

- 1.9 Complete the gaps with it's or they're. Then listen and check.
 - 1 Look at those posters over there! <u>They're</u> terrible.
 - 2 Listen to this CD. <u>It's</u> fantastic.
 - 3 Are your headphones blue? No, <u>they're</u>
 - 4 What is that over there? I think _____it's ____ a bicyc
 5 Look at this skateboard. _____t's ____ really cool! a bicycle.

 - 6 These are my holiday photos. They're great.

REMEMBER THIS

You add s/es to make nouns plural.

skateboard → skateboards watch → watches

Some words don't have a singular form, e.g. sunglasses, headphones.

Some nouns have irregular plural forms:

man – men woman – women child - children

Grammar page 124

- 8 SPEAKING Draw four things that are yours and two things that are not yours. Describe them to your partner. Can your partner guess which are not yours?
 - A: These are my headphones. They're blue. That is my beanbag. It's big and heavy. This is my favourite comic. It's old.
 - B: I think 'the beanbag' is not your beanbag.
 - **A:** Wrong! It is my beanbag!

6

REFERENCES

Audioscript p. 160

EXTRA ACTIVITIES

• In pairs, students listen to the lists of belongings they wrote at home. They guess which items belong to their partner.

• Students think of five sentences to dictate to their partner to draw, e.g. Draw an old orange T-shirt. Draw a small blue skateboard.

WORKBOOK

p. 6

NEXT CLASS

Bring in pictures of different people, animals and objects from magazines or ask students to bring in magazines to cut up.

Exercise 4

Amy: beanbag,

photos, watch,

headphones

skateboard

T-shirt, sunglasses,

Mike: comics,







ABILITIES

Grammar: can/can't **Vocabulary:** Common verbs

1 In pairs, match the verbs in the box with the photos in the questionnaire in Exercise 5.

cook dance paint rollerblade sing speak swim

2 1) 1.11 Listen. Tick what Jon and Mia can do and cross what they can't do.

	rollerblade speak a forei language		sing	dance
Jon	✓	✓	Х	1
Mia	✓	✓	Х	Х

3 Complete the sentences with can or can't.

Jon ¹can rollerblade. He ² can speak a foreign language. He ³ can't sing. He ⁴ can dance. Jon's sister, Mia, ⁵ can rollerblade too. She 6 can speak a foreign language. She 7 can't sing. She 8 can't dance.

4 Read REMEMBER THIS and complete the cartoon.

REMEMBER THIS

You use can to talk about abilities.

- + I/You/He/She/We/They can sing.
- I/You/He/She/We/They can't sing.
- Can you sing?

Yes, I can./No, I can't.



Grammar page 125

5 Do the questionnaire. Answer Yes, I can or No, I can't.

WHAT CAN YOU DO?



Can you <u>sing</u>





2 Can you dance?

3 Can you <u>cook</u>?





Can you <u>swim</u>?

5 Can you <u>speak</u> a foreign language?





6 Can you paint?

Can you rollerblade?

6 SPEAKING In pairs, ask and answer the questions in the questionnaire. Then tell the class about your partner.

Teresa can dance, but she can't paint. She ...

7 Write five questions. Use the ideas in the box or your own ideas.

dance the tango draw comics play *Halo* run ten kilometres ski speak three languages swim a kilometre use the Internet

Can you run ten kilometres?

8 SPEAKING In pairs, ask and answer your questions. Then tell the class about your partner.

A: Can you run ten kilometres?

B: Yes, I can./No, I can't. Can you ...?

A: Maria can run ten kilometres. She ...

8

REFERENCES

Audioscript p. 160

EXTRA ACTIVITIES

- Students write about their best friends and tell the class what they can and can't do.
- Students write about a famous person they researched at home and tell the class what they can and can't do or class asks them questions to find out.

WORKBOOK

p. 8

NEXT CLASS

Ask students to find pictures in a magazine or on their phones of their ideal rooms or draw them and to be ready to describe them to the class.



AT HOME

Grammar: Prepositions, there is/there are **Vocabulary:** Rooms and furniture

■ 1.12 WORD STORE 0.6 Rooms and furniture

- Complete WORD STORE 0.6. Label the picture with the words in the box. Then listen, check and repeat.
- 2 Where is the cat? Label the pictures with the prepositions in the box.

above behind between in in front of next to $\ensuremath{\text{on}}$ opposite under

1





















under ____











3 Mia and John work in the Upside-Down House. Read what they say about it. Can people live in this house? Why?/Why not? No, because everything is upside down.

Upside Down

This house is in Germany. In the living room there's a big sofa, a table and a picture. There are two beds in the bedrooms, but you can't sleep in them! There's a big kitchen. In the kitchen there's a cooker, a fridge, a dishwasher, a table and chairs. In the bathroom there's a toilet, a bath and a shower, but you can't use them. Everything in the



4 Read REMEMBER THIS. Complete the cartoon with there is or there are.

REMEMBER THIS

Singular

There is a cooker in the kitchen.

There is an armchair in the living room.

there is = there's

Plural

There are four chairs in the kitchen.

¹There is only one room in my house.



²There are one hundred rooms in my house!

Grammar page 125

5 Complete the text with there is or there are. Then read the text again and draw the room.

My bedroom is my favourite room in the house! It's small, but I love it. ¹ There is a bed. Next to the bed ² there is a carpet. Opposite the bed ³ there are two small wardrobes. Between the wardrobes ⁴ there is a desk with a chair. ⁵ There are two posters above the bed. ⁶ There is a guitar under the bed. Under the window ⁷ there is a small table.

- 8 There are some CDs on the table and9 there is a CD player too.
- 6 SPEAKING Work in pairs and follow the instructions.
 - 1 Draw a picture of your bedroom, but DON'T show your partner!
 - 2 Describe your bedroom for your partner to draw. Then listen to your partner's description and draw his/her bedroom. Ask questions to help you, e.g. Where is the bed? How many posters are there?
 - 3 Compare your drawings.
- 7 Write five sentences about your flat/house, four true and one false. Read your sentences to your partner. Can your partner guess which sentence is false?

There are three rooms in my house/flat. There is a living room, ...

9

EXTRA ACTIVITIES

- Students use their photos or drawings to describe their ideal rooms.
- In pairs or small groups, students design (and draw) the perfect room and then the class decides which room is the best and why.

WORKBOOK

p. 9

NEXT CLASS

Ask students to think what gadgets they would like to have in the future and why.



GADGETS

Grammar: Have got Vocabulary: Gadgets

1 SPEAKING Look at the photos. Which gadgets can you see? What is your favourite gadget? Discuss with a partner.

CD player digital camera e-book reader games console laptop memory stick mobile phone MP3 player smartphone tablet

games console





e-book reader



(F)

F

F

F

My favourite gadget is my tablet.

- 2 10 1.13 Listen to the dialogue. Are the statements true (T) or false (F)?
 - 1 Ellen has got a new games console.
 - 2 Ellen and her brother haven't got the same mobile phones.
 - 3 Ellen's mobile phone hasn't got a good camera.
 - 4 Ellen has got a computer and a laptop.
 - 5 All the students in Ellen's class have got tablets.
 - 6 Ellen hasn't got a favourite gadget.
- 3 Complete REMEMBER THIS with the words in blue in Exercise 2.

REMEMBER THIS

have got

- I/You/We/They have got a laptop. He/She/It ¹ has got a laptop.
- I/You/We/They ² haven't got a tablet. He/She/It hasn't got a tablet.

Have I/you/we/they got a camera? Yes, I/you/we they have./

No, I/you/we/they haven't. Has he/she/it got a camera?

Yes, he/she/it has./No, he/she/it hasn't.

What gadgets have you got?

Grammar page 126

4 What gadgets have they got? Read about three people and complete the table.

	digital camera	smartphone	MP3 player	tablet	laptop
Phil	✓	✓			✓
Kate		✓			
Steve			✓	✓	



Phil, 15 My hobby is photography. I've got a digital camera, and I can also use my smartphone to take photos. I've got all my photos on my laptop.

Kate, 16

Music is great! I've got a piano and I can sing 10 too. I'm in a band with friends. We've all got mobile phones and we can take photos and videos of our music with 15 our phones. I've got all my music on my phone!





Steve, 17

Skateboarding is my hobby! I've got a fantastic MP3 player, so I can listen to my favourite songs when I skateboard. I haven't got a laptop, but I can watch skateboarding videos and chat to my 25 friends on my tablet.

- 5 Complete the sentences with the correct forms of have got.
 - 1 Phil <u>has got</u> a digital camera, but he <u>hasn't got</u> a tablet.
 - **2** Kate <u>hasn't got</u> an MP3 player, but she <u>has got</u> a mobile phone.
 - 3 Steve <u>hasn't got</u> a digital camera, but he <u>has got</u> a tablet.
 - 4 Phil and Kate <u>have got</u> mobile phones, but they <u>haven't got</u> tablets.
 - 5 Steve <u>has got</u> an MP3 player, but he <u>hasn't got</u> a laptop.
 - 6 Phil hasn't got an MP3 player, but he has got a laptop.
- 6 SPEAKING Find out what gadgets you partner has got. Ask and answer questions.

A: Have you got an MP3 player?

B: Yes, I have./No, I haven't. Have you got ...

7 SPEAKING Tell the class about your partner.

Tomek has got an MP3 player. He hasn't got a tablet.

10

REFERENCES

Audioscript p. 160

EXTRA ACTIVITIES

• Students think of their six top possessions. They describe the possessions to their partners and

the partner has to guess which possession it is.

• In pairs students discuss what gadgets they would like to have in the future and why.

WORKBOOK

p. 10

NEXT CLASS

• Ask students to think of their favourite and least favourite days of the week and months to discuss in the next class.



TIMES AND DATES

Vocabulary: Days of the week • months and seasons • times • ordinal numbers

1 (1) 1.14 DAYS OF THE WEEK

Complete the names of the days of the week. and put them in the correct order. Then go to page 139, listen, check and repeat.

T<u>u e s</u>day F<u>r i</u>day M <u>o n</u> day S<u>u n</u>day Th<u>u r s</u>day
S<u>a t u r</u>day W<u>e d n e s</u>day

2 4) 1.15 MONTHS AND SEASONS

Listen and repeat the names of the months on page 139. Then match the months with the seasons in your country.

Spring: March, April, May
Summer: June, July, August
Winter: December, January, February

3 ◀» 1.16 TELLING THE TIME

Look at the clocks. Listen and repeat the times.



REMEMBER THIS

quarter to five = a quarter to five quarter past six = a quarter past six

4 (1) 1.17 What time is it? Listen and write the times.

1 8:55



eleven o'clock (11:00)



twenty past seven (7:20)



half past five (5:30)



quarter to one (12:45)



quarter past three (3:15)

5 (1) 1.18 ORDINAL NUMBERS

Listen and repeat the ordinal numbers.

6 1) 1.19 Listen and choose the dates you hear.

1 a 10 January 2(a) 6 March

3(a) 21 May

4 a 12 December

5 a 19 July **6** a 30 August

7 a 3 April

6 1 January

b 16 March

b 20 May **(b)** 2 December

69 July

b 13 August

Exercise 7

January 1901

September

3 6/6th August

4 14/14th July

5 12/12th April

Exercise 8

the eleventh of

September 2001

the World Trade

July 1776 – the United States

Declaration of

Independence the twenty-first

of July 1969 -

the Moon the eighth of May 1945 – the end of World War II in Europe the ninth of November 1989

the first man on

- the fall of the

Berlin Wall

Center in New

York the fourth of

1 22/22nd

2 3/3rd

1939

1957

1782

1961

(b) 23 April

7 1.20 Read REMEMBER THIS. Then listen and write the dates.

REMEMBER THIS

Days

You write: 6 January or 6th January You say: the sixth of January or January the sixth

Years

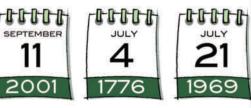
1863 – eighteen sixty-three

1900 - nineteen hundred

1603 - sixteen oh three

2014 – two thousand and fourteen or twentyfourteen

8 (1) 1.21 Say the dates. What are these dates famous for? Then listen and check.







9 SPEAKING Ask and answer the questions with a partner.

- 1 What's the date today?
- 2 When is your birthday?
- 3 When is your best friend's birthday?
- 4 When is the first day of the summer holidays?
- 5 When is Valentine's Day?
- 6 When is New Year's Day?
- 7 When is Halloween?

11

REFERENCES

Culture notes p. 152

EXTRA ACTIVITIES

• Students think of five different times, days and dates which are important to them, tell the class and the class has to guess why the dates are important.

• Students discuss their least favourite day of the week, their least favourite month of the year and the times they get up, have lunch and go to bed at the weekend.

WORKBOOK

p. 11

NEXT CLASS

Ask students to do Show What You Know in the WB, p. 12

VOCABULARY

have, go and play • collocations • prepositions

I can talk about hobbies and interests using simple language.

SHOW WHAT YOU KNOW

1 Think about free-time activities and write down as many as you can in one minute. Compare with other people in the class.

go to the cinema go for a walk listen to music

2 Do the questionnaire. Which statements are true for you? Which activities are your favourite? Compare with a partner.

Family and friends

If you want a friend, be a friend. A proverb

BBC



LITTLE FOLK

७1 Watch the BBC video. For the worksheet, go to page 108.

UNIT 1 VIDEOS

BBC Little folk

GRAMMAR ANIMATION

Lesson 1.2 **6** 2 Lesson 1.5 **6** 3

FOCUS VLOG Music Preferences Lesson 1.5 **6** 4

ROLE-PLAY

Lesson 1.6 **6** 5 Lesson 1.6 **6** 6



12

REFERENCES

Culture notes **p. 152**Videoscript **p. 169**Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 1 Free Time (10 min.) pp. 177, 191
- Photocopiable resource 2 Test yourselves (10 min.) pp. 177, 192
- Extra digital activities: Vocabulary Checkpoint
- Students write true/false sentences about Nikki, Molly and Bruce from ex. 2 in the WB, p. 12, exchange with a partner. They mark the sentences T/F and then check in pairs.

WORD STORE 1A have, go and play

3 (1) 1.22 Complete WORD STORE 1A with the verbs

in red in the questionnaire. Then listen, check and

Use have, go or play. Then decide if the statements

VIDEO

Free Time Questionnaire



In my free time ...

- 1 | go out a lot.
- 2 I listen to music.
- 3 I go to the cinema or watch films at home.
- 4 | play video games.
- 5 I sometimes go for a walk.
- 6 | play sports.
- 7 I read books.
- 8 | play the guitar/piano/drums/ ...
- 9 I visit my family.
- 10 I have fun with my friends.

I spend a lot of time ...

- 1 at home.
- 4 with my family.
- **2** in my room.
- 5 alone.

3 with my friends.



My friends and I talk about ...

- 1 films.
- 2 sport.
- 3 books.
- 4 people.



are true for you. Compare with a partner. 1 I can <u>play</u> the piano.

repeat.

- 2 I go to parties every weekend.
- 3 I <u>play</u> chess with my friends.
- 4 I can <u>have</u> fun when I'm alone.
- 5 I <u>go</u> shopping with my family at the weekend.
- 6 I always <u>have</u> a party for my birthday.

WORD STORE 1B Collocations

- 5 (1) 1.23 Complete WORD STORE 1B with the underlined verbs in the questionnaire. Then listen, check and repeat.
- 6 Use the verbs in WORD STORE 1A and 1B to complete the text. Is the way you spend your free time similar or

I'm Alefeya. I'm seventeen and I'm from Kolkata in East India. I like to 1 spend my free time with my friends. Traditionally in India, if you want to do that, you visit your friends at home. That's OK, you can talk or ³____play___ video games together or watch videos. But your parents are always there. So my friends and I prefer to 5 go out to Forum, which is a shopping centre in

Kolkata. There we can sit in a café, 6 qo

cinema or just walk around. We always

have a good time. I also spend some of my free time alone. Then I usually 8 read books or

<u>play</u> the piano.

WORD STORE 1C | Prepositions

- 1) 1.24 Complete WORD STORE 1C with the prepositions in the box. Then listen, check and repeat.
- 8 SPEAKING Tell your partner about the things you do in your free time. Use the words and phrases in WORD STORE 1A, 1B and 1C.

I spend time with ... I/We play ... We talk about ...

13

WORKBOOK

pp. 12-13, including Show What You've

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 1.1, Vocabulary.
- Ask students to do Show What You Know in the WB, p. 14.

• Ask students to choose a day of the week (not the weekend) and think about what they do and don't do on that day to discuss in the next class.

dances



GRAMMAR

Present Simple

I can use the Present Simple with common adverbs of frequency.

Read Jamie's blog. Are you like Ella or Jamie?



She reads news websites on her laptop every day. I play video games on my laptop every day.

I have a dog. She doesn't like dogs. She has a cat. I go to the park with my dog every Saturday. She goes shopping with her friends.

She plays the piano really well. I don't play a musical instrument.

BUT we both like music and dancing.

We're very different, but we spend a lot of time together.

Read the GRAMMAR FOCUS. Complete the examples using the verbs in blue in Exercise 1.

GRAMMAR FOCUS 1 62

Present Simple

I/you/we/they 1_ play video games. have a dog. __ to the park. qo He/she plays the piano. has _ a cat. goes shopping.

I/you/we/they don't play a musical instrument. He/she ⁷ doesn't like dogs.

don't = do not, doesn't = does not

REMEMBER THIS

Spelling rules for he/she/it:

- most verbs add -s: $play \rightarrow plays$
- verbs ending in -o, -sh, -ss, -ch, -x: add -es: go → goes; relax → relaxes
- verbs ending in consonant + y: change y to ies: study → studies
- the verb have is irregular: have → has
- 3 Complete the statements with the correct form of the verbs in brackets. Which statements are true for you?
 - 1 I don't drink (not drink) coffee.
 - 2 My sister <u>has</u> (have) a dance class every Monday.
 - 3 My best friend doesn't play (not play) a musical
 - 4 My brother and I <u>watch</u> (watch) DVDs together.
 - 5 My mother doesn't go (not go) shopping on Saturdays.
 - 6 My uncle <u>lives</u> (live) in England.

14

4 (1) 1.25 Listen to the verbs in the box. Decide which verbs belong to which group.

dances drinks goes helps likes loves plays reads relaxes studies watches /s/ /IZ/watches, relaxes, plays, goes, reads, likes helps, drinks

- 1) 1.26 Listen, check and repeat.
- 6 (1) 1.27 Listen to Jamie talking about how he and his friends spend their free time. Write how often they do these things.

loves, studies

100% 0% always often sometimes never



go out on weekdays

2 have fun at the weekend

3 go rollerblading on Saturday afternoons

- 4 go dancing on Saturday night
- 5 watch music videos on Sundays
- 6 go to the cinema on Sundays

sometimes sometimes

always

usually

often

7 Complete the GRAMMAR FOCUS with after and before.

GRAMMAR FOCUS 2

Adverbs of frequency

I always get up early in the mornings. I am never late for school.

The adverb (always, often, never, etc.) normally comes

¹ <u>before</u> the verb. But it comes ² <u>after</u> the verb to be.

- 8 Complete the statements to make them true for you. Use the correct form of the verbs in brackets and an adverb of frequency.
 - 1 I (get up) early in the morning.
 - 2 My grandmother (look) for information on the Internet.
 - 3 I (be) late for school.
 - 4 My best friend (play) video games before school in the morning.
 - 5 My brother (watch) sports on TV.
 - 6 My parents (go) shopping on Sundays.
 - 7 My cousin (go) to parties at weekends.
 - 8 My best friend (be) hungry.
 - 1 I always get up early in the morning.

Grammar page 126

REFERENCES

Audioscript p. 160 Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 3 Test yourselves (10 min.) pp. 177, 193
- Extra digital activities: Grammar Checkpoint
- Students discuss the days of the week they chose and what they do and don't do on those days.

WORKBOOK

p. 14, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 1.2,
- Ask students to bring in a picture of a person from a magazine to use in the next class.



LISTENING

Multiple choice

I can understand information about people's weekend routines.

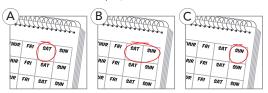
- 1 SPEAKING Talk about your typical weekend.
 - 1 Are you always busy or do you prefer to relax?
 - 2 Do you like to spend time at home or go out?
 - 3 Do you have a weekend job at home?
- 2 (1) 1.28 Complete phrases 1–3 with the verbs in the box. Listen, check and repeat. Which person in the photos does each thing?

C	oach take	work
1	work	in a restaurant Mesut
2	take	_ photos Lena
3	coach	a football team Simon

- 3 (1) 1.29 Read statements 1–3 and match them with Simon (S), Lena (L) or Mesut (M). Then listen and check.
 - 1 I don't have time to relax at the weekend. I have to work. M
 - 2 In the evening, I post the best photos on Facebook. L
 - 3 My weekends are busy with football. S
- 4 SPEAKING Which person has the best weekend? Why?

EXAM FOCUS Multiple choice

- 5 1.29 Listen again. For questions 1–3, choose the correct answer, A, B or C.
 - 1 When does Simon play football? C



2 What does Lena do with her photographs? C



3 What does Mesut do at the restaurant? A









PRONUNCIATION FOCUS

6 (1) 1.30 In English the letter c is pronounced in different ways. Listen and repeat.

/k/		/t ∫ /
describe typical, picture, club	city place, exercise, Facebook	ch ildren watch, kitchen, coach

7 (1) 1.31 Listen and decide which group in Exercise 6 the words in the box belong to.

club coach exercise Facebook kitchen picture place typical watch

8 (1) 1.32 Listen, check and repeat.

WORD STORE 1D Prepositions and nouns

- 9 1.33 Look at the examples in green in Exercise 3. Complete WORD STORE 1D with at, in or on. Then listen, check and repeat.
- 10 SPEAKING Discuss your typical weekend.

Well, (on Friday evening/Saturday morning) I often \dots Then I \dots

15

REFERENCES

Audioscript p. 160

EXTRA ACTIVITIES

• In pairs, students tell their partners about what a member of their family does and doesn't do on Saturdays.

• Students use an invented character from a magazine picture and describe their life at the weekend. The class vote on which character has the most interesting life.

NEXT CLASS

Ask students to prepare a list of things that have to be done in the family home.



Exercise 3

cooking: Fred

sports: Holly

TV series:

everybody

washing the

dishes: nobody

writing: Mum

films: everybody

art: Fred

READING

Multiple choice

I can understand a short simple description of someone's day.

1 SPEAKING Tell your partner about your family.

There are (five) of us at home: ...

- 2 Look at the pictures and read the first paragraph of the text. Who are the people in the pictures? Holly, Mum, Fred
- 3 Read the text. Who in Holly's family likes these things?

art cooking films sports
TV series washing the dishes writing

EXAM FOCUS Multiple choice

- 4 Read the text again. For questions 1–6, choose the correct answer, A, B or C.
 - 1 Holly's brother Fred
 - A likes sports.
 - B wakes up his mum in the morning.
 - ©gets up with difficulty.
 - 2 In the afternoon, Holly DOESN'T go
 - A to an acrobatics class.
 - B to art lessons.
 - C for a run.
 - 3 They buy pizza from a pizzeria
 - A because Mum stays at home.
 - Bwhen Fred comes home late.
 - C when Holly has acrobatics.
 - 4 The family disagree about
 - Athe washing-up.
 - B looking after the dog.
 - C going to bed late.
 - 5 At weekends, they
 - A all go to the gym.
 - B visit Mum's friends.
 - ©spend some time together.
 - 6 Which is true about Mum?
 - A She doesn't go to work.
 - **B** She doesn't usually go shopping in the morning.
 - C She doesn't use a computer.

5 (1) 1.35 Complete the phrases with the verbs in blue in the text. Then listen, check and repeat.

1 _	get	up (first/early/late)
2	wake	up (your sister)
3	get	dressed
4	fall	asleep
5	take	the dog out (for a walk)
6	wash	the dishes
7 _	look	after (a child/a net)

6 Complete the questions with the words in Exercise 5, then match them with answers a-q.

1	Who	gets	up first ir	your home? f	
2	Who	wakes you	up	_ in the morning?	b

- 3 Can you get dressed in ten minutes? c
- 4 Have you got a younger brother or sister? Who looks

 after him/her? a
- 5 Have you got a pet? Who <u>looks</u> after it? Who takes it <u>out</u> for a walk? g
- 6 Who usually <u>washes</u> the dishes in your house? d
- 7 What time do you usually ____fall___ asleep? e
- a I don't have any brothers or sisters.
- **b** Nobody. I have an alarm clock.
- **c** Of course. I always wear jeans and T-shirts, so it's fast and easy.
- **d** My dad. He likes washing the dishes, but he can't cook.
- e At 10 or 11 p.m.
- f I do! My parents start work later, but I have to be at school at 8 a.m. every day.
- **g** Yes, I've got a cat, Bella. We all look after her and she never goes for walks!
- 7 SPEAKING Ask and answer the questions in Exercise 6.

WORD STORE 1E Daily routine

- 8 (1) 1.36 Complete the phrases in WORD STORE 1E with the prepositions from the underlined phrases in the text and match the words with the pictures. Then listen, check and repeat.
- 9 Complete the sentences with prepositions and choose the options that are true for you. Compare with a partner.

1	It's easy / difficult for me to get _	out of	bed in the
	morning.		

- 2 I like / don't like staying ____at ___ home at the weekend.
- 3 I'd like to go <u>for</u> a run / a walk / a coffee / a swim after school today.
- 4 I often / sometimes / never lie ____on__ the sofa and do nothing.
- 5 I usually go <u>to</u> bed early / late.
- 10 SPEAKING Discuss your family's typical day. Use the words and phrases in Exercises 5 and WORD STORE 1E to help you.

In my family, my Dad gets up first, and he sometimes takes the dog out ...

16

EXTRA ACTIVITIES

- Students discuss who does what on their lists of chores in the home.
- In pairs or groups, students write five true/false questions about the text from the WB, p. 16. They exchange and answer the questions and then they check the answers. If you like, ask

some pairs to read out their questions and answers.

WORKBOOK

pp. 16-17

NEXT CLASS

Ask students to do *Show What You Know* 1.5 in the WB, p. 18.

A day in the life of my family There are three of us at home: Mum, my brother Fred and

me, Holly. Fred is seventeen and he's keen on art. I'm fifteen and I love sports, my family and my friends. There's also our dog Snowdrop.

5 Our mum is a writer. She works at home.

On a normal day, Mum gets up first, takes the dog out and buys fresh rolls for breakfast. I get up second and make tea.

Mum wakes up Fred. He gets out of bed and asks, 'Where's my purple shirt?' He finds his clothes (they can be 10 anywhere), gets dressed and falls asleep again.

When we go to school, Mum stays at home and writes. Fred says she has an easy job: she just lies on the sofa and thinks, then gets up in the evening and says she's tired.

After school I go for a run in the park with Snowdrop. (But not on Tuesday and Thursday, when I have acrobatics.) Fred cooks dinner for all of us. He's the best cook in the family. His food can be Italian, Spanish, Chinese or totally experimental. But some days he has art classes until 7 p.m.; then we get pizza from a pizzeria. We have dinner together and everybody talks about their day. (Well, Fred and 20 I talk and Mum listens.) Nobody wants to wash the dishes. We all say 'Why always me?' But someone always does it in the end. And we all look after Snowdrop.

When I go to bed, Mum sits down and types on her laptop.





GRAMMAR

Present Simple: Yes/No and Wh-questions

I can ask and answer questions in the Present Simple.



- 1 Look at the photo and the headline. What does Jason do? He's a vloquer
- 1) 1.37 Listen to Part 1 of an interview with Jason. Match questions a-c with answers 1-3.
 - a Does your friend help you with your vlog?
 - b Where do you prepare the videos?
 - c Do you live with your parents?

Journalist: ¹No, I don't. I live with a friend from art school. Jason: Journalist: ²Sometimes he does, but not very often. He isn't Jason: interested in technology! But my sister loves computers and she helps me. Journalist: Jason: ³At home, on my computer! Sometimes I can't use my room, when my friend has music

Complete the GRAMMAR FOCUS with the verbs in blue in Exercise 2.

practice. I go to see my parents then.

GRAMMAR FOCUS **63**

Present Simple questions

You use the verb **do** to form questions and short answers in the Present Simple.

- Yes/No questions and short answers
 - ¹Do you live with your parents? Yes, I do./No, I ² don't Yes, he 4 ³ <u>Does</u> your father help you?

No, he doesn't.

Wh- questions

Where 5 do you **practise** your music?

- Put the words in the correct order to make questions.
 - 1 parties / you / Do / like? Do you like parties?
 - 2 do / What kind of / like / you / music?
 - 3 to school / your mother / Does / drive / you?
 - 4 speak / your father / English / Does?
 - 5 clothes / you / Where / buy / do / your?
 - **6** your parents / like / Do / pop music?
 - 7 first / does / What time / start / lesson / your?

2 What time does your day start? 3 What kind of people do you interview?

Exercise 4.

A: Do you like parties?

interview and check.

B: Yes, I do. or No, I don't.

4 When do you record your videos?

1 Where do you interview people?

6 ◆ 1.38 Match Jason's answers a–f with

questions 1-6. Then listen to Part 2 of the

5 SPEAKING Ask and answer the questions in

- **5** Do you follow other vloggers?
- 6 Who is your favourite blogger?
- a All kinds of people! Young, old ... I just like people. I like talking to them and I'm interested in what they say.
- **b** Around 7 on a school day. Much later at the weekend!
- c In the street. Usually in the centre of London, where there are a lot of people.
- d Hmmm, maybe my friend Tom. He takes great photos of people, houses, animals ... everything,
- e When I have time, so usually at the weekend.
- f Not really. I prefer reading blogs or, even better,
- Complete the My life questionnaire with the question words in the box.

How many What (x2) What kind What time When Which Who (x2)

- 1 When is your birthday?
- What kind of music do you like?
- 3 Who is your best friend?
- What time do you wake up at the weekend?
- 5 How many hours do you spend on your computer every day?
- What do you like doing with your friends at the weekend?
- Who _ do you go on holiday with?
- 8 Which websites do you visit every week?
- What is your favourite film?
- 8 SPEAKING Do the My Life questionnaire with a partner.

A: When is your birthday?

B: My birthday is on the nineteenth of January.

FOCUS VLOG 64 Music preferences

Watch the Focus Vlog. For the worksheet, go to page 109.

Grammar page 126

18

REFERENCES

Culture notes p. 152 Videoscript p. 169 Using videos in the classroom p. T14

EXTRA ACTIVITIES

• Grammar animation

- Photocopiable resource 4 My life (10 min.) pp. 177, 194
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 18, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 1.5, Grammar
- Ask students to make likes and dislikes lists with films, books, music and sports.

Exercise 4

like?

3 Does your

4 Does your

English?

5 Where do

clothes?

6 Do your

2 What kind of

music do you

mother drive

father speak

you buy your

parents like

pop music?

does your first

lesson start?

7 What time

vou to school?

Expressing preferences I can talk about likes and dislikes

1 Read the dialogue and answer the questions.

- 1 Does Alex like reggae a lot? No.
- 2 What is Laura's opinion of Eminem? He's old.

Alex: What kind of music do you like? Laura: Oh, I don't know, different kinds: reggae, rock, some pop ... And you?

Alex: Reggae's OK, but I prefer rap. Laura: Who's your favourite singer? Alex: Eminem. I like him a lot.

Laura: Eminem? He's old. My aunt and uncle

listen to him.

Alex: So what? I think he's great.

2 (1) 1.39 Read the SPEAKING FOCUS and complete the dialogues. Then listen and check.

SPEAKING FOCUS

Preferences

Do you like (films/reading)? What kind of (music/books/films) do you like? Who's your favourite (singer/writer)? What's your favourite (sport)? What do you think of ...?

What about you? I (really) like/love ... I like ... a lot.

My favourite (actor/writer) is ... (I think) He/She/It is good/great/ awesome/brilliant.

I don't like ... (very much). I hate/can't stand ...

(I think) He/She/It's terrible/awful/rubbish.

He/She/It's OK, but I prefer ...

Dialogue 1

Natalie: ¹<u>Do you like</u> reading? Michelle: Yes, I do. I read a lot.

Natalie: And ² who's your favourite author? Michelle: Terry Pratchett, the fantasy

writer. The Colour of Magic is my favourite. What ³ about you ?

I like Stephenie Meyer, you know, Natalie: The Twilight Saga. I've got it on my

tablet!

Michelle: Oh no. The vampire stories? I think

they're 4 <u>awful</u>!



Dialogue 2

Ken: What do you 5 think of Orlando Bloom?

Jack: He's good. But my favourite actor is Martin Freeman. He's

⁶ <u>awesome</u> in The Hobbit. Ken: So do you ⁷_ like

Jack: Sure. And you?

Ken: Yes, me too. But I ⁸ prefer true life films, not fantasy.

3 Choose the correct option.

1 A: Are you interested in film?

B: Oh yes, (really like movies) / I don't like movies very much.

2 A: What's your favourite song?

B: Just The Way You Are. I think it's brilliant / rubbish.

3 A: Do you like Norah Jones?

B: She's OK, but I don't like her. / I prefer Katy Perry).

4 A: Who's your favourite actress?

B: Natalie Portman. I hate her. / I really like her.

4 Complete the statements to make them true for you.

1 My favourite film star is ...

2 I like ... a lot.

3 I can't stand ... I think he/she is ...

4 I like ... but I prefer ...

5 SPEAKING Talk about your likes and dislikes. Use the SPEAKING FOCUS to help you.

books film music sport video games

A: Do you like ...?

B: Yes, I do./No, I don't.

A: And who is your favourite ...?

ROLE-PLAY 6566 Expressing preferences

65 6 Watch the video and practise. Then role-play your dialogue.

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REFERENCES

Culture notes pp. 152-153 Using videos in the classroom p. T14

EXTRA ACTIVITIES

Students discuss their likes and dislikes

WORKBOOK

p. 19

NEXT CLASS

Ask students to think about characteristic features of informal emails/letters.

Exercise 3

Yes, he does. Yes, he is, because he likes the same things and is the same

age.



WRITING

An informal email

I can write a short informal email.

1 Read the information sheet about a student exchange. Who is Lorenzo?

Lorenzo is an exchange student from Italy/Joe's exchange partner.

COTHERSTONE HIGH SCHOOL



Student exchange with Leonardo da Vinci High School in Italy

Time: 12–20 October Number of students: 14 Your exchange partners:

- 1. Joe Andrews Lorenzo Rossi
- 2. Julia Berry Alessia De Luca

3.

2 Read Lorenzo's email. Tick the things he wants to know about Joe.

age ✓ family favourite food free-time activities ✓ girlfriend home interests ✓ school ✓

To: joeandrews@chs.edu.uk

From: lorenzorossi17@supermail.com

Subject: Student exchange

Hi Joe

I'm your exchange partner from Liceo Scientifico Leonardo da Vinci. Thank you for inviting me to your home. I'm seventeen years old and I'm interested in sport and film. I like music, parties and new friends!

Please write and tell me about yourself. How old are you? What are you interested in? What happens on a typical school day? What do you usually do at the weekend?

See you in October.

Regards,

Lorenzo

3 Read Joe's email. Does he answer Lorenzo's questions? Is Joe a good exchange partner for Lorenzo? Why?/Why not?

To: lorenzorossi17@supermail.com From: joeandrews@chs.edu.uk Subject: Re: Student exchange

Hi Lorenzo

Thank you for your email. I'm also seventeen and I also like sports, music and the cinema. My favourite actor is Tom Holland. He's great in the *Spider-Man* movies.

On a typical school day, I get up at 7 a.m. (I hope that's OK for you!) and I have a BIG breakfast. School starts at 8:30. We have lunch at school at one o'clock. In the afternoon, I go to the gym, do homework or relax at home.

At weekends, my friends and I always play football. (It's my favourite sport. Do you like it?) On Saturday evenings, I usually go out with friends to the cinema or to a party ... or both. We can do all these things together.

Have a good trip. See you soon!

All the best,

Joe

4 Complete the WRITING FOCUS with the examples in purple in the emails in Exercises 2 and 3.

WRITING FOCUS

An informal email

• Start the email with:

Dear or ${}^{1}\underline{Hi}$ + the person's name

• Use contractions:

I am = 2 I'm It is = 3 It's

Useful phrases at the beginning of the email:

I'm ... (your exchange partner)
Thank you/Thanks for your ⁴ email

Ask questions:

What ⁵ are you interested in ? Do you ⁶ like it ?

• Useful phrases at the end of the email:

Write soon.

Say hello to (your parents).

Have a ⁷ good trip . ⁸ See you soon/in October.

• Finish the email with:

⁹<u>Regards</u>, All the ¹⁰ best

Bye for now,

Love (if you write to a good friend),

SHOW WHAT YOU'VE LEARNT

5 Write an email to a new exchange partner. You don't know him/her yet. Use the WRITING FOCUS to help you.

Write about:

Ask questions about:

- your age and interests,
- her/his interests,
- your typical day/weekend.
- free-time activities.

20

REFERENCES

Culture notes p. 153

EXTRA ACTIVITIES

Students imagine that their partner is an exchange student and write to them. Students then reply to each other.

WORKBOOK

p. 20, including Show What You've Learnt and Show That You've Checked

NEXT CLASS

Ask students to study the Word list on p. 21.

1.1 Vocabulary ◆) 4.1

café /'kæfeɪ/

go for a coffee/a walk / gəu fər ə 'kɒfi/ ə 'wo:k/

go out a lot / gou aut a 'lot/ go out with friends / gəu aut wið

go shopping /ˌgəʊ ˈʃɒpɪŋ/ go to a party / gəu tə ə 'parti/

go to the cinema/park/shopping

centre / gau ta ða 'sınama/'paɪk/'ʃppɪŋ

have a good time/have fun / hæv ə .gud 'taım/,hæv 'fʌn/

have a party / hæv ə 'parti/

listen to music / lɪsən tə 'mjuːzɪk/

parents / pearants/

play sports / plei 'sports/

play the guitar/piano/drums /,plei ðə gı'ta:/pi'ænəu/'drAmz/

play video games/chess / plei 'vidiəu ,geimz/'t∫es/

read books/magazines/things on the Internet / ri:d 'buks/ mægə'zi:nz/ \ \theta:nz on di 'intenet/

spend time alone / spend tarm ə'ləun/ spend time at home/in my room

/spend taim at 'haum/in mai 'ruim/

spend time with family/friends / spend taım wið 'fæməli/'frendz/

talk about books/films/sport/people /tork ə,baut 'buks/'filmz/'sport/'pirpəl/ visit my family/friends /,vizət mai

'fæməli/'frendz/ watch films/TV/videos / wptf 'filmz/,tix \zueibɪv'\:iv'

1.2 Grammar (◄) 4.2

always /'ɔːl weɪz/

be late for school /bi ,leit fo 'skuil/

best friend / best 'frend/

brother /'brʌðə/

cousin /'kʌzən/

dance class /'dains klais/

go dancing / gəʊ ˈdɑːnsɪŋ/

go rollerblading / gəu 'rəuləbleidin/

grandmother /'græn,mʌðə/

look for information on the Internet

/'luk fər ˌɪnfə'meɪʃən ɒn ði 'ɪntənet/

mother /'mʌðə/

never /'neva/

often /'pfən/

play a musical instrument / plei ə

'mju:zikəl 'instrəmənt/

relax /rɪ'læks/

sister /'sistə/

sometimes /'samtaimz/

study /'stʌdi/

uncle /'ʌŋkəl/

usually /ˈjuːʒuəli/

watch sports / wntf 'sports/

1.3 Listening (**4**)) 4.3

at midnight /ət 'mɪdnaɪt/

at night /ət 'naɪt/

at noon /ət 'nuːn/

at the weekend /ət ðə ˌwiːk'end/

be busy with / bi 'bizi wið/

helieve /bəˈliːv/

coach a football team / kəut∫ ə 'futbɔːl

exercise /'eksəsaız/

go on the Internet / gəu on ði 'Intənet/

have a job /hæv ə 'dʒɒb/

in the afternoon / In ði | aːftə'nuːn/

in the evening /ˌɪn ði 'iːvnɪŋ/

in the morning /ˌɪn ðə ˈmɔːnɪŋ/

on a typical weekday /pn ə 'tıpıkəl 'wizkder/

on Friday afternoon /pn fraidei .a:ftə'nu:n/

on Friday/Saturday /pn 'fraidei/'sætədei/ on Saturdays/Sundays /pn 'sætədeiz/

'sanderz/ on Sunday mornings / pn sander

'mɔɪnɪŋz/ on TV/the Internet / pn tir 'vir/pn ði

'intanet/ on YouTube/Facebook /,pn 'jux,tjuxb/

post photos / paust fautauz/

take photos / teik 'fautauz/ visit different places / vizit diferent 'pleisiz/

weekend job / wirkend 'dzpb/ work in a restaurant / wark in a 'restaront/

1.4 Reading **◄**) 4.4

acrobatics class / ækrə bætiks klais/

art lessons / art 'les ənz/

be keen on /,bi 'kin on/

experimental /Ik,sperə'mentl/

fall asleep / forl o'slirp/

get dressed / get 'drest/

get out of bed (in the morning) / get aut əv 'bed (In ðə 'mɔɪnɪŋ)/

get pizza (from a pizzeria) / get 'pixtsə /(erin'estriq, e mert)

get up (first/early/late) / get 'Ap (f3:st/

's:li/lert)/ go for a run/swim / gəʊ fər ə rʌn/swɪm/

go to bed /ˌgəʊ tə 'bed/

go to museums / gəʊ tə mjuˈziːəmz/

go to the gym / gəʊ tə ðə 'dʒɪm/ have dinner / hæv 'dınə/

lie/sit on the sofa / lai/ sit on ðə 'səufə/

look after a child/pet /,luk 'a:ftər ə

't∫aɪld/'pet/ /lemren/ lamon/

rolls /rəulz/

stay at home / ster at 'haum/

take the dog out (for a walk) / teik ða

'dog aut (fər ə 'wɔːk)/

type /tarp/

wake up / weik 'Ap/

wake up your sister / weik Ap jo 'sisto/ wash the dishes / wpf ðə 'dɪʃɪz/ watch TV series / wpt∫ tir vir 'srərirz/

writer /'raɪtə/

1.5 Grammar **◄**) 4.5

be interested in /bi 'Intrested In/ drive sb to school / draw sambadi ta 'sku:1/

father /'faːðə/

interview people / interviur 'pirpel/ record videos /rɪ'kəɪd 'vɪdiəuz/

start /start/

vlog /vlog/

1.6 Speaking (**4**) 4.6

actor /'æktə/

actress / 'æktrəs/

aunt /aint/

author /'ɔːθə/

awesome /'assam/

awful /'arfal/

brilliant /'brɪliənt/

fantasy /'fæntəsi/

favourite /'fervarat/ film star /'fɪlm star/

good /god/

great /greit/

hate /heɪt/

interesting /'intrəstin/

like /laɪk/

love /lav/

movie/film /ˈmuːvi/fɪlm/

pop/gag/

rap /ræp/

/tal e bir'/ tol a lot/

reggae /'regei/

rock /rpk/

rubbish /'rʌbɪʃ/

singer /'sɪŋə/

terrible /'terəbəl/

true life films / tru: 'laif filmz/ vampire stories /'væmparə storriz/

1.7 Writing (**◄**) 4.7

age /eid3/

All the best. /ˌɔːl ðə ˈbest/

do homework / dur 'houmwark/

exchange /iks'tfeind3/

have lunch/breakfast / hæv 'lant J/ 'brekfast/

invite /ɪn'vaɪt/

Love, (Tom) /lav (tom)/ Regards, /rɪˈgɑːdz/

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WORD LIST ACTIVITIES

- Write jumbled words on the board e.g. tfnaays (fantasy). In teams students have to un-jumble them and put them and explain their meaning.
- Divide the class into teams. Dictate sentences using verb phrases with missing words. The teams have to write down and complete the sentences, e.g. Wake [up] your sister.

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box.

P	nave (go s	pend	take	watch	visit	
1	Do you	J	have	a g	ood time	with y	our brothe
	or siste	er?					
2	How o	ften c	do you .	tal	<mark>ce</mark> y	our do	g out for a
	walk?						
3	We off	en _	watch	m	iusic vide	eos on	Saturday.
4	1	visit	my	friends	at the w	/eeken	d.
5	I often		go	_ to b	ed after	midnig	ıht.
6	We	sper	nd a	lot of	time in t	he par	k.

2 Complete the sentences with the correct prepositions.

enquirer 31May			
1 What do you usually	y do	at	_the weekend?
2 I listen to mu	ısic on ı	my MF	24 player.
		musi	cmad 15 minutes ago
3 I stay at hom	ne and r	elax.	
			katieb 2 hours ago
4 I often go for	a walk	in the	morning.
		OL	itdoorsy 18 hours ago
5 I go out <u>with</u> al	l my frie	ends e	very Saturday.
			tsi18 1 day ago
6 I go <u>for</u> a run	with my	y two d	dogs.
			xswot 3 days ago
7 I always go to the cir	nema _	on	Friday evening.
		r	noviefreak 5 days ago

3 Complete the sentences with the Present Simple form of the verbs in brackets.

П	Ellen	<u>plays</u> (play) the guitar in	ner free time.
2	Richard	watches (watch) five films	every weekend.
3	My mum	doesn't read (not read) wom	nen's magazines.
4	Wedor	<u>'t visit</u> (not visit) our grand	parents every
	Sunday.		
5	What	<u>do</u> you usually <u>h</u>	ave (have)
	for breakt	ast?	
6	Do	your parents <u>listen</u>	(listen) to
	pop musi	c?	
7	Where	does your boyfriend _	live
	(1:,,_\2		

4 Put the adverbs in brackets in the correct place in the conversation.

Sally: Mum, I always make the coffee for the guests!
Chris never helps me! (always; never)
Chris: That's not true. I sometimes help you. (sometimes)

Sally: Not very often!

Chris: That's because I am often tired. (often)

USE OF ENGLISH

5 Choose the correct answer, A, B or C.

1 I usually	on a typi	cal weekday.
A spend time	B get up	Cstay at home
2 On Thursdays	, George sometim	nes plays
	with his granddad	d.
	B on chess	
3 What time do	you	_ at the weekend?
Ahave breakf	ast B gets up	C have fun
4 In some famili	es fathers	the children
Alook after	B grow	C look for
5	does your tennis	lesson start?
A Where	B What time	C What kind

6 Read the text and choose the correct answer, A, B or C.

My favourite day – Saturday

I really like Saturdays. I get up quite late.

I¹______breakfast with my family at ten o'clock or later. At breakfast, we talk ²_____our week and discuss plans for the weekend. Then I do my homework, and after that I relax. I often go out with my friends; we go to ³_____or play football. We always

⁴_____fun. In the evening, I ⁵____music before I go to sleep.

1 Ahave	B give	C do
2 A to	B on	C about
3 A cinema	B the cinema	C a cinema
4 A spend	B get	Chave
5 A listen	(B) listen to	C listen of

LISTENING

7 (1) 1.40 Listen to three people talking about celebrating their birthdays. Choose the correct answer, A, B or C.

1 Where does the boy have cake? C







2 What does the girl do outside on her birthday? A







3 What does the boy eat with his friends on his birthday? A







22

REFERENCES

Audioscript pp. 160-161

EXTRA ACTIVITIES

- Word Practice 1, WORD STORE booklet, p. 2
- Photocopiable resource 5 *Our interests* (speaking; 15 min.) pp. 178, 195
- Photocopiable resource 6 Who are you? (writing; 10 min.) pp. 178, 196
- Extra digital activities: Reading and Use of English

READING

8 Read the text and choose the correct answer, A, B



Buzzzz ... it's the alarm in your phone. You wake up. You get up. You go to the bathroom, get dressed, prepare for school ... Aaargh! Awful?

Susie Brown, one of her school's best football players, says the morning is not a problem for her. Today she tells us how to be happy in the morning.

I pack my schoolbag in the evening. I don't want to look for my English book at 7:45 in the morning!

I never get up late. You need time to enjoy your morning. I get up at six every day.

I have a shower. It wakes me up and it's fun.

I enjoy the first drink of the day. It can be coffee, tea or orange juice. I always listen to music as I have that first drink. You can also read or watch the news.

I sit down and have a good breakfast - not a banana on the bus to school! It's really important. You need your breakfast.

I usually walk to school, or go for a walk with my brother's dog. I spend twenty to thirty minutes in the fresh air every morning before school – it's great!

We hope these ideas help you. You too can have a happy morning - every morning!

- 1 Susie
 - A is a teacher.
- **B**plays football.
- C coaches a football team.
- 2 Susie prepares for school
 - A in the morning.
- B in the afternoon.
- Cin the evening.
- 3 As she has her morning drink, Susie
- Alistens to music.
- B reads. C watches the news.
- 4 Susie has breakfast
- Aat home.
- B on the bus.
- C at school.
- 5 Before school, Susie always
 - A takes her dog out for a walk.
 - B goes for a walk with her brother.
 - ©spends some time outside.

SPEAKING

- 9 Complete the sentences with the correct words. The first letter of each word is given.
 - 1 What kind of music do you like?
 - 2 Who's your favourite actor?
 - 3 What do you think of Jennifer Lawrence?
 - 4 I hate rap. What about you?
 - 5 Do you like football?
 - 6 What's your favourite TV show? I love Sherlock.
- 10 Do the task in pairs.

Student A

You are on a language course in the UK. You meet Student B for the first time. Start the conversation.

- Say hello and introduce yourself.
- Ask Student B what music he/she likes.
- Reply to Student B and ask what films he/she likes.
- Reply. Ask Student B about his/her favourite sport.

Student B

You are on a language course in the UK. You meet Student A for the first time.

- Reply to Student A and introduce yourself.
- Reply to Student A and ask about the same thing.
- Reply. Ask Student A about his/her favourite sport.
- Reply.

WRITING

11 Read the email from your new online English friend, Mark. Then write a reply, answering his questions.

To:

From: Mark

I'm very happy to be your online friend! Please write and tell me about yourself. Have you got a big family? What music do you like? What subjects do you enjoy at school?

23

NEXT CLASS

- Ask students to do Self-check 1.9, WB pp. 22-23, as homework.
- Ask students to prepare for Unit Test 1: Assessment Package, Unit 1.

PROJECT

- How to teach with projects p. T19
- Work in groups or pairs. Think about an interesting person (writer, blogger, artist, etc.). Describe their typical day. Do some research and prepare a presentation or poster about this person. Then present it to your class.



VOCABULARY

Food containers • food products • phrases related to food

I can use language related to food and drinks.

SHOW WHAT YOU KNOW

1 Think about food words and write down as many as you can in each group. Compare with other people in the class.

Fruit and vegetables	Dairy	Meat and fish	Drinks	Other
strawberry	cheese	salmon	juice	salt and
				pepper

2 SPEAKING What food do you like? Ask and answer the questions.

A: Do you like strawberries?

B: Yes, I do. or No, I don't. Do you like ...?

3 SPEAKING Are you similar or different? Compare your answers with other people in the class.

I like strawberries, but Anna doesn't. We both like cheese.

4 Match the phrases in the box with the items in the picture.

a bag of potatoes a bar of chocolate a bottle of ketchup a can of lemonade a carton of milk a jar of honey a loaf of bread a packet of crisps a tin of tuna a tub of ice cream

Food

You are what you eat.

.



WHAT'S FOR LUNCH?

७7 Watch the BBC video.
For the worksheet, go to page 110.

UNIT 2 VIDEOS

BBC What's for lunch?

6 7

GRAMMAR ANIMATION

Lesson 2.2 **6** 8 Lesson 2.5 **6** 10

FOCUS VLOG Things you eat Lesson 2.2 **6** 9

ROLE-PLAY

Lesson 2.6 (**6**11)



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REFERENCES

Culture notes **p. 153**Audioscript **p. 161**Videoscript **p. 169**Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 7 Shopping game (15 min.) pp. 178, 197
- Photocopiable resource 8 Test yourselves (10 min.) pp. 179, 198
- Extra digital activities: Vocabulary Checkpoint

• Students close their books and work in teams of 3–4. In their notebooks, they write headings in columns: tins, cartons, packets, bags and jars. Give them three minutes to write as many items for each category as they can. The team with most correct items in each category is the winner.

- 5 Read Jack's text message and answer the questions.
 - 1 Who is the message for? Jack's mum.
 - 2 Why does Jack invite Tom?

 He wants to study together with Tom for the test.
 - 3 What does Jack want his mum to prepare? Spaghetti Bolognese and brownies.





WORD STORE 2A Food containers

- 6 1.41 Complete WORD STORE 2A with the names of containers in Exercise 4.
- 7 Choose the correct option.
 - 1 There is a bottle / can of ketchup on the table.
 - 2 I've got a bag /bar of chocolate in my bag.
 - 3 Is that your packet / tub of crisps?
 - 4 Please buy a carton/can of milk and some bread.
 - 5 Let's open that *tin* / (ar) of honey and eat some for breakfast.

WORD STORE 2B | Food products

- 8 1.42 Complete WORD STORE 2B with the names of food products in the box. Then listen, check and repeat.
- 9 (1) 1.43 Look at the photos in Exercise 5 and decide what food products Jack needs to buy. Use the words in WORD STORE 2B. Then listen and check.
- 10 (1) 1.43 Complete the sentences from the dialogue with one word in each gap. Listen again and check.
 - 1 For the brownies, we need a packet of <u>butter</u>, a packet of flour and a carton of <u>eggs</u>.
 - 2 Jack: What about <u>chocolate</u>? You always use a lot of it.

Mum: Yes, get two bars.

3 Jack: What else?

Mum: A packet of cocoa and a bag of <u>sugar</u>

4 For spaghetti Bolognese, get a packet of spaghetti, a jar of <u>tomato</u> sauce. No, make it two jars, all right? A bottle of <u>oil</u> and a packet of <u>Parmesan</u> cheese.

Exercise 9

Jack needs to buy: a packet of butter, a packet of flour, a carton of eggs, two bars of dark chocolate, a packet of cocoa, a bag of sugar, a packet of spaghetti, two iars of tomato sauce, a bottle of oil, a packet of Parmesan cheese, a bag of onions

WORD STORE 2C Phrases related to food

- 11 1.44 Complete WORD STORE 2C with the phrases in red in the sentences. Then listen, check and repeat.
 - 1 We don't have any **ingredients**.
 - 2 Make a snack for Lena and yourself.
 - 3 Get a takeway from the Chinese restaurant.
 - 4 Have some ice cream for dessert.
- 12 SPEAKING Ask and answer the questions in pairs. Compare with the rest of the class.
 - 1 Do you invite friends to study together? How often?
 - 2 What do you usually eat when your friends come?
 - 3 What do you need to prepare the food? Name as many ingredients as you can.
 - **4** What's your favourite snack?
 - **5** Do you ever get a takeaway for dinner? Where do you get it from?
 - 6 What do you usually have for dessert?

My room is very small, so I don't often invite friends to study – maybe once a month, or when we can use my sister's room. When my friends come, we often get a pizza.

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WORKBOOK

pp. 24–25, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10-20-minute Vocabulary Quiz: Assessment Package, Unit 2.1, Vocabulary.
- Ask students to do Show What You Know in the WB, p. 26.



GRAMMAR

Countable and uncountable nouns

I can talk about quantities using countable and uncountable nouns and some/any/much/many/a lot.

- 1 Read the text. Are the sentences true (T) or false (F)?
 - 1 A real Italian pizza has always got mushrooms.
 - 2 A classic pizza has got four ingredients.
 - 3 A traditional pizza hasn't got olive oil on it.

5 Complete the dialogue with some and any. What do Sue and Tom decide to have? They decide to

Sue: I'm hungry.

Tom: Me too. Let's make some sandwiches. Is there

¹ any bread?

Sue: Yes, there's ²_some_ bread.

Tom: But there isn't ³ any cheese or ham in the

fridge.

 $\left(\mathsf{T}\right)$

F

Sue: That's OK. I don't like cheese or ham. Are there ⁴ any eggs?

Tom: Yes, there are ⁵ some eggs.

Sue: And tuna? Are there 6 any tins of tuna? Tuna and egg sandwiches are my favourite.

Tom: No, there aren't ⁷ any tins of tuna.

Sue: But I can see a packet of cornflakes. Have we

got 8 any milk?

Tom: No, we haven't got 9 any milk!

Sue: Oh well, let's get a takeaway. We can get

¹⁰ <u>some</u> pizzas! Tom: Good idea!

6 Read the GRAMMAR FOCUS and complete the questions with how much and how many.

How many ingredients are there on top of a typical pizza?

Well, on my favourite pizza, there are five different things: there's some cheese, some tuna and a lot of tomato sauce. There are also some onions and a lot of mushrooms. But a classic Italian pizza hasn't got many ingredients; it's got only two main ingredients - tomato sauce and mozzarella cheese,

and it's also got some olive oil and some basil. There isn't any tuna or seafood and there aren't any mushrooms). It's called a Margherita and it's great!



Read the GRAMMAR FOCUS. Complete the examples in the table using the words in blue in Exercise 1.

GRAMMAR FOCUS 1 68

Countable		Uncountable
Singular an onion a mushroom	Plural 1 onions 2 mushrooms	3 cheese 4 tomato sauce 5 olive oil 6 tuna

Note: Uncountable nouns are always singular.

- Think of more names of food and add them to the table. Look at page 24 to help you. Compare with a partner.
- Read the GRAMMAR FOCUS and find more examples of some and any in the text.

GRAMMAR FOCUS 2

some and any

- You use some in affirmative sentences.
- You use any in negative sentences and questions.

	Uncountable nouns	Plural countable nouns	
+	There is some cheese.	There are some onions.	
_	There isn't any cheese.	There aren't any onions.	
?	Is there any cheese?	Are there any onions?	

GRAMMAR FOCUS 3

much, many and a lot of

Uncountable nouns

How much cheese is there?

There isn't much cheese./Not much.

There's a lot of cheese./A lot.

Plural countable nouns

How many onions are there?

There aren't many onions./Not many.

There are a lot of onions./A lot.

- 1 <u>How much</u> water do you drink a day?
- 2 <u>How many</u> pizzas do you eat a month?
- 3 <u>How much</u> bread do you eat a day?
- 4 <u>How much</u> cola do you drink a week?
- How much milk do you drink a day?
- 6 How many hamburgers do you eat a year?
- 7 SPEAKING Ask and answer the questions in Exercise 6.

A: How much water do you drink a day?

B: I drink a lot of water. or A lot.

C: I don't drink much water. or Not much.

8 SPEAKING What's on your favourite pizza? Use some, any and a lot of.

On my favourite pizza, there's some cheese ...

FOCUS VLOG 69 Things you eat

(69) Watch the Focus Vlog. For the worksheet, go to page 111.

Grammar page 127

26

REFERENCES

Videoscript p. 170 Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 9 What's the difference? (10-15 min.) pp. 179, 199

• Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 26, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.2, Grammar.
- If you have access to the Internet, find a video clip of someone making a simple recipe. Write five short comprehension questions.

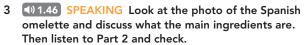
2.3

LISTENING

Note completion

I can understand key phrases in a radio programme on a familiar topic.

- 1 SPEAKING Do you like fast food? Why?/Why not?
- 2 (1) 1.45 Listen to Part 1 of a radio programme. What is it about?
 - 1 unhealthy fast food
 - 2 healthy fast food recipes
 - 3 a famous fast food chef



eggs, potatoes and olive oil

WORD STORE 2D Cooking verbs

- 4 1) 1.47 Complete WORD STORE 2D with the verbs in the box. Then listen and check.
- 5 Work in pairs. How many different verbs can you use with each of these foods?
 - 1 eggs
 - 2 potatoes
 - 3 meat
 - 4 cheese
 - 1 You can boil eggs. You can fry eggs ...
- 6 (1) 1.48 Look at the photo of the fruit pancakes. Read the recipe and try to complete it with a partner. Then listen to Part 3 and check.



EXAM FOCUS Note completion

- 7 (1) 1.49 Listen to the complete programme and complete the information with up to four words in each gap.
 - 1 The radio programme is called <u>Food Today</u>.
 - 2 The Spanish omelette recipe is for <u>four</u> people.
 - 3 Kate suggests we eat the omelette with some salad .
 - 4 The presenter wants to know a healthy recipe for pancakes .
 - 5 Kate thinks it's a good idea to eat <u>fruit and ice cream</u> with the pancakes.
- 8 SPEAKING Which healthy fast food recipe from the programme would you like to try? Why?
- 9 Write the instructions for your favourite recipe.

PRONUNCIATION FOCUS

10 (1) 1.50 Listen and repeat.

/i:/	seat	feel	teen	heat	eat
/ <u>I</u> /	sit	fill	tin	hit	it

11 (1) 1.51 Listen and choose the word you hear.

1 a seat b sit	3 a teen (b) tin	5(a) eat b it
	4a heat b hit	

Fruit Pancakes

Ingredients

some fruit (bananas and strawberries)
1 cup of flour, 1 cup of milk,
1 egg, some oil

Instructions

- 1 Chop the fruit.
- ² Mix the flour, milk and egg together.
- 3 Put some oil into a pan.
- Put some of the mixture into the pan, make a pancake and ⁴ fry it on both sides.
- Take the pancake out of the pan.
- 5 Put fruit on top of the pancake.



REFERENCES

Culture notes **p. 153**Audioscript **p. 161**

EXTRA ACTIVITIES

- In groups, students invent recipes for delicious meals and then vote for the best one.
- Students watch a clip or clips of people making simple recipes and answer the questions. Students then ask and answer the questions in pairs.

WORKBOOK

p. 27

NEXT CLASS

Ask students to think about the best or most unusual food markets they have ever been to.

2.4

READING

Matching

I can identify specific information in a short article on a familiar topic.

- 1 SPEAKING Look at the photos. Think of two typical food items for each place. Discuss with a partner.
- 2 Read texts A-C quickly. Do they mention any of the food you talked about?
- 3 Match texts A-C with text types 1-3.
 - 1 An extract from a tourist information book C
 - 2 An advertisement for an activity A
 - 3 An informal email to a friend B

EXAM FOCUS Matching

4 Read the texts again. Match questions 1–7 to places A–C. There is one extra question.

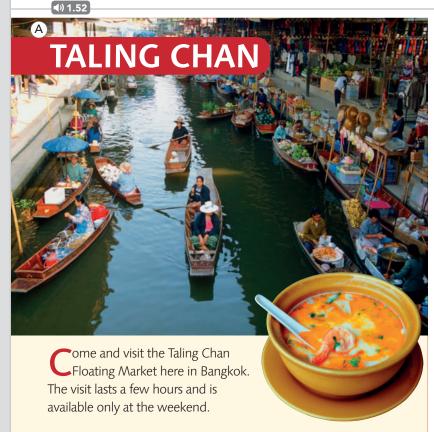
(C) (A)

A

 $\overline{\mathsf{B}}$

B

- 1 Which market can you visit every day?
- 2 Where do you have to pay to visit the market?
- 3 Where can you walk round the market or take another form of transport?
- 4 In which text does the writer mention food for people who don't eat meat?
- 5 In which text does the writer describe his/her food?
- 6 Which market is very expensive but good to visit?
- 7 Which market is the best place to visit if you like seafood?
- 5 SPEAKING Discuss the questions.
 - 1 Which place would you most like to visit? Why?
 - 2 Which food sounds most interesting? Why?



Meet your tour guide at 11 a.m. and go by bus to the floating market. Walk round and hear about the history of the area. See the boats, full of fresh fruit and vegetables, and then stop to eat. For lunch you can try **traditional** Thai <u>dishes</u> like *pad thai* (noodles) and *tom yum goong* (a **spicy** soup with a hot, strong taste). Then, get on a boat and travel back through the market for the return journey. Don't forget your camera!

Prices start from £20 per person and include a full <u>meal</u> (lunch). Contact the office to buy your ticket.

28

REFERENCES

Culture notes pp. 153-154

EXTRA ACTIVITIES

• Elicit ideas about what makes a food market unusual or special. Students describe the best or most unusual food market they have been to. The class listen and ask questions.

• Students read the texts again carefully and then work in teams. They close their books. Ask teams questions in turn, e.g. What kind of market is there in Bangkok? (floating market), How many food stalls are there at

Hi Sam!

How are you? I'm still in Finland.

Today we're at Kauppatori Market –
it's right next to the sea! It's one of
the best places in the world to eat
fresh fish. The cooks all use local
ingredients, of course. The market's
got around thirty food stalls and
some have got covered areas where
you can sit. We can watch the boats
from our table! I've got grilled salmon
with potatoes and it's really delicious
(better than fast food!!). Later, I want
to buy some fruit from the food
market – I hope they speak English!
Love, Anna



Kauppatori Market? (around thirty), etc. If nobody can answer, allow them to look in their books. The first team to answer gets an extra point.

WORKBOOK

pp. 28-29

WORD STORE 2E Food adjectives

- 6 1.53 Complete WORD STORE 2E with the words in blue in texts A-C. Then listen, check and repeat.
- 7 Complete the statements with the words in WORD STORE 2E.
 - 1 I like <u>vegetarian</u> food because it doesn't have any meat or fish in it.
 - 2 I always say food is <u>delicious</u> when it tastes very good.
 - 3 Pizza is a <u>traditional</u> Italian food. It's a recipe from that country.
 - **4** I don't like <u>spicy</u> food because it has a hot strong taste.
 - 5 I only eat <u>grilled</u> fish. It's the best way to cook it!
 - 6 I enjoy eating <u>fresh</u> fruit because it isn't old.
 - 7 My parents never buy <u>local</u> food from places near our home.
- 8 SPEAKING Are the sentences in Exercise 7 true for you? Tell a partner.

No, I don't like like vegetarian food because ...

- 9 1.54 Match the underlined words in texts A-C with the definitions. Then listen, check and repeat.
 - 1 an occasion when you eat food, e.g. breakfast = meal
 - 2 fresh food that people prepare and serve on the street = <u>street food</u>
 - 3 food prepared and cooked in a certain way = dish
 - 4 a food or drink that a person or restaurant is well known for, that you can't always get in other places
 speciality
- 10 SPEAKING Discuss the questions.
 - 1 Where do you usually go out for a meal with your family?
 - 2 What's your mum's speciality?
 - 3 What's your favourite dish?
 - 4 Do you like street food?





What: La Merced is a huge market in Mexico City and the main focus is food. You can also buy other goods, such as shoes or kitchen equipment. This is not a place to visit in a hurry – the market is inside a huge building and it's easy to get lost. There are plenty of places to eat street food inside. It's cheap and popular with local people as well as tourists.

Don't miss: Try <u>specialities</u> like *mole* (a sauce) and *quesadillas* (a type of thin bread filled with cheese). You can get **vegetarian** or meat *quesadillas*.

How to get there: It's a short walk from the main tourist area or take the metro to Merced (line 1).

When: Open daily 5 a.m. - 7 p.m.

adillas.

NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 30.
- Look at the three texts on page 30 and write sentences to give clues about the festivals, e.g. It happens in August. People throw about 265,000 kilos of food. People go to the main

square. You can't buy the food at this festival in a supermarket, etc.



GRAMMAR

Articles

I can use articles to refer to specific nouns and to make generalisations.

Read the text and complete the table.



The Tomatina is a festival in Spain. The festival happens every August in Buñol - on the last Wednesday in August. Buñol is a small town near Valencia. Thousands of people go to the festival every year. At the Tomatina, people go to the main square and they throw tomatoes! They squash the tomatoes first, so they don't hurt anyone. It's messy but lots of fun!

The Tomatina Festival

What	¹ A Spanish festival
Where	² <u>In Buñol in Spain</u>
When	³ On the last Wednesday in August

2 Read the GRAMMAR FOCUS and underline the articles in the text.

GRAMMAR FOCUS **©10**

Articles

You use a/an:

- with a singular noun when it is one of many things/
 - Buñol is a small town. (There are many towns in Spain)
- when you mention something for the first time: It's a festival in Spain.

You use the:

- when you talk about a specific thing that everybody
- People go to the main square. (= a specific place)
- when you mention something for the second time: It's a festival in Spain. The festival happens every August.

There's no article (Ø):

- when you speak in general: Do you like tomatoes? I hate cheese.
- with days of the week or months, names of places or countries: in Buñol, in August.

3 1.55 Read the text and choose the correct option. Then listen and check.



The Battle of the Oranges is 1the /(a)food festival. It happens every year in ²Ø/ an Ivrea. Ivrea is ³a/ the town in the north of Italy. At 4the a festival, nine teams of people throw ⁵∅/ the oranges. Thousands of people take part! 60/Theoranges are not from Ivrea – they are from the south of Italy. Each year, people throw about 265,000 kilos of 70/ the oranges!

4 Complete the text with a/an, the or Ø.



The Hokitika is ¹a festival in ² Ø New Zealand. It takes place every year in 3 ____ March. 4 ___ The festival is about ⁵ Ø wild food – food you find in The countryside. You can't buy wild food in 7_ supermarket! At 8 the festival, you can try 9 different kinds of wild food, for example, crocodile. It's ___ popular festival and thousands of people go!

- 5 SPEAKING Discuss the questions.
 - 1 Which festival would you like to go to? Why?
 - 2 Do you know any other food festivals? What happens there?

Grammar page 128

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REFERENCES

Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 10 Test yourselves (10 min.) pp. 179, 200
- Extra digital activities: Grammar Checkpoint
- After students have read all three texts, read out the sentences you prepared earlier. Students identify the festival.

WORKBOOK

p. 30, including Show What You've Learnt

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.5, Grammar.



SPEAKING

Ordering food

I can use simple phrases to order a meal.

- 1 (1) 1.56 Look at the photo and the menu. Listen and repeat the prices.
 - 1 twenty-five p/pence
 - 2 thirty-five p/pence
 - 3 two pounds forty-five
 - 4 one pound fifty
 - 5 seventy-five p/pence
 - 6 two pounds ninety-nine
- 2 (1) 1.57 Listen to the prices and say which you hear. Then listen again and repeat.

 1 a £2.15 b £2.50
 4a 70p b 17p

 2 a €3.45 b €2.45
 5 a €0.99 b €0.90

 3a €4.85 b £4.85
 6 a 25c b 35c

3 (1) 1.58 Read and listen. Then complete the sentences. What does Ben have to eat and drink?

Amy: Hi. Are you ready to order?

Ben: Yes. I'd like a 1<u>cheese</u> sandwich with

² tomato .

Amy: OK. What would you like to drink?

Ben: Can I have a ³ <u>cola</u> , please?

Amy: Large or small? Ben: Small, please. Amy: Anything else?

Ben: Yeah ... Can I have a banana?

Amy: Anything else?

Ben: No, thanks. That's it. How much is it?

Amy: It's ⁴ £4.90 .

Ben: Here you are.

Amy: Enjoy your meal.

Ben: Thanks.

4 1.58 Read the SPEAKING FOCUS. Put B (Ben) and A (Amy) next to the sentences. Then listen again and check.

SPEAKING FOCUS

Ordering food

- · · · · · · · · · · · · · · · · · · ·	
Are you ready to order?	A
I'd like a/an/some /Can I have a/an/some?	B
What would you like to drink?	A
Large or small?	A
Anything else?	A
No, thanks. That's it.	B
How much is it?	B
It's (+ price)	A
Here you are.	B
Enjoy your meal.	A



- Match questions 1-6 with responses a-f.
 - 1 How much is it?
- f

a

(b)

 $\left(\mathsf{d}\right)$

e

- 2 Are you ready to order?
- 3 What would you like to drink?
- 4 Anything else?
- **5** Large or small?
- 6 Enjoy your meal.
- a A bottle of mineral water, please.
- b No, thanks, that's it.
- ${f c}$ It's four pounds sixty-five.
- d Large, please.
- e Thanks.
- f Yes, can I have a burger?
- 6 SPEAKING Follow the instructions below to order food. Use the SPEAKING FOCUS to help you.

Student A: You work at the café.

Student B: Look at the menu and decide what you want.

ROLE-PLAY 611 Ordering food

№ 11 Watch the video and practise. Then role-play your dialogue.

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REFERENCES

Audioscript **pp. 161–162**Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

In pairs, students prepare a short dialogue with missing expressions and pass it to another pair to complete and read out.

WORKBOOK

NEXT CLASS

Ask students to think about planning a party and consider what type of party it is, the type of food and drink they are going to have and what type of music they will listen to.



WRITING

An email of invitation

I can write a simple informal email of invitation.

- 1 SPEAKING Discuss the questions.
 - 1 How often do you go to parties?
 - 2 Do you bring anything with you? If yes, what?
- 2 Read the email. Does Emma mention any of the things you bring to parties?
- 3 Read the email again. Match parts of the email A–F with descriptions 1–6.
 - 1 Making the invitation
- C
- 2 Finishing the email
- F
- 3 Asking for confirmation
- 4 Giving the details (where? when? what kind of party?)
- D

- **5** Greeting
- 6 Opening the email
- A

To: Anna

Subject: Party

[A] Hi Anna,

[B] How are you?

I^{C]} Would you like to come to my party? ^[D] It's on Saturday at my house at 7:30 p.m. It's a 'bring-your own' party – everyone makes some food and brings a drink. Then we all eat the food together! You can make any recipe you want. Your pizzas are fantastic and you always make delicious salads, too. Or you can bring an interesting dessert. ©

^[E] Can you come? What can you make? Email or text me and let me know!

[F] Love,

Emma xxx

Exercise 6

- 2 Your sandwiches are delicious.
- **3** After dinner I listen to my favourite music.
- **4** The music is fantastic.
- 5 You can make an easy recipe



4 Complete the WRITING FOCUS with the headings in Exercise 3.

WRITING FOCUS

An email of invitation

A Greeting

Hi John,/ Hello!

B Opening the email

How are you?

How are things?

C Making the invitation

Would you like to come to my party? Do you want to come to a party?

D Giving the details

It's on Friday. It's at 8 p.m./It's on Friday at 8 p.m. It's at my house/at Moon Club.

It's a birthday/fancy-dress/bring-your-own/post-exam party.

E Asking for confirmation

Can you come?

Email or text me and let me know.

I hope you can come! Let me know!

F Finishing the email

Love,/Lots of love,

Best wishes,

5 Read the example sentences in the tables and choose the correct option in the sentences below.

Subject	Verb	Article	Adjective	Object (noun)
Everyone You	makes make	Ø a	Ø delicious	food. salad.
Subject	to be	Article	Adjective	Noun

- 1 The subject comes before after the verb.
- 2 The adjective usually comes before after the noun.
- 3 When there is no object, the adjective comes before/ after the verb 'to be'.
- 6 Put the words in the correct order to make sentences.
 - 1 fancy-dress / party / a / It's It's a fancy-dress party.
 - 2 Your sandwiches / delicious / are
 - 3 listen to my / After dinner / I / music / favourite
 - 4 The music / fantastic / is
 - 5 make an / recipe / easy / You can

SHOW WHAT YOU'VE LEARNT

- 7 Write an email of invitation to a friend. Use the WRITING FOCUS to help you. Write about:
 - what kind of party it is,
 - the details where, what date and time,
 - what you want your friend to bring.

Ask for confirmation.

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EXTRA ACTIVITIES

- Elicit different ideas for parties from the students and write them on the board.
- In pairs, students plan a party. They design the invite and write it as an email. The class votes on the most 'fun'

party or the one they would most like to attend.

WORKBOOK

p. 32, including Show What You've Learnt and Show That You've Checked

NEXT CLASS

Ask students to study the Word list on page 33.

2.1 Vocabulary (4) 4.8

- \zneinx\ ve pæd of onions /ə bæg əv '\nniənz/
- a bag of potatoes /ə ˌbæg əv pəˈteɪtəuz/
- a bag of sugar /ə ˌbæg əv 'ʃugə/
- a bottle of ketchup /ə ˌbɒtl əv 'ketʃəp/
- \lic' ve ltad, e\ lio fo altod a
- a can of lemonade /ə ˌkæn əv ,lemə'neɪd/
- a can of soup /ə kæn əv surp/
- a carton of eggs /ə kartn əv 'egz/
- a carton of milk /ə .ku:tn əv 'milk/
- a carton of orange juice /ə ˌkaɪtn əv 'prəndz dzuis/
- a jar of honey /ə ˌdʒqɪr əv 'hʌni/
- a jar of mayonnaise /ə ˌdʒɑːr əv meiə'neiz/
- a jar of tomato sauce /ə ˌdʒɑːr əv tə'martəu 'sərs/
- a loaf of bread /ə ləuf əv 'bred/
- a packet of butter /ə ˌpækɪt əv 'bʌtə/
- a packet of cocoa /ə ˌpækɪt əv ˈkəukəu/
- a packet of crisps /ə ˌpækɪt əv 'krɪsps/
- a packet of flour /ə ˌpækɪt əv flauə/
- a packet of Parmesan cheese /ə ˌpækɪt əv parmı'zæn 'tsirz/
- a packet of spaghetti /ə ˌpækɪt əv
- a tin of peas /ə tın əv 'pizz/
- a tin of tuna /ə ˌtɪn əv 'tjuːnə/
- a tub of ice cream /ə ˌtʌb əv ˌaɪs 'kriɪm/

bread /bred/

brownie /'brauni/

crisps /krisps/

(dark/milk) chocolate / dark/, milk

'tspklət/

dessert /dr'zart/

egg /eg/

favourite /'fervərət/

flour /'flauə/

for dessert /fə dı'zaɪt/

freezer /'frizə/

get a takeaway / get ə 'teikəwei/

honey /'hʌni/

ingredients /In 'grizdients/

juice /dʒuɪs/

ketchup /'ket∫əp/

lemonade / lemə'neɪd/

make a snack / merk ə 'snæk/

mayonnaise / meiə neiz/

milk /mɪlk/

oil /oil/

on the way back /pn ðə wei 'bæk/

onion /'Anjən/ pepper /'pepə/

potato /pəˈteɪtəu/

prepare /pri'peə/

salt /soult/

sauce /sais/

snack /snæk/

soup /surp/

spaghetti Bolognese /spageti

bola'neiz/

strawberry /'stroxbəri/

take out / terk 'aut/

tomato /təˈmɑːtəʊ/

tuna /ˈtjuːnə/

(two) bars of chocolate /tuː ˌbɑːrz əv

't foklət/

(vanilla) ice cream /(vəˈnɪlə) aıs ˈkriːm/

2.2 Grammar (◄) 4.9

a packet of cornflakes /əˌpækɪt əv

'ko:nflerks/

basil /'bæzəl/

classic /'klæsɪk/

cola /'kəʊlə/

(egg and tuna) sandwich /(eg ən

'tju:nə) 'sænwid3/

fridge /frid3/

ham /hæm/

hamburger/burger/hæmbargə/bargə/

hungry /'hʌŋgri/

(mozzarella) cheese /(motsə,relə) 'tʃiːz/

mushroom /'maſruːm/

/lic vela'/ lio avilo

pizza /'pirtsə/

seafood /'sixfuxd/

typical /ˈtɪpɪkəl/

2.3 Listening **◄**) 4.10

a cup of (flour) /ə ˌkʌp əv (ˈflauə)/

banana /bəˈnɑːnə/

boil (potatoes) / boil (po'teitouz)/

chop (fruit) / t f op ('fruit)/

fantastic /fæn'tæstɪk/

fast food / fast 'fusd/

for breakfast /fə 'brekfəst/

fry (meat/an omelette) / fra ('mixt/ən

'pmlət)/

healthy /'helθi/

heat /hi:t/

mix eggs with (potatoes) /miks legz

wið (pəˈteitəuz)/

mixture /'mrkstfə/

omelette /'pmlat/

on both sides /pn ,bəυθ 'saɪdz/

pan /pæn/

pancake /'pænkeik/

put on top of / put on 'top ev/

recipe /'resəpi/

recommend / rekə mend/

salad /'sæləd/

slice (cheese) / slars ('t firz)/

take out of the pan / teik aut av ða

'næn/

try /trai/

unhealthy /Λn'helθi/

yummy /'jʌmi/

2.4 Reading < 10 4.11

chef/cook /ʃef/kʊk/

delicious (food) /dɪˌlɪʃəs ('fuːd)/

dish /drf/

expensive /ik'spensiv/

experience /ɪk'spɪəriəns/

floating /'floutin/

fresh food / fref 'furd/

go out for a meal / gou aut for a 'mirl/

grilled (salmon) / grild ('sæmən)/

guide /gard/

hot/spicy /hpt/'sparsi/

kitchen equipment / kit fin i'kwipment/

local food / loukal 'furd/

meal /mixl/

noodles /'nuːdlz/

office /'pfəs/

per person /pə 'parsən/

price /prais/

serve /sarv/

speciality / speʃi'æləti/

spicy food / sparsi 'furd/

stalls /stalz/

street food /'strixt fuxd/

strong /stron/

take the metro / teik ða 'metrau/

taste /teist/

traditional food /trəˈdɪʃənəl fuːd/

vegetarian food / vedzə'teəriən fuːd/

2.5 Grammar (4) 4.12

crocodile /'krokədaıl/ (food) festival /('furd) festaval/

happen /'hæpən/

main square / mein 'skweə/

orange /'prands/

squash /skwpʃ/

supermarket /'suxpə,maxkət/

team /tixm/

throw /θrəυ/

wild /warld/

2.6 Speaking (**4**) 4.13

Anything else? /ˌeniθɪŋ 'els/

Enjoy your meal! /In,d351 je 'mi:l/

Here you are. /ˈhɪə jʊ ɑː/

large /laːdʒ/

menu /'menju:/

/cticw, (lerenim')/ water order /'ordə/

pence /pens/

pound /paund/ small /smoxl/

2.7 Writing (4) 4.14

birthday party /'baːθdeɪ ˌpɑːti/

bring-your-own party / brin jər 'əun

parti/ fancy-dress party / fænsi 'dres parti/ post-exam party /pəust ɪgˌzæm 'paɪti/

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WORD LIST ACTIVITIES

• Divide the class into teams. Students study the list for a few minutes, then close their books. Play Snowman with words from the list. Give points for the first team to guess the word and say the correct category.

• Divide the class into four or five teams. They have to give definitions of vegetarian food, snack, street food and dessert and then give examples of food for each category.

VOCABULARY AND GRAMMAR

Complete the sentences with the words in the box. There are two extra words.

(k	oar bottle	carton	jar	loaf	packet	tin	tub
1	We've got	a <u>tuk</u>)	of ice	cream fo	or des	sert.
2	I want to bu	ıy ap	acket	of	crisps for	the p	arty.
3	Can you bu	ıy al	oaf	of l	bread at t	he	
	supermarke	et?					
4	Thatj	ar o	f hon	ey is a	lmost em	pty. V	Ve
	need to but	y a new o	ne.				
5	Please can	you pass	me th	nat	bottle	_ of	
	ketchup?						
6	There's a	carton	of	juice o	on the tak	ole.	

- 2 Complete the sentences with the correct form of the words in capitals.
 - 1 My father makes delicious omelettes. They are his speciality . SPECIAL
 - **2** Fish and chips are a <u>traditional</u> food in Britain. Many people eat them. TRADITION
 - 3 The food in that restaurant is <u>local</u> from farms near to the town and it's very good. LOCATION
 - 4 I usually have <u>grilled</u> fish and salad for lunch.
 - 5 I don't eat meat. I'm a <u>vegetarian</u> . **VEGETABLE**
 - **6** Curry can be very <u>spicy</u> it's often too hot for me to eat. SPICE
- 3 Choose the correct option.

6 Cheese is

- 1 There isn't much/ many bread.
- 2 I drink any / (a lot of) water every day.
- 3 There's any / some orange juice in the fridge.
- 4 How much / many pizzas do you eat a month?
- 5 Are there any / some mushrooms on the pizza?
- 6 There isn't any some cheese in my sandwich.
- Complete the sentences with a/an, the or Ø (no article).

1	Do you like	<mark>)</mark> mւ	ıshrooms?	
2	Let's go out for	а	_ meal tonig	ht.
3	Please can I have _	an	apple?	
4	Dino's is a restaurar	nt near my	/ house	The
	restaurant is popula	ar with you	ung people.	
5	We always have an	omelette	for breakfas	t on
	Ø Sunc	lav.		

ingredient for pizzas.

USE OF ENGLISH

- 5 Choose the correct answer, A, B or C.
 - 1 X: Hi, Mum. I'm hungry! Y: Good morning! Do you want sausages for ___ ?
 - (B) breakfast C dessert 2 X: Do you want anything from the shops?
 - Y: Yes, I'd like ___ bar of chocolate, please. **(C)**a A the $B \emptyset$
 - 3 X: A mushroom pizza. Is that everything?
 - Y: Yes. How ___ is it?
 - X: It's £6.50, please.
 - (A)much **B** many C any
 - 4 X: What do you want to drink?
 - Y: Some ____ , please.
 - A honey **B** ham
 - **(C)**juice 5 X: Can I have a sandwich?
 - Y: Sorry, we haven't got ___ bread. A some (B)any **C** a
 - **6** X: Do you want to go to a restaurant tonight?
 - Y: No, let's get a
 - A street food **B**takeaway C fast food

6 Read the text and choose the correct answer, A, B

FOOD FOR SUMMER

Salad is the perfect food for summer. It's easy to 1_ and it's very good for you. Salads usually have 2_ tomatoes, onions and lettuce. But, you can put any ingredients you want 3_____ your salads! For example, you can add fruit such as strawberries or apples. You can add a 4_____ of tuna or some ham too. You can also make a salad with rice – it's 5_____! So next time you want to make a meal or a 6_____, remember - try a salad.

- 1 A makes 2 (A)some 3 (A)into 4 A bag
- **B** making B anv **B** with
- **B** packet (B)delicious
- C at (C)tin
- 5 A favourite **B**snack
- C strong C dessert

(C)make

C many

LISTENING

6 A tea

- 1) 1.59 Listen to a conversation between Beth and Katie. Complete the information with up to four words in each gap.
 - 1 Date of meeting: Friday (afternoon)
 - 2 Place: <u>Katie's home</u>
 - 3 Food: Spaghetti with vegetables/tomatoes and mushrooms
 - 4 Dessert: Strawberry ice cream
 - 5 Time of meeting: 3:30 p.m.

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REFERENCES

Audioscript p. 162

EXTRA ACTIVITIES

- Photocopiable resource 11 Vocabulary and grammar check 1 (15 min.) pp. 179, 201
- Word Practice 2, WORD STORE booklet, p. 4
- Photocopiable resource 12 In a café (speaking; 8 min.) pp. 179-180, 202
- Photocopiable resource 13 Food festival (writing; 11–12 min.) pp. 180, 203
- Extra digital activities: Reading and Use of English

READING

- 8 What does each notice say? Read notices A-C and match them with questions 1-7. There is one extra auestion.
 - 1 Where can you learn some new recipes? B
 - 2 At which food festival can you listen to live music? C
 - 3 Which festival has got food from only one area of Britain? B
 - 4 Which festival is free for everybody? A
 - 5 Where can you buy clothes as well as food? C
 - 6 At which festival can you try out your own recipes?
 - 7 Where can you try food from other countries? A

(A)

The Loch Lomond Food & Drink Festival

is one of the most popular festivals in Scotland. It brings over 20,000 people to the area to enjoy the delicious food and drink. It takes place every year in September and lasts two days. You can try and buy local food and traditional Scottish food. There is a Continental Market with foods from many different countries in Europe too. You can also watch top chefs prepare food. It's free!

(B)

The Cheshire Food Festival

is a celebration of all the different foods from Cheshire in the north of England. The festival also supports local restaurants, farmers and food producers. You can try some fantastic food and watch some cooking demonstrations. There are also cooking classes so you can prepare some dishes. It takes place in the gardens of Walton Hall and only costs £2 per person. It's free for children under 12 years old.

THE GREAT BRITISH FOOD FESTIVAL

is a fantastic event for all the family. Watch top chefs cook, try amazing food from all over the country and enjoy the many bands that play there. There are several competitions, such as the famous Cake Off. There's entertainment for children too, including a magician. There's also a market with crafts and T-shirts, tops and trousers. A family ticket is £20 (two adults + two children). Don't miss it!

SPEAKING

9 Put C for Customer or S for Server next to each sentence.

1 I'd like a small pizza, please.

2 Anything else?

S 3 Are you ready to order?

4 No, thanks. That's it.

5 Enjoy your meal.

6 How much is it?

10 Do the task in pairs.

Menu

Main course **Drinks** Chicken salad 4.50 Cola small 0.60 large 1.45 Burger and chips 4.25 Juice small 0.80 large 1.70 Pizza 3 75 Lemonade small 0.50 large 1.10 Cheese omelette 3.80 Tea 1 20

Dessert

Chocolate cake	2.50
Ice cream	1.2
Pancakes	2.4

Student A

You work in a café.

- Greet Student B and ask for his/her order (ready/ order?) for food and drink (what/drink? what/size? anything else?).
- Use the menu to help you.
- Give price and thank Student B.

Student B

You are a customer in a café.

- Ask Student A for something to eat and drink.
- Use the menu to help you.
- Choose your drink size.
- Ask how much it costs and pay for your order.

WRITING

11 Read the writing task. Match sentences a-d to points 1-4 in the task. Then do the task.

- a It's a Festival of Spicy Food. It's next weekend and it's free.
- **b** Can you come? Email or text me and let me know.
- c Would you like to come to a fantastic food festival with me?
- d How are you?

You are interested in healthy food and you like trying dishes from different countries. You're going to a food festival and want to invite your friend. Write an email to him/her and include these points:

- 1 Greet him/her and ask how he/she is. d
- 2 Say where and when the festival is. c
- 3 Say what you can see and do there. a
- 4 Invite him/her to come. b

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NEXT CLASS

- Ask students to do Self-check 2.9, WB pp. 34-35, as homework.
- Ask students to prepare for Unit Test 2: Assessment Package, Unit 2.
- Ask students to prepare for Review Test 1: Assessment Package, Unit 2.

PROJECT

- How to teach with projects p. T19
- Think about your favourite food.

What ingredients do you need to make it? When do you eat it? Do some research and prepare a presentation or video about it. Then present it to your class.

3.1

VOCABULARY

Jobs • work and job • prepositions

I can use language related to jobs and types of work.

SHOW WHAT YOU KNOW

- 1 Think about jobs and write down as many as you can in one minute. Compare with other people in the class.
- 2 Look at the list of jobs in the box and translate them into your own language.

acco	untant architect 4 artist astronaut 8
build	ler dentist doctor engineer 7
	ory worker farmer gardener 6 hairdresser 9
journ	nalist lawyer mechanic nurse 2
	ber receptionist scientist shop assistant
soldi	er taxi driver 10 teacher 5 vet 3 waiter 1



I like work: it fascinates me. I can sit and look at it for hours.

Jerome K. Jerome, Three Men in a Boat: To Say Nothing of the Dog!

BBC



GROWING FURNITURE

७ 12 Watch the BBC video. For the worksheet, go to page 112.

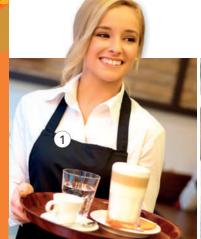
UNIT 3 VIDEOS

BBC Growing furniture (612)

GRAMMAR ANIMATION

Lesson 3.2 **6**13 Lesson 3.5 **6**14

FOCUS VLOG A typical day Lesson 3.5 **6** 15







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REFERENCES

Audioscript **p. 162**Videoscrcipt **p. 170**Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

• Photocopiable resource 14 Guess my job! (13–15 min.) pp. 180, 204

- Photocopiable resource 15 Test yourselves (10 min.) pp. 180, 205
- Extra digital activities: Vocabulary Checkpoint
- Make two lists on the board under the headings jobs we would like to do and jobs we wouldn't like to do. Elicit different jobs and have students

decide which column the jobs should go in and why.

WORKBOOK

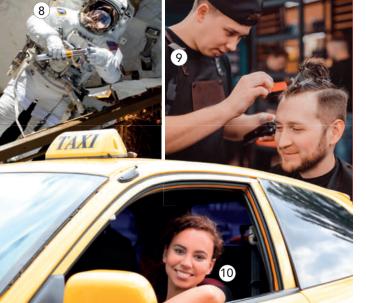
pp. 36–37, including Show What You've Learnt

NEXT CLASS

(A)

- 3 Match photos 1–10 with ten of the words in Exercise 2.
- 4 SPEAKING Which job would you not like to do? Why?/Why not? Discuss.
- 5 ② 2.1 Listen to five people talking about their jobs. Match speakers A–E to five of the photos.
 - A <u>2</u> B <u>10</u> C <u>6</u> D <u>4</u> E <u>5</u>
- 6 (1) 2.1 Listen again and match speakers A–E with sentences 1–12.
 - 1 He/She works with children.
 - 2 He/She has a badly-paid job.
 - 3 He/She likes this job but wants a different one.
 - 4 He/She doesn't work for a company.
 - 5 He/She works in a school.
 - 6 He/She has a part-time job now and would like a full-time job.
 - 7 He/She sometimes works in a team with others.
 - 8 He/She says he/she works hard.
 - 9 He/She works with his/her hands.
 - 10 He/She sometimes works long hours and sometimes works only two hours a day.
 - 11 He/She works in a hospital.





WORD STORE 3A Jobs

- 7 ② 2.2 Complete WORD STORE 3A with the jobs in Exercise 2. Then listen, check and repeat.
- 8 Complete the sentences with the jobs in WORD STORE 3A.
 - 1 A <u>nurse</u> works in a hospital.
 - 2 In a restaurant, the <u>waiter</u> brings you the menu.
 - 3 A <u>hairdresser</u> cuts people's hair.
 - 4 I need a <u>mechanic</u> because there's a problem with my car.
 - 5 A <u>journalist</u> usually works for a newspaper or a TV station.
 - 6 Maria works at that hotel as a <u>receptionist</u>
 - 7 An <u>accountant</u> works with numbers and financial documents.
 - 8 Jorge is a <u>teacher</u> in the local school. There are fifteen students in his class.

WORD STORE 3B work and job

- 9 (1) 2.3 Look at the phrases in red in Exercise 6 and complete WORD STORE 3B with work and job. Then listen, check and repeat.
- 10 Think about the people you know. Complete the sentences and compare with a partner.

l	W	orks hard. He/She is a
2	h	as got a part-time job. He/She
	is a	
3	W	orks long hours, sometimes hour
	a day. He/She is	s a
1	h	as got a well-paid job. He/She
	is a	
5	W	orks full-time. He/She is a
5	h	as got a badly-paid job. He/She
	ic a	- · · ·

WORD STORE 3C Prepositions

- 11 ② 2.4 Complete WORD STORE 3C with the prepositions in the underlined phrases in Exercise 6. Then listen, check and repeat.
- 12 SPEAKING Complete the questions with the prepositions in WORD STORE 3C. Then ask and answer.
 - 1 Would you prefer to work <u>for</u> a company or to be your own boss? Why?
 - 2 Would you like to work <u>with</u> children? Why?/Why not?
 - 3 Would you like to work in a café?
 - 4 Do you like to work <u>with</u> your hands?
 - 5 Would you like to work <u>from</u> home? Why?/Why
 - 6 Do you prefer to work <u>on</u> a project alone or <u>in</u> a team?

I would prefer to be my own boss. You work hard then, but you decide when to work.

I would like to work with children. They are fun and interesting.

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- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 3.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 38.



GRAMMAR

Present Continuous

I can use the Present Continuous to talk about events happening at the time of speaking.



"Hi Sarah, how are you? What are you doing? Oh. No, sorry, I can't help you, I'm very busy. I'm chopping the vegetables for salads ... Are Maria and Anna working? Yes, they are – Maria is making coffee and there are a lot of customers! Anna is busy too, she's washing the dishes. And Gomez is talking to a man at the back door. I think they're having an argument ... No, Adam isn't looking at his phone as usual, he's taking money from the customers! We're really all very, VERY busy! Oh, wait, Gina isn't doing anything. She's just standing there. GINA! What are you doing?!"



1 SPEAKING Look at the people in the picture. Where do they work? What do they do?

Sally is a cook. She prepares food.

- 2 (1) 2.5 Read and listen to Sally's telephone conversation with Sarah. Look at the picture. Does she tell her the truth? Yes.
- 3 Complete the GRAMMAR FOCUS with the verbs in blue in Exercise 2.

GRAMMAR FOCUS **©13**

Present Continuous: am/are/is + -ing form

You use the Present Continuous to talk about actions at the time of speaking.

- + I¹'m chopping vegetables.
 Gomez ² is talking to a man.
 They ³ 're having an argument.
- Gina ⁴ isn't doing anything.

 Adam ⁵ isn't looking at his phone.
- ? What ⁶ are you doing?

 7 Are Maria and Anna working?

 Yes, they are./No, they aren't.

REMEMBER THIS

To form the -ing form:

- \bullet add -ing to the verb: stand \rightarrow standing, work \rightarrow working
- if the verb ends in -e, drop -e: $make \rightarrow making$
- if the verb ends with a short vowel + a consonant, double the last letter: $fit \rightarrow fitting$, $chop \rightarrow chopping$
- 4 Complete the sentences about the picture. Use the positive or negative form of the verbs in the box.

eook chop discuss have make talk wash work

- 1 Sally <u>isn't cooking</u>. She <u>is talking</u> to Sarah on the phone.
- 2 Maria <u>isn't washing</u> the dishes. She <u>is making</u> coffee.
- **3** Gomez <u>isn't chopping</u> vegetables. He <u>is discussing</u> something with a man at the back door.
- **4** Adam and Maria <u>aren't having</u> an argument. They are busy and they <u>are working</u> hard.
- 5 Write questions from the prompts.
 - 1 doing / is / the teacher / What?
 - 2 near / anyone / Is / a window / sitting?
 - 3 anybody / black / wearing / something / Is?
 - 4 any / writing / Are / students?
 - 5 this / Are / doing / all the students / exercise?
- 6 SPEAKING Ask and answer the questions in Exercise 5.
 - **A:** What is the teacher doing?
 - **B:** He/She is writing on the board.

Grammar page 128

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REFERENCES

Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 16 Test yourselves (10 min.) pp. 181, 206

• Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 38, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 3.2, Grammar
- Ask students to write a description of what is happening in one of the photos on page 39.

Exercise 5

1 What is the

2 Is anyone

sitting near

a window?

3 Is anybody

wearing something

black?

4 Are any students

writing?

5 Are all the

students doing this exercise?

teacher doing?

LISTENING

True/False

I can identify key details in a simple radio programme.

- 1 Read about Peace Corps and answer the questions.
 - 1 Which country is the Peace Corps from?
 - 2 What does the Peace Corps do?
 - 3 What do the volunteers do?

US TODAY



Peace Corps is a US government programme. It sends American volunteers to work abroad. Peace Corps promotes peace and friendship in the world. Volunteers work with children and adults. They teach them subjects such as English, Business Skills and Information Technology. The local people also learn practical skills. Volunteers can work in health, education or agriculture.







2	What kind of information is missing in each gap? Match gap	s
	1–6 with definitions a–f.	

- 1 More than <u>c</u> Peace Corps Volunteers are working around the world today.
- 2 The first speaker, Amy, is in <u>a</u>
- 3 Amy is helping to build a new f
- 4 Terri and her co-workers are producing fresh b for people in hospital.
- **5** Richard is learning <u>d</u> from the children.
- **6** Peace Corps Volunteers meet people who are **e** .
- a the name of a country
- b a kind of food
- c a number
- d something you can learn
- e an adjective
- f a type of building
- 3 12.6 Listen to a radio programme. Complete sentences 1-6 in Exercise 2.

EXAM FOCUS True/False

- 1) 2.6 Listen again. Are statements 1–6 true (T) or false (F)?
 - 1 Peace Corps Volunteers live and work in 57 countries.
 - 2 Amy likes the place where she's living.
 - 3 Terri doesn't like physical work.
 - 4 Some patients work in the hospital garden.
 - 5 The children learn more than to make bread.
 - 6 Richard says being a volunteer is easy.
- 5 SPEAKING Would you like to work as a volunteer abroad? Which statements do you agree with? Discuss with a partner.

I would like to do voluntary work abroad because:

- I love travelling.
- I want to learn about the world.
- I would like to teach English to children in Africa.
- I wouldn't like to work abroad because:

Exercise 1

volunteers

promotes peace and friendship.

3 They work

in health,

agriculture.

Exercise 3

1 9,000

2 Tanzania

4 vegetables

5 (street) Spanish 6 different

3 school

Ŧ

F

 T

T

education and

abroad and

1 The USA.

2 It sends

- I don't like foreign food.
- I'm rubbish at learning languages.
- I'm scared of new places.

PRONUNCIATION FOCUS

- 1) 2.7 Listen, identify and circle the silent letter in each word. Then listen again and repeat.
 - 1 plumber
- 5 clim(b)er
- 2 lawyer
- 6 lis(t)e n
- 3 (w)riter

- **7**(k)n o w
- 4 gover(n)ment

WORD STORE 3D learn and teach

- **40 2.8** Look at the phrases in Exercises 4 and 5 and complete WORD STORE 3D with learn or teach. Then listen, check and repeat.
- SPEAKING What are you learning this week? What is your teacher teaching you?

This week we are learning about the history of Europe. Our teacher is teaching us about World War II.

39

REFERENCES

Audioscript pp. 162-163

EXTRA ACTIVITIES

- Students read out their descriptions for the rest of the class to identify the photo. Ask how they think the photos are related to Peace Corps. Listen to their ideas.
- Divide the class into two. One group is responsible for describing the advantages of doing volunteer work. The other is responsible for describing the disadvantages. A spokesperson is appointed for each group and a vote is taken at the end on who had the better argument.

WORKBOOK

p. 39

NEXT CLASS

Ask students to think of their dream job and make notes about it for discussion in the next class.



READING

Matching

I can read a simple article and identify specific information.

- 1 SPEAKING Look at the photos and discuss the questions with a partner.
 - 1 Think of two things each person can do in his or her iob.
 - 2 Which job do you think is the most interesting?
- 2 Read the article and check your ideas in Exercise 1.

EXAM FOCUS Matching

- 3 Read the article again and answer the questions. Write M (Monica), P (Paul) and T (Tom).
 - 1 Who says his/her job is well paid?
 - 2 Who helps busy people?
 - 3 Who has a well-paid job? Which person works with his/her hands?
 - 4 Who sometimes works outdoors?
 - 5 Who follows plans prepared by someone else?
 - 6 Who meets people he/she likes?
 - 7 Who uses a special object in his/her work?
 - **8** Who would like to have a higher position in his/her job?

T

(P)

M

M T

MP

- 4 SPEAKING Discuss the questions.
 - 1 Do you know anybody who does the jobs in the
 - 2 Which of these jobs would you most like to do? Why?
 - 3 Which one would you not like to do? Why not?

My cousin is a pet sitter in summer.

I love ice cream, so I would like to be an ice cream taster.

- 5 **4) 2.10** Complete the sentences with the words in blue in the article. Then listen, check and repeat.
 - 1 A <u>factory</u> is a big place where they produce things.
 - 2 If a job is <u>demanding</u>, you work hard in it.
 - 3 A <u>customer</u> is a person who buys a product or service.
 - **4** The <u>quality</u> of a product means how good the product is.
 - 5 If you are <u>responsible</u> for something, it is your duty or your job to take care of it.
 - **6** Your <u>salary</u> is the money you get regularly for work (usually every month).

6 SPEAKING Complete the advertisement with the words in Exercise 5. Would you like to do this job? Why?/Why not? Tell your partner.



Cindy's Chocolate® needs energetic, young Activity Leaders to work with young children who come to visit our ¹ <u>factory</u>. As an Activity Leader you are ² <u>responsible</u> for organising activities for groups of ten children. The work is ³ <u>demanding</u> but fun.

- Do you communicate well with children?
- Can you make our young ⁴ <u>customers</u> feel welcome?
- Do you care about the ⁵ quality of your work?

If the answer is yes, reply today to www.cindyschocolate.co.uk!

Starting 6 salary £960 per month (full-time) plus 1 kilogram of chocolate products.

WORD STORE 3E Collocations

- 7 (1) 2.11 Complete WORD STORE 3E with the underlined words in the article. Then listen, check and repeat.
- 8 Choose the correct option.
 - 1 Ana earns a good salary / job.
 - 2 I want to change my job. I don't like working in a restaurant and I don't earn some /enough.
 - 3 How does he earn his living / a lot?
 - 4 Lucas has a new job. He doesn't earn a week / a lot, but he's very happy.
 - 5 Do you want to earn some / lot money? Join our team now!
- 9 SPEAKING Discuss the statements with a partner.

A good job: what does it mean?

- 1 You earn a lot.
- 2 You earn enough for your needs.
- 3 It is interesting and demanding.
- 4 It is not very demanding.
- 5 It is useful to other people.
- **6** You meet a lot of people.

40

REFERENCES

Culture notes p. 154

EXTRA ACTIVITIES

- In groups, students describe their dream jobs without saying what they are. The other members of the group listen and try to guess what the jobs might be.
- In pairs, students choose one of the people (Monica, Paul or Tom). They

write five questions to try and find out who their partner has chosen, e.g. Is your job demanding?, Do you work on the beach?, Do you understand animals?. They ask their questions.

WORKBOOK

pp. 40-41

WORKOR HOBBY?

Can you really <u>earn your living</u> by eating ice cream, building with Lego or walking a dog? Yes, you can!

PET SITTER

Monica looks after other people's dogs.

When people spend many hours at work, or when they are going away, they phone our company. We look after the dog for them. I go to the customer's house. First I talk to the dog, and when it knows me and isn't 5 afraid, I take it for a walk. I play with it and give it food.

I don't <u>earn a lot</u>, but I like the job because I like dogs. I have three myself. I understand them, I know how to take care of them and communicate with them. Meeting a new dog is interesting to me, almost

O like meeting a person. And I also meet people - my favourite kind: dog lovers!

ICE CREAM TASTER

Paul tastes ice cream for a living.

I like my job, but it's not the same as eating ice cream on the beach! I'm responsible for the quality of our product. I need to know the small difference between

- 15 'good' and 'amazing' ice cream. When I come to the factory, thirty samples are waiting for me in a fridge. I take them out and wait: I can taste the ice cream better when it's not too cold. I always use a gold spoon. Other metals change the taste. My personal favourites
- vanilla at any time! I enjoy the work, I <u>earn a good</u> salary, but on some days I think: I never want to eat another spoonful of ice cream in my life!

LEGO® MODEL BUILDER

Tom gets paid for building with Lego bricks.

Some people don't believe me when I tell them what 25 I do. They ask, 'They pay you to play with Lego?' Well, almost. But I can't build what I like. When we are working on a model – it can be a castle, a helicopter, a dinosaur – the Master Builder makes the plans and the team puts the model together. It's fun,

30 I earn enough, but it's also quite demanding. The most difficult part is moving the models – they can break and then we have extra work. My favourite project? A three-metre model of Big Ben in London: 61,200 bricks! My ambition is to become a Master Builder and 35 work on my own ideas.



NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 42.
- Ask students to write three true and three false sentences about themselves using the Present Simple and Present Continuous.



GRAMMAR

Present Simple and Present Continuous

I can use the Present Simple and Present Continuous to talk about present actions.

- 1 Read the text and answer the questions.
 - 1 What is the girl's job? She is a receptionist.
 - 2 What are the hotel staff doing today? They are preparing for a big party.



Every summer, I work as a receptionist in the local hotel. I like it. It's usually quiet and I don't have a lot of work. When guests arrive, I give them their keys. At 11 a.m., I always have coffee and a cake.

But this summer everything's different. Our town is organising an arts festival. A hundred people are staying at the hotel. Today we're preparing for a big party! At the moment, the waiters are bringing more tables and the manager is telling me to do three different jobs. I hate it when it is like this! No coffee for me today!

Complete the GRAMMAR FOCUS with the verbs in blue in Exercise 1.

GRAMMAR FOCUS **614**

Present Simple and Present Continuous

You use the Present Simple to talk about facts, habits and

When guests ¹arrive, I ² give them their key. At 11 a.m., I always ³ have coffee and a cake. Time expressions: always, usually, every day/morning/ summer, on Saturdays, etc.

You use the **Present Continuous**:

- to talk about activities at the moment of speaking: The waiters ⁴ are bringing more tables. The manager ⁵ <u>is telling</u> me to do three different jobs.
- to talk about temporary actions: Our town 6 is organising an arts festival. (this summer) Time expressions: at the moment, now, right now, today, this month, this summer, etc.

REMEMBER THIS

These verbs do not have the Present Continuous form: believe, hate, know, like, love, mean, need, prefer, understand, want.

3 Complete the sentences with the Present Simple or the Present Continuous form of the verbs in brackets.

- work (work) as a mechanic for SuperCars.
- 2 Jane <u>is working</u> (work) as a waitress in a café this
- 3 Please don't talk to me now. I am finishing (finish) an email.
- (finish) work at five. 4 I finish
- go (go) to the cinema on Saturdays, **5** We but today we are going (go) to the theatre.
- Complete Freddie's email with the correct form of the verbs in brackets.

Hi Emily,

Guess where I am? At the moment, I ¹'m looking (look) at the

I've got a holiday job as an au pair with a Spanish family. They're on holiday in Vigo just now, and I 2 'm looking (look) after the children.

I usually 3 play (play) with the kids, but at the moment they 4 are sleeping (sleep). It's their siesta. I usually relax (relax) too, but today I 6 'm writing (write)

My 'working' day 7 starts (start) early; I 8 take (take) the children for a swim. They 9 love _ (love) the water! After dinner, I 10 read (read) stories to them. The sun ¹¹ <u>is shining</u> (shine) and life ¹² <u>is</u> (be) perfect! I ¹³ <u>believe</u> (believe) I've got the best job in the world.

What about you? How's your holiday job going?

Love,

Freddie

- 5 Write true statements from the prompts. Use the Present Simple or the Present Continuous.
 - 1 I / do / a lot of sports
 - I do a lot of sports or I don't do a lot of sports.
 - 2 I / learn / to play a musical instrument / at the moment I'm (not) learning to play a musical instrument at the moment.
 - 3 My best friend / live / near me
 - My best friend lives/doesn't live near me.
 - 4 My parents / work / in a big company
 - My parents (don't) work in a big company.
 - 5 We / go / on holiday abroad / every year
 - We (don't) go on holiday abroad every year.
 - 6 My English teacher / talk / at the moment My English teacher is talking/isn't talking at the moment.
- 6 Write questions for the statements in Exercise 5. Then ask and answer with a partner.
 - A: Do you do a lot of sports? B: Yes, I do or No, I don't.

FOCUS VLOG 615 A typical day

७ 15 Watch the Focus Vlog. For the worksheet, go to page 113.

Grammar page 129

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REFERENCES

Culture notes p. 154 Videoscript p. 170 Using videos in the classroom p. T14

EXTRA ACTIVITIES

• Grammar animation

- Photocopiable resource 17 Question Time (15 min.) pp. 181, 207
- Extra digital activities: Grammar Checkpoint
- In pairs, students exchange the sentences they have prepared and guess if their partner's sentences are true or false.

WORKBOOK

p. 42, including Show What You've Learnt

NEXT CLASS

• Ask students to prepare for a 10-20-minute Grammar Quiz: Assessment Package, Unit 3.5, Grammar.

Exercise 6

learning to

play a musical

instrument at

the moment?

3 Does your best

parents work

friend live near

2 Are you

you?

4 Do your

in a big

company?

5 Do you go on

6 Is your English

talking at the

teacher

moment?

holiday abroad every year?



SPEAKING

Describing a photo

I can describe everyday things, basic activities and events in a photo.

- 1 SPEAKING Look at Photo A and discuss the questions with a partner.
 - 1 Who is in the photo?
 - 2 Where are they?
 - 3 What are they doing?
- 2 (1) 2.12 Listen to a student describing Photo A. Compare his answers with yours.
- 3 4) 2.12 Listen again. What other questions does the student answer?
 - 1 What are the people wearing?
 - 2 How old are they? <
 - 3 Are they working alone or in a team? ✓
 - 4 Is the work hard? <
 - 5 How are they feeling? ✓
 - 6 What are they thinking?
 - 7 Do you think they like their job? ✓
- 4 (1) 2.12 Read the SPEAKING FOCUS. Then listen again. Which phrases do you hear?

SPEAKING FOCUS

Describing a photo

Who? Where? What are they doing?

The photo shows (a person/people) in a (place). 🗸 In the photo there is/there are (a person/people) in a (place).

He/She is ... /They are ... + ing ✓

Details of the picture

On the left/On the right ... <

In the background ...

We can also see ...

He/She's wearing ...

What you think

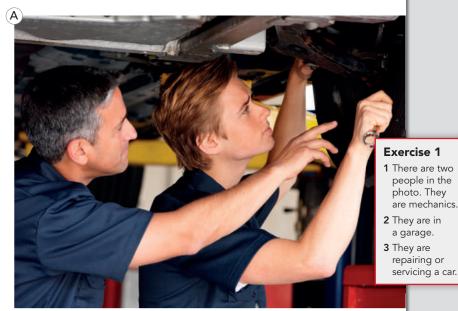
Perhaps .../Maybe ... ✓

I think he is .../they are ... ✓

REMEMBER THIS

You use the Present Continuous to say what people are doing in a photo.

- 5 SPEAKING Follow the instructions below to talk about Photos B and C. Use the SPEAKING FOCUS to help you.
 - 1 Say who is in the photo and where they are.
 - 2 Say what the people are doing.
 - 3 Choose two questions from Exercise 3 and answer them.
- 6 SPEAKING Would you like to do the job in your photo? Why?/Why not?







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REFERENCES

Audioscript p. 163

p. 43

WORKBOOK

EXTRA ACTIVITIES

• Students write a description of a job they would like to do and read it out to the class.

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WRITING

An email of request

I can write a short email of request.

- 1) 2.13 Listen to the conversation between Rose and her boss, Jeremy. What does Jeremy want Rose to do? Complete the missing information.
- > phone a 1 restaurant
- > order 2 lunch for 3 twelve people (for the meeting)
- > remember to order something for 4 vegetarians
- > need lunch by 5 12:30
- > prepare bags of 6 presents for customers
 - 2 What's Rose's problem? What do you think she decides to do? She has an exam and has to leave the office.
 - 3 Read Email 1. What is wrong with it?
 - 1 There is not enough information. ✓
 - 2 There is too much information.
 - 3 The message is not clear.
 - 4 The request is not polite. ✓
 - 5 The message is too long.

To: Greg Sutter From: Rose Orton

Subject: Tomorrow's meeting

Phone a restaurant and order lunch for the people at the meeting. Order something for vegetarians, too. Prepare bags of presents for everyone. Use the pens in my desk.

Rose

Exercise 7

2 Do you think

you could

phone the

plumber?

3 Could you do

me a favour

and give these

papers to Mr

Flynn, please?

4 Could you also

ask him to sign

them, please?

Read Email 2. Why is it better? There is more information, it's more polite.

To: Greg Sutter From: Rose Orton

Subject: Tomorrow's meeting

Greg,

[A] I've got a problem and I need your help with tomorrow's meeting. I've got an exam in half an hour and I haven't got the time to do this.

[B] Please could you phone a good restaurant and order lunch for twelve people for tomorrow's meeting at 12:30? Could you order some vegetarian dishes, too? Also, we need to prepare bags of presents for the customers. There are twenty expensive pens in a box in my desk and you could use those. The receptionist has got company bags to put them in.

^[C] Sorry to bother you, but I just don't have the time. Thanks a lot,

Rose

Read Rose's Email 2 again. Match explanations 1-3 with parts A-C of the email.

1 Rose asks Greg to do some things.

A

 $\left(\mathsf{C}\right)$

- 2 Rose introduces her problem.
- 3 Rose thanks Greg and says she's sorry for the trouble.

6 Complete the WRITING FOCUS with words and phrases in Rose's Email 2.

WRITING FOCUS

An email of request

 Introduction I've got a ¹<u>problem</u>. I need your/some ²_ Could you help me? Could you do me a favour? Requests Please ³ could you ...? Could you please ...? Do you think you could ...? Could you also ...?

Conclusion

(So) Sorry to 4 <u>bother</u> you.

Thanks ⁵ a lot . / Thank you very much.

- Rewrite sentences 1-4 as polite requests. Use the words in brackets.
 - 1 Take this letter to the post office. (could/please) Could you please take this letter to the post office?
 - 2 Phone the plumber. (think/could)
 - 3 Give these papers to Mr Flynn. (please/favour)
 - 4 Ask him to sign them. (also/please)

SHOW WHAT YOU'VE LEARNT

Write an email to a colleague. Ask him/her to do the things you cannot do. Use the WRITING FOCUS to help you.

You work in a small music shop. You don't feel well and you're going home.

Things you haven't got time to do:

- send the three CDs on the desk to Mr L. Henderson (the address is on a piece of paper with the CDs),
- email Mrs Young and tell her we've got the old Beatles LP for her,
- phone the computer man. The system isn't working well.

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REFERENCES

Audioscript p. 163

EXTRA ACTIVITIES

• Students choose from doing homework, walking the dog, organising a party, painting and reorganising their bedroom and write an email to a friend asking for their help. They use the language from the WRITING FOCUS.

WORKBOOK

p. 44, including Show What You've Learnt and Show That You've Checked

NEXT CLASS

Ask students to study the Word list on page 45.

3.1 Vocabulary (4) 4.15

accountant /əˈkaʊntənt/ architect /'qrkətekt/

artist /'artist/ astronaut / 'æstrənɔɪt/

badly-paid/well-paid job /,bædli 'peɪd/

wel peid 'dapb/

boss /bos/ builder /'bildə/

dentist /'dentist/

do projects / duz 'prod3ekts/

do sth useful /ˌduːˌsʌmθɪŋ ˈjuːsfəl/

doctor /'dpktə/

drive around / draw ə'raund/

engineer / endʒəˈnɪə/

factory worker /'fæktəri wa:kə/

farmer /ˈfɑːmə/

full-time/part-time job / ful tarm/ part

taım 'dʒɒb/

gardener /ˈgɑːdnə/

hairdresser /'heəˌdresə/

journalist /'dʒɜːnəlɪst/

lawyer /'lorjə/

mechanic /mɪˈkænɪk/

nurse /nais/

patient /'perfant/

plumber /'plnmə/

profession /prəˈfeʃən/

receptionist /rɪˈsep∫ənɪst/

scientist /'sarəntist/

shop assistant /'fpp ə sıstənt/

soldier /'səʊldʒə/

taxi driver / tæksi drarvə/

teacher /'tixtfa/

vet /vet/

waiter/waitress /'weitə/'weitrəs/

work (eight) hours a day / wark (eit)

.auəz ə 'deɪ/

work for a company / wark for a

'kampani/

work from home / wask from 'houm/

work full-time/part-time / w3:k ful

'taim/part 'taim/ work hard / waik 'haid/

work in a (supermarket/hospital) /

w3:k in ə ('suːpəˌmaːkit/'hɒspitl)/

work in a team / wark in a 'tirm/

work long hours / waik lon 'auəz/

work on a project/the details / wark

pn ə 'prodzekt/ðə 'dirterəlz/

work with people/children /,w31k wið

'piːpəl/'t∫ıldrən/

work with your hands / wark wið jə 'hændz/

worker /'ws:kə/

3.2 Grammar (◄) 4.16

discuss /dɪ'skʌs/

have an argument /,hæv ən

'argjəmənt/

make coffee / meik 'kpfi/

serve customers / sarv 'kastəməz/

talk on the phone / to:k on ða 'faun/ work in the kitchen / wɜːk ɪn ðə ˈkɪt∫ɪn/

3.3 Listening **◄**) 4.17

agriculture /'ægrɪˌkʌltʃə/ be scared of / bi 'skead av/

build /bild/

co-worker / kəu'wa:kə/

difficult /'dɪfɪkəlt/

do voluntary work / duː 'vɒləntəri

waik/ easy /'iːzi/

education / edjυ'keɪʃən/

exciting /ik'saitin/

fascinating /ˈfæsəneɪtɪŋ/

foreign /'foren/

government programme /'gʌvəmənt

prəugræm/ health /helθ/

learn a new language / l3:n ə nju:

'længwid3/

learn about yourself/the world / lain

/bliew' e6/fles'icj toud,e

learn practical skills / ls:n 'præktikəl

skilz/

learn Spanish from a friend / laxn

spænı∫ frem ə'frend/

learn to make bread / lain to meik

'bred/

life choices /'laɪf ˌtʃɔɪsɪz/

life experience /'larf rk,spreriens/

make money / meik 'mani/

/leqriq' trim, | leqriq'

Peace Corps /'pis kos/

physical work /'fizikəl wark/

produce (fresh) vegetables /prəˌdjuɪs

(fres) 'ved3təbəlz/

promote peace and friendship /

prə məut pirs ən 'frend ip/

rubbish at /'rʌbɪʃ ət/

run (a bakery) / rʌn (ə 'beɪkəri)/ run a vegetable garden /ˌrʌn ə

'vedztəbəl ˌgaːdn/

send volunteers to work / send

/kiew' et zeit'nelav,

subject /'sabd3ikt/

teach children Spanish/teach Spanish

to children / tirt f t f tldrən 'spæni f/

\nerblit' et linæqe, ltiit,

teach Spanish / tixt f 'spæni f/

teach them about Spain / tiːt∫ ðəm

ə baut 'spein/

teach them to make bread / tixt∫ ðəm

tə meik 'bred/

village /'vɪlɪdʒ/

volunteer / volon'tro/

work abroad / waik a'broid/

work in education/health / wark in

_edju'ker[ən/'helθ/

work outside / wark aut'said/

3.4 Reading **◄**) 4.18

bricks /briks/

customer /'kʌstəmə/

demanding /dr/marndrn/

dog lover /'dog ,lavə/

duty /'dju:ti/

earn (350) pounds a week / 3 m (θriz

/kiiw' e zbnuaq (ififi, ne berbnad,

earn a good salary / szn ə gud 'sæləri/ earn a lot / sin a lot/

earn enough (for your needs) / sin

I'nAf (fə jə 'nizdz)/

earn some money / sin səm 'mʌni/

earn your living / sin je 'livin/

extra work / ekstra 'wa:k/

factory /'fæktəri/

go away / gəu ə'wei/

meeting / mixtin/

organise activities /'ɔːgənaɪz

æk'tıvətiz/

phone /faun/

product /'prodakt/

put (a model) together / put (a modl)

təˈqeðə/

quality /'kwpləti/

responsible /rɪ'sponsəbəl/

salary /'sæləri/

sample /'sampal/

service /'sarvis/

spoonful /'spu:nful/

take care of / teik 'kear av/

work on a model /ws:k on a'modl/

3.5 Grammar **◄**) 4.19

au pair /əʊ ˈpeə/ finish work at (five) / finif , waik at

('faiv)/

guest /gest/

holiday job /'holəder dzpb/

manager /'mænɪdʒə/

play with the kids / plei wið ðə 'kidz/

prepare for /pri'peə fə/

3.6 Speaking **◄**) 4.20 explain / ik'splein/

garage /'gærɪdʒ/

repair /rɪˈpeə/ service a car / sarvis ə 'kar/

3.7 Writing (◄) 4.21 bother /'boðə/

colleague /'kpling/

do a favour / dur ə 'fervə/

(not) work well /(not) wark 'wel/ sign /saɪn/

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WORD LIST ACTIVITIES

• Divide the class into teams and have a race against the clock for jobs with the suffixes -er, -ist, -or, -ant. Allow a minute for each category and then a further two minutes for other suffixes. The team with the most jobs with the correct suffix is the winner.

• Students choose words from the list and write anagrams. They exchange with a partner and write the words. Then they explain the meaning.

VOCABULARY AND GRAMMAR

1	Complete the sentences with the words in the box.
	There are two extra words

hairdresser journalist lawyer nurse mechanic receptionist waiter vet 1 Megan is a <u>receptionist</u> at the Hilton Hotel. She writes down guests' details and gives them their keys. **2** Claire's mum is a <u>nurse</u> . She looks after

children in a hospital.

3 Josh is a <u>waiter</u> in a Mexican restaurant.
4 Helen is a <u>vet</u> . She looks after animals.

5 Mrs Grant is a <u>hairdresser</u>. She cuts people's hair.

6 Luke has a problem with his car. He is taking it to a mechanic .

2 Complete the second sentence so that it has the opposite meaning to the first sentence.

1 He has got a well-paid job. His job is <u>badly</u> paid.

2 She works part-time. She's got a <u>full-time</u> job.

3 Their working day is quite short. They work <u>long</u> hours.

4 Her job is easy. She has got a <u>demanding</u> job.

5 He works in an office. He works from home

3 Complete the text with the Present Continuous form of the verbs in the box.

have help not/work phone prepare talk wait

Our hotel is very busy today. A big group of people ¹ are having a conference. One of them ² is preparing equipment for his presentation. The receptionist ³ is helping him. Two taxi drivers ⁴ <u>are waiting</u> for their customers. Dan, the manager, ⁵ <u>is talking</u> on the phone. He 6 is phoning his friend, because our computer ⁷ isn't working .

4 Complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets.

1 Matt's got a great job. He <u>earns</u> (earn) a good salary.

2 Alex and Rachel are engineers. They <u>work</u> (work) in a team for an electronics company. They <u>are working</u> (work) on a new smartphone at the

3 I <u>travel</u> (travel) a lot in my job. This week I am travelling (travel) to South Africa.

4 Lucy <u>loves</u> (love) her job. She (believe) <u>believes</u> it's perfect.

send (send) about a hundred emails every day. This is the last one I <u>am sending</u> (send) today.

6 Sarah <u>hates</u> (hate) her job and she <u>wants</u> (want) to find a different one.

USE OF ENGLISH

5 Read the text and choose the correct answer, A, B

My cousin Helena has a good job. She 1_____ in a computer shop. She knows a 2_____ about computers and she ³_____ help customers to choose the right one. Her boss likes her very much. He says that she works well ⁴_____ a team and she's good at selling. She ⁵_ a lot of computers every week! At the moment, her young sister, Magda, 6_____ in the same shop. But it's only a summer job for her. Magda ⁷_____ work long hours. She starts at 9:30 and finishes at 12:30. Today Helena is teaching Magda about 8_____ new computers they have in the shop.

1 A does work	B works	C is working
2 A much	B lot	C many
3 A is	B does	© can
4 A on	B at	© in
5 A is selling	B sell	© sells
6 A works	B working	Cis working
7 Adoesn't	B isn't	C don't
8 Asome	B any	C many

Choose the correct answer, A, B or C, to complete

0	otii sentences.		
1	We all lor	ng hours at the e from hon	
		B do	_
2	A builder works	his hands.	
	My father works	people fr	om different
	countries.	_	
	A for	B with	C on
3	Paul's got a part-	-time	
	I'm looking for a	holiday	
	A work		© job
4	Would you like to	o work an	international
	company?		
	I'm responsible _	answering	the phone.
	A in	B for	C to
5	How do you		
	She doesn't	a lot.	
	(A)earn	B make	C spend

LISTENING

7 (1) 2.14 Listen to two friends talking about Charlie's new job. Are the statements true (T) or false (F)?

1 Charlie works for a newspaper. **2** The job is interesting. 3 Charlie works part-time. 4 He has got a well-paid job.

5 Charlie likes his co-workers.

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REFERENCES

Audioscript p. 163

EXTRA ACTIVITIES

- Word Practice 3, WORD STORE booklet, p. 6
- Photocopiable resource 18 At work (speaking; 12-14 min.) pp. 181, 208
- Photocopiable resource 19 Can you help me, please? (writing; 10 min.) pp. 181, 209
- Extra digital activities: Reading and Use of English

READING

- 8 Read the text and match paragraphs A–D with questions 1–7.
 - 1 In which job do you serve customers?
 - 2 Which two jobs are for sporty people?
 - 3 In which job do you work with your hands?
 - 4 Which job is abroad?
 - 5 In which job do you look after children?
 - 6 In which job do you work in your city?
 - 7 Which job is good for someone who plays the guitar?







SUMMER JOBS

Are you looking for a summer job? Here are some ideas!

Summer camps are looking for young, energetic, responsible activity leaders. The activity leaders work with children and young teenagers. Are you good at sports? Can you sing, dance or play an instrument? If the answer is yes, you are ideal for this job!

Every summer holiday resorts in Spain and Greece need extra waiters and waitresses.

These are not very well-paid jobs and you work long hours, but you're in a nice place, the food is great and you can go swimming in your free time!

If you like being outside and can do physical work, there are always jobs in agriculture in the summer. The work is hard but healthy. You can pick strawberries in July and apples in August – yummy!

Perhaps you don't like children, you can't speak foreign languages, and you want to stay in your home town anyway? Well, can you ride a bike really well? Get a job as a bicycle courier! The work is quite demanding – you're on your bike all day. But in the evening, you can go out with your friends.

SPEAKING

9 Describe the photos. Use the words in the box and the prompts.

buy clothes shop computer customer help office pay for shop assistant smile talk work





The photo shows ...

They are in ...

The woman/man on the left/on the right is ...

WRITING

10 Read the information and write an email to a colleague. Ask him/her to help you.

You're a new employee in an office. You're not sure how to do some things. Ask a colleague for help with a few things:

- You should send some leaflets to the customers, but you can't find the leaflets;
- You can't find the customers' addresses;
- You have an email for a client ready, but you're not sure it's correct.

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NEXT CLASS

- Ask students to do Self-check 3.9, WB pp. 46–47, as homework.
- Ask students to prepare for Unit Test 3: Assessment Package, Unit 3.

PROJECT

- How to teach with projects p. T19
- Work in groups or pairs. Think of somebody who has an interesting job (it can be somebody you know). What do they do? Where do they work? Do some research and prepare

a presentation or video about this person. Then present it to your class.



VOCABULARY

Appearance • adjective order • personality

I can use language related to appearance and personality.

SHOW WHAT YOU KNOW

1 Think about adjectives to describe parts of the face and write down as many as you can in one minute. Compare with a partner.

hair	eyes	ears	nose
red, light,	big,	small,	long,

2 SPEAKING Describe your face. Compare with a partner.

I've got red hair and big green eyes. My ears are small.

Home

Me and Buddy

Interests

Favourites

Me and Buddy

People say that Buddy looks exactly like me. I think they're right. What do you think?

What do we look like?

We've both got a lot of long dark curly hair. I am tall and he's really big for a dog. You can say we're both well-built. We're young (he's only one year old), fit and sporty, and we always go jogging together. But we've got different eyes: his are small and brown and mine are big and green. And, of course, we're both VERY good-looking!;-)

What are we like?

Buddy's very <u>sociable</u> and he's got lots of friends:). When we go for a jog, he runs up to every dog we meet. I'm not <u>unfriendly</u> but I don't talk to people I don't know. He's really <u>clever</u> and he understands everything that I say to him. He also knows how to open the fridge when he's hungry. But he's a little <u>shy</u> when people come to see me and prefers to hide under the table.

What have we got in common?

We're both really <u>interesting</u> and <u>funny</u> and have a great sense of humour. I love telling jokes and he loves playing jokes on me, like hiding my slippers ... and food. We're both very <u>positive</u> and we smile a lot. He's my best friend.

So what about you? Does *your* dog look like you? Upload your photo and write about you.

People

You can't judge a book by its cover.A proverb

BBC



SUPER SIBLINGS

७ 16 Watch the BBC video. For the worksheet, go to page 114.

UNIT 4 VIDEOS

BBC Super siblings **6** 16

GRAMMAR ANIMATION

Lesson 4.2 (**617**) Lesson 4.5 (**618**)

FOCUS VLOG Things to do Lesson 4.5 **19**

48

REFERENCES

Videoscript **pp. 170–171**Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 20 What do they look like? (10 min.) pp. 182, 210
- Photocopiable resource 21 Test yourselves (10 min.) pp. 182, 211
- Extra digital activities: Vocabulary Checkpoint

• Elicit ways of describing people from students. Write the words and expressions on the board and ask students to describe someone in the class. Class listens and guesses who it is.

- 3 Read the text about Buddy and his owner, Rob. Then complete the answers with one word in each gap.
 - 1 In what ways are Rob and Buddy similar in looks? In what ways are they different?

 They've both got long 'dark curly' hair. Rob's got

 'big/green_ eyes. Buddy's eyes are

 small and brown . Rob's very 4 tall . Buddy's quite 5 big . They're both well-built,

 fit and 7 sporty . They're both very good-8 looking .
 - 2 How are Rob and Buddy similar in character? How are they different? Sometimes Rob and Buddy are both a little

9 shy . Rob doesn't talk to people he doesn't know and Buddy hides under the table when they have visitors. Buddy is very

10 sociable – he's got lots of friends. They're both 11 interesting and 12 funny and have a great sense of humour.

4 SPEAKING Do you know anybody who's like their pet? In what ways are they similar/different?



WORD STORE 4A Appearance

- 5 <a>3) 2.15 Complete the WORD STORE 4A with the adjectives in red in the text. Then listen, check and repeat.
- 6 Complete the text about Ginger and her owner, Leyla with the words in WORD STORE 4A.

Ginger and Leyla look similar: they've both got red hair,	
only Leyla's is medium-length and Ginger's is	
short . They've both got green eyes. Ginger's	
got a wide n <u>ose</u> , but Leyla's is n <u>arrow</u>	_
They are both slim, but Leyla isn't very fit –	
she doesn't like sport very much (Ginger loves acrobatics	s).
Ginger thinks Leyla is quite good-looking for	
a human, and Leyla thinks Ginger is a very p <u>retty</u>	
catl	

WORD STORE 4B | Adjective order

- 7 (1) 2.16 Analyze the order of adjectives in the table in WORD STORE 4B. Listen and repeat.
- 8 Complete the sentences with the adjectives in brackets in the correct order.
 - 1 She's got (black/long/straight) <u>long straight black</u> hair and (brown/small) <u>small brown</u> eyes.
 - 2 He's got (very big/green) <u>very big green</u> eyes and (wavy/brown/medium-length) <u>medium-length wavy brown</u> hair.
 - 3 He's got (short/red/wavy) <u>short wavy red</u> hair and (blue/beautiful/big) <u>beautiful big blue</u> eyes.
 - 4 She's got (fair/medium-length) medium-length fair hair, (small/blue) small blue eyes and a (narrow/long) long narrow nose.
 - 5 She's got (*grey/curly/short*) <u>short curly grey</u> hair and (*black/big/tired*) <u>tired big black</u> eyes.
- 9 SPEAKING Describe somebody you know to the class. Can they guess who you described?

He's tall, slim, fit and well-built. He's got short curly black hair and beautiful big blue eyes.

WORD STORE 4C | Personality |

- 10 (1) 2.17 Complete WORD STORE 4C with the underlined adjectives in the text. Then listen, check and repeat.
- 11 Complete the statements with the correct adjectives in WORD STORE 4C.
 - 1 I always believe in myself. I'm really $\underline{\hspace{0.2cm}}$ confident $\underline{\hspace{0.2cm}}$.
 - 2 My father never smiles. He always looks <u>serious</u>.
 - **3** My best friend loves people. He/She is very sociable/friendly.
 - 4 My sister is doing well at English because she's <u>clever</u>.
 - **5** My brother loves telling jokes; he's _____ funny____ .
 - 6 I don't like going to parties. I'm a little shy/unsociable.
- 12 SPEAKING Which statements in Exercise 11 are true for you? Tell your partner.

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WORKBOOK

pp. 48–49, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 4.1, Vocabulary.
- Ask students to do Show What You Know in the WB, p. 50.

• Ask students to think of different adjectives to describe their appearance and personalities, e.g. I'm short with blue eyes and I'm shy.



GRAMMAR

Comparative and superlative adjectives

I can use comparative and superlative adjectives to make comparisons.

- SPEAKING Look at the photos. Choose one of the people and discuss the questions.
 - 1 What does he/she look like?
 - 2 What do you think he/she is like?
- Read the text. What is important to Natalie, Martin and Danny? Who do you agree with most?

What is the **most** important?





Money is not the most important thing! I like nice clothes and I love my new mobile phone, but they're just things. Money is less important than your family or friends. I think people are happier when they spend time with their friends and family.



Martin, 18

Sports! I love playing and watching sports. I also like hanging out with my friends. For me, my friends are more important than my family. Health is important too. I hate being sick! It's worse than exams!



Danny, 21

A good job is the best thing. Then you can buy everything you need. I don't think the poorest people in the world are happy. Their lives are harder than ours.

Read the GRAMMAR FOCUS. Complete the examples with the comparative and superlative adjectives in blue in Exercise 2.

Exercise 8

Exercise 2

friends

Natalie: family,

Martin: sports,

friends, health Danny: good job

- 2 What is the most expensive thing you have?
- 3 Who is the oldest person you know?
- **4** Are you more serious than your ...?
- 5 Who is a better actor than ...?
- **6** Who is the best sportsperson in the world?

GRAMMAR FOCUS **617**

Comparative and superlative adjectives

	Adjectives	Comparative	Superlative
+	hard	¹hard <u>er</u>	the hardest
Short	nice	nicer	the nicest
S	big	big ger	the biggest
	happy	²happ <u>ier</u>	the happiest
Long	important	³ more important	the ⁴ most important
Irregular	good	better	the ⁵ best
ğ	bad	6 worse	the worst
Irre	far	further	the furthest
My friends are more important ⁷ than my family.			

- 4 Complete the statements with the comparative form of the adjectives in brackets.
 - 1 My best friend is kinder (kind) than me.
 - 2 I'm <u>thinner</u> (thin) than my father.
 - 3 I'm more intelligent (intelligent) than my brother/sister.
 - 4 I'm <u>funnier</u> (funny) than all my other friends.
 - 5 My mother is <u>slimmer</u> (slim) than her sister/ brother.
 - 6 I am taller (tall) than my mother.
 - 7 My best friend is prettier (pretty) than me.
- **SPEAKING** Guess which statements in Exercise 4 are true for your partner. Then ask and answer the questions.

A: Is your best friend kinder than you?

B: Yes, he/she is or No, he/she isn't.

Complete the questions with the superlative form of the adjectives in brackets. Then do the quiz. Compare your answers with a partner.

RECORD BREAKERS IN 2019!

- 1 How tall is the <u>tallest</u> (tall) person in the world?
 - **a** 2m 72 cm **b** 2m 60.3 cm **(c)**2m 51.4 cm
- 2 What nationality is Skye Broberg, one of the most flexible (flexible) people in the world?
 - **a** American **(b)** Australian c English
- 3 Nick Stoeberl has got the longest (long) tongue in the world. How long is it?
 - **b** 9.1 cm a 7.1 cm
- (c)10.1 cm
- 4 How many books are there in the <u>largest</u> (large) private collection?
 - (a)1.5 million **b** 500
- 5 How old is the <u>oldest</u> (old) university student in
 - Britain? **a** 70
- **b** 83
- **(c)**92

c 160

- 6 Who are the most famous (famous) people on social media?
 - a film stars
- **(b)**pop stars
- c sports stars
- **♦) 2.18** Listen and check your answers in Exercise 6.
- 8 SPEAKING Complete the statements with the correct form of the adjectives in brackets. Then ask and answer questions following the example.

1 The <u>fittest</u> (fit) person I know is ...

2 The most expensive (expensive) thing I have is ...

3 The <u>oldest</u> (old) person I know is ...

4 I'm more serious (serious) than my ...

5 I think ... is a <u>better</u> (good) actor than ...

6 I think ... is <u>the best</u> (good) sportsperson in the world.

A: Who is the fittest person you know?

B: The fittest person I know is Ann.

Grammar page 130

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REFERENCES

Culture notes p. 154 Audioscript p. 163 Using videos in the classroom p. T14

EXTRA ACTIVITIES

Grammar animation

- Photocopiable resource 22 My family, friends and me (15 min.) pp. 182, 212
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 50, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10-20-minute Grammar Quiz: Assessment Package, Unit 4.2, Grammar
- Ask students to think about what the most important events in people's lives



LISTENING

Multiple choice

I can identify key details in a simple recording about life events.









In pairs, label the four life events in the photos with the correct phrases below.

buy your first flat/house/home fall in love get married get your first job go on your first date learn to drive leave home

2 SPEAKING When do the life events in Exercise 1 happen in your country?

In my country, people usually leave home when they are twenty. You can learn to drive when you are ...

3 (1) 2.19 Listen to four people and tick the life events they mention.

	Sara	Mike	Grace	Simon
1 buy your first flat	1	✓		
2 fall in love		✓	1	
3 get married	1		1	
4 get your first job	✓			1
5 go on your first date			1	
6 learn to drive		✓		1
7 leave home	1			

- 4 1) 2.19 Listen again. Match sentences a-f with people 1-4. There are two extra sentences.
 - 1 Sara
 - 2 Mike **a**)
 - 3 Grace
 - 4 Simon
 - a thinks learning to drive helps you get a better job.
 - **b** wants to get married now.
 - c doesn't want to continue his/her education
 - d would like to leave home now.
 - e wants to use the money from his/her job to learn to drive.
 - f is in love, but doesn't want to get married

EXAM FOCUS Multiple choice

- 5 (1) 2.19 Listen again and choose the correct answer, A, B or C.
 - 1 Sara thinks the best age to leave home is A seventeen.
 - Beighteen.
 - C twenty.
 - 2 Mike wants to learn to drive because
 - A his parents never collect him from friends' houses.
 - **B** he needs to drive for his job.
 - C)then he can come home later.
 - 3 Grace says it's better to get married when you are about
 - B eighteen. C eighty. (A)thirty.
 - 4 Simon has got
 - A his own car.
 - **B** a job in a shop.
 - C a driving lesson today.

PRONUNCIATION FOCUS

- 6 (1) 2.20 Listen and repeat the numbers.
 - 1 sixteen sixty
 - 2 seventeen seventy
 - 3 eighteen eighty
 - 4 thirteen (thirty)
 - 5 (fourteen) forty
 - 6 thirteen fourteen fifteen
 - 7 thirty forty fifty
- (1) 2.21 Listen and decide which numbers you hear in Exercise 6.

WORD STORE 4D Life events

- 8 4) 2.22 Complete WORD STORE 4D with the collocations from Exercise 1. Then listen, check and repeat.
- 9 SPEAKING What is the most important life event for you? Tell your partner.

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REFERENCES

Audioscript pp. 163-164

EXTRA ACTIVITIES

Elicit important life events from the students and write them on the board. In pairs or groups, students number the events according to what they believe

is most/least important. Then students discuss their different answers.

WORKBOOK

p. 51

NEXT CLASS

Ask students to think about their favourite items of clothing. Why are they their favourite items? Students could even bring the items or photos on their phones to class.



READING

Open-ended questions

I can identify key details in a short article and make basic conclusions.

WORD STORE 4E Clothes

- 1 (1) 2.23 Complete WORD STORE 4E with the words in the box. Then listen, check and repeat.
- 2 SPEAKING Discuss the questions.

What do you ...

- 1 most often/sometimes/never wear?
- 2 wear when you go out with friends?
- 3 wear when you go to school?
- 3 SPEAKING Read the title of the article. What do you think it is about? Discuss with a partner.
- 4 Read the article to check your ideas. Were you right?

EXAM FOCUS Open-ended questions

- 5 Read the article again and answer the questions.
 - 1 What kind of clothes do hip hop and rap
 - Casual clothes like trainers, tracksuits and jeans.
 - 2 What do hip hop and rap fans like trying? They like trying things for the first time.
 - 3 What kind of clothes do heavy metal fans wear? Tight black trousers, black T-shirts and black jackets.
 - **4** What do studies show about heavy metal fans? They are usually kind and generous.
 - 5 What two things do pop and rock fans like the most? They like comfortable clothes and listening to happy music.
 - 6 What kind of clothes do classical music fans wear? Stylish and smart clothes that are trendy.
- 6 Look at the words in green in the text. What do they refer to?
- 7 Read the article again. Complete gaps 1–4 with sentences a–e. There is one extra sentence.
 - **a** But studies show they aren't negative or unsociable.
 - **b** It's one of the most interesting fashions at the moment.
 - c The sociable side of music attracts them.
 - **d** Although they are happy, they often worry about things.
 - e It means they feel the emotion of the music.

WHAT DOES YOUR FAVOURITE MUSIC SAY ABOUT YOU?

◄1) 2.24

A HIP HOP AND RAP

You probably think hip hop and rap fans are <u>energetic</u> and sporty because **they** love **casual** clothes such as trainers, **baggy** tracksuits and jeans – and **they** are!

C They love dancing and singing to music

5 with others. They like meeting new people and trying things for the first time. They are confident but they sometimes speak before they think. That can get them into trouble, but they are always quick to say 'sorry'.

B HEAVY METAL

10 Heavy metal fans often wear black clothes – tight black trousers, black T-shirts and black jackets.
Dyed* hair and make-up are popular. Perhaps some heavy metal fans prefer black because they want to look scary. 2 a They are usually kind and

15 <u>generous</u> with their time and money. They are often shy too.



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EXTRA ACTIVITIES

- Elicit different items of clothing from the students or use the items/photos they have brought in. Ask them to divide the clothes into groups e.g. what they would wear at the weekend, all the time, to a party or going out
- with friends. In groups, students tell each other about the clothes in the categories.
- Write the adjectives in ex. 8 on the board. Divide the class into groups and ask them to write the type of clothes they think would be good examples

of these adjectives: comfortable – tracksuit. Students then compare their liete

Exercise 6

1 they = hip hop and rap fans

2 they = hip hop

and rap fans

3 they = heavy

metal fans

4 They = rock

5 Their = the

clothes of

classical music

fans

fans

6 them = classical music

Do you think the music you love is part of your identity? Well, you could be right!

It seems our music tastes say a lot about our personality.

Art Rock presents the results of a university questionnaire with more than 2,000 replies.



POP AND ROCK

Pop and rock fans love comfortable clothes such as jeans and a T-shirt. Rock fans are relaxed, positive people. They work hard too and work very well in a team. Pop fans love listening to happy music. They are confident and cheerful. Men this happens, they know they can talk about the problem with their friends and family. Both pop and rock fans are friendly and easy to get on with.

CLASSICAL MUSIC

25 Fans of classical music are usually clever and can be quite serious. Their clothes reflect* this – they like stylish clothes and it is not unusual to see them in smart clothes such as suits. This doesn't mean their clothes are old-fashioned; they can be very trendy!
 30 Classical music fans are interesting people. They are creative and talented and successful at lots of things. For them, listening to music is a theatrical experience.
 4 ______ They think deeply about things.



- 8 4) 2.25 Look at the list below. Match adjectives 1–4 with their opposites a–d. Use the article to help you. Then listen, check and repeat.
 - 1 stylish/trendy
 - 2 tight
 - 3 uncomfortable d 4 sporty/casual a
 - sporty/casual
 - a smart
 - b old-fashioned
 - c baggy
 - d comfortable
- 9 SPEAKING Discuss your style. Use the words in Exercise 8 to help you.

I often wear baggy jeans. I don't have any old-fashioned clothes.

10 (1) 2.26 Find the adjectives in the article and translate them with a partner. Then listen and repeat.

creative relaxed generous talented energetic cheerful

- 11 Complete the sentences with the words in Exercise 10.
 - 1 She always has good ideas. She is very <u>creative</u>.
 - **2** He gives a lot of money to charity. He's very <u>generous</u>.
 - 3 They love being active. They're very energetic .
 - **4** They're always calm and never worried. They're <u>relaxed</u>.
 - **5** Ella can sing, dance and play the piano well. She's very <u>talented</u>.
 - **6** Grace is always smiling. She's a <u>cheerful</u> person.
- 12 Rewrite the sentences in Exercise 11 so they are true for people you know. Compare with a partner.

Rami is very creative. My uncle is very generous ...

- 13 SPEAKING Discuss the questions.
 - 1 Which type of music fan in the article has the best style? Why?
 - 2 Clothes say a lot about a person's personality. Do you agree?

I think heavy metal fans are the most stylish, because black is my favourite colour.

WORKBOOK

pp. 52-53

NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 52.
- Ask students to find out about laws for young people in their country, e.g. when they can marry/leave school/buy a house, etc.

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GRAMMAR

have to/don't have to

I can use have to to talk about laws, obligation and necessity in the present and near future.

1 SPEAKING In your country, can you do these things when you are sixteen?

get married learn to drive

2 Read the text below. At what age can you do the things in Exercise 1 in the UK?

Get married: sixteen Learn to drive: seventeen

DID YOU KNOW?

A young person in the UK can get married when he or she is sixteen, but he or she has to get permission from his or her parents.





In the UK you can learn to drive a car when you are seventeen. You don't have to take lessons at a driving school, your parents can teach you! You don't have to be seventeen if you want to ride a moped you can start learning when you are sixteen years old.

3 Read the GRAMMAR FOCUS. Then underline examples of have to/has to and don't have to/ doesn't have to in Exercise 2.

GRAMMAR FOCUS **618**

have to

Exercise 6

2 Do you have

washing-up?

to be home by

11 p.m. at the

3 Do you have

weekend?

4 Do you have

to tell your

parents who

out with?

the week?

6 Do you have

to babysit your younger

brother or

sister?

you are going

5 Do you have to

go to bed by

10 p.m. during

to do the

You use have to/has to to talk about:

- laws and obligation:
- You don't have to be seventeen to ride a moped. She has to get permission to get married.
- necessity:
 - He doesn't have to do homework today it's for next week.
- I/You/We/They have to go to school. He/She has to go to school.
- I/You/We/They don't have to go to school.

He/She doesn't have to go to school.

Do I/you/we/they have to go to school? Yes, I/you/we/they do. /No, I/you/we/they don't. Does he/she have to go to school?

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

What do you have to do?

Where does she have to go?

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REFERENCES

Culture notes p. 154 Videoscript p. 171 Using videos in the classroom p. T14

EXTRA ACTIVITIES

Grammar animation

• Photocopiable resource 23 Test yourselves (10 min.) pp. 182, 213

• Extra digital activities: Grammar Checkpoint

• Elicit the rules about laws in students' countries. Write them on the board using can, have to and don't have to.

4 Complete the text with the correct forms of have to.

FIND OUT MORE

Read our FAQs about eighteen-year-olds



 An eighteen-year-old ¹doesn't have to ask his/her parents for permission to buy a house. It's not the law.



 An eighteen-year-old can ride a motorbike above 125cc* with an L-plate, but he/she ² has to get a licence within two years.



Can you vote in an election? Yes, but you ³ don't have to vote. You decide.



• Can you drive a bus? Yes, but you have to pass special tests first and have a full driving licence, of course! Also, you can't drive it everywhere.



⁵<u>Do you have to</u> (you) get your parents' permission to have a tattoo? No, 6 you don't .



Can you buy an alcoholic drink in a pub when you are eighteen? Yes, but you 7 have to show your identity card if the owner asks.

*cc = cubic centimetres (engine size)

- 5 What do your parents say you have to do or don't have to do?
 - 1 make your bed
 - 2 do the washing-up
 - 3 be home by 11 p.m. at the weekend
 - 4 tell your parents who you are going out with
 - 5 go to bed by 10 p.m. during the week
 - 6 babysit your younger brother or sister

I have to ... or I don't have to ...

6 SPEAKING Ask and answer the questions about the activities in Exercise 5.

A: Do you have to make your bed? B: Yes, I do.

7 SPEAKING Tell the class about your partner. Asha has to make her bed, but she doesn't have to ...

FOCUS VLOG 619 Things to do

(b 19) Watch the Focus Vlog. For the worksheet,

go to page 115.

Grammar page 130

WORKBOOK

p. 54, including Show What You've Learnt

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 4.5, Grammar



SPEAKING

Going to the hairdresser's

I can ask for everyday services.

1 SPEAKING Discuss the questions.

- 1 Do you go to the hairdresser's? How often? Do you like it?
- 2 Do you change your hairstyle, or do you just have a haircut?
- 2 (1) 2.27 Look at the photos. Match 1–6 with the words in the box. You can use a dictionary to help you. Then listen, check and repeat.

dyed hair 5 fringe 3 shaved hair 1 shoulder-length hair 4 spiky hair 6 ponytail 2

3 SPEAKING Discuss the questions.

- 1 Which haircut or hairstyle do you like best and why?
- 2 Which haircut or hairstyle would be best for your friend? Why?
- 4 (1) 2.28 Read and listen. Then complete the conversation with the words in the box. Is Simon happy with his new haircut?

fringe hairstyle longer shorter

Hairdresser: Hi. How can I help?

Simon: I'd like a haircut. Can you do it

now?

Hairdresser: Yes, sit here please. Do you want

the same, only 1___shorter__?

Simon: No, I'm thinking of a new

hairstyle.

Hairdresser: OK, how would you like it?

Simon: I'm not sure ... I'd like something

totally different.

Hairdresser: What about shoulder-length hair

with a ² fringe ? You can

put it in a ponytail.

Simon: No, I'd like a short ³ hairstyle

that's easy to look after.

Hairdresser: OK ... Look at these pictures. How

about this one?

Simon: No, I don't want spiky hair. I'd like

the sides shaved, though.

Hairdresser: OK ... What about shaving the

sides and having it 4 longer

on top? Like this picture. Yes, that looks cool.

Hairdresser: OK, take a look. What do you

think?

Simon: Perfect!

Simon:

Yes, Simon is happy with his haircut.

5 4) 2.28 Read the conversation again and the SPEAKING FOCUS. Put S (Simon) or H (Hairdresser) next to the sentences. Then listen again and check.



SPEAKING FOCUS

Going to the hairdresser's

3	
How would you like it?	\bigcirc
I'd like a haircut.	S
I'm thinking of (having) a new hairstyle.	S
What about/How about (having a fringe/this style/spiky hair)?	H
I'm not sure.	S
I'd like (shorter hair/a different style).	S
How about this style?	H
That looks cool/fantastic/perfect.	S
Do you want the same, only shorter?	H
Take a look. What do you think?	H
Sit here, please.	H

6 Match questions 1-5 with answers a-e.

- 1 Take a look. What do you think?
 2 Would you like your hair the same, but shorter?
 3 How about having spiky hair?
 4 What about shaving the sides?
- What about shaving the sides?How would you like your hair?
- a No, I don't like spiky hair. It's not what I want.
- b It looks cool! Thanks!
- c Shaving the sides? That sounds good.
- d I'm not sure. Have you got any pictures I can look at?
- e No, I'd like to change my hairstyle.
- 7 SPEAKING Follow the instructions below to ask for a new haircut. Use the SPEAKING FOCUS to help you.

Student A: You are the hairdresser.

Student B: You are the customer. Look at the photos and decide which hairstyle you want.

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EXTRA ACTIVITIES

- Elicit vocabulary items from lesson 4.4, ex. 1 and different hair styles and write them on the board. In groups, students describe one person from the group using the vocabulary on the board. The other groups have to guess who the person is.
- Write one of the dialogues from the WB, p. 55 on the board and ask two students to read it out. Then rub out one word in each line and ask a new pair to read out the dialogue. Rub out another word in each line, and ask a new pair to read it out. Continue until there are no words left. Can a pair 'read' out the whole dialogue?

WORKBOOK

p. 55

NEXT CLASS

Ask students to look for a personal profile online and make notes about the information which is included. They will use this in the next class.



Exercise 2

A A physical

B Description

C Information about your

of your personality

family

description

WRITING

A personal profile on a blog

I can write a short basic personal profile.

- 1 What information do you need to describe yourself? Choose three topics.
 - 1 Information about your family
 - 2 A physical description
 - 3 Information about your favourite band
 - 4 Description of your personality
 - 5 A list of your ambitions
- 2 Read Emily's profile. Match three topics in Exercise 1 with paragraphs A-C.

BLOG

Hi! I'm Emily.

^[A] I'm sixteen years old. I'm not very tall – I'm 1.65 m – and I'm slim. I've got long wavy brown hair and green eyes.



- I'm a positive person and I'm very sociable I've got lots of friends. I like going out with my friends and having fun. I really enjoy sports, too, but I'm not very fit. My friends say I'm kind and I've got a good sense of humour. I like laughing a lot.
- ^[C] I've got a brother and a sister. My brother is fourteen, but he's taller than me. He's got short dark hair and blue eyes. He's really funny! My sister is ten. She's quite tall, but she isn't taller than me. She's very clever. She's got long straight blond hair and green eyes.

So, now you know all about me!

3 Read the profile again and complete the table about Emily. Use the photo on the right and your imagination to complete it about Tiago.

	Emily	Tiago
Age	<u>16</u>	
Height	1.65 m	
Build	slim	
Hair and eyes	long wavy brown hair and green eyes	
Personality	positive, sociable, good sense of humour	
Interests	going out with friends, sports	
Family	brother (14) and sister (10)	

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4 Complete the WRITING FOCUS with the examples from Emily's profile.

WRITING FOCUS

A personal profile on a blog

- Start your profile with a physical description: 1/m not very tall.
- Write one paragraph about your personality:
 - ² I'm a positive person.
- Write one paragraph about your family and friends:
- ³I've got a brother and a sister.
- Use adverbs (really, quite, very, not very, not really, etc.) to make your writing more interesting.
 - With adjectives:
 - ⁴ I'm very sociable.
 - With like/enjoy:
 - ⁵ I really enjoy sports.
- Notice the position of adverbs with adjectives and with verbs: very clever, really enjoy.
- Don't use not with quite + personality adjective.
- 5 Rewrite the sentences with the adverbs in brackets.
 - 1 He's got short red hair. (very) <u>He's got very short red hair.</u>
 - 2 I'm serious. (not very) I'm not very serious.
 - 3 I like video games. (quite) I quite like computer games.
 - 4 I enjoy watching films. (not really)
 I don't really enjoy watching films.
 - 5 I've got long blond hair. (really)
 I've got really long blond hair.
 - 6 My best friend is fit. (very) My best friend is very fit.
- 6 Rewrite the sentences with the adjectives and adverbs in brackets.
 - 1 I've got black hair (short/wavy). <u>I've got short wavy</u> black hair.
 - 2 I've got wavy hair (beautiful/blond). I've got beautiful wavy blond hair.
 - 3 He's got eyes (blue/big). He's got big blue eyes.
 - 4 I'm tall (not very), but I'm well-built (quite).

 I'm not very tall but I'm quite well-built.
 - 5 She's got brown hair (curly/long) and a smile (big/lovely). She's got long curly brown hair and a lovely big smile.



SHOW WHAT YOU'VE LEARNT

7 Write about Tiago and his family. Use the WRITING FOCUS and notes in Exercise 3 to help you.

EXTRA ACTIVITIES

- Elicit ideas from students about the types of things that should be included in a personal profile and write them on the board.
- Using the WRITING FOCUS, students write a personal profile for their partner. In pairs, students discuss if the

profiles are accurate or not and make necessary corrections. The profiles can then be written up as a wall display.

WORKBOOK

p. 56, including Show What You've Learnt and Show That You've Checked

NEXT CLASS

Ask students to study the Word list on page 57.

4.1 Vocabulary (4) 4.22

bald /boild/

big/green/round/tired eyes / big/gri:n/

raund/tarad 'arz/ boring /'borrin/

brown/dark/fair/red hair / braun/ dark/

,feə/,red 'heə/ clever /'klevə/

confident / konfedent/

curly/long/medium-length/short/ straight/wavy hair /ˈkɜːli/lɒŋ/ˌmiːdiəm

'lenθ/fort/ streit/'weivi/ 'heə/

ear /ɪə/ fat /fæt/ fit /frt/

flat/narrow/wide/straight/thin nose / flæt/nærəu/waid/streit/din 'nəuz/

friendly /frendli/ funny /'fʌni/

go jogging /ˌgəʊ ˈdʒɒgɪŋ/ good-looking / gud 'lukıŋ/

have a sense of humour / hav a sens av

'hiuːmə/

interesting /'Intrəstin/

kind /kaınd/ look /luk/

middle-aged / midəl 'eidad/

negative /'negətɪv/

old /əʊld/ person /'parsən/

play jokes on sb / plei 'dʒəuks on

\ibedm\s_i positive /'pozativ/ pretty /'prɪti/ serious /'sɪəriəs/ short /jost/ shy /∫aɪ/

similar in looks / sımələr ın 'luks/

slim /slim/ slippers /'slipəz/ smile /smail/ sociable /ˈsəʊʃəbəl/ sporty /'sporti/ stupid /'stjurpid/ tall /to:1/

tell jokes / tel 'dʒəuks/

thin $\theta m/$ ugly /'Agli/

unfriendly /An'frendli/ unkind / An'kaınd/ unsociable /ʌnˈsəʊʃəbəl/ well-built / wel 'bilt/

young /jʌŋ/

4.2 Grammar (◄) 4.23

be sick /.bi 'sɪk/ elastic / I'læst Ik/ flexible /'fleksəbəl/

hang out with friends / hæn aut wið

'frendz/

social media / səuʃəl 'miːdiə/

tongue /tʌŋ/

4.3 Listening (**◄**) 4.24

buy your first flat/house/home /,bar ja /much'/sush'haus/haus/

collect/fetch /kəˈlekt/fetʃ/

driver's/driving licence /'draivəz/

'draivin laisəns/

driving lessons /'draivin ,lesənz/

fall in love /,fo:l in 'lav/

get married / get 'mærid/

get your first job / get jə fasst 'dapb/ go on your first date /,gəu nn jə ,faist

learn to drive / ls:n to 'draiv/ leave home / lizv 'houm/

life event / laif i'vent/ save money / serv 'mani/

4.4 Reading **(**4) 4.25

baggy /'bægi/

boots /buits/ calm /karm/

casual /'kæʒuəl/

cheerful /'tʃɪəfəl/ coat /kəut/

comfortable /'kʌmftəbəl/

creative /kri'eɪtɪv/ dress /dres/

dyed /daid/

energetic / enə'dzetik/

generous /'dʒenərəs/

get on with / get on wið/

hat /hæt/

identity /ar'dentati/ iacket /'daækət/

jeans /'dʒiːnz/

jumper /'dʒʌmpə/

make-up /'merkap/

music taste / mju:zik teist/ old-fashioned / puld 'fæfand/

personality / ps:səˈnæləti/

reflect /rɪˈflekt/

relaxed /rɪˈlækst/

scarf /skg:f/ shirt /sat/

shoes / [uːz/

skirt /sk3:t/

smart /smart/

socks /spks/

studies /'stʌdiz/

stylish /'starlrʃ/

successful /sək'sesfəl/

suit /suxt/

talented /'tæləntəd/

think deeply / Oink 'displi/

tie /taɪ/ tight /tart/

top /top/

tracksuit / træksuit/

trainers / treinəz/ trendy /'trendi/

trousers / trauzəz/

T-shirt /'tix faxt/

uncomfortable /ʌnˈkʌmftəbəl/ wear /wea/

worried /'warid/ worry /'wʌri/

4.5 Grammar **◄**) 4.26

engine size /'endʒɪn saɪz/ get permission from / get pəˈmɪʃən

fram/

identity card /ar'dentəti kard/

owner/'əʊnə/

permission /pəˈmɪʃən/

ride a moped / raid a 'mauped/

take lessons at a driving school / terk

lesənz ət ə 'draıvın sku:l/

tattoo /təˈtuː/

vote in an election / vout in on i'lekfon/

4.6 Speaking **◄** 9 4.27

fringe /frind3/

haircut /'heəkʌt/

hairstyle /'heəstail/

ponytail /'pauniterl/

shaved hair / fervd 'heə/

shoulder-length hair / [ˈəʊldəˌleŋθ ˈheə/ spiky hair / sparki 'heə/

4.7 Writing **◄**) 4.28

blond /blond/

laugh /lasf/

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WORD LIST ACTIVITIES

• Dictate short definitions of the adjectives from the wordlist about appearance, personality, clothes and style, leaving a gap at the end of the definition. The students then complete the definition with the correct adjective. They can continue this in pairs or small groups.

• In groups, students play Snowman with the vocabulary from the wordlist.

VOCABULARY AND GRAMMAR

1 Choose the correct option.

- 1 Jane has got curly hair / eyes.
- 2 My grandma doesn't like wearing trainers / trousers.
 She usually wears a skirt or dress instead.
- 3 I can walk a long distance in those boots. They're really *generous* / *comfortable*).
- 4 He's forty-five years old on his next birthday he's middle-aged/ medium-length.
- 5 Simon has got beautiful green ears / eyes
- 6 Ruth wears great clothes. She's very spiky / stylish).

2 Read the descriptions and complete the adjectives.

- 1 Dan is very s <u>e r i</u> o <u>u</u> s. He's a student now, but he wants to have his own business before he's twenty-five
- 2 Lisa is so $f \underline{u} \underline{n} \underline{n} y!$ She's got a great sense of humour.
- 3 Amy always has lots of ideas and she's great at art. She's very c \underline{r} e \underline{a} \underline{t} \underline{i} v \underline{e} .
- **4** Sam is a k <u>i</u> <u>n</u> <u>d</u> person. He helps everyone.
- 5 Mike does very well in tests and exams. He's $c \perp \underline{e} \underline{v} \underline{e} \underline{r}$.
- 6 Ellen is very s o c i a b l e. She has lots of friends.

3 Complete the sentences with the correct form of the adjectives in brackets.

- 1 I think Roger Federer is the <u>best</u> (good) tennis player in the world.
- 2 Rob is <u>taller</u> (tall) than me.
- 3 Do you think films are <u>more interesting</u> (interesting) than books?
- **4** Sarah is the <u>funniest</u> (funny) person in our class.
- 5 Katie is one of the <u>most successful</u> (successful) people I know.
- 6 Matt is usually <u>calmer</u> (calm) than his brother.

4 Complete the sentences with the correct form of have to.

- 1 <u>Does</u> Steve <u>have to</u> make his bed in the morning?
- 2 I <u>have to</u> get home by eleven o'clock during the week, but I can stay out later at the weekend.
- 3 Tim <u>doesn't have to</u> tidy his room every week, but he likes it and he's happy to do it.
- 4 In many countries you don't have to vote. You can decide if you want to vote or not.
- 5 <u>Do</u> you <u>have to</u> wear a helmet when you ride a motorcycle in your country?
- 6 In the UK, you <u>don't have to</u> be eighteen if you want to get married. You can do it if you are sixteen, but you need your parents' permission.

USE OF ENGLISH

5 Choose the correct answer, A, B or C, to complete both sentences.

1	vvnat of mi	usic do you listen t	0:
	My sister is very	She looks a	fter me when ou
	parents aren't hom	ne.	
	A shy	B good	Ckind
2	Look! Stuart's cat is	s sitting on	of his head!
	I like your skirt and	l Are they	new?
	Atop	B shirt	C boots
3	John islook	ing, but his brother	has a nicer smile.
	Spiky hair? Yes, tha	at sounds	
	A well	B fit	© good
4	Jack is only 1.60 m	n – he's quite	
	I don't wear that sl	kirt in winter. It's	, so my
	legs get cold.		
	A short	B ugly	C stylish
5	I don't want to	married until I	'm in my thirties.
	I'm having lessons	because I want to	my
	driving licence.		
	A be	B get	C take
6	He's got a	nose.	
	My is quite	small. There are to	wo rooms.
	A thin	B flat	C house

6 Choose the correct answer, A, B or C.

1 X: What does Jamie look like?

	Y: He's, ar	nd he's very sporty.	
	A fat	B fit	C positive
2	X: What have you	got on your feet?	
	Y: Two pairs of	My boots are	a bit big.
		B trainers	
3	X: Why are you we	earing that old track	ksuit?
	Y: It's my favourite	! I want to feel	because I'm
	studying for my	exams.	
	(A) comfortable	B energetic	C baggy
4	X: Is that John's fri	end Mark over ther	re?
	Y: No, Mark has g	ot dark	
	A lips	B hair	C ears
5	X: Sally is very		
	Y: Yes, she always	says good things a	bout everyone.
	A talented	B relaxed	O positive
6	X: Do you fancy go	oing to the gym?	
	Y: No, I'm not very		
	△ creative		C tall

LISTENING

7 (1) 2.29 Listen to Hayley talking to a friend about her sister, Sara, and choose the correct answer, A, B or C.

1 How many brothers and sisters does Hayley have?

A two Bthree C four

2 Sara's birthday is in

A March. BJune.

BJune. C November.

3 Sara's hair isA short and dark. B long and blond.C short and blond.

- 4 Hayley and Sara do not both like the sameA music.B jokes.C sports.
- 5 Where does Sara go with Hayley?
 - (A) to the shops B to the cinema C to parties

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REFERENCES

Audioscript p. 164

EXTRA ACTIVITIES

- Photocopiable resource 24 Vocabulary and grammar check 2 (15 min.) pp. 183, 214
- Word Practice 4, WORD STORE booklet, p. 8
- Photocopiable resource 25 A very different hairstyle (speaking; 15 min.) pp. 183, 215
- Photocopiable resource 26 All about me (writing; 10–12 min.) pp. 183, 216
- Extra digital activities: Reading, Listening and Use of English

READING

8 Read the text and complete gaps 1–3 with sentences A–E. There are two extra sentences.

YOUNG AUSTRALIA



Life for young people in Australia can be quite different now to just a few decades ago.

Today, young people have better qualifications. More people are going to university than ever before. Why? One reason is that there are more courses than before.

- ¹_B_ Finally, you can get a much better job if you have a degree. Job training is also more popular now. Nowadays, over 70 percent of young people have a job. A lot of young people don't wait until after they finish studying to get a job. Many work part-time while they are studying.
- ²_D Now 69 percent of young women have jobs, compared to 54 percent then.

More young people live in the biggest cities in Australia than in the countryside – just 16 percent live outside cities. They live at home for longer – most don't leave home until they are in their twenties. After getting their first house, they move more often than before. Often, they move to a different city to get a better job. It seems that young people are happier about the idea of changing cities for a job than before.

Young people are also delaying the age they get married.

- ³_C One reason for this is that more young people live together before they get married.
 - A More women are going to university nowadays, which means they have better jobs.
 - **B** Another reason is that you don't have to pay for your university studies until you are working.
 - C On average, men are six years older and women are seven years older.
 - **D** The number of women who work is also different to forty years ago.
 - **E** The number of young people that vote is much higher than before.

WRITING

9 Read the information and write a blog post.

You have a new personal blog. Write the first post with your personal profile.

- Describe your appearance and personality.
- Write about your likes and dislikes.
- Introduce your family and friends.

SPEAKING

- 10 Complete the questions, then ask and answer with a partner.
 - 1 What kind of clothes do you like and why?
 - 2 What does your best friend look like?
 - 3 What do you have to do at home every day?
 - 4 How often do you change your hairstyle?
- 11 Choose the correct answer, A or B.
 - 1 X: Hi. How can I help?

Y:

- (A) I'd like a haircut.
- B No, you can't.
- 2 X: Would you like your hair the same, but shorter?

Y:

- A Yes. I'm sure I would.
- (B) I'm not sure.
- 3 X: What about having a fringe?

Y:

- A That sounds good.
- B It looks cool! Thanks.
- **4** X: How about this hairstyle?

Y:

- A No, I'd like to change my hairstyle.
- B No, I don't like it.
- **5** X: I'd like a haircut.

Y:

- A OK. You can put it in a ponytail.
- **B** OK. Would you like it the same, but shorter?
- 6 X: Take a look. What do you think?

Y: _

- A Yes, you can do it now.
- B It's perfect!

12 Do the task in pairs.

Student A

You are a hairdresser. Start the conversation.

- Greet Student B and ask how you can help him/her.
- Suggest a hairstyle and show Student B a photo.
- Ask for Student B's opinion (how about? what about?).
- Then ask for Student B's opinion about the new hairstyle.

Student B

You're a customer at the hairdresser's.

- You want a new haircut or hairstyle.
- Describe what you want and ask to see some photos.
- Agree to Student A's suggestion.
- Say you are happy with the new cut/style.

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NEXT CLASS

- Ask students to do Self-check 4.9, WB pp. 58–59, as homework.
- Ask students to prepare for Unit Test 4: Assessment Package, Unit 4.
- Ask students to prepare for Review Test 2: Assessment Package, Unit 4.

PROJECT

- How to teach with projects p. T19
- Work in groups. Think about some famous people you all like. Do some research and prepare a presentation or poster describing these people's looks and personality. Then present it to your class.



Education

Learn to walk before you run.

A proverb

BBC



THE CHINESE SCHOOL EXPERIMENT

6 20 Watch the BBC video.
For the worksheet, go to page 116.

UNIT 5 VIDEOS

BBC The Chinese school experiment

GRAMMAR ANIMATION

Lesson 5.2 **621** Lesson 5.5 **622**

FOCUS VLOG School memories Lesson 5.5 623

ROLE-PLAY

Lesson 5.6 (624)

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REFERENCES

Culture notes **p. 154**Videoscript **pp. 171–172**Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

• Photocopiable resource 27 So, how is school? (15 min.) pp. 184, 217



VOCABULARY

Types of school • at school • exams

I can use language related to types of school, exams and tests.

SHOW WHAT YOU KNOW

1 Complete the table with the words in the box. Think about more words to add to each group. Compare with a partner.

Chemistry coursebook desk Geography head teacher IT (Information technology) form teacher IWB (interactive whiteboard) Maths PE (Physical Education) Physics pupil Science whiteboard

Classroom objects	Subjects	People
whiteboard coursebook, desk, IWB	Chemistry, Geography, IT, Maths, PE, Physics, Science	head teacher, form teacher, pupil

- 2 Finish the statements to make them true for you. Compare with a partner.
 - 1 My favourite subject is ...
 - 2 My worst subject is ...
 - 3 The best thing about my school is ...
 - 4 The worst thing about my school is ...

UK TODAY



Education in **Britain**

The text describes the school system in England and Wales. Scotland and Northern Ireland have different systems.

In England and Wales nowadays many children go to nursery school when they are three or four. When they are five, they go to primary school and they stay there for six years. At the age of eleven, they start secondary school. Students have to study between the ages of five and eighteen. Most students study at the same secondary school for seven years, but some leave school at the age of sixteen and, for example, study at college or train for a job for two more years.

At the age of eighteen or nineteen students can go to university, which usually lasts three or four years.

Some parents pay for their children to go to a **private school**, but most students go to **state schools**. Most state schools are **mixed** – they are for boys and girls – but some are **single-sex** for either boys or girls only.

Exams

There are different types of exams in British schools. All students have to study English, Maths and Science until Year Eleven. At the end of that year, at the age of sixteen, students take GCSE exams*. Students usually take GCSEs in five to ten subjects, so they have to revise a lot before their exams. If students want to go to university, they take A level exams*. Most students take two or three A levels, but some do four. If students don't pass their exams or don't do well and get bad marks, they can always retake the exams.

GCSE exams (GCSEs) – General Certificate of Secondary Education A level exams (A levels) – Advanced Level (end-of school exams)

- Photocopiable resource 28 Test yourselves (10 min.) pp. 184, 218
- Extra digital activities: Vocabulary Checkpoint
- Students compare their schools and education with the school in the text and discuss how it is different and how

they would feel if they went to a school like this.

• In pairs, students write sentences using the underlined expressions and the words in red in the text and read them out to the class

620

F

 $\left(\mathsf{T}\right)$

F

 $\overline{\mathsf{F}}$

- 3 Read about education in Britain. Are the sentences true (T) or false (F)? Read the text and check your answers.
 - 1 All children start their education when they are three years old.
 - 2 Students have to continue education until the age of eighteen.
 - 3 In British schools boys and girls always study
 - 4 Students have to study three subjects until they are sixteen.
 - 5 Students take exams only once.







WORD STORE 5A Types of school

- 4 (1) 2.30 Complete WORD STORE 5A with the names of school types in red in the text. Then listen, check and repeat.
- SPEAKING Discuss what schools there are in your country.
- 6 Choose the correct option.
 - 1 My cousin goes to a private / state school. It's very expensive.
 - 2 Lucy's little brother is six years old and he's in nursery / (primary)school.
 - 3 I go to a single-sex / mixed school, but there are more boys than girls.
 - 4 Hanif wants to leave school when he's sixteen and get a job, but I think he should go to college / secondary school.

WORD STORE 5B | At school

- (1) 2.31 Complete WORD STORE 5B with the underlined phrases in the text. Then listen, check and repeat.
- **SPEAKING** Complete the statements with the words or phrases in WORD STORE 5B. Discuss which statements are true for you.
 - 1 I have to work hard if I want to do well in the exams.
 - 2 I am always <u>on time for</u> lessons, I am never late!
 - 3 I work very hard in English lessons, but I still do badly in the tests.
 - 4 I would like to study at university when I leave school.
 - 5 I love Maths and always get good marks/grades in the tests.
 - 6 I love Biology lessons and I always try not to miss _ a class.
 - 7 I am not sporty and often get bad marks/grades in PE
 - 8 I usually <u>come</u> to classes five minutes early.

WORD STORE 5C | Exams

- 4) 2.32 Complete WORD STORE 5C with the highlighted phrases in the text. Then listen, check and repeat.
- 10 SPEAKING Discuss the questions about your school.
 - 1 How many tests do you usually take every week? In what subjects?
 - 2 How many times can you retake a test/an exam if you fail it the first time?
 - 3 What do you do to revise well for an exam?
 - 4 What can happen if you fail an exam?
 - 5 What is the highest grade you can get when you pass a test or an exam?
 - 6 Are there special entrance exams for universities in your country? What are they?

I usually take two tests a week, sometimes three.

11 Prepare a short text about the schools in your country. How similar are they to the schools in Britain?

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WORKBOOK

pp. 60-61, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 5.1, Vocabulary.
- Ask students to do Show What You Know in the WB, p. 52.



GRAMMAR

must/mustn't, should/shouldn't

I can express obligation, prohibition and give advice in the present and future.

- SPEAKING Do you know any unusual schools? What do people learn there?
- 2 Look at the photo of an unusual school. What do you think children do there? Read and check your ideas.



UNUSUAL SCHOOLS

- 1 You must start learning when you are two years old.
- 2 You must practise every day.
- 3 You mustn't sit very close to the snakes.
- **4** You must learn to play music for the snakes.
- 5 You mustn't touch the snakes when the teacher is not there.
- Read the GRAMMAR FOCUS. Complete the rules for becoming a stunt performer with must or mustn't.

GRAMMAR FOCUS 1 621

must/mustn't

- You use **must** to say that something is a rule or is necessary.
- You use *mustn't* when you want to say, 'don't do this'.
- I/You/He/She/We/They must practise.
- I/You/He/She/We/They mustn't touch the snakes.

Note:

To say that it is not necessary, we say 'you don't have to do it', NOT mustn't.

He doesn't have to practise if he doesn't want to. (It's not necessary.) It's late. He mustn't practise at this time of night. (They don't allow him.)



- 4 (1) 2.33 Now listen and check your answers in Exercise 3.
- Complete the statements with mustn't or don't have to make them true for you. Then compare with a partner.
 - ___ be at school before eight.
 - _____ wear a school uniform.
 - ____ use my mobile phone during lessons. 3 |
 - be at home after nine in the evening. 4 |

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6 Read the dialogue. Does Person B give good advice?

- 1 A: I'm good at sports and I'm not afraid of danger. Where should I study?
 - B: You should go to a stunt school.
- 2 A: I love films and TV, but I'm not very fit and I hate danger. Should I go to a stunt school?
 - B: No! You shouldn't. You should go to a film school.
- Read the GRAMMAR FOCUS. Then complete the dialogues with should or shouldn't and the words in brackets.

GRAMMAR FOCUS 2 621

should/shouldn't

You use should/shouldn't to give advice.

- I/You/He/She/We/They should go to a film
- I/You/He/She/We/They shouldn't go to a stunt school.

Should I study there?

Yes, you should./No, you shouldn't. Where should I go?

You should go to a film school.

- 1 A: I want to be an actor. 1Should I leave (I/ leave) school now and go to Hollywood?
 - B: No, you ² shouldn't leave (leave) school yet. You ³ should go (go) to theatre school after you finish school.
- **2** A: I love working with animals. My parents want me to get an office job. What ⁴ should I do (I/do)?
 - B: Well, you ⁵ shouldn't work (work) in an office! You 6 should train (train) to become a vet.
- 3 A: I'm scared of heights. 7 Should I go (I/ go) walking with the class this weekend?
 - B: Yes, you ⁸ should , but you ⁹ should tell (tell) the leader and you ¹⁰ shouldn't climb (climb) any mountains.
- What is your school like? Use the words in the box to make statements that are true for you. Compare with a partner.

be friendly and helpful cheat in exams do extra activities do your homework run inside the school use a mobile phone in class

use a tablet wear a uniform

A.	t my school		
1	you must		
2	you mustn't		
3	you don't have to		
4	you should		
5	you shouldn't		

Grammar page 131

REFERENCES

Culture notes p. 155 Audioscript **p. 164** Using videos in the classroom p. T14

EXTRA ACTIVITIES

• Grammar animation

- Photocopiable resource 29 Test yourselves (10 min.), pp. 184, 219
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 62, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 5.2, Grammar
- Ask students to think about their favourite parts of the school.



LISTENING

Note completion

I can identify key details in a simple recorded dialogue about places at school.

1 (3) 2.34 Match the places in the box with the photos. Then listen and repeat.

canteen classroom corridor gym hall library playground Science lab sports field staff room













- 2 (1) 2.35 Jane is showing Mark round the school. Listen to Part 1 of their conversation. Where are they? How do you know? They are in a Science lab because Jane talks about special equipment and about Chemistry and Physics lessons.
- 3 Read the conversation. What kind of information is missing in each gap? Match gaps 1–3 with descriptions a–c.
 - a It is something you wear on top of your clothes. 3
 - b It is something students do in Science classes. 2
 - c It is something students use in Science classes. 1
 - Jane: There is a lot of special ¹ <u>equipment</u> here. Students do ² <u>experiments</u> in Chemistry and Physics lessons. You mustn't touch anything until the teacher tells you to.

Mark: What are all those books?

- Jane: We keep all the Science books here so everyone can use them in the lessons. You have to wear an ³ overall in here too, over your school uniform, to protect it.
- 4 (3) 2.35 Complete the sentences from Jane and Mark's conversation in Exercise 3 with the words in the box. Then listen again and check.

experiments overall equipment

5 (3) 2.36 Listen to the rest of the conversation. What other four places does Jane describe?

She describes a canteen, a library, a hall and a sports field.

EXAM FOCUS Note completion

- 6 (3) 2.36 Listen again and complete the information with up to three words in each gap.
 - 1 When the weather is fine, Jane eats in the playground
 - 2 Borrowing time for books: <u>three days</u>
 - 3 Number of people in school: three hundred
 - 4 Lesson in <u>hall</u>: drama
 - **5** Sports competitions take place in the sports field

WORD STORE 5D | Nouns and verbs

- 7 (1) 2.37 Complete WORD STORE 5D with the words in the box and match the words with the pictures. Then listen, check and repeat.
- 8 Complete the sentences with the correct form of the phrases in WORD STORE 5D.
 - 1 Let's <u>have a meeting</u> to discuss our summer holiday.
 - 2 I want to <u>borrow</u> The Lord of the Rings from the school library.
 - 3 On Thursdays, we <u>do experiments</u> in our Science lesson.
 - **4** Do you <u>use schoolbooks</u> in your English classes?
 - 5 I'm going to <u>give a speech</u> about students' rights in front of the whole school.
 - **6** I always <u>meet friends</u> for a drink in the canteen.
- 9 SPEAKING Do you do the activities in WORD STORE 5D at your school? When? How often? Discuss with a partner.

PRONUNCIATION FOCUS

10 (1) 2.38 Listen to the *th* sound and put the words in the box in the correct column.

/ð/ (the)	/0/ (think) think three; bathroom; thin; thousand; thing; tooth; author; thanks; Thursday		
the then; they; together; mother; there; those; this; other; father			
author bathroom			

other thanks then there they thin thing this those thousand three Thursday together tooth

11 (1) 2.39 Listen and check.

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REFERENCES

Audioscript p. 164

EXTRA ACTIVITIES

• Elicit favourite parts of the school from students and write them on the board. In pairs, students write a short description of three of the places on the board. They read out the descriptions. The class has to guess which place they are referring to.

• Dictate some sentences using the verbs and expressions in ex. 7 in WORD STORE 5D, missing out the verbs. Students have to complete the sentences with the correct verb. Students can continue the activity in pairs.

WORKBOOK

p. 63

NEXT CLASS

Ask students to find out about another unusual school and bring pictures to the class.



READING

True/False

I can identify specific information in a simple article.

1 SPEAKING Look at the photos and the words in the box. Which activities do you think students do at the summer school?

camping doing experiments doing tests hiking meeting scientists observing the night sky scuba diving taking photos visiting London

- 2 Read the the first seven lines of the article. What does it describe?
 - 1 a school where students study to become scientists
 - 2 a short course for students who're interested in space
 - 3 a research centre for space scientists
- 3 In which paragraph can you find this information? Read the article and match paragraphs A–F with the information 1–6.

ctivities	in th	ne sv	vimm	ning	pool

- 2 a trip to a building to find out more about space
- 3 general description of what students do at the summer school
- 4 an experience of flying
- 5 the classes at the university
- 6 looking at the night sky
- **EXAM FOCUS** True/False
- 4 Read the article again. Are the sentences true (T) or false (F)?
 - 1 Students do classes during the day and in the evenings.
 - 2 All the students help to build a rocket.
 - 3 Students learn to scuba dive because it's important for astronauts to be able to swim.
 - **4** On the camping trip, students don't have to help at all.
 - **5** There is an opportunity to see scientists at the Space Centre.
 - **6** The skydiving teachers show students their skills. \square
- 5 (1) 2.41 Match the phrasal verbs in blue in the article with the definitions. Then listen, check and repeat.
 - 1 go from one place to another = <u>move around</u>
 - 2 learn a fact or piece of information = ____find out
 - 3 build something, e.g. a tent = ____put up
 - 4 focus on something = concentrate on

- 6 Complete the sentences with the phrasal verbs in Exercise 5.
 - 1 I don't know much about rockets. I want to <u>find out</u> more.
 - 2 I can't talk to you now. This text isn't easy and I need to concentrate on it.
 - 3 The tent is still in the bag, so we need to _____ put ___ it ____ up ___ .
 - 4 I have to <u>move around</u> a lot for my job, so I never spend much time in one city.
- 7 SPEAKING Discuss the questions.
 - 1 Do you move around a lot in classes?
 - 2 Do you have to concentrate on any school projects at the moment?
 - 3 What do you want to find out more about?
 - 4 Can you put up a tent?

WORD STORE 5E | Collocations

- 8 1) 2.42 Complete WORD STORE 5E with the underlined nouns in the article. Then listen, check and repeat.
- 9 Complete the statements with the verbs in WORD STORE 5E.
 - 1 I think summer schools are a good way to <u>make</u> new friends
 - 2 I never _____take___ part in projects at school.
 - 3 I always try to <u>improve</u> my language skills when I can.
 - **4** I'd like to <u>do</u> a course abroad next summer.
 - 5 I often <u>win</u> prizes at sports.
- 10 Which statements in Exercise 9 are true for your partner?

You think summer schools are a good way to make new friends ... I think it's true.

Yes! I think number 2 is false ... You always take part in projects at school.

Correct! You ...

- 11 SPEAKING Discuss in groups.
 - 1 What do you like doing in your summer holidays? In my summer holidays, I like relaxing: swimming, reading books, meeting my friends ...
 - 2 Do many young people you know do summer
 - 3 What things do you think are interesting to study at a summer school?
 - **4** Would you like to do a course? What skills would you like to improve?

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REFERENCES

Culture notes p. 155

EXTRA ACTIVITIES

In groups, students show their pictures and describe the unusual schools they have found out about. This can be a mini-project for a wall display. The students can vote for the school they would most like to attend.

F

 $\overline{\mathsf{B}}$

D

 $\overline{\mathsf{T}}$

F

(F)

 (T)

WORKBOOK

pp. 64-65



TO THE STARS!

Do you dream of learning more about space and meeting some amazing scientists? Do you want to learn new skills and make some great friends? Well, you can do all these things and much more at Senior 5 Space School UK!

Α

Senior Space School UK is a summer school at the University of Leicester in England. It's for sixteen- to eighteen-year-olds and is eight days long. You do a mix of classes and practical activities and it's a fun way to improve your science skills. In the evenings, you can relax and there are quizzes, karaoke and a disco too.

В

You spend three of the eight days at the university. First, there are lectures – special classes – in Maths, Physics and other subjects. Then, you concentrate on exciting 15 practical projects in the Science labs. For example, you have to build a rocket using your new knowledge. Everyone takes part and the best one wins a prize!

C

In space, people and objects do not weigh anything, so moving around is very different to Earth. Astronauts 20 practise for space-walks in water; that's why you spend a few hours learning to scuba dive. After doing a short course, you work in teams to move materials in the correct order and build a structure – all under water. It's a real challenge!

D

25 On another evening you go camping. You must put up your tent, collect wood for a fire and cook your food. When it's dark, you learn to identify different stars, constellations (groups of stars) and other objects in the night sky. After that, everyone has hot chocolate and 30 sings around the campfire.

Ε

There's a trip to the National Space Centre to find out about the difficulties of travelling to Mars. There's lots to do: meeting scientists, watching a show, exploring the centre and looking at the squipment astronauts use in the International Space Station.

F

If you want to learn how to fly, you can go indoor skydiving. Flying like this is almost like moving in space but it's not easy! The teacher shows you 40 how to move and then you get to fly. At the end of the activity, watch as the teacher demonstrates some fantastic skydiving tricks.

Space School UK is an amazing opportunity to learn and have fun. Book your place now!



NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 66.
- Ask students to bring in photographs of themselves when they were much younger.



GRAMMAR

Past Simple: was/were, could

I can use be and can in the Past Simple.

Exercise 1

Daniel Radcliffe, the actor. He's famous for his role as Harry Potter.

Exercise 3

- 2 He couldn't write well.
- 3 His results weren't good.
- 4 His first audition wasn't when he was twelve.
- 5 Daniel could act.
- 6 The Harry Potter films were successful.

Look at the photo and discuss the questions. Then read the text and check.

- 1 Who is the person in the photo?
- 2 What do you know about him?
- 3 What is he most famous for?

Daniel Radcliffe is now famous as the Harry Potter actor, but what was his life like before the films? Was he a good student?

School wasn't a good experience for Daniel. Because of a neurological problem, he couldn't tie his shoelaces, and he couldn't write well. His results weren't good. His mum was a film agent, but to start with she wasn't happy about Daniel acting. His first audition was when he was nine. It was a great idea: Daniel could act! All the Harry Potter films were successful and Daniel is now a very popular actor.

Complete the GRAMMAR FOCUS with the verbs in blue in the text. Then find more examples in the text.

GRAMMAR FOCUS 1

Past Simple: was/were

- I/He/She ¹ was a good student. You/We/They ² were good students.
- I/He/She ³ wasn't a good student. You/We/They 4 weren't good students.
 - I/he/she a good student? Yes, I/he/she was./No, I/he/she wasn't.
- Were you/we/they good students? Yes, you/we/they were. /No, you/we/they weren't. What was he good at? What were they good at?

- You also use was/wasn't with it: It was a great idea.
- wasn't = was not weren't = were not

GRAMMAR FOCUS 2

Past Simple: could

- He 6 <u>could</u> play the guitar. He ⁷ couldn't play the piano.
- Could he play the piano?

Note:

- Could is the same for all persons (I, you, he, she, it, we,
- couldn't = could not

3 Correct the false sentences.

- 1 School was a good experience for Daniel. School wasn't a good experience for Daniel.
- 2 He could write well.
- 3 His results were good.
- 4 His first audition was when he was twelve.
- 5 Daniel couldn't act.
- 6 The Harry Potter films weren't successful.

4 (1) 2.43 Read about Kristen Stewart and choose the correct option. Then listen and check.

Kristen Stewart is a famous actress. But when she 1 was / were younger, things ²wasn't / weren't always easy. She ³(wasn't)/ weren't happy at high school because she 4 could / couldn't talk to other kids her age. They 5was / were interested in different things and so they

6wasn't / weren't very friendly to her. They were / weren't often jealous because Kristen

*could)/ couldn't act really well.

5 4) 2.44 Complete the text about Albert Einstein so that it is true. Use was/wasn't, were/weren't or could/couldn't. Compare with a partner. Then listen and check.

Albert Einstein was a very famous scientist. From an early age, he 1was good at Maths and Science and he could play the violin well. But at school, he 3 wasn't good at all subjects. History and Geography weren't easy for him and he wasn't good at foreign languages. But Einstein 6 was a genius and scientists are still studying his brain to help them understand about intelligence.

6 SPEAKING Complete the questions with were or could. Then ask and answer the questions. Write down your partner's answers.

When you were at primary school ...

- <u>were</u> the other students friendly? ___ your teachers nice? were
- 3 could you speak English?
- were you good at Science? 4
- could you understand everything? were you a quiet student? 6
- were lessons fun? 7
- were you good at sports?

7 SPEAKING Tell the class about your partner.

When Gabriel was at primary school, the other students were friendly. His teachers were ...

FOCUS VLOG 623 School memories

(b) 23 Watch the Focus Vlog. For the worksheet, go to page 117.

Grammar page 131

REFERENCES

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Culture notes p. 155 Videoscript p. 172 Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 30 Could you ...? (10 min.) pp. 184, 220
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 66, including Show What You've Learnt

NEXT CLASS

• Ask students to prepare for a 10-20-minute Grammar Quiz: Assessment Package, Unit 5.5, Grammar.



SPEAKING

Asking for and giving information

I can ask for and give simple travel information.

- Read the information about the Eden Project and Shakespeare's House. Which is the best place to visit on a school trip? Why?
- 2 (1) 2.45 Ben is organising a trip for his class. Listen to the dialogue. Which place do they want to visit? Shakespeare's House
- 3 4) 2.45 Complete the dialogue. Then listen again and check.

Woman: Good morning. Can I help you?

Good morning. I'd like some information. Ben: Woman: Certainly, what would you like to know?

What are your opening times? Ben: Woman: We're open from 1___

²_______ p.m.

Ben: And how much does it cost to get in?

Woman: For adults it costs ³ <u>£17.50</u> and for children it costs 4 f11.50 . There are

also discounts for groups.

Ben: Can I book online? Woman: Yes, you can.

Are there any guided tours? Ben:

Woman: Only for large groups, but there are a lot

of materials on our website. Also you can download our podcasts to your phone. They've got lots of great information.

And where is the house, exactly? Ben:

Woman: It's on Henley Street, near the train station.

Ben: OK, thanks very much. Woman: You're welcome.

4 Read the dialogue again and complete the SPEAKING FOCUS with the phrases in orange in Exercise 3.

SPEAKING FOCUS

Asking for information

I'd like some information.

¹ What are your opening times?

How much does it cost to get in?

How much are the tickets?/How much is (a family) ticket?

Can I book online? Are there any guided tours?

Is there a podcast?

Where is the (park/museum/attraction) exactly?

Thanks very much.

Giving information

² Can I help you?

What would you like to know?

Tickets are (£10) for adults and (£5) for children.

Tickets for children under (five) are free.

³ There are also discounts for groups.

A family ticket costs (£20).

The (museum/park) opens at (9 a.m.) and closes at (5 p.m.).

It's in/on (Green Street).

You're welcome.

- 5 Put the words in the correct order to make questions. Think about a recent school trip.
 - 1 how / cost / much / it / to / in / does / get /? How much does it cost to get in?
 - 2 any / there / are / tours / ? Are there any tours?
 - 3 book / online / I / can / ? Can I book online?
 - 4 is / where / exactly / it / ? Where is it exactly?
 - 5 there / is / podcast / a / ? Is there a podcast?
- 6 SPEAKING Practise a dialogue asking about the Eden Project. Then act it out to the class.

ROLE-PLAY 624 Asking for and giving information

6 24 Watch the video and practise. Then role-play your dialogue.

Eden Project Explore the rainforest,

walk through the Mediterranean area, have fun in the education centre and learn about plants. There are also fantastic concerts and the longest zip wire in England!



Opening times: 9:30 a.m. - 6 p.m., seven days a week

all year

Tickets: Adults: £28.50 (£26 online)

Children five-sixteen years old: £15

(£13.50 online)

Children under five - free Students: £23.50

Discounts for groups of fifteen or more:

contact 01726811911

Guided tours: Choose from three different tours £100-£125.

Shakespeare See where Shakespeare

was born and lived for over twenty years. Explore the gardens, visit the shop or do a workshop. Download our podcasts to your

phone to get the most from your visit!

Opening times: 9 a.m. - 5 p.m.

Tickets: Adults: £17.50

Children five-sixteen years old: £11.50

Family: £46.50 Students: £16.50

Discounts for groups of fifteen or more:

contact 01789204016

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REFERENCES

Culture notes p. 155

Using videos in the classroom p. T14

EXTRA ACTIVITIES

Students write a dialogue about places of interest in their own country and ask for and give information about them. Students then act out their dialogue for the class.

WORKBOOK

p. 67

NEXT CLASS

Ask students to think about the typical things they would write about in an email to a friend.



WRITING

A personal email

I can write a short personal email to tell news.

- Which of the five topics would you NOT write about in an email to a friend about a new school?
 - 1 The other students
 - 2 Activities you are doing
 - 3 Your favourite film X
 - 4 Your news
 - 5 School sports teams
- 2 Read the email. Which topic does Jen NOT write about? Her favourite film
- [A] Hi Mark,
- ^[B] How are you? I hope you're fine and not too busy!
- [c] I'm getting on OK at my new school. It's great because everyone's very friendly. I don't know my way round the school yet. I get lost all the time but someone always helps me find the right place. What else? The trials for the hockey team are next week. I'd love to be in the team, so I have to practise really hard. My other news is that I'm in a band! There are six of us in the band. I play the guitar (of course!) and it's great fun.
- [D] How about you? Are you still in the volleyball team? What are your plans for this weekend? Do you want to come and stay soon?
- Write soon! I can't wait to hear all your news! ☺ I miss you all!

Love Jen



- 3 Read the email again. Match parts A-E with headings
 - 1 Asking about the other person
 - 2 Giving your news
 - 3 Signing off
 - 4 Greeting
 - 5 Asking how someone is
- C E A
- 4 Complete the WRITING FOCUS with the expressions in purple in the email.

WRITING FOCUS

A personal email

- Asking about someone
 - ¹How are you?/How are things? I hope you're fine!/I hope you're not too busy!
- How's everyone? Giving your news

I'm getting on OK/fine/well.

What else?

I'd love to ...

- ² My other news is that .
- Asking about the other person

What are you up to?

³How about you?

What are your plans for this weekend/the holidays? How's life?

What's your news?

Signing off

Write soon!

⁴I can't wait to hear all your news!

I hope to hear from you soon!

I miss you!/I miss you all!

- 5 Read examples A-D. Then complete the text with and, but, because or so.
 - A I hope you're fine! I hope you're not too busy!
 - → I hope you're fine and not too busy!
 - B I get lost all the time. Someone always helps me.
 - → I get lost all the time, but someone always helps me.
 - C It's great because everyone is very friendly.
 - → Everyone is very friendly, so it's great.
 - **D** The trials are next week. I have to practise hard.
 - → The trials are next week, so I have to practise hard.
 - → I have to practise hard **because** the trials are next week.

I want to get fit, 1soI'm doing a lot of spo	r
this year. I'm in the football team ² and I'm	
in the badminton team, 3 but I'm not in the	
hockey team. I'm also in a theatre group. We've got	
a show next week, ⁴ we have to practise	9
hard. What else? We've got a new History teacher	
⁵ and she's really nice! I'm learning a lot	
6 because sho's a great topober	

_ she's a great teacher.

SHOW WHAT YOU'VE LEARNT

Make notes for each topic in Exercise 1. Then write an email to a friend with your school news. Use the WRITING FOCUS to help you.

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EXTRA ACTIVITIES

- Elicit the types of things people write about in emails to friends they don't see every day and write them on the board. Elicit the different types of ways of beginning and ending an email to a friend and write them on the board. As a class, write an email
- on the board to a friend.
- Dictate short sentences to the class and in pairs have students link the sentences using and, but, because and
- Using the WRITING FOCUS students, in pairs, write to another pair in the class. They swap emails and reply.

WORKBOOK

p. 68, including Show What You've Learnt and Show That You've Checked

NEXT CLASS

Ask students to study the Word list on page 69.

5.1 Vocabulary **(**◄) 4.29

A level exams (A levels) / er level ıg'zæmz ('eɪ ˌlevəlz)/

be late/on time for lessons / bi leit/pn taım fə 'lesənz/

boys' school /'bozz skuːl/

Chemistry /'keməstri/ college /ˈkɒlɪdʒ/

come to class / kam to 'klass/

coursebook /'kɔɪsbʊk/

desk/desk/

do well/badly in an exam/a test /,dux wel/bædli in ən ig'zæm/ə 'test/

entrance exams /'entrans ig,zæmz/

fail an exam / feil ən ig'zæm/

form teacher /'form tirt fo/

GCSE exams (GCSEs) / dzir sir es 'ir

ıg'zæmz dʒir sir es 'irz/ Geography /dʒi'pgrəfi/

get bad marks/grades / get bæd

'marks/'greidz/

get good marks/grades / get god

'marks/'greidz/

girls' school /'gaːlz skuːl/

go to university / gəʊ tə ˌjuɪnə'vɜɪsəti/

head teacher / hed 'tixt [ə/

higher education / harər edju'kersən/

IT (Information Technology) /,ai 'tix (,Infə,meifən tek'nolədzi)/

IWB (interactive whiteboard) /,aI /(bicdtisw' vitka, retni,) iid 'uiledab,

kindergarten /ˈkɪndəgɑɪtn/

last /la:st/

leave school / lizv 'skuzl/

Maths $/mæ\theta s/$

miss a class / mis əˈklɑːs/

mixed school / mrkst 'skurl/

nursery school /'naisəri skuil/

pass an exam / pass ən ig'zæm/

PE (Physical Education) / piː 'iː (ˌfɪzɪkəl

,edju'ker[ən)/

Physics /'fiziks/

playgroup /'pleigruip/

primary school /'praiməri skuil/

private school /'praivət skuil/

pupil /'pjurpəl/

retake an exam/a test / riː teɪk ən

ıg'zæm/ə 'test/

revise for an exam /rɪ'vaɪz fər ən ɪg'zæm/

Science /'sarans/

secondary school /'sekəndəri sku:l/

single-sex school / singel seks 'skuil/ start school / start 'skurl/

state school /'steit skuil/

study a subject/at university / stAdi ə

'sabdzikt/ət juinə'vaisəti/

take/sit a test / terk/sit a test/

take/sit an exam / teik/sit ən ig'zæm/

university / jurnə varsəti/

5.2 Grammar 📢 4.30 े

be afraid of /.bi ə'freid əv/ cheat in exams / t fixt in ig'zæmz/ close /kləʊs/

do extra activities / duː ekstrə

æk'tıvətiz/

film school /'film skuil/

finish school / finif 'skurl/

office job /'pfis dapb/

outdoor activities /aut_doir æk'tivətiz/

professor /prəˈfesə/

run inside the school / ran in said ðə

stunt performer / stant performe/

stunt school /'stant sku:l/ take risks / teik 'risks/

theatre school /'012t2 sku:l/ train to become (a vet) / trem to

bi,kam (ə 'vet)/

use a tablet/mobile phone in class

/juzz ə tæblət/məubail fəun in 'klais/ wear a uniform / wear a 'jurnafarm/

5.3 Listening (**4**) 4.31

assembly /əˈsembli/

borrow a book/CD/DVD from the

library / borəu ə buk/siː diː/diː viː diː

frəm ðə 'laıbrəri/

canteen /kæn'ti:n/

classroom /'klg:srum/ corridor /ˈkprədəː/

do experiments / dux ik'speriments/

drama /ˈdrɑːmə/

give a speech / giv ə 'spirtʃ/

gym /dzim/

hall /harl/

have a meeting / hæv ə 'mirtɪŋ/

hockey /'hpki/

in the breaks / In ða 'breiks/

library /'laɪbrəri/

meet friends / mixt 'frendz/

playground /'pleigraund/

Science lab /'sarəns læb/

(special) equipment $/(spe \int al)$

ı'kwıpmənt/

sports competition /'sports

kpmpə.tifən/

sports field /'sports field/

staff room /'starf rurm/

use school books in lessons /ˌjuːz skuːl

buks in 'lesənz/

wear an overall / wear an Jouvar'axl/

5.4 Reading (4) 4.32

at the camp /ət ðə 'kæmp/

build a rocket / bild ə' rpkit/

campfire /'kæmpfarə/

camping trip /'kæmpɪŋ trɪp/

challenge /'t sælend3/

collect wood for a fire /kəˌlekt ˌwud fər ə' farə/

concentrate on /'kpnsəntreit pn/

demonstrate tricks / demonstreit 'triks/ do a course (abroad) / dur ə kərs

(ə'brəid)/

do tests / duz 'tests/

dream of /'drixm əv/

find out / faind 'aut/

focus on / faukas 'pn/

hike /hark/

identify stars /ai,dentifai 'starz/

improve your skills /m'pruːv jə 'skɪlz/ /ndor skydiving / skar darvin/

International Space Station

/ntənæsənəl 'speis steisən/

knowledge /'nplid3/ learn a skill / l3:n ə 'skil/

lecture /'lekt fə/

make friends / meik 'frendz/ meet scientists / mixt 'sarəntists/

move around / muxv ə'raund/

practical activities / præktikəl æk'tivətiz/

put up a tent / put Ap a 'tent/

scuba dive /'skuːbə daɪv/

sing /sɪŋ/

structure /'strakt[ə/

summer school /'sʌmə skuːl/

take part / teik 'part/

weigh /wei/

win a prize / win ə praiz/

5.5 Grammar (**◄**) 4.33

acting /'æktɪŋ/

audition /ɔːˈdɪ∫ən/

be good at (foreign languages) /bi $_{1}gud$

ət (ˌfɒrən 'læŋgwidʒiz)/

genius /ˈdʒiːniəs/

History /'hɪstəri/

neurological problems / njuərə 'ladzıkəl

,problemz/

shoelaces /'furlersiz/

tie /taɪ/

5.6 Speaking **(4)** 4.34

attraction /əˈtrækʃən/

book online / bok 'onlain/

cost /kpst/

discount /'diskaunt/ download a podcast / daun'laud a

'ppdka:st/

education centre /ˌedjʊˈkeɪʃən ˌsentə/

exactly / 1g 'zæktli/

family ticket /'fæməli ,tıkət/

free /fri:/

get the most from / get ða 'maust fram/

guided tour / gardid 'tuə/

open /ˈəʊpən/ opening times /'əupənin taimz/

rainforest /'reinforist/

train station / trein steifen/

workshop /'waikfpp/

You're welcome. /jp 'welkom/ zip wire /'zɪp waiə/

5.7 Writing (4) 4.35

band /bænd/

get fit / get 'fit/

get lost / get 'lost/ sports team /'sports tirm/

theatre group /'θιətə gruɪp/ trials / tranalz/

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WORD LIST ACTIVITIES

- Write do, get and be on the board. Divide the class into groups and have a race to see who can write the most correct expressions in three minutes.
- Students choose words from the list and write definitions, e.g. It's a school subject and you learn about the past. (History), It's a meeting at school in the morning that all the students and teachers go to. (assembly), etc. They read them

out and their partner says the word. If you prefer, they prepare definitions in pairs and play as a class game.

• Divide the class into teams and play Pictionary. A member of the team comes to the board and draws a picture to show a word, his/her teammates must guess the word.

VOCABULARY AND GRAMMAR

1	Complete the sentences with the words in the box.
	There are two extra words

k	be book	fail ge	t have	retake	start
1	1 How old are	e you wh	en you _	start	school in
	England?				
2	2 Let's ha	ave a	a meeting	g to orgar	ise the party.
3	3 I want to	retake	my E	nglish tes	t, because I'm
	not happy v	with my g	grade.		
4	4 The tickets	cost £10	. You can	book	online
	before you	go to the	e museur	n.	
5	5 The test sta	irts at sev	ven oʻclo	ck and I w	ant to
	be	on tin	ne.		

2 Choose the correct option.

- 1 My parents pay for me to go to a state / private school.
- 2 Pierre has to *(improve)* make his language skills before his summer camp in Oxford.
- 3 It's a single-sex/ mixed school and only girls learn here.
- 4 At the summer camp children learn how to move around / put up a tent.
- 5 Pupils usually start/ leave school when they are five years old.
- 6 I like learning about the past, so I enjoy Maths / (History).

3 Complete the second sentence so that it has a similar meaning to the first. Use the verbs in the box.

doesn't have to shouldn't mustn't must should
1 It's not necessary for Joanne to help me. Joanne doesn't have to help me.
 2 My advice is to talk to your parents about your problem. I think you <u>should</u> talk to your parents about your problem.
3 The school rules say: 'No mobile phones in class.' Youmustn't use mobile phones in class.
4 I don't think it's a good idea to invite Jack to your party. You <u>shouldn't</u> invite Jack to your party.
5 At our school, all the students wear a uniform. It's the rule.

4 Complete the sentences with the Past Simple forms of the verbs in brackets.

At our school, you _____ wear a uniform.

1	was	_ (be) shy as a child, but now I'm not shy.
2	Simon cou	ldn't (not can) swim when he
	was	(be) four years old.
3	Wherew	ere (be) you yesterday?
4	They cou	d (can) sing very well when they
	were at school	ol.
5	wasn't	_ (not be) at school last week. It
	was	(be) a holiday.
6	Could	(can) you play the guitar when you
	were	(be) at primary school?

USE OF ENGLISH

5	Read the dialogues A, B or C.	and choose th	ne correct answer,
	1 X: How long do y	ou usually	for an exam?
	Y: Very long – who	en it's Maths! I'n	n rubbish at numbers
	A sit	B revise	C pass
	2 X:	_	
	Y: Really?! Do you	u still speak it?	
	A I couldn't sp	eak French whe	en I was eight.
	BI could speal	k French when I	was eight.
	C I could speal	k French, but I d	can't now.
	3 X: Has your school	ol got Science la	abs?
	Y: Yes. We do a lo	ot of the	ere.
	A overalls		
	B equipment		
	Cexperiments		
	4 X: We're going to	the Science M	useum tomorrow.
	Y: You should	the app be	fore you go. It's great
	Adownload	B take	C play
	5 X: Why are you ru	ınning?	
	Y: It's almost nine	o'clock and I d	lon't want to
	my Geography	class!	
	(A)miss	B late	C fail
	6 X: What are your	?	

6 Choose the correct answer, A, B or C.

Y: From 9 a.m. to 6 p.m.

A group discounts

B guided tours

Copening times

1	Sarah is nervous because she's got to a speech.		
	A do	B give	C have
2	My cousin is th	ree years old. Sl	ne goes to
	school every m	orning.	
-	Anursery	B high	C primary
3	I hope I	the test.	
	A do badly	B pass	C get lost
4	We play footba	all on the sports	·
	A hall	B gym	C field
5	Matt to	go to school by	bus.
(A has	B must	C should
6	I play the piano when I was six years old.		was six years old.
	A can	B could	C should

LISTENING

7 (3) 2.46 Listen to Jack talking about his school and complete the information with up to three words in each gap.

- 1 Jack is <u>fourteen</u> years old.
- **2** Jack's sister goes to a <u>private single-sex</u> school.
- 3 Jack usually wears a <u>tracksuit</u> to school.
- 4 Jack has <u>two or three</u> hours of homework a day.
- **5** Jack likes playing <u>volleyball</u>.
- 6 At Jack's school you can learn Spanish, <u>French, German</u> and Russian.

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REFERENCES

Audioscript pp. 164-165

EXTRA ACTIVITIES

- Word Practice 5, WORD STORE booklet, p. 10
- Photocopiable resource 31 *Welcome* to the *Science Centre* (speaking; 10 min.) pp. 184, 221
- Photocopiable resource 32 An email to a friend (writing; 10–12 min.) pp. 185, 222
- Extra digital activities: Reading and Use of English

READING

8 Read the text. Are statements 1-6 true (T) or false (F)?

Green School



Green School in Bali is an unusual school. It was an experiment in 2010 by John and Cynthia Hardy. Everything in the school is 'green' – that means it's all good for the environment. The classrooms are made of bamboo. The light and power is from the sun. The school also uses water from the river to produce energy.

The Hardys' experiment was successful and there are now 160 students from more than twenty-five countries – and it goes from kindergarten up to age eighteen. The students at Green School don't only learn subjects such as English and Maths, they also learn to grow organic vegetables and other foods such as rice in the huge school gardens. They look after the plants and learn to cook them. The school also keeps some farm animals. The students also study building, making furniture and traditional art and dance.

The Hardys want the local community to be a part of Green School. They have a rule that twenty percent of the students must be from Bali because they want local children to learn about protecting the environment. The children are often poor, so people from all over the world pay for them to go to the school. The idea of green living is becoming more popular and now people are building eco-houses near the school so their children can walk to school. The Hardys' dream is that one day all the schools in the world will be 'green'.

- 1 At Green School, there is nothing bad for the environment.
- $\boldsymbol{2}\,$ All the school's energy comes from the sun.
- 3 The students at Green School are all teenagers.
- **4** At Green School, students also learn about growing food.
- 5 There aren't any rules about how many students must be from Bali.
- **6** Now, some students live in eco-houses near the school.

SPEAKING

9 Do the task in pairs.

Clothes Museum

- Learn all about the history of fashion.
- Special exhibition of 1920s clothes showing now!
- Buy books and posters in our shop.

Open Monday–Saturday, 9:30 a.m.–5:30 p.m. Tickets: Adults: £10, Students: £5 Special discounts for groups! Book online to get an extra discount or phone 020 3456 75284.

Student A

You work at the museum.

- Greet Student B and ask how you can help him/her.
- Then answer the questions.
- Use the information above to help you.

Student B

You want to visit the museum with your class. Ask Student A about the following things:

- What/see/now?
- Shop?
- Ticket prices?
- Book/online?

WRITING

- 10 In what order would you include sentences a-d in a personal email?
 - a What are your plans for the weekend? 3
 - b I hope to hear from you soon! 4
 - c I hope you're fine and not too busy! 1
 - d I'm getting on fine on my course. 2
- 11 Read the writing task and write an email.

You are living in a new town. Write an email to your English friend, Alex.

- Ask about Alex;
- Describe your new school and activities;
- Ask about Alex's plans;
- Invite Alex to stay with you.

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NEXT CLASS

- Ask students to do Self-check 5.9, WB pp. 70–71, as homework.
- Ask students to prepare for Unit Test 5: Assessment Package, Unit 5.

PROJECT

F

F

T

F

T

- How to teach with projects p. T19
- Work in groups. Think of your ideal school. What are the rules? What can you do there? What don't you have to do? Do some research and prepare a presentation or video about this place. Then present it to your class.



What doesn't kill you, makes you stronger.

A proverb

BBC



BOULDERING

ⓑ 25 Watch the BBC video. For the worksheet, go to page 118.

UNIT 6 VIDEOS

BBC Bouldering

GRAMMAR ANIMATION

Lessons 6.2 and 6.5 **626**

FOCUS VLOG Walking

Lesson 6.5 **627**

6.1

VOCABULARY

Sports • go, do and play • sportspeople

I can use language related to sports.

SHOW WHAT YOU KNOW

1 SPEAKING Think about names of sports and add them to the list. Compare with a partner.

 Summer sports
 skateboarding, ...

 Winter sports
 snowboarding, ...

 Both
 badminton, ...

2 Look at the list of sports in the box. Are any names the same in your language?

badminton basketball yoga climbing cycling football karate ice skating kayaking kite surfing kung fu running sailing skiing swimming table tennis tennis volleyball Zumba®

HOME

CAMPS

PHOTOS/VIDEO

RI NG

SUMMER CAMPS FOR ALL!

DO YOU WANT TO TRY SOMETHING NEW THIS SUMMER? WHAT SPORTS ARE YOU INTERESTED IN? WE HAVE SOMETHING FOR EVERYBODY!



CHAMPIONS CAMP

Do you like competition and team sports? This is the place for you. More

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REFERENCES

Culture notes **pp. 155–156**Audioscript **p. 165**Videoscript **p. 172**Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 33 Sports crossword (15 min.) pp. 185, 223
- Photocopiable resource 34 Test yourselves (10 min.) pp. 185, 224
- Extra digital activities: Vocabulary Checkpoint
- In pairs, students make sentences using the collocations in ex. 9, e.g. My sister does Zumba every Wednesday. They then read their sentences to the class and see how many sentences are similar.

- 3 Look at the summer camp website. Match the sports with the words in Exercise 2. Which sports are not on the website?
- 4 SPEAKING Which sports in Exercise 2 do you like doing? Which ones do you like watching? Tell a partner.
- 5 (1) 3.1 Listen to three friends: Charlie, Jessica and Lucy. Who wants to go to which summer camp?
- 6 (1) 3.1 Read the sentences. Write Charlie, Jessica or Lucy. Listen again and check.

1	Charlie	goes to the swimming pool twice
á	a week.	
2	Jessica	plays basketball for his/her school

- Jessica plays basketball for his/her school
 Charlie thinks swimming is the best way to keep fit.
- 4 <u>Lucy</u> isn't very sporty.
- 5 <u>Charlie</u> goes kayaking or sailing with his/her parents in the summer.
- 6 <u>Lucy</u> **plays volleyball** at school because he/she has to.
- 7 ______ plays football for a team.
- 8 <u>Lucy</u> does stretching exercises and yoga to stay healthy.

JOBS

CONTACT



WORD STORE 6A Sports

- 8 SPEAKING Read the statements and discuss which sport is the best for the speakers. Give reasons.

1 I like water sports and adventure.

I'm not very sporty, but I like stretching and light exercise.

Winter is my favourite season, but I'm scared of heights.

I like team sports. I'd like a sport you can do all year.

WORD STORE 6B go, do and play

- 9 (1) 3.3 Look at the phrases in red in Exercise 6.
 Complete WORD STORE 6B with the verbs go, do and play. Then listen, check and repeat.
- 10 SPEAKING Choose five sports you or your friends do. Discuss what you do, when, and who with.

I play volleyball with my classmates every Friday.

WORD STORE 6C | Sportspeople

- 11 Match the sentence halves.
 - 1 Many people think Michael Jordan was
 - 2 Champion skiers often come
 - 3 The swimmer Michael Phelps
 - 4 A long-distance runner needs to
 - 5 In 2005, the British sailor Ellen MacArthur
 - 6 In the centre of Copenhagen
 - 7 A professional <u>footballer</u>
 - a there are more <u>cyclists</u> than cars.
 - **b** from countries with high mountains.
 - c drink water or energy drinks during a run.
 - d runs about ten kilometres during a ninety-minute match.
 - e the best basketball player of all time.
 - **f** has more Olympic medals than any other sportsperson.
 - g sailed solo around the world in seventy-one days.
- 12 (1) 3.4 Complete WORD STORE 6C with the underlined words in Exercise 11 and match the words with the pictures. Then listen, check and repeat.
- 13 SPEAKING Who are your favourite sportspeople (professional and non-professional)? Tell your partner.

My favourite (footballer) is ... My (cousin) is the best (swimmer) I know.

14 SPEAKING Which summer camp in Exercise 3 do you prefer? Why? Discuss.

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WORKBOOK

location! More

pp. 71–73, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz:
- Assessment Package, Unit 6.1, Vocabulary.
- Ask students to do Show What You Know in the WB, p. 74.

Exercise 3

Champions
Camp:
basketball,
football,

Outdoor Adventure:

cycling, running, climbing, badminton

volleyball, tennis

Cardigan Bay: swimming, kayaking, sailing, kite surfing

Not on website: yoga, Zumba, skiing, karate, kung fu, ice skating, table tennis

Exercise 5

Charlie: Cardigan Bay

Jessica: Champions Camp

Lucy: Outdoor Adventure



GRAMMAR

Past Simple

I can make affirmative Past Simple statements using common regular and irregular verbs.

Exercise 1

Edmund Hillary and Tenzing Norgay (in fact Hillary was first).

- ◆0 3.5 Listen to a radio programme. Who were the first people to climb to the top of Mount Everest?
- 1)3.5 Put the events in the order they were mentioned in the radio programme. Listen again and check.
 - 1 Tenzing explained Hillary was first at the peak. 2 They got to the top in late spring 1953.
 - 3 George Mallory died and nobody found his camera.
 - 4 Hillary and Norgay climbed the Hillary Step.
 - 5 The climbers almost <u>fell</u> half way up.
 - 6 Hillary made a way for Tenzing in the snow.
 - 7 Everybody believed they reached the top together.
 - 8 They thought it was impossible to climb the rock wall.
- 3 Read the GRAMMAR FOCUS and look at the verbs in blue in Exercise 2. Then complete the past forms of regular verbs 1-12.

GRAMMAR FOCUS 1

Past Simple: regular verbs

To form the Past Simple of regular verbs:

- add -ed to the verb: jump jumped
- add -d to the verbs that end in -e: phone phoned
- double the final letter and add -ed if the verb ends with a short vowel and a consonant: stop - stopped
- for a verb that ends in a consonant + -y, change the y to i and add -ed: try - tried.

1 look	looked	7
2 climb	climbed	8
3 want -	wanted	9
1 liko	likad	10

- reach reached explain - <u>explained</u> help – <u>helped</u>
- 10 shouted <u>shouted</u>
- 11 believe <u>believed</u> 5 stay – stayed 6 decide – <u>decided</u> 12 start – started
- (1) 3.6 Listen and put the past form of the verbs in Exercise 3 in the correct column.

/t/	/d/	/ɪd/
looked liked, reached, helped	climbed stayed, explained, believed	wanted decided, shouted, started

- 5 (1) 3.7 Listen, check and repeat.
- 4) 3.8 Complete the list of irregular verbs in the GRAMMAR FOCUS with their past forms underlined in Exercise 2. Then listen, check and repeat.

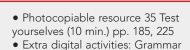
GRAMMAR FOCUS 2 626

Past Simple: irregular verbs

- 1 become <u>became</u>
- 2 get got 3 make – <u>made</u>
- 4 fall fell
- 5 find found
- 6 think thought

There is a list of irregular verbs on page 142.

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WORKBOOK

Checkpoint

p. 74, including Show What You've Learnt



Tenzing Norgay and Edmund Hillary

VIDEO

626

break drink fall go have run say take

- 1 We went swimming yesterday afternoon.
- 2 We <u>took</u> part in a Zumba® competition.
- 3 'I would like to thank my family for their support,' <u>said</u> the champion.
- 4 Sarah <u>had</u> a lot of homework, so she stayed home to do it.
- 5 Jake <u>ran</u> 100 metres in forty seconds.
- 6 I <u>drank</u> a lot of water during the tennis match.
- **7** The man ____ fell off his bike and <u>broke</u> his leg.
- 8 Read about Hillary and Tenzing. Complete the sentences with the Past Simple form of the verbs in brackets.

At the top of the mountain Hillary and			
Tenzing ¹ saw (see) all the Himalayas.			
They ² took (take) photos, then			
³ left (leave) some things at the			
top and ⁴ ate (eat) mint cake. After			
that they ⁵ <u>began</u> (begin) to climb			
down. They 6 <u>reached</u> (reach) the peak			
almost at the same time as Princess Elizabeth			
Windsor ⁷ <u>became</u> (become) Elizabeth II,			
Queen of England. Tenzing and Hillary never			
⁸ <u>climbed</u> (climb) Mount Everest again.			
Later when they 9 <u>met</u> (meet) as			
friends, they never 10 talked (talk) about			
their climb.			

Grammar page 132

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 6.2, Grammar.
- Ask students to write down sports and activities they like and dislike.

REFERENCES

Culture notes p. 156 Audioscript p. 165 Using videos in the classroom p. T14

EXTRA ACTIVITIES

• Grammar animation

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6.3

LISTENING

Multiple choice

I can identify key details in a simple recorded dialogue about likes and dislikes.

- 1 SPEAKING What can you remember? Think of as many sports as you can for each group in sixty seconds.
 - 1 Team sports2 Individual sports3 Martial arts4 Water sports
- 2 SPEAKING Look at the photo and answer the questions.
 - 1 Do you have PE at school?
 - 2 What kind of activities do you do?
 - 3 Do you enjoy them? Why?/Why not?
- 3 Read the questions in Exercise 4. Match the words and phrases in green with the ones with a similar meaning in a-f below.

а	wants	8
b	hates	1
С	likes	7
d	likes something more	4
е	has fun in	3
f	thinks it isn't important	2

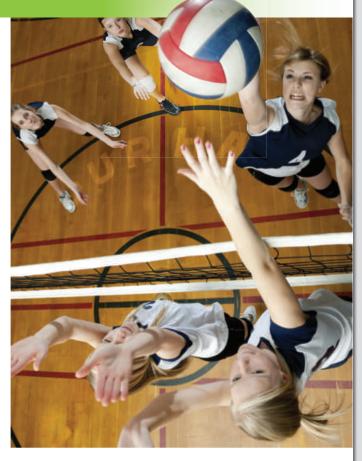
4 (3.9) Listen to two students discussing PE. Who says what? Alfie or Millie?

Who	Alfie	Millie
1 can't stand team sports?	✓	
2 doesn't care about winning?	✓	
3 enjoys PE lessons?		✓
4 prefers Science to PE?	✓	
5 thinks all students need PE?		1
6 thinks they shouldn't get grades for PE?	√	
7 is into individual sports at school?	✓	
8 would love to do kung fu at school?		1

EXAM FOCUS Multiple choice

- 5 4) 3.9 Listen again and choose the correct answer, A, B or C.

 - 2 Alfie doesn't like team sports because he doesn't likeA his team.B losing.C competition.
 - 3 Millie likes PE because
 - Ashe thinks it's relaxing.
 - B she likes competition.
 - C she likes team games.
 - 4 Alfie thinks that at school there should be
 - A less sport.
 - B better instructors.
 - Cdifferent sports.



6 SPEAKING Look at the questions in Exercise 4. Who do you agree with – Alfie or Millie?

I agree with ... I also ...

PRONUNCIATION FOCUS

7 (3) 3.10 The letter a is pronounced in many ways. Listen and repeat.

/ɔ:/	/æ/	/eɪ/	/aː/
water	badminton	skating	martial arts
ball, talk	bat, match	game, play	hard, last

8 (1) 3.11 Listen and put the words in the appropriate column in the table.

ball bat game hard last match play talk

9 (1) 3.12 Listen, check and repeat.

WORD STORE 6D Likes and dislikes

- 10 3.13 Complete WORD STORE 6D with words and phrases from Exercises 3 and 4. Then listen, check and repeat.
- 11 Complete the statements to make them true for you. Compare with a partner.

1 I enjoy	more than tennis.	
2 I hate	·	
3 I prefer sv	wimming to	
4 I'm into _	and	but I can't
stand	·	
5 I	winning.	

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REFERENCES

Culture notes **p. 156**Audioscript **p. 165**

EXTRA ACTIVITIES

Write I love, I hate, I don't care about, I'm into and I can't stand on the board.

Elicit some example sentences for each. Students mingle and interview five other students about different activities and express their opinions. Put example questions on the board, e.g. What do you hate doing?, What kind of music/sport/books/films are you into?

WORKBOOK

p. 75

NEXT CLASS

Ask students to search for facts about their favourite sport, e.g. When was it invented?, Who invented it?, What are the rules?, etc.



READING

Note completion

I can make basic conclusions from simple information in a short article.

- 1 SPEAKING Look at the photo on page 77. What are the people doing?
- 2 SPEAKING What do you know about Zumba®? Do the miniquiz with a partner.
 - 1 Zumba is
 - A a Latin American dance.
 - B a brand of fitness clothes.
 - Ca mix of dance and fitness exercises.
 - 2 Beto Perez, the creator of Zumba, comes from A Brazil. B Colombia. C Mexico.
 - 3 Beto Perez built up his Zumba business in Athe USA. B South America. C Spain.
- 3 Read the article and find out if you were right.

EXAM FOCUS Note completion

4 Read the article again. Complete the sentences with up to three words from the article.

Beto Perez factfile

Born in ¹ Cali , Colombia
Supported ² his family when he was fourteen.
Was the winner in a national ³ Lambada competition.
Created Zumba while teaching in a ⁴ dance academy.
Moved to ⁵ Miami , Florida.
He and his partners are called the ⁶ three Albertos .
The company ⁷ trains thousands of of Zumba instructors.

- 5 SPEAKING Would you like to try Zumba? Why?/Why not? Discuss with a partner.
- 6 (1) 3.15 Match the words in blue in the article to the definitions. Then listen, check and repeat.
 - 1 the basic moves you make with your feet in a dance = <u>dance</u> steps
 - 2 a place where people go to exercise = <u>fitness centre</u>
 - 3 physical exercise = <u>workout</u>
 - 4 a video which shows you how to exercise = training video
 - 5 someone who teaches, for example, aerobics = (aerobics/fitness/dance) <u>instructor</u>
- 7 SPEAKING Complete the questions with words in Exercise 6. Then ask and answer.
 - 1 Is there a fitness <u>centre</u> near your home? Do you sometimes go there?
 - 2 Is it easy for you to learn <u>dance steps</u>?
 - 3 Do you prefer learning from a training <u>video</u> or from an <u>instructor</u>? Why?
 - 4 What's your favourite music to listen to during a workout?
 Why?

WORD STORE 6E Collocations

- 8 3.16 Complete WORD STORE 6E with the infinitive form of the underlined verbs in the article. Then listen, check and repeat.
- 9 Complete the text with the verbs in WORD STORE 6E in the correct form.

Claire became interested in Muay Thai, or Thai boxing, when she was eighteen. She

1___ioined____ a gym and trained three times a week. At first it was just an interesting way to 2____keep___ fit. Then it became the centre of her life. She 3___won___ her first international competition when she was twenty. She was a champion for twenty years. Then she started a Muay Thai school. The school now

4___runs___ classes for all age groups.

- 10 SPEAKING Discuss the questions.
 - 1 What new sport would you like to try? Why?
 - 2 Which sport is not interesting to you at all? Why?

I would like to try karate, because my friends do it and ...



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REFERENCES

Culture notes p. 156

EXTRA ACTIVITIES

Students write a short paragraph about their favourite sport. They can include one false piece of information in the description. Students read their descriptions to the class and they decide which piece of information was false.

WORKBOOK

p. 78, including Show What You've

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 78.

The lucky accident

Probably every Zumba fan knows this story: Alberto 'Beto' Pérez invented Zumba by accident.

He was an aerobics instructor in his home town of Cali, Colombia. One day he forgot the music for his class. He had some cassettes of Latin dance music in his bag. He played them and improvised the exercises:

5 a mix of dance steps and aerobic movements. His class loved it. The music was different, the moves looked attractive and the workout was fun. That's how this ultra-energetic new fitness programme was born.

Before, things were not easy for Beto. As a child, he loved dancing: he watched and imitated John Travolta, but his mother had no money

for dance lessons. At the age of fourteen Beto already worked to help support his family. Still, he danced when he could. In the late 1980s, a dance called the lambada became very popular. Beto won a national lambada competition when he was nineteen. After that, a dance academy in Cali contacted him with an offer: he could study dance and

15 teach aerobics. It was then, as an aerobics instructor, that he created Zumba.

He decided to take his idea to the USA. He went to Miami, Florida with little money and almost no English. Fitness centre managers were not interested in his videos at first. Then one day a gym owner said, 'OK,

20 teach me.' It was early afternoon, the gym was empty. But soon people 30 million people around the world take part in Zumba started coming in. When they saw Beto dancing, they immediately wanted to join this new class. And so he got his first job in America.



Breaking the world record for the largest Zumba class (Mandaluyong City, The Philippines).

In Miami, he met Alberto Perlman and Alberto Aghion, who became his business partners. 25 Together, the 'three Albertos' built up Zumba to

the global business it is today. The company trains thousands of certified instructors, runs classes for all age groups, sells music, training videos and clothes. According to the official website, fifteen classes to keep fit and have fun. And it all started by accident!



Beto Pérez



Name Alberto "Beto" Pérez

Date of birth 15 March 1970

Place of birth Cali, Colombia

Nationality Colombian

lob Dancer, dance instructor, creator of Zumba

Exercise 3

- 2 Did women take
- 3 did women do
- 4 did the first disabled athlete win
- **5** did the first Winter Olympics take
- 6 didn't take
- 7 did the triathlon become

Exercise 6

1 When did you

2 What (lessons)

did you like

3 When did you

What (sport) did you do last

4 When did you

take part in a

competition?/

What did you

5 When did you

try bungee

jumping?

6 Where did you watch the

2012 London

Olympics?

month?

take part in last

go skiing?/

in primary

school?

year?

learn to swim?

GRAMMAR

Past Simple negatives and questions

I can ask questions and make negative statements in the Past Simple.

4) 3.17 Answer the quiz questions with a partner. Then listen and check.

WHAT DO YOU KNOW ABOUT THE ANCIENT OLYMPIC GAMES?

- 1 Where did the first Olympic Games take place? a In Rome (b) In Greece c In Egypt
- 2 Which god did the people honour at the Olympics? a Apollo b Athena (c) Zeus
- What did an ancient athlete win at the Olympics?
 - a A gold medal (b) A crown of olive leaves
 - c A silver cup
- 4 Did competitors in the ancient Olympic Games wear clothes?
 - a Yes, they did.
 - b No, they didn't.
 - (c) They did at first but not after the year 720 BC.
- 5 Women didn't take part in Olympic events, but in 396 BC the Spartan princess Cynisca won the horse chariot race. How did that happen?
 - a She dressed up as a man.
 - (b) She was the winner because she owned the horses.
 - c She could take part because she was a king's daughter.



LEAVES

Complete the GRAMMAR FOCUS with the verb forms in blue in Exercise 1.

GRAMMAR FOCUS **6**26

Past Simple questions and negatives

Questions

Form: did + subject + infinitive

¹Did competitors in the ancient Olympics Games ²wear clothes? Yes, they did./No, they didn't.

Wh- Questions

Where 3 did the first Olympic Games take place? What did an ancient athlete win as a prize?

Form: didn't + infinitive (didn't = did not)Women ⁵ <u>didn't take</u> part in Olympic events.

Yes/No Questions

(6 27) Watch the Focus Vlog. For the worksheet, go to page 119.

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REFERENCES

Culture notes pp. 156-157 Audioscript p. 166 Videoscript pp. 172-173 Using videos in the classroom p. T14

EXTRA ACTIVITIES

Grammar animation

- Photocopiable resource 36 Find someone who ... (15 min.) pp. 185-186,
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 78, including Show What You've Learnt

(the first disabled athlete/ 4 When

(women/take) part in the first

(women/do) at

win) an Olympic medal? 5 When and where _ (the first Winter Olympics/take) place?

3 Complete questions 1-7 in the Past Simple.

Modern Olympics

organised the first modern Olympic Games in

1896. Where <u>did they take</u> (they/take) place?

1 The International Olympic Committee

modern Olympics?

3 Which sports _

first?

- 6 The Olympics _____ _ (not take) place in 1940 or 1944. Why not?
- When __ ___ (the triathlon/become) an Olympic sport?

◄) 3.18 Match answers a–g with questions 1-7 in Exercise 3. Then listen and check.

- a Because of World War II. 6
- b In Athens, 1
- c In 1924 in Chamonix, France. 5
- **d** In 2000. 7
- e No, they didn't. Women first took part in the Olympics in 1900. 2
- f Tennis, golf, croquet and sailing in 1900, then swimming in 1912. 3
- g In 1904. Fifty-six years before the first Paralympics, George Eyser, a German-American gymnast with one leg, won six medals at the St Louis Olympics. 4

5 Complete the sentences to make them true for you. Use affirmative or negative forms of the verbs in brackets.

- 1 | learnt/didn't learn (learn) to swim when | was a little child.
- 2 | liked/didn't like (like) PE lessons in primary school.
- 3 I went/didn't go (go) skiing last year.
- 4 I took part/didn't take part (take part) in a competition last month.
- 5 I tried/didn't try (try) bungee jumping during my last holiday.
- 6 I watched/didn't watch (watch) the 2012 London Olympics on TV.

SPEAKING Write questions for the sentences in Exercise 5. Ask and answer the questions.

- A: When did you learn to swim?
- B: When I was six years old.

FOCUS VLOG 627 Walking

Grammar page 133

NEXT CLASS

- Ask students to prepare for a 10-20-minute Grammar Quiz: Assessment Package, Unit 6.5, Grammar
- Ask students to bring in pictures of healthy/unhealthy food.



SPEAKING

Asking for and giving advice

I can ask for and give basic advice using simple language.

1 Susie wants to join a Zumba® class. She's talking to the instructor. Who says sentences 1–6: Susie or the instructor?







It's a class for everyone.

And you're sure it's not too difficult for me?

Wear comfortable clothes.



2 (3) 3.19 Read and listen to check your answers in Exercise 1. What advice does the instructor give to Susie?

Susie: Hello, excuse me ... Are you the Zumba instructor?

Lara: Yes, I am. My name is Lara. Hi.

Susie: Hi, Lara, erm ... My name's Susie. I wanted to ask ... Can I join your class? The problem is, I'm not very fit.

Lara: That's OK. You get fit here, that's the idea.

Susie: Should I see a doctor before I begin?

Lara: Only if you have a health problem. It's a class for everyone.

Susie: And what should I wear?

Lara: Just wear comfortable clothes – leggings or tracksuit bottoms, a stretchy top you like, trainers. You should have a towel too.

Susie: Right. Anything else I should remember?

Lara: Well, it's important to get enough to drink, so make sure you always bring a bottle of water.

Susie: Right. And you're sure it's not too difficult for me?

Lara: Susie, relax. You really shouldn't worry so much. Just try it. And enjoy the music. If you think it's too much for you, you can always stop and rest a bit.

Susie: Right. Thank you. And when is the next lesson?

Lara: On Thursday.

Susie: Thank you. See you on Thursday then.

3 Look at the phrases in orange in the dialogue and complete the SPEAKING FOCUS.

SPEAKING FOCUS

Asking for advice

1<u>Should</u> I see a doctor before I begin?

What ² should I wear/do/eat?

Giving advice

You ³ <u>should</u> have a towel.

It's ⁴ <u>important</u> to get enough to drink.

Make ⁵ <u>sure</u> you always bring a bottle of water.

- You (really) ⁷ <u>shouldn't</u> worry so much.

- 4 Complete the advice with one word in each gap. Which sentences do you agree with?
 - 1 You <u>should</u> do at least half an hour of stretching exercises every day.
 - 2 <u>Make</u> sure you eat a lot of fresh vegetables.
 - 3 It's <u>important</u> to get enough sleep.
 - **4** You <u>shouldn't</u> eat too much sugar. It's really bad for you.
 - 5 <u>Just</u> relax!

5 SPEAKING Work in pairs. Use the SPEAKING FOCUS to help you.

Student A: you want to take up a new sport. Student B is already doing this sport. Ask him/her for advice on:

- where to go,
- clothes,
- equipment,
- training.

Student B: Student A wants your advice about a sport you do. Give him/her advice on the four points he/she asks about.

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EXTRA ACTIVITIES

- Tell students you want to change your lifestyle for a healthier one. Elicit advice from them and write it on the board. Vote for the best piece of advice.
- Use the photos brought in by students. Students write sentences using language from the SPEAKING FOCUS. Students then take turns to read out their sentences.

WORKBOOK

p. 79

NEXT CLASS

Ask students to bring in photos (e.g. on their phones) of a sporting event they have taken part in or one which interests them.



WRITING

A description of an event

I can write a simple description of an event.

1 Read David's blog and answer the questions.

- 1 What event did David take part in? The London Marathon.
- 2 Did he complete it? Yes.
- 3 What else did he achieve? He raised £1,000.

A day to remember Yesterday I ran the London Marathon! I dressed up as a

Marathon! I dressed up as a mouse to raise money for the charity WellChild.

My group started at 9.45. **At first**, it was impossible to

run fast because there were so many runners. All the runners were in weird costumes – one runner wore a Dracula outfit, there was a woman in a wedding dress, and lots of runners came in different animal costumes.

After half an hour, I had more space around me. I remembered to run at the same speed and to take a drink of water every fifteen minutes. After twelve miles I was really tired. Suddenly, I saw my mum and my sister in the crowd near Tower Bridge. And after that, I felt a lot better!

Then I just concentrated on running. I reached the finishing line in 3 hours 42 minutes. Finally, I got my medal. I was really pleased. They told me I raised £1,000!

3 Match the sentence halves.

- 1 I dressed up as
- 2 I wanted to raise money for
- 3 It was impossible to
- 4 I couldn't run fast because
- 5 I remembered
- 6 Suddenly, I saw a group of my friends and
- 7 I concentrated on
- 8 I was really pleased that
- a to take regular drinks of water.
- **b** after that, I felt much better.
- c I completed the race.
- d a strawberry.
- e my breathing.
- f 'Children in Need'.
- g find my friends in the crowd.
- h my feet hurt.

4 Choose the correct option.

Yesterday our school played a rugby match against Brompton High School. (At first) / Then our team played really well. We scored ten points in the first twenty minutes. ²(After that) / At first the Brompton players started trying much harder. In the second half they scored several times. In the last minute our best player, Terry, ran towards the goal line with the ball, but ³(suddenly) / after a few minutes he fell. We couldn't believe it! ⁴(In the end) / Suddenly, Brompton won 16:12.

SHOW WHAT YOU'VE LEARNT

5 Write a description of a sports event that you or a friend took part in. Use the WRITING FOCUS to help you.

Write about:

- · what the event was,
- where and when it took place,
- what happened,
- how you (or the person) felt.

2 Complete the WRITING FOCUS with the phrases in purple in David's blog.

WRITING FOCUS

A description of an event

- The beginning
 - 1 At first , it was impossible to run fast.
- The middle
 - ²____After__ half an hour/a few minutes, I had more space around me.



REFERENCES

Culture notes p. 157

EXTRA ACTIVITIES

• Elicit ways of writing a short blog entry or report and have students write them on the board. Make sure to include the language in the WRITING FOCUS. • Using their photos of a sporting event they have taken part in or are interested in, students write a blog entry about themselves using the language covered.

WORKBOOK

p. 80, including Show What You've Learnt and Show That You've Checked

NEXT CLASS

Ask students to study the Word list on p. 81.

6.1 Vocabulary **◄** 0 4.36

badminton /'bædmintən/ basketball /'baskətbəil/ basketball player /'baskətl

basketball player /'baskətbəil pleiə/

pieiə/

champion /'t∫æmpiən/ climbing /'klaɪmɪŋ/

cycling /'saɪklɪŋ/
cyclist /'saɪkləst/

do (stretching) exercises /ˌduː ('stretʃɪŋ)
.eksəsaɪzɪz/

do (yoga/karate/kung fu/Zumba®)

/du: ('jəugə/kə'ra:ti/,kʌŋ 'fu:/'zumbə/

football /'futbail/

footballer /'futboxlo/

go cycling/skiing /ˌgəʊ ˈsaɪklɪŋ/ˈskiːɪŋ/ go ice skating/swimming/running /ˌgəʊ

'ars iskertin/'swimin/'ranin/ go kayaking /igəu 'karækin/

go sailing /ˌgəʊ ˈseɪlɪŋ/

ice skating /'aɪs ˌskeɪtɪŋ/

karate /kəˈrɑːti/

kayaking /ˈkaɪækɪŋ/

kite surfing /'kartsarfin/

kung fu /ˌkʌŋ ˈfuː/

long-distance runner / lbm ,distants

play for a team/for your school /,ple1

fər ə 'tiːm/fə jə 'skuːl/ play (table) tennis/badminton/

basketball/ hockey/football/volleyball

/plei ('teibəl) tenis/ 'bædmintən/ /licdilav'/licdilav'/idad'/licdbəl/

runner /'rʌnə/ running /'rʌnɪŋ/ sailing /'seɪlɪŋ/

sailor /'seɪlə/

skateboarding /'skeitbording/

skier /'skiɪə/ skiing /'skiɪɪŋ/

sportsperson /'sports,parson/

summer sports / sma 'sports/
swimmer /'swima/

swimming /'swimin/ swimming pool /'swimin puil/

table tennis /'terbəl tenrs/

tennis /'tenɪs/

volleyball /'vplibarl/

winter sports / wintə 'sports/

yoga /ˈjəʊgə/ Zumba /ˈzʊmbə/

6.2 Grammar (4) 4.37

at the same time /ət ðə ˌseɪm 'taɪm/

believe /bəˈliːv/ climb /klaɪm/ climber /ˈklaɪmə/

climbing partner /'klaımıŋ ˌpaɪtnə/competition /ˌkɒmpə'tɪʃən/

die /daɪ/

half way up /,harf wei 'Ap/ make a way /,meik ə 'wei/ reach the peak/get to the top /ˌriːtʃ ðə 'piːk/ˌget tə ðə 'tɒp/

succeed /sək'siːd/

success story /sək'ses ˌstəːri/

support /sə'pɔɪt/

(tennis) match /('tenəs) mæt∫/

6.3 Listening **◄**) 4.38

be into /ˌbi 'ɪntə/

can't stand / kaint 'stænd/

enjoy/have fun in /ɪnˈdʒɔɪ/ˌhæv ˈfʌn ɪn/ hate /heɪt/

individual sports / ində'vidzuəl sports/martial arts / imar[əl 'arts/

(not) care about /(not) ker ə'baut/

prefer /prɪˈfɜː/

rugby /'rʌgbi/

squash /skwpʃ/

team sports/games /'ti:m sports/geImz/water sports /'worto sports/

would love / wod 'lav/
yell /jel/

6.4 Reading **◄** 0 4.39

(aerobics/fitness/dance) instructor

/(eə'rəubiks/'fitnəs/da:ns) in,straktə/ at the age of (ten) /ət ði ,eidʒ əv ('ten)/ be interested in / ,bi 'intrəstəd in/

boxing /'boksin/

by accident / bar 'æksident/

dance lessons /'dams lesanz/

dance steps /'dains steps/

fitness centre /'fitnes ,sente/

imitate /'imiteit/

instructor /ɪnˈstrʌktə/

join a class /ˌdʒɔɪn ə ˈklɑɪs/

join a gym /dzom ə 'dzım/

keep fit / kirp 'fit/

Latin dance /'lætɪn daɪns/

run classes (for adults/children/all age

groups) /,rxn 'kla:sız (fər 'ædʌlts/
'tʃıldrən/ɔːl eɪdʒ gruːps)/

support (your family) /səˌpɔːt (jə
'fæməli)/

train /trein/

training video /'treɪnɪŋ ˌvɪdiəʊ/

win a competition / win a kpmpa'tisan/

workout /'wɜːkaʊt/

6.5 Grammar **◄** 0 4.40

ancient /'eɪn∫ənt/

athlete /ˈæθliːt/

bungee jumping /'bʌndʒi ˌdʒʌmpɪŋ/

chariot race /'tʃæriət reɪs/ competitor /kəm'petətə/ disabled /dɪs'eɪbəld/

golf /golf/ gymnast /ˈdʒɪmnæst/

honour /ˈɒnə/

Olympic sport /əˌlɪmpɪk 'spɔɪt/

Olympics/Olympic Games /əˈlɪmpɪks/

ə,lımpık 'qeımz/

Paralympics /,pærə'limpiks/
prize /praiz/
silver cup /,silvə 'kʌp/
sports event /'spɔːts ɪ,vent/
take place /,teik 'pleis/
triathlon /trai'æθlən/
win a gold/an Olympic medal /,win ə

6.6 Speaking (4) 4.41

/lbem' kiqmil,e ne/blueg,

get enough sleep /,get ι,nʌf 'sliːp/ health problem /'helθ ,problem/ rest /rest/ stretchy top /,stretʃi 'top/ towel /'taʊəl/

6.7 Writing **◄**) 4.42

charity /'tʃærəti/
complete /kəm'pli:t/
finishing line /'fɪnɪʃɪŋ laɪn/
first/second half /ˌfɜɪst/ˌsekənd 'hɑːf/
get a medal /ˌget ə 'medl/
goal line /'gəʊl laɪn/
marathon /'mærəθən/
raise money /ˌreɪz 'mʌni/
run fast /ˌrʌn 'fɑɪst/
score (ten points) /ˌskɔɪ (ten 'pɔɪnts)/
speed /spiːd/

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WORD LIST ACTIVITIES

- Divide the class into teams and give the class clues to a word, e.g. This is someone who goes up the mountains
- climber. Students can continue to play this in small groups.
 Students have to list all the activities they know using play, do and go in a minute. This can be done in pairs against the clock. Students then compare their lists.
- Students write missing word sentences for each other using the vocabulary from the word list, e.g. My ambition is to run in the London **Marathon**. The **Olympics** take place every four years. They then swap their sentences and try to fill in the missing words.

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box.

basketball ice skating sailing skiing table tennis yoga volleyball Zumba® 1 Natalie plays <u>basketball</u>, <u>table tennis</u> and volleyball . 2 She often goes <u>sailing</u>, <u>ice skating</u> and skiing 3 She also does <u>yoga</u> and <u>Zumba</u>.

2 Complete the sentences with the words in the box.

G	get join keep win run (x2)
1	She wants to <u>join</u> a yoga class next month.
2	If you want to <u>run</u> a marathon, you must
	<u>get</u> enough sleep!
3	Do you think our team can this match?
4	It's important to do sport regularly if you want to
	<u>keep</u> fit.
5	In our fitness centre we classes for all
	age groups.

3 Complete the sentences with the Past Simple form of the verbs in brackets.

1	The match <u>took</u> (take) place in the
	largest stadium in the country. A million people
	<u>watched</u> (watch) it on television.
2	During the holidays we <u>spent</u> (spend) a lot
	of time outdoors. We <u>played</u> (play) beach
	volleyball and other games.
3	Bob <u>wanted</u> (want) to win the game, so he
	<u>trained</u> (train) hard every day.
4	In the last competition we <u>ran</u> (run) five
	kilometres and <u>climbed</u> (climb) a hill.
5	The skier <u>fell</u> (fall) and <u>broke</u>

Complete the conversation with the Past Simple form of the verbs in brackets.

(break) her leg.

Mia:	: Hi, Ben. How ¹ was the competition (be/the		
	competition)?		
Ben:	We ² won (win)! It's a pity you		
	³ didn't see (not/see) it! We ⁴ missed		
	(miss) your support.		
Mia:	I'm really sorry. I ⁵ had (have) a lot of		
	homework to do.		
Ben:	That's OK. We 6 broke (break) the school's		
	record!		
Mia:	Congratulations! What ⁷ did the instructor say (the		
	instructor/say)?		
Ben:	He ⁸ said (say) we ⁹ did (do)		
	a fantastic job! He ¹⁰ was (be) very happy		
Mia:	I'm not surprised.		
Ben:	Nobody ¹¹ thought (think) we ¹² could		
	(can) do it!		

Mia: Next time I must be there!

USE OF ENGLISH

5 Choose the correct answer, A, B or C.

1	iviy brother	three different team sports.		
	A makes	B takes	C does	
2	Mel met many other	· in	a bicycle race ir	
	the summer.			
	A players	B cyclists	C runners	
3	3 Christine stand water sports.			
	🛕 can't	B doesn't	C isn't	
4	Dave started playing	g football	five years	
	and six months.			
	A in the age of	B at the time of	Cat the age of	
5	a lot c			
	A Do you do	B You did	©Did you do	
6	After an intensive wo	orkout	that you	
	drink enough water.			
	A make a way	B get sure	©make sure	

6 Choose the option, A, B or C, which has a similar meaning to the underlined words.

1 I really like skiing. **B** believe in (A) am into **C** support 2 She joined our class last Friday. A takes part in **B**took part in C should take part in 3 <u>It's important to</u> do sport regularly. A You should B You can C You have to 4 Jack took part in the marathon, but he didn't <u>complete</u> it. A run **B** go Cfinish 5 I must say that after I began my workout, I started to feel better. A competition Bphysical exercise C fit

to enjoy myself.

6 It's not important to me if we win or lose. I just want A I worry

(B)I don't care

C I'm careful

LISTENING

7 (1) 3.20 Listen to a dialogue. Choose the correct answer, A, B or C.

- 1 What new sport did David try?
 - A Tennis.
 - B Golf.
- C Squash.
- 2 What does Lucy think of golf?
 - A It's not cheap.
 - B It's a hard game.
 - C It's fun.
- 3 What sport would David like to try?
 - A Running.
 - **B** Exercising at the gym.
- C Sailing.
- 4 What does Lucy say about dancing?
- (A) They could do it together.
- **B** It's not a sport.
- C It's just one weekend.
- **5** When is the salsa course?
 - A Next weekend.
 - B On Mondays and Wednesdays.
 - **C** Once a week on Mondays.

82

REFERENCES

Audioscript p. 166

EXTRA ACTIVITIES

- Photocopiable resource 37 Vocabulary and grammar check 3 (15 min.) pp. 186, 227
- Word Practice 6, WORD STORE booklet, p. 12
- Photocopiable resource 38 What should I do? (speaking; 13 min.) pp. 186, 228
- Photocopiable resource 39 Best tournament ever! (writing; 11-12 min.) pp. 186-187, 229
- Extra digital activities: Reading, Listening and Use of English

READING

8 Read the article, then complete the sentences with up to three words from the article.

WHERE ONE DOOR SHUTS, ANOTHER OPENS



Adam started playing football at the age of six. He loved it and he was good. When he was eight, he joined the local football club. He dreamed of a career as a professional footballer. At the age of sixteen, he started playing for the national junior team. But then, just before his eighteenth birthday, something terrible happened. His legs became very painful after practice and doctors discovered a serious medical problem. Adam could not play for six months. And he could never become a professional player.

At first, he was deeply unhappy. He felt his life was over. But then he had an idea. He was already an experienced player. He decided to coach younger boys. He went to university to get a degree and took a coaching course.

Adam's club employed him as an instructor for fourteen-year-old boys. The boys liked him and they worked well with him. The team started winning their matches. After two years they won the national Junior Cup. The next morning, on the front page of the newspaper, there was a photo of him with his team, and the headline said, 'BRILLIANT YOUNG INSTRUCTOR LEADS JUNIOR TEAM TO VICTORY'. Adam smiled. His life was not over. And his legs felt better too.

Adam ...

- 1 started playing football when he was six.
- 2 joined the local football <u>club</u> at the age of eight.
- ${f 3}$ joined the ${f \underline{national\ junior}}$ team eight years later.
- 4 became ill when he was almost <u>eighteen</u> years old.
- 5 <u>couldn't play (football)</u> for half a year.
- 6 went on a coaching <u>course</u>
- 7 his team won the national <u>Junior Cup</u> two years later.

SPEAKING

9 Look at the pictures. Which sport is your favourite and why? Which one would you recommend to a friend?



10 Do the task in pairs.

Student A

Ask Student B to recommend a new sport for you and give reasons. Ask about equipment and training.

Student B

Recommend a sport to Student A and say why this one. Give advice on equipment and training.

WRITING

11 Read the email from your English friend, Cathy. Then write a reply, answering Cathy's questions.

To:

From: Cathy

I hear you spent a day at the Olympics last month! Wow! What did you see? What was it like? Did anything interesting happen? Tell me all about it!

83

NEXT CLASS

- Ask students to do Self-check 6.9, WB pp. 82–83, as homework.
- Ask students to prepare for Unit Test 6: Assessment Package, Unit 6.
- Ask students to prepare for Review Test 3: Assessment Package, Unit 6.

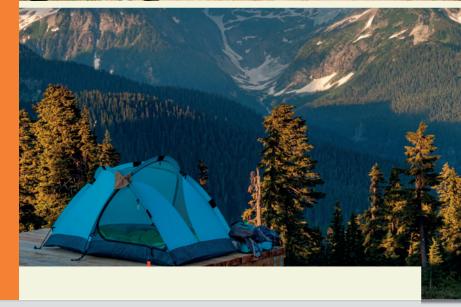
PROJECT

- How to teach with projects p. T19
- Work in pairs. Think of young sports people. Do you know anybody who was a successful athlete as a teenager? How old were they and what was the sport? Do some research and prepare a presentation or poster about at least

two people. Then present it to your class.







- 3 Read the quiz and choose the statements that are true for you. Then compare with a partner.
- 4 SPEAKING Tell the class about your partner.

 Isa enjoys beach holidays because she likes ...



- 1 I enjoy a beach holiday where I can relax with a book by the sea or go snorkelling.
- 2 I usually go on a package tour and <u>visit some cities</u>, top tourist sights and museums.
- 3 I never travel by plane because I am scared of flying.
- 4 When we go on holiday, my parents always <u>make</u> all the arrangements like booking a hotel or a flight.
- My favourite holiday is an activity holiday where I can go mountain biking, climbing, kayaking or sailing.
- 6 I love backpacking holidays because I prefer to book my own transport and accommodation. I usually stay in a guesthouse or a youth hostel. I don't like staying in the same place for too long.
- 7 I often go on a camping holiday. We take a tent and sleeping bags, and stay at campsites which are cheap and close to nature.
- 8 I always spend holidays in my own country where I can get everywhere by car, by train or by coach. There's so much to see here.
- **9** Every year I try to go on a working holiday where I can earn some money for the things I need.



WORD STORE 7A Holidays and transport

- 5 3.21 Complete WORD STORE 7A with the phrases in red from the text. Then listen, check and repeat.
- 6 SPEAKING Discuss which type of holiday is the best for these people.
 - 1 Alice loves culture and museums.
 - 2 Jim hasn't got much money, but he wants to see the sights in Europe.
 - 3 Tom loves the outdoors but, he just wants to relax.
 - 4 Eve and Ann want to escape to the countryside.
 - 5 Tim is a hiker and wants to learn how to rock climb.

The best type of holiday for Alice is ...

- 7 SPEAKING Discuss the best types of transport for these journeys. Give reasons for your answers.
 - 1 from home to school
 - 2 from one city to another in your country
 - 3 on a camping holiday
 - 4 on a trip abroad

WORD STORE 7B book, make and visit

- 8 (1) 3.22 Complete WORD STORE 7B with the underlined phrases from the text. Then listen, check and repeat.
- 9 Use the correct form of the words in WORD STORE 7B to complete the sentences.
 - 1 Let's <u>visit</u> the local market today.
 - 2 A: Sibel, can you book a hotel for me?
 - **B:** Sorry, you have to ask Ali. He <u>makes</u> all the reservations here.
 - 3 On our last holiday in Italy, we <u>visited</u> some cities: Verona, Venice, Padua and Bologna.
 - 4 I <u>booked</u> my flight to Japan yesterday! I'm so excited!

WORD STORE 7C | Accommodation)

- 10 (1) 3.23 Complete WORD STORE 7C with the highlighted phrases from the text. Then listen, check and repeat.
- 11 (1) 3.24 SPEAKING Listen to three people and complete the table. Discuss which holiday you like best and why.

Name	Type of holiday	Who with?	Travelled by?	Where?
Gary				
Silvia				
Filip				

- 12 SPEAKING Discuss the questions in pairs.
 - 1 What's your favourite type of holiday? Why?
 - 2 What kinds of holiday don't you like? Why?
 - 3 Do you prefer to stay at a youth hostel or a hotel? Why?
 - 4 Do you like staying at a campsite? Why?/Why not?
 - 5 In your family, who usually books your tickets and accommodation?

My favourite type of holiday is an activity holiday because ...

Exercise 11 Gary:

backpacking, best friend Ben, train, France (Paris) and Spain (Madrid, Barcelona, Seville)

Silvia: activity, father and brother, plane and bus, The Andes

Filip: beach holiday, cousin Nina, car and ferry, Greece (island of Kos)

WORKBOOK

pp. 84–85, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz:
- Assessment Package, Unit 7.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 86.

85



GRAMMAR

Present Perfect with ever/never

I can use the Present Perfect with ever/never and been to/gone to and the Past Simple.

1 (1) 3.25 Richard and Sarah are talking about where to go on holiday. Read and listen to Part 1 of their conversation. Are the statements true (T) or false (F)?



- **S:** This holiday in Australia sounds fantastic. I'd love to go. You can go to a desert, a beach and a rainforest and you can try all kinds of things! Look, you can even ride a camel. I bet you haven't ridden a camel!
- R: Actually, I have ridden a camel.
- S: Really? When did you do that?
- R: I rode a camel last year in the Sinai Desert when I was in Egypt. It was weird! And I've helped in an elephant sanctuary*. That was last winter, in Thailand.
- **S:** Wow, I've never done anything like that. Have you ever walked in a rainforest?
- R: No, I haven't. I'd love to do that!
- 1 They are talking about a holiday in Europe.
- 2 Sarah wants to go to Australia.
- 3 You can do lots of different activities on the holiday.
- 4 Richard rode a camel in Thailand.
- 2 Complete the GRAMMAR FOCUS with the examples in blue in Exercise 1.

GRAMMAR FOCUS 1

6,29

Present Perfect

Form: have/has + Past Participle

- + | I/you/we/they ¹have ridden a camel. He/She/It has helped in an elephant sanctuary.
- I/You/We/They ² haven't ridden a camel.

 He/She/It hasn't done anything like that.
 - ³ Have I/you/we/they ever walked in a rainforest?
- ? Yes, I/you/we/they have./No, I/you/we/they haven't. Has he/she/it ever been in a desert? Yes, he/she/it has./No, he/she/it hasn't.

Note:

- You often use short forms:

 14 <u>'ve</u> helped in an elephant sanctuary.

 She hasn't ridden a camel.
- You often use ever (in questions) and never (in negatives).
 Have you ever walked in a rainforest?
 She's never done anything like that.

3 Complete the table.

Regular verbs	Past Simple	Past Participle	
1 walk	walked	walked	
2 chat	chatted	chatted	
3 try	tried	tried	
Irregular verbs	Past Simple	Past Participle	
4 be	was/were	been	
5 have	had	had	
6 go	went	gone/been	
7 ride	rode	ridden	

REMEMBER THIS

John has gone to Peru. = He is there now.

John **has been** to Peru. = He went there and came back. You usually use *been* with activities.

Have you ever been kayaking? (NOT gone)

4 (1) 3.26 Complete Part 2 of the dialogue with the Present Perfect form of the verbs in brackets. Then listen and check.

S: I ¹<u>'ve never been</u> (never/be) up in a hot-air balloon, but my sister Kate ²<u>has done</u> (do) it a lot. She says it's great fun.

R: ³ Have you ever tried (you/ever/try) hang-gliding?

S: No, I ⁴ haven't . I'm too scared. Have you?

R No, I ⁵ haven't . I don't like heights.

S: Really?

R: ⁶ Has Kate ever been (Kate/ever/go) hang-gliding?

5: No, she ⁷ hasn't . And she ⁸ has/'s never ridden (never/ride) a camel either.

5 Complete the GRAMMAR FOCUS with *Present Perfect* or *Past Simple*.

GRAMMAR FOCUS 2 629

027

Present Perfect and Past Simple

You use the ¹Present Perfect to talk about finished actions in time 'up-to-now'.

If you know when something happened, you use the

² Past Simple .

Have you ever ridden a camel? Yes, I rode a camel last year.

6 SPEAKING Write questions with Have you ever ...? and the phrases in the box. Ask and answer the questions with a partner.

break a leg/an arm go to a concert try a new sport visit a foreign country win a competition work for money

A: Have you ever broken a leg?

B: Yes, I have.

A: When did you break your leg?

B: I broke it last year when I was on holiday.

FOCUS VLOG 630 Amazing places

© 30 Watch the Focus Vlog. For the worksheet, go to page 121.

86

Grammar page 133

REFERENCES Culture notes p. 157

Videoscript **p. 173**Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

Grammar animation

- Photocopiable resource 42 Have you ever ...? (15 min.) pp. 187, 232
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 86, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 7.2, Grammar.
- Make copies of the audioscript for ex. 3 on p. 87.

Exercise 6

2 Have you

ever been to

When did you

3 Have you ever

tried a new

4 Have you ever visited

a foreign

5 Have you

win it?

ever won

sport? When

did you try it?

country? When

did you visit it?

a competition?

When did you

6 Have you ever

did you work

for money?

worked for money? When

a concert?

go there?

LISTENING

Multiple choice

I can identify key details in a simple recorded dialogue about travelling.

- Read the sentences and check you understand the words in green. Then look at photos A-D. Discuss in which place you could hear each sentence.
 - 1 Have you got any luggage? C
 - 2 Can I have a look at some brochures? B
 - 3 Which platform does the 8:45 train to London leave from? A
 - 4 Can I see your passport, please? C, D
 - 5 I'd like to check in, please. C, D
 - 6 Is the flight on time? C
 - 7 Passengers can wait in the waiting room. A
 - 8 I can't find my ticket. A, C
 - 9 Do you have a booking? D
- 2 (1) 3.27 Listen to four recordings. Where does each of them take place? Match recordings 1-4 with places A-D.

1 C 2 A 3 B 4 D

EXAM FOCUS Multiple choice

3 (1) 3.27 Listen again and choose the correct answer, A, B or C.

Recording 1

- 1 The passenger is NOT travelling to A Frankfurt. **B** Rome. C Madrid.
- 2 The passenger
 - A hasn't got any luggage.
 - B has got two cases.
 - Chas got one case.

Recording 2

- 3 The announcement is for the train to
 - A Chester. **B** Bangor. Manchester.
- 4 The train is arriving at platform
 - **(A)**3.

B 4.

C 11.

Recording 3

- 5 The woman
 - A wants to go to Barcelona.
 - B wants to go to the Basque Country.
 - Chasn't decided.
- 6 What is true about the woman?
 - A She needs to pay extra for accommodation.
 - BShe doesn't need to pay extra for accommodation.
 - C She wants to pay extra for better accommodation.

Recording 4

- 7 The man
 - Ais at the hotel reception desk.
 - B is leaving the hotel.
 - C is changing his booking.
- 8 How many nights has he booked for?

B 2











PRONUNCIATION FOCUS

(1) 3.28 In English the letter o is pronounced in different ways. Listen and repeat.

1 /ຈັບ/	2 /p/	3 /^/	4 /2:/
hotel	off	come	or

5 (4) 3.29 Listen and put the words in the correct column in the table.

brochure clock door holiday home hostel hot Monday money month morning platform photo short

6 (4) 3.30 Listen, check and repeat.

WORD STORE 7D | Travel >

- 7 (1) 3.31 Complete WORD STORE 7D with the words in green in Exercise 1. Then listen and check.
- 8 SPEAKING Discuss your dream holiday. Decide:
 - · where to go and how to travel,
 - · what bookings to make,
 - what information you need,
 - what to take.

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REFERENCES

Culture notes p. 157 Audioscript p. 167

EXTRA ACTIVITIES

• After doing ex. 3, students write an extra question for each conversation for the rest of the class to answer.

• After that, students work in pairs. Give out the audioscripts and ask students to practise the dialogues from the different conversations.

WORKBOOK

p. 87

NEXT CLASS

Ask students to research the most interesting cities in the world, choose one they would like to visit and note down some information about it.

Exercise 5

photo, brochure

/p/ hot, clock,

holiday, hostel

Monday, month,

morning, short,

/əʊ/ home,

/ʌ/ money,

/ɔː/ door,

platform

some



READING

Multiple choice

I can read and identify specific information in a simple article.

- 1 SPEAKING Follow the instructions.
 - 1 What cities do you want to visit? Why? What things make a city 'great'? Discuss in groups.
 - 2 Think about a great city you have visited. Tell your partner:
 - · which city it was,
 - when you went there,
 - what you did and saw there,
 - what the best things were.

I want to visit Seville because I love flamenco. I think amazing architecture makes a city great. I've visited Kyoto. I went there two years ago ...

- 2 SPEAKING Look at the photos and the title of the main article. Discuss the questions with a partner. Then read the texts and check your ideas.
 - 1 What do you know about these places?
 - 2 What can you see there?

EXAM FOCUS Multiple choice

3 Read the texts again and choose the correct answer, A, B or C.

Text 1

The writer

A informs readers how to get to each city.

- B mentions both positive and negative things in each city.
- Crecommends both cities for people to visit.

Text 2

Boytraveller23

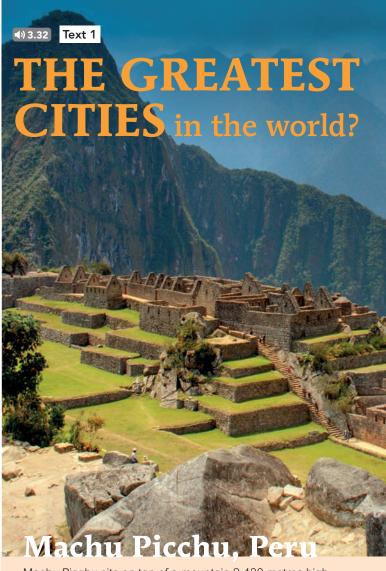
- A thinks Athens and Machu Picchu are both good cities to visit.
- B believes that Athens is a better city to visit than Machu Picchu.
- C agrees that Machu Picchu is the best ancient city to visit.

Text 3

Ayla Badem thinks visitors to Istanbul

A can find it hard to climb to the top of the
Galata Tower.

- B should go to the Blue Mosque while they are there.
- C usually enjoy the cafés and restaurants more than old buildings.



Machu Picchu sits on top of a mountain 2,430 metres high and the views are amazing! The Incas built the city around 1450, but they abandoned it 100 years later. In 1911 the explorer Hiram Bingham discovered it again. Now, it's a popular destination for tourists – around 1 million people visit the ruins every year. It became a UNESCO World Heritage Site in 1983. Try to arrive on foot – there are organized three-day and sevenday walks with a guide. If you're not feeling very active, you can also get there by bus or by train.

COMMENTS

Text 2



I enjoyed your article Jan, but if you like ancient cities, then Athens in Greece is a much better choice than Machu Picchu! It's easy to get to and has so many incredible monuments and museums. The Acropolis is spectacular and it's got great views too! Its name means 'high city'. © There's a wonderful bazaar in Monastiraki Area. Syntagma

Square is a lovely place to enjoy a coffee and watch the world go by. Athens also has wonderful restaurants and shops, and a fantastic nightlife. @Boytraveller23

88

REFERENCES

Culture notes pp. 157-158

EXTRA ACTIVITIES

• In pairs, students write five true/false questions about the text and swap with another pair to answer their questions.

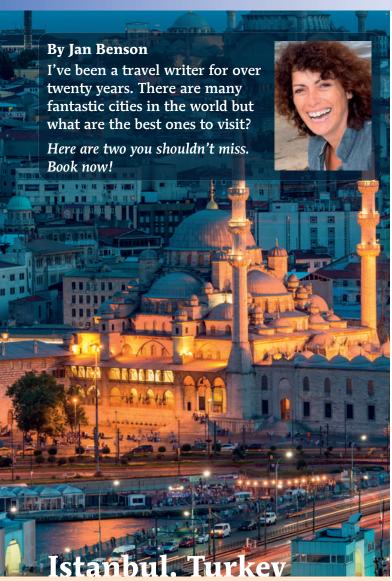
• Students write on the board the names of the cities they would like to visit and share with the class their reasons. Then, as a whole class the students rank the cities from the most to least interesting, where 1 means the most interesting.

WORKBOOK

pp. 88–89

NEXT CLASS

• Ask students to do *Show What You Know* in the WB, p. 90.



With a <u>population</u> of around fifteen million people, Istanbul is a large, busy city. Amazingly, it lies in two different continents! It's built on both sides of the Bosphorus Strait, the water which separates Europe and Asia. The <u>highlights</u> of a visit include a boat trip on the Bosphorus and visiting some of the many <u>incredible</u> buildings such as Topkapı Palace, the Archaeology Museum or Hagia Sophia. The <u>colourful</u> Grand Bazaar is one of the biggest bazaars in the world and has over 5,000 shops!

Text 3 WHAT THE EXPERTS SAY



I am a guide in Istanbul. This city has something for everyone! However, I can't believe you haven't mentioned the Galata Tower. It's sixty metres high and you get brilliant views of the whole city from the top! There are plenty of charming cafés and restaurants nearby and the streets round it are great fun to explore. Don't miss the Blue Mosque or the Basilica Cistern (an ancient underground water store). Ayla Badem

4	4) 3.33 Complete the definitions with
	the words in blue in the texts. Which two
	adjectives are similar in meaning? Listen,
	check and repeat.

1 extremely impressive = spectac	ular
----------------------------------	------

- 2 attractive and nice = <u>charming</u>
- 3 something that has bright colours or many colours = <u>colourful</u>
- 4 wonderful, very good = <u>incredible</u> spectacular and incredible are similar in meaning

5	Think about a place you know well. Complete
	the sentences with the words in Exercise 4.

1	There's a charming	
2	is an incredible	
3	The views from	are spectacular
4	There's a colourful	

5 SPEAKING Discuss your ideas in Exercise 5. Can your partner guess the name of the place?

There is a charming old market in the town centre.

WORD STORE 7E | Tourism

- 7 (1) 3.34 Complete WORD STORE 7E with the underlined words in the texts. Use definitions 1–9 to complete the crossword. Then listen, check and repeat. What's the 'mystery word'?
- 8 Complete the questions with the words in WORD STORE 7E.
 - 1 How many <u>tourists</u> visit your town or city every year? Why?
 - 2 Do you live in a small town or a big city? What is the <u>population</u>?
 - 3 Do you like to <u>explore</u> new places on foot? Why?/Why not?
 - 4 In your opinion, what is the most interesting monument in your town or country? Why?
 - 5 For your next holiday, what is your destination ? Why do you want to go there?
 - **6** What were the <u>highlights</u> of your last holiday? Why were they the best things?
- 9 SPEAKING Ask and answer the questions in Exercise 8.

I don't think many tourists visit my town. It's not a popular destination.



GRAMMAR

Present perfect + just/yet/already

I can use the Present Perfect with just, already and yet.

b

а

- 1 SPEAKING Discuss the questions.
 - 1 How many countries have you visited?
 - 2 Which countries would you like to visit? Why?
- 2 Look at the photo with a partner. Match questions 1-5 with answers a-e. Which things about Nancy surprised you?
 - 1 Who is Nancy?
 - 2 When did she start travelling? Why?
 - 3 How many countries has she visited?
 - 4 Where is she now?
 - 5 Has she been to all the places on her list yet?
- a So far, she has already visited forty countries (this does not include the two - Mexico and Canada - she travelled to as a younger woman).
- **b** She started travelling fourteen months ago, when she got the results of some medical tests. They were not good, but she didn't feel ill. She decided then that she wanted to realise her old dream: to travel a lot.
- **c** No, she hasn't. On her original list there were only thirty countries: the ones she wanted to see the most, like Japan or Peru. She visited them all in the first year. Her new list contains seventy countries. For example, she hasn't been to Mongolia yet, but she plans to go there from India. She's very excited!
- **d** Nancy is an eighty-eight year-old American woman who wants to visit as many countries as possible before she dies. She is travelling with
- e Nancy has just arrived in India and plans to stay there for two weeks.



Complete the GRAMMAR FOCUS with the Present Perfect forms in blue in Exercise 2.

Exercise 5

2 Has anybody

stayed in a

space hotel

yet? No they

haven't.

3 Have the

Russian

enaineers started to build

the hotel yet?

Yes, they have.

4 Has anybody

tried to book

a room yet?

organisers

haven't.

Yes, they have. 5 Have the

said when the

hotel will open yet? No, they

Has she bought a camera yet? Yes, she has.

Exercise 6

Has she booked a room yet? No, she hasn't.

Has she read the guidebook yet? Yes, she has.

Has she got a new passport yet? No, she hasn't.

GRAMMAR FOCUS 629

Present Perfect with just, already and yet

You use *just* to talk about things that happened a very short time

She ¹has just arrived in India.

You use already in affirmative sentences for things that happened earlier than expected.

She 2 <u>has</u> <u>already</u> <u>visited</u> forty countries.

You use (not) yet in questions and negative sentences for things that haven't happened but probably will happen. Yet goes at the end of the sentence.

been to Mongolia yet? Has she No, she 4 hasn't been there yet.

4 Complete the text with the correct form of the verbs in brackets and just, already or

THE HOTEL IN THE HEAVENS

Would you like to go on a unique holiday? Some tourists ¹have yet (already) travelled (travel) into space, but nobody ² has stayed (stay) in a space hotel just (vet). That could all change soon! Russian engineers 3 have *already*/*yet* <u>started</u> (start) to build the first space hotel. Work 4 has only just / already begun (begin), but a few people 5 have already / yet tried (try) to book a room! The Hotel in the Heavens has four rooms for up to seven guests. When does it open? The organisers ⁶ haven't said (not say) just/yet.

- 5 Write questions from the prompts. Use the Present Perfect. Then read the text in Exercise 4 again and answer the questions.
 - 1 any tourists / go into space / yet? Have any tourists been into space yet? Yes, they have.
 - 2 anybody / stay / in a space hotel / yet?
 - 3 the Russian engineers / start to build the hotel / yet?
 - 4 anybody / try to book a room / yet?
 - 5 the organisers / say / when the hotel will open / yet?
- **SPEAKING** Nancy is getting ready to go travelling. Look at her list and write questions. Ask and answer the questions with a partner.

To do:

- pack case X
- read guidebook ✓
- buy camera ✓ get new passport X
- book room X

Has Nancy packed her case yet? No, she hasn't.

- 7 Complete the statements to make them true for you.
 - 1 I've just ... 2 I've already ...
- 3 I haven't ... yet.

I've just finished ...

Grammar page 134

90

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 43 Test yourselves (10 min.) pp. 187, 233
- Extra digital activities: Grammar Checkpoint
- Students write sentences using just, already and yet e.g. Our Maths teacher

has already given us homework.

• Students role-play an interview in pairs. One is Nancy and the other is a journalist. Before they start, elicit some questions onto the board, e.g. How many countries have you visited?, etc.

WORKBOOK

p. 90, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10-20-minute Grammar Quiz: Assessment Package, Unit 7.5, Grammar
- Ask students to bring in a map of their local area (or they can use a map app on their phone, if they have one).



SPEAKING

Asking for and giving directions

I can ask for and give simple directions to a place using a map or street plan.

B

F

- Match descriptions 1-6 with places A-F on the map.
 - 1 Bookworms Bookshop is in Park Street between the bank and Jolly Café.
 - 2 The Ritzy Theatre is on the corner of King's Road and Green Street.
 - 3 The Town Hall is in Shakespeare Road opposite the park.
 - 4 The stadium is in the park.
 - 5 The sports centre is in Park Street next to the bank.
 - 6 The chemist's is on the corner of Park Street and Green Street opposite the Post Office.
- 2 (1) 3.35 Listen to Part 1 of the conversation between Chloe and Jeff. What's the problem?
 - a They've already seen the film.
 - **b** Chloe doesn't know about the new cinema.
 - c They don't know what's on.
- 3 (1) 3.36 Read the SPEAKING FOCUS and listen to Part 2 of the conversation. Underline the phrases you hear.

SPEAKING FOCUS

Asking for directions

Excuse me, can you tell me the way to ...? How do I get to ...? ✓ Excuse me, where's the (post office)?

Giving directions

Go out of ... and turn left/right. 🗸 Turn (left/right) into (Green Street). ✓ Walk along the (road) past the (post office) on your left/right. 🗸

Take/It's the first/second/third turning on the left/ right. 🗸

Go straight on.

Go across the road.

The (museum) is opposite the (shop).

The (theatre) is on the left/right.

It's between the (station) and the (hotel).

It's next to/opposite the (station).

(Film City) is next door. ✓

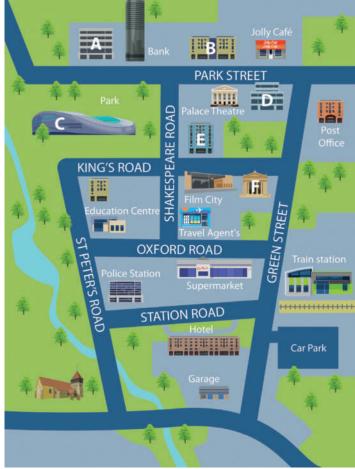
It's on the corner of (Shakespeare Road) and (King's Road). 🗸

ROLE-PLAY 631 632 Asking for and

giving directions

(6) 31 **(6)** 32 Watch the video and practise. Then role-play your dialogue.





(4) 3.37 Look at the map and complete the directions with phrases in the SPEAKING FOCUS. Then listen and check.

Joanne: Excuse me, can you tell me the ¹way to the stadium? Sure. It's in the park – not far from here. Go out of the station and ² turn right. Take the first

turning on the left into Oxford Road. Then turn

into Shakespeare Road. Walk

along the road 6 past the travel agent's your right. Go ⁸___across___ King's Road on

and the park is on your 9_ left

- SPEAKING Act out the dialogue in Exercise 4 with a partner.
- SPEAKING Look at the map. Decide where you are and where you want to go to. Ask for and give directions with a partner.

REFERENCES

Audioscript p. 167 Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Students write questions about where things are on the map, e.g. Where's the supermarket? It's in Green Street opposite the train station.
- In pairs, using their own maps (e.g. on their phones) students ask for and give directions to various places on the map.

WORKBOOK

p. 91



WRITING

An email of enquiry

I can write a basic formal email of enquiry.

1 Read the email and answer the questions.

- 1 What did Marta leave in the hotel? Her watch
- 2 What does she want the hotel to do? Send the watch to her by courier

To: Hotel reception Subject: Lost watch

[A] Dear Sir or Madam,

[B] I was a guest at the hotel on 21 July in room 219 and I believe that I left my watch on the table next to the bed. I am writing to enquire if anyone has found it. It is a gold watch with a black leather strap.

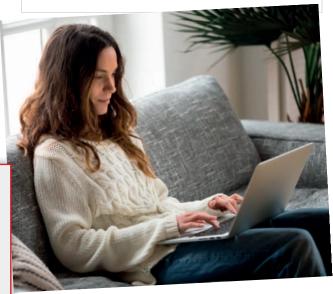
[C] Please could you confirm by replying to this email or phoning me on my mobile number, 07841 223679.

[D] I hope you are able to send the watch to me by courier when you find it. I would be happy to pay for the postage.

[E] I look forward to hearing from you. Thank you for your help with this matter.

[F] Yours faithfully,

Marta Costa



Exercise 5

- 2 Would it be possible to send me some more information?
- 3 I hope you are able to email
- 4 Could you please post it to me?/Could you post it to me, please?
- 5 Would it be possible to organise a guide?

Read the email again. Match parts A-F of the email with descriptions 1-6.

- 2 Conclusion
- 3 Greeting
- 4 Ending the email
- 5 Giving your contact details
- 6 Explaining why you are writing

1 Saying what you want to happen

92

EXTRA ACTIVITIES

In pairs, students write one true sentence and two false ones about the information given in the email. They then compare their sentences with the rest of the class.

WORKBOOK

p. 92, including Show What You've Learnt and Show That You've Checked

3 Complete the WRITING FOCUS with the words in purple in the email.

WRITING FOCUS

A formal email

Starting a formal email

¹Dear Sir or Madam/Dear (Mrs Jackson/Mr Smith),

Saying why you are writing

I am writing

- to ² enquire if anyone has found ...
- to enquire about your special offers.
- in response to your newspaper advert.
- Saying what you want

Please ³ <u>could</u> you ...?/I ⁴ <u>hope</u> you are able to ... Would it be possible to ...?/I ⁵ would be happy to ...

Giving contact details

Please reply to this email.

Email me at bhappy@joinus.com./My email is ... My (mobile) phone number is ...

Please phone me 6__on__ my mobile.

Conclusion

I look forward to hearing from you. Thank you for your help with this matter.

Ending a formal email

⁷ Yours faithfully (if you began Dear Sir or Madam) Yours sincerely, (if you began Dear + name)

Match informal enquiries 1-5 with the more the formal ones a-e.

- 1 Send me my iPod.
- a
- 2 Can I book a room? 3 Ask all the staff.
- e
- 4 Can you send my mobile phone to me?
- 5 Give me your website address.
- a Would it be possible to book a room?
- **b** I hope you are able to send my mobile phone to me.
- c Please could you send me my iPod?
- d Would it be possible to give me your website address?
- e Could you please ask all the staff?

5 Put the words in the correct order to make formal enquiries.

- 1 you / could / please / check / ? Please could you check?
- 2 possible / would / to send / it / be / some more information / me / ?
- 3 hope / able/ I / are / you / email / to / me
- 4 you / could / to me / post / please / it /?
- 5 to organise a guide / it / would / possible / be /?

SHOW WHAT YOU'VE LEARNT

- 6 You left your MP3 player in a restaurant. Write an email of enquiry. Use the WRITING FOCUS to help you. Include the following information:
 - say when you were there and which table you sat at,
 - describe your MP3 player,
 - · ask the restaurant if they have found it,
 - give your contact details,
 - ask the restaurant to send the MP3 player to you.

NEXT CLASS

Ask students to study the Word list on page 93.

7.1 Vocabulary (4) 4.43

activity holiday /æk'trvəti ˌhɒlədeɪ/
adventure holiday /əd'ventʃə ˌhɒlədeɪ/
backpacking holiday /'bækˌpækɪŋ
ˌhɒlədeɪ/

be on a plane /,bi on ə 'pleɪn/

beach /bixts/

book /buk/

- a flight /, ə 'flaɪt/
- a holiday /ə 'hɒlədeɪ/
- a hotel /ə həʊˈtel/
- a seat on the train/bus /ə ˌsixt ɒn ðə 'treɪn/'bʌs/
- a (train/bus) ticket /ə ('treɪn/'bʌs)
 _ttkət/
- accommodation /əˌkɒməˈdeɪʃən/ an excursion /ən ɪkˈskɜːʃən/
- my transport /mai 'trænspoit/

by the sea /,bar ðə 'siː/

camping holiday /'kæmpɪŋ ˌhɒlədeɪ/campsite /'kæmpsaɪt/

escape (to the countryside) /I,skeIp to ðo 'kAntrisaId/

get off a bike / get pf a bank/

get off a train/bus / get pf a 'trein/ 'bas/

get on a bike /,get ,pn ə 'bark/ get on a train/bus /,get ,pn ə 'treɪn/ 'bʌs/

get out of a car /,get ,aut əv ə 'ku:/ go by bus/car/coach/train /,gəu bar 'bas/'ku:/'kəut[/'treɪn/

go by ferry/boat/ship /ˌgəʊ baɪ ˈferi/ ˈbəʊt/ˈʃɪp/

go by plane / gou bar 'plein/

go mountain biking /ˌgəʊ ˈmaʊntən

go on (a holiday) /ˌgəʊ ɒn (əˈ hɒlədeɪ)/

go on foot / gəu nn 'fut/

hiker /'haɪkə/

make a reservation / meɪk ə rezə'veɪʃən/

make the arrangements / meik ði ə'reindamənts/

motorbike /'məutəbaık/

package tour /'pækɪdʒ tuə/

rock climb/go climbing /ˈrɒk klaɪm/ˌgəʊ ˈklaɪmɪŋ/

see the sights /ˌsiː ðə 'saɪts/ sleeping bag /'sliːpɪŋ bæg/

snorkelling /'snoːkəlɪŋ/ stay in/at /ˌsteɪ ɪn/ət/

- a bed and breakfast (B & B) /ə bed ən 'brekfəst(,bi: ən 'bi:/)/
- a campsite /ə 'kæmpsaɪt/
- a guesthouse /ə 'gesthaus/
- a hotel /ə həv'tel/
- a youth hostel /ə 'ju $:\theta$,hostl/

tent /tent/

(three-star) hotel /(ˌθriː stɑː) həʊ'tel/ (top) tourist sights /(ˌtɒp) 'tʊərəst saɪts/ tram /træm/

travel by / trævəl bai/

boat /'bəut/

bus /'bas/

car /ˈkɑː/

coach /ˈkəʊt∫/

ferry /'feri/ plane /'pleɪn/

ship /'∫ɪp/

train /'trein/

trip abroad / trip ə'brəid/

underground /'Andəgraund/
visit a city/some cities /,vɪzɪt ə 'sɪti/səm
'sɪtiz/

visit local markets / vizit loukal

visit museums/tourist sights /ˌvɪzət mju'ziːəmz/'tʊərɪst saɪts/

working holiday /'waːkɪŋ ˌhɒlədeɪ/

7.2 Grammar **◄**) 4.44

break a leg/an arm /,breɪk ə leg/ən aːm/desert /'dezət/

different kinds of activities /ˌdɪfərənt ,kaɪndz əv æk'tɪvətiz/

elephant sanctuary / eləfənt

sænkt∫uəri/ hang-gliding /'hæn ˌglaɪdɪŋ/

hot-air balloon /hat 'eə bəˌluːn/

ride a camel /,raɪd ə 'kæməl/ visit a foreign country /,vɪzɪt ə ,fɒrɪn 'kʌntri/

work for money / wark fo 'mani/

7.3 Listening **◄**) 4.45

airport check-in desk / eəpɔːt 't∫ek ɪn desk/

announcement /əˈnaʊnsmənt/
arrive /əˈraɪv/

booking /ˈbʊkɪŋ/

brochure /ˈbrəʊʃə/

case /keis/

check in / tʃek 'ɪn/

check-in desk/'t∫ek in desk/

flight /flart/

have a booking /ˌhæv ə ˈbʊkɪŋ/

luggage /'lʌgɪdʒ/
on time /ˌɒn 'taɪm/

passenger /'pæsɪndʒə/

passport /'passport/

platform /'plætform/

platform / plætisilii/

reception desk /rɪˈsepʃən desk/

room key /'ruːm kiː/

ticket /'tɪkɪt/

travel agent's /'trævəl ˌeɪdʒənts/ waiting room /'weɪtɪŋ ruːm/

window seat /'wɪndəʊ siːt/

7.4 Reading **◄** 3 4.46

abandon /əˈbændən/ bazaar /bəˈzɑː/ charming /'tʃɑ:mɪŋ/
colourful /'kʌləfəl/
destination /ˌdestə'neɪʃən/
explore /ik'splɔ:/
get to /'get tə/
highlights /'haɪlaɪts/

be active / bi 'æktɪv/

incredible /ɪnˈkredəbəl/
monument /ˈmɒnjəmənt/

population / pppjə'leɪʃən/ spectacular /spek'tækjələ/

strait /streit/
street /strit/

tourist /'tuerist/
water store /'worte stor/

World Heritage Site / waild 'heratida

7.5 Grammar (4) 4.47

camera /'kæmərə/ guidebook /'gaɪdbʊk/ organiser /'ɔːgənaɪzə/ realise a dream /ˌrɪəlaɪz ə'driːm/ space hotel /'speɪs həʊˌtel/ unique /juː'niːk/

7.6 Speaking **◄**) 4.48

along /əˈlɒŋ/
bookshop /ˈbʊkʃɒp/

go across the road / gəu ə kros ðə 'rəud/

go out of (the station) /,gəʊ ,aut əv (ðə 'steɪʃən)/

next door / nekst 'do:/

on the corner / no ða 'karna/

on your right/left / nn jə 'raɪt/'left/ road /rəʊd/

straight on / strest 'pn/

take the (first/second) turning on the (left/right) / telk ða (faist/sekand)

'tɜːnɪŋ ɒn ðə ('left/raɪt)/

tell sb the way to /ˌtel ˌsʌmbɒdi ðə ˈweɪ

theatre /ˈθɪətə/

town hall / taun 'horl/

turn left/right / ts:n 'left/'rait/

walk past / work 'parst/

7.7 Writing (4) 4.49

black leather strap /ˌblæk 'leðə stræp/ confirm /kən'fɜːm/ courier /'koriə/ enquire /ɪn'kwaɪə/ postage /'pəʊstɪdʒ/

special offer / spe fel 'pfe/
staff / starf/

staff /starf/

93

WORD LIST ACTIVITIES

- Play *Mime* with the vocabulary from the word list. One student mimes a word or phrase for the others to guess. Students can continue this in small groups.
- Dictate short sentences with missing words and expressions, e.g. When you go to an airport, you must take your luggage to the _. (check-in desk), When you plan your holiday you should _ a hotel so that you have somewhere to stay. (book) Students fill in the blanks in the sentences. They can continue this activity in pairs or small groups.

VOCABULARY AND GRAMMAR

1	Complete the sentences with the words in the box.
	There are two extra words

k	ook	fly	go (x2)	make	ride	stay	visit	
1	I wan		make	all t	he arra	ingeme	ents this	
2	I mus	t rem	nember to	bo	ok	my flig	ght to Ital	y.
3	We ca	an	go	on a	campir	ng holi	day.	
			visit					/e
	leave							
5	Why	don't	t you	stay	_ in a	hotel?		
	Let's		-	o Paris				

2 Complete the sentences with the correct form of the words in capitals.

- 1 I'd like to go on an <u>activity</u> holiday and do some new sports. **ACTIVE**
- 2 Can you make a <u>reservation</u> at the hotel for me? **RESERVE**
- 3 I've never seen so many <u>colourful</u> houses. COLOUR
- 4 What kind of <u>accommodation</u> did you stay in? **ACCOMMODATE**
- 5 Who makes all the holiday <u>arrangements</u> in your family? **ARRANGE**
- 6 I'm going on a <u>backpacking</u> holiday with my friends. **BACKPACK**

3 Write sentences from the prompts.

- 1 Jane / never / a / camel / ride Jane has never ridden a camel.
- 2 you / hang-gliding / ever / try / ? Have you ever tried hang-gliding?
- 3 we / not / up in a hot-air balloon / be We haven't been up in a hot-air balloon.
- 4 already / Kathy / visit / over twenty countries Kathy has already visited over twenty countries.
- 5 she / yet / not / try / scuba diving She hasn't tried scuba diving yet.
- 6 Sam / his arm / break / ever / ?
 Has Sam ever broken his arm?

4 Complete the sentences with the Present Perfect or Past Simple form of the verbs in brackets.

1 a I have never been (never/be) so happy in my life.

b We <u>weren't</u> (not be) happy when we heard the news.

- **2** a Sara <u>visited</u> (visit) Madrid last week.
 - **b** Steve <u>has already visited</u> (already/visit) Madrid.
- 3 a John <u>arrived</u> (arrive) two hours ago.
 - **b** Katie has just arrived (just/arrive).
- 4 a Mark <u>hasn't ridden</u> (not ride) a camel yet.
 - b Sam <u>rode</u> (ride) a camel for the first time yesterday.
- 5 a <u>Has</u> Sue <u>ever broken</u> (ever/break) her leg?
- b When <u>did</u> Matt <u>break</u> (break) his arm?

USE OF ENGLISH

5 Complete the dialogues with the correct answer, A, B or C.

1 X: Excuse me, wh			
Y: It's not far,	left into C	Cranmer Road and it's	
on the right.			
A take	B turn	C get	
2 X: How did you	get from Britai	in to France?	
Y: We went by _	I really	hate flying.	
Aferry	B tram	C plane	
3 X: We went to G	ermany		
Y: Oh, did you e	njoy it?		
A yet	B already	©last year	
4 X: What was the	best part of y	our holiday in Madric	1
Y: One day we w	ent on	_ to visit Toledo. It's	
about seventy	kilometres fro	om Madrid.	
A an adventur	e B an excu	rsion C foot	
5 X: What's your fa	vourite kind c	of holiday?	
Y:because	se I love relaxi	ing by the sea.	
(A)A beach hol	iday B An a	adventure holiday	
C A cycling tri	р		

6 Read the text and choose the correct answer, A, B or C.

Hi	Chrissie!
en we be los La ye	n staying at a ¹ in France with some friends. I've been on holiday with friends before and I'm really gloying it. We travelled ³ plane and then got a bus and the arrived here yesterday. There was a problem checking in ecause I couldn't find my passport (you know me, I'm always sing things ©!). Finally, I found it at the bottom of my 4 ast night we ate in a restaurant, we 5 cooked any meals at - I'm cooking pasta tonight! Today we've 6 sailing at a call beach. It was fantastic!
Н	ppe you are having a great holiday too. ©©
Lo	ve
Sii	mon

1 A tent	B camping	Ccampsite
2 A ever	Bnever	C already
3 A in	B on	C by
4 (A) case	B platform	C ticket
5 Ahaven't	B hasn't	C didn't

(B)been

C made

LISTENING

6 A played

7 (1) 3.38 Listen to four conversations and choose the correct answer, A, B or C.

1 The first conversation takes place in

A a hotel

Ba travel agent's

A a hotel. Ba travel agent's. C an airport.

2 The man books to stay in the campsite A tonight only. B tomorrow for one night.

Ctomorrow for two nights.

3 The passenger has got

A one big case. B only hand luggage. Otwo cases.

4 The passenger has to

Abuy a ticket. B find his/her ticket.

C leave the train.

94

REFERENCES

Audioscript pp. 167-168

EXTRA ACTIVITIES

- Word Practice 7, WORD STORE booklet, p. 14
- Photocopiable resource 44 Excuse me, how do I get to ...? (speaking; 10–12 min.) pp. 188, 234

• Photocopiable resource 45 A formal letter of enquiry (writing; 6–8 min.) pp. 188, 235

READING

8 Read the texts and choose the correct answer, A, B or C.

1

ALL 7-14 MARCH **FLIGHTS TO NEW YORK** HALF-PRICE! **BOOK BY NEXT SUNDAY.**

- A The offer is only today.
- **B** All flights in March are half-price.
- ©You can fly to New York for 50 percent off.

Sarah, I booked tickets for both of us for the 7:45 train to Glasgow. They're twenty pounds each. See you at the station at 7:30.

- A Sarah bought the tickets.
- B Two tickets cost forty pounds.
- C The train leaves in the afternoon.

ALL PASSENGERS TO FRANKFURT

- A All passengers have to go to gate 141.
- B Only passengers to Frankfurt have to go to gate 141.
- © Passengers flying to two places have to go to gate 141.

I've just arrived in Portofino! It's spectacular, better than in the photos. I've never seen anything like it. The view from my hotel window is incredible.

- (A) The writer hasn't been in Portofino long.
- B The writer has already been to Portofino.
- C The writer hasn't been to the hotel yet.

(5)

PHUKET TOURIST AGENCY TOURS IN ENGLISH, GERMAN AND CHINESE * **MUSEUM TICKETS * EXPERIENCED GUIDES** SPECIAL PRICES FOR GROUPS (SIX PEOPLE OR MORE)

- A The agency only offers guided tours.
- B You pay less when you buy something for seven people.
- C The tour guides don't speak any foreign languages.



Hi everybody, I'm looking for a team to go to Scotland. Eight or nine days climbing mountains, kayaking and sleeping in a tent. We've got four people, but need two more!

- A The holiday lasts two weeks.
- B Dan has got six people in his team.
- Clt's a camping holiday.

SPEAKING

9 Do the task in pairs.



Student A

Start the conversation and ask Student B where the local market is and how to get there. Repeat the directions and thank him/her politely.

Student B

Explain to Student A where the market is and how to get there. Use the map to help you. Correct Student A when he/she repeats the directions or say he/she is correct.

WRITING

10 Match parts of an email 1-6 with sentences a-f.

- 1 Starting a formal email
- 2 Saying why you are writing е d
- 3 Saying what you want
- 4 Giving contact details
- **5** Concluding the email
- 6 Ending the email
- a

f

- a Thank you for your help with this matter.
- **b** Dear Sir or Madam,
- c Yours faithfully,
- d Would it be possible to send ...?
- e I am writing to enquire if ...
- f Please email me at jdearne@mail.com

11 Read the email and write a reply to Mr Soames.

To:

From: Mr Soames, Southern Trains

Thank you for your email about your lost suitcase. Please send me some more information. When did you travel and what train were you on? Please describe your suitcase. What was in it? Send me your contact details, including your address and phone number.

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NEXT CLASS

- Ask students to do Self-check 7.9, WB pp. 94–95, as homework.
- Ask students to prepare for Unit Test 7: Assessment Package, Unit 7.

PROJECT

- How to teach with projects p. T19
- Work in groups or pairs. Imagine you went on holiday together last summer. Think about accommodation, transport and activities. Decide if it was a good or bad holiday. Do some research and

prepare a presentation or video about it, then present it to your class.



VOCABULARY

Geography • animals • collocations

I can use language related to landscapes, animals and environmental issues.

SHOW WHAT YOU KNOW

1 (1) 3.39 Look at the map and the names of continents in the box. Order them by size from the biggest (1) to the smallest (7). Then listen, check and repeat. Pay attention to the pronunciation.

Africa 2 Antarctica 5 Asia 1 Australia 7 Europe 6 North America 3 South America 4

2 (1) 3.40 Do the NATURE QUIZ with a partner. Then listen and check.

Nature

Nature makes nothing incomplete. Aristotle, Politics

BBC



SCOTTISH HIGHLANDS

७33 Watch the BBC video.
For the worksheet, go to page 122.

UNIT 8 VIDEOS

BBC Scottish Highlands

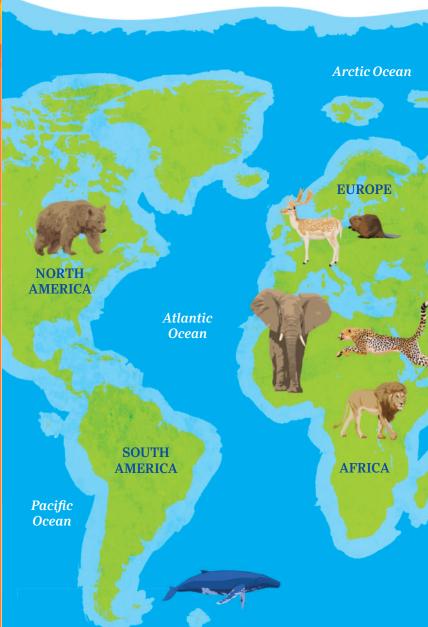
GRAMMAR ANIMATION

Lesson 8.2 **634** Lesson 8.5 **635**

FOCUS VLOG Your plans Lesson 8.5 (636)

ROLE-PLAY

Lesson 8.6 (637)



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REFERENCES

Culture notes **p. 158**Videoscript **pp. 173–174**Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 46 *Treasure* hunt (20 min.) pp. 188, 236
- Photocopiable resource 47 Test yourselves (10 min.) pp. 189, 237
- Extra digital activities: Vocabulary Checkpoint

• Divide the board in half. In each half, write two headings: *Plants* and *Animals*. Divide students into two teams. They have a relay race against the clock to write vocabulary in each column. After three minutes the team with the most correct answers wins.

Nature

- 1 The phrase "the smallest continent or the largest island" describes
 - (A) Australia
- **B** Africa
- **C** Antarctica
- 2 Which of these can you not find in Canada? A forests **B** rivers (C) jungle
- 3 The highest waterfall in the world is _
 - A Niagara Falls in North America
 - **B** Victoria Falls in Africa
 - C Angel Falls in South America
- 4 The highest mountain and the largest lake in Britain are in
 - A England
- B Scotland
- **C** Wales
- 5 Which of these sea animals is a fish?
 - (A) shark
- **B** whale
- C dolphin
- 6 Which of these animals lives in Asia but not in Africa?
 - A lion
- B elephant C tiger
- **7** Which *two* of these animals live in the British Isles?
- (B) deer
- C cheetah

- D beaver
- 8 Smog is an example of _
 - A water pollution Bair pollution C climate change
- **9** Which of these things is good for the environment? A global warming B toxic waste C waste recycling
- 10 Which of these organisations works especially to protect wildlife?
 - (A) WWF
- **B** UNICEF
- **C** UNESCO

ASIA Pacific Ocean Indian Ocean **AUSTRALIA** Southern Ocean ANTARCTICA

WORD STORE 8A Geography

- **◄) 3.41** Complete WORD STORE 8A with the words in red in the guiz. Use definitions 1-9 to complete the crossword. Then listen, check and repeat. What's the 'mystery word'?
- SPEAKING Ask and answer questions about the geographical features in your country using the words in WORD STORE 8A.
 - 1 Which continent is your country in?
 - 2 Which sea is closest to your country?
 - 3 What's the highest mountain?
 - 4 What is the largest island?
 - 5 What is the longest river?
 - 6 Are there any large waterfalls?
 - 7 What is the largest forest?
 - **A:** What's the highest mountain in Argentina?
 - B: It's Aconcagua. What's the largest island ...?

WORD STORE 8B | Animals

- **◄) 3.42** Look at the map and the list of animals underlined in the quiz. Complete WORD STORE 8B. Then listen check and repeat.
- **SPEAKING** Discuss the questions.
 - 1 Which of the animals have you seen? Where?
 - 2 Which ones would you like to see?
 - 3 What other animals live in your country?

I have seen a beaver and some deer in a forest near my home. I really would like to see a an elephant and ...

WORD STORE 8C | Collocations

- **◄) 3.43** Complete WORD STORE 8C with the highlighted words in the quiz. Then listen, check and repeat.
- Complete the sentences with words in WORD STORE 8C.
 - 1 Aeroplanes cause a lot of air <u>pollution</u> and are one of the causes of global $\underline{\hspace{1cm}}$ warming $\underline{\hspace{1cm}}$.
 - 2 We don't put old phones in the rubbish bin because they contain some <u>toxic</u> substances, and also because it is possible to recycle many parts.
 - <u>Waste</u> recycling is <u>good</u> for the environment, but it doesn't help with all the problems.
 - 4 It is important to stop <u>climate</u> change not only to <u>protect</u> wildlife but also to protect ourselves.
- **SPEAKING** Look at the list of environmental problems in WORD STORE 8C. Which are the worst where you live? Discuss with a partner.

I live a big city, so the worst problem is air pollution. But I think we should also do more about waste recycling.

WORKBOOK

pp. 96-97, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 8.1, Vocabulary.
- Ask students to do Show What You Know in the WB, p. 98.

• Ask students to research two facts about polar bears and problems they are facing.



GRAMMAR

Future with will

I can use will for predictions about the future.

- What do you know about polar bears? Choose the correct option. Then read and check.
 - 1 Polar bears live in the Arctic/ the Antarctic.
 - 2 Polar bears spend a lot of time on small islands / on sea ice).
 - **3** Global warming is/ isn't a danger to polar bears.



Polar bears need sea ice to hunt, rest and travel. But the ice in the Arctic is melting because of global warming. Scientists believe that some time between 2059 and 2078, there will be no sea ice in summer in the Arctic Sea. The polar bear's habitat will become smaller and smaller. Bears won't get enough food in the summer; they won't be able to feed their young and many bears will die in winter.

There are now between 20,000 and 25,000 polar bears in the world. Some scientists predict that sixty percent will disappear before 2050. Will they all die before the end of the century?

2 Complete the GRAMMAR FOCUS with the verbs in blue in Exercise 1.

GRAMMAR FOCUS **634**

will

We use will to predict future events.

- There ¹will be no sea ice in summer.
 - Sixty percent of polar bears 2 will disappear before 2050.
- won't get enough food in the summer.
- all polar bears die before the end of the century? Yes, they will./No, they won't.

Short forms:

I'll = I will, you'll = you will, etc; won't = will not

REMEMBER THIS

The future form of can is will be able to. The negative form is won't be able to:

Female bears won't be able to feed their young.

3 What do you think will happen in the next fifty years? Complete the gaps with will or won't. Compare with a partner.

1 People will/won't travel less. ____ get hotter. 2 Summers 3 Nuclear energy become safer and more popular. 4 Elephants _____ die out. **5** There be enough food in Europe. **6** Pollution become worse.

SPEAKING Discuss the questions.

- 1 Will people still use cars in sixty years' time?
- 2 Will Venice and Amsterdam disappear under the sea?
- 3 Will there be enough food for everyone?
- 4 Will scientists do something about the world energy problem?
- 5 Will there be a lot more people in the world?
- A: Will people still use cars in sixty years' time?
- B: Yes, they will./No, they won't.

REMEMBER THIS

We use **get** or **become** + a comparative adjective to say how things will change. Summers will get hotter. Pollution will become worse.

Will food become more expensive?

5 SPEAKING Write sentences about topics 1-5 with will get or will become and the comparative form of the adjectives in the box. Share your ideas with a partner.

bad cheap difficult easy expensive good hot popular safe

- 1 Summers ...
- 2 Pollution ...
- **3** Food ...
- 4 Finding a job ...
- **5** Travel ...

Summers will become hotter.

6 SPEAKING Ask and answer questions about your future.

Will you ... in the next ten years?

- 1 get married
- 2 have children
- 3 make many new friends
- 4 have your own flat or house
- 5 earn a lot of money

A: Will you get married in the next ten years?

B: Yes, I will. or No, I won't.

Grammar page 135

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REFERENCES

Culture notes p. 158 Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 48 In the future (15 min.) pp. 189, 238
- Use the facts students have found out about polar bears to lead in to the text.
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 98, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10-20-minute Grammar Quiz: Assessment Package, Unit 8.2, Grammar.
- If you have access to a language lab or the Internet, book it for the next class. Or ask students to bring their phones if they have recording apps on them.

LISTENING

Matching

I can understand the main idea of a short weather forecast if it is delivered slowly and clearly.

(1) 3.44 Label pictures 1–7 with the words in the box. Then listen, check and repeat.

fog rain/shower sun/sunshine thunder and lightning wind





2 (1) 3.45 Make adjectives from the nouns. Then listen, check and repeat.

1 north - northern 3 east - eastern 2 south - southern 4 west - western

foa

SPEAKING Look at the map. Where do you think the weather will be the coldest? Why?

EXAM FOCUS Matching

- (1) 3.46 Listen to a weather forecast. Match places 1-4 with phrases A-G. There are three extra phrases.
 - 1 Southern England
- 2 Wales and the Midlands
- 3 Northern England
- 4 Scotland and Northern Ireland (E)
- A sun and wind
- B fog and thunder
- C sun and lightning
- D thunder and lightning
- snow and rain
- F fog and snow
- G wind and rain



1 There will be no wind in Southern England.

North

T

T

T

England

2 Cornwall will be the warmest place in Southern England tomorrow.

eland

Ireland

- 3 There will be fog in Wales and the Midlands in the afternoon.
- 4 In Northern England, a wind from the sea will bring rain.
- **5** The day will be very rainy in the Highlands.
- 6 It will snow in all of Scotland.

North Atlantic

PRONUNCIATION FOCUS

6 (1) 3.47 Listen and repeat the words.

degrees during clear expect forecast temperature weather

- **◆1) 3.48** Listen to the sentences and repeat them.
 - 1 We can expect a rainy day tomorrow.
 - 2 The temperature will be ten degrees.
 - 3 It will be sunny with clear skies.
 - 4 There will be some showers during the day.
 - 5 Scotland will have the wettest weather.

WORD STORE 8D The weather

- 4) 3.49 Complete WORD STORE 8D with the words in Exercise 1. Then listen, check and repeat.
- 4) 3.50 Read the sentences. Complete the gaps with words in WORD STORE 8D. Then listen and check.
 - 1 It will be cloudy with <u>rain</u> most of the day.
 - 2 We can expect a ____sunny___ day with some cloud and
 - 3 The morning will be $\underline{\hspace{1cm}}$ foggy , but the fog should soon clear.
- 10 SPEAKING Ask and answer the questions.
 - 1 What's the weather like today? It is ...
 - 2 What was the weather like yesterday? It was ...
 - 3 What's the weather forecast for the coming weekend? It will be ...
 - 4 What sort of weather do you like? I like ...

99

REFERENCES

Culture notes p. 159 Audioscript p. 168

EXTRA ACTIVITIES

- In pairs, students invent and write a weather forecast for their country for the next two days.
- Students prepare and record the weather broadcast, using their phones, a language lab or other recording programmes.

WORKBOOK

p. 99

NEXT CLASS

Ask students to research some interesting facts about either their favourite animal or the most unusual animal.



READING

Multiple choice

I can read and identify specific information in a simple article.

 Look at photographs A-C. Decide if these statements are true (T) or false (F).

Photo B This animal can run as fast as a cheetah.

Photo C This animal is very intelligent.



2 Read the article to find out if you were right.

	Multip	

- 3 Read the article again. Choose the correct answer, A, B, C or D.
 - 1 Scientists thought the platypus could not be real because
 - A it had strange fur.
 - B its bill was a funny shape.
 - C the drawing they saw was poor quality.
 - Dit had the body parts of different animals.
 - 2 A platypus
 - A eats eggs.
 - B looks after its young in the same way as birds do.
 - Ccan hurt you.
 - D has a tail like a snake.
 - 3 The pronghorn
 - A has to rest after 200 metres.
 - (B) can run for a very long time.
 - C can run faster than a cheetah.
 - D evolved from a cheetah.
 - **4** The author thinks octopuses
 - A are a beautiful colour.
 - B cannot see very well.
 - C can be dangerous.
 - Dare smart but hard to understand.
 - 5 Which comment could a reader post under this article?
 - A It was fascinating to read about these amazing animals. It's good news that we can now see them all in our zoo.
 - (B) I was really amazed at the unusual things these three strange animals do. Very interesting!
 - C It's very sad to read that these astonishing animals are in danger. And all because we humans don't protect the environment on our planet.
 - D These are very interesting stories. Can you post more stories about fantastic animals that don't really exist?

4	■03.52 Match the words in blue in the article with
	the definitions below. Then listen, check and repeat

1 the body organ that humans and many animals use
to breathe = <u>lungs</u>
2 the body organ that humans and animals use to thin
and feel = <u>brain</u>
3 the hair on an animal's body =fur
4 animal, living thing = <u>creature</u>
5 the things and conditions around a person, animal o
thing = surroundings

5 Complete the statements with words in Exercise 4. Change the words in italics to make the statements true for you. Compare with a partner.

feed

6 run away from = <u>escape</u>

7 give food to = ___

- 1 In my opinion, the *tiger* is one of the most beautiful <u>creatures</u> on Earth.
- 2 I like spending time in Hyde Park because of the attractive <u>surroundings</u>.
- 3 I've got a pet snake. I <u>feed</u> it three times a week.
- **4** My grandma's cat has black and white _____fur
- 5 I like holidays because I can <u>escape</u> from the noise of the city.
- 6 I think doing jigsaw puzzles is good exercise for the brain .

WORD STORE 8E Word families

- 6 (1) 3.53 Complete WORD STORE 8E with the underlined words in the text. Then listen, check and repeat.
- 7 Complete the sentences with the correct form of the words in brackets.
 - 1 Bears look like big soft toys, but they can be <u>dangerous</u>. **DANGER**
 - 2 There is an exhibition at the Natural History Museum about the <u>evolution</u> of humans. **EVOLVE**
 - 3 Dolphins are known for their <u>intelligence</u>. **INTELLIGENT**
 - 4 If you pick mushrooms in the forest, make sure you don't pick <u>poisonous</u> ones. **POISON**
 - 5 Rabbits are good runners because they often have to run from attackers . ATTACK

8 SPEAKING Discuss with a partner.

- 1 Have you seen any of the animals from the article? Which one would you most like to see? Why?
- 2 Do you find animals interesting? Why?/Why not? Which ones in particular?

I have seen an octopus, but I would really like to see a platypus, because ...

100

REFERENCES

Culture notes p. 159

EXTRA ACTIVITIES

- After doing ex. 3, in pairs, students write two more questions about each text for a class *Question and answer* session. Each pair asks their questions and the other students answer.
- Using the information brought in by students on their favourite or most
- unusual animal, in pairs, students write an article for a magazine about it. They read out their articles and class vote for the most interesting animal.
- Students write five or six true/false sentences about the interesting animal facts they researched at home. They swap with their partner and mark the

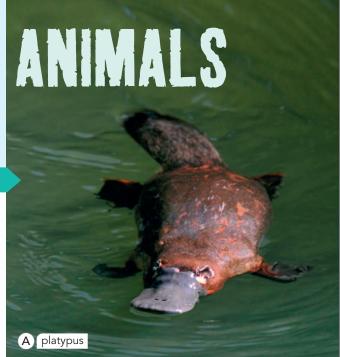
◄) 3.51

ASTONISHING ANIMALS

Our planet is full of weird and wonderful creatures. Meet three of them – animals with surprising bodies, habits and abilities.

The animal that can't be true

When in 1798 zoologists in Britain first saw the skin of an Australian platypus and a drawing of the animal, they were sure it was a hoax. A creature like that could not exist. Why not? First, it has **fur**, like cats and dogs, 5 but also a flat bill like a duck, and a big thick tail like a beaver. Secondly, it lays eggs and looks after them like a bird, but when the young come out of the eggs, the mother **feeds** them with her milk. On top of everything, the platypus has a <u>poisonous</u> sting – like a snake! It 10 cannot kill a human, but it's very painful.



B pronghorn

Champion Runner

You probably know the cheetah is the fastest runner among animals. It can run at up to 100 kilometres per hour. But after some 200 metres, it needs to lie down and rest. The pronghorn, which lives in the prairies of North America, can run a few kilometres at ninety kilometres per hour, and fifteen kilometres at sixty-five kilometres per hour. Its whole body - heart, lungs, legs is a perfect machine for long-distance running. But why? It doesn't need to run this fast now, but 18,000 years ago there were cheetahs in America. The pronghorn probably evolved to escape them. This beautiful animal is not wellknown in Europe, but in America it is a symbol of 5 prairie life. You can see it in the emblem of the province of Alberta, Canada.

Aliens in the ocean

An octopus has no fixed shape or colour. In danger, it will change both. It can become like its **surroundings** and difficult to see. Or it can look like a <u>dangerous</u> animal, so such as a sea snake, and scare an <u>attacker</u> away. Octopuses are also intelligent. Their **brains** are large in proportion to their body size. They can use tools and solve problems: for example, open bottles to get food, or use clever strategies to escape from an aquarium. It seems they are unhappy in a zoo or lab. But they are so different from humans that it is difficult for us to understand their intelligence. In fact, it is a bit like meeting intelligent aliens.

C octopus

statements True or False. Students check each other's work.

WORKBOOK

pp. 100-101

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 92.

101

(e)

b

a



GRAMMAR

be going to

I can use be going to to talk about personal plans for the future.

- SPEAKING Look at the photos, read the conversation and answer the questions.
 - 1 What plans has Hannah got for the summer holidays? She is going to look after Highland ponies and pony riders as a volunteer.
 - 2 Who thinks it's a good idea? Carol.
 - 3 Would you like to go on a holiday like this? Why?

Bob



33 days 16 hours 46 minutes left till the holidays! What are you going to do this summer? Any plans?

Yesterday at 22.14

Exercise 4

- 1 Lucy is going to stay with her cousin in Wales.
- 2 Luke isn't going to go walking in the mountains.
- 3 Luke is going to study for a Geography test
- 4 Lucy isn't going to play tennis.
- 5 Luke isn't going to visit a Welsh castle.
- 6 Lucy and Luke are going to see the new James Bond film.

Hannah



2 hours ago

??

2 hours ago

I'm going to look after Highland ponies ... and the people who want to ride them but don't know how to ride!

1 hours ago



Are they going to pay you?

30 minutes ago



No, they aren't. But I'm going to ride for free in the mountains!

Exercise 5

- 2 Are you going to do anything interesting this weekend?
- 3 What are you going to do this summer?
- **4** Are you going to go to university after you finish school?
- 5 Where are you going to live when you're at university?



25 minutes ago

Carol

Can I go too?

3 minutes ago

2 Complete the GRAMMAR FOCUS with the verbs in blue in Exercise 1.

GRAMMAR FOCUS **635**

going to

You use **be** + **going** to + **infinitive** to talk about plans.

- I 1'm going to work as a volunteer.
 - He's going to work as a trainer.
- They aren't going to pay me.
- What ² ___ you ____ going ___ to do this summer? are
- ? _ they <u>going</u> to pay you? Are
 - Yes, they are./No, they aren't.
- (4) 3.54 Listen and choose the person who is going to do the action: Lucy or Luke.

	Lucy	Luke
1 stay with his/her cousin in Wales	✓	
2 go walking in the mountains	✓	
3 visit a castle	/	
4 study for a test		/
5 play tennis		✓
6 see the new James Bond film	✓	/

- 4 Write sentences from the prompts. Use the correct forms of be (not) going to.
 - 1 Lucy / stay with her cousin in Wales
 - 2 Luke / go walking in the mountains
 - 3 Luke / study for a Geography test
 - 4 Lucy / play tennis
 - 5 Luke / visit a Welsh castle
 - 6 Lucy and Luke / see the new James Bond film
- 5 Write questions from the prompts and be going to. Then match them with answers a-e.
 - 1 What / you / do this evening? What are you going to do this evening?
 - 2 you / do anything interesting / this weekend?
 - 3 What / you / do / this summer?
 - 4 you / go to university / after you finish school?
 - 5 Where / you / live / when you're at university?
 - a Yes, I am. I'm going to study Biology at Leeds University.
 - **b** I'm going to travel around Europe with a friend.
 - c I don't know! Probably with my parents!
 - d Not really. I'm going to study.
 - e I think I'm going to go to bed early. I'm really tired.
- SPEAKING Ask and answer the questions in Exercise 5.
- 7 Complete the statements with be going to so they are true for you.
 - 1 This weekend, I'm going to visit ...
 - 2 My friend ...
 - 3 This year, my parents ...
 - 4 In the next school holidays, my family ...
 - 5 When we leave school, my friends and I ...

FOCUS VLOG 636 Your plans

6 36 Watch the Focus Vlog. For the worksheet, go to page 123.

Grammar page 135

REFERENCES

Audioscript p. 168 Videoscript p. 174 Using videos in the classroom p. T14

EXTRA ACTIVITIES

Grammar animation

- Photocopiable resource 49 Test yourselves (10 min.) pp. 189, 239
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 102, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10-20-minute Grammar Quiz: Assessment Package, Unit 8.5, Grammar.
- Ask students to study the language on agreeing/disagreeing in the SPEAKING FOCUS on p. 103.



SPEAKING

Agreeing and disagreeing

I can give a simple opinion using basic fixed expressions for agreeing and disagreeing.

- 1 Match the sentence halves. Translate the sentences with a partner.
 - 1 You waste energy when you ... a, c
 - 2 You save energy when you ... b, d
 - a turn on all the lights in the house.
 - **b** turn off unnecessary lights.
 - c turn on a dishwasher that's half empty.
 - d leave the car at home and cycle to work.
- 2 Read about Earth Hour. Do you think it's a good idea? Why?/Why not?



What is it?

It's a global 'green' event.

Who organises it?

The World Wildlife Fund.

What happens?

Thousands of people around the world turn off all the lights and electrical devices for one hour.

Why do they do it?

To remind us all about climate change and the need to save energy.

When is it?

On the last Saturday of March.

Where and when did it start?

In Sydney, Australia, in 2007.

How many people take part? In 2017 about 187 countries and territories on all the continents took part in Earth Hour.

- 3 (1) 3.55 Listen to Leo and Alice talking about Earth Hour. Who thinks it is a good idea and who thinks it isn't? Alice thinks it's a good idea, Leo thinks it isn't.
- 4) 3.55 Complete the dialogue with the words and phrases from the SPEAKING FOCUS. Listen again and check.

Alice: Hi, Leo. I'm going to take part in Earth Hour and I'm looking for people to join me.

Earth Hour? I'm not 1__ __ ... To be ² honest sure I don't think it makes much ³_ sense

Alice: Why not? It's a great way to show you care about climate

, but one hour doesn't change anything. People waste energy all the time. You can't save much in sixty minutes.

Alice: Yes, I 5 agree _ . It's true we won't save much energy during Earth Hour. But the point is to make people think about the problem, not just to save energy.

Leo: I see what you 6 _____ , but what about all those candles? People burn hundreds of candles at Earth Hour events and they produce a lot of CO_2 . It's all a waste of time.

Alice: Mmm, you have a ⁷______ point____ . But I still think it's a great event. And you know, people and even whole cities make decisions to be more green because of Earth Hour.

Well, maybe you're right. Would you like some help?

Alice: 8 Absolutely . Thank you.

SPEAKING FOCUS

Agreeing

I think so (too). (Yes,) I agree. Exactly./Absolutely. That's/You're right.

Disagreeing

I'm not sure. I don't think so. I disagree.

To be honest. I don't think it makes much sense.

Agreeing in part/Agreeing and disagreeing

Perhaps/Maybe, but ... I see what you mean, but ... Maybe you're right ... You have a point, but ...

- 5 Choose the correct option.
 - 1 A: I think air pollution in our city is awful. When are they going to do something about it?
 - B: Exactly./ I don't think so. You can't breathe normally.
 - 2 A: I think governments should stop air travel. It pollutes the air and causes global warming.
 - **B:** I disagree / You have a point, but isn't that a bit extreme? No air travel at all?
 - 3 A: I think nuclear energy is the future.
 - B: That's right. / (I'm not sure). I think it's very dangerous.
 - 4 A: I think in the city everybody should use public transport only. **B:** (You're right). / I disagree. But do you think people will agree?
 - 5 A: I'd like to organise Earth Hour in our city. I think it's a great
 - B: I'm not sure. / Absolutely). Let's do it!
- SPEAKING Do you agree with the speakers in Exercise 5? Discuss with a partner.

ROLE-PLAY 637 Agreeing and disagreeing

(b) 37) Watch the video and practise. Then role-play your dialogue.

103

REFERENCES

Using videos in the classroom p. T14

EXTRA ACTIVITIES

• In pairs, students take turns to act out the dialogue in ex. 4 to give practice in language of agreeing/disagreeing, pronunciation and intonation.

• Elicit discussion points about the environment or other topics and write them on the board, e.g. pollution, endangered species, etc. As a class or in groups decide on several topics. Students prepare their ideas and make notes to take part in a class debate.

WORKBOOK

p. 103

NEXT CLASS

Ask students to bring in advert/proteststyle photos from magazines on issues they are interested in, e.g. photos or adverts about recycling, rainforests, pollution, etc.



Exercise 3

1 We should

become

vegetarians.

you need

a lot of land

to keep large farm animals, animals on

large factory

farms have a terrible life.

Exercise 6

In my opinion

I believe/It seems

to me/In my view

= Secondly/Also

Finally = Lastly

= I think/

First of all

In addition

= Firstly

2 There is a lot of

waste when we produce meat,

WRITING

Expressing an opinion, presenting arguments

I can use simple connectors to give an opinion and present arguments in a short text.

1 (1) 3.56 Translate the words in the box. Use a dictionary if necessary.

buy recycled things plant trees save water sort rubbish for recycling throw away less turn off the light turn off the water tap

- 2 Which things in Exercise 1 do you do? Compare your ideas with other people in the class.
- 3 Read the blog and answer the questions.
 - 1 What does the writer think we should do to protect the environment?
 - 2 What three arguments does he give for his opinion?
 - 3 Do you agree with him? Why?/Why not?



Environment blog

Go veg to save the planet

by SamHarvey 11/04/19

- ¹ **In my opinion**, the best thing we can do for our planet is to become vegetarians.
- ² First of all, there is a lot of waste when we produce meat. For example, you need about sixteen kilograms of cereal and nearly 20,000 litres of water to produce one kilogram of meat. We should stop producing meat and grow cereals for humans instead. It will be much easier to feed all the people in the world.
- ³ In addition, you need a lot of land to keep large farm animals, such as cows. In South America, farmers are destroying tropical forests to create space for cows which will become hamburgers in other countries.
- ⁴ **Finally**, remember the animals themselves! Animals on large 'factory farms' have a terrible life, and then a terrible death.
- ⁵ You don't even have to stop eating meat completely. Just eat less. You'll help save the Earth and feed everyone on it!

- 4 Read the blog again. Put sentences a-e in the correct order to show the structure of the blog entry.
 - a Add another argument.
 - **b** Repeat your opinion and/or encourage the reader to do something.
 - 4
 - **c** Add the final argument.
 - **d** State your opinion.
 - e Give the first explanation/argument.
 - Complete the WRITING FOCUS with the words in purple from the blog.

WRITING FOCUS

An opinion and arguments

Stating your opinion

I think/I believe ... It seems (to me) ... In my ¹opinion ... In my view ...

First argument

Firstly, ... First 2 of all , ...

Next argument(s)

Secondly, ... Also, ... In ³ addition , ...

• Final argument

⁴ Finally , ... Lastly, ...

- 6 Replace the phrases in purple in the blog with different phrases from the WRITING FOCUS.
- 7 Put the sentences in the correct order, as in an opinion text.
 - a Lastly, why choose nuclear when there are other options? Why not build a wind farm?
 - **b** Please join the protest against the power plant today!
 - c Firstly, it's not safe. A mistake can cause a terrible disaster, like the one in Japan in 2011.
 - d I believe the plan to build a nuclear power station next to our town is a very bad idea.
 - e Secondly, we should not use nuclear energy if we don't know what to do with the dangerous radioactive waste.
 - (2)

4

5

(2)

(1)

SHOW WHAT YOU'VE LEARNT

- 8 Write a blog entry on a topic connected with the environment. Use the ideas in Exercise 1 and the WRITING FOCUS to help you. Include the following information:
 - Express your opinion.
 - Give at least two arguments to support your opinion.
 - Encourage the readers to take action.

104

EXTRA ACTIVITIES

- Write four or five true/false sentences about the text on the board. Students identify which are true and which are false
- Students use their photos and adverts (or drawings) and write a blog on their chosen topic. They use the language in the WRITING FOCUS. Students listen to and read each other's blogs and can agree/disagree with what was said and written.

WORKBOOK

p. 104, including Show What You've Learnt and Show That You've Checked

NEXT CLASS

Ask students to study the Word list on page 105.

8.1 Vocabulary **◄**) 4.50

air/water pollution /'eə/'wattə

pəˌluːʃən/ bear /beə/ beaver /'biːvə/ cheetah /'tʃiːtə/

climate change /'klaimət tseind3/

continent /'kpntənənt/

deer /dɪə/ dolphin /'dɒlfɪn/ elephant /'eləfənt/

fish /fɪʃ/
forest /'fprəst/

global warming /,glaubal 'warmin/ good/bad for the environment /,gud/

,bæd fə ði in'vairənmənt/

island /'arland/ jungle /'dʒʌŋgəl/ lake /leɪk/ lion /'laɪən/

mountain / mauntan/

protect the environment /prə,tekt $\eth \boldsymbol{\mathrm{I}}$

in'vairanmant/
river /'riva/
sea /si:/
shark /faik/
tiger /'taiga/

toxic waste /,tpksrk 'werst/ waste recycling /'werst riz,sarklrŋ/ waterfall/falls /'wo:təfo:l/fo:lz/

whale /weil/ wildlife /'waildlaif/

8.2 Grammar (4) 4.51

die out /,dar 'aut/
disappear /,drsə'prə/
habitat /'hæbətæt/
hot /hɒt/
hunt /hʌnt/
melt /melt/
(nuclear) energy /(,njuːkliər) 'enədʒi/
polar bear /,pəulə 'beə/
predict /prɪ'dɪkt/
safe /seɪf/
sea ice /'siː aɪs/

8.3 Listening **◄**) 4.52

area /'eəriə/ bring rain /ˌbrɪŋ 'reɪn/ clear /klɪə/ clear sky /ˌklɪə 'skaɪ/ cloud/cloudy /klaʊd/'klaʊdi/ cold /kəʊld/

degree /di'gri:/ dry /draɪ/ east/eastern /iːst/'iːstən/

expect /Ik'spekt/ fog/foggy /fog/'fogi/ high up /,hai 'ap/

north/northern /nɔːðən/

rain/rainy /reɪn/'reɪni/

rise /raɪz/

shower /ˈʃaʊə/ snow /snəʊ/

south/southern /saυθ/'sʌðən/

spring /sprin/ sun/sunny /sʌn/'sʌni/

sunshine /'sanfain/
temperature /'tempratfa/

thunder and lightning /ˌθʌndər ən

'laɪtnɪŋ/ warm /wɔːm/

weather forecast /'weðə ˌfɔːkɑːst/ west/western /west/'westən/

wet /wet/

wind/windy /wind/windi/

8.4 Reading **◄**) 4.53

amazing /əˈmeɪzɪŋ/
aquarium /əˈkweəriəm/
attack /əˈtæk/

attacker /əˈtækə/

bir/on/ bird /b3:d/ brain /brein/ creature /'kri:tʃə/ danger /'deindʒə/ dangerous /'deindʒərəs/

do jigsaw puzzles /ˌduɪ ˈdʒɪgsɔɪ ˌpʌzəlz/

emblem /'embləm/
evolution /,i:və'lu:ʃən/
evolve /ɪ'vɒlv/
exist /ɪg'zɪst/
feed /fi:d/
fur /fɜ:/
heart /hɑːt/
hoax /həʊks/

hurt /ha:t/ intelligence /ɪn'telədʒəns/ intelligent /ɪn'telɪdʒənt/

lay eggs / leɪ 'egz/

lie down (and rest) / lar 'daun (ən

rest)/
lungs /lʌŋz/
ocean /ˈəʊʃən/
octopus /ˈɒktəpəs/
painful /ˈpeɪnfəl/
platypus /ˈplætəpəs/
poison /ˈpɔɪzən/
poisonous /ˈpɔɪzənəs/
prairie /ˈpreəri/

pronghorn /'pron,horrn/

run away/escape from /,rʌn əˈweɪ/

ı'skeip frəm/

scare away /ˌskeər ə'weɪ/ solve problems /ˌsɒlv 'prɒbləmz/

sting /stɪŋ/

surroundings /səˈraʊndɪŋz/

tail /teil/

unusual /nn'ju:zuəl/

use strategies / juzz 'strætidʒiz/

use tools /,ju:z 'tu:lz/
zoologist /zu:'plədʒist/

8.5 Grammar (4) 4.54

go walking in the mountains /,gəʊ ,wəːkɪŋ ɪn ðə 'mauntınz/ Highland pony /,haɪlənd 'pəuni/ study for a test /,stʌdi fər ə 'test/ visit a castle /,vɪzɪt ə 'kɑːsəl/

8.6 Speaking **(4) 4.55**

breathe /briːð/
candle /'kændl/
dishwasher /'dɪʃ,wɒʃə/
government /'gʌvəmənt/
green /griːn/
half empty /ˌhɑːf 'empti/
pollute /pə'luːt/
produce CO₂ /prəˌdjuːs ˌsiː əʊ 'tuː/
public transport /ˌpʌblɪk 'trænspəːt/
turn on/off electrical devices /ˌtɜːn ˌɒn/
ˌɒf ɪˌlektrɪkəl dɪ'vaɪsɪz/
waste/save energy /ˌweɪst/ˌseɪv
'enədʒi/

8.7 Writing (4) 4.56

buy recycled things /ˌbaɪ ˌriːˈsaɪkəld θɪŋz/

cereal /'sɪəriəl/

destroy /dɪˈstrɔɪ/ disaster /dɪˈzɑɪstə/

grow /grəʊ/

plant trees / plaint 'triz/

power station/power plant /ˈpaʊə

stei∫ən/'pauə plaint/

save water / seiv 'worte/

sort rubbish for recycling / sort rabif

fə riz'saıklıŋ/

throw away less /,θrəυ ə,weɪ 'les/ tropical forest /,tropikəl 'forəst/ turn off the light /,tɜːn of ðə 'laɪt/ turn off the water tap /,tɜːn of ðə

'worte tæp/

wind farm / wind farm/

105

WORD LIST ACTIVITIES

- Prepare, or ask students to prepare, anagrams of words from the wordlist. They solve the anagrams and then explain the meaning.
- Divide the class into teams. Give teams, in turns, a word or expression from the word list. They have to use it correctly in a sentence or give the definition/explanation. Give a point for each correct answer. The team with the most points at the end of the game wins.

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box.

	continents forest island lake mountain river sea waterfall
1	London lies on the <u>River</u> Thames.
2	What is the highest <u>mountain</u> you have ever climbed?
3	When we went scuba diving in the , we saw a small shark.
4	They spent their holidays on a small <u>island</u> in
	the Indian Ocean.
5	That amazing <u>waterfall</u> was more than eighty-

- 5 That amazing <u>waterfall</u> was more than eightytwo metres high and we were completely wet when we got near it.
- 6 If you look at the names of the seven <u>continents</u>, they start and end with the same letter.

2 Choose the correct option.

- 1 The beaver / cheetah) is the fastest animal in the world.
- 2 Electric cars cause less air pollution/ recycling than petrol or diesel cars.
- 3 We should save /sortall our rubbish so it's easier to recycle.
- 4 Always turn off the water tap so you don't waste/ save water.
- 5 A lot of beautiful animals on this plant are in danger/
- **6** We should do anything we can to *poison / protect* our planet.

3 Complete the sentences with be going to and the verbs in the box.

					_
escape	feed	not work	plant	throw	visit

- 1 My friends <u>are going to escape</u> from the city and live in the countryside.
- 2 I am going to feed my dog now, and then I can go out.
- 3 We are going to visit Dartmoor National Park in May.
- 4 My dad is going to plant an apple tree in our garden.
- 5 Lily isn't going to work on a farm this summer.
- 6 Are you going to throw out this plastic bag? We can use it again.

4 Complete the sentences with will and the verbs in brackets.

- 1 The weather forecast says <u>it will snow</u> (it/snow) tomorrow.
- 2 Will people live (people/live) on other planets in the future?
- 3 We won't get We/not/get) back home before 8 p.m.
- 4 I don't think <u>there will be</u> (there/be) any more rain this week.
- 5 You won't be able to (you/not/can) see the lions at this time of day.
- 6 Will most animals disappear (most animals/disappear) from the Congo rainforest because of the search for oil?

USE OF ENGLISH

5 Choose the correct answer, A, B, or C.

1	Did you see the _	in	the sky?
	A thunder	B lightning	C wind
2	When you go to A	Australia, make	sure you don't ste
	on a	_ snake.	
	A intelligent		Cpoisonous
3	I think we	too man	y things; don't you
	agree?		
	Athrow away	B recycle	C consume
4	The old power plant	ant	the air.
	A sorts	B wastes	O pollutes
5	Governments sho	ould do more to	·
	A destroy the hak	oitat	
	Bprotect the env	rironment	
	C climate change		

6 Choose the option, A, B or C, which has a similar meaning to the underlined words or phrases.

1	We are planning to see the Coral Triangle this winter.
	Aare going to see
	B will see
	C have seen

- 2 You have a point, but my opinion's different.
- A I agree with you

 BI see what you mean
- C I'm not sure
- 3 You can see all kinds of <u>creatures</u> in the zoo in London.
 - A conditions
 - **B** surroundings
- Cliving things
- 4 It's a good idea to buy and consume less.
 - A We can
 - (B)We should
 - C We'll be able to
- 5 <u>I don't think we can</u> save all the animals, but perhaps we can save some of them.
 - (A)We won't be able to
 - B We shouldn't

1 Royal Nature Reserve

2 Kirkland Hills

C We mustn't

LISTENING

7 (1) 3.57 Listen to Jack talking to a friend about tourist attractions in his area. Match places 1–5 with five attractions you can see there a–h. There are three extra words.

3	New Forest	g
4	Brown's Island	C
5	Headland Beach	a
а	dolphins	e bears
b	deer	f sea birds
С	colourful flowers	g wild ponie
d	waterfall	h glacier

106

REFERENCES

Audioscript p. 168

EXTRA ACTIVITIES

- Photocopiable resource 50 Vocabulary and grammar check 4 (15 min.) pp. 189, 240
- Word Practice 8, WORD STORE booklet, p. 16
- Photocopiable resource 51 *What do you think about it?* (speaking; 15 min.) pp. 190, 241
- Photocopiable resource 52 Opinion on a blog (writing; 10 min.) pp. 190, 242

READING

8 Read the texts and choose the correct answer, A, B, or C.

Adelie penguins are smaller than most other penguins. They are forty-five to seventy-five centimetres tall. They have black heads with white rings around the eyes. On land they look funny, but they are amazing swimmers and they can dive down to 180 metres. At present there are a lot of them in the Antarctic, but global



warming is a danger to these lovely birds. Penguins eat small sea creatures which live under the Antarctic ice. As the ice melts, there will be less and less food for them.

- 1 Adelie penguins
- (A) are not very big.
- B look funny when they swim.
- C will probably die out soon.



Opened in 1966, Longleat is the oldest drive-through safari park outside Africa. On thirty-six square kilometres of countryside in sunny Wiltshire in England, you can see animals running free, like in their natural environment. There are lions, elephants, giraffes, and monkeys; there are tigers, wild dogs, bears, wolves, and more. There is a Penguin

Island and a special pavilion with exotic butterflies.

You can drive your own car through the park or travel on a Safari Bus. You can also book a VIP tour in a 4x4 car with a personal guide.

- 2 At Longleat Safari Park
 - A all animals live in special buildings.
 - B you mustn't use your own car.
 - Cyou can have a guide just for you.

There are only about 3,200 tigers still living in the wild in the whole world. But there are many more – perhaps ten thousand – living as pets in private homes in the USA. Some people think it's cool to have a tiger, lion or leopard as a pet. I think it's cruel and selfish and should



be illegal! First, a big wild cat needs a lot of space to run free. Secondly, the owners often don't know how to look after such cats. Their pets don't have the right kind of food, or the medical care they need, and many die. Finally, they can be dangerous to people – it's in their nature!

- 3 The purpose of this text is to
 - A explain how to look after a big wild cat.
- Bexpress an opinion on keeping wild cats as pets.
- C warn people that big wild cats are dangerous.

SPEAKING

- 9 Match functions 1-5 with phrases a-j.
 - 1 asking for someone's opinion
 - 2 expressing an opinion
 - 3 agreeing
 - 4 disagreeing
 - 5 agreeing in part
 - a Absolutely.
 - **b** I don't think so.
 - **c** I'm not sure.
 - **d** I see what you mean, but ...
 - e In my opinion ...
- f It seems to me ...
- g That's right.
- h What do you think?
- i You have a point, but ...
- j What's your opinion?
- 10 Do the task in pairs.

Student A

Your class is organising a marathon during Earth Day.

- Start the conversation and ask for Student B's opinion.
- Say you understand, but you don't agree with Student B.
- Agree partially and explain why.

Student B

Your class is organising a marathon during Earth Day.

- You're not sure about the idea. Explain why.
- Present another argument.
- Agree/disagree. Explain why.

11 Describe the picture.



WRITING

12 Read the information about a new shopping centre and write a blog post with your opinion.

Have you heard?
They're going to destroy Green Park and build a new shopping centre!
What do you think and why?
Comment here or link your blog post.

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NEXT CLASS

- Ask students to do Self-check 8.9, WB pp. 106–107, as homework.
- Ask students to prepare for Unit Test 8: Assessment Package, Unit 8.
- Ask students to prepare for Review Test 4: Assessment Package, Unit 8.
- Ask students to prepare for End-of-year Test: Assessment Package, End-of-year Test.

PROJECT

- How to teach with projects p. T19
- Chose a place you would like to visit or have already visited (in your country

or in any other). Do some research online and prepare a presentation or poster about the landscape, animals and environmental problems in that place. Then present it to your class.

BBC Little Folk





- 1 SPEAKING Zev Hoover is from Natick, Massachusetts in the USA. This is one of his photos. What can you see in it? Discuss.
- 2 Zev's project is called 'Little Folk'. Guess what the title means:

а	small people	✓
b	small animals	
С	small photographs	

- 3 Match the sentence halves.
 - Miniature
 A character
 When you imagine something,
 When something is popular,
 - 5 Pleasure
 - a you make a picture in your head of something that is not real.

a

- **b** means very small.
- **c** is the feeling when you enjoy something.
- d many people like it.
- e is a person in a story or film.

WHILE YOU WATCH

- 4 **(b)** 1 Watch the video and choose the correct option.
 - 1 What is very important in Zev's photographs?
 - anature b houses c friends
 - 2 Aliza, the girl in some of the pictures, is Zev's ... a girlfriend. b sister. c cousin.
 - 3 One very popular photo shows Zev with ...
 - a a house of cards. **b** a paper aeroplane.
 - **c** a newspaper boat.
 - 4 Zev's pictures are popular because of ...
 - **a** a TV programme about him. **b** a show in a big city.
 - (c) the Internet.
- 5 © 1 Complete the sentences with the missing prepositions. Then watch the video again and check your answers.

1	I take pictures <u>of</u> miniature people.
2	He puts his photos <u>on</u> the Internet.
3	Aliza is very often the character in the
	pictures.
4	I put a lot of myself <u>into</u> the characters.
5	I make them <u>for</u> my own pleasure.
6	Thanks to the Internet, anyone anywhere
	the world can now go online and find
	Zev's pictures.

AFTER YOU WATCH

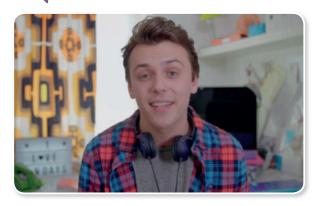
- 6 SPEAKING Discuss the questions.
 - 1 Do you like Zev's pictures? Which one(s) do you like best? I like/don't like the one with ...
 - **2** Do you take photos? What do you photograph? *I take pictures of ...*
 - **3** What photos have you got on your mobile phone or in your bag? *I have photos of my cat.*

108

REFERENCES

Focus Vlog Music preferences

Do you listen to music?



- **SPEAKING** Discuss the questions.
 - 1 How much time do you spend listening to music each day?
 - 2 What is your favourite type of music?
 - 3 Is there any music you don't like? What is it, and why don't you like it?
 - 4 Do you like listening to loud or soft music? Why?
 - 5 Do you listen to music when you do your homework?
- 2 (b4) Watch the first part of the video (up to 00:53) and answer the questions about Jason.
 - 1 What do Jason's friends say about him? That he talks too much.
 - 2 What does he want to do in his vlog? Ask people lots of questions and listen to them.
 - 3 What does he want to ask about today? Ask about music.
- (64) Watch the first part of the video again. Choose the correct option to complete the sentences about Jason.
 - 1 Jason thinks there is lots of good music on the (Internet)/ radio.
 - 2 He loves rock / pop music.
 - 3 He listens to music when he wakes up/before going to bed. 4 He listens to music while having



4 **6** 4 Watch the rest of the video (00:54-02:10) and complete the sentences with the phrases below.

around the house concerts and live music driving metal on the radio rock

- 1 Molly likes different types of music, in particular indie, pop and <u>rock</u>
- 2 Naomi likes all kinds of music except
- 3 Matthew listens to music around the house .
- 4 Maeve starts listening to music <u>on the radio</u> when she wakes up in the morning.
- 5 Sabin listens to music while he is _
- 6 Naomi likes concerts and live music .

FOCUS ON LIFE SKILLS

Teamwork • Communication

- 5 SPEAKING You want to know about your classmates' music preferences. Prepare questions about:
 - favourite kind of music
 - favourite singer or band
 - favourite song of all time

In groups, ask and answer your questions.

What kind of music do you like? Who is your favourite singer?

- 6 Put all the answers together and prepare a list of top ten:
 - music preferences
 - favourite singers/bands
 - best song of all time

favourite music	favourite singers/ bands	best song of all time



109

REFERENCES

BBC What's for lunch?



BEFORE YOU WATCH

- SPEAKING What food do students in your country usually eat for school lunch? Discuss.
- You are going to watch a video about lunch in a school in Thailand. What food do you think students in Thailand eat? Compare with a partner.

traditional Asian dishes	meat	
crisps	pizza	
hamburgers	spicy food	
insects	vegetables	

WHILE YOU WATCH

- 3 © 7 Watch the video and check your ideas in Exercise 2. What is the name of the main ingredient of the school lunch? What do you call it in your language? Main ingredient: crickets
- 4 SPEAKING Explain the meaning of the words used in the video. Discuss with a partner.

catch fry protein salty pan recipe

- 5 (7) Put the events in chronological order (from morning till night). Watch the video again and check your answers.
 - a Students have their lunch.
 - **b** Children bring insects to school.
 - **c** The headmistress prepares the food.
 - d Children go to bed.
 - e Students do their homework.
 - f Children catch insects.

If you add too much soy sauce, the dish/food will be too salty.

6 (67) Complete the recipe. Why can't Stefan put in too much soy sauce? Watch the second part of the video (01:51–02:41) and check your answers.

The recipe is very ¹ simple . There aren't many
ingredients. First, you ² <u>heat</u> some oil in
a big pan and put the ³ <u>crickets</u> into it. You
⁴ them and mix them. You can add
some local ⁵ <u>vegetables</u> too. The smell is very
⁶ strong . Then you take out the ⁷ mixture
and put some soy sauce into it. But not too much!

- 7 67 Answer the questions. Watch the rest of the video (02:42–03:15) and check.
 - 1 How many people in the world eat insects every day? 2 billion people
 - 2 Why are insects healthy for us? Because they are full of protein.
 - 3 How can farmers make money? They can catch them and sell them.

AFTER YOU WATCH

- 8 SPEAKING Look at the prompts and practise a conversation between a student from your country and a student from the school in Thailand.
 - 1 (what / kind / food / you / eat / in school?) What kind of food do you eat in school?
 - 2 (you / bring / your / own /food / to school?)
 Do you bring your own food to school?
 - 3 (many / crickets / you / eat / every day?) How many crickets do you eat every day?
 - 4 (what / your / favourite / dish?)
 What is your favourite dish?
- 9 Imagine you are the girl or the boy from the photo. Write about your school lunch in Thailand.

Every evening, after I do my homework, I ...

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REFERENCES

Focus Vlog Things you eat

What's in your fridge at the moment?



- 1 SPEAKING Discuss the questions.
 - 1 Do you always eat breakfast? Why/Why not?
 - 2 What do you usually have for breakfast?
 - 3 Do you like fruit and vegetables? Why/Why not?
 - **4** Who does the shopping in your family? Where does he/she go to?

I always eat breakfast, but sometimes it's very small. I'm usually not very hungry in the morning.

- - 1 Jason is having breakfast.
 - 2 He isn't hungry.
 - 3 Today he would like to have a Spanish omelette and fruit pancakes.
 - 4 He doesn't know what he has got in the fridge.
- 3 (69) Watch the second part of the video (00:50-01:17) and match questions 1–4 with answers a–d.
 - 1 Who has milk in the fridge at the moment?
 - 2 Who has fruit in the fridge?
 - 3 Who has butter in the fridge?
 - 4 Who has no food in the fridge?
 - a Thomas
 - **b** Thomas, Simone, Mahak
 - ${f c}$ Florian
 - d Ashleigh, Thomas, Simone, Palak

4 **69** Watch the rest of the video (01:18-01:51) and choose the correct option.



- 1 Ashley doesn't buy any / buys some almond milk every week.
- 2 Apart from meat, vegetables and fruit, Thomas also buys coffee and sugar / pasta and rice.
- 3 Simone doesn't buy any food/ always buys the same food.
- 4 Mahak buys some eggs/ a lot of eggs every week.

FOCUS ON LIFE SKILLS

F

dacc

Collaboration • Communication • Creativity

- 5 Think why people say breakfast is the most important meal of the day. Then follow the instructions below.
 - 1 Write down why breakfast is important.
 - 2 In pairs, agree on three main reasons why breakfast is important and why you should always eat it.
 - **3** Then choose one of them and prepare a poster to encourage teenagers to have breakfast regularly.
- 6 Decide on a healthy breakfast you would like to have. Then write a shopping list with everything you need to prepare it. Don't forget to mention the quantities of each food you need to buy.



111

REFERENCES

F

F

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 T

BBC Growing furniture

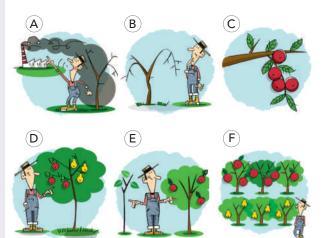


 $\overline{\mathsf{C}}$

 $\left(\mathsf{A}\right)$

BEFORE YOU WATCH

- 1 SPEAKING Match sentences 1-6 with pictures A-F.
 - 1 This tree is dead. I have to **cut it down**.
 - 2 The apples are red and good to eat. It's time to harvest them.
 - **3** This is Farmer Smith's **orchard**. He grows apple trees and pear trees.
 - 4 I don't want that factory here!
 - 5 Sometimes Farmer Smith **grafts** his trees. Now he's got two kinds of fruit on the different branches of one tree.
 - **6** This tree is **thick**. This tree still needs to **thicken**.



2 SPEAKING You are going to watch a video about a company called Full Grown. Look at the photo. What do you think they make? Discuss.

WHILE YOU WATCH

- 3 (6 12) Watch the video. Are sentences 1–6 true (T) or false (F)?
 - 1 The company Full Grown makes chairs, beds and lamps.
 - 2 The materials are wood and metal.
 - 3 A chair needs to stand for between six months and a year.
 - **4** This way of making furniture is slower than the traditional way.
 - 5 The price of the chairs is £2,500.
 - **6** The speaker thinks people can make other useful things in this way.
- 4 © 12 Complete the sentences with the missing prepositions. Then watch the video again and check your answers.
 - 1 We can grow trees into the shapes and forms we want <u>from</u> the start.
 - 2 This is one of the chairs _____ in ___ its final form.

 We're now just waiting ____ for ___ this to thicken up.
 - 3 A tree needs to grow for <u>about</u> sixty years before you can cut it down.
 - 4 In this factory birds and insects live <u>among</u> the trees.

AFTER YOU WATCH

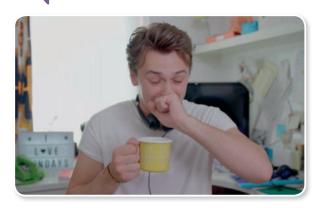
- 5 SPEAKING Discuss the questions.
 - 1 Would you like to have a chair like this? Why?/Why
 - 2 What else can people make in this way?

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REFERENCES

6 Focus Vlog A typical day

What do you usually do on a typical working day?



- 1 SPEAKING Discuss the questions.
 - 1 What do you usually do on a typical school day?
 - 2 What are you doing right now?
- 2 **(b** 15) Watch the first part of the video (up to 00:47) and answer the questions.
 - 1 What time is it now? A quarter past nine.
 - 2 What day is it today? Tuesday.
 - 3 What is Jason doing this morning? He's not working/he's vlogging.
 - **4** When do classes start today? In the afternoon.
- 3 (6 15) Watch the second part of the video (00:48-01:39) and complete the sentences with the correct form of the verbs in the box.

go have paint read study take write

1 Matthew ____goes ___ to the library and

studies .

2 Amanda takes the bus to work.

3 Oliver has meetings with clients and writes reports.

4 Robert <u>paints</u> in his studio.

5 Peter reads lots of books.

4 (6 15) Watch the rest of the video (01:40-02:09) and complete the sentences with the names in the box.

Amanda Matthew Oliver Peter Robert

1 <u>Robert</u> is going to the doctor's.

Oliver is having a lunch break.Amanda is meeting a friend.

4 <u>Matthew</u> is going to an art gallery.

5 <u>Peter</u> is shopping for food.

FOCUS ON LIFE SKILLS

Communication • Creativity

- 5 SPEAKING Describe what you do on a typical working day. Include the following information:
 - what time you get up
 - school lessons
 - meals
 - people you meet
 - activities
 - homework
 - evening

I usually get up at seven o'clock.

- 5 SPEAKING Describe what you are doing. Imagine today is the day of your dreams. Include the following information:
 - school lessons or reason for not going to school
 - meals
 - people you are meeting
 - today's main activities
 - evening

Today I'm not going to school, because it's summer and I am on holiday.

Write a comparison between what you usually do on a typical working day and what you are doing today on your dream day. Then make a video for Jason's vlog with your description.



113

REFERENCES

BBC Super siblings



BEFORE YOU WATCH

- SPEAKING Look at the photo and describe the girls. Do they look happy?
- 2 You are going to watch a video about brothers and sisters. Match words 1-6 with definitions a-f.
 - 1 siblinas
 - 2 stepsibling 3 half-sibling
 - 4 twins
 - 5 triplets
 - 6 an only child **b**
 - a two children born at the same time (to one mother)
 - **b** someone with no brothers or sisters
 - c three children born at the same time (to one mother)
 - d a formal word for your brothers or sisters
 - e a child of your stepparent
 - f a child of your parent with another person
- 3 SPEAKING Work in groups. Use the words in Exercise 2 to ask questions.

Are you an only child? Do your siblings drive you crazy?

WHILE YOU WATCH

७ 16 SPEAKING What are the good and bad things about having siblings? Discuss. Then watch the video and check your ideas. good – you love them, you can do things together; bad - you have to share, they drive you crazy

(b) 16 Complete the sentences with the correct form of the verbs in the box. Then watch the second part of the video (00:51-01:23) again and check your answers.

design do drive eat have love share want

If you ¹ have a brother or sister, your parents
always tell you to ² share your things with them.
So Patrick is happy as an only child. He can get
everything he ³ wants . Jo's brother ⁴ drives
her crazy. He ⁵ eats like a monster every time
they have dinner together. Denise has a sister and she
⁶ <u>loves</u> her very much. They always ⁷ <u>do</u>
a lot of things together, like watching films and reading
Now they ⁸ are designing their bedroom together.

6 (b 16) Watch the third part of the video (01:24–01:34) and correct five mistakes in the text. Then watch the video again and check your answers.

It's normal to laugh fight with your siblings and it can be a bad good idea to leave them alone sometimes. When you are alone together, try to be confident kind and serious positive.

(b) 16 What is Grace and Amelia's guide to being a super sibling? Watch the rest of the video (01:35-02:30) and check your answers. Make your sibling laugh, share your wisdom, get team T-shirts.

AFTER YOU WATCH

- 8 SPEAKING Do you agree with Grace and Amelia? Discuss.
- SPEAKING Imagine you are making a similar video for your blog. Think about what you would like to say about your siblings. If you are an only child, talk about your cousins.

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REFERENCES

Videoscript pp. 170-171

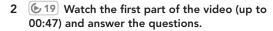
Focus Vlog Things to do

What do you have to do at home?



1 Match photos A-J with the phrases in the box. Sometimes more than one answer is possible.

do the laundry/do the washing/wash the clothes C do the dishes/do the washing up A walk the dog F do the dusting D do the gardening/tidy the garden G do the ironing H do the vacuuming J clean the house clean the bathroom I cook E take care/look after the dog take the rubbish out B tidy up



- 1 What does Jason really like doing at home? Walking his dog.
- 2 What does he hate doing? Dusting and vacuuming.
- Watch the second part of the video (00:48–01:44) and complete the table.

	Emil	Lindsay	Deborah	Senthan	Gillian	ᆵ
doing the washing up	1			1		
cooking			/			1
gardening				/		
cleaning the house	1	/	/			/
looking after his/her children			1			
taking care of a pet	1				1	
ironing				/		

do everything do the gardening do the washing take out the rubbish tidy his room

- 1 Emil and Gillian don't have to do the washing.
- 2 Lindsay doesn't have to do the gardening.
- 3 Deborah doesn't have to take out the rubbish.
- 4 Senthan doesn't have to tidy his room.
- 5 Ini has to do everything.

FOCUS ON LIFE SKILLS

Communication • Creativity

- 5 Like Jason, make your own to-do list with what you have to do at home. Compare with a partner.
- 6 SPEAKING Think about what you have/don't have to do at home, what you like and what you hate. Prepare a vlog to send Jason.

At home, I have to walk the dog and ...



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REFERENCES

BBC The Chinese school experiment



BEFORE YOU WATCH

1 You are going to watch a video about an experiment in a British school. The students in the video are from Year Nine, so how old are they? Look at the table and check. They are thirteen/fourteen years old.

Age	Type of school	Year number
5–11	Primary	1–6
11–16 Secondary		7–11
16–18	post-GCSE/Further	12–13

- 2 SPEAKING Are sentences 1-8 about typical British (B) or Chinese (C) students? Discuss with a partner.
 - 1 They wear tracksuits in school.
 - 2 Their typical school day is twelve hours long.
 - 3 They start the day with a morning assembly (= large meeting).
 - 4 They start the day with morning exercise.
 - 5 They talk and laugh a lot in class.
 - **6** In PE classes, students can choose what they want.
 - **7** After classes finish, they have two hours of self-study.
 - 8 Classes finish at 3:30 p.m.
- 3 SPEAKING Compare the sentences in Exercise 2 with your school. Discuss in groups.

WHILE YOU WATCH

4 © 20 Watch the video and check your ideas in Exercise 2. Note down any other new information about China and Chinese schools.

5 (© 20) Watch the first part of the video (up to 02:15) again and complete the fact sheet with one word in each gap.

AFTER YOU WATCH

- 6 SPEAKING Is the experiment a success? Are there any problems? What can the Chinese teachers do differently? Discuss in groups.
- 7 Read the summary of four weeks of the experiment in the video. Write up to ten sentences to express your opinion about the results of the experiment.

After the first day, the Chinese teachers can see that they have problems with discipline and they have to find a way to show the British students that learning can be fun. So they decide to show them an old Chinese game to help the pupils in Mathematics. In PE classes, they teach students a traditional Chinese dance. They also have a cooking class. To stop the problem with discipline, the teachers have a meeting with the students' parents and ask them for help. After 4 weeks of the experiment, the class in the video and another class from the school take the same exams in: Maths, Mandarin language and Science. The experimental class gets better results in every subject.

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REFERENCES

Videoscript pp. 171-172

VIDEO

Focus Vlog School memories

What were your favourite subjects at primary school?



- 1 SPEAKING Discuss the questions.
 - 1 What was your favourite subject at primary school?
 - 2 Could you speak any foreign languages when you were ten? And now?
- 2 © 23 Watch the first part of the video (up to 00:53). Are the sentences true (T) or false (F)?

lt's	7:30	and	Jason	is	drinking	tea.		

- **2** He was happy at primary school.
- 3 The head teacher was a man.4 His favourite subjects were Spanish and Maths.
- 5 He could speak French when he was ten.
- 3 (6) 23 Watch the second part of the video (00:54–

_	Traces the second part of the flace (color
	01:43) and choose the correct answer, a, b or c.

- 1 Maeve's favourite subjects were _____
 - a History and Music
 - (b) Art, History and Drama
 - c Art and Drama
 - **2** Thomas's favourite subject PE.
 - (a) was
 - **b** wasn't
 - **c** were
 - 3 Art and Drama were ______ favourite subjects.
 - a Sabin's
 - **b** Simone's
 - © Robert's
 - 4 Simone thinks _____ is a logical subject.
 - a Science
 - **b** English
 - © Maths
 - was both Nicky and Simone's favourite subject.
 - (a) English
 - **b** Science
 - **c** Maths

- - 1 Sabin <u>could</u> speak three languages.
 - 2 Both Thomas and Robert <u>could</u> speak
 - 3 Nicky <u>could</u> speak Welsh.
 - **4** Simone <u>couldn't</u> speak any foreign languages.

FOCUS ON LIFE SKILLS

Communication • Digital skills

- Ask the questions in Exercise 1 to: (a) a teacher;
 (b) your parents; (c) somebody else in your family;
 (d) one of your friends. Then write a paragraph about each person's school memories.
- 6 Look for information about the history of education around the world. Choose a country for each of the five continents. Check (on the Internet or in an encyclopedia) the most important dates, e.g.

1884: education for all children in Argentina.

Europe:	country:	
Asia:	country:	
	data.	
America:	country:	
	date:	
Africa:	country:	
	1 .	
Oceania:	country:	
	dato:	



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REFERENCES

BBC Bouldering



BEFORE YOU WATCH



- 1 SPEAKING Look at the photos and compare. What is different?
- 2 The sport in the first photo is *bouldering*. Complete the sentence.

Bouldering is a type of climbing where there are no $\underline{\hspace{0.3cm}}$ or $\underline{\hspace{0.3cm}}$ harnesses

- 3 Match the sentences halves.
 - 1 To grab something
 - 2 When you pick yourself up after a bad experience,
 - 3 Failure
 - 4 To train
 - 5 To **overcome** something (such as difficulties)
 - a is the opposite of success.
 - **b** means to fight against it and win.
 - c you start feeling better.
 - d means to take it quickly.
 - e is to practise (for example) a sport.

WHILE YOU WATCH

- 4 (25) Watch the video. Who says the sentences: Alexia (A) or Molly (M)?
 - 1 Boys think you can't do it, but really you can. M
 - 2 I like bouldering because the moves are bigger and more exciting. A
 - 3 You don't have to use ropes and harnesses; you can just grab your shoes and go straight to the wall Δ
 - **4** As a climber, you can learn to overcome failures in sport and in life. **A**
 - 5 Climbing is good for the whole body. M
- 5 (6 25) Watch the video again and complete the sentences with the verbs you hear.
 - I If you <u>do</u> badly in a competition, it's quite hard to pick yourself up and <u>go</u> to the next competition.
 - 2 Both girls train almost every day at the Westway Climbing centre.
 - 3 Climbing is <u>getting</u> more and more popular and may even <u>become</u> an Olympic sport
 - 4 It's a great funky (= cool) sport that's not so popular, but it <u>works</u> your whole body and this is really great.

AFTER YOU WATCH

 \bigcirc d

a

e

- 6 SPEAKING Discuss the questions.
 - 1 Would you like to try climbing or bouldering? Why?/Why not?
 - 2 In your opinion, what other sport is 'great, but not so popular'?

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REFERENCES

6 Focus Vlog Walking

Did you go for a walk last weekend?



- 1 SPEAKING Discuss the questions.
 - 1 Do you like walking? How often do you go out for a walk?
 - 2 When did you last go for a walk?
 - 3 Where did you go?
 - 4 Was it fun?
- 2 **(b)** 27 Watch the first part of the video (up to 00:52) and complete the sentences.
 - 1 Jason thinks walking is a good way to

kee	р	fit.

- 2 He tries to <u>go</u> for a walk every day.
- 3 Last weekend it <u>rained</u>, but he went for a walk with his <u>friends</u>.
- 4 Jason thinks it feels <u>great</u> to be in a park or forest, but some people prefer <u>walking</u> around a city.
- 3 (6) 27 Watch the second part of the video (00:53-01:13) and answer the questions.

How many people didn't go for a walk last weekend? Why?

Two: Peter ran instead and Julian did a lot of homework.

4 (© 27) Watch the of the video (01:14-01:40) and match the names in the box with the questions.

Deborah Emil Lindsay Nicky Senthan

- 1 Who walked to London Fields? Nicky
- 2 Who went for a walk by the sea in Wales? Deborah
- 3 Who went to Victoria Park? Lindsay
- 4 Who walked to the church? Emil
- 5 Who went to Edinburgh and walked up Arthur's Seat? Senthan

FOCUS ON LIFE SKILLS

Communication • Digital skills • Teamwork

- Sports Quiz: Check your classmates' knowledge of sport by preparing a sports quiz.
 - **Step 1:** Get into groups of four and think of some sports topics that interest you (e.g. the Olympic Games, a sports legend of the past, an important match or competition).
 - **Step 2:** Search the Internet for information and read texts about these sports topics.
 - **Step 3:** Write a quiz with up to ten questions on a topic of your choice. Use multiple choice questions such as this about Pelé:

Which country did the football legend Pelé play for?

- A England
- B Argentina
- C Brazil
- Step 4: Take turns to do the quiz with the other groups. Make sure you know the answers and check the correct pronunciation of names and terms before doing the quiz in class



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REFERENCES

Videoscript pp. 172-173

BBC A special breakfast



BEFORE YOU WATCH

- 1 SPEAKING Look at the photo and discuss the questions.
 - 1 What can you see in the photo? Where is it? A hotel; Kenya, Africa
 - 2 What kind of holiday could you spend there?
 - 3 What holiday activities could you do there?

WHILE YOU WATCH

beautiful cute massive special typical unique

- 1 Amazing! I mean, she's <u>massive</u>!
- 2 Look at this baby running! Oh, she's beautiful.
- 3 Oh look, they're so <u>cute</u>!
- 4 (b 28) Watch the video again. Are sentences 1–8 true (T) or false (F)?
 - 1 The hotel is a three-star hotel.
 - 2 There are thirty-two guests at the hotel now.
 - 3 Breakfast is ready at 6:30 a.m.
 - **4** More than five giraffes come for breakfast.
 - **5** Last year over 7,000 guests visited Giraffe Manor.
 - **6** A night at the hotel costs less than £1,000.
 - 7 There are fewer than ten rooms in the hotel.
 - 8 If you want to go on a safari, you have to book all your transport and accommodation yourself. F

5 (b 28) Watch the rest of the video (01:59–03:22) again and complete the missing words. Would you like to go on a safari organised by the hotel? Why?/ Why not?

All the ¹ <u>guests</u> love the giraffes, but the hotel offers many other ² <u>attractions</u> as well: you can visit Nairobi's ³ <u>museums</u>, go on a safari and see the top tourist ⁴ <u>sights</u> with an experienced local ⁵ <u>guide</u>. They can plan your trip and book all your transport and accommodation. Kenya is waiting for your ⁶ visit

AFTER YOU WATCH

6 SPEAKING Would you like to stay at a hotel like this? Why?/Why not? Think of five reasons. Discuss with a partner.

I wouldn't like to stay at a hotel like this. First, I think it's very expensive. Second ...

- 7 Imagine you arrived at Giraffe Manor two days ago. Write a postcard to your friend in which you describe your experience. Use the questions to help you.
 - 1 What country are you sending the postcard from?
 - 2 Where are you staying?
 - 3 When did you come here?
 - 4 Why did you choose this place?
 - 5 What can you do here?

F

- 6 What did you see yesterday in the morning?
- 7 What do you want to do when you come back home?

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REFERENCES

6 Focus Vlog Amazing places

Have you ever visited an amazing place?



- 1 SPEAKING Discuss the questions.
 - 1 What is 'an amazing place'? Give examples.
 - 2 What's the most amazing place you have ever visited?
 - 3 Is there a place you would love to visit? Why?/Why not?

I think an amazing place always needs to be beautiful or unusual. It can be a country or a city, but it can also be a museum or a park.

- 2 (630) Watch the first part of the video (up to 00:52) and answer the questions.
 - 1 Why does Jason want to take a weekend off? He's a bit tired.
 - 2 Where has he planned to go? To Bath.
 - 3 What did the Romans build there? A public pool.
 - 4 What is so special about that place nowadays? There's a spa with a pool on the roof.

3 (6) 30) Watch the second part of the video (00:53–01:49) and match the names in the box with the questions.

Amanda Maeve Naomi Oliver Thomas

- 1 Who has visited Snowdonia? Thomas
- 2 Who went to Dubai two months ago? Naomi
- 3 Who has been to Bali? Oliver
- 4 Who has visited China? Maeve
- 5 Who saw the Cliffs of Moher yesterday? Amanda
- 4 (6 30) Watch the rest of the video (01:50-02:49) and answer the questions.
 - 1 Why does Maeve want to visit Lisbon? She's got a lot of friends there.
 - 2 Where would Jason and Thomas like to go? To the Arctic.
 - 3 What does Oliver like about Istanbul? It's got very impressive architecture and great food and very interesting people.
 - 4 What would Naomi like to see in Africa? Wild animals, Cape Town and African beaches.

FOCUS ON LIFE SKILLS

Communication • Digital skills

5 Look for information (on the Internet or in an encyclopedia) about the Cliffs of Moher and make a presentation with the most important facts. Remember to locate the place on a map.



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REFERENCES

T

T

F

 (T)

BBC Scottish Highlands



BEFORE YOU WATCH

- 1 Match the sentence halves.
 - 1 When someone is safe,
 - 2 Speed means3 To survive
- d
- 4 When something saves you, e
 - A many
 - A moor
- a is a wild area of land (especially in Britain) with grass and bushes.
- **b** they are not in danger.
- c how fast someone or something is moving.
- d means not to die.
- e it helps you out of danger.
- 2 Label the photos with the names of animals in the box.

eagle hare red deer squirrel





red deer

eagle





squirrel

hare

WHILE YOU WATCH

3 (6) 33 Watch the first part of the video (up to 00:45). What can you see in the video?

a bear clouds ✓ a deer ✓ an eagle ✓ forests ✓ a hare mountains ✓ rain ✓ a squirrel ✓ snow ✓ a waterfall

- 4 © 33 Watch the rest of the video (00:46-02:36). Are the sentences true (T) or false (F)?
 - 1 The hares in Scotland are always white.
 - 2 The winter coat is thick and warm.
 - 3 The eagle can see the hare well in early spring.
 - 4 The hare can run at 100 kilometres per hour.
 - **5** The eagle is faster than the hare.
 - 6 The eagle catches the hare in the end.
- 5 (6) 33 Watch the rest of the video (00:46–02:36) again and complete the sentences with the verbs you hear.
 - 1 The hares were brown in the summer, but now they turn white.
 - 2 The white winter coat is thicker and warmer, and it also helps to <u>keep</u> the hare safe.
 - 3 The hare doesn't <u>see</u> the danger yet.
 - 4 It <u>knows</u> its way across the moor.
 - 5 The hare needs more than speed to <u>survive</u>
 - 6 It turns and <u>jumps</u> left and right.

AFTER YOU WATCH

- 6 SPEAKING Discuss the questions.
 - 1 Would you like to visit the Scottish Highlands? Why?/Why not?
 - 2 What are some beautiful places in your country?
 - 3 What wild animals live in your country?

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REFERENCES

Videoscript pp. 173-174

6 Focus Vlog Your plans

What are you going to do this evening?



- 1 SPEAKING Discuss the questions.
 - 1 What are you going to do this evening?
 - 2 What are you going to do this summer?
- What is Jason going to do in today's vlog? Ask only two questions and listen.
- 3 (6) 36 Watch the second part of the video (00:46–01:11) and complete the table.

	Lindsay	Palak	Senthan	Nicky	in	Peter
stay in and study		1				1
dinner with friends/ family	/			/		
a party					1	
some physical activity			/			

- 4 (6) 36 Watch the rest of the video (01:12-02:05) and answer the questions.
 - 1 Where is Lindsay going to go?
 - 2 What sport is Mahak going to play in the evening?
 - 3 Who is going to visit Spain?
 - **4** Who is going to work to earn some money? Senthan
 - **5** What is Nicky going to do? Travel around Peru.
 - **6** Where is Ini going after his holidays? Back to London

FOCUS ON LIFE SKILLS

Communication • Creativity

- 5 Complete the sentences with your plans for the future. Compare with a partner.
 - 1 Later today ...
 I'm going to watch a film with my friend.
 - **2** Tomorrow morning ...
 - 3 Next weekend ...
 - 4 Next term ...
 - 5 Next year ...
 - 6 In five years' time ...
- 6 Choose a specific time in the future from Exercise 5 and prepare a short vlog as a reply to the question 'What are your plans for the future?'



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REFERENCES

Videoscript p. 174

GRAMMAR FOCUS REFERENCE AND PRACTICE

0.1 Imperatives

We use the infinitive or don't/do not + infinitive to give instructions or orders:

Listen to the teacher.

Don't speak Turkish.

Don't look at the text.

We use let's + infinitive to make suggestions:

Let's talk about school.

Complete the sentences with the imperative forms of the verbs in brackets.

- 1 Don't work in pairs now, <u>work</u> (work) in groups of three. Don't speak (speak) Spanish, please! Speak English!
- 2 Please <u>listen</u> (listen) to the dialogue and <u>choose</u> (choose) the correct answers.
- 3 ______ (do) the exercise together.
- 4 Please think (think) of a book, but don't tell (tell) anyone the title.

2 Choose the correct option.

- 1 You want to go to the cinema with your friend. You say:
- (a) Let's go to the cinema!
- **b** Go to the cinema!
- **2** You're in your English class. Your teacher says to you:
 - a Let's speak German!
- **(b)** Don't speak German!
- 3 Your teacher gives you homework. He/She says:
 - a Let's do the homework!
- **(b)** Do your homework!
- **4** You want to do your homework. You and your friend have free time now. You say:
 - (a) Let's do our homework!
- **b** Do our homework!

0.2 Subject pronouns

1	he	it	you
VOII	she	We	thev

Subject pronouns replace nouns:

He's seventeen.

Are **you** from London?

'Where are the dictionaries?' 'They're in the classroom.'

to be

(am)		1	'm not	
, ,			(am not)	
(are)	Spanish.		aren't/'re not (are not)	Spanish.
s)		He/She/ It	isn't/'s not (is not)	
		Short answ	ers	
		Yes, I am. No, I'm n	ot.	
/we/	Spanish?	. ,	,	
she/		Yes, he/she/it is. No, he/she/it isn't.		
,	/we/	/we/ Spanish?	Short answ Yes, I am. No, I'm n Yes, you/v No, you/v She/	He/She/ isn't/'s not (is not) Short answers Yes, I am. No, I'm not. Yes, you/we/they are. No, you/we/they aren't. Yes, he/she/it is.

Wh- question	s		
	am	I	
Where	are	you/we/they	from?
	is	he/she/it	
	am	1	
How old	are	you/we/they	?
	is	he/she/it	
What	am	1	
nationality	are	you/we/they	?
nationality	is	he/she/it	

1 Complete the sentences with the words in the box. There are two extra words.

						_
am	are	he	is	it	she	they

- 1 Look at this boy. <u>Is</u> he Portuguese?
- 2 Ruby and Ian <u>are</u> my best friends. <u>They</u> speak Russian.
- 3 This is Carol. She 's from Australia.
- 4 Answer my question. <u>It</u> isn't difficult.

0.3 Demonstrative pronouns

We use this (singular) and these (plural) to talk about people or objects close to us:

This is my new bicycle.

Are **these** your comics?

We use *that* (singular) and *those* (plural) to talk about people and things further away from us:

That book is really old.

Look at **those** T-shirts!

Plural nouns

Nouns	Singular	Plural
most nouns	table	tables
nouns ending in -sh, -ch, -s, -x, -z and some ending in -o	bus watch tomato	buses watches tomatoes
nouns ending in a consonant and -y	family dictionary	families dictionaries
irregular nouns	man woman child	men women children

Some nouns are only plural (e.g. sunglasses, headphones): Your **sunglasses** are cool.

1 Choose the correct option.

- 1 Look at that / those children! They're so happy!
- 2 I like this / these headphones. I take them everywhere.
- 3 (This is) They are my favourite book. It's really funny.
- 4 Is this / these your beanbag?
- 5 That / Those are my T-shirts. They're old, but I like them.

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0.4 Possessive adjectives

Personal pronouns	Possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

How old are **your** sisters?

This is **their** school.

Possessive 's

We use the possessive 's to say that something belongs to a person or animal:

Mark's photos

students' headphones

We add:

• 's to singular nouns:

My mum's favourite pop group is A-ha.

• 'to regular plural nouns:

This is my grandparents' new house

• 's to irregular plural nouns:

The children's room is over there.

Note: 's can mean 'is' or show that something belongs to someone:

My brother's a student. ('s = is)

My brother's car is really old. ('s = possessive)

1 Complete the definitions with the words in the box.

aunt (x2) father grandparents mother parents uncle

- 1 Your mum is your grandparents' daughter.
- 2 Your cousin is your <u>uncle</u> and <u>aunt</u>'s daughter or son.
- 3 Your sister is your parents' daughter.
- **4** Your grandmother is your <u>mother</u>'s mother or your <u>father</u>'s mother.
- 5 Your uncle is your aunt's husband.

0.5 Can/can't

We use can/can't to express ability: Ella can sing, but she can't dance.

Can you paint?

oun you panner					
Affirmative			Negative		
I/You/ He/She/ It/We/They	can	cook.	I/You/ He/She/ It/We/They		cook.
Yes/No questions			Short answers		
Can I/you/he/ she/it/ we/they	cook?		Yes, I/you/he/sh No, I/you/he/sh can't.		,
Wh- questions					
What	can		I/you/he/she/it/	we/they	cook?

- 1 Complete the sentences with can or can't.
 - 1 A: <u>Can</u> you cook?
 - B: Yes, I can!
 - 2 A: Let's go roller-blading!
 - B: Sorry, I <u>can't</u> roller-blade.
 - 3 A: My sister <u>can</u> sing and she <u>can</u> dance too.
 - B: Yes, I know, she sings and dances very well.
 - 4 My dad <u>can</u> run very fast, but he <u>can't</u> swim, so we never go to the swimming pool.
 - **5** A: Can Suzy draw comics?
 - B: No, she <u>can't</u>.
 - 6 My sister <u>can't</u> paint, but she takes very nice photographs.

0.6 Prepositions

We use these prepositions to say where things are behind, between, in, in front of, next to, on, opposite, over, under:

The sink is **between** the cooker and the fridge. The chairs are **next to** the bed.

there is/there are

We use there is/there are to say where things are:

Is there a picture in the kitchen?

There are three books on the table.

Affirmative			
There is/There's	a sofa	in the living r	room.
There are	two posters	on the wall.	
Yes/No questions			Short answers
Is there	a sofa	in the living room?	Yes, there is. No, there isn't.
Are there	posters	on the wall?	Yes, there are. No, there aren't.
Wh- questions			
How many posters	are there	on the wall?	

1 Complete the text with the correct prepositions.

My bedroom is very small. There aren't many things in_it. There's a window opposite the door.

My desk is under the window. My bed is next
to the desk. My favourite posters are over the bed
on_ithe the wall. Between my bed and the opposite wall there's a green carpet.

2 Choose the correct option.

- 1 (There is) There are a TV in my bedroom.
- 2 There is / There are two sofas in the living room.
- 3 (Is there) Are there a shower in the bathroom?
- 4 Is there / Are there books on the shelf?
- 5 How many bedrooms is there /are there?
- 6 (Is there) Are there a table in the dining room?

GRAMMAR FOCUS REFERENCE AND PRACTICE

0.7 Have got We use have got to show possession: I've got a smartphone, but I haven't got a watch. Has James got a skateboard? Affirmative Negative I/You/ haven't got 've got I/You/We/ (have We/ (have not They qot) They got) a camera. a camera hasn't got He/ 's got He/She/It (has not (has got) She/It aot) Yes/No questions Short answers I/you/we/ Yes, I/you/we/they have. they No, I/you/we/they haven't. got a camera? Yes, he/she/it has. Has he/she/it No, he/she/it hasn't Wh- questions I/you/we/they How many cameras he/she/it

1 Complete the sentences with the words in the box.

got has hasn't have haven't 've

- 1 I've <u>got</u> a laptop, but I haven't got a tablet.
- 2 A: Have you got a digital camera?
 - B: Yes, I have !
- 3 A: She hasn't got a mobile phone.
 - B: Really? Why not?
- 4 I've got a DVD player, but I <u>haven't</u> got an MP3 player.
- **5 A:** Has Phil got a hobby?
- B: Yes, it's skateboarding!
- 6 I ____'ve__ got a piano, but I can't play it!

1.2 Present Simple

We use the Present Simple to talk about:

- regular activities:
 - In the afternoon, I watch TV or listen to music..
- states and permanent situations:
 My grandparents don't live in Madrid. They live in Sydney.
- preferences, with verbs like love, like, hate, prefer:
 My friends hate dancing, but I love it.

Affirmative		Negative		
I/You/We/ They	play.	I/You/We/ They	don't (do not)	play.
He/She/It	plays.	He/She/It	doesn't (does not)	

SPELLING RULES - 3RD PERSON SINGULAR:

- general rule: infinitive + -s, e.g. read reads
- verbs ending in a consonant and -y: -y + -ies,
 e.g. carry carries
- verbs ending in -o, -ss, -x, -ch, -sh: + -es, e.g. do does, go - goes, relax - relaxes, watch - watches

- have: has
- In the Present Simple, we often use adverbs of frequency, such as *always*, *usually*, *often*, *sometimes* and *never*. These adverbs go:
- after the verb to be:

Walt is usually at home at the weekend.

before other main verbs:

Walt usually spends his weekends at home.

We also use other time phrases with the Present Simple, e.g. every day, every Sunday, every weekend. We usually put them at the end of the sentence.

I visit my grandparents every week.

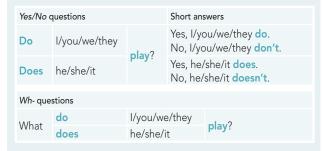
1 Complete the sentences with the correct forms of the verbs in brackets.

- 1 I __am_ (be) late for school every day.
- 2 My sister usually <u>watches</u> (watch) films in the evenings.
- 3 My mum doesn't read (not read) the newspaper every day.
- 4 My parents don't work (not work) in the same office.
- 5 My brother often <u>goes</u> (go) to the cinema.

2 Put the words in the correct order to make sentences.

- 1 sometimes / the piano / My sister / plays My sister sometimes plays the piano.
- 2 don't / every day / I / sports / watch I don't watch sports every day.
- 3 studies / My brother / at the weekend / never My brother never studies at the weekend.
- 4 on weekdays / I / go out / sometimes I sometimes go out on weekdays.
- 5 every day / My best friend / play / video games / doesn't My best friend doesn't play video games every day.
- 6 on Saturday nights / always / fun / He / has He always has fun on Saturday nights.

1.5 Present Simple: Yes/No and Wh- questions



In wh- questions, we use question words:

- What do your friends usually post on Facebook?
 What is your favourite video game?
- Where do you live?
- When do you do your homework?
- Which musical instrument do you play?
- What kind of music does your father listen to?
- Who do you play chess with?
 Who is your form teacher?
- What time does your mother come back from work?
- **How** do you usually get to school?
- **How many** eggs do we need?

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1	Complete the	dialogues with	do,	don't,	does	and
	doesn't.					

- 1 A: _____ you live with your parents?
- B: Yes, I do
- 2 A: <u>Does</u> he like parties?
 - **B:** Yes, he <u>does</u>.
- 3 A: <u>Does</u> your mother speak English?
- B: No, she doesn't .
- 4 A: Do they go to school with you?
 - B: No, they don't .

Complete the sentences with the words in the box, then match the questions with the answers.

How many What kind What time When Where Which

- 1 <u>When</u> is your birthday?
- 2 Where do you usually go on holiday?

(b)

- 3 Which website is your favourite?
- 4 What kind of films do you usually watch? (f)
- (c)5 How many hours do you sleep every day?
- **6** What time do you usually wake up?
- a To the seaside.
- **b** I like Twitter.
- c Seven or eight.
- d At 7:30.
- e It's in March.
- f Comedies.

Countable and uncountable nouns

Nouns can be countable or uncountable.

	Singular	Plural
	pizza	pizzas
Countable	egg	eggs
	bottle	bottles
	bread	-
Uncountable	cheese	-
	ham	-

Countable nouns

- name things we can count: There is an **orange** in the fridge.
- have a plural and singular form: This hamburger is delicious. These **hamburgers** are delicious.

Uncountable nouns:

- name things we cannot count: My little brother hates milk.
- do not have a plural form: Vegetarians don't eat meat.

We can use these words and phrases to refer to an amount or a number:

	Plural countable nouns	Uncountable nouns
some	We've got some apples.	We've got some bread.
any (negation)	We haven't got any apples.	We haven't got any bread.
any (questions)	Have we got any apples?	Have we got any bread?
how much/how many (questions)	How many apples have we got?	How much bread have we got?
much/many (negation)	Not many . We haven't got many apples.	Not much . We haven't got much bread.
a lot (of) (questions and negation)	We've got a lot of apples.	We've got a lot of bread.

Match the sentence halves.

- (c) 1 There isn't a any eggs.
- 2 Is there (e) **b** some onions. 3 There is (f) c any ham in the fridge.
- **4** There aren't (a) d any mushrooms?
- **5** Are there $\left(\mathsf{d}\right)$ e any bread? 6 There are f some cheese.
- Choose the correct option.
 - 1 There is much /a lot of mozzarella cheese on this pizza. I love it!
 - 2 There isn't any / some tomato sauce on this pizza.
 - 3 A: There is an some onion in the fridge. B: Really? There's only one left?
 - 4 (How much) / How many bread have we got?
 - 5 There isn't some / much milk in the fridge.
 - 6 Don't worry, we've got a lot of / much eggs.
 - 7 A: How much / How many tomatoes do you eat a day? B: A lot). / Not much.
 - 8 A:(Is)/ Are there any tuna in the fridge? B: Yes, there is a lot of / are a lot of tins of tuna.

3 Complete the sentences with the words in the box.

a lot a lot of any how many how much many much some

- 1 I can't make a sandwich. There isn't <u>any</u> bread.
- 2 There's <u>some</u> orange juice in the fridge, but not a lot
- 3 How much lemonade is there in the bottle?
- 4 There's a lot of sugar in this tea. It's too sweet for me.
- 5 There aren't <u>many</u> biscuits, only one for me and one for you.
- 6 'Do you put milk in your coffee?' 'Yes, <u>a lot</u>!'
- 7 Let's make an omelette. How many eggs do we
- 8 'Have we got any milk?' 'Yes, but not <u>much</u>'.

GRAMMAR FOCUS REFERENCE AND PRACTICE

2.5 Articles

We use the indefinite article a/an with singular countable nouns when:

• the thing or person we are talking about is one of many similar people or things:

The Oxo Tower is a building in London. (one of many).

we mention a person or thing for the first time:
 There is a café and a fast food bar on this street.

We use the definite article **the** with singular and plural countable nouns and with uncountable nouns to talk about:

something specific or unique:
 We often have a picnic in the park.
 Look at the sky.

Is **the ham** fresh?

something we have mentioned before:
 There is a café and a fast food bar on this street. The café is very expensive.

We do not use an article:

 with countable and uncountable nouns, when we are talking about something in general:

This juice is very healthy.

I hate shopping in **supermarkets**.

with months, days of the week, cities and most countries:
 every August from the south of Italy
 on Sundays near Valencia

1 Choose the correct option.

- 1 The Thames is a / Ø river in the / © England.

 (The) A river is not very long.
- 2 I like the / parties with / a good food.
- 3 The Louvre is an / Ø art museum in Ø / a France. In Ø / the museum you can see Ø / a works of many artists.
- 4 I love / a paella. It's / the Spanish dish. It's delicious!
- 5 A: Try a / the grilled pork! It's very good.B: No, thank you. I don't eat the / meat.
- 6 Ithaa is an / Ø undersea restaurant. When you're there, you can sometimes see a / the shark!
- 7 Thank you so much, a /the meal was very tasty!
- 8 My mum usually cooks something special on / the Sundays. It's usually / the three-course meal.
- 9 Do you like / a fish? I want to make / Ø pizza with
- 10 Let's get \emptyset /atakeaway. Do you want a / \emptyset pancake?

2 Complete the sentences with with a/an, the or the zero article (Ø).

1 _____ Valencia is ____ city in _____ Spain. ____ The __ city is very old.

2 We go to <u>Ø</u> Italy every year in <u>Ø</u> August.

3 A: What is the Tomatina?

B: It's __a festival in __Ø_ Spain.

4 I meet my friends in <u>the</u> main square. We usually have <u>a</u> meal together.

5 For lunch I usually have <u>an</u> orange or <u>a</u> banana and some juice.

6 I don't really like <u>Ø</u> tuna.

7 I recommend this dish. <u>The</u> tuna salad is also fantastic.

8 people from many countries come to the festival because it's lots of fun!

9 Mix one egg and some flour together. Then put <u>the</u> mixture into <u>a</u> pan.

10 On ___Ø__ Tuesdays, we always go to ___a__ big supermarket. At __the__ supermarket you can buy everything.

3.2 Present Continuous

We use the Present Continuous to talk about actions happening at the moment of speaking:

What **are** you **doing**? The baby**'s sleeping**.

me sasy c erecping.

SPELLING RULES: -ING FORM

- general rule: infinitive + -ing, e.g. play playing
- verbs ending in a consonant + -e: -e + -ing,
 e.g. come coming
- one-syllable verbs ending in a single vowel + a single consonant: double the consonant + -ing, e.g. run - running

Affirmative			Negative			
I	'm (am)		I	'm not (am not)		
You/We/ They	're (are)	teaching.	You/We/ They	aren't (are not)	teaching.	
He/She/ It	's (is)		He/She/ It	isn't (is not)		
Yes/No que	estions		Short answers			
Am	I		Yes, I am. No, I'm not.			
Are	you/we/ they	teaching?	Yes, you/we/they are . No, you/we/they aren't .			
ls	he/she/ it			Yes, he/she/it is . No, he/she/it isn't .		
Wh- questi	ons					
	am	1				
Who	are	you/we/the	У	teaching?		
	is	he/she/it				

1 Add -ing to the verbs in the box and complete the table.

chop	h	ave	look	make	ride
sell	sit	stop	o wo	rk	

$play \rightarrow playing$	come → coming	run → running
working	having	stopping
looking	<u>making</u>	sitting
selling	<u>riding</u>	chopping

2 Complete the questions with the correct forms of the verbs in brackets. Then match the questions with the answers.

- 1 Somebody is <u>running</u> (run) in the park. Is it Tom? d
- 2 Are you making (make) me a sandwich?
- 3 Are you all <u>sitting</u> (sit) comfortably?
- 4 Is he having (have) breakfast?
- 5 Is she taking (take) a shower?
- J is sile taking (take) a shower:
- 6 Are they <u>going</u> (go) to the beach?
- a No, she isn't.
- **b** Yes, we are.
- c No, he isn't.
- d Yes, it is.
- e No, I'm not.
- **f** Yes, they are.

3 Choose the correct option.

- 1 My wife are playing / is playing with the kids in the living room.
- 2 A: Are you working in the garden?
 - B: Yes, I am / I'm not.
- **3 A:** The baby is /(Is the baby)sleeping?
 - **B:** No, isn't / (it isn't). The baby is crying!
- 4 He(isn't) aren't talking on the phone, he's working.
- 5 I(m not) aren't watching TV at the moment.
- 6 A: What are / is the students doing?
 - **B:** They (re writing) / write an essay.
- 7 Why aren't you) you aren't studying? Your exam is tomorrow!
- 8 We is /are planning our holiday in Greece. Do you want to come with us?

4 Complete the sentences with the Present Continuous forms of the verbs in brackets.

- 1 I 'm watching (watch) my favourite TV show. It's great!
- 2 We aren't drinking (not drink) coffee. There isn't any.
- 3 Oh no! My friends are having (have) an argument.
- 4 It's a nice day today. It isn't raining (not rain).
- 5 Are they working (they / work) at the hospital now?
- **6** He isn't happy because he <u>is going</u> (go) to the dentist.

3.5 Present Simple and Present Continuous

We use the Present Simple to talk about:

- regular activities:
 - I have breakfast at 7 o'clock.
- states and permanent situations:
 - Do accountants **earn** a good salary?
- preferences, with verbs like like, love, hate, prefer: Children love water.

Common time expressions used with the Present Simple:

- always
- often
- never
- sometimes
- usually

(b)

 $\left(\mathbf{c}\right)$

a)

- every day/evening/week/winter
- on Sundays

We use the Present Continuous to talk about:

- activities and events taking place at the moment of speaking:
 The manager is talking to the receptionist.
- temporary situations:

 I'm working at a holiday resort this summer.

Common time expressions used with the Present Continuous:

- at the moment/right now
- now
- today
- this morning/evening
- this month
- this summer

With some verbs (e.g. believe, hate, know, like, love, mean, need, prefer, understand, want) we don't use the Present Continuous even if they describe things happening at the moment of speaking:

I really **need** some help with this exercise! I'm sorry, I **don't understand**.

1 Choose the correct option.

- 1 In my country children often learn are learning
 German at school. I like it, but I'm preferring / prefer
 English
- 2 Today we learn /are learning about German culture. Today's lessons are interesting.
- 3 This summer my sister works / is working in a local pub.
- 4 In my job I work/ am working with children.
- **5** The volunteers sometimes teach are teaching local children agriculture.
- 6 This week we teach / are teaching them how to drive.
- 7 Every day, Istart / am starting work by checking my emails.
- 8 Zeta use / is using the computer I'm afraid you have to wait.
- **9** Today we are having/ have our Biology lesson in the school garden.
- 10 Classes usually start/ are starting at eight and finish/ are finishing at three o' clock.

GRAMMAR FOCUS REFERENCE AND PRACTICE

2 Complete the sentences with the words in the box.

are do does doesn't is isn't 'm not

1 I <u>'m</u> not watching TV right now. I'm at school!

- 2 Why <u>are</u> you playing video games? Do your homework first!
- 3 Which newspaper <u>do</u> you usually read?
- 4 She doesn't understand you.
- **5** A: ____ls __ she preparing food for us right now?
 - B: No, she <u>isn't</u>.
- 6 A: What does he do?
 - **B:** He's a lawyer.
- 7 I'm <u>not</u> gaining new experience in my job. It's really boring.

4.2 Comparative and superlative adjectives

- We use comparative adjectives and *than* to compare two people or things:
 - My father is younger than my mother.
- We use superlative adjectives to say that someone or something has the highest degree of a certain quality (when compared with at least two other people or things): Sean is the most intelligent boy in our class.

Adjectives		Comparative	Superlative
one- and sometimes two-syllable	kind nice fit clever	kinder nicer fitter cleverer	the kindest the nicest the fittest the cleverest
one- and two-syllable ending in -y	funny easy	funnier easier	the funniest the easiest
two-syllable or longer	serious difficult	more serious more difficult	the most serious the most difficult
irregular	good bad far	better worse further	the best the worst the furthest

- We use less + adjective + than to say that someone or something has a certain quality to a lesser degree:
 Daniel is less sociable than James.
- We use the least + adjective to say that someone or something has a certain quality to the least degree: This job is the least demanding.
- 1 Choose the correct ending for each sentence beginning.
 - 1 Julie is prettier b
 - 2 Megan is the prettiest a
 - a girl in our school. b than Emily.
 - 3 You look more attractive c
 - 4 You look the most attractive d
 - **c** in this skirt than in those jeans. **d** in this dress.
 - 5 This scarf is more stylish f
 - 6 This scarf is the most stylish e
 - e thing I have. f than that one.
 - 7 She is funnier than h
 - ${f 8}$ She is the funniest ${f g}$
 - g person in our family. h most people.

2 Complete the sentences with the words in the box.

better kindest less more most sociable than the worst

- 1 My aunt is the most <u>sociable</u> person I know.
- 2 Is German more difficult <u>than</u> English?
- 3 A tracksuit is <u>less</u> formal than a suit.
- **4** These trainers are the <u>most</u> comfortable shoes I have.
- **5** Do you think Jason is <u>better</u>-looking than Martin?
- **6** My grandma is the <u>kindest</u> person in the world. Everyone loves her.
- 7 This is the <u>worst</u> restaurant in town. But it's also <u>the</u> cheapest one.
- 8 This jumper is <u>more</u> fashionable than that jacket.

4.5 have to/don't have to

We use *have to* to talk about rules, regulations and orders from other people:

I have to wear smart clothes at work.

We use don't have to to say that something is not necessary: Celebrities **don't have to** get up early.

Affirma	tive		Negative				
I/You/	We/They	have to		I/You/ We/ They	don't (do not) have to	work	
He/Sh	e/lt	has to	hard.	He/She/ It	doesn't (does not) have to	hard.	
Yes/No	questions			Short answers			
Do	I/you/ we/they	have to	work	Yes, I/you/we/they do. No, I/you/we/they don't.			
Does	he/she/it	nave to	hard?	Yes, he/she/it does. No, he/she/it doesn't.			
Wh- questions							
\\/b\/	do		I/you/we/they		have to	work	
Why	does		he/she/	it	nave to	hard?	

1 Choose the correct option.

- 1 I ____ or go to university. I don't know yet.
- 2 I ___b __ because my parents give me money.
- 3 I need money so I ___a__
 - a have to get a job
 - **b** don't have to get a job
 - c can get a job
- 4 What a mess! Your birthday party is tonight so you
- 5 It's OK, you d tonight. You can do it later.
- **6 A:** Mum, I'm bored!
 - B: Well, you e and clean the kitchen!
 - d don't have to tidy your room
 - e can tidy your room
 - **f** have to tidy your room
- **7** Are you doing anything? Sophie is washing the dishes and you ____i __ her.

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- 8 You <u>g</u> in the kitchen. Sophie is washing the dishes, so there's nothing to do.
- 9 This chair is so heavy! I'm sorry, but you h move it. g don't have to help
 - h have to help me
 - i can help

5.2 must/mustn't, should/shouldn't

- Must expresses obligation and necessity:
 You must be very careful with other people's things.
- Mustn't expresses prohibition:
 You mustn't cross that bridge. It isn't safe.
- To express lack of necessity or obligation, we use don't have to, not mustn't:

You **don't have to** leave the classroom during the first break. Like all modal verbs, must and mustn't have the same form for every person:

I/You/He/She/It/We/They **must** train a lot. I/You/He/She/It/We/They **mustn't** be late.

 We use should/shouldn't to give or ask for advice: You should study more.
 You shouldn't drink so much coffee.
 Should I ask for help?

Affirmative			Negative			
I/You/ He/She/ It/We/ They	should	take risks.	I/You/ He/She/ It/We/ They	shouldn't (should not)	take risks.	
Yes/No questions			Short answers			
Should	l/you/ he/she/ it/we/ they	take risks?	Yes, I/you/he/she/it/we/they should. No, I/you/he/she/it/we/they shouldn't.			
Wh- questi	ons					
Why	should	I/you/he/she/it/we/they			take risks?	

1 Complete the sentences with the words in the box.

doesn't have to don't have to must (x2) mustn't (x2) should shouldn't

- 1 Do you think I <u>should</u> go to a film school? Is it a good idea?
- 2 We mustn't cheat in exams at our school. It's the rule!
- 3 You don't have to do your homework now. You can do it later.
- **4** I get up at 6:30 because I <u>must</u> be at school before eight.
- 5 My sister doesn't have to wear a uniform at her school. She's so lucky! I hate my uniform.
- **6** You <u>shouldn't</u> leave school yet, it's not a good idea. Pass your exams first.
- 7 You <u>mustn't</u> use mobile phones in class. Never do that!
- 8 To be a vet, you <u>must</u> like animals. It's very important!

- 2 Complete the sentences with must, mustn't, should, shouldn't or don't/doesn't have to. The context is given in brackets.
 - 1 Should I go to that college? (Do you think it's a good idea?)
 - 2 We <u>must</u> practise the violin every day. (It's necessary.)
 - 3 You shouldn't miss so many classes. (It's not a good idea.)
 - **4** We <u>mustn't</u> be late for lessons. (It's the rule.)
 - 5 You don't have to do extra activities. (It's not necessary.)
 - **6** You <u>should</u> train to become a teacher. (It's a good idea.)
 - 7 My daughter <u>doesn't have to</u> wear a school uniform. (It's not necessary.)
 - 8 You <u>must</u> try to get good marks! (It's necessary.)

5.5 Past Simple: was/were, could

We use the Past Simple to talk about events and situations that started and ended in the past:

John and I were at the same school.

We both **could** play basketball and football, but we **couldn't** play tennis.

The Past Simple form of the verb to be is was/were:

Affirmative				Negative			
I/He/S	he/It	was		I/He/ She/It	wasn't (was not)	at	
You/W They	e/	were	at school.	You/We/ They	weren't (were not)	school.	
Yes/No	questic	ns		Short answers			
Was	I/he/s	she/it		Yes, I/he/she/it was. No, I/he/she/it wasn't.			
Were	you/v they	ve/	at school?	Yes, you/we/they were. No, you/we/they weren't.			
Wh- questions							
۱۸/۱۵		was	I/he/she/it?				
Where		were	you/we/the	y?			

We can also use was/wasn't with the pronoun it: It was cold.

The Past Simple form of can is could (the same for each person):

Affirmative				Negative		
I/You/He/She/ It/We/They		could	sing.	I/You/He/ couldn't She/It/We/ (could They not)		sing.
Yes/No q	uestions			Short answers		
Could	I/vou/he/she/		sing?	Yes, I/you/he/she/it/we/they could. No, I/you/he/she/it/we/they couldn't.		
Wh- questions						
What	could I/you/he/she/i			t/we/they		sing?

GRAMMAR FOCUS REFERENCE AND PRACTICE

Choose the correct option.

- 1 School wasn't / couldn't always fun for me.
- 2 When I was younger, I wasn't weren't very good at sports.
- 3 I wasn't / couldn't understand Maths.
- 4 A: Could/ Were you play a musical instrument when you were a child?
 - B: Yes, I was / could).
- **5** A: Were / Washigh school a nice experience for you? B: Yes, it was/ were.
- 6 All my children was /were bad at History when they were at school.
- 7 A: What was / were your favourite school subjects?
 - **B:** History was/ could great. I couldn't/ wasn't speak French very well but it was/ could interesting, too!
- 8 Your sister could / was Miss Teen London. Could / Were you jealous?

2 Complete the sentences with was, were, wasn't, weren't, could or couldn't.

- 1 Science <u>wasn't</u> a compulsory subject at my school.
 I <u>could</u> study Geography instead.
- 2 When I <u>was</u> five, I <u>could</u> speak a little French.
- 3 A: Were you a noisy child?
 B: No, I wasn't.
- 4 The other kids my age weren't very friendly to me so I often felt lonely.
- **5** At school, I <u>couldn't</u> understand science at all.
 - I <u>was</u> a very bad student.
- 6 A: <u>Was</u> Einstein good at Maths?
 - B: Yes, he was.
- 7 A: What <u>were</u> you good at as a child?
 - B: Well, I could run really fast.
- 8 When my children <u>were</u> at primary school, they couldn't play any musical instruments.
- **9** Her secondary school <u>wasn't</u> single-sex. There <u>were</u> boys and girls in her class.
- 10 Last week, it <u>was</u> very cold in the classroom. We <u>couldn't</u> think or write!

3 Read the dialogue and choose the correct answer, A, B or C.

Pat:	1)	you at school to	oday, Sue?
Sue:	No, I ²	·	
Pat:	What ³	the probl	em? Are you OK now?
Sue:	Yes, don't	worry. I'm fine.	There was a party in my
	street and	I 4 hea	ar the music all night!
	l ⁵	sleep and I 6_	very tired this
	morning!		
1 A	Was	B Were	C Could
2 (A)	wasn't	B weren't	C couldn't

- 3 A wasn't
- **B**was
- C were
- 4 A was5 A wasn't
- **B** weren't
- Ccould Ccouldn't

- **6** Awas
- **B** were
- **C** could

6.2 Past Simple

We use the Past Simple to talk about activities and events that happened in the past. We often say when they happened: My dad **climbed** the Himalayas in 1988.

I had eggs for breakfast.

Affirmative

I/You/He/She/It/We/They won.

SPELLING RULES - PAST SIMPLE FORM

Regular verbs

- general rule: infinitive + -ed, e.g. work worked
- verbs ending in -e: + -d, e.g. like liked
- verbs ending in a vowel + a consonant: double the consonant + -ed, e.g. stop - stopped
- verbs ending in a consonant + -y: -y + -ied. e.g. cry cried

Irregular verbs

There are many irregular verbs (e.g. go, say, run). There is a list of irregular verbs on page 142.

1 Add -ed to the regular verbs in the box and complete the table.



2 Complete the sentences, write the Past Simple forms of the verbs in brackets.

- 1 We <u>played</u> (play) tennis for two hours yesterday.
- 2 Last weekend my son <u>fell</u> (fall) down the stairs and we <u>went</u> (go) to hospital.
- **3** She <u>wanted</u> (want) to go to the mountains for the holidays.
- 4 We <u>spent</u> (spend) the day at the seaside.
- 5 I <u>looked</u> (look) for yoga classes in my town, but I couldn't find anything.
- 6 My mum <u>helped</u> (help) me do my Maths homework.
- 7 I <u>reached</u> (reach) the hotel at 7 o'clock.
- 8 They <u>said</u> (say) they wanted to stay at home.

3 Complete the sentences with the Past Simple forms of the verbs in the box.

```
bake carry cry give stop study
```

- 1 We <u>studied</u> at the same university.2 The baby <u>cried</u> for three hours!
- 3 My mum <u>baked</u> a cake for my birthday.
- 4 My parents <u>gave</u> me a puppy for Christmas.
- **5** He <u>carried</u> my suitcase. Such a gentleman!
- **6** We stopped for a short break.

6.5 Past Simple: questions and negatives

Negative							
I/You/He/She/It/We/They				didn't (did not) win.		win.	
Yes/No questions				Short answers			
Did	I/you/he/she/ it/we/they win?		Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.				
Wh- qu	estions						
What	did	l/you/h	I/you/he/she/it/we/they			?	
Why	didn't	I/you/h	e/she/	it/we/they	arriv	ve on time?	

1 Complete the sentences with did or didn't.

- 1 When did the first Olympic Games take place?
- 2 A: <u>Did</u> the winner get a gold medal?
 - B: No, he didn't .
- **3 A:** Why <u>didn't</u> you take part in that competition?
 - B: Because I didn't want to.
- 4 A: What <u>did</u> you win?
 - **B**: I <u>didn't</u> win anything. But it's not a problem for me.
- **5 A:** <u>Did</u> you watch the 2016 Summer Olympics?
 - **B:** Yes, I <u>did</u> .
- **6 A:** Where <u>did</u> you go skiing last winter?
- B: We didn't go skiing, we went to Egypt.
- 7 <u>Did</u> they promise to pay for your treatment?
- 8 I <u>didn't</u> want to play football like my older brother. I always preferred hockey.

2 Choose the correct option.

- 1 Mum is angry with you because $\underline{}$ go to school today.
- 2 Why <u>a</u> go to school today? You're not sick!
- 3 Where <u>b</u> go after school? I want to know.
 - a didn't you
 - **b** did you
 - c you didn't
- 4 How many medals <u>c</u> win?
- 5 She was a great gymnast, but <u>a</u> win any medals at the 2012 Olympics.
- 6 A: Why b go sailing with us?
 - B: She was ill.
 - a she didn't
 - **b** didn't she
 - **c** did she
- 7 Why <u>b</u> take the train? It's much faster than the bus.
- 8 I didn't see them because ___a arrive on time.
- 9 What time <u>c</u> arrive at the station?
 - a they didn't
 - **b** didn't they
 - c did they

7.2 Present Perfect with ever/never

We use the Present Perfect to talk about actions and events which ended in the past, but we don't know or it's not important when exactly they happened:

Kate has swum in the ocean.

Have you ever **travelled** by plane?

 We form the Present Perfect with the auxiliary verb have/has and the Past Participle form of the main verb.

Affirmative			Negative			
I/You/We/ They	've (have)	visited	I/You/We/ They	haven't (have not)	visited	
He/She/It	's (has)	Rome.	He/She/It	hasn't (has not)	Rome.	
Yes/No quest	tions		Short answers			
Have	l/you/ we/they	visited		e/they <mark>have</mark> . e/they <mark>have</mark> r		
Has	he/she/ it	Rome?	Yes, he/she/it has. No, he/she/it hasn't.			
Wh- question	ns					
What	have has	I/you/we/they he/she/it		visited?		

SPELLING RULES - PAST PARTICIPLE:

Regular verbs

The spelling rules for the past participle form of regular verbs are the same as the Past Simple form; you can find them on page 132.

Irregular verbs

There are many irregular verbs (e.g. *go, say, run*). There is a list of irregular verbs on page 142.

be and go

• The past participle form of be is been:

Have you ever **been** really scared?

• Go has two past participle forms, been and gone, which have different meanings:

My parents have been to Italy. (Some time ago. They are no longer there.)

My parents have gone to Italy. (They are still in Italy).

• We often use *been* when talking about sports or other physical activities:

I've been bungee jumping.

ever and never

We often use ever and never with the Present Perfect:

We use ever in questions:

Have you **ever** been camping?

• We use *never* in negatives. Remember that in sentences with *never*, we use the affirmative form of the verb:

Our teacher has **never** taken us on a school trip.

GRAMMAR FOCUS REFERENCE AND PRACTICE

Present Simple and Past Simple

• We use the Present Perfect to talk about actions and events that ended in the past. We do not say when exactly they happened:

I've seen the Statue of Liberty.

 If we want to say or ask when something happened, we use the Past Simple.

When did you see the Statue of Liberty?

I **saw** the Statue of Liberty last year.

1 Complete the sentences with the words in the box.

been ever gone has hasn't have haven't never

- 1 A: Has he ever been on an adventure holiday?B: No, he hasn't.
- 2 I've <u>never</u> tried hang-gliding. Is it fun?
- 3 Pat isn't in town at the moment. She's <u>gone</u> on holiday.
- **4 A:** Have you <u>ever</u> stayed in a luxury hotel?
 - B: No, I haven't, but I'd love to do that!
- **5** A: Susan, have you ever been abroad?
 - **B:** Yes, I've <u>been</u> to France. I went there last year.
- 6 A: Has she ever ridden a camel?
 - **B:** No, she <u>hasn't</u>. That's why she's so excited about the trip to Egypt!

2 Complete the sentences with been or gone.

- 1 I can't believe you've never <u>been</u> kayaking!
- **2** My parents have <u>gone</u> to Mexico for two weeks. There's nobody in the house, so we can have a picnic in our garden.
- 3 We've already <u>been</u> to Rome and Paris. We'd like to go again next year.
- 4 Has she ever <u>been</u> mountain biking?
- **5** Jack isn't in the office today. He's <u>gone</u> to Berlin.

3 Past Simple or Present Perfect? Choose the correct option.

- 1 A: ¹(Have you ever booked) / Did you ever book a flight online?
 - **B:** Yes, I 2 have did. In fact, I 3 have booked / booked a flight to Greece yesterday.
- 2 A: Last year in the summer we 4've gone / went to the mountains.
 - **B:** Oh, great! ⁵Have you gone / Did you go rock-climbing?
 - A: Yes, we 'did/ have. It was/ has been great!
- 3 A: Tom isn't here right now, he *(s gone) / went on holiday.
 - B: Really? When has he left did he leave?
 - A: He ¹⁰'s taken / took) a train to Hungary two days ago. I think he's in Croatia now.

7.5 Present Perfect with just/already/yet

We often use these adverbs with the Present Perfect:

- *just* in affirmative sentences, before the main verb: They have *just* reached the Antarctic.
- already in affirmative sentences, before the main verb: The children have already been to the science centre.
- (not) yet in questions or negatives, at the end of the sentence:

Have you raised enough money **yet**? No, we haven't raised enough **yet**.

1 Complete the sentences with just, already or yet.

- **1 A:** Have you booked a hotel for us <u>yet</u>?
 - **B:** Yes, I've <u>already</u> done it, don't worry.
- 2 A: Has Nancy been to Mongolia <u>yet</u>?
 - **B:** No, she hasn't been there <u>yet</u>.
- 3 A: Why are you so happy?
 - **B:** I've <u>just</u> booked us a trip abroad!'
- 4 A: Have they opened a space hotel <u>yet</u>?
 - **B:** No, they haven't done it <u>yet</u>.
- **5** A: You look very fit!
 - **B:** Well, I've <u>just</u> come back from a cycling trip.
- 6 He's <u>already</u> been to over fifty countries, but he hasn't been to the seaside <u>yet</u>!

2 Put the words in the correct order to make sentences.

- 1 restaurant / eaten / yet / haven't / I / this / at
 - I haven't eaten at this restaurant yet.
- 2 arrangements / I / the / made / have / already

I have already made the arrangements.

3 New Zealand / He / reached / just / has

He has just reached New Zealand.

4 London / yet / Have / to / moved / you / ?

Have you moved to London yet?5 ferry / I / already / this / taken / have

I have already taken this ferry.

6 from / back / a / have / We / just / camping holiday /

We have just come back from a camping holiday.

- ${f 7}\$ hasn't / yet / He / booking / changed / the
 - He hasn't changed the booking yet.
- 8 seen / sights / already / have / the / We

We have already seen the sights.

3 Choose the correct option.

- 1 I'm so excited! I've already / just won a holiday to Italy!
- 2 They're in Greece, but they haven't been to the beach just /vet.
- 3 We're late and our train has already / yet left.
- 4 Has Peter got his new passport (yet) just?
- 5 Maria is ten, but she has *already*/ just travelled to many countries.
- 6 Harry has *just*/yet bought his ticket for the ferry.
- 7 I've already just booked my hotel. I did it two weeks ago.
- 8 We've yet / (just) had lunch at a great restaurant.

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8.2 Future with will

We use will/won't to make predictions based on our opinions, feelings or experiences:

I think people **will travel** in time.

Will climate change destroy the rainforests?

Affirm	ative			Negative		
I/You, She/I They		will	change.	I/You/He/ She/It/ We/They	won't (will not)	change.
Yes/No	o questi	ons		Short answer	's	
Will	I/you, she/it we/th	:/	change?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't		
Wh- q	uestions	;				
How	will	I/you	/he/she/it/ v	we/thev	change?	

The future form of can/can't is will/won't be able to: Sixteen-year-olds will be able to vote in elections. Cars won't be able to fly.

We use will + get/become + comparative adjective to say that a situation is going to change:

Rail travel will become more popular.

Things won't get better.

1 Complete the short answers.

- 1 A: Do you think air pollution will get worse in the future?
 - B: Yes, <u>it will</u>, I'm sure.
- 2 A: Will there be snowy winters in the future?
 - B: Yes, there will . Don't worry.
- 3 A: Will the climate become tropical all over the world?
 - B: No, it won't.
- 4 A: Will people save water in the future?
 - **B:** No, they won't. People are too lazy.
- 2 Complete the sentences with the future forms of the words in the box.

can come die disappear get learn make not be

- 1 Scientists predict that the climate <u>will get</u> warmer in the future.
- 2 Some islands will disappear under the sea.
- 3 Some people fear that there won't be enough clean water for everyone.
- **4** I believe that we <u>will be able to</u> solve the world energy problem.
- 5 Some animals <u>will die</u> out before the end of the century.
- **6** Pollution in cities <u>will make</u> going for walks impossible.
- 7 Most energy will come from the sun or wind.
- 8 People <u>will learn</u> how to recycle better and produce less waste

8.5 be going to

We use be going to to talk about future intentions and plans which may change:

I'm going to study Medicine.

Is Meg **going to** invite me to her birthday party?

Affirmati	ve			Negativ	е		
I	'm (am)			I	'm not (am not)		
You/ We/ They	're (are)	going to	travel.	You/ We/ They	aren't (are not)	going to	travel.
He/ She/It	's (is)			He/ She/It	isn't (is not)		
Yes/No o	questions			Short ar	nswers		
Am	I			Yes, I a			
Are	you/ we/ they	going to	travel?	Yes, you/we/they are. No, you/we/they aren't.			
ls	he/ she/it			Yes, he/she/it is. No, he/she/it isn't.			
Wh- que	stions						
	am	1					
Where	is	he/she	e/it	going	to	travel?	
	are	you/w	e/they				

1 Complete the sentences with the words in the box. There are two extra words.

are	aren't	going	is	isn't	'm	not	to
-----	--------	-------	----	-------	----	-----	----

- 1 I'm going ____to__ travel to the Amazon this summer.
- 2 My friend <u>is</u> going to rescue sea turtles as a volunteer. It sounds exciting!
- 3 I'm <u>not</u> going to do any birdwatching. I'm sure it's really boring.
- **4** She <u>isn't</u> going to travel east. She's going to travel west!
- 5 I love the ocean, so I <u>'m</u> going to travel to the Pacific next year.
- 6 A: __Are__ they going to go to university after school?B: No, they aren't.

Complete the sentences with the words in brackets. Use the correct forms of be (not) going to.

- 1 We aren't going to visit (not visit) Cornwall this weekend.
- 2 How many trees <u>are they going to cut down</u> (they/cut down)?
- 3 We aren't going to see (not see) the Himalayas.
- 4 She is going to travel (travel) round Europe by car.
- 5 Are we going to visit (we/visit) any museums?
- **6** Are you going to swim (you/swim) in the ocean? That's amazing!
- 7 I 'm going to play (play) badminton with Anne this weekend. Why not join us?
- 8 My brother <u>isn't going to buy</u> (not buy) that tablet after all. It's too expensive.

ALONG

along the river/road: We took a walk along the river. (7.6) ΔT

at (eight) o'clock/a.m./p.m.: The film starts at eight. (2.4) at a campsite: You can stay at fantastic campsites for great prices. (7.1)

at a hotel/restaurant: Let's stay at this hotel. (7.1)

at the meeting: Phone a restaurant and order lunch for the people at the meeting. (3.7)

at all: They didn't practise at all. (5.4)

at first: At first he seemed strict, but now I really like him. (6.7)

at home/school: I stayed at home and watched television. (1.1)

at least: Will you at least say you're sorry? (6.6)

at midnight/night/noon: Peter often works at night. (1.3)

at platform (six): The Edinburgh train standing at platform six will depart in two minutes. (7.3)

at sb's house: We'll meet at Harry's house. (2.7)

at school/university: My sister's at Leeds University. (5.1)

at the age of: Jamie won his first tournament at the age of fifteen. (5.1)

at the beginning/end (of): At the beginning of each lesson, there is usually a revision exercise. (1.7)

at the moment: Julia's on holiday in Spain at the moment. (3.5)

at the same speed: They moved at the same speed. (6.7)

at the same time: How can you write and speak at the same time? (6.2)

at the top of (a mountain): At the top of the mountain, Hillary and Tenzing saw all the Himalayas. (6.2)

at the weekend: I like to play golf at the weekend. (1.3)

BY

by bus/car/coach/plane/ship/train/ferry/boat: I usually go to school by bus. (7.1)

by courier: I hope you are able to send the watch to me by courier. (7.7)

by the sea: We've bought a small summer house by the sea. (7.1)

DURING

during the day: Animals hide in the forest during the day. (5.4)

during the week: Do you have to go to bed by 10 p.m. during the week? (4.5)

FOR

for (six) years: When they are five, they go to primary school and they stay there for six years. (5.1)

for dessert/dinner: What are we having for dessert? (2.1)

for free: Kylie's fixing my car for free. (8.5)

for hours: We waited for the results for hours. (3.1)

for lunch: For lunch you can try traditional Thai dishes like pad thai. (2.4)

FROM

from ... to ...: The morning class is from 9 a.m. to 11 a.m. (5.6) from an early age: She learnt English from an early age. (5.5) from home: She works from home twice a week. (3.1) from the start: They had problems from the start. (3.1)

IN

in (2018): Record breakers in 2018! (4.2) in a band: My brother plays in a rock band. (5.7)

in a canteen/hall/library: We always meet up in the canteen after the first lesson. (5.3)

in a city/continent/village/sea: I live in New York. (7.1)

in a desert: I rode a camel in the Sinai Desert. (7.2)

in the same way: Make this drink the same way you make tea. (8.4)

in a garage: The photo shows two mechanics in a garage. (3.6)

in a hotel/house/pub/shop/supermarket: We stayed in a hotel. (7.1)

in a lesson: Tim fell asleep in the Maths lesson. (5.3)

in a team: I like working in a team. (3.1)

in a zoo: It seems they are unhappy in a zoo or lab. (8.4)

in addition: In addition, you need a lot of land to keep large farm animals, such as cows. (8.7)

in an exam/a test: How did you do in your exams? (5.1)

in an hour: Gerry should be home in an hour. (1.4)

in (sixty) years' time: Will people still use cars in sixty years' time? (8.2)

in an office: Sorry, Amy's not in her office today. (5.2)

in danger: It's very sad to read that these astonishing animals are in danger. (8.4)

in English: Write this email in English. (1.3)

in fact: In fact, it is a bit like meeting intelligent aliens. (8.4)

in groups of (three): Do this exercise in groups of three. (5.4) in half an hour: I've got an exam in half an hour and I haven't got the time to do this. (3.7)

in January/February/March, etc.: She started working there in January. (1.7)

in many ways: Working at home makes sense in many ways. (6.3)

in my opinion: In my opinion, he made the right decision. (8.7)

in proportion to: Their brains are large in proportion to their body size. (8.4)

in response to: I am writing in response to your newspaper advert. (7.7)

in the afternoon/evening/morning: Classes start in the morning. (1.3)

in the background: In the background, you can see the school. (3.6)

in the centre of: The hotel is right in the centre of the village. (1.5)

in the correct order: After doing a short course, you work in teams to move materials in the correct order and build a structure. (5.4)

in the countryside: The festival is about wild food – food you find in the countryside. (2.5)

in the crowd: I saw Mary in the crowd. (6.7)

in the emblem: You can see it in the emblem of the province of Alberta, Canada. (8.4)

in the fridge: But there isn't any cheese or ham in the fridge. (2.2)

in the house: You waste energy when you turn on all the lights in the house. (8.6)

in the last minute: In the last minute, our best player, Terry, ran towards the goal line with the ball, but after a few minutes he fell. (6.7)

in the mountains: I'm going to ride ponies for free in the mountains. (8.3)

in the night sky: When it's dark, you learn to identify different stars, constellations (groups of stars) and other objects in the night sky. (5.4)

PREPOSITIONS

in the north of: Ivrea is a town in the north of Italy. (2.5)

in the ocean: I like swimming in the ocean. (8.4)

in the park: Let's go for a walk in the park. (1.4)

in the photo: In the photo, you can see a group of teenagers. (3.6)

in the rain: It can be fun in good weather, but imagine two weeks of swimming and sailing in the rain! (6.1)

in the summer: In the summer, I usually go kayaking or sailing with my parents. (6.1)

in the village/city: I work with local teachers and we teach young children in the village. (3.3)

in the world: You're the best dad in the world. (2.4)

ON

on a boat: He's on a boat in the middle of the lake. (2.4) on a bus/train/plane: I always read newspapers on the train. (7.1)

on a trip: What was the most amazing thing on the trip? (7.1) on a/your computer/laptop/tablet: I've got all my photos on my laptop. (1.2)

on the phone: She is talking to Sarah on the phone. (3.2)

on both sides: Fry the pancake on both sides. (2.3)

on Facebook/YouTube: In the evening, I post the best photos on Facebook. (1.3)

on holiday: I saw lions when I was on holiday in Africa. (1.3)

on Monday (etc.) afternoon/evening/morning: Let's go out for a meal on Monday afternoon. (1.3)

on Monday/Tuesday/Wednesday, etc.: It rained on Monday. (1.3)

on TV: They appeared on television in Guatemala. (1.3)

on the beach: In summer, we play volleyball on the beach. (7.1)

on the board: Write the correct answer on the board. (3.2) on the corner: The theatre is on the corner of Park Street and Green Road. (7.6)

on the Internet: I read books, magazines or things on the Internet. (1.3)

on the sports field: When it rains, we don't have PE classes on the sports field. (5.3)

on the/your left/right: It's the first door on your left. (3.6) on time (for): In Japan the trains are always on time. (5.1)

on top (of): The cake was burnt on top. (2.2)

on a weekday: I always get up at six on weekdays. (1.2)

on the way back: I know but I can get them on the way back from school. (2.1)

on a planet: And all because we humans don't protect the environment on our planet. (8.4)

on the map: I can't find this place on the map. (7.6)

on earth: What is the longest river on earth? (8.4)

on a day: On a normal day, Mum gets up first, takes the dog out and buys fresh rolls for breakfast. (1.4)

on (date): I was a guest at the hotel on 21 July in room 219 and I believe that I left my watch on the table next to the bed. (7.7)

PREPOSITIONS AFTER ADJECTIVES

be afraid of: Small children are afraid of the dark. (5.2)

be bad for: Sweets are bad for your teeth. (8.1)

be busy with: My weekends are busy with football. (1.3)

be close to: The house is close to the beach. (5.2)

be difficult for: But they are so different from humans that it is difficult for us to understand their intelligence. (8.4)

be late for: Peggy was late for school. (5.1)

be famous for: France is famous for its wine. (5.5)

be generous with (money/time): Jim is very generous with his time. (4.4)

be good at: Andrea is good at languages. (5.5)

be good for: Green vegetables are good for you. (1.3)

be interested in: Lisa is interested in law. (1.5)

be popular with: It's cheap and popular with local people as well as tourists. 2.4

be ready for: I don't think Joey is ready for school yet. (3.1) be responsible for: The airline is responsible for the safety of

its passengers. (3.4)

be rubbish at: I'm rubbish at Maths. (3.3) be scared of: She's scared of flying. (5.2) be sorry for: I'm sorry for the trouble. (3.7)

be wrong with: What's wrong with this phone? (6.2)

PREPOSITIONS AFTER NOUNS

advice about: She gave me advice about what to see in New York. (6.6)

classes for (children/adults/all age groups): The company trains thousands of certified instructors, runs classes for all age groups, sells music, training videos and clothes. (6.4)

danger to: Illegal hunting is a danger to wildlife. (8.2)

help with a matter: Thank you for your help with this matter. (7.7)

information about: I'd like some information about the ticket prices. (4.7)

plans for: What plans have you got for your summer holidays? (5.7)

PREPOSITIONS AFTER VERBS

arrive in/at (a place): This train is now arriving at platform three and not platform four as originally announced. (7.3)

ask about: Visitors usually ask about the history of the castle. (4.1)

ask for: Some people don't like to ask for help. (2.1)

be interested in: She isn't interested in technology! (1.6)

be into: I'm really into folk music. (6.3)

borrow from: You can borrow six books a month from the library. (5.3)

cheat in exams: In some countries, it is illegal to cheat in exams. (5.2)

choose from: You can choose from three different cars. (5.6) **do badly/well in a test**: Next week they will send the results and I will know if I did well in the test. (5.1)

download a podcast to your phone: No, but you can download a podcast to your phone. (5.6)

enquire about: I am writing to enquire about your special offers. (7.7)

escape/run away from: They can use tools and solve problems: for example, open bottles to get food, or use clever strategies to escape from an aquarium. (8.4)

get into a car: He got into a car and drove to the city. (7.1) get off (a bus/plane/train): Let's get off the bus at the next stop. (7.1)

get off a bike: If there are a lot of people in the park, you should get off your bike. (7.1)

get on (a bus/plane/train/boat/bike): She got on the bus at Clark Street. (7.1)

get out of a car: Carla got out of her car and ran quickly to the cinema. (7.1)

get out of bed in the morning: He gets out of bed and asks, 'Where's my purple shirt?' (1.4)

go across (a road/street): Go across the road. (7.6)

go by bus: Meet your tour guide at 11 a.m. and go by bus to

the floating market. (2.4)

go for a walk/coffee: In good weather, we just go for a walk. (1.1) go for a jog/run: When we go for a jog, he runs up to every dog we meet. (4.1)

go for a swim: I take the children for a swim. (1.4)

go on a date: For me, going on your first date is really important. (4.3)

go on (a) holiday: When we go on holiday, my parents always make all the arrangements like booking a hotel or a flight. (7.1)

go on a package tour: I usually go on a package tour and visit some cities, top tourist sights and museums. (7.1)

go on an excursion: We relaxed on the beach and went on excursions to see some amazing Roman ruins. (7.1)

go on the Internet: In my free time, I usually go on the Internet. (1.3)

go out of a café: Go out of the café and turn left. (7.6)

go to the cinema/gym/park: When the weather's bad we go to the gym or the cinema. (1.1)

go to a concert: Have you ever been to a concert? (7.2)

go to bed: When I go to bed, Mum still sits down and types on her laptop. (1.4)

go to museums/the gym: At weekends, I usually go to the gym, Fred goes to museums and Mum visits her friends, but we also spend time together. (1.4)

invite to: He invited me to the meeting. (1.7) **know about**: He knows a lot about cars. (5.5)

learn about: We only learnt about the accident later. (3.3)

learn about yourself: You learn a new language, you meet people who are different from you, and you learn so much about yourself. (3.3)

learn Spanish from a friend: Before going to Spain, try to learn Spanish from your friend. (3.3)

lie/sit on the sofa: Fred says she has an easy job: she just lies on the sofa and thinks, then gets up in the evening and says she's tired. (1.4)

listen to: Have you listened to those CDs yet? (1.1)

live with: Do you live with your parents? (1.6)

match to/with: Match the words on the left with the meanings on the right. (1.3)

pay for: How much did you pay for this watch? (2.4) phone on (a number/their mobile): Please confirm by phoning me on my mobile. (7.7)

play for: Garcia plays for the Hornets. (6.1)

play jokes on: I love telling jokes and he loves playing jokes on me. (4.1)

prepare for: I haven't even begun to prepare for tomorrow's test. (3.5)

reply to: Please reply to this email. (7.7)

revise for an exam: What do you do to revise well for an exam? (5.1)

spend time at home: Do you like to spend time at home or go out? (1.3)

spend time in my room: I often spend time in my room and read. (1.1)

spend time with friends/family: I think people are happier when they spend time with their friends and family. (1.1)

stay at home: When we go to school, Mum stays at home and writes. (1.4)

stay at/in a hotel/bed and breakfast/youth hostel/ guesthouse/campsite: We stayed at the B&B for three nights. (7.1)

stay for (a time): I'd like to stay for three nights. (7.3)

stay with: She's going to stay with her cousin in Wales. (8.5) take part in: About 400 students took part in the protest.

talk about (films/sport/books/people): My friends and I often talk about books. (1.1)

talk to: I'd like to talk to you in private about your son. (1.1) teach Spanish to children: Mary wants to be a teacher and teach Spanish to small children. (3.3)

teach them about Spain: It's good to teach students about Spain when they want to study Spanish. (3.3)

teach them to make bread: He teaches them to make bread. (3.3)

tell about: Can you tell John about the party? (1.1)

thank for: Thank you for inviting me to your home. (1.7)

think about/of: Have you thought about which subjects you want to study at university? (1.1)

train for: Brenda spends two hours a day training for the marathon. (5.1)

turn into (a road/street): Turn into King's Road. (7.6)

walk along (a road/street): Walk along Green Street. (7.6)

walk past: On my way to school, I walk past the supermarket. (7.6)

work as (an engineer): He works as a construction engineer. (3.5)

work for: He works for a law firm. (3.1)

work from home: Many people are able to work from home. (3.1)

work in (a company/restaurant/hospital/school/ supermarket/shop/café): My parents work in a big company. (3.1)

work in a team: She sometimes works in a team with others. (3.1)

work on a project/the details: Then I draw the plans on my computer and work on the details. (3.1)

work with children/people: Volunteers work with children and adults. (3.1)

work with your hands: I like working with my hands and it's great to work outside. (3.1)

OTHER

because of: The ice in the Arctic is melting because of global warming. (5.5)

between: It's between the station and the hotel. (7.6)

first of all: First of all, there is a lot of waste when we produce meat. (8.7)

for example: The most popular stars on social media are pop stars, for example Katy Perry, Selena Gomez, Ariana Grande or Shakira. (2.5)

next to: I sat next to a really nice lady on the plane. (7.6) **opposite**: The Town Hall is in Shakespeare Road opposite the park. (7.6)

straight on: Go straight on. (7.6)

under water: After doing a short course, you work in teams to move materials in the correct order and build a structure – all under water. (5.4)

up to (ten people): Up to ten people can go in the elevator at one time. (7.5)

PHRASAL VERBS, DAYS OF THE WEEK AND MONTHS

PHRASAL VERBS	scare away – : Or it can look like a
Use a dictionary to translate the phrasal verbs into your	dangerous animal, such as a sea snake, and scare an attacker
language.	away. (8.4)
	sit down –: Some days I don't get to sit
agree with – : I agree with Karen. It's much	down and rest for six or eight hours. And it's not a well-paid
too expensive. (8.7)	job. (1.4)
ask for – : Follow the instructions below to	stop over –: The plane stops over in Dubai
ask for a new haircut. (4.5)	on the way to India. (7.3)
believe in –: Do you believe in ghosts? (4.1)	take (the dog) out for a walk – : On a
build up – : Beto Perez built up his Zumba®	normal day, Mum gets up first, takes the dog out and buys
business in the USA. (6.4)	fresh rolls for breakfast. (1.4)
care about –: It's a great way to show you	
care about climate change. (6.3)	throw away –: Buy less and throw less rubbish away. (8.7)
check in –: Check in two hours before the	turn on/off – : Turn off the tap when you
flight. (7.3)	clean your teeth. (8.6)
come in –: There was a woman in a	wake up –: I woke up at five this morning.
wedding dress, and lots of runners came in different animal	(1.4)
costumes. (6.7)	
concentrate on –: I want to concentrate on	write down – : Think about adjectives to
my career for a while. (5.4)	describe parts of the face and write down as many as you can
	in one minute. (1.1)
die out – : The last wolves in this area died	DAYS OF THE WEEK (4) 1.14
out 100 years ago. (8.2)	Monday
dress up (as) –: She dressed up as a witch	Tuesday
for Halloween. (6.7)	
fall in love (with) –: I think falling in love	Wednesday
or buying your first flat are important but for me, at the	Thursday
moment, all that is less important than learning (4.3)	Friday
fall off (a bike) – : The man fell off his bike	Saturday
and broke his leg. (6.2)	Sunday
find out – : We never found out her name.	MONTHS ◀୬ 1.15
(5.4)	
get in –: And how much does it cost to get	January
in? (5.6)	February
get on (a boat) –: Then, get on a boat and	March
travel back through the market for the return journey. (2.4)	April
get on (with) –: Both pop and rock fans are	May
friendly and easy to get on with. (4.4)	June
get out (of bed) – : Mum wakes up Fred.	July
He gets out of bed and asks, 'Where's my purple shirt?'	August
(1.4)	September
get up –: I have to get up at six tomorrow.	October
(1.2)	
go away –: When people spend many	November
hours at work, or when they are going away, they phone our	December
company. (3.4)	
go out –: Are we going out tomorrow? (1.1)	
go round –: It takes a long time to go	
round this market. (2.4)	
·	
hang out (with sb) –: They hang out together. (4.2)	
look after – : We look after his children after	
school. (1.4)	
look at –: 'It's time to go,' said Patrick	
looking at his watch. (3.2)	
look for – : He's looked for the file, but hasn't	
found it. (8.6)	
look forward to (doing sth) –:	
I look forward to hearing from you. (7.7)	
move around – : Do you move around a lot	
in classes? (5.4)	
put up (a tent) – : You must put up your	
tent, collect wood for a fire and cook your food. (5.4)	
run away from – : Toby ran away from home	
at the age of fourteen. (8.4)	

PRONOUNS AND NUMERALS

SUBJECT, OBJECT AND POSSESSIVE PRONOUNS, POSSESSIVE ADJECTIVES

Subject pronouns	Object pronouns	Possessive pronouns	Possessive pronouns (no noun)
I'm a student.	Come with me .	It's my house.	lt's mine .
Have you got a cat?	l like you .	lt's your bike.	lt's yours .
He works at home.	Can you help him ?	It's his book.	lt's his .
She 's been to Prague.	Listen to her .	lt's her room.	lt's hers .
Is it a famous city?	I can't find it .	Oxford (= it) is famous for its university.	_
We live in Poland.	Wait for us .	lt's our tablet.	lt's ours .
You can't sit here.	Can I talk to you ?	lt's your car.	lt's yours .
Are they working?	Do you know them?	It's their money.	lt's theirs .

DEMONSTRATIVE, QUESTION AND RELATIVE PRONOUNS

Demonstrati	ve pronouns	Question pronouns	Relative pronouns
Singular	Plural	What? Who?	
this that	these those	Whose? Which? Where? When? Why? How? (How often? How long? How far? How much? How many?)	who which that whose when where

CARDINAL NUMBERS (1) 1.5		ORDINAL NUMBERS		
1 – one	20 – twenty	first (1st)	twentieth (20th)	
2 – two	21 – twenty-one	second (2nd)	twenty-first (21st)	
3 – three	22 – twenty-two	third (3rd)	twenty-second (22nd)	
4 – four	23 – twenty-three	fourth (4th)	twenty-third (23rd)	
5 – five	24 – twenty-four	fifth (5th)	twenty-fourth (24th)	
6 – six	25 – twenty-five	sixth (6th)	twenty-fifth (25th)	
7 – seven	26 – twenty-six	seventh (7th)	twenty-sixth (26th)	
8 – eight	27 – twenty-seven	eighth (8th)	twenty-seventh (27th)	
9 – nine	28 – twenty-eight	ninth (9th)	twenty-eighth (28th)	
10 – ten	29 – twenty-nine	tenth (10th)	twenty-ninth (29th)	
11 – eleven	30 – thirty	eleventh (11th)	thirtieth (30th)	
12 – twelve	40 – forty	twelfth (12th)	fortieth (40th)	
13 – thirteen	50 – fifty	thirteenth (13th)	fiftieth (50th)	
14 – fourteen	60 – sixty	fourteenth (14th)	sixtieth (60th)	
15 – fifteen	70 – seventy	fifteenth (15th)	seventieth (70th)	
16 – sixteen	80 – eighty	sixteenth (16th)	eightieth (80th)	
17 – seventeen	90 – ninety	seventeenth (17th)	ninetieth (90th)	
18 – eighteen	100 – one/a hundred	eighteenth (18th)	hundredth (100th)	
19 – nineteen	101 – one/a hundred and one	nineteenth (19th)	hundred and first (101st)	
	1,000 – one/a thousand			
	2,000 – two thousand			

WORD BUILDING

PREFIXES SUFFIXES Common prefixes Noun suffixes **Examples Prefix Suffix Examples** co- (=with, together) co-workers government, equipment -ment disagree, dislike dis--ion/-tion/-sion protection, decision impossible im--ation/-ition information, audition incomplete, informal in--ence/-ance experience, entrance international, intercontinental inter- (=between) -ity activity, speciality irregular ir--ness fitness, business non-professional non--ing training, acting re- (=again) rewrite, retake musical, trial -al unsociable, unkind unpostage, package -age difficulty, bakery -у -ure adventure, nature -er/-or player, actor journalist, receptionist -ist -ant/-ent assistant, student -an/-ian Italian, vegetarian comittee -ee Adjective suffixes **Examples Suffix** -al environmental, traditional -ic energetic, specific -ive creative, expensive -ful successful, cheerful -ous poisonous, generous healthy, funny -у lovely, friendly -ly -able/-ible sociable, responsible interested, excited -ed -ing boring, exciting southern, western -ern Verb formation Suffix **Examples** -ise/ize (Am.E.) realise, revise -en broaden -ify identify Adverb suffixes **Suffix Examples** -ly badly, finally

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be [biː]	was/were [wbz/wax]	been [biːn]
become [bɪˈkʌm]	became [bɪˈkeɪm]	become [bɪˈkʌm]
begin [bɪˈgɪn]	began [bɪˈgæn]	begun [bɪˈgʌn]
break [breɪk]	broke [brəuk]	broken [ˈbrəʊkən]
bring [brɪŋ]	brought [broxt]	brought [broxt]
build [bɪld]	built [bɪlt]	built [bɪlt]
burn [bɜːn]	burned [bs:nd]/ burnt [bs:nt]	burned [bs:nd]/ burnt [bs:nt]
buy [baɪ]	bought [boxt]	bought [boxt]
catch [kæt∫]	caught [kort]	caught [kort]
choose [t∫uːz]	chose [t∫əʊz]	chosen [ˈt∫əʊzn]
come [kʌm]	came [keɪm]	come [kʌm]
cost [kɒst]	cost [kpst]	cost [kpst]
cut [kʌt]	cut [kʌt]	cut [kʌt]
dig [dɪg]	dug [dʌg]	dug [dʌg]
do [duː]	did [dɪd]	done [dʌn]
draw [drox]	drew [druː]	drawn [droin]
dream [driːm]	dreamed [drixmd]/ dreamt [dremt]	dreamed [dri:md]/ dreamt [dremt]
drink [drɪnk]	drank [drænk]	drunk [drʌnk]
drive [draɪv]	drove [drəuv]	driven ['drɪvn]
eat [iːt]	ate [et]	eaten [ˈiːtn]
fall [foːl]	fell [fel]	fallen ['fɔːln]
feed [fird]	fed [fed]	fed [fed]
feel [fiːl]	felt [felt]	felt [felt]
fight [faɪt]	fought [fort]	fought [fort]
find [faɪnd]	found [faond]	found [faund]
fly [flaɪ]	flew [flux]	flown [fləʊn]
forget [fəˈget]	forgot [fəˈgɒt]	forgotten [fəˈgɒtn]
forgive [fəˈgɪv]	forgave [fəˈgeɪv]	forgiven [fəˈgɪvn]
get [get]	got [gpt]	got [gpt]
give [gɪv]	gave [geɪv]	given [ˈgɪvn]
go [gəʊ]	went [went]	gone [gon]/ been [biːn]
grow [grəʊ]	grew [gruː]	grown [grəʊn]
have [hæv]	had [hæd]	had [hæd]
hear [hɪə]	heard [h3:d]	heard [h3id]
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]
hit [hɪt]	hit [hɪt]	hit [hɪt]
hold [həʊld]	held [held]	held [held]
hurt [hɜːt]	hurt [hɜːt]	hurt [hɜːt]
keep [kiːp]	kept [kept]	kept [kept]
know [ทอบ]	knew [njux]	known [nəʊn]
lead [liːd]	led [led]	led [led]
learn [lɜːn]	learned [ls:nd]/	learned [ls:nd]/ learnt [ls:nt]
leave [lixv]	left [left]	left [left]

Infinitive	Past Simple	Past Participle
lend [lend]	lent [lent]	lent [lent]
let [let]	let [let]	let [let]
lie [laɪ]	lay [leɪ]	lain [leɪn]
light [laɪt]	lit [lɪt]	lit [lɪt]
lose [lʊːz]	lost [lɒst]	lost [lɒst]
make [meɪk]	made [meɪd]	made [meɪd]
mean [miːn]	meant [ment]	meant [ment]
meet [mixt]	met [met]	met [met]
pay [peɪ]	paid [peɪd]	paid [peɪd]
put [put]	put [put]	put [put]
read [riːd]	read [red]	read [red]
ride [raɪd]	rode [rəʊd]	ridden [ˈrɪdn]
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
run [rʌn]	ran [ræn]	run [rʌn]
say [seɪ]	said [sed]	said [sed]
see [siː]	saw [sɔː]	seen [sizn]
sell [sel]	sold [səʊld]	sold [səʊld]
send [send]	sent [sent]	sent [sent]
set [set]	set [set]	set [set]
shine [∫aɪn]	shone [∫ɒn]	shone [ʃɒn]
show [∫əʊ]	showed [ʃəʊd]	shown [∫əʊn]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
sit [sɪt]	sat [sæt]	sat [sæt]
sleep [slirp]	slept [slept]	slept [slept]
smell [smel]	smelled [smeld]/ smelt [smelt]	<pre>smelled [smeld]/ smelt [smelt]</pre>
speak [spirk]	spoke [spəʊk]	spoken [ˈspəʊkən]
spend [spend]	spent [spent]	spent [spent]
spill [spɪl]	spilled [spild]/ spilt [spilt]	<pre>spilled [spild]/ spilt [spilt]</pre>
stand [stænd]	stood [stud]	stood [stud]
steal [stiːl]	stole [stəʊl]	stolen [ˈstəʊlən]
swim [swim]	swam [swæm]	swum [swam]
take [teɪk]	took [tʊk]	taken ['teɪkən]
teach [tixt∫]	taught [to:t]	taught [to:t]
tear [teə]	tore [tot]	torn [to:n]
tell [tel]	told [təʊld]	told [təʊld]
think [θιŋk]	thought [θɔːt]	thought [θɔːt]
throw [θrəυ]	threw [θruː]	thrown [θrəυn]
understand [,^ndə'stænd]	understood [,ʌndə'stʊd]	understood [būts'ebnʌ,]
wake [weɪk]	woke [wəuk]	woken [ˈwəʊkən]
wear [weə]	wore [wox]	worn [woɪn]
win [wɪn]	won [wan]	won [wʌn]
write [raɪt]	wrote [rəut]	written [ˈrɪtn]
	[[[[[[[[[[[[[[[[[[[[[]

Workbook answer key

0.1 In class

Exercise 1

- read
- 2 text
- page speak
- English
- English lessons 6 7
- 8 repeat
- 9 write
- 10 words
- 11 notebook
- 12 work
- 13 pairs
- 14 work
- 15 friend

Exercise 2

- 1a Listen
- 1b choose
- 2a Read 2b complete
- 3b Ask 4 Match
- 5 repeat

Exercise 3

- Conversation 1:
- Don't tick Underline
- 3 Don't talk
- Ask
- 5 Don't ask
- Conversation 2:
- Listen
- put Don't write
- 5 repeat Conversation 3:
- Think
- Don't tell
- Don't say don't speak

Exercise 4

- sit down
- Look
- Don't look
- Don't use 5 use
- 6 check 7 open

Exercise 5

- 1d Let's close
- 2a Let's buy 3b let's do
- 4c let's go

5e Let's watch

0.2 I'm from ...

- Exercise 1
- Turkish French
- Sweden Vietnamese
- Greece
- Hungarian
- 6 7
- Japanese
- 8 Irish
- Exercise 2
- eighteen
- twenty-two thirty-eight
- fifty-one

- twelve five
- seventy-three

8 sixty-nine

- Exercise 3
- a He's (is) sixteen.
- b Where is he from? He's (is) from the USA

- Conversation 2: a Henri and Claudia are French
- b How old are they?

- Are they from Paris?
- No, they aren't. e They're (are) from Lille.

Conversation 3:

- Carla and I are from Spain.
- Are you from Madrid?
- No, we aren't. We're (are) from Barcelona.
- How old are you? I'm (am) eighteen and Carla

Exercise 4

Across

- Spanish
- Greek
- Australian
- Swiss
- 10 French

Down

- Portuguese
- Polish
- German
- Jamaicar
- Italian
- 8 Czech
- Exercise 5
- Polish (football) Swiss (tennis)
- Jamaican (athletics) Spanish (tennis)
- Portuguese (football)
- Greek (tennis)
- French (football)
- German (motor racing) Italian (football)
- 10 Czech (tennis)

0.3 Favourites

- Exercise 1 ugly 4 small slow new
- terrible
- Exercise 2
- orange 2a pink
- 2b red
- 3 brown black
- 5 yellow
- white grey
- 8a green

8b purple

- Exercise 3
- photos T-shirt
- beanbag
- headphones skateboard
- sunglasses

watch Exercise 4 those men

- a b those women This posters these 4 comics
 - these

 - photos that watches
- Exercise 5
- bia lt's Those posters
- new
- 2 3 They're that's these
- fantastic

0.4 My family

- Exercise 1 sister
- daughter husband's
- uncle cousin
- brother grandmother

- Exercise 2
- 8 you're 9 They're 10 She's Μy you I'm 3 11 we're

12 We

13 our

- your they
- 6 7 His Her
 - Exercise 3
- 1a Where 2a What
- 3a Who
- 4a Where 5a Who
- Exercise 4
- 1b mum's
- 2b boys'
- 3b sister's 4b grandparents'
- 5b Steve's

Exercise 5

Students' own answers.

Exercise 6

- What are your cousins'
- Who is your best friend?
- What is your favourite band? What is your favourite sport?
- What colour are your dad's eyes? / Students' own

0.5 Abilities

Exercise 1 play use 6 sing draw 3 dance 8 Run

9a swim

- cook paint
- Exercise 2
- 1a Can you cook?
- 1b No, I can't. 2a What can your sister do?2b She can dance.
- Can your sister cook?
- 3b No, she can't. 4a Can your parents cook?
- 4b Yes, they can.
- 5a Can your parents paint? 5b No, they can't.
- Exercise 3 Your sister can dance but she
- can't cook. Your parents can cook and they can dance.
- Your parents can cook but they can't paint.
- Your parents can dance but you can't dance. Your parents and your sister
- can dance but they can't Your sister can't paint and

she can't cook.

Exercise 4 can can 5 can 6 can't 7 can't can't

can't

- and
- Can you dance the waltz? Can you play Cyberpunk? Can you sing Adele's songs? Can you speak Esperanto?

Can you swim across the Atlantic? / Students' own

0.6 At home

- Exercise 1 armchair
- sofa 3 bath
- sink 5 dishwasher fridae
- cooker lamp window

- - 10 carpet
 - 12 table
 - 13 wardrobe
 - 15 walls

16 posters Exercise 2

- between
- above
- 3 in front of
- οn under
- next to in
- 8 opposite Exercise 3
- there is
- there is (there's)
- Is there
- There are Is there
- there isn't there is (there's)

Are there there aren't

Exercise 4 between opposite under οn

above

in front of behind

- Next to
- Exercise 5 Is there a fridge?
- Yes, there is. Is there a sink?
- No, there isn't. Are there beds?
- No, there aren't. Are there tables?
- Yes, there are. Is there a lamp?

Yes, there is. Is there a woman?

- 0.7 Gadgets
- Exercise 1
- plaver reader
- stick phone

. console player

- 8 phone
- Exercise 2
- My sister has got
- Have you got No, I haven't
- I've got have you got
- it has got my dad has got
- Has your mum got No, she hasn't 10 I haven't got

11 you have got 12 Have you got 13 Yes, I have 14 I haven't got Exercise 3

AELOSNOCSEMAG

- Exercise 4 this
- 2 That
- those these
- have got
- 5 6 7 hasn't got can
- can't There are 10 haven't got

8

0.8 Times and dates

- Exercise 1
- Wednesday
- Saturday
- Sunday Monday
- Tuesday 6 Friday Exercise 2
- 1a quarter past nine 1b fifth
- 1c March 2a quarter to twelve
- 2b seventh 2c July 3a twenty-five past ten
- 3b fifteenth 3c November
- 4a twenty-five to nine
- 4b twenty-first 4c June
- 5a ten past six 5b thirtieth 5c January
- 6a ten to five 6b twenty-second 6c April
- Exercise 3
- September eighth summer October
- autumn
- 6 winter twenty-fifth December
- thirty-first 10 February 11 second
- 12 spring 13 sixth
- 14 twelfth Exercise 4
- March April May

5

8

- autumn
- summer 6 winter spring September
- October 10 November
- the twenty-first of April the twenty-fourth of June the seventh of July the eighth of August

the twenty-fifth of October the tenth of December 5 6

Exercise 5

Exercise 6 nineteen ninety-nine two thousand

two thousand and two

twenty nineteen twenty twenty-one 1.1 Vocabulary

- Exercise 1 play listen 5 read go have 6 7 watch
 - 8 listen

Exercise 2		4 My dad doe	esn't like	3 ls		Exercise 2		REMEMBER	BETTER
1 play 2 have	7 have	shopping.	my grandparents	4 Who 5 How		1 On 2 at	4 in 5 at	Students' own	answers
2 have 3 play	8 go 9 have	at the week		6 When		3 on	J at	Exercise 3	
4 go	10 play	6 Susan alway		Exercise 2		Exercise 3		1 cartons 2 bottle	
5 go	11 play	park on Sur		1 do	6 Do	1 get	4 have	3 bars	
6 play		cinema on S	ally goes to the Saturdavs.	2 does	7 do	2 look	5 go	4 cans	
Exercise 3 1a have		8 My mum go		3 Do 4 do	8 does 9 Do	3 go		5 packet6 carton	
1b fun		every Satur	day.	5 Do	10 Do	Exercise 4 1 We are alw	avs tired after	Exercise 4	
2a have		Exercise 5	de a c	Exercise 3		school.	ayo aroa arcor		tatoes / onions /
2b good time 3a play		1 always wate 2 doesn't do	enes	Conversation		2 My brother		sugar	1.
3b sports		3 are often		1 Yes, she doe 2 What does		reading bo video game	oks. He preters	2 a bar of cho 3 a bottle of k	
4a plays		4 is never		3 Does she go		3 Mike never		4 a can of lem	
4b drums 5a play		5 often goes6 doesn't like		4 No, she doe			is always hungry	5 a carton of i	
5b piano				Conversation 1 Do you and		by 3.30 p.n 4 Frin doesn'	n. 't watch television	orange juice	e ey / mayonnaise /
6a play			ng Language	2 No, we don'			She thinks it's	tomato saud	
6b chess 7a go		Practice	9	3 What do you		boring.	- f	7 a loaf of bre	
7b shopping ce	entre	Exercise 1 1 What's your	r	4 Do you like: 5 Yes, I do	snopping		of music do you ien you want to		crisps / butter / ır / Parmesan
8a go		2 Can you de		Exercise 4		relax?	, ,	cheese	
8b party 9a go		3 What do yo	u	1 What/Which	า	Exercise 5		9 a tin of tuna	
9b cinema		Exercise 2		2 How many	. 4:		s does your best	10 a tub of ice	cream
10a go		a run b coach		3 When/What 4 What	. ume	friend play' 2 What is you		Exercise 5 1 packet	5 jar
10b out 11a play		c take		5 What kind		favourite fil		2 bottle	6 packet
11b video game	es	d look at		6 Do you play 7 Who			your father eat	3 bag	7 tub
12a have		e post f comment		Exercise 5		for breakfa 4 What time	do your sisters	4 tin	8 bars
12b party		Exercise 3		1 Does Jake li	ve	get up on S	Saturdays?	Exercise 6 1 ingredients	
Exercise 4 1 read	5 watch	1 run		2 do you wate	h	5 How often	do you go to	2 get a takeav	way
2 visit	6 spend	2 take		3 does Amy sp 4 Does Karl ha		discos?		3 have them f	or dessert
3 watch 4 read	7 watch 8 read	3 look at 4 post		5 does your m		Exercise 6 1 B	4 A	Exercise 7	2 4
Exercise 5	o read	5 comment		6 do Ellen and		2 A	5 C	1 B 2 C	3 A 4 B
1 in	5 about	6 coach		1.6 Speakin	a	3 B		Exercise 8	. 5
2 to	6 at	Exercise 4	2 4	Exercise 1	9	Exercise 7 1 A	4 B	1 cartons	4 loaf
3 with 4 for	7 with	1 A 2 B	3 A 4 B	Students' own	answers.	2 C	5 B	2 packet 3 tins	5 bar
Exercise 6		Exercise 5	. 5	Exercise 2		3 C		3 tins	6 tub
1 Ø	7 a	1 on	8 in	1 e		Exercise 8		2.2 Gramm	ar
2 a	8 Ø	2 on	9 at	2 b 3 a		1 C 2 A	4 B 5 C	Exercise 1	
3 the 4 Ø	9 Ø 10 the	3 At 4 in	10 in 11 at	Exercise 3		3 B	3 C	1 potatoes	_
5 a	11 the	5 on	12 on	1 I always go	on Saturday	Exercise 9		2 Strawberrie3 eggs	5
6 the	12 a	6 at	13 On	afternoon	-	1 What kind	of books do you	4 onions	
Exercise 7		7 at	14 on	2 I like comed make me lau		like?	a with my family	5 oranges	
1 B 2 A	6 C 7 A	1.4 Reading	g	3 I love Ben St	J	3 I can't stan	e with my family. d it!	Exercise 2	ango onion
3 B	8 B	Exercise 1			e best is called	4 I don't wan	t to get up today.	Countable: or apple, hot d	
4 C	9 B	С		The Royal Te 5 I don't like tl		5 She stays a watches TV		Uncountable:	cheese, olive oil,
5 A	10 A	Exercise 2 1 B	4 A	6 I don't know		Exercise 10	•	bread, fruit,	flour
1.2 Gramma	ır	2 A	5 C	Exercise 4		1 have a goo	d time	Exercise 3	
Exercise 1		3 C	6 C	1 kind		2 go for a rur	1	1 is some 2 Are there ar	ıy
1 drink	4 reads	Exercise 3		2 lot 3 much		3 looks after 4 get dressed	4	3 isn't any	
2 go 3 writes	5 plays 6 loves	1 tears 2 advance		4 hate		5 goes to be		4 Is there any 5 are some	
Exercise 2		3 most		5 Who		2.1 Ve seb.	.low.	6 aren't any	
1 has		4 off		6 think 7 stand		2.1 Vocabu	ııary	Exercise 4	
2 goes		5 from 6 side		8 tattoos		Exercise 1 1 lemonade		1 Are there ar	
3 plays4 watches		Exercise 4		9 prefer 10 brilliant/bra		2 salt and pe	pper	2 Yes, there a3 Is there any	
5 likes		1 Elizabeth is	a mother of three	io primant/pra	ve	3 onion 4 ice cream		4 No, there is	n't.
6 reads 7 listens		children.	ant wool-	1.7 Writing			egetables: onion	5 Is there any6 Yes, there is	
8 doesn't play		This is the la of school.	ast week	Exercise 1		B Dairy: ice c			ny vegetables?
9 doesn't like		3 Saturday is	my favourite day	1 C 2 B	4 A 5 C	C Meat and fi D Drinks: lem		8 No, there ar	
10 loves		of the week	:. kateboard of my	3 B	6 C	E Other: salt		Exercise 5	
Exercise 3 Conversation 1		dreams.	kateboard or my	Exercise 2		Exercise 2		1 lot 2 how many	
 don't listen 	•	Exercise 5		1 don't	5 lt's	1a packet		3 a	
2 listen		1 first		2 it's 3 I've	6 she's 7 doesn't	1b crisps 2a tin		4 How many	
3 listens Conversation 2).	2 wake 3 up		4 don't		2b tuna		5 Not many6 how much	
1 watches		4 get		Exercise 3		3a loaf	1	7 Not much	
2 watches3 don't watch		5 wash		1 interested 2 it	5 soon 6 Have	3b brown bread 4a bag	du	8 How many	
4 watch		6 after 7 out		3 in	7 All	4b potatoes		9 any	
Conversation 3	3:	8 fall		4 Say		5a cans 5b lemonade		Exercise 6 1 are	4 a
1 likes 2 likes		9 late		1.8 Exam S	neaking	6a bar		2 lot	5 not
3 doesn't like		Exercise 6	E 4	Tasks 1–3	Saking	6b white choo	colate	3 much	6 many
4 don't like		1 to 2 on	5 for6 on	Students' own	answers.	7a bottle 7b ketchup		2.3 Listenin	g Language
Exercise 4		3 for	7 to			8a tub		Practice	
 Mark often g on Fridays. 	oes to a party	4 out of	8 to	1.9 Self-che	CK	8b ice cream		Exercise 1	
2 I read things	on the Internet	1.5 Gramm	ar	Exercise 1	4 h	9a carton 9b milk		A How many	∍ggs do you
every day.		Exercise 1		2 d	5 a	, S IIIIIK		need? B Have you go	ot a healthy
 My sister doe a musical inst 		1 Are		3 b				recipe for p	
		2 Where							

	u need?	Exercise 4	to alite a complete of	C birthday pa		Exercise 4	7 :-1-	7 make	
pancakes?	do you make the		in this town don't redients I need.	D an after-exa	ims party: 4	1 job 2 work	7 job 8 work	8 make	
Exercise 2			own in southern	Exercise 3 1 A Hi	4 Con	3 job	9 work	Exercise 3 1 e	4 d
1 N	4 N	England.		2 B How	5 B Can	4 work	10 work	2 a	5 c
2 A	5 N	3 We've got but the piz	a pizza for lunch	3 C Would		5 work 6 work	11 job 12 job	3 b	
3 N			s on it and I don't	Exercise 4		Exercise 5	12 100	Exercise 4	
Exercise 3	l	like the mu		1 want 2 party	5 hope 6 text	1 from	4 in	1 on 2 in	
1f birthday cal 2d hot dog	Ke		a small town in	3 at	7 let	2 at	5 on	3 with	
Bb olive oil		-	ery August.	4 delicious	8 wishes	3 with		4 children	
e tomato saud		Exercise 5 1 I need an o	nion for this	2 9 Evam 6	m a alrima	Exercise 6	2 (5 money	
5a cheese and sandwiches			I haven't got any	2.8 Exam S	peaking	1 boss 2 manager	3 chef 4 chiefs	6 vegetables7 a house	
6c cornflakes			ops near here	Tasks 1–3 Students' own	answers	REMEMEBE		Exercise 5	
1 hot dog		aren't oper	n. ood festival in the	Students Own	answers.	1 counts	KDLITEK	1A learn	
2 olive oil 3 tomato sauc			e of our town in	2.9 Self-che	eck	2 reception		1B teach	
cheese and		June. '		Exercise 1		3 waiter		2A teaches 2B learns	
sandwiches		3 I'm a good		1 can	4 cheese 5 bar	4 act		3A learn	
cornflakes	.	difficult.	his book are very	2 packet 3 onions	3 Dai	Exercise 7 1 from		3B teach	
birthday cak	te		but I don't like	Exercise 2		2 in		4A learning	
Exercise 4	4 Mix	the pizzas f		1 bag	4 jar	3 actress		4B teaching	
! Chop	5 Fry		near our school.	2 bottle	5 packet	4 with 5 paid		3.4 Reading	g
Boil '	6 Slice	Exercise 6	4 Th.	3 carton		5 paid 6 hard		Exercise 1	
A Roadina		1 – 2 –	4 The 5 –	Exercise 3	4 al:	7 plumber		1 T	6 M
2.4 Reading	,	3 a	6 a	1 spicy 2 fry	4 slice 5 delicious	8 a		2 S	7 T
Exercise 1		2 4 6 1 .		3 local		 9 part 10 a gardener 		3 M 4 T	8 N 9 T
3 4		2.6 Speaki	ng	Exercise 4				5 N	10 S
2		Exercise 1 Students' owr	answers	Conversation		3.2 Gramm	ar	Exercise 2	
xercise 2			i aliswels.	Conversation		Exercise 1		1 A	4 V
SK DWD	6 LAA 7 SK	Exercise 2 1 A hot dog i	is three euros	any b there Conversation	3: a Is there any	1's 2 isn't		2 N 3 N	5 A 6 V
SK	7 SK 8 DWD		wiches are three	b not much		3 ls 4 're			o v
LAA	9 LAA	pounds eig	ghty-nine.	Exercise 5		5 are		Exercise 3 1 B	4 A
DWD		3 Cheese sar three euros		1 An	4 -	6 aren't		2 A	5 B
xercise 3			ty-nine pence.	2 the 3 a	5 the	7 'm not		3 B	6 A
pay listen	4 chat		forty-five pence.			Exercise 2		Exercise 4	
listen go	5 go 6 play	Exercise 3		Exercise 6 1 B	4 C	1 're doing 2 's writing		Conversation	
xercise 4	o p.a,		would you like to	2 A	5 A	3 isn't writing		Conversation Conversation	
play (the gui	itar) with	drink? 2 No thanks,	that's it How	3 A		4 's thinking		1 dull	0.
go for		much is it?	tilat 3 it. I low	Exercise 7		5 is (she) thin6 's watching	king	2 regular	
pays for go down		3 Enjoy your		1 A 2 C	4 C 5 B	7 isn't reading	q	3 revision	
chat to			unds seventy-five.	3 A	э Б	8 are talking	5	Remember t	
listen to		b Can I nave	an orange juice,	Exercise 8		9 aren't trying		1 whole 2 In fact	4 even 5 just
xercise 5		6 Yes, I'd like	a hot dog.	1 Are you rea	dy to order?	10 am (I) doing 11 'm wasting	3	3 at all	. ,
	ay: lunch, dinner	7 Here you a			akeway tonight.	Exercise 3		Exercise 5	
in any order)	r) ers, main course,	8 Anything e	ilse?	3 I usually ma 4 What would		Conversation	1:	1 In fact	3 even
dessert (in a		Exercise 4 1 W	5 C	drink?	. you mio to	1 are you wai	ting	2 at all	4 just
	in curry, mixed	2 C	6 C	5 How much i	s it?	2 'm waiting Conversation	2.	Exercise 6 1 at all	4 In fact
green salad, any order)	Methi Gajar (in	3 W	7 C	Exercise 9		1 is she going		2 even	5 whole
ngredients: ve	egetables,	4 W	8 W	1 A	4 B	2 's going		3 just	
	ce (in any order)	Exercise 5	a hat daa	2 C 3 A	5 C	Conversation		Exercise 7	
		 Yes, I'd like 				1 They're was	ming	1 demanding	
xercise 6			would you like to	Exercise 10		/ 're having			
fresh			would you like to	Exercise 10 1 A	4 B	2 're having Exercise 4		2 salary	
fresh vegetarian		2 OK. What was drink? 3 Can I have	would you like to an orange juice,	1 A 2 C	4 B 5 C	Exercise 4 Conversation	1:		
fresh vegetarian spicy		2 OK. What we drink?3 Can I have please?	an orange juice,	1 A		Exercise 4 Conversation 1 I'm waiting		2 salary 3 customers	
fresh vegetarian spicy local traditional		2 OK. What was drink? 3 Can I have	an orange juice,	1 A 2 C	5 C	Exercise 4 Conversation 1 I'm waiting 2 Is he working	ng	2 salary 3 customers 4 responsible 5 quality Exercise 8	;
fresh vegetarian spicy local traditional grilled		OK. What we drink?Can I have please?Anything eNo thanks, much is it?	an orange juice, lse? that's it. How	1 A 2 C 3 A	5 C	Exercise 4 Conversation 1 I'm waiting	ng g	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn	n a lot of moi
fresh vegetarian spicy local traditional grilled exercise 7		 2 OK. What we drink? 3 Can I have please? 4 Anything e 5 No thanks, much is it? 6 It's two poor 	an orange juice, lse? that's it. How unds seventy-five.	1 A 2 C 3 A 3.1 Vocabu Exercise 1 1 mechanic	5 C	Exercise 4 Conversation 1 I'm waiting 2 Is he workir 3 he is helpin 4 He is servin Conversation	ng g g 2 :	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn as a shop as	n a lot of mor
fresh vegetarian spicy local traditional grilled xercise 7 dishes		 2 OK. What we drink? 3 Can I have please? 4 Anything e 5 No thanks, much is it? 6 It's two poin 7 Here you a 	an orange juice, lse? that's it. How unds seventy-five. re.	1 A 2 C 3 A 3.1 Vocabu Exercise 1 1 mechanic 2 receptionist	5 C	Exercise 4 Conversation 1 I'm waiting 2 Is he workir 3 he is helpin 4 He is servin Conversation 1 What are yo	ng g g 2: bu cooking	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn	n a lot of mor ssistant? doesn't earn
fresh vegetarian spicy local traditional grilled xercise 7 dishes speciality		2 OK. What we drink? 3 Can I have please? 4 Anything e 5 No thanks, much is it? 6 It's two poi 7 Here you a 8 Enjoy your	an orange juice, lse? that's it. How unds seventy-five. re.	1 A 2 C 3 A 3.1 Vocabu Exercise 1 1 mechanic 2 receptionist 3 nurse	5 C	Exercise 4 Conversation 1 I'm waiting 2 Is he workin 3 he is helpin 4 He is servin Conversation 1 What are yo 2 Joe is getti	ng g g 2: ou cooking ng pizza	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn as a shop a: 2 My brother enough for 3 I earn abou	n a lot of mor ssistant? doesn't earn his needs. t £100 a wee
fresh vegetarian spicy local traditional grilled Exercise 7 dishes speciality street food		 2 OK. What we drink? 3 Can I have please? 4 Anything e 5 No thanks, much is it? 6 It's two poin 7 Here you a 	an orange juice, lse? that's it. How unds seventy-five. re.	1 A 2 C 3 A 3.1 Vocabu Exercise 1 1 mechanic 2 receptionist	5 C	Exercise 4 Conversation 1 I'm waiting 2 Is he workir 3 he is helpin 4 He is servin Conversation 1 What are yo	ng g g 2: ou cooking ng pizza e buying	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn as a shop a: 2 My brother enough for 3 learn abou 4 How does N	n a lot of mor ssistant? doesn't earn his needs. t £100 a wee
fresh vegetarian spicy local traditional grilled (xercise 7 dishes speciality street food meal	ar	2 OK. What we drink? 3 Can I have please? 4 Anything e 5 No thanks, much is it? 6 It's two poi 7 Here you a 8 Enjoy your Exercise 6 1 like 2 would	an orange juice, lse? that's it. How unds seventy-five. re.	1 A 2 C 3 A 3.1 Vocabu Exercise 1 1 mechanic 2 receptionist 3 nurse 4 lawyer 5 plumber 6 gardener	5 C lary	Exercise 4 Conversation 1 I'm waiting 2 Is he workir 3 he is helpin 4 He is servin Conversation 1 What are yo 2 Joe is getti 3 Where is he	ng g g 2: ou cooking ng pizza e buying	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn as a shop a: 2 My brother enough for 3 I earn abou 4 How does N her living?	n a lot of mor ssistant? doesn't earn his needs. t £100 a wee Mrs Fisher ea
fresh vegetarian spicy local traditional grilled (xercise 7 dishes speciality street food meal 2.5 Gramma	ar	2 OK. What we drink? 3 Can I have please? 4 Anything e 5 No thanks, much is it? 6 It's two poi 7 Here you a 8 Enjoy your Exercise 6 1 like 2 would 3 drink	an orange juice, lse? that's it. How unds seventy-five. re.	1 A 2 C 3 A 3.1 Vocabu Exercise 1 1 mechanic 2 receptionist 3 nurse 4 lawyer 5 plumber 6 gardener 7 shop assiste	5 C lary	Exercise 4 Conversation 1 I'm waiting 2 Is he workir 3 he is helpin 4 He is servin Conversation 1 What are ye 2 Joe is getti 3 Where is he 4 They are se Exercise 5 1 What are ye	ng g g 2: su cooking ng pizza e buying Iling pizzas	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn as a shop a: 2 My brother enough for 3 I earn abou 4 How does N her living? 5 Paul wants: money to p	n a lot of mor ssistant? doesn't earn his needs. t £100 a wee Mrs Fisher ea
fresh vegetarian spicy local traditional grilled (xercise 7 dishes speciality street food meal 2.5 Gramma xercise 1	ar 6 a	2 OK. What we drink? 3 Can I have please? 4 Anything e 5 No thanks, much is if of it's two por 7 Here you a 8 Enjoy your Exercise 6 1 like 2 would 3 drink 4 Large	an orange juice, lse? that's it. How unds seventy-five. re.	1 A 2 C 3 A 3.1 Vocabu Exercise 1 1 mechanic 2 receptionist 3 nurse 4 lawyer 5 plumber 6 gardener 7 shop assiste 8 waiter	5 C lary	Exercise 4 Conversation 1 I'm waiting 2 Is he workir 3 he is helpin 4 He is servin Conversation 1 What are ye 2 Joe is getti 3 Where is he 4 They are se Exercise 5 1 What are ye 2 I'm going	ng g g 2: pu cooking ng pizza e buying lling pizzas pu reading?	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn as a shop a: 2 My brother enough for 3 I earn abou 4 How does N her living? 5 Paul wants:	n a lot of moi ssistant? doesn't earn his needs. t £100 a wee Mrs Fisher ea to earn some
fresh vegetarian spicy local traditional grilled xercise 7 dishes speciality street food meal 2.5 Gramma xercise 1 an a	6 a 7 an	2 OK. What we drink? 3 Can I have please? 4 Anything e 5 No thanks, much is it? 6 It's two poi 7 Here you a 8 Enjoy your Exercise 6 1 like 2 would 3 drink 4 Large 5 Anything 6 That	an orange juice, lse? that's it. How unds seventy-five. re.	1 A 2 C 3 A 3.1 Vocabu Exercise 1 1 mechanic 2 receptionist 3 nurse 4 lawyer 5 plumber 6 gardener 7 shop assiste	5 C lary	Exercise 4 Conversation 1 I'm waiting 2 Is he workir 3 he is helpin 4 He is servin Conversation 1 What are ye 2 Joe is getti 3 Where is he 4 They are se Exercise 5 1 What are ye 2 I'm going 3 He's playing	ng g g 2: pu cooking ng pizza b buying Illing pizzas pu reading?	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn as a shop a: 2 My brother enough for 3 I earn abou 4 How does N her living? 5 Paul wants: money to p	n a lot of mor ssistant? doesn't earn his needs. t £100 a wee Mrs Fisher ea to earn some ay for a new
fresh vegetarian spicy local traditional grilled xercise 7 dishes speciality street food meal 2.5 Gramma xercise 1 an a an	6 a 7 an 8 a	2 OK. What we drink? 3 Can I have please? 4 Anything e 5 No thanks, much is it? 6 It's two poi 7 Here you a 8 Enjoy your Exercise 6 1 like 2 would 3 drink 4 Large 5 Anything 6 That 7 much	an orange juice, lse? that's it. How unds seventy-five. re.	1 A 2 C 3 A 3.1 Vocabu Exercise 1 1 mechanic 2 receptionist 3 nurse 4 lawyer 5 plumber 6 gardener 7 shop assista 8 waiter Exercise 2 1 builder 2 farmers	5 C lary	Exercise 4 Conversation 1 I'm waiting 2 Is he workir 3 he is helpin 4 He is servin Conversation 1 What are ye 2 Joe is getti 3 Where is he 4 They are se Exercise 5 1 What are ye 2 I'm going 3 He's playin 4 Are you usi 5 Are you wri	ng g g 2: pu cooking ng pizza buying lling pizzas pu reading?	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn as a shop 2 2 My brother enough for 3 I earn abou 4 How does N her living? 5 Paul wants money to p computer.	n a lot of more ssistant? doesn't earn his needs. t £100 a wee Mrs Fisher ea to earn some ay for a new
fresh vegetarian spicy local traditional grilled (xercise 7 dishes speciality street food meal 2.5 Gramma (xercise 1 an a an a	6 a 7 an	2 OK. What we drink? 3 Can I have please? 4 Anything e 5 No thanks, much is it? 6 It's two por 7 Here you a 8 Enjoy your Exercise 6 1 like 2 would 3 drink 4 Large 5 Anything 6 That 7 much 8 Here	an orange juice, lse? that's it. How unds seventy-five. re.	1 A 2 C 3 A 3.1 Vocabu Exercise 1 1 mechanic 2 receptionist 3 nurse 4 lawyer 5 plumber 6 gardener 7 shop assiste 8 waiter Exercise 2 1 builder 2 farmers 3 teacher	5 C lary	Exercise 4 Conversation 1 I'm waiting 2 Is he workir 3 he is helpin 4 He is servin Conversation 1 What are yc 2 Joe is getti 3 Where is he 4 They are se Exercise 5 1 What are yc 2 I'm going 3 He's playin; 4 Are you usi	ng g g 2: pu cooking ng pizza buying lling pizzas pu reading?	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn as a shop 2 2 My brother enough for 3 I earn abou 4 How does N her living? 5 Paul wants money to p computer. 3.5 Gramm	n a lot of mor ssistant? doesn't earn his needs. t £100 a wee Mrs Fisher ea to earn some ay for a new
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fresh vegetarian spicy local traditional grilled (xercise 7 dishes speciality street food meal (xercise 1 an a an a a xercise 2 a an — The	6 a 7 an 8 a 9 an 5 a 6 the	2 OK. What we drink? 3 Can I have please? 4 Anything e 5 No thanks, much is it? 6 It's two poi 7 Here you a 8 Enjoy your Exercise 6 1 like 2 would 3 drink 4 Large 5 Anything 6 That 7 much 8 Here 9 Enjoy 2.7 Writing Exercise 1 2a People 2b presents	an orange juice, llse? that's it. How unds seventy-five. re. meal.	1 A 2 C 3 A 3.1 Vocabu Exercise 1 1 mechanic 2 receptionist 3 nurse 4 lawyer 5 plumber 6 gardener 7 shop assista 8 waiter Exercise 2 1 builder 2 farmers 3 teacher 4 actor 5 artist 6 scientist 7 accountant Exercise 3 1 teacher	5 C lary	Exercise 4 Conversation 1 I'm waiting 2 Is he workir 3 he is helpin 4 He is servir Conversation 1 What are ye 2 Joe is getti 3 Where is he 4 They are se Exercise 5 1 What are ye 2 I'm going 3 He's playing 4 Are you usi 5 Are you wri 6 We're havir 3.3 Listenir Practice	ng g g 2: pu cooking ng pizza buying Illing pizzas pu reading? g ng	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn as a shop as 2 My brother enough for 3 learn about 4 How does Ner living? 5 Paul wants money to p computer. 3.5 Gramm Exercise 1 1 Are 2 does 3 doesn't 4 do Exercise 2 1 a meet, b 're	n a lot of moo ssistant? doesn't earr his needs. t £100 a wee Mrs Fisher ea to earn some ay for a new ar 5 is 6 do 7 am
fresh vegetarian spicy local traditional grilled (xercise 7 dishes speciality street food meal (xercise 1 an a a a a (xercise 2 a an - The (xercise 3	6 a 7 an 8 a 9 an 5 a 6 the 7 The 8 —	2 OK. What we drink? 3 Can I have please? 4 Anything e 5 No thanks, much is it? 6 It's two poi 7 Here you a 8 Enjoy your Exercise 6 1 like 2 would 3 drink 4 Large 5 Anything 6 That 7 much 8 Here 9 Enjoy 2.7 Writing Exercise 1 2a People 2b presents 3 spicy	an orange juice, llse? that's it. How unds seventy-five. re. meal.	1 A 2 C 3 A 3.1 Vocabu Exercise 1 1 mechanic 2 receptionist 3 nurse 4 lawyer 5 plumber 6 gardener 7 shop assista 8 waiter Exercise 2 1 builder 2 farmers 3 teacher 4 actor 5 artist 6 scientist 7 accountant Exercise 3 1 teacher 2 architect	5 C lary ant	Exercise 4 Conversation 1 I'm waiting 2 Is he workir 3 he is helpin 4 He is servin Conversation 1 What are yt 2 Joe is getti 3 Where is he 4 They are se Exercise 5 1 What are yt 2 I'm going 3 He's playin 4 Are you us 5 Are you wri 6 We're havir 3.3 Listenir Practice Exercise 1 A building	ng g g 2: pu cooking ng pizza buying Illing pizzas pu reading? g ng	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn as a shop a: 2 My brother enough for 3 I earn abou 4 How does N her living? 5 Paul wants: money to p computer. 3.5 Gramm Exercise 1 1 Are 2 does 3 doesn't 4 do Exercise 2	n a lot of moissistant? doesn't earr his needs. t f100 a wee Mrs Fisher ea to earn some ay for a new ar 5 is 6 do 7 am e meeting b has
fresh vegetarian spicy local traditional grilled Exercise 7 dishes speciality street food meal 2.5 Gramma Exercise 1 an a a a a a a The The	6 a 7 an 8 a 9 an 5 a 6 the 7 The 8 -	2 OK. What we drink? 3 Can I have please? 4 Anything e 5 No thanks, much is it? 6 It's two poi 7 Here you a 8 Enjoy your Exercise 6 1 like 2 would 3 drink 4 Large 5 Anything 6 That 7 much 8 Here 9 Enjoy 2.7 Writing Exercise 1 2a People 2b presents	an orange juice, llse? that's it. How unds seventy-five. re. meal.	1 A 2 C 3 A 3.1 Vocabu Exercise 1 1 mechanic 2 receptionist 3 nurse 4 lawyer 5 plumber 6 gardener 7 shop assista 8 waiter Exercise 2 1 builder 2 farmers 3 teacher 4 actor 5 artist 6 scientist 7 accountant Exercise 3 1 teacher 2 architect 3 factory worl	5 C lary ant	Exercise 4 Conversation 1 I'm waiting 2 Is he workir 3 he is helpin 4 He is servin Conversation 1 What are ye 2 Joe is getti 3 Where is he 4 They are se Exercise 5 1 What are ye 2 I'm going 3 He's playing 4 Are you usi 5 Are you wri 6 We're havir 3.3 Listenir Practice Exercise 1 A building B working C teaching Exercise 2	ng g g 2: pu cooking ng pizza buying Illing pizzas pu reading? g ng	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn as a shop a: 2 My brother enough for 3 I earn abou 4 How does N her living? 5 Paul wants: money to p computer. 3.5 Gramm Exercise 1 1 Are 2 does 3 doesn't 4 do Exercise 2 1 a meet, b'r 2 a 's having, 3 a 's doing, t 4 a have, b're	n a lot of more sistant? doesn't earn his needs. It f100 a wee Mrs Fisher earn some ay for a new tar 5 is 6 do 7 am e meeting b has b do e having
fresh 2 vegetarian 3 spicy 4 local 5 traditional 6 traditional 6 traditional 7 dishes 2 speciality 8 street food 4 meal 2.5 Gramma 2 a 3 a 4 a 5 a 2 a 7 The Exercise 3 - The Exercise 3 - The Exercise 3	6 a 7 an 8 a 9 an 5 a 6 the 7 The 8 —	2 OK. What we drink? 3 Can I have please? 4 Anything e 5 No thanks, much is it? 6 It's two por 7 Here you a 8 Enjoy your Exercise 6 1 like 2 would 3 drink 4 Large 5 Anything 6 That 7 much 8 Here 9 Enjoy 2.7 Writing Exercise 1 2a People 2b presents 3 spicy 4 the holidate?	an orange juice, llse? that's it. How unds seventy-five. re. meal.	1 A 2 C 3 A 3.1 Vocabu Exercise 1 1 mechanic 2 receptionist 3 nurse 4 lawyer 5 plumber 6 gardener 7 shop assista 8 waiter Exercise 2 1 builder 2 farmers 3 teacher 4 actor 5 artist 6 scientist 7 accountant Exercise 3 1 teacher 2 architect	5 C lary ant	Exercise 4 Conversation 1 I'm waiting 2 Is he workir 3 he is helpin 4 He is servin Conversation 1 What are ye 2 Joe is getti 3 Where is he 4 They are se Exercise 5 1 What are ye 2 I'm going 3 He's playin; 4 Are you usi 5 Are you wri 6 We're havir 3.3 Listenir Practice Exercise 1 A building B working C teaching Exercise 2 1 work	ng g g 2: pu cooking ng pizza buying Illing pizzas pu reading? g ng	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn as a shop as 2 My brother enough for 3 learn about 4 How does Ner living? 5 Paul wants money to p computer. 3.5 Gramm Exercise 1 1 Are 2 does 3 doesn't 4 do Exercise 2 1 a meet, b're 2 a 's having, 3 a 's doing, t 4 a have, b're 5 a send, b're	n a lot of mor ssistant? doesn't earn his needs. t £100 a weel Mrs Fisher ea to earn some ay for a new
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fresh 2 vegetarian 3 spicy 4 local 5 traditional 6 grilled Exercise 7 6 dishes 2 speciality 8 street food 4 meal 2.5 Gramma Exercise 1 an 2 a 3 an 4 a 6 a 6 a Exercise 2 a 7 The Exercise 3 - 2 the 8 an	6 a 7 an 8 a 9 an 5 a 6 the 7 The 8 - 7 - 8 a 9 The	2 OK. What we drink? 3 Can I have please? 4 Anything e 5 No thanks, much is it? 6 It's two por 7 Here you a 8 Enjoy your Exercise 6 1 like 2 would 3 drink 4 Large 5 Anything 6 That 7 much 8 Here 9 Enjoy 2.7 Writing Exercise 1 2a People 2b presents 3 spicy 4 the holidate 5a Everyone 5b clothes Exercise 2 A fancy dress	an orange juice, lse? that's it. How unds seventy-five. re. meal.	1 A 2 C 3 A 3.1 Vocabu Exercise 1 1 mechanic 2 receptionist 3 nurse 4 lawyer 5 plumber 6 gardener 7 shop assista 8 waiter Exercise 2 1 builder 2 farmers 3 teacher 4 actor 5 artist 6 scientist 7 accountant Exercise 3 1 teacher 2 architect 3 factory word 4 taxi driver 5 vet	5 C lary ant	Exercise 4 Conversation 1 I'm waiting 2 Is he workir 3 he is helpin 4 He is servin Conversation 1 What are ye 2 Joe is getti 3 Where is he 4 They are se Exercise 5 1 What are ye 2 I'm going 3 He's playin; 4 Are you usi 5 Are you wri 6 We're havir 3.3 Listenir Practice Exercise 1 A building B working C teaching Exercise 2 1 work	ng g g 2: pu cooking ng pizza buying Illing pizzas pu reading? g ng	2 salary 3 customers 4 responsible 5 quality Exercise 8 1 Do you earn as a shop as 2 My brother enough for 3 learn about 4 How does Ner living? 5 Paul wants money to p computer. 3.5 Gramm Exercise 1 1 Are 2 does 3 doesn't 4 do Exercise 2 1 a meet, b're 2 a 's having, 3 a 's doing, t 4 a have, b're 5 a send, b're	n a lot of mor saistant? doesn't earn his needs. t £100 a wee Mrs Fisher ea to earn some ay for a new ar 5 is 6 do 7 am e meeting b has o do e having e sending 1:

Conversation 2:	Exercise 2	Exercise 4	4 falling in love is the most	Exercise 8
1 Is (Tom) helping	1 lawyer	a 2 k 3	important life event	1 talented
2 Do (you) believe	2 receptionist	b 4 1 4	Exercise 2	2 creative
3 do (you) want Conversation 3:	3 assistant 4 accountant	c 2 m 1 d 3 n 2	1 It isn't fair.	3 generous 4 cheerful
1 do (you) do	4 accountant 5 scientist	e 2 o 4	2 It's so hot.	5 relaxed
2 Do (you) understand	Exercise 3	f 4 p 1	3 It's a nice day.4 Is it time for bed?	6 energetic
Exercise 4	1 badly-paid	g 1 q 2	5 It's five o'clock.	
1 Do you earn	2 part-time	h 2 r 2	Exercise 3	4.5 Grammar
2 works	3 in	i 1 s 3	1 Studying hard at school	Exercise 1
3 loves	4 with	j 2 t 4	is important.	1 can't kiss
4 is growing	5 why	Exercise 5	2 It is important to save money	2 can eat
5 are opening6 are looking	Exercise 4	1 shy 2 serious	for the future.	3 can have 4 can't wear
7 Are you looking	Conversation 1: Are you	3 clever 4 positive	3 Being happy is the most	5 can't travel
Exercise 5	making Conversation 2:	5 interesting	important thing in life. 4 The most important life	6 can't have
1 am sitting	a I'm not working	6 kind	event is getting married	Exercise 2
2 stand	b is getting	Exercise 6	5 Learning how to cook before	1 has to tidy
3 need	Conversation 3:	 The boys in my class aren't 	you leave home is important.	2 doesn't have to cook
4 don't complain	a is Seth sitting	very serious.	6 Living in a foreign country	3 doesn't have to take
5 leave 6 is opening	b 's having	My brother isn't very positive about other people.	is the best way to learn a foreign language.	4 has to wash 5 doesn't have to do
o is opening	Exercise 5	3 The film isn't very	7 Looking at old photos is fun.	6 has to help
3.6 Speaking	1 He's working2 He loves	interesting.	8 It's difficult to get up early in	7 doesn't have to do
Exercise 1	3 He doesn't want	4 The new student isn't very	the winter.	Exercise 3
Students' own answers.	4 He writes	sociable.	Exercise 4	1 Do you have to tidy your
Exercise 2	5 I'm dreaming	5 Those girls aren't very kind.	1 d	room
1 In	Exercise 6	Exercise 7	2 e	2 No, I don't
2 Maybe	1 B 4 B	1 A 6 C 2 A 7 A	3 b 4 c	3 Do you have to cook dinner
3 In	2 C 5 A	2 A 7 A 3 A 8 B	5 a	4 No, I don't 5 Do you have to take
4 can	3 A	4 B 9 C	6 f	6 Yes, I do
5 On 6 Perhaps	Exercise 7	5 C 10 B	7 go on a date	7 Do I have to answer
7 It's	1 Could you do me a favour?		8 get a job	Exercise 4
Exercise 3	There's a hospital on the right.	4.2 Grammar	9 leave home	1 have to wear
1 d 4 b	3 Would you like to work on	Exercise 1	10 buy a flat	2 don't have to get up
2 a 5 e	a new project?	1 thin 4 stupid	11 get married 12 fall in love	3 have to stay
3 f 6 c	4 I am sorry to bother you.	2 near 5 ugly	13 buy a flat	4 has to stay
Exercise 4	5 Grandpa Joe is in the	3 easy 6 boring		5 has to get6 doesn't have to do
1 wearing	background.	Exercise 2	4.4 Reading	7 has to do
2 part-time	Exercise 8	1 thinner2 more boring	Exercise 1	Exercise 5
3 think	1 C 4 C	3 funnier	The most likely answer is C.	1 have to
4 happy	2 B 5 A 3 A	4 cleverer/more clever	Exercise 2	2 don't have to
5 asking 6 writing		5 more sociable	1 She hates it.	3 have to
7 background	Exercise 9 1 C 4 C	6 shyer	2 He has a/She likes his great	4 don't have to
	1 6 4 6		personality.	5 do you have to
8 singing	2 B 5 B	Exercise 3		
9 likes	2 B 5 B 3 A	1 most confident, more	Boys don't like shopping.	6 doesn't have to
	3 A	 most confident, more confident 	3 Boys don't like shopping.4 They want to look nice.	6 doesn't have to
9 likes 10 think	3 A Exercise 10	1 most confident, more confident2 shorter, shortest	Boys don't like shopping.	6 doesn't have to 4.6 Speaking
9 likes 10 think 3.7 Writing	3 A	 most confident, more confident shorter, shortest youngest, younger 	3 Boys don't like shopping.4 They want to look nice.5 Because they can try things	6 doesn't have to 4.6 Speaking Exercise 1
9 likes 10 think 3.7 Writing Exercise 1	3 A Exercise 10 1 works from home 2 well-paid job 3 are learning French with	 most confident, more confident shorter, shortest youngest, younger fitter, fittest 	 3 Boys don't like shopping. 4 They want to look nice. 5 Because they can try things on at the same time. 6 She finds clothes/things that match his personality and 	6 doesn't have to 4.6 Speaking Exercise 1 Students' own answers.
9 likes 10 think 3.7 Writing Exercise 1 1 need 5 sorry	3 A Exercise 10 1 works from home 2 well-paid job 3 are learning French with 4 earns his living	 most confident, more confident shorter, shortest youngest, younger fitter, fittest longer, longest 	 3 Boys don't like shopping. 4 They want to look nice. 5 Because they can try things on at the same time. 6 She finds clothes/things that match his personality and are in colours that look good 	6 doesn't have to 4.6 Speaking Exercise 1 Students' own answers. Exercise 2
9 likes 10 think 3.7 Writing Exercise 1 1 need 5 sorry 2 favour 6 but	3 A Exercise 10 1 works from home 2 well-paid job 3 are learning French with	 most confident, more confident shorter, shortest youngest, younger fitter, fittest longer, longest Exercise 4 	 3 Boys don't like shopping. 4 They want to look nice. 5 Because they can try things on at the same time. 6 She finds clothes/things that match his personality and are in colours that look good together. 	6 doesn't have to 4.6 Speaking Exercise 1 Students' own answers.
9 likes 10 think 3.7 Writing Exercise 1 1 need 5 sorry 2 favour 6 but	3 A Exercise 10 1 works from home 2 well-paid job 3 are learning French with 4 earns his living 5 works long hours	 most confident, more confident shorter, shortest youngest, younger fitter, fittest longer, longest 	 3 Boys don't like shopping. 4 They want to look nice. 5 Because they can try things on at the same time. 6 She finds clothes/things that match his personality and are in colours that look good together. Exercise 3 	6 doesn't have to 4.6 Speaking Exercise 1 Students' own answers. Exercise 2 1 at
9 likes 10 think 3.7 Writing Exercise 1 1 need 5 sorry 2 favour 6 but 3 please 7 Thanks	3 A Exercise 10 1 works from home 2 well-paid job 3 are learning French with 4 earns his living 5 works long hours 4.1 Vocabulary	 1 most confident, more confident 2 shorter, shortest 3 youngest, younger 4 fitter, fittest 5 longer, longest Exercise 4 1 more interesting 2 friendlier 3 nicest 	 3 Boys don't like shopping. 4 They want to look nice. 5 Because they can try things on at the same time. 6 She finds clothes/things that match his personality and are in colours that look good together. Exercise 3 1 take back 	6 doesn't have to 4.6 Speaking Exercise 1 Students' own answers. Exercise 2 1 at 2 has 3 shoulder-length 4 fringe
9 likes 10 think 3.7 Writing Exercise 1 1 need 5 sorry 2 favour 6 but 3 please 7 Thanks 4 could Exercise 2 1 Do you think you could also	3 A Exercise 10 1 works from home 2 well-paid job 3 are learning French with 4 earns his living 5 works long hours 4.1 Vocabulary Exercise 1	1 most confident, more confident 2 shorter, shortest 3 youngest, younger 4 fitter, fittest 5 longer, longest Exercise 4 1 more interesting 2 friendlier 3 nicest 4 worst	 3 Boys don't like shopping. 4 They want to look nice. 5 Because they can try things on at the same time. 6 She finds clothes/things that match his personality and are in colours that look good together. Exercise 3 1 take back 2 grow out of 	6 doesn't have to 4.6 Speaking Exercise 1 Students' own answers. Exercise 2 1 at 2 has 3 shoulder-length 4 fringe 5 dyed
9 likes 10 think 3.7 Writing Exercise 1 1 need 5 sorry 2 favour 6 but 3 please 7 Thanks 4 could Exercise 2 1 Do you think you could also check this email for me,	3 A Exercise 10 1 works from home 2 well-paid job 3 are learning French with 4 earns his living 5 works long hours 4.1 Vocabulary	1 most confident, more confident 2 shorter, shortest 3 youngest, younger 4 fitter, fittest 5 longer, longest Exercise 4 1 more interesting 2 friendlier 3 nicest 4 worst 5 smaller	 3 Boys don't like shopping. 4 They want to look nice. 5 Because they can try things on at the same time. 6 She finds clothes/things that match his personality and are in colours that look good together. Exercise 3 1 take back 2 grow out of 3 hang up 4 shop around 	6 doesn't have to 4.6 Speaking Exercise 1 Students' own answers. Exercise 2 1 at 2 has 3 shoulder-length 4 fringe 5 dyed 6 is cutting
9 likes 10 think 3.7 Writing Exercise 1 1 need 5 sorry 2 favour 6 but 3 please 7 Thanks 4 could Exercise 2 1 Do you think you could also check this email for me, please?	3 A Exercise 10 1 works from home 2 well-paid job 3 are learning French with 4 earns his living 5 works long hours 4.1 Vocabulary Exercise 1 1 Hair	1 most confident, more confident 2 shorter, shortest 3 youngest, younger 4 fitter, fittest 5 longer, longest Exercise 4 1 more interesting 2 friendlier 3 nicest 4 worst 5 smaller 6 less tidy	 3 Boys don't like shopping. 4 They want to look nice. 5 Because they can try things on at the same time. 6 She finds clothes/things that match his personality and are in colours that look good together. Exercise 3 1 take back 2 grow out of 3 hang up 4 shop around 5 wear out 	6 doesn't have to 4.6 Speaking Exercise 1 Students' own answers. Exercise 2 1 at 2 has 3 shoulder-length 4 fringe 5 dyed 6 is cutting 7 Maybe
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it is important to make your own decisions from a younger age
 the most important life event is learning to drive
 going on your first date is really important

4.7 Writing	6 form teacher	3 inside	Exercise 4	5.9 Self-check
Exercise 1	7 desk	4 for	Conversation 1:	Exercise 1
1 (underline high) tall	8 Maths 9 interactive whiteboard	5 in 6 around	1 I was tired2 I couldn't phone	1 nursery
2 (underline hairs) hair	Exercise 2	Exercise 4	3 my phone was in	2 university
3 (underline youngest)	1 nursery	1 corridor	Conversation 2:	3 kindergarten
younger 4 (underline wave) wavy	2 primary	2 staff room	 David was really horrible 	4 playgroup 5 state
5 (underline quiet) quite	3 secondary	3 canteen	2 We were with	Exercise 2
6 (underline from) than	4 mixed	4 science lab	3 I couldn't hit 4 David wasn't happy	1 late
Exercise 2	5 boys'	5 hall	Conversation 3:	2 classes
1 I've got medium-length, dark	6 girls' 7 single	6 gym 7 sports field	1 Why were you late	3 single-sex
hair.	8 state	8 playground	My dad couldn't find	4 mixed
2 My friends say that I've got beautiful eyes.	9 private	Exercise 5	3 Where were they	5 education
3 I'm not a very serious	10 university	1 dinner	4 They were on	Exercise 3 1a do
person.	11 college	2 an email from someone	Exercise 5 1 Could you swim	1b well
4 I don't really enjoy going to	Exercise 3	3 a message	2 was Carole angry	2a miss
discos.	1 do 6 do 2 be 7 get	4 a promise 5 a film	3 Simon couldn't help	2b lesson
5 My brother is taller than me.6 I really like going for long	3 get 8 be	6 computers	4 Nikki could play	3a do
walks.	4 come 9 leave		5 friends were ill	3b badly 4a revised
Exercise 3	5 miss	5.4 Reading	6 We couldn't finish	4b test
1 very 6 but	Exercise 4	Exercise 1	5.6 Speaking	5a fail
2 hair 7 sisters	1 are 3 get	A	Exercise 1	5b exams
3 eyes 8 than	2 do 4 leave	Exercise 2	Students' own answers.	Exercise 4
4 person 9 really	Exercise 5	1 F 4 T	Exercise 2	1 should
5 enjoy	1 are (you) taking	2 T 5 T 3 F 6 F	1a next	2 couldn't
4.8 Exam Speaking	2 fail 3 pass		1b background	3 don't have to 4 shouldn't
Tasks 1–3	4 retake	REMEMBER BETTER	1c looks	5 have to
Students' own answers	5 Have prepared	Exercise A	2a Firstly	Exercise 5
	6 get into	1a success 1b succeed	2b top	1 were
4.9 Self-check	Exercise 6	2a imaginative	2c example 2d exciting	2 weren't
Exercise 1	1 A 6 A	2b imagination	3 whole	3 could
1 middle-aged	2 C 7 C 8 B	3a educational	Exercise 3	4 couldn't
2 tall	4 A 9 A	3b education	1 Gunwharf	5 wasn't
3 quite 4 slim	5 C 10 B	3c educate	2 eleven (11)	Exercise 6
5 dark		4a disagreement 4b agree	3 eight (8)	1 C 4 B 2 A 5 A
Exercise 2	5.2 Grammar	4c disagree	4 fifteen (15)	3 C
1 cheerful	Exercise 1	Exercise B	5 nine (9) 6 ninety (90)	Exercise 7
2 shy	1 do you have to wear	1A success	7 audio	1 B 4 B
3 tracksuit	2 don't have to wear	1B succeed	8 ten (10)	2 C 5 C
4 scarf 5 socks	3 have to look4 do you have to do	2A Education	9 six (6)	3 A
	5 has to do	2B educate 2C educational	Exercise 4	Exercise 8
Exercise 3 Students' own answers	6 doesn't have to do	2D educated	1 d 4 b	1 are having a meeting/
	Exercise 2	3A imagination	2 f 5 c 3 e 6 a	discussion
Exercise 4 1 more energetic	1 don't have to	3B imaginative	3 e 0 a	2 write because3 can you leave school
2 friendlier	2 must	4A disagree/agree	5.7 Writing	4 is giving a speech
3 the cleverest	3 must 4 mustn't	4B agree/disagree 4C disagreement	Exercise 1	5 do a course
4 the best	5 don't have to		a because	Exercise 9
5 less negative	6 Should I	Exercise 3 1 A 3 A	b but	1 She's ten and she goes to
Exercise 5	7 must	2 A 4 B	c and	primary school. secondary
1 I have to get up	Exercise 3	Exercise 4	d so	2 Can you take part in lots of activities? have
2 my sister has to catch3 I have to drive	1 C 4 A	1 say for sure	Exercise 2 1 hope	3 I can't put up this tent. take
4 You don't have to take	2 B 5 C 6 C	2 a bit of a surprise	2 well	4 I want to improve my skills in
5 does she have to leave		3 such as	3 other news	Spanish. from
Exercise 6	Exercise 4	Exercise 5	4 else	5 You can find him in the staff
1 B 4 B	1 should look 2 Should I sav	1 up	5 about you	room. hall
2 A 5 B	3 should wait	2 around	6 life	Exercise 10
3 A	4 should I do	3 on	7 up to 8 plans	1 A 4 B 2 B 5 B
Exercise 7	5 Should I go	Exercise 6	9 can't wait	2 B 5 B 3 C
1 C 4 A	6 should sit	1 do 2 improve	10 miss	5 0
2 A 5 A 3 B	7 don't have to speak 8 shouldn't wait	3 take	11 soon	6.1 Vocabulary
Exercise 8	9 must be	4 make	Exercise 3	Exercise 1
1 C 4 C	10 should get	5 win	a up f can't	1 cycling
2 B 5 B	Exercise 5	5.5 Grammar	b to g wait	2 football
3 B	1 don't have to		c well h other d hope i news	3 karate
Exercise 9	2 don't have to	Exercise 1	e hear j love	4 sailing 5 table tennis
1 B 4 B	3 should / have to	1a is 3b can't 1b am 3c can't	Exercise 4	6 yoga
2 C 5 A	4 mustn't 5 must	1c can't 3d is	1 but	7 badminton
3 A	6 should not	2a Can 4a are	2 because	8 climbing
Exercise 10		2b Are 4b can't	3 so	Exercise 2
1 don't have to go	5.3 Listening Language	3a isn't	4 and	1 cycling
2 has got big, brown3 less funny than	Practice	Exercise 2	5 so 6 because	2 ice skating3 Zumba
4 has to get/ask	Exercise 1	1 could 5 was 2 was 6 was	7 but	3 Zumba 4 kung fu
5 are going on	1 wear 4 gives	3 was 7 wasn't	8 but	5 atennis, bskiing
E 1 Vesekulam	2 use 5 have	4 was	9 because	6 kayaking
5.1 Vocabulary	3 borrow 6 play	Exercise 3	10 and	7 swimming
Exercise 1	Exercise 2	1 was 10 was	5.8 Exam Speaking	8 basketball
1 - Information Technoli	a in f over	2 Could 11 were	Tasks 1–3	Exercise 3
1a Information Technology 1b Physical Education	h without a in		idSKS I-3	1 go 7 go
1b Physical Education	b without g in c in h inside	3 were 12 couldn't	Students' own answers	
	c in h inside d in i for	4 couldn't 13 weren't	Students' own answers	2 go 8 play
1b Physical Education 2a Sciences	c in h inside	4 couldn't 13 weren't 5 were 14 were	Students' own answers	
1b Physical Education 2a Sciences 2b Physics 2c Chemistry 3 pupils	c in h inside d in i for	4 couldn't 13 weren't 5 were 14 were 6 were 15 Were	Students' own answers	2 go 8 play 3 play 9 go
1b Physical Education 2a Sciences 2b Physics 2c Chemistry	c in h inside d in i for e in	4 couldn't 13 weren't 5 were 14 were 6 were 15 Were	Students' own answers	2 go 8 play 3 play 9 go 4 do 10 do

Exercise 4

Students' own answers

Exercise 5

- runner
- 3 player 4 sailor

Exercise 6

- beating
- wins
- beats

Exercise 7

Students' own answers.

REMEMBER BETTER

Swimming: pool, costume, race, cap, trunks
Tennis: shorts, match, elbow,

court, shirt Exercise 8

1	В	6 C	
2	Α	7 B	
3	C	8 A	
4	Α	9 A	
5	В	10 C	

6.2 Grammar Exercise 1

was

- 2 a Was
- b wasn't
- c were 3 a Were
- b were
- d was

Exercise 2 chatted

- agreed planned
- started
- decided
- wanted cried
- 8 asked
- watched
- 10 liked

Exercise 3

- 1 2 3 age when Last
- ago
- 5 yesterday6 night

Exercise 4

- yesterday played
- 3 did 4 wat
- watched
- helped
- gave
- took
- drank went
- 10 last

Exercise 5

- I started doing yoga at the age of twelve.
- Phil wanted to be a doctor when he was younger. My sister made a salad for
- lunch yesterday. Becky decided to join
- a volleyball club last week. I bought this tennis racket
- two months ago. I found my old skateboard in the garage last month .

Exercise 6

- 2 went
- hated ago
- 5 decided

6.3 Listening Language **Practice**

Exercise 1

- 1 hate 2 think

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3 care

- 4 fair
- want
- 6 like

Exercise 2

- don't care who wins 'd like to go
- not fair that
- don't think (that) children

Exercise 3

- matter such
- sort
- c d just
- е True

Exercise 4

- a such b True
- sort

Exercise 5 I can't stand

- I prefer
- I enjoy
- I would love (extra phrase: I don't care about)

6.4 Reading

Exercise 1

Exercise 2

- sporting heroes
- fell off cancer
- horse
- serious injury
- 6 Grand National

Exercise 3

1 b 2 a 3 d 4 c

Exercise 4

- make back
- regain
- 4 against
- Exercise 5 By this time
- At times
- At the same time
- At that time

Exercise 6

- training videos aerobics instructor
- fitness centre
- dance steps
- Exercise 7 keep
- 2 join
- runs
- 4 win

6.5 Grammar

Exercise 1

- 1a Does 1b take
- 1c doesn't
- 1d leaves
- 2a Do
- 2b feel
- $2c\ do$
- 3a does
- 3b buy 3c doesn't (never)
- 3d buy (buys)
- 4b wear 4c don't
- Exercise 2
- didn't know
- didn't do
- didn't tidy didn't learn
- didn't read
- didn't write

Exercise 3

- didn't lose Did Aggie come
- didn't stay
- didn't see Did you phone
- did she say didn't sound

- 9 didn't go
- 10 didn't speak

Exercise 4

- Did you have a good time?
- Yes, I did.
- I didn't want to come home. Where did you stay?
- I didn't have my own room.

What did you do in the

- Did you know any of the
- other people?
- No, I didn't. But I didn't have
- evenings? 10 I didn't go out

Exercise 5

- 1 do2 Did
- 3 did you do
- did you go Did I

6.6 Speaking

Exercise 1 Students' own answers

- Exercise 2 1 d
- 2 a 3 b
- Exercise 3
- important Should
- 3 really
- also What
- 6 make sure
- Exercise 4 should I
- important not to You shouldn't
- Make sure
- also important to

should really

- 6.7 Writing Exercise 1
- After
- the end 3 At
- that
- 5 in
- Exercise 2 After
- Suddenly 4 After that
- At first

then

- Exercise 3
- because 2 on
- pleased
- 5 raise

6 up 7 do

- Exercise 4 for
- impossible because concentrated remembered

pleased/proud

6.8 Exam Speaking Tasks 1-3 Students' own answers

6.9 Self-check

- Exercise 1
- do 2 go 3 take play
- Exercise 2 1 cycling skiers 3 joggers

5 keep (stay/be)

- Exercise 4 What did you do last night? 1b I met my friends. We saw a film, ate burgers and had
- a good time. 2a Did you play any sports at school last week?

2b No, I (we) didn't. We had exams all week.

Exercise 5

4 sailor

5 swam

ran

2

Exercise 3

played had

went

5 ate

4 really stanc 5 care into Exercise 6

4 B

5 C

2 В С

5 С 3 Exercise 7 4 A C A

3 B

2

- Exercise 8 can't stand
- Make sure you see / Be sure
- to see I'm not into
- don't care about 5 go skiing
- I like surfing in Hawaii. going Do you play for a team? at

He won a judo competition.

Do you want to join a class with me? match

Exercise 9

lost 5 I went ice skating in the park. did

Exercise 10 4 A 5 B 1 2 C B

- 7.1 Vocabulary
- Exercise 1
- 1 bike 2 coac coach
- motorbike
- 4 ferry 5 ship
- 6 train 7 tram
- underground/Tube 9 drive, car 10 sail, boat

11 fly, plane 12 cycle 13 ride

- Exercise 2 working camping
- beach 5 tour
- activity Exercise 3 Go on
- 2 Go on a go by go by
- 5 go by Exercise 4
- tickets seats accommodation 5 hotels
- holiday reservations excursions sights

11 museums

12 transport

10 arrangements

- guesthouses bed and breakfast
- campsite

Exercise 5

4 youth hostel

REMEMBER BETTER

- I went to I went with ..
- I went for ... I went by ...
- I went in
- I went on
- I went at ...; Students' own answers.

Exercise 6 coach6 beach 7 make 8 visited

seats

10 flight

2 campsite 3 foot

rode 5 sights 7.2 Grammar

- Exercise 1
- swam 2 ate 3 took
- wrote 5 visited
- Exercise 2 visited 2 written 3 eaten
- 4 5 taken
- Exercise 3
- 3a Has he ever been 3b He's never arrived
- 4b The pilot has never had
- Exercise 4
- It happened

- did they go

- never

7.3 Listening Language Practice

- window Have
- include Attention

b on at

- about
- arrive at

- 2a I've never eaten 2b Have you ever had
- 4a I've never travelled
- 4c Has he ever flown
- Conversation 1: 1 did it happen
- Did you miss Yes, I did
- Conversation 2: Have your friends ever been Yes, they have
- Did they have No, they didn't It rained
- Exercise 5 1 ridden
- 3 Has 4 sent
- Exercise 1
- deals include
- window deals 5 Have
- c d at
- have a look at stop at
- stop over

- They went

6 swum

Attention

- Exercise 2
- Exercise 3 a over
- Exercise 4

Exercise 5	Exercise 5	Exercise 4	Exercise 8	Exercise 4
1 at	1 I've just heard	1 Have you looked at the	1 island	1 magical
2 on	 Paul has already taken 	departure board yet	2 change	2 monotonous
3 at	3 I've already seen	2 hasn't left Spain yet	3 pollution	3 enthusiastic
4 at 5 about	4 You haven't taken	3 She's just given4 I haven't had breakfast vet	4 toxic	4 demanding 5 magnificent
	5 My sister has just found6 Has Ray spoken	5 We've already booked	5 warming	•
Exercise 6 1 passengers	c many spanish	Exercise 5	8.2 Grammar	Exercise 5 1 feed
2 brochures	7.6 Speaking	1 I have	Exercise 1	2 escape
3 check in	Exercise 1	2 did you go	1 – We can't save	3 lungs
4 booking	Students' own answers.	3 We went	? Can we save	4 surroundings
5 luggage	Exercise 2	4 Did you enjoy	2 + We should cycle- We shouldn't cycle	5 brain 6 fur
6 flight 7 ticket	1 door	5 We slept	? Should we cycle	Exercise 6
8 platform	2 way 3 turn	Exercise 6 1 to 4 already	Exercise 2	1 poisonous
7.4.0. 1:	4 on	2 ever 5 bought	1 won't be	2 evolution
7.4 Reading	5 along	3 yet	2 won't melt	3 dangerous
Exercise 1	6 opposite	Exercise 7	3 won't be	4 attacker
1 E 4 A 2 C 5 D	7a on	1 B 4 C	4 won't cut down 5 won't exist	5 intelligent
3 F	7b opposite 8 get	2 A 5 A	6 will be	8.5 Grammar
Exercise 2	9 Go	3 B	7 will be	Exercise 1
1 C 4 A	10a Take	Exercise 8	8 will get	1 I should be
2 B 5 C	10b on	 Have you ever been to France?; in 	9 will die out 10 won't be	2 I don't want to fail
3 C	Exercise 3	2 I have already bought them.;	11 will destroy	3 I'd like to go
Exercise 3	1E stadium 2D theatre	yet	Exercise 3	4 I must get 5 I don't want to waste
1 security checks	3A chemist's	3 Did you travel to Germany	1 Will children learn	6 I'm planning to get
2 reclining seat3 last-minute	4C bookshop	by car?; in 4 I want to go on a package	2 Which country will win	Exercise 2
4 information desk	5B café (6 post office)	tour.; trip	3 Which language will children	1 to eat
5 departure boards	Exercise 4	5 I want to visit the museums.;	learn 4 How many people will there	2 to help
Exercise 4	1 turn	go	be	3 to argue
1 board	2 past 3 across	Exercise 9	5 What will people do	4 to write 5 to play
2 desk 3 staff	4 straight	1 B 4 C 2 C 5 A	Exercise 4	6 to read
4 checks	5 along	3 A	1 we'll try	7 to be
5 reclining	6 Go	Exercise 10	2 we won't ask	Exercise 3
Exercise 5	7 between	1 A 4 B	3 It'll destroy 4 there'll be	1 I'm going to study Maths.
1 colourful	8 right 9 next	2 C 5 C	5 They'll want	2a How many people are you
2 spectacular	10 take	3 A	6 Will they ask	going to invite to your party?
3 charming	11 turning	8.1 Vocabulary	7 will I know	2b I'm not going to have
Exercise 6	12 left		8 you'll like	a party this year.
1 population2 tourists	13 opposite 14 on	Exercise 1 Plants: grass, bush, tree, flower	Exercise 5	3a Is Bob going to help us with
3 destination	15 to	Animals: fish, penguin, monkey	1 I'll be able 2 Will it snow	our project? 3b No, he isn't.
4 highlight			2 *****	
	M	Exercise 2	3 People won't be able	4a Are Steve and Mark going to
5 monument	7.7 Writing	1 forest	3 People won't be able4 Planes will travel	4a Are Steve and Mark going to visit you this weekend?
5 monument	Exercise 1	1 forest 2 lake	4 Planes will travel5 You'll be able	
5 monument 7.5 Grammar	Exercise 1 1 G 6 I	1 forest 2 lake 3 river	4 Planes will travel	visit you this weekend? 4b Yes, they are. Exercise 4
5 monument 7.5 Grammar Exercise 1	Exercise 1	1 forest2 lake3 river4 mountain	4 Planes will travel5 You'll be able6 Will there be	visit you this weekend? 4b Yes, they are. Exercise 4 1 I'm going to go
5 monument 7.5 Grammar	Exercise 1 1 G 6 I 2 A 7 C 3 L 8 D 4 E 9 K	1 forest 2 lake 3 river	4 Planes will travel5 You'll be able	visit you this weekend? 4b Yes, they are. Exercise 4 1 I'm going to go 2 My dad is going to give
5 monument 7.5 Grammar Exercise 1 1 have gone/been 2 Has Amanda called 3 haven't found	Exercise 1 1 G 6 I 2 A 7 C 3 L 8 D	1 forest 2 lake 3 river 4 mountain 5 sea	4 Planes will travel 5 You'll be able 6 Will there be 8.3 Listening Language Practice	visit you this weekend? 4b Yes, they are. Exercise 4 1 I'm going to go
7.5 Grammar Exercise 1 1 have gone/been 2 Has Amanda called 3 haven't found 4 hasn't made	Exercise 1 1 G 6 I 2 A 7 C 3 L 8 D 4 E 9 K	1 forest 2 lake 3 river 4 mountain 5 sea 6 waterfall	4 Planes will travel5 You'll be able6 Will there be8.3 Listening Language	visit you this weekend? 4b Yes, they are. Exercise 4 1 I'm going to go 2 My dad is going to give 3 Are you going to have
5 monument 7.5 Grammar Exercise 1 1 have gone/been 2 Has Amanda called 3 haven't found 4 hasn't made 5 Have your parents arrived	Exercise 1 1 G 6 I 2 A 7 C 3 L 8 D 4 E 9 K 5 B 10 F Exercise 2 1 enquire	1 forest 2 lake 3 river 4 mountain 5 sea 6 waterfall 7 continent Exercise 3 1 bear	4 Planes will travel 5 You'll be able 6 Will there be 8.3 Listening Language Practice Exercise 1	visit you this weekend? 4b Yes, they are. Exercise 4 1 I'm going to go 2 My dad is going to give 3 Are you going to have 4 Yes, I am 5 I'm not going to drive 6 how are you going to get
5 monument 7.5 Grammar Exercise 1 1 have gone/been 2 Has Amanda called 3 haven't found 4 hasn't made 5 Have your parents arrived 6 has been	Exercise 1 1 G 6 I 2 A 7 C 3 L 8 D 4 E 9 K 5 B 10 F Exercise 2 1 enquire 2 possible	1 forest 2 lake 3 river 4 mountain 5 sea 6 waterfall 7 continent Exercise 3 1 bear 2 tiger	4 Planes will travel 5 You'll be able 6 Will there be 8.3 Listening Language Practice Exercise 1 1 clear 3 strong 2 light 4 heavy Exercise 2	visit you this weekend? 4b Yes, they are. Exercise 4 1 I'm going to go 2 My dad is going to give 3 Are you going to have 4 Yes, I am 5 I'm not going to drive 6 how are you going to get 7 my mum is going to drive
5 monument 7.5 Grammar Exercise 1 1 have gone/been 2 Has Amanda called 3 haven't found 4 hasn't made 5 Have your parents arrived	Exercise 1 1 G 6 I 2 A 7 C 3 L 8 D 4 E 9 K 5 B 10 F Exercise 2 1 enquire	1 forest 2 lake 3 river 4 mountain 5 sea 6 waterfall 7 continent Exercise 3 1 bear	4 Planes will travel 5 You'll be able 6 Will there be 8.3 Listening Language Practice Exercise 1 1 clear 3 strong 2 light 4 heavy Exercise 2 1 clear 3 heavy	visit you this weekend? 4b Yes, they are. Exercise 4 1 I'm going to go 2 My dad is going to give 3 Are you going to have 4 Yes, I am 5 I'm not going to drive 6 how are you going to get 7 my mum is going to drive Exercise 5
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5 monument 7.5 Grammar Exercise 1 1 have gone/been 2 Has Amanda called 3 haven't found 4 hasn't made 5 Have your parents arrived 6 has been Exercise 2 1 My friends have just gone/been on holiday. 2 Has Amanda called you yet? 3 We haven't found our	Exercise 1 1 G 6 I 2 A 7 C 3 L 8 D 4 E 9 K 5 B 10 F Exercise 2 1 enquire 2 possible 3 hope 4 organise 5 Could 6 would 7 reply	1 forest 2 lake 3 river 4 mountain 5 sea 6 waterfall 7 continent Exercise 3 1 bear 2 tiger 3 dolphin 4 deer 5 whale 6 shark 7 beaver	4 Planes will travel 5 You'll be able 6 Will there be 8.3 Listening Language Practice Exercise 1 1 clear 3 strong 2 light 4 heavy Exercise 2 1 clear 3 heavy 2 light 4 dry REMEMBER BETTER 1 clear 3 wet	visit you this weekend? 4b Yes, they are. Exercise 4 1 I'm going to go 2 My dad is going to give 3 Are you going to have 4 Yes, I am 5 I'm not going to drive 6 how are you going to get 7 my mum is going to drive Exercise 5 1 C 4 A 2 C 5 C 3 A 6 B
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Exercise 2 1 First	VOCABULARY BANK	6 work long hours 7 earn a high salary	3 tent 4 bag	STATE AND SOCIETY
2 all	PEOPLE	8 meet people	5 clothes	Exercise 1
3 Secondly	_	9 fill in forms	6 hostel	1 d 4 b
4 addition	Exercise 1 1 straight	10 work abroad	Exercise 2	2 a 5 c 3 e
5 Finally	2 thin	EAMILY AND SOCIAL	1 A 3 C	Exercise 2
6 seems	3 casual	FAMILY AND SOCIAL LIFE	2 B 4 C	1 promote peace
Exercise 3	4 energetic		CULTURE	2 poor countries
A L B R	5 sociable	Exercise 1 1 (1) get ready for work (2) be		3 government programme
Exercise 4	6 confident	late for work (3) have lunch	Exercise 1 1 ✓	4 voluntary work
1 f 4 d	Exercise 2 Accessories: sunglasses, watch	(4) go back home	2 X Reggae is a type of music.	5 non-profit organisation
2 b 5 a	Age: adult, middle-aged,	2 (1) fall in love (2) go on your	3 X Fantasy is not a type	Exercise 3 1 vote
3 c 6 e	teenager	first date (3) get married (4)	of true life film.	2 charity
9 9 Evans Chaolina	Appearance: well-built, pretty,	have a baby 3 (1) child (2) teenager (3)	4 ✗ Writers write books.5 ✓	3 raise
8.8 Exam Speaking	tall	husband (4) grandmother	6 X Film stars act in films.	4 grow
Tasks 1–3	Clothes: hat, tie, tracksuit Hair: medium-length, wavy,	4 (1) on Monday mornings (2)	7 /	5 Education
Students' own answers	bald	on Tuesdays (3) on Friday	8 X You can play the drums.	STATE AND SOCIETY
8.9 Self-check	Nationalities: Australian,	night (4) on a typical	Exercise 2	
Exercise 1	Portuguese, Swiss	weekend 5 (1) wake up (2) have a shower	1 e 4 a	Exercise 1 2 Cardiff
1 elephants	Likes and dislikes: be crazy	(3) have breakfast (4) drive	2 d 5 c	3 English
2 river	about, can't stand, enjoy Personality: generous, sense	your children to school	3 b	4 Belfast
3 island	of humour, serious	Exercise 2	Exercise 3	5 Wales
4 sharks 5 continent	Exercise 3	 play: a musical instrument, 	write – vampire stories play, practise – the violin	6 Dublin 7 London
Exercise 2	1 2-1-3 4 3-1-2	computer games	draw, paint – a picture	Hidden word: Britain
1 cloud	2 3-1-2 5 3-1-2	2 do: homework, the dishes, somebody a favour		Exercise 2
2 dolphins	3 2-1-3	3 go: out with friends,	SPORT	1 A 5 B
3 whales	HOME	shopping, to bed	Exercise 1	2 A 6 C
4 foggy	Exercise 1	4 be: a teenager, busy, late for	1 hockey, c	3 D 7 A
5 dangerous	1 young – little	school 5 have: a bath, a good time,	2 football, b 3 tennis, d	4 A
Exercise 3	2 a cooker and a mirror	supper	Exercise 2	Exercise 3
1 G 4 F 2 A 5 C	– a poster	supper	1 d 4 c	1 i 6 h 2 b 7 f
3 E	3 behind – in front of	FOOD	2 e 5 b	3 c 8 g
Exercise 4	4 a big wardrobe – a (tall) lamp 5 beds – armchairs	Exercise 1	3 a	4 d 9 e
1 I'm not going to travel by		1 h 5 b	Exercise 3	5 a
plane this summer.	Exercise 2 1 behind	2 g 6 d/f	1 Play: badminton, golf	GRAMMAR: Train and
2 Is Miranda going to get a job	2 sink	3 c 7 a 4 e 8 d	2 Go: jogging, skiing,	
next year? 3 Will it be sunny this	3 beanbag	Exercise 2	swimming 3 Win: a bronze medal, a prize,	Try Again
weekend?	4 neighbour	1 oil	gold	Unit 1
4 We're going to finish our	5 shower 6 flat	2 pasta	4 Do: karate, martial arts, yoga	Exercise 1
project tonight.		3 basil	5 Go to: a gym, a sports	1 does she wake up, practises
5 There won't be any cars in	Exercise 3 living room: armchair	4 Heat	centre, a stadium	2 studies
2049.	bedroom: bed, wardrobe	5 fry6 Chop	HEALTH	3 listens
Exercise 5 1 will they live	bathroom: shower, toilet	7 mix	Exercise 1	4 don't go 5 sleeps
2 m going to join	kitchen: sink, cupboard	8 Boil	1 head	6 says
3 aren't going to join	SCHOOL	9 Put	2 neck	7 Do you drink
4 isn't going to drive		10 Add	3 arm	8 do they have
5 are you going to do	Exercise 1 1 b pass	11 Serve 12 Enjoy	4 hand 5 foot	9 is 10 don't drive
Exercise 6	c fail		6 eye	
1 attack	2 a homework	SHOPPING AND	7 mouth/lips	Exercise 2 1 d 4 b
2 evolution 3 poisonous	b late	SERVICES	8 knee	2 e 5 a
4 dangerous	c think 3 a extra-curricular activities	Exercise 1	Exercise 2	3 c 6 f
5 attackers	b marks	Shopping: opening times,	1 breakfast	Exercise 3
Exercise 7	c difficult	discount, shop assistant, supermarket, service	2 outside 3 keep fit	1 do
1 B 4 B	4 a leave	Fashion: casual, smart dresser,	4 gym	2 Has (Sue) got
2 C 5 C	b university	style	5 enough	3 is 4 do, am
	c secondary 5 a pay attention	Exercise 2	6 feel	5 Have (Mr and Mrs Simpson)
Exercise 8 1 I hope we will have clear	b listen	1 quality	SCIENCE AND	got
skies tomorrow. clouds	c best	2 close	TECHNOLOGY	6 Does
2 I think so too. to	Exercise 2	3 cash desk 4 try; on	Exercise 1	7 Are, am 8 is
3 Some people don't believe	1 Biology	5 discount	1 e/E 4 b/C	Exercise 4
that climate change is a problem. weather	2 English 3 Maths	Exercise 3	2 a/F 5 d/D	1 are friends and family
4 What's the weather forecast	4 History	1 d	3 c/B	2 lives
for the weekend? how's	5 Geography	2 b	Exercise 2	3 can't
5 To be honest, I don't think	6 IT (Information Technology)	3 a	1 C 4 B	4 children
so. right	WORK	4 c email:	2 B 5 A 6 C	5 child's6 their
Exercise 9	WORK	1 opening times	3 6 6 6	7 These
1 western 2 dangerous	Exercise 1 1 hairdresser	2 shopping basket	THE NATURAL WORLD	8 try to
3 foggy	2 builder	3 casual clothes	Exercise 1	Exercise 5
4 poisonous	3 nurse	4 extra large size	1 pollute the environment	1 How are you both?
5 intelligence	4 photographer	TRAVELLING AND	2 destroy	2 How much do you know
9	5 dentist	TOURISM	3 save animals4 sort rubbish	about Maria? 3 What is your middle name?
Exercise 10			- 30111UDDISH	
Exercise 10 1 A 4 A	6 actor		5 plant trees	4 Do you like English tood?
Exercise 10 1 A		Exercise 1 Postcard 1:	5 plant trees Exercise 2	4 Do you like English food?5 Does your sister help in the
Exercise 10 1 A 4 A	6 actor 7 scientist 8 soldier 9 gardener	Exercise 1 Postcard 1: 1 coach	5 plant trees Exercise 2 1 d 6 c	5 Does your sister help in the garden?
Exercise 10 1 A	6 actor 7 scientist 8 soldier 9 gardener 10 programmer	Exercise 1 Postcard 1: 1 coach 2 seats	Exercise 2 1 d 6 c 2 f 7 i	5 Does your sister help in the garden?6 Who is Adam's favourite
Exercise 10 1 A	6 actor 7 scientist 8 soldier 9 gardener 10 programmer Exercise 2	Exercise 1 Postcard 1: 1 coach 2 seats 3 guide	Exercise 2 1 d 6 c 2 f 7 i 3 e 8 j	5 Does your sister help in the garden?6 Who is Adam's favourite singer?
Exercise 10 1 A	6 actor 7 scientist 8 soldier 9 gardener 10 programmer Exercise 2 1 answer phones	Exercise 1 Postcard 1: 1 coach 2 seats 3 guide 4 interesting	Exercise 2 1 d 6 c 2 f 7 i 3 e 8 j 4 a 9 g	5 Does your sister help in the garden?6 Who is Adam's favourite
Exercise 10 1 A	6 actor 7 scientist 8 soldier 9 gardener 10 programmer Exercise 2 1 answer phones 2 speak English	Exercise 1 Postcard 1: 1 coach 2 seats 3 guide	Exercise 2 1 d 6 c 2 f 7 i 3 e 8 j	 5 Does your sister help in the garden? 6 Who is Adam's favourite singer? 7 Do you often go out together? 8 How many cousins have you
Exercise 10 1 A	6 actor 7 scientist 8 soldier 9 gardener 10 programmer Exercise 2 1 answer phones	Exercise 1 Postcard 1: 1 coach 2 seats 3 guide 4 interesting 5 guidebook Postcard 2: 1 island	Exercise 2 1 d 6 c 2 f 7 i 3 e 8 j 4 a 9 g	 5 Does your sister help in the garden? 6 Who is Adam's favourite singer? 7 Do you often go out together?
Exercise 10 1 A	6 actor 7 scientist 8 soldier 9 gardener 10 programmer Exercise 2 1 answer phones 2 speak English 3 gain experience	Exercise 1 Postcard 1: 1 coach 2 seats 3 guide 4 interesting 5 guidebook Postcard 2:	Exercise 2 1 d 6 c 2 f 7 i 3 e 8 j 4 a 9 g	 5 Does your sister help in the garden? 6 Who is Adam's favourite singer? 7 Do you often go out together? 8 How many cousins have you

_		
∟xe	rcise	٥

1	There	5	can't
2	When	6	play
3	Her	7	Does
4	Don't	8	watches

Unit 2

Exercise 1

- When Joe comes over to my house, he always brings some cakes with him.
- 2e There aren't any apples at home.
- 3g How many tomatoes are there?
- 4a I know a place with the best
- food in town.

 5c The bread my mother makes
- is delicious.

 6h There are a lot of windows in
- our classroom. 7d There is a lot of wind in this
- area. 8b Have we got any milk in the fridge?

Exercise 2

- 1 Her parents' furniture
- is antique.

 We don't have any strawberries.
- 3 How much sugar do you need?
- I need some information about uncountable nouns.
- 5 We do an hour of work every day.

Exercise 3

- 1 much
- 2 a The
- the
- 5 some
- 6 7 the
- 8
- . 10 The
- **11** the

Exercise 4

- aren't 2 a lot of
- 3 much
- many
- 5 often
- 6 haven't
- Do
- 8 8 never 9 Does, any
- . 10 doesn't

Exercise 5

- How much
- How many How often
- Where does
- does he usually do at the
- How much is
- How many people are there
- 8 What would you
- Exercise 6

many

- 1 mar 2 do 3 the
- 4 are 5
- a lot
- 6 lot 7 live 8 the
- 10 Some

Unit 3

Exercise 1 am/'m trying

- are (you) taking, is/'s getting
- 3 is/'s talking
- 4 is/'s raining 5 are/'re saying

Exercise 2

- 1 are enjoying
- always forgets
- has, is going
- is jumping doesn't want

Exercise 3

- He usually works at the office, but this week he is staying at home. They don't know a word
- of Italian! I'm studying Arabic this year.
- It is very difficult. How often does he wash his
- car? She speaks three languages. Right now, she's speaking Chinese on the phone.
- The sun is shining. It's a beautiful day.

- Exercise 4 doesn't
- are aren't
- 4
- How much
- How many
- 8 is an
- 10 many

- Exercise 5 do you usually do your
- homework is she taking the dog
- do they have dinner out are you studying (this year) coffee do you drink,
- cups of tea do you usually drink are Jeff and Sam meeting in

the afternoon

- Exercise 6 many
- 1 2 3 are now taking а
- 5 6 jobs is now studyina
- 7 some 8 spends

Unit 4

Exercise 1

- younger worse
- the most expensive more delicious
- the smallest
- the most important

Exercise 2

- Greg is the slowest runner in the race.
- This is the busiest restaurant in town.
- Helen is much sadder than Susan.
- Do you know the name of the oldest building in London? Sarah is more serious than
- her brother Daniel. They are some of the
- funniest people I know

Exercise 3

R 4 5 A В 3 В 6

Exercise 4

- does 2 often
- any feeling working

6 have

- Exercise 5
- 1C do people do 2B have to
- 3B every day
- 4C is never 5B How many 6A don't have to
- 7C any 8B more 9B are you thinking

10B have to

Exercise 6

- wants more biggest have
- many alwavs many

Unit 5

- Exercise 1 must mustn't shouldn't
- should don't have to

Exercise 2

- don't have to mustn't has to / must
- don't have to 5 don't have to
- 6 7 have to don't have to 8

have to / must Exercise 3

b **2** c 5 d

- 3 a Exercise 4
- weren't
- was 3 Could
- 4 wasn't was
- were
- Was
- 8 could
- Exercise 5 should
- older
- don't have to have to
- do you know
- you're doing life 8 any 9 how many 10 don't want

- Exercise 6 mustn't should
- couldn't have to / should most

Exercise 7

- some most the a lot of
- say 6 than

Unit 6

- Exercise 1 went wanted 3 were
- took got had 5 6 7
- found 8 ordered
- began 10 enjoyed

11 was 12 laughed

Exercise 2 met carried didn't catch 4

didn't sleep

lost felt

lunch?

- Exercise 3 What time did you get there?
- Did they win the match? What did he play when he was at school? / When did he
- play football? Did you lock the front door? What did you have/eat for

Exercise 4

- didn't eat
- didn't sleep didn't come
- didn't like
- didn't write
- Exercise 5
- began
- 3 a lot of
- greatest
- 5 best
- holds 6 7
- married 8 any
- do 10 poor countries

- Exercise 6 When did Federer begin to
- play/playing tennis? Who did he marry (in 2009)? How many children do they
- have? Where does Federer's family
- live? When did Federer establish the Roger Federer

Foundation

- Exercise 7 talked
- 2 is talking 3 talks wrote
- writes is sitting, is writing
- comes, came
- sits, sat is, was

Unit 7

- Exercise 1
- 1 Have you ever been 2 have/'ve never seen 3 have/'ve never heard
- Has Diana ever told have/'ve ever had

has never apologised

- Exercise 2 yet, already yet
- yet, already/just already/just 3 4

just yet, already 6

Exercise 3 7 D 1 8 A 9 D C

10 B

11 A

D 5 D B

4

- Exercise 4
- has used began
- have already sold turned

could often receive want

- 8 have become Exercise 5 visited
- couldn't
- have had is now slowly drying up
- 5 expected6 realised was 8 changed
- 9 writing 10 talking 11 use 12 brushing

Unit 8

Exercise 1 I'm so hungry that I will have

- a three-course meal. What do you think the weather will be like
- tomorrow? She will probably arrive home late today.

- 4 I'm glad you will get that much for the house!
- Who will help me with the

suitcases?

- Exercise 2 am going to stay are you going to do
- am not going to sell
- is going to write is not going to live

- Exercise 3
- are going to buy are going to have, won't rain

- 5 'm going to fly

'm going to have 'm going to visit

Exercise 4

- а
- is building
- are taking died
- will work have just decided will come 8

- much
- 3 than 4

- 3
- declared

more

- е **6** d
- Exercise 5
- will protect are using

Exercise 6

Culture notes

0.2 In class

Penélope Cruz (b. 1974) is a Spanish actress and model. She became famous in Spain when she was only eighteen and she starred in the film *Jamón Jamón* with Javier Bardem. She began to work in big Hollywood films in 2001 and became internationally famous after starring in *Vanilla Sky* with Tom Cruise and *Blow* with Johnny Depp. She married Javier Bardem in 2010 and they have two children. She was also a model for L'Oreal.

Paulo Coelho (b. 1947) is a famous writer and songwriter born in Brazil. His book *The Alchemist* has been translated into over fifty different languages.

Cristiano Ronaldo (b. 1985) is a Portuguese footballer who has played for the Spanish club Real Madrid, the Italian Juventus and the Portuguese national team. As a child, he was diagnosed with a heart condition, although after undergoing an operation, he began his career. He is officially recognised as one of the two best football players in the world, together with Lionel Messi.

Angela Merkel (b. 1954) is a German politician. In 2005 she became the first ever female Chancellor of Germany. She was a research scientist before she became a politician. Many people believe she is the most important leader in the European Union. In 2018 she was voted the world's most powerful woman for a record fourteenth time by Forbes magazine.

Garry Kasparov (b. 1963) is a former Russian chess champion. He became the youngest ever World Chess Champion in 1985 at the age of twenty-two, when he beat Anatoly Karpov. In 1984 the final between Kasparov and Karpov became the first and only chess world championship to be abandoned without a result. Kasparov retired in 2005 to concentrate on politics and writing.

Roger Federer (b. 1981) is a professional Swiss tennis player who began playing tennis at the age of eight. He is the first Swiss man to win a Grand Slam tournament. By May 2019, he has won a massive total of 342 matches in men's Grand Slam tournaments, the most that anyone has ever won. He is a very popular player with fans and fellow players alike. He won the Stefan Edberg Sportsmanship Award for the thirteenth time in 2017 and the ATP World Tour Fans' Favourite award for the sixteenth time in 2018.

Dakota and Elle Fanning: Dakota (b. 1994) and Elle (b. 1998) Fanning are American actresses and sisters. Dakota began acting at the age of five. She is famous for her roles in *War of the Worlds* with Tom Cruise and *The Twilight Saga*. Elle is most famous for her roles in *Super 8, We Bought a Zoo* and *Maleficent*.

0.4 My family

Arsenal F.C. is an English football club based in London. They are very successful and play in the English Premier League. The club was started in 1886 and has one of the highest incomes and most fans in the world. Their fans call themselves the 'Gunners'. Arsenal's biggest rivals are Liverpool F.C., Tottenham Hotspur, Manchester City, Manchester United and Chelsea.

London Grammar are an English indie pop band founded in Nottingham in 2009. As of 2019, they have released two studio albums.

0.8 Times and dates

Valentine's Day is celebrated on 14 February. It is a day when we celebrate romantic love and couples give each other cards and gifts such as flowers or chocolates. People often send anonymous cards to someone they like. The legend dates back to the time of St Valentine, who, according to legend, was a priest in ancient Rome.

New Year's Day is celebrated on 1 January. It is a holiday in most countries in the world. People often light fireworks at midnight on 31 December (New Year's Eve) to welcome the New Year and there are many enormous parties in different parts of the world.

Halloween is celebrated on the night of 31 October. It means 'All Saints' Eve' and it is a time when people ridicule the power of death – it is the day before 1 November when people remember their dead loved ones. At Halloween, many children get dressed up as ghosts and skeletons or witches and vampires and in America they go trick or treating. They go to houses and ask for sweets or fruit. People make lanterns from pumpkins and put candles in them to keep away evil spirits.

Unit 1

Family and friends

1.1 Vocabulary

Kolkata is one of the biggest cities in India and is located in the east. Kolkata (also known as Calcutta) is considered to be a cultural capital of the country and is also called the City of Joy.

1.5 Grammar

Vlog (short for a video blog or video log) is a form of online blog where you do not post text but videos. These usually show a person who explains or presents something to the audience (Internet users). In January 2000, Adam Kontras posted a video next to his blog entry to show that he was moving to Los Angeles, and that was the first ever vlog entry. Now, the most popular video sharing platform is YouTube.

1.6 Speaking

Eminem (b. 1972) is an American rapper, songwriter, record and film producer, and actor. He is one of the most famous hip-hop artists in the world. His debut album *Infinite* was released in 1999 and as of 2019, he has won fifteen Grammy Awards – the most valued award in the music industry.

Terry Pratchett (1948–2015) was an English fantasy novel writer. He is most well-known for the *Discworld* series, which has about forty volumes. He wrote his first short story when he was thirteen and it was published when he was fifteen. He was a journalist before becoming

a full-time novelist. He has won many awards and was knighted in 2009 for his services to literature. He was famous for wearing big black fedora hats. In 2007 he was diagnosed with a rare form of Alzheimer's disease.

The Colour of Magic is the first of Terry Pratchett's books in the Discworld series. It's about a wizard called Rincewind who isn't a very good wizard and is very cynical. In The Colour of Magic he has to make a journey across the Disc with Twoflowers and the two undergo lots of dangerous adventures before they find out that they are in a game controlled by the gods.

Stephenie Meyer (b. 1973) is an American young-adult fiction writer. Her most famous books are the *Twilight* series. Before she became an author she was a receptionist in a property company. She had never written anything before *Twilight*. Her sister persuaded her to send the novel to different agents and she was eventually given a publishing deal. She now earns millions of dollars every year and also helps produce her own and other novels for films.

The Twilight Saga is a series of fantasy romance films for young adults based on the novels by Stephenie Meyer. The films are about the life of a teenage girl called Bella Swan (played by Kristen Stewart) who falls in love with a vampire called Edward Cullen (played by Robert Pattinson). There are five films in the Saga: *Twilight, New Moon, Eclipse* and *Breaking Dawn* Parts I and II.

Orlando Bloom (b. 1977) is an English actor. He is most famous for his roles in *The Lord of the Rings, The Hobbit* and *Pirates of the Caribbean*. When he was young his mother suggested that he take Art and Drama classes and he eventually studied acting at the Guildhall School of Music and Drama. He has won many awards. He has a tattoo of the word 'nine' in the invented language of Elvish, like most of the other actors who were in *The Fellowship of the Ring* in *The Lord of the Rings*. He is a Buddhist.

Martin Freeman (b. 1971) is an English actor. He is most famous for his roles in the *The Office, The Hobbit* and the *Sherlock* TV series. When he was seventeen he decided that he wanted to be an actor and enrolled at the Central School of Speech and Drama in London. He has won several important awards.

The Hobbit was written by J. R. R. Tolkien in 1937 and it was later adapted into a film trilogy. It is set before The Lord of the Rings. The Hobbit follows the journey of Bilbo Baggins and recounts how Bilbo first found the ring. Although it was originally seen as a fairytale for children, The Hobbit is full of references to Norse and Anglo-Saxon mythology and culture.

Norah Jones (b. 1979) is a musician, singer-songwriter and actress. She was born in New York. She studied jazz piano at university. Her style of music is influenced by jazz, country and soul. She won several music awards whilst she was still at high school. In 2003 she won five Grammy awards in one ceremony and she has sold more than fifty million albums. Her father was the famous Indian sitar player, Ravi Shankar.

Katy Perry (b. 1984) is an American singer. She came from a religious background and originally studied gospel singing. Her first single, released in 2008, was *I Kissed a Girl* and it went to number one in the charts. Her second single *Hot 'n' Cold* went to number three. She was married briefly to Russell Brand, the British presenter and comedian. She was the first person to have more than fifty million followers on Twitter. She is an ambassador for UNICEF and donates a lot of money to charity.

Natalie Portman (b. 1981) is an Israeli-American actress, born in Jerusalem. She won an Oscar, BAFTA and Golden Globe for her role as Nina Sayers in *Black Swan*. She started dance classes when she was four years old and she also has a degree in Psychology from Harvard University. She is a vegan and an animal rights advocate.

1.7 Writing

Tom Holland (b. 1996) is an English actor. He is most famous for playing Spider-Man in the Marvel Cinematic Universe

Unit 2

Food

2.1 Vocabulary

Brownies are chocolate cakes, originally from the USA, which are usually fudgy and can include nuts, different types of chocolate, frosting, fruit and other ingredients.

Spaghetti Bolognese is a pasta dish with sauce made from tomatoes, minced meat, onions, garlic and herbs. It is extremely popular outside Italy, however it is not originally part of traditional Italian cuisine.

2.3 Listening

Spanish omelette is a traditional Spanish dish known as *tortilla*. It is made with eggs and potatoes. The potatoes are sliced very thinly and usually fried in olive oil. They are then removed, mixed with eggs and then slowly fried until ready. It is a very popular dish for a snack or a picnic. Some people like to add onions, or ham or sausage to the mix.

2.4 Reading

Pad thai is a type of popular stir-fried Thai dish which is made with rice noodles, various vegetables, eggs, fish sauce, tamarind pulp and other ingredients. It is commonly served as street food in Thailand.

Tom yum is a type of Thai soup which combines sour and spicy tastes. It is usually made with shrimps, herbs, tomatoes, lime juice, as well as a chilli, shallot and garlic paste serving as its base. Tom yum goong has river shrimp as part of its base.

Quesadilla is a Mexican dish made with a tortilla which is filled with cheese and then grilled. It is common to add other ingredients and also to serve a dessert version with chocolate inside.

Mole is a type of sauce used in Mexican cuisine. In Mexico, it is used to describe a number of different sauces, although typically it is made with chilli, garlic, tomatoes, chocolate and spices.

Types of meals – we all know basic meal types: breakfast, lunch (eaten around noon), dinner and supper (a late-night meal, eaten usually after 7 p.m.). However, there are others, for example:

- **brunch** (a combination of breakfast and lunch): a meal eaten usually late in the morning at the weekend and quite big;
- **high tea**: a large, important meal eaten usually in the early evening (instead of dinner);
- afternoon tea: a light meal usually consisting of sandwiches and tea eaten around 4 p.m.;
- morning tea (also called *elevenses*): a light snack eaten between breakfast and lunch;
- packed lunch: lunch prepared and packed so that you can eat it later, e.g. at school or in the office.

Unit 3

Work

3.4 Reading

Lego Master Builders are people who work for the Lego company and build models from Lego building blocks. They first design the constructions and then build them. These are then used at special events to promote the product and the company or in shops to display what you can build.

3.5 Grammar

Siesta is the Spanish word for a nap or short sleep. It is usually taken after lunch. It originated because of the heat during the afternoon and the sleepiness that often comes after a big meal. A lot of Latin and Latin American countries enjoy the siesta after lunch.

Unit 4

People

4.2 Grammar

Selena Gomez (b. 1992) is an American actress, singer and producer. She became a star after playing the main role in the television series *Wizards of Waverly Place*, which ran on the Disney Channel. She has also recorded a number of albums and worked as the executive producer for a serial adaptation of the popular novel *Thirteen Reasons Why.* Gomez has also worked with many charities and is a UNICEF ambassador.

Ariana Grande (b. 1993) is an American actress and singer. Her career began when she played in the Nickelodeon television series *Victorious* and *Sam & Cat*. She has recorded a number of albums and appeared in many television programmes, such as *Saturday Night Live*. She is involved in numerous charitable activities.

Shakira (b. 1977) is a Colombian singer, dancer and songwriter. After reaching popularity in Latin America, she released an English-language album *Laundry Service* in 2001 and is now well-known worldwide. Her single *Waka Waka (This Time for Africa)* was the official song for 2010 FIFA World Cup. She supports many charities, including her own foundation for poor children in Colombia. In 2011 she married a Spanish football player, Gerard Piqué.

Joy Leslie Gibson (b. 1927) is a woman from Britain who is the oldest British student. At the age of ninety, she was doing PhD studies at the Shakespeare Institute, Birmingham University. So far, she has completed five degrees – a BA, an MA, two MPhils and an MLit.

4.5 Grammar

An L-plate is a square plate which has a large red letter 'L' on it and which must be attached to the front and back of a car or motorbike of a learner driver (a driver who has not yet passed their driving test). This shows other drivers that the person driving is still learning.

In some countries you have to vote in elections – that is called **compulsory voting**. For example, in Australia, Argentina, Brazil, Luxembourg or Belgium when you have the right to vote, you have to do it. If you do not vote you will be punished with a fine or community service. The positive side of compulsory voting is that a lot more people vote, which means more stable governments. The negative side is that some people say voting is a right and not an order, and that compulsory voting may be discriminating against some religious groups which do not vote on principle (e.g. Jehovah's Witnesses).

Unit 5

Education

5.1 Vocabulary

A levels are official exams taken by students in parts of the United Kingdom when they are around eighteen years old. They are the advanced level of the General Certificate of Education. A levels are usually studied over two years, allowing subjects to be studied in more depth. They are also a requirement for entry to university.

GCSE (General Certificate of Secondary Education) exams are taken by pupils finishing their secondary education in England, Wales and Northern Ireland. The examinations include a number of subjects, such as English, Mathematics, Science, foreign languages and Humanities.

5.2 Grammar

Hollywood is in Los Angeles in California in the USA. It is the home of the film industry in America. Sometimes Hollywood is called Tinseltown because tinsel, a type of light shiny strands for decorating Christmas trees, is glittery yet lacking in substance, like the film industry. The Oscars take place every year in Hollywood and lots of famous and glamorous stars and celebrities attend. Many rich and famous people live in and around the area.

5.4 Reading

Skydiving is the sport of jumping from an aircraft with a parachute. It developed from the military – soldiers were dropped with parachutes to the battlefields. Indoor skydiving takes place in wind tunnels.

The **National Space Centre** is a museum and educational centre where visitors can learn about space and astronomy. It is located in Leicester, England. The building is a very unusual forty-two-metre-tall tower which looks as if it were covered with rubber 'pillows'. There are six main galleries, offering different activities to learn about space flight, astronomy and cosmology. There is also a digital cinema and a planetarium in the centre.

5.5 Grammar

Daniel Radcliffe (b. 1989) is an English actor and producer. He is best known for his role in the movie series *Harry Potter*, where he played the main character. Besides playing in films, he is also a popular stage actor, performing in London and New York. Radcliffe has supported many charities, including suicide prevention and hospice care for children.

Kristen Stewart (b. 1990) is an American actress who was born in Los Angeles. She is most famous for her role as Bella Swan in *The Twilight Saga*. Her parents worked in the film industry and she thought she would follow in their footsteps as a screenwriter or director, but not as an actress. She is the face of Chanel and Balenciaga fashion houses.

Albert Einstein (1879–1955) was a theoretical physicist and philosopher of science. He is most famous for developing the theory of relativity. He was born in Germany and studied Physics and Mathematics in Zurich and worked in a patent office when he finished his studies. He gained his PhD from Zurich University and published four important papers in 1905. He became a lecturer at Bern University finally becoming a full professor at the Charles-Ferdinand University in Prague in 1911. He left for Berlin in 1914, where he was elected to the Prussian Academy of Sciences. He moved to America in 1933 and became an American citizen in 1940. He worked with the Institute for Advanced Study at Princeton University when he moved to the USA. He won the Nobel Prize in Physics in 1921. He wrote over 300 scientific papers and 150 non-scientific ones. He also had a love of music and played the piano and violin.

5.6 Speaking

The Eden Project is in Cornwall, England and was opened in 2001. It is a large eco-complex which has several domes which form two biomes, or environments, which house thousands of different plant species from all over the world. One biome has a tropical climate, another has a Mediterranean climate. There are also landscaped gardens, vegetable gardens and sculptures around the complex.

Cornwall is a county in the south-west of England. It is a peninsula and has many wonderful beaches and places of natural beauty. There are strong links with the Celtic traditions of Wales and Brittany in France. It is famous for its pasty, a type of meat pie, and its clotted cream which people traditionally have with cakes and scones. Land's End is a famous tourist attraction in Cornwall as it is the most westerly point in England.

The Mediterranean is a sea and region between Southern Europe and North Africa. Many countries, such as Spain, Italy, Greece, Croatia, Cyprus, France, Morocco and Tunisia, have coastlines on the Mediterranean. It is a popular tourist destination due to the climate. It is connected to the Atlantic Ocean by the Straits of Gibraltar in the west and to the Black Sea and the Sea of Marmara by the Bosphorus and the Dardanelles straits in the east. The Suez Canal connects the Mediterranean to the Red Sea.

William Shakespeare (1564–1616) was an English playwright and poet, one of the greatest ever writers in English. He is often called the 'Bard'. Romeo and Juliet is one of his most famous romantic plays. It is set in Italy and tells the story of two young people in love. Hamlet is one of his four famous tragedies. It is set in Denmark and tells the story of Prince Hamlet.

Stratford-upon-Avon is a market town on the river Avon in England. It is most well-known for being the birthplace of William Shakespeare, the famous poet and playwright. It is home to the Royal Shakespeare Company and the Royal Shakespeare Theatre. Almost five million people visit the town every year to see Shakespeare's house and the theatres.

Unit 6

Health and sport

6.1 Vocabulary

Yoga is a physical and mental activity or practice which aims to transform or balance the body and mind. The word yoga means 'union'. Yoga originated in India many centuries ago and is now practised all over the world. The exercises help promote flexibility and suppleness and the meditation helps with harmony and spiritual well-being. There are various types of yoga, such as lyengar, Ashtanga, Kundalini and Bikram.

Kite surfing is an extreme water sport which combines elements of windsurfing, wakeboarding, sailing and surfing. Using a kite, board and the power of the water, the person performing it can move across the water.

Michael Jordan (b. 1963) is a former basketball player who is considered to be the best player ever. He has won the NBA finals six times and has two Olympic medals. For most of his career he played in the Chicago Bulls.

Michael Phelps (b. 1985) is a retired American swimmer and the most successful Olympian of all time, as he won a total of twenty-eight Olympic medals. He also holds the all-time world record for the number of Olympic gold medals (twenty-three). He retired in 2016.

Ellen MacArthur (b. 1976) is a former English sailor. She is best known for her non-stop race around the world when she was only twenty-four years old. In 2005 she became the fastest person to circumnavigate the globe by herself.

6.2 Grammar

Mount Everest is the world's highest summit with an elevation of 8,848 metres. It is located in Himalayas, a mountain range in Asia. The first successful expedition to ascend Mount Everest was in 1953.

George Mallory (1886–1924) was a famous British mountaineer and the first person on Earth who tried to get to the top of Mount Everest in the 1920s. He took part in three expeditions to Mount Everest and died during the last one in 1924. He and his partner, Andrew Irvine, disappeared when they were close to the top. Mallory's body was found in 1999: seventy-five years after the mountaineers disappeared. Unfortunately his camera wasn't found, so we still don't know if the two men got to the top of Mount Everest.

Sir Edmund Hillary (1919–2008) was a New Zealand mountaineer and explorer. He, together with a Sherpa guide Tenzing Norgay, was the first person to climb Mount Everest, the largest and highest mountain in the world. They did it in 1953. After the expedition, Edmund Hillary worked to help Sherpa people in Nepal. As a result, several schools and hospitals were built there. To honour this great explorer, Edmund Hillary was knighted by Queen Elizabeth. Now, Sir Edmund's face is on the five-dollar note in New Zealand.

Tenzing Norgay (1914–1986) was a Sherpa climber. Sherpa is an ethnic group in Nepal. As they live in the high parts of the Himalayas, they often work as guides in the mountains. Tenzing Norgay took part in a few expeditions to Mount Everest, but the first six were unsuccessful. Finally, in 1953, he reached the top of Mount Everest as the guide of Sir Edmund Hillary – a New Zealand explorer. Later in his life, he received several prestigious awards and built a company which sold climbing adventures in the Himalayas.

Kendal mint cake is a popular sweet made from sugar, glucose, water and peppermint oil and formed into a bar. The bars are sometimes covered in chocolate and have become a popular source of energy for British mountaineers and climbers.

6.3 Listening

Martial arts are sports that are traditional Asian forms of fighting such as judo, taekwondo, karate, sumo and jujitsu. Some martial arts use striking or kicking, others use grappling or wrestling, and some use weapons. The name comes from Latin, meaning the arts of the Roman god of war, Mars. People practise martial arts for a variety of reasons – self-defence, combat, physical fitness, mental discipline and spiritual progress.

6.4 Reading

Muay Thai is a Thai martial art and it involves the use of knees, elbows, shins and hands. It is considered to be an effective form of self-defence, as well as a good workout.

The **Lambada** is a Brazilian dance which became popular in the 1980s. It is a partner dance in which people step from side to side and turn or sway with a movement of the hips. At the time of its greater popularity, short skirts were particularly fashionable, so the dance is associated with this type of clothing.

John Travolta (b. 1954) is an American actor, film producer, dancer and singer. He played the main roles in two highly popular musicals from the 1970s – *Saturday Night Fever* and *Grease*. Travolta also recorded several songs from the *Grease* soundtrack.

6.5 Grammar

Apollo is the Greek god of the sun, light, truth and healing among other things. He was the son of Zeus and Leto and had a twin sister, Artemis. He is famous for his oracle at Delphi. For the Greeks, he was all the gods rolled into one and they believed he warded off illness and evil.

Athena is the goddess of logic, reason, wisdom, strategy and the arts in Greek mythology. She is often linked to heroism and courage and she is the patron of the Greek city, Athens. She is sometimes linked to warfare, but always preferred to use reason and philosophy to avoid combat. It is said that she was a daughter of Zeus and emerged from his head fully formed and armed.

In Greek mythology, **Zeus** is the father of the gods and the ruler of the twelve Olympians. He overthrew his father Cronus and became lord of the skies and nature and represents the unchanging laws of the universe. He was also the father of mortals and was responsible for human nature and morality.

Horse chariots were used by the ancient Greeks and Romans for transportation, sports and ceremonies. They were small carriages pulled by two or four horses which were used as a fast means of transport by ancient people. They couldn't carry much weight. Chariot races were often held at Greek and Roman festivals and were introduced at the Olympic Games. There are many representations of horse chariots in Greek and Roman art.

A triathlon is a three-sport athletic competition. The event is a test of ability, strength and endurance as each sport is done one after the other. The most common ones include swimming, cycling and running over various distances. It is believed that the triathlon originated in France in the twentieth century. It was introduced into the Olympics in 2000 in Sydney, Australia. One of the most famous triathlons is The Ironman Triathlon which takes place in Hawaii.

Croquet is a sport involving hitting wooden or plastic balls through hoops using a mallet. The origins of the game are uncertain. It was either introduced into Britain from France and was originally called *paille maille* or pall mall (from the Latin for ball and mallet), or it came from a similar game in Ireland. World championships are usually held every two or three years and Britain is the country with the most wins.

6.7 Writing

There are over 180,000 registered **charities** in England and Wales, as well as other smaller charity organisations. To be a charity, an organisation must only have a charitable purpose for public benefit. These charities raise over sixty billion pounds every year for a huge variety of causes.

The **London Marathon** is one of the most popular marathons in the world. It was started by John Disley and Chris Brasher after they had run in the New York marathon and realised what an exciting event a city marathon could be. In 1981, 6,747 runners took part in the first London Marathon and in 2019 over 40,000 runners finished the race. The London Marathon is an important charity event and has raised over £1 billion since it began. It holds the Guinness World Record as the world's biggest annual fund-raising event.

WellChild is a British charity which helps children and young people in the UK who have long-term illnesses and debilitating conditions. The organisation provides support for sick children and their families, and funds projects which are focused on helping ill children have a better quality of life. It was started in 1977 to fund research into kidney disease in children and it was originally called Kidney. In 2003, it changed its name to WellChild. Prince Harry is the charity's patron.

Dracula is a famous Gothic horror novel written by Bram Stoker in 1897. The main character is a vampire called Count Dracula. He moves from Transylvania to England after he has had contact with a young lawyer called Jonathan Harker. He pursues Jonathan's fiancée Mina and her friend Lucy. Professor Van Helsing, a vampire hunter, finally breaks Dracula's hold over Mina and kills Dracula by stabbing him through the heart. There have been many adaptations of the novel for radio, stage and film.

Tower Bridge is a bridge over the River Thames in London. It has two towers which are connected by two walkways. It was built in the late nineteenth century and it can open up to let ships and boats pass along the river. There is an exhibition explaining how the bridge was built in the towers and they are sometimes used for special events. It is one of London's most recognisable landmarks, but is often mistaken for London Bridge.

Unit 7

Travel

7.1 Vocabulary

Bed and breakfasts, often called **B & Bs**, are an alternative to hotels. They are popular and often cheap places for people to stay. They are usually private homes with a few extra bedrooms and bathrooms. As the name suggests, breakfast is included in the price of the accommodation.

7.2 Grammar

An **elephant sanctuary** is a place where people keep elephants which cannot live in the wild. Those animals are usually rescued from temples, zoos or circus attractions; some of them are small and orphaned, some are injured. In sanctuaries they get help, food and good care. They stay there for the rest of their lives because they will not survive in the wild. Taking care of elephants costs a lot, so sanctuaries usually let visitors in for money and welcome volunteers who want to help.

The Sinai Desert is in Egypt and it is part of an area of land that connects Africa and Asia. It is cooler than many other deserts and has lakes and rivers, some underground. In winter, the nights can be extremely cold. It is home to foxes, leopards, lizards and other animals. It is mostly populated by Bedouins who are a nomadic people and are well adapted to life in the desert.

7.3 Listening

The Basque Country is an autonomous region in the north of Spain with a population of over two million. Castillian Spanish and Basque are the official languages. Around half the inhabitants speak Basque as well as Spanish. The largest city in the area is Bilbao. The Basque Country is regarded as a beautiful part of Spain with its rugged coastlines and green valleys and mountains. For many years, a lot of Basque people have campaigned and fought for complete independence from the rest of Spain and this has caused many political problems.

7.4 Reading

Hiram Bingham III (1875–1956) was an American politician and explorer. He discovered Machu Picchu (and other Inca towns) during the 1911 Yale Peruvian Expedition. Some believe Bingham was the inspiration for the Indiana Jones film character.

The **Bosphorus Strait** is one of the continental boundaries between Europe and Asia, and also divides Asian Turkey from European Turkey. Topkapı Palace overlooks the Bosphorus. The Hagia Sophia in Istanbul used to be a basilica and a mosque, but now houses a museum. It is one of Turkey's most visited attractions. Its name means 'holy wisdom'.

Topkapi Palace, built in the fifteenth century, used to be the main residence of the Ottoman sultans and is now a museum. Although it contains hundreds of rooms and many buildings, only some of these can be visited by the public.

The Acropolis of Athens is located on a rock 150 metres above the city. It contains the remains of ancient buildings; the Parthenon (the temple of Athena, the goddess of wisdom) is the most famous.

Monastiraki is one of the main shopping areas in Athens. **Syntagma Square** is located within walking distance of Monastiraki, and is the most important square in the city.

The **Blue Mosque** in Istanbul (or the Sultan Ahmed Mosque), located near Hagia Sophia, is a popular tourist destination, although it also functions as a place of worship. The name comes from the blue tiles decorating its interior.

The **Basilica Cistern** is the largest of many ancient cisterns located beneath Istanbul. It was constructed in the sixth century, on the site of a former basilica. Although it provided water to e.g. Topkapı Palace and can store 100,000 tons of liquid, now it is almost empty.

The **Galata Tower** was built as the 'Tower of Christ' in the fourteenth century and was then the tallest building in Istanbul. It is now considered a city landmark and its observation deck offers panoramic views of the area.

Unit 8

Nature

8.1 Vocabulary

The WWF (World Wide Fund for Nature) is an international organisation which acts against the destruction of the environment. Their logo and mascot is a giant panda. It's the largest wildlife management organisation in the world: it operates in more than ninety countries and has over five million supporters. The WWF supports around 15,000 environmental projects on ecosystems, endangered species, pollution and climate change. It collects money from donations.

UNICEF (the United Nations Children's Fund) is an international organisation set up in 1946 by the United Nations. It operates in almost every country in the world to help children and mothers. They work mostly to support the primary education, health and protection of young children, especially in developing countries. The Fund is financed by governments and individuals. In 1965 UNICEF received a Nobel Peace Prize for its work.

UNESCO (United Nations Educational, Scientific and Cultural Organization) is an international organisation set up in 1945 to keep peace by helping nations work together. Their programmes help to promote educational, scientific and cultural co-operation and respect for justice, law, human rights and fundamental freedoms. Their main aim is to ensure children all over the world can read, write and have basic technical skills. They also support teacher training. UNESCO also decides which places on Earth become World Heritage Sites, i.e. places which are beautiful, unique and important enough to be protected. As of 2019, 193 countries are members of UNESCO.

Niagara Falls consists of three waterfalls on the border of Canada and the USA. They are not only a highlypopular tourist attraction, but also a source of hydroelectric power.

Victoria Falls is located in Southern Africa, between Zambia and Zimbabwe. It was named in English in honour of Queen Victoria by the explorer David Livingstone, but the ancient name *Mosi-oa-Tunya*, ('The Smoke that Thunders') is also still used. It is 1,708 metres wide and 108 metres high.

Angel Falls in Venezuela is the world's highest waterfall (979 metres). It has been called 'Angel Falls' ever since the American aviator Jimmy Angel flew over it in 1933. The previous name, *Kerepakupai Meru*, meant 'waterfall of the deepest place'.

Iguazú Falls on the Iguazu River, on the border of Argentina and Brazil, form the largest waterfall system in the world. By comparison, Niagara Falls is both shorter and narrower.

Lake Baikal is the deepest freshwater lake in the world. Its name in Mongolian means 'the Nature Lake'. It has been a UNESCO World Heritage Site since 1996.

Lake Tanganyika is the world's longest freshwater lake, and the second deepest after Lake Baikal. Its name means 'plain-like lake'.

Sherwood Forest is an old English forest, famous as the home of Robin Hood. Up to 1 million tourists visit it annually.

The **Amazon River** is the largest river in the world, and sometimes classified as the longest. It is home to many species of fish. The **Amazon Jungle** (rainforest) lies on territories belonging to nine different nations. It still contains more than half of the Earth's rainforests, although there has been steady deforestation since the 1970s.

The **Mississippi River** is 3,734 kilometres long, flowing from Minnesota in the north to the Gulf of Mexico in the south.

Mont Blanc is the highest mountain in the Alps (4,808.7 metres). Its name means 'White Mountain'. The first people known to climb it (in 1786) were Jacques Balmat and Michel Gabriel Paccard.

8.2 Grammar

Polar bears are white bears that live in the Arctic Circle. An adult male bear can weigh 350–700 kg. Females usually weigh around half of that. They have adapted to live in very cold temperatures, move across snow and ice, and swim in very cold water. They spend most of their time at sea although they are born on land. When polar bears are born they are blind. Polar bears feed mostly on seals, but also eat reindeer, rodents, birds and eggs. The polar bear is the largest living land carnivore.

8.3 Listening

The Midlands is the area in the centre of England which divides the north from the south. It reaches from the border with Wales in the west to Lincolnshire on the east coast and is made up of twenty counties which include Warwickshire, Nottinghamshire, Shropshire, Herefordshire and Derbyshire. The area is sometimes divided into the West Midlands and East Midlands. Birmingham is the largest city in the area with over a million residents.

The Highlands is a mountainous area in Scotland. It is home to the highest mountain in Britain, Ben Nevis. It is an area of spectacular beauty, filled with lochs (large lakes) and glens, mountains and rivers. Inverness is often seen as the capital of the Highlands. The area has a low population as many areas are inaccessible. In certain parts of the Highlands, especially in the northwest and on the islands, Gaelic is still spoken, although it is not the official language.

8.4 Reading

Alberta is the fourth largest province in Canada. It was named after Princess Louise Caroline Alberta, the daughter of Queen Victoria. Although it is partially mountainous and features several national parks, around a quarter of the province is prairie (grassland).

Student's book audioscript

Unit 0

0.3 Favourites

1) 1.7 Exercises 4 and 5, page 6

I = Interviewer A = Amy

- I: So, Amy, which are your things?
- A: This is my beanbag. It's old and brown. I love it!

 These are my holiday photos. They're beautiful. And that's my new watch on the table over there. It's my favourite thing. Those are my headphones over there too. They're expensive. They are great.

◄) 1.8 Exercise 6, page 6

I = Interviewer M = Mike

- I: So Mike. Let's look at your things.
- M: Look at these comics. My favourite is Spider-Man. And this is my favourite T-shirt. It's really old but I love it! Those are my sunglasses over there. They're cheap but they're really cool. And that is my skateboard under the sunglasses. It's expensive and it's really fast. It's great!

0.5 Abilities

◄ 1.11 Exercise 2, page 8

I = Interviewer J = Jon

- I: Jon, can you rollerblade?
- J: Yes, I can. I can rollerblade very well.
- I: And can you speak a foreign language?
- J: Yes, I can. I can speak French.
- I: Can you sing?
- J: No, I can't! I'm terrible! I can't sing but I can dance. I love dancing!
- I: What about your sister, Mia? Can she rollerblade?
- **J:** Yes, she can. She's very fast.
- I: Can she speak a foreign language?
- J: Yes, she can. She can speak French and Russian.
- I: Wow, that's great.
- J: Yes, but she can't sing or dance!

0.7 Gadgets

◄) 1.13 Exercise 2, page 10

I = Interviewer E = Ellen

- I: What gadgets have you got, Ellen?
- **E:** I've got three gadgets. I've got a games console. It's old now!
- **I:** What about new gadgets?
- **E:** Well, I've got a mobile phone. It's a smartphone. My brother and I have got the same phone. It's really cool.
- I: Has it got a good camera?
- **E:** Yes, it has.
- **I:** Have you got a computer?
- E: No, I haven't and I haven't got a laptop. I've got a tablet. It's fantastic. It's great for school. All the students in my class have got tablets.
- **I:** So what's your favourite gadget?
- E: My mobile phone. I love it!
- I: OK, thanks.

Unit 1

Family and friends

1.2 Grammar

◄) 1.27 Exercise 6, page 14

Hi, I'm Jamie, and this video is about the things I do with my friends in our free time. We never go out on weekdays – we are always at home because we've got a lot of schoolwork, but we always have fun at the weekend. On Saturday afternoons, we usually go rollerblading. (My friend Ella never comes because she hates rollerblading.) On Saturday night, we often go dancing until late. On Sundays, we sometimes watch music videos on YouTube or go to the cinema ... We all love films!

1.3 Listening

◄) 1.29 Exercises 3 and 5, page 15

R = Reporter S = Simon L = Lena M = Mesut

- **R:** It's Friday afternoon and I want to know what people do at the weekend. Hello. What's your name?
- S: Hi, I'm Simon.
- **R:** Can you describe your typical weekend for our listeners?
- S: Sure. My weekends are usually busy with football. I run a football club for children in my area. I coach the kids on Saturdays. It's really nice to watch them they have a lot of fun and the exercise is good for them. Then on Sunday mornings, I play with my local team. It's the football season so I also watch football on TV or on the Internet. I really love my weekends.
- R: Thank you. And what is your name?
- L: My name's Lena.
- R: Hello Lena. What do you do at the weekend?
- L: Well, every weekend, I go to a different part of the city and take hundreds of photos. I photograph people, places and situations anything that looks interesting or unusual. In the evening, I look at the pictures on my computer and post the best ones on Facebook. A lot of people comment on the photos. It's really interesting. You can see them there.
- R: Hello, what's your name?
- M: Hello, I'm Mesut.
- **R:** And can you tell our listeners what you do at the weekend?
- M: Sure. Every weekend, I work in my family's restaurant. It is always very busy at the weekend and they need help in the kitchen. It's hard work, but I like it because I love cooking. So, I don't have time to relax at the weekend ... I have to work!

Focus Review 1

(1) 1.40 Exercise 7, page 22

1

When it's my birthday, I go to school in the morning, but I take a cake or some sweets and fruit and have a special lunch with my friends. Then in the evening we go out together. We usually meet at six or seven and go to a club. I always get some money from my parents so we can have a good time.

2

My birthday is in June and that's really great, because we always celebrate in the garden. On the day of my birthday my family and I have dinner outside. It's lovely, with flowers everywhere and the sun. And then at the weekend I have a party for my friends in the garden. We sometimes dance until midnight.

3

On my birthday my mum always cooks my favourite food. So first I get up and I have a really good breakfast. Then she gives me a cake to share with my friends at school. After school I come home and we have a very big, very good dinner. And the next day I spend five hours in the gym!

Unit 2 Food

2.1 Vocabulary

■ 1.43 Exercises 9 and 10, page 25

M = Mum J = Jack

- J: Hi Mum. Can you talk now?
- **M:** Jack, I've got your message. I can make spaghetti Bolognese and brownies but we don't have any ingredients.
- **J:** I know but I can get them on the way back from school. What do we need?
- M: Ok, we need ...
- J: Wait a second. I'll get a pen. Yes?
- **M:** For the brownies, we need a packet of butter, a packet of flour and a carton of eggs.
- **J:** A packet of butter ..., a packet of flour ... and a carton of eggs ... Got it. What about chocolate? You always use a lot of it.
- **M:** Yes, get two bars but it has to be dark chocolate, not milk chocolate.
- J: Sure. What else?
- M: A packet of cocoa and a bag of sugar.
- **J:** A packet of cocoa and a bag of sugar, right. Mum, can I also get a tub of vanilla ice cream? Brownies are best with ice cream.
- **M:** Why not? Just make sure Lena doesn't see it when you get home. You know how much she loves ice cream.
- J: Don't worry, Mum.
- **M:** For spaghetti Bolognese, get a packet of spaghetti, a jar of tomato sauce. No, make it two jars, all right? A bottle of oil and a packet of Parmesan cheese.
- **J:** Wait, wait, so it's spaghetti ... two jars of tomato sauce ... and oil ...
- **M:** And Parmesan cheese. And I don't think we have any onions. Get a bag of onions too. Oh, and don't forget to take out the meat from the freezer, OK?
- J: OK, Mum. Anything else?
- **M:** Well, actually I need to stay late at work today so make a snack for Lena and yourself after school and get a takeaway from the Chinese restaurant next to the supermarket.
- J: Why me, Mum?
- M: Because when you ask for something, I always help.
- **J:** True ...
- **M:** You can have some of that vanilla ice cream for dessert after dinner.
- J: All right, Mum. See you in the evening. And thanks.
- M: No problem. See you later!

2.3 Listening

◄) 1.45 Exercise 2, page 27

P = Presenter KG = Kate Grant Part 1

- P: Welcome to Food Today. You don't often hear the words 'healthy' and 'fast food' together, but, today, top chef Kate Grant tells us all about healthy fast food. Kate, welcome to the programme.
- **KG:** Thanks. The important thing about fast food is that it's fast and easy to make. Today, I want to give you some fast food recipes that are easy to make and healthy.
- **P:** Fantastic! But I suppose you need special healthy ingredients ...
- **KG:** No, you don't. Everything is simple here, the ingredients too.

◄) 1.46 Exercise 3, page 27

Part 2

- **KG:** For the first recipe you just need eggs, potatoes and olive oil. It's called a Spanish omelette.
- P: How do you make it?
- **KG:** There are many different ways. But this is how you make a healthy Spanish omelette. First, slice four potatoes. Then boil the potatoes in some water. After that, put the potatoes in a bowl, add some eggs and mix together.
- **P:** OK, so you mix all the ingredients. How many eggs do you need?
- **KG:** You need six eggs for four people. So, mix the eggs with the potatoes. Then put some olive oil into a pan. Fry the omelette on both sides. And that's it your Spanish omelette is ready! Eat it with some salad for a really healthy meal.

◄) 1.48 Exercise 6, page 27

Part 3

- **P:** And what about dessert, Kate? My favourite dessert is pancakes. Have you got a healthy recipe for pancakes?
- KG: Yes. I've got a very easy recipe for fruit pancakes.
- P: Cool. What do you need?
- **KG:** Some fruit, for example some bananas and strawberries. Then you need one cup of flour, one cup of milk and one egg. Plus some oil.
- **P:** OK, so bananas, strawberries, flour, milk, an egg and oil. What do you do?
- KG: First, you chop the fruit and then you make the pancakes.
- P: OK, so how do you make the pancakes?
- **KG:** You mix the flour, milk and the egg together. Then you put some oil into a pan. When it is hot, you put some of the mixture into the pan and make a pancake. You fry it on both sides. Take it out of the pan and put the fruit on top.
- P: And that's it?
- **KG:** Yes, it's really quick to make and it's healthy. You can have it for breakfast, lunch or dessert! Try it with some ice cream! It's yummy!
- P: That's great, Kate! Thanks a lot.

2.6 Speaking

4) 1.57 Exercise 2, page 31

1

A: How much is it?

B: It's two pounds fifteen.

Student's book audioscript

2

A: How much is that?

B: It's two euros forty-five.

3

A: How much is the burger?

B: It's four euros eighty-five.

4

A: How much is it?

B: It's seventy p.

5

A: How much is a can of lemonade?

B: It's ninety cents.

6

A: How much is the cola?

B: It's thirty-five cents.

Focus Review 2

◄) 1.59 Exercise 7, page 34

B = Ben K= Katie

B: Hi Katie. Have you got any plans for the weekend?

- **K:** Hi Beth. I'm busy on Saturday and Sunday, but I'm free on Friday afternoon. Why?
- **B:** Do you want to go to The Maharajah? It's a new restaurant. I've heard it's got great Indian food. I'd like to try it. Do you want to come with me, Katie?
- **K:** I don't really like Indian food. It's too hot and spicy for me. Why don't you come to my house? We can cook a meal together.
- B: Oh, good idea. What kind of food do you like?
- **K:** Well, I love Italian food you know, pizza and spaghetti.
- **B:** We could cook spaghetti with tuna or salmon and tomato. It's quick and easy and it's delicious.
- **K:** There's only one problem ... I'm a vegetarian.
- **B:** Oh! That's OK, I don't often eat meat or fish. I'm happy to have spaghetti with vegetables. What about making a sauce with tomatoes and mushrooms?
- K: Yeah, that sounds great.
- **B:** I'm not busy tomorrow afternoon, so I can go to the supermarket and get the ingredients for the spaghetti.
- **K:** What about the dessert? Do you like ice cream?
- B: Of course!
- **K:** What's your favourite flavour?
- **B:** Mmm ... strawberry is my favourite, but I like chocolate ice cream too. What about you?
- K: I like strawberry, but I think chocolate is the best. Anyway, I can pick some strawberries in the garden and make strawberry ice cream. It's really easy to make.
- **B:** I can't wait for Friday! What time do you want me to come to your house? Three thirty or maybe four o'clock?
- **K:** Three thirty is perfect. See you then.

Unit 3 Work

3.1 Vocabulary

◄) 2.1 Exercises 5 and 6, page 37

Α

We work really hard. Not everyone understands how hard. Some days I don't get to sit down and rest for six or eight hours. And it's not a well-paid job. But I like it because I work with people and I do something really useful. I work in a hospital and I look after patients. They need our help, and what can be more important than that?

В

I like my job. I am my own boss. Sometimes I work ten hours a day, sometimes two or three – I decide. The passengers are usually nice. Sometimes I drive famous people around – actors and so on. And of course I like cars. My family ask 'Do you want to do this all your life?' Actually, the answer is no, I don't. I want to be a mechanic.

C

Right now, I've only got a part-time job. It's not very well paid, but to me it's the best job in the world. I'm outdoors all day, I work with my hands and I enjoy that. And of course I love flowers and trees, everything that's green. My favourite flowers are roses. I'm happy, but I'd like to work full-time.

)

I'm a bit unusual. Most people in this profession work for a company, but I don't. I do small projects and I work from home. I can see the whole house in my head from the start. Then I draw the plans on my computer and work on the details. After that we work in a team: the engineers, the builders and me. And when it's ready it's an amazing feeling – to see it there, real, ready for people to live in.

Ε

I like my job very much. I work with really young children – they are five, six years old. I do everything with them: read stories, sing, draw pictures, write, play ball games. I think children are interesting. They learn and change so quickly. And they like me. I work in a small school and that's also very nice. I know all the students.

3.3 Listening

2.6 Exercises 3 and 4, page 39

$P = Presenter \quad A = Amy \quad T = Terri \quad R = Richard$

- P: Hello. Welcome to Life Choice. In today's programme, we look at the life choices of some young Peace Corps Volunteers. There are more than 9,000 Peace Corps Volunteers in seventy-five different countries round the world. Here are the stories of three volunteers in different countries. The first one, Amy, is in Tanzania in Africa. Hi, Amy. Can you tell us about your work for the Peace Corps?
- A: I work with local teachers and we teach young children in the village. The lessons are in a very old school, but we are building a new school! We work on the building in the afternoons and on Saturdays. It's hard work, but I enjoy it. And this place is so beautiful!
- **P:** Thanks, Amy. Our next volunteer is Terri. Hi, Terri! Tell us about your work in Haiti, in the Caribbean Sea.
- T: Hi. I'm working on a gardening project. We run a vegetable garden next to the local hospital so we can grow fresh vegetables for the patients. I like working with my hands and it's great to work outside. Some of the patients also help in the garden ...
- P: Thanks Terri. And finally, here's Richard from Peru.
- R: Hello everyone. I work with street children, mainly teenagers. I talk to them in the street and try to help them. We also run a bakery together. The young people make the bread; they learn to work in a team and they learn practical skills. They make some money and they always have something to eat. The kids are great and they're teaching me real street Spanish!
- P: So, do our volunteers think two years with the Peace Corps is a good life choice? Amy and Richard again.
- **A:** Absolutely. You learn a new language, you meet people who are different from you, and you learn so much about yourself.

- **R:** Well, it's exciting and sometimes difficult. It's great life experience. I'm a different person now.
- **P:** It sounds fascinating. If you're interested in voluntary work, find out more on www.peacecorps.gov.

3.6 Speaking

◄) 2.12 Exercises 2, 3 and 4, page 43

The photo shows two mechanics in a garage. They're servicing or repairing a car. The men are working in a team. The man on the right is young; the one on the left is much older, so perhaps he's explaining what to do. I think they're tired, but they like their job. They're working really hard.

3.7 Writing

◄) 2.13 Exercise 1, page 44

R = Rose J = Jeremy

- R: Hello?
- **J:** Hi Rose, Jeremy here. Listen, you know we've got this meeting with important customers tomorrow?
- **R:** Yes, but ...
- **J:** We need to get some food for them. Please phone a restaurant, a good one, and order lunch for twelve people.
- **R:** But ..
- J: Yes, I know you only work until twelve o'clock, but university can wait, can't it? And, remember to order something for vegetarians. Nowadays there are always two or three vegetarians in any group like that.
- R: But I've got ...
- **J:** And we need it for, say, 12:30. Oh, and prepare some bags of presents for the customers, pens or something, OK? Right. I'm busy now, so see you.
- **R:** But ...
- J: Bye!
- R: But I've got an exam today! In forty minutes! Oh, Jeremy!

Focus Review 3

◄) 2.14 Exercise 7, page 46

A = Alice T = Tom

- **A:** You know my older brother Charlie? Well, he's got a job. His first job.
- T: Really? What does he do?
- A: He works as a journalist for the local radio station.
- T: Mmm, that sounds interesting.
- **A:** It is. He says every day is different and he learns something new every day. It's really exciting.
- T: So what exactly does he do?
- A: He mostly reports on cultural life in our town. If there's a concert or a show or something, first he finds all the basic information on the Internet. Then he goes out and interviews people. And then he goes back to the office and prepares a short news piece ... and we can hear it on the radio.
- T: Wow. And is it a full-time job?
- **A:** Yes, he usually works eight hours a day, sometimes longer. It can be quite demanding. Sometimes they work really long hours, also at night.
- **T:** So is he making a lot of money?
- **A:** Well, no, not at the moment. He's still learning, you know.
- T: And has he got a good boss?

- **A:** Yes, he likes her very much. He says she's a very experienced journalist and he learns a lot from her. And his colleagues are very friendly too.
- T: Well, that's great. It all sounds like really good news. Say hi to Charlie from me.

Unit 4

People

4.2 Grammar

◄) 2.18 Exercise 7, page 50

Here are some amazing records from 2019! Nobody in the world is taller than Sultan Kösen. He's 2 metres 51.4 centimetres tall and he's the tallest living man in the world.

People call Skye Broberg the elastic girl. She is one of the most flexible people in the world. She can get into a small glass box! Skye is originally from Australia, but she travels to many other countries such as America or England to demonstrate.

Most people's tongues are around six or seven centimetres long. Nick Stoeberl's tongue is 10.1 cm long – he's got the longest tongue in the world!

How many books have you got? Fifty, five hundred, one thousand? There are around one hundred and sixty books in an average British home, but John Q. Benham from the USA has got the largest private collection of books in the world: 1.5 million! Most of them are in his big garage.

Joy Leslie Gibson is Britain's oldest university student – she's ninety-two years old! That's over seventy years older than most students!

The most popular stars on social media are pop stars, for example Katy Perry, Ariana Grande or Selena Gomez. Another famous person with many followers is the footballer Cristiano Ronaldo.

4.3 Listening

■3 2.19 Exercises 3, 4 and 5, page 51

S = Sara M = Mike G = Grace Si = Simon

- S: The most important life event for a young person is leaving home. The best age is about eighteen or nineteen. Some people only leave home when they get married. But I think it is important to make your own decisions from a younger age. I'm seventeen now and I don't want to go to university. When I leave school, I want to get a job and earn money. Then I can leave home. I want to buy my own flat one day ...
- M: I think the most important life event is learning to drive. Now, my parents fetch me from my friends' houses but they come at ten o'clock. I'm sixteen I want to stay out later! I can't wait until next year when I can learn to drive! A driver's licence can also help you get a better job. I think falling in love or buying your first flat are important ... but for me, at the moment, all that is less important than learning to drive.
- **G:** For me, going on your first date is really important. It's that first step in romance. And I think falling in love is the most important life event, just like your first date. This doesn't mean I want to get married soon I'm only fifteen! I want to do lots of things

Student's book audioscript

- before I get married study, travel, get my first job. Anyway, I think it's better to get married when you're older ... so not eighteen, but around thirty or later. I just hope that when I fall in love, we can still be together even when we're eighty years old!
- Si: I think the most important thing is your first job. Most people get their first job in their twenties twentyone, twenty-two ... but I think it's a good idea to get a Saturday job or a holiday job when you're younger. I'm sixteen and I work in a shop on Saturdays. It's good experience and I'm saving all the money to pay for driving lessons! I want to buy my own car one day.

Focus Review 4

◄) 2.29 Exercise 7, page 58

M = Megan H = Hayley

- H: Hi Megan, how are you?
- M: Hi Hayley, I'm fine, thanks. And you?
- H: OK, thanks, just a bit angry with one of my sisters ...
- M: I know what you mean! My sisters can be difficult too. But it's nice to have a big family, isn't it? I've got two older sisters and two older brothers! How about you, Hayley?
- **H:** My family's pretty big too. I've got one older sister, one younger sister and a younger brother. Oh, and I live next door to my cousin.
- M: That's cool! My cousins live a long way away.
- **H:** My little brother and sister are ... well, little! They just want to play games all the time! But my older sister, Sara, is fantastic. She's like my best friend.
- M: Is she a lot older than you?
- H: Not really just a year. It's strange her birthday is the same date as mine! We're both the sixth of June different years, of course! Then my younger brother's and sister's birthdays are both in November and my mum's and dad's are both in March!
- M: Interesting! And what's Sara like? Is she like you?
- H: Well, to look at we're very different. My hair's dark and long, hers is short and blond. But we're like each other in lots of ways. We've got lots of things in common. We like the same music and pop bands. And we laugh at the same things too. She's very funny and tells lots of jokes!
- M: And is she sporty like you too?
- **H:** Well, in a way. She loves sport but my favourite sport is tennis and Sara loves swimming.
- M: Do you go out with her a lot?
- **H:** Well, obviously she's got her own friends from school. She's really sociable and she goes out with them to parties and the cinema and things. But she quite often comes with me to buy clothes. She's really stylish! We have a great time going round the shops.
- M: She sounds lovely! Lucky you!

Unit 5 Education

5.2 Grammar

◄) 2.33 Exercise 4, page 62

To be a stunt performer, you must be very fit and you must love outdoor activities. In fact, you must be good at all kinds of activities like swimming, riding motorbikes, driving sports cars or diving. Stunt performers must

be able to work in teams because a good stunt needs several people to work together. Stunt performers mustn't be afraid of danger, but they mustn't do anything that risks their lives or the lives of the people in their team. They must always make sure the stunt is safe.

5.3 Listening

(1) 2.35 Exercises 2 and 4, page 63

J = Jane M = Mark

- J: Now, you must always wait in the corridor outside this room until the teacher comes. Students mustn't be in the room without a teacher. There is a lot of special equipment here. Students do experiments in Chemistry and Physics lessons. You mustn't touch anything until the teacher tells you to.
- M: What are all those books?
- **J:** We keep all the Science books here so everyone can use them in the lessons. You have to wear an overall in here too, over your school uniform, to protect it.
- M: OK.

4) 2.36 Exercises 5 and 6, page 63

J = Jane M = Mark

- J: This is my favourite place in the school. I meet my friends here in the breaks and we usually sit over there. Teachers don't often come here because it's always very noisy they prefer the staff room! You can buy all kinds of food and drinks here so remember to bring your money! We take our food and sit in the playground when the sun is shining.
- M: OK, right.
- J: We can go in here now, but you mustn't talk inside and you mustn't use your mobile phone. There are lots of computers so we can do our homework here. There's wifi too, so you can use the Internet. Oh, and you can borrow books for three days, so you can read them at home. You can also borrow DVDs and CDs from here.
- J: We have a big school meeting here every morning before classes called assembly. All the teachers and students have to come that's three hundred people! The head teacher gives us important information and sometimes visitors come and give speeches. We don't have lessons in here, it's only for assembly and for doing exams. But we do drama here and sometimes we play sport in here if the weather is really bad.
- M: Right.
- **J:** This is where we play football and hockey in PE lessons. We have sports competitions here too. It can be very cold in winter! Do you like sports?
- M: Yeah, but I'm not very good!

Focus Review 5

◄) 2.46 Exercise 7, page 70

P = Presenter J = Jack

- P: On today's programme I'm talking to young people about their schools. Jack, tell me about your school.
- J: I go to a state secondary school for students aged twelve years old to eighteen years old. I'm fourteen and I'm in year three. It's a mixed school, not single-sex. My sister Anna goes to a private school, it's single-sex ... but I prefer this one.

- P: Right. And do you have to wear a uniform?
- J: No, we don't have to wear a uniform. Most students wear comfortable clothes like tracksuits and trainers. I sometimes wear jeans and a T-shirt, but usually I wear a tracksuit. I'm glad we don't have a uniform.
- **P:** What about homework, do you get a lot of homework?
- J: I think we get too much homework! Students shouldn't have more than one hour of homework every day, in my opinion. We should learn most things in class. We usually have two or three hours of homework that's too much.
- **P:** And what's your favourite subject?
- J: Well, I like PE I'm good at most sports. We play football and volleyball and in summer we have swimming too. I'm on the volleyball school team, I really enjoy that. But I think my favourite subject is Spanish.
- **P:** Why is that?
- J: I like learning languages you can learn Spanish, German, French and Russian at our school. Next year they are planning to start classes for Chinese and Arabic too. Our school is a special school for languages.
- **P:** I see ... and what about extra activities? Are you in any clubs?
- J: Yes, I'm in the theatre group. I enjoy acting, but ...

Unit 6

Health and sport

6.1 Vocabulary

(1) 3.1 Exercises 5 and 6, page 72

C = Charlie J = Jessica L = Lucy

- C: I really like this one. This is my idea of a good holiday. I just love water. I go to the swimming pool twice a week to me that's the best way to keep fit. In the summer I usually go kayaking or sailing with my parents. Then I miss it all winter! Kite surfing is new to me, but that's good, I'm happy to learn something new, especially a new sport. Anyone want to go with me?
- J: Hmm ... I also like swimming and kayaking, but think about the weather ... It can be fun in good weather, but imagine two weeks of swimming and sailing in the rain! I think I prefer this one. I love all ball sports. You know I play basketball and football; I play for my school and we often win. At a camp like this, when you play for many hours a day, you can learn a lot in just a week or two. What do you think?
- L: You know I'm not very sporty ... I don't go to the gym, I play volleyball at school because I have to, but I could never play for a team. I just do some stretching exercises, maybe a bit of yoga from time to time, to stay healthy. But I really like being outdoors. Running and cycling in a forest sounds like a great holiday to me. And I'd like to try climbing, it looks interesting. And badminton is OK too. So actually I like this third camp best.

6.2 Grammar

■3.5 Exercises 1 and 2, page 74

P = Presenter SY = Stuart Young

- **P:** ... And here in the studio this morning we've got Stuart Young, a journalist and writer. Hello.
- SY: Hello.

- **P:** Our topic today is the mountains. I understand you're a climber yourself?
- SY: Yes, I am. But it's more of a hobby.
- P: Can you explain why people climb extremely high mountains? What's wrong with something lower? Or why not just go skiing?
- **SY:** Well, it's an extra challenge. When you succeed, the satisfaction is greater.
- **P:** You said 'when you succeed'. Can you tell us a success story?
- SY: The most famous stories are about the best known places, so, for example, Mount Everest, which everybody knows. Many people tried to climb it and many died, for example, George Mallory in 1924. Maybe he reached the peak, but we don't know this; nobody found his camera. We also don't know what happened to his climbing partner, Andrew Irvine.
- P: So who was successful?
- **SY:** Edmund Hillary and Tenzing Norgay became the first people to get to the top of Mount Everest. They climbed to the top in late spring 1953. They had some problems, of course. When they got half way up, there was soft snow. It was very dangerous and they almost fell. Also they saw a rock wall and they thought it was impossible to climb. But Edmund Hillary discovered a way up and they managed. Now the place is called the 'Hillary Step'. After that they were very close to the top.
- **P:** And they went to the top together?
- **SY:** Well, that was the story. For a long time everybody thought they got there together. But many years later Tenzing explained Hillary was first. He walked in front and made a way for his partner in the snow and ice.
- P: Fascinating. And what about your experiences?
- SY: Well, I...

6.3 Listening

(4) 3.9 Exercises 4 and 5, page 75

M = Millie A = Alfie

M: Hi, Alfie. What's the matter?

A: Hi, Millie. It's PE ... I really can't stand it.

M: But I thought you like sports.

A: I do – usually. But I hate team sports, like football or basketball, and especially rugby.

M: Why?

- A: Well, I just don't think winning or scoring points is important. I don't care if my team is not the best. I hate all the competition.
- **M:** Oh, I see ... But PE is such fun. You can relax and enjoy yourself.
- A: Fun? Relaxing? I have better fun in Science. Yesterday, Kevin missed a goal and the other guys yelled at him. They said, 'We lost because of you! You're rubbish!' I hate that sort of thing.
- M: Yes, it's true that's not fair.
- **A:** I don't think we should have to do PE at school if we don't want to.
- **M:** But it's important. We can't just sit at school for hours; we need some exercise.
- A: True, but there shouldn't be grades for PE. And we should have more choice of sports. I'd like to do some individual sports, like running. Or something with one other person, like squash maybe. We could have a climbing wall, or go to the swimming pool. We could have martial arts with a good instructor.
- M: Yes! I'd love to do kung fu!

6.5 Grammar

◄) 3.17 Exercise 1, page 78

The first Olympic Games took place in Greece probably in the year 776 BC (that is, before Christ). The Olympics was a sports event, but it was also a festival to honour Zeus, the father and king of the Greek gods. The winner's prize wasn't a gold medal, or a silver cup. It was a simple crown made from the leaves of an olive tree. Competitors in the Ancient Olympics didn't wear any clothes. Well, in fact, they did at first, but in the year 720 BC, the rules changed and after that competitors didn't wear clothes. Women couldn't take part in the ancient Olympics. So how did the Spartan princess Cynisca win the chariot race in the year 396 BC? Well, the winner of the chariot race was not the driver, but the person who owned the horses and the chariot. So, Cynisca's horses won the race for her.

◄) 3.18 Exercise 4, page 78

QH = Quiz host C = Contestant

- **QH:** OK, here's the first question. The International Olympic Committee organised the first modern Olympic Games in 1896. Where did they take place?
- C: In Athens.
- **QH:** That's right. And did women take part in the first modern Olympics?
- **C:** No, they didn't. Women first took part in the Olympics in 1900.
- **QH:** Very good. Question three: Which sports did women do at first?
- **C:** Tennis, golf, croquet and sailing in 1900, then swimming in 1912.
- **QH:** That's correct. Now here's a more difficult one: When did the first disabled athlete win an Olympic medal?
- **C:** In 1904. Fifty-six years before the first Paralympics, George Eyser, a German-American gymnast with one leg, won six medals at the St Louis Olympics.
- **QH:** Brilliant. Question five: When and where did the first Winter Olympics take place?
- C: In 1924 in Chamonix, France.
- **QH:** Excellent. Now, the Olympics didn't take place in 1940 or 1944. Why not?
- **C:** Because of World War II.
- **QH:** Of course. And finally: When did the triathlon become an Olympic sport?
- C: In 2000.
- **QH:** Congratulations, that's 100 percent all your answers were correct! Well done!

Focus Review 6

◄) 3.20 Exercise 7, page 82

D = David L = Lucy

- **D:** Hi, Lucy. How was your game of tennis?
- L: Not bad. I lost, but I played really well ...
- **D:** Guess what? I played squash yesterday for the first time.
- L: Really? And how did you like it?
- **D:** I loved it. It's a hard game! ! Maybe not so hard as rugby, but you have to run fast! It's great fun though.
- L: Hmm, maybe I should try it. I'd like to try something new.
- **D:** Me too. How about golf? It's very relaxing.
- L: Golf? Relaxing?! Boring, you mean. And expensive.

- **D:** You're right, it's not cheap ... But I'd like to do something outside, not in the gym. And it can't be cycling, I always go to school by bike anyway. Perhaps we could go sailing?
- L: That's a good idea, but we need to do a course or something.
- **D:** Well, there are two-day sailing courses. We could go next weekend!
- L: Yes, but ...
- D: What?
- L: That's just one weekend. I'd like a sport we can do more often, once or twice a week ... How about dancing?
- **D:** Dancing? That's not a sport!
- L: Why not? It's a physical activity. You train with a coach. There are competitions.
- D: Oh, OK ...
- L: It's really fun, and we could do it together. I think we should try it. I think there's a salsa course for beginners at the Dance Academy starting next week.
- D: You think ...?
- **L:** It's twice a week, on Mondays and Wednesdays, at six p.m.
- **D:** Lucy, you planned this! OK then, I give in. Let's go dancing.

Unit 7 Travel

7.1 Vocabulary

◄) 3.24 Exercise 11, page 85

G = Gary S = Silvia F = Filip

- **G:** I love holidays and I try to go as often as possible. I'm an active person and I don't really enjoy spending time in one place. When I can choose, I go on an adventure holiday or an activity holiday. But the holiday that I really loved was the one I spent with my best friend, Ben. It was last year. We went backpacking for three weeks and it was fantastic. We only travelled by train as we didn't want to spend money on plane tickets and we had lots of time so trains were best for us. First, we went to Paris in France and we stayed there for four days. We saw all the important sights like the Eiffel Tower, the Louvre Museum and Versailles, where the last king of France lived. Then we went to Spain and spent two more weeks there. We went to Madrid, Barcelona and Seville, all by train. I was a little worried because we didn't book seats before we left but we didn't have any problems - luckily! We had great fun and next year we're going to go backpacking in Italy.
- S: I usually travel with my family and it's always a little stressful when my parents decide where to go and what to do. My mum prefers relaxing on the beach with a good book, but my dad hates hotels and the sun! As you can imagine, they spend a lot of time discussing what to do each year! (laughs) Sometimes they just decide to spend holidays separately. Last year, I went with my father and brother on an activity holiday in the mountains. Here in Argentina we have the Andes mountains, which are a great place for trekking. We booked a ten-day trek with an agency from Córdoba. We flew there from Buenos Aires. Then we went to the mountains by bus and we spent each day walking and climbing, stopping for short

- rests every three hours. We slept in tents, which was great too. I loved it! I'd like to do it again next year if my family agrees.
- F: My parents love visiting different countries and so we often go on package tours to see different places in Europe. But last year, my older cousin Nina bought a car. She invited me to go on holiday with her to the seaside! I'm not that keen on beach holidays, but I wanted to go on holiday with Nina! We live in Krakow, in Poland, and we drove to Athens in Greece. The journey took almost two days two days in the car! In Athens we took a ferry to the Greek island of Kos. There were a lot of tourists on the island, but I really enjoyed it. The beach was fantastic and the water in the Mediterranean Sea was really blue and warm. We relaxed on the beach and went on excursions to see some amazing Roman ruins. It was awesome!

7.3 Listening

◄) 3.27 Exercises 2 and 3, page 87

1

CA = Check-in attendant P = Passenger

- **CA:** Check in here for flights to Frankfurt, Madrid and Rome. Good morning, madam. Where are you travelling to today?
- **P:** Well, actually I need to stop over in Frankfurt and then fly on to Rome tomorrow.
- CA: That's fine. Can I have a look at your ticket and your passport, please?
- P: Here you are.

CA: Have you got any luggage?

P: Yes, just this one. Can I have a window seat?

CA: No problem. Here you are. Have a good flight.

Attention. There is a change of platform for the 11:15 to Manchester. This train is now arriving at platform three and not platform four as originally announced. That's platform three for the 11:15 to Manchester. This train stops at Milton Keynes, Crewe and Manchester. Change at Crewe for Chester and Bangor. All passengers for Manchester, please go to platform three.

3

TA = Travel agent W = Woman

TA: Good morning. Can I help you?

W: Yes, I'd like to book a holiday to Spain.

TA: OK, where in Spain would you like to go?

W: I can't decide. Maybe Barcelona or Granada. My friend told me that the Basque country is beautiful.

TA: Why don't you look at these brochures? There are some great deals.

W: Does this price include the cost of accommodation?

TA: Yes, in a three-star hotel.

W: OK, I'll think about it. Thanks.

4

HR = Hotel receptionist M = Man

HR: Good evening, sir. Would you like to check in?

M: Yes, please. I've got a booking for two nights. My name's Brown, Tom Brown.

HR: Ah, yes ... but I see you booked for three nights.

M: Oh yes, that's right. I'd like to stay for three nights.

HR: That's fine. Can I see your passport please?

M: Sure, here you are.

HR: OK, you're in room 305. Here's your room key. Enjoy your stay.

M: Thanks.

7.6 Speaking

◄) 3.35 Exercise 2, page 91

J = Jeff C = Chloe

- **J:** Hi, Chloe. Did you know that the new cinema is showing all the Iron Man films on Saturday night? Do you want to go?
- C: Sure. I missed the last Iron Man film so I'd love to go. What's the new cinema? I haven't heard about it.
- J: Film City. It's a new arts cinema. Looks great.
- C: OK, good.

◄) 3.36 Exercise 3, page 91

J = Jeff C = Chloe

- C: Where do you want to meet?
- **J:** Let's meet at the cinema. We can meet early and have a coffee before it starts.
- C: Great! How do I get to Film City?
- J: It's in King's Road. You know the Jolly Café in Park Street?
- C: Yeah ...
- **J:** Well, you go out of the café and turn left. Then you turn right into Green Street.
- C: OK.
- J: Walk along Green Street past the post office on your left. King's Road is the first turning on the right. Turn into King's Road and walk past the Ritzy on your left. Film City is next door. It's on the corner of Shakespeare Road and King's Road.
- C: Great. See you there at seven?

Focus Review 7

(1) 3.38 Exercise 7, page 94

1

TA = Travel agent C = Customer

1

TA: Good morning. Can I help you?

C: Yes, I'd like to book a holiday to Sardinia.

TA: OK, how many nights would you like to go for?

C: Um ... seven nights.

TA: And what sort of accommodation are you looking for?

C: Oh, it depends on the price.

TA: We've got a great offer for two people in a three-star hotel. It's £399 per person – that includes the plane tickets. It's to Alghero in Sardinia. It's on the coast. You fly there from London and then travel to the hotel by bus.

C: OK, thanks. That sounds perfect. Can I book it now?

TA: Yes, of course.

2

CR = Campsite receptionist M = Man

CR: Hi, how can I help you?

M: I'd like to check in.

CR: Have you booked?

M: No, I haven't.

CR: I'm afraid we're full tonight, but we've got places tomorrow.

M: OK, I'll book in for two nights starting tomorrow. Do you know any other campsites near here where I could stay tonight?

CR: No, but there is a great guesthouse two kilometres away. Shall I phone to see if they have any rooms?

M: Yeah, that would be great. It's for two people.

Student's book audioscript

CR: OK, you can stay there tonight, I've reserved for you. I'll give you directions.

M: Thanks, that's great.

3

3

P: I'd like to check in.

CA: Sure ... can I see your passport and ticket, please?

P: Here you are.

CA: And have you got any luggage?

P: Yes, here it is. Can I check in both cases?

CA: I'm sorry ... we can only check in the big case. You have to take the small one as hand luggage.

P: Next time I want to travel with no luggage! Is the flight on time?

CA: Yes, it is. Here's your passport and boarding card. Have a good flight.

P: Thanks.

4

TI = Ticket inspector P = Passenger

TI: Tickets, please.

P: I'm sorry ... I can't find my ticket!

TI: I'm afraid you'll have to buy another ticket. You can't be on the train without a ticket. Where are you travelling to?

P: To Liverpool.

TI: OK, that's fifteen pounds, please.

P: OK, here you are.

TI: Don't lose that ticket!

P: Right!

Unit 8

Nature

8.3 Listening

◄) 3.46 Exercises 4 and 5, page 99

P = Presenter NN = Nick Newman

P: And here's Nick Newman with the late-night weather.

NN: Good evening. Well, it seems spring's almost here. Across the British Isles, tomorrow will be warmer, but not everywhere ... So, let's look at the weather in more detail, and I'll start with the South. In all of Southern England, tomorrow will be the sunniest day of the week; it will be dry, with clear skies and sunshine all day. In most places, there'll be a light wind, but it will still feel quite warm; temperatures will be around eighteen degrees in most of the area and will get to twenty in Cornwall. Across Wales and the Midlands, the morning will be foggy, but the fog should soon clear. After that we can expect a sunny day with some cloud. There will be a few showers with the possibility of thunder in the late afternoon. The morning won't be very warm - only eight degrees, I'm afraid. But it should get warmer during the afternoon and the temperature will rise to fourteen degrees. In the North of England, Saturday will be a windy day, and that strong west wind will bring rainy weather from the Atlantic. It will be cloudy with showers most of the day, but there

will be some sunny moments. Temperatures will be around thirteen degrees, but it will feel colder in the wind. Now for Scotland and Northern Ireland. Well, it's definitely not spring here yet. There will be a lot of cloud around and quite a lot of rain. The Highlands will have the wettest weather. The rain will be heavy there, and high up in the mountains it may still snow tonight and tomorrow night. Temperatures at best around eleven degrees.

8.5 Grammar

◄) 3.54 Exercise 3, page 102

Lk = Luke Lc = Lucy

Lk: Hi, Lucy. Have you got any plans for this weekend?

Lc: Yes, I'm going to spend the weekend in Wales.

Lk: Wales? That sounds nice. Are you going to visit a friend there?

Lc: No, I'm going to stay with my cousin Zoe. We're going to go walking in the mountains and if there is time, we're going to visit Conwy castle.

Lk: That sounds great. Not like my weekend.

Lc: Why? What about you, what are you going to do?

Lk: Me? I'm going to study. I've got a Geography test on Monday.

Lc: Oh, poor you! But aren't you going to have any fun at all?

Lk: Well, maybe. I'm going to play tennis with Jack on Saturday. And on Sunday evening I'm probably going to see the new James Bond film with some friends.

Lc: Oh, yes. Zoe and I are going to see it too.

Focus Review 8

(1) 3.57 Exercise 7, page 106

L = Lucy J = Jack

L: You're lucky to live in this area. It's very beautiful.

J: Yes, it is. And there are lots of places that tourists can visit. Have you been anywhere interesting yet?

L: Oh yes. Yesterday I went to the Royal Nature Reserve. Where I live, we have deer in our nature reserve but here you don't – instead you have lots and lots of sea birds. They were very beautiful.

J: I love it there. You must also go on a trip through the Kirkland Hills. They're quite high and there's a small waterfall near the top of the highest hill. No glaciers, I'm afraid – we're too far south!

L: I saw a brochure about the New Forest too. Is that near you?

J: About half an hour away. It's a very old forest and ages ago you could find bears there. Now people go there to see the wild ponies. They live all year-round in the forest and they're free. They go on the roads, in the shops, everywhere!

L: Wow! And what about Brown's Island?

J: That's just off Headland Beach. You can get a boat across. It's very popular too. There are a lot of colourful flowers there. When you come back, walk for a kilometre along Headland Beach and you might see some dolphins in the water.

Videoscript

Unit 1

Family and friends

6 1 BBC: Little folk, page 108

N = Narrator Z = Zev

- **Z:** My name is Zev Hoover, I take pictures of miniature people and they've sort of exploded online recently.
- **N:** This is the story of Zev's project. He wants to learn Photoshop. To practise this computer programme he starts his 'Little Folk' project. He puts his photos on the Internet, and now they're very popular.
- **Z:** Nature is very important in my work and definitely inspires a lot of it and I think a lot of that comes from living where we do. Aliza, my sister, is very often the character in the pictures. Yeah, that's fine.
- **N:** Zev looks at the scenes he photographs and thinks, 'What can the world look like when you are four or five centimetres tall? It is a completely different place.'
- **Z:** I certainly put a lot of myself into the characters.
- **N:** The little people in the photos often do something that Zev is interested in: a hobby.
- **Z:** One of my most popular photographs is of me piloting a paper airplane. I think it's a popular picture because people like imagining why I make them for my own pleasure ... because I love making them.
- N: The online comments are great. Beautiful work! Very cool. This is so amazing.
 It's nice to know that other people like your work.

Thanks to the Internet, anyone anywhere in the world can now go online, find Zev's pictures and spend some time in the amazing world of 'Little Folk'.

6 4 Focus Vlog, page 109

J = Jason Ma = Maeve Mt = Matthew Mo = Molly S = Sabin N = Naomi

J: Hello and welcome to my vlog! My name's Jason and I go to art school. My friends say I talk too much sometimes. But it's not true! In my vlog I want to ask you guys lots of questions and listen to you. In today's video I want to ask you about music. There's so much good stuff on the Internet. I love pop music and listen to it all the time: in my bed when I wake up, in the bathroom when I have a shower, on the Tube on the way to school, in my room when I study. Now tell me about you! Do you listen to music?

Mt: Yes, I do.

Mo:I do, yes. Top 40, Indie, pop, rock sometimes. Yeah. **Ma:**Yes, I listen to music.

- **S:** Yes, I do. Um, I like R&B, hip hop. Um, just any kind of music to be honest but I particularly like R&B and hip hop.
- J: Really?
- **N:** I do. Anything except metal or heavy metal. So I like easy pop, I like rock music, country music, Bollywood music, anything except metal.
- J: Where and when do you listen to music?

Mt: I like listening to music when I'm around the house. I listen to music most of the day.

Mo: When I am in a car or walking.

Ma: I probably listen to music every day. I listen to music in the morning when I wake up on the radio.

J: Me too!

Ma: And then I probably listen to music on my phone on the train to work.

- **S:** Mainly in my car.
- **N:** I enjoy live music more than anything so I listen to music in bars or if there's a concert.
- **J:** And what about you, guys? Let me know in the comments.

Unit 2

Food

6 7 BBC: What's for lunch?, page 110

H = Headmistress N = Narrator S = Stefan

N: This is Stefan Gates from the BBC. He's in Thailand. He would like to learn what local people have for lunch.

Do you think they eat traditional Asian dishes? Spicy food? Meat and vegetables? Let's see.

Today Stefan wants to visit a primary school in the north-east of Thailand and cook lunch for the children together with the school headmistress, Mrs Noi. Can you guess what's on the menu? It's not pizza or hamburgers.

- **S:** So it's lunch time, what are you going to be cooking for the children today?
- H: Fried insects for the children's lunch.
- **S:** And and what are they?
- **H:** They're crickets.
- **S:** You would never in a million years serve this to, to the kids at my kids' school. And did you or the children collect these?
- **H:** The students catch them.
- **S:** The students pick these?
- **H:** They catch them at night and bring them in the morning.
- N: So every day after school students do their homework and every evening, before they go to bed, they catch insects for their school lunch the next day. It's time for cooking. Stefan is ready to help the headmistress prepare a meal for all eighty students. The recipe is very simple. There aren't many ingredients. First, you heat some oil in a big pan and put the crickets into it. You fry them and mix them. You can add some local vegetables too. The smell is very strong. Then you take out the mixture and put some soy sauce into it. But not too much!
- H: You've put in too much soy sauce. So it's salty.
- **S:** Oh, that is really nice.
- N: Lunch is ready. Children in this school love insects they think they are delicious. They are one of their favourite dishes. About two billion people in the world eat insects every day. They are healthy for us because they are full of protein. Farmers can catch insects and sell them to make money.
- **S:** Enjoy your meal everyone!

6 9 Focus Vlog, page 111

J = Jason A = Ashleigh T = Thomas F = Florian P = Palak M = Mahak S = Simone

- J: Hi everybody! In today's episode of my vlog, I want to talk to you about food. It's breakfast time and I'm so hungry! Before I go out to talk to you in the streets of London, I really need to eat something. For example, a Spanish omelette ... Or fruit pancakes ... And have a big cup of coffee ... A vanilla cappuccino ... But stop dreaming, Jason, is there anything in your fridge? Oh, I hope there is something ... What's in your fridge at the moment?
- A: Blueberries and raspberries.
- J: Tasty!
- T: In my fridge at the moment there is milk, butter, vegetables and fruit.
- F: In my fridge there is nothing.
- **S:** I have some fruit and veg and milk in my fridge at home.
- **P:** I have fruit in my fridge at the moment.
- M: And some milk as well.
- **J:** What food do you buy every week?
- A: Every week I buy oats and almond milk.
- J: No thanks!
- **T:** Every week I buy meat, vegetables, fruit, pasta, rice and potatoes.
- **S:** I don't buy any foods.
- **P:** So, every single week, I go to my grocery store and buy some bread, some eggs sometimes, if I feel like eating eggs, and some fruits.
- **J:** And you? What food do you usually buy? Make sure you leave a comment!

Unit 3 Wo

6 12 BBC: Growing furniture, page 112

N = Narrator M = Man

- **N:** The company Full Grown is a furniture factory. It makes chairs, tables and lamps.
- M: Except we're using air and water and sunshine as our materials.
- N: Why cut trees down, cut them into small bits, then put them together again when we can grow trees into the shapes and forms we want, from the start? This is the Furniture Orchard. The process is quite simple. You take the very small trees and tie them around the shape you want. Then after some time you graft them together. And then just look after them as they get thicker.
- **M:** This is one of the chairs in its final form. We're now just waiting for this to thicken up. So, we'll harvest this when these branches at the top here are as thick as this at the bottom here.
- N: After you harvest a chair or table, it needs to stand for between six months and a year to dry. Then it goes to the workshop to get its final shape. The style is simple and shows the natural origins of the tree. This process is actually quicker than the usual way. A tree needs to grow for about sixty years before you can cut it down and make furniture. A Full Grown chair takes about seven years to grow and make. The chairs cost £2,500, the lamps about 1,000, some a bit more, some a bit less.

- M: This is our prototype chair, and this here is what gave us the confidence to plant hundreds more. This is one tree here, this is another tree there and here you can see where they're grafted together into one solid piece.
- **N:** This is a way to get the things we want, like furniture and other useful objects, and reduce damage to the natural world. In this factory, birds and insects live among the trees. The possibilities are endless.

७ 15 Focus Vlog, page 113

J = Jason M = Matthew A = AmandaO = Oliver R = Robert P = Peter

- J: Hello Internet! It's Tuesday, it's a quarter past nine in the morning, I'm still a bit sleepy, but it's a lovely day. I'm going out in a moment. Be prepared for my questions! It's not a typical weekday for me. I don't usually work on Tuesdays and my classes start in the afternoon today so I can spend some time with you, guys. I'd like to know what you do on a day like this. I'm ready, let's go! What do you usually do on a typical working day?
- **M:** I go into lectures in the morning and then I go to the library and study.
- A: On a working day I wake up and take the bus to my job actually, and I go to an office and work with my co-workers, and then I have lunch with them. And then I come home.
- O: On a working day I go to the office, I answer emails, I have meetings with clients, I write reports and I deliver presentations.
- **R:** I spend a few hours in my studio, painting and drawing, sometimes writing, normally in a coffee shop, and I go to museums.
- J: Interesting!
- **P:** On a working day, because I am a history student, I read lots of books and write essays.
- J: What are you doing here now?
- M: I'm here going to the Tate Modern art gallery.
- A: I'm meeting a friend and going to the museum.
- O: At the moment I'm having a lunch break and getting out into the sunshine, having a nice walk along the South Bank.
- **R:** I am leaving a museum and I'm on my way to a doctor's appointment.
- P: I'm shopping for some groceries.
- **J:** And how about you? What do you do on a typical working day? Let me know in the comments.

Unit 4 People

6 16 BBC: Super siblings, page 114

A = Amelia G = Grace N = Narrator S = Scola

- **S:** Welcome to Life Babble. Today we're talking about siblings. The best and the worst things about brothers and sisters.
- N: Do they drive you crazy? Do you love them? Some siblings are similar. Some are completely different. There are sisters, brothers, baby siblings, stepsiblings, half-siblings, twins and triplets! And some people haven't got any brothers or sisters. If you have a brother or sister, your parents always tell you to share your things with them. So Patrick is happy as an only child. He can get everything he wants.

Jo's brother drives her crazy. He eats like a monster every time they have dinner together.

Denise has a sister and she loves her very much. They always do a lot of things together, like watching films, reading. Now they are designing their bedroom together.

It's normal to fight with your siblings and it can be a good idea to leave them alone sometimes. When you're together, try to be kind and positive.

- **G:** OK. So we all know that I'm the world's greatest sister.
- **A:** I don't think so, I think you'll find I'm the world's greatest sister.
- G: I don't think so.
- A: I do think so.
- G: Excuse me!
- A: What?
- **G:** OK, so seeing as we're both the world's greatest sisters, here is a ...
- A: Grace and Amelia's guide to being a ...

G&A: Super-sibling!

- **G:** One: Make your sibling laugh every day.
- A: Two: Share your wisdom with them.
- **G:** Like get them into your favourite music.
- **A:** Or you might be able to learn something new from them.
- **G:** Yes, or differences which keep it interesting.
- A: Three:
- **G:** Get team T-shirts!
- **A:** OK, maybe not actual T-shirts. But you can be very different people and still be on the same team.
- **A:** And now you know how to be a super-sibling. You should go reward yourself for being so fantastic.

6 19 Focus Vlog, page 115

$\begin{array}{lll} J = Jason & E = Emil & L = Lindsay & D = Deborah \\ S = Senthan & G = Gillian & I = Ini \end{array}$

- J: What's up, my friends? Are you very busy today? I am. There are so many things I have to do today! Look at my 'to-do' list. To be honest, I really enjoy some of them, like talking to you or walking my dog, if he doesn't try to run away. But I hate dusting and vacuuming and it's my turn this week. They are the most boring things I have to do at home! OK, I know, I know, someone has to clean the house from time to time. What do you have to do at home?
- **E:** Ah, chores. I have to do the dishes, I have to walk the dog, I have to clean the house.
- L: I have to clean my house at home.
- **D:** At home I have to cook and I have to tidy up, and I have to look after my children, and I have to do some work for my employer.
- **S:** I usually have to do the washing-up, ironing and occasionally gardening.
- **G:** At home I just have to take care of my dog. She is a puppy so I have to walk her, I have to feed her, I have to clean up after her when she makes messes
- **J:** Oh no!
- **G:** ... and things like that.
- I: Well, because I live by myself, I have to clean everything and I have to cook for myself, I have to make sure that I go to bed on time so I can wake up early in the morning.
- **J:** What things don't you have to do?

- **E:** I don't have to buy the groceries and I don't have to wash the clothes.
- L: I don't have to do the gardening.
- **D:** I don't have to clean the bathroom at home. I don't have to take the rubbish out at home. I don't have to tidy the garden at home.
- **S:** I don't have to tidy my room, clean the house and cook.
- **G:** I don't have to do laundry so that's good but my mum does. But not me, not yet.
- **I:** Because I live at home by myself, I have to do everything for myself.
- J: And what do you have to do at home? Are you luckier than me or do you have to do the boring things as well?

Unit 5 Education

6 BBC: The Chinese school experiment, page 116

Ci = Ciara Co = Connor N = Narrator Na = Naeve

S1 = Student 1 Ss = Students T1 = Teacher 1

T2 = Teacher 2 T3 = Teacher T4 = Teacher 4

- N: This is Liphook, a small village in Britain. A local mixed secondary school decides to do an interesting experiment. They invite five teachers from China to spend some time with British students and try to teach them using Chinese methods.
- **Na:** I know that China is big and a lot of things come from it, but I don't really know much about the history or anything else like that.
- **Ci:** What do I know about China? I know that everyone ... There are lots of people and they are very clever.
- **Co:** I know that they have like twelve-hour days and then they go home and spend, like, five hours on homework.
- N: Students in China work very hard. They have to listen to their teachers all the time and do everything their teachers tell them. They must be quiet during lessons and study a lot.
- T1: Listen! One, two ...
- N: Morning exercise is on the sports field.
- T1: One, two, three, four ... one, two, three, ...
- T1: I love morning exercise. When I was a little child, I was one of the leaders.
- N: The first shock for British students is the size of the class. In China, there are fifty kids in one room. In Britain, the maximum is usually thirty. The second shock is discipline.
- T1: Can you turn around, please? Turn around, thank you.
- T2: So now, you can leave and enjoy your lunch.
- **N:** The Chinese school day is a twelve-hour marathon. After the 7 o'clock start, lunch comes early at 11:30, and there's another meal break in the afternoon. The first lesson is Maths.
- T2: Class begins.
- **T2:** Because in China, Maths is the most important subject and you don't have a choice, you have to learn Maths.
- T3: Class begins. Good afternoon, everybody.
- Ss: Good afternoon.
- T3: Sit down, please.
- **T3:** Excuse me. Hey, excuse me, you. Can you, please, come here? Now you're going to ... Come here, you're going to swap, please.
- **S1:** Oh, you're joking. I didn't do anything.

- **N:** At 3:30 British students usually finish classes and go home but now, just like students in a Chinese school, they have another meal and then go back to the classroom. It's not a normal lesson. It's time to revise everything from today's classes. They must work alone, they can start doing their homework or read a book.
- T4: Please ... be quiet.
- **N:** It's 7 o'clock. Everyone's tired and wants to go home to their families and computers.
- T2: So, that's all your day today, OK?
- **N:** The Chinese teachers also go home. They have a lot to think about after their first day at the British school.

€ 23 Focus Vlog, page 117

J = Jason M = Maeve T = Thomas R = Robert S = Sabin Si = Simone N = Nicky

- J: Good morning, everyone! It's very early, half past seven. I'm drinking my morning coffee and thinking about my primary school. It was such a happy time! Don't laugh at me, I really loved my primary school. And I miss my classmates and my head teacher, Mrs Furnival. My favourite subjects were French and Art then. I still think they are the best. I could speak French quite well when I was ten. So let's talk about school today. You're probably sitting on a bus or train and going to your morning class ... What were your favourite subjects at primary school?
- **M:** My favourite subjects at primary school were History, Art and Drama.
- T: At primary school my favourite subject was PE.
- **J:** I did not like that subject!
- **T:** My favourite subject was PE because I loved playing football and running.
- **R:** I think my favourite subjects were Art and I enjoyed Drama as well.
- **S:** My favourite subject was Physical Education, PE, because I liked the physical element and you learn the theory in class.
- Si: I think my favourite subjects were Maths and English. I didn't really like Science. Maths is logical, English is easy.
- N: My favourite subject at primary school was English.
- **J:** Could you speak any foreign languages when you were ten?
- M: No, I'm very bad at languages.
- **T:** At the age of ten I could speak French.
- R: I could speak French and a little bit of Spanish.
- **S:** I could speak my mother tongue, Nepalese, English and Hindi.
- J: That's impressive!
- Si: No I couldn't speak any foreign languages at the age of ten.
- **N:** Yes, I could speak Welsh at the age of ten because we moved to Wales when I was six.
- **J:** And what were your favourite subjects? Please share your primary-school memories and a photo or two of you when you were ten!

Unit 6

Health and sport

6 25 BBC: Bouldering, page 118

A = Alexia M = Molly N = Narrator

- **N:** Alexia and Molly are soon going to the youth climbing championships in Italy. Their sport is bouldering, a type of rock climbing. There are no ropes or harnesses, just a mat on the floor. But the girls love it and say they always train safely.
- A: I've preferred bouldering because the moves are bigger and more exciting and you don't have to bother with ropes or harnesses, you can just grab your shoes and go straight to the wall.
- **N:** Both girls train almost every day at the Westway Climbing centre. Alexia is sixteen. She changed school so she can train up to six times a week. But she still got the top results in her exams this year.
- A: If you do badly in a competition, it's quite hard to pick yourself up and go to the next competition. But once you learn to do that well, you can do that in your life as well and just learn to overcome failures and get in back from doing badly.
- N: Molly's seventeen. She's Britain's junior bouldering champion. She's also the UK's number one lead climber, which means a climber using ropes. There are climbing walls in many London playgrounds now and climbing centres around the city. Climbing is getting more and more popular and may even become an Olympic sport soon.
- M: I love climbing because boys think you can't do it, but really you can. It's amazing when you're stronger than a boy, they're literally shocked. It's a great funky sport that's not so popular, but it works your whole body and it's really great.
- **N:** The championships start on Saturday. Good luck to Alexia and Molly!

6 27 Focus Vlog, page 119

Ja = Jason N = Nicky E = Emil Ju = Julian S = Senthan L = Lindsay P = Peter D = Deborah

- Ja: Hello, everyone, and welcome to my vlog! The topic of today's video is walking. If you want to keep fit and stay healthy, go for a walk every day! I try to, even when it rains or snows. Last weekend it rained, but I had a wonderful time with my friends. We walked more than six miles! It feels great to be in a park or forest, listening to the birds singing. Do you agree? Some people prefer walking around a city, for example. Is it a good idea? I'm not sure. Let's find out about you! Did you go for a walk last weekend?
- N: Yes, I did.
- E: Yes, I went for a walk last weekend.
- Ju: I didn't go for a walk last weekend, but I did a lot of homework.
- S: Yeah, I did actually.
- L: I went for a walk last weekend.
- **P:** No, I didn't go for a walk last weekend because I ran instead.
- Ja: Good for you!
- **D:** Yes, I did.
- Ja: Where did you go?
- **N:** I walked to London Fields for my friend's birthday.
- **E:** I went for a walk to the church.
- L: Victoria Park.
- **S:** I went to Edinburgh and I went up to Arthur's Seat.

- Ja: That is a long way!
- **D:** We were in Wales and we walked along the coast by the sea.
- Ja: And did you go for a walk last weekend? Was it fun? Please let me know!

Unit 7 Travel

BBC: A special breakfast, page 120

B = Boy G = Giles M = Monica N = Narrator S = Staff M1 = Man 1 W1 = Woman 1 W2 = Woman 2

- N: Giles and Monica travel to the most amazing hotels all over the world. This time they're in Kenya, in Africa. Kenya is a beautiful country with a lot of exotic animals and fantastic places to visit. You can get to the capital city, Nairobi, by plane. When you arrive at this luxury five-star hotel, you think it looks like a typical house in England, but it's not just a hotel. Something makes it very special. It's still dark when the hotel staff start preparing breakfast downstairs.
- **G:** So, how many people have you got staying at the moment?
- **S:** We have about twenty-two guests tonight.
- **G:** Twenty-two?
- S: Yeah.
- G: And are they all having breakfast?
- **S:** Yeah, they're all having breakfast.
- **N:** It's half past six in the morning and everything is ready for the hotel guests. Here, they don't eat breakfast alone they share it with some very special visitors from the Kenyan bush.
- M: Hello!
- S: This is Stacey, here.
- **M:** Stacey? Hello, Stacey. I've never done anything like this. Amazing! I mean, she's massive! And the size of her head. It's just ...
- G: So, how many giraffes can you fit in here?
- **S:** Six at one time.
- M: Six?
- N: The hotel, called Giraffe Manor, gives you a unique experience. You can share your morning coffee and eggs with the tallest animals in the world.

 Last year over 7,000 guests visited Giraffe Manor.

 They paid between £500 and £1,000 a night. There are only ten rooms in the hotel, so guests often have to book a year in advance to stay here.
- M1: We've been to every other continent, and I've never experienced anything quite like this.
- **W1:**Look at this baby running! Oh, she's beautiful. Oh, I mean ... Yeah.
- **W2:**Oh, look, oh look, they're so cute! Oh, they love it. Don't you?
- B: What?

W2:Feeding the giraffe.

- B: Yeah.
- W2:Yeah.
- **N:** All the guests love the giraffes, but the hotel offers many other attractions as well. You can visit Nairobi's museums, go on a safari and see the top tourist sites with an experienced local guide. They can plan your trip and book all your transport and accommodation. Kenya is waiting for your visit.

ⓑ 30 Focus Vlog, page 121

J = Jason M = Maeve T = Thomas O = Oliver A = Amanda N = Naomi

- J: Hello again, everyone! How are you? I'm a bit tired and I need a break so I've decided to go somewhere for the weekend. I've just booked a train ticket to Bath. My friend says it's an amazing place! There's a hot spring in Bath and in the Roman times they built a public pool in the city. It's a museum now and you can't use the pool any more, but there is a spa with a pool. It's on the roof. Can you imagine that? I've packed my swim shorts and I'm ready to explore Roman Britain, but before that I've got some questions for you! Have you ever visited an amazing place?
- **M:** The most amazing place I've visited was Beijing in China. That was very interesting.
- T: Yes, I have visited many amazing places in my life. The favourite place I've visited was Snowdonia in Wales.
- O: Yes, I have. Last year I went to Bali with my wife. It had really impressive rainforests, it had very lovely volcanoes, which we climbed up, it had great restaurants, and it had lovely beaches.
- J: Amazing!
- **A:** Yes, I have visited an amazing place. I visited the Cliffs of Moher yesterday.
- J: Where is that?
- N: I have visited many amazing places. My last holiday was in Dubai, two months ago. It was amazing because it's a desert, but it's got beautiful buildings inside it. It's amazing what they've done with the place.
- **J:** Tell me about a place you've never visited but would like to go.
- **M:** I would really like to go to Portugal. I really want to go to Lisbon because I have a lot of friends that live there.
- T: I would like to go to the Arctic.
- **J:** I want to go there too!
- **O:** I've never visited Istanbul. I hear it's an amazing city. It's got very impressive architecture and great food and very interesting people. I'd love to go there.
- A: I have never visited Florence, but I would love to go.
- N: I have never visited Africa. I would love to see different parts of Africa. I would love to visit ... I've never seen wild animals in their environment. I've never seen Cape Town, I've never seen, beaches, African beaches. So yeah, I would love to visit these places.
- **J:** And have you ever visited an amazing place? Let me know in the comments in my vlog.

Unit 8 N

(633) BBC: Scottish Highlands, page 122

The Scottish Highlands. An old, wild and beautiful landscape.

Here, there are high mountains, thick forests and wide open spaces called moors.

And Scottish weather.

Golden eagles live here and red deer, and many other wild animals.

In winter it snows.

Videoscript

The hares were brown in the summer, but now they turn white. The white winter coat is thicker and warmer, and it also helps to keep the hare safe. It is difficult to see it in the snow.

The winter is over and the snow is gone. But the hare's fur needs time to turn brown again. The white colour now makes it easy to see: for example, for a golden eagle with its strong eyes, looking for anything that moves.

The hare doesn't see the danger yet. When it sees the eagle, it starts running. It knows its way across the moor. It can run at sixty kilometres per hour.

But the eagle can fly three times faster. The hare needs more than speed to survive. It turns and jumps left and right.

A last-minute zigzag saves the hare.

6 36 Focus Vlog, page 123

$J=Jason \quad L=Lindsay \quad Pa=Palak \quad S=Senthan \ N=Nicky \quad I=Ini \quad Pe=Peter \quad M=Mahak$

- J: Hi there! In today's video I'm going to ask you about your plans. But first, would you like to know what I'm going to do this evening or this summer? I'm sorry, not this time, I'm not going to tell you in this episode. If you're interested in my plans, follow my vlog channel. Today it's all about you. That's right. All I'm going to do today is ask you two questions and listen. Off we go to the streets of London! What are you going to do this evening?
- L: This evening I'm going to have dinner with my family.
- Pa: This evening I'm going to study for my final exams.
- **S:** This evening I'm going to play football.
- **N:** This evening I am going to have dinner with my friend.
- I: This evening I'm going to invite some friends over to my house for a small party. We're going to have fruit juice and some sandwiches.
- J: That could be fun!
- Pe: I'm going to study for an exam on Thursday.
- J: What are you going to do this summer?
- L: This summer I'm going to go travelling across Asia.
- **M:** This summer I'm gonna go to Bali with my parents and I'm gonna play badminton in the evenings. And then I'm gonna study for my third year.
- J: That's a lot for one summer!
- **S:** This summer I'm planning to work at a bank and then I'm going to go to Madrid in Spain.
- N: This summer I'm going to travel around Peru.
- I: This summer I'm going to go to the beach. Then I'm going to travel around Spain for a few weeks. And then after that I'm going to come back to London and enjoy the weather here.
- J: Nice!
- **Pe:** This summer I'm going to find some work so that I can get some more money.
- **J:** And what are you going to do this summer? I'm sure you're going to have a great time!

Photocopiable resources

Contents

Resource	Language point	When to use	Time (min.)
Unit 1 Family and fr	iends		
1 Free time	Words related to free-time activities	After 1.1 Vocabulary, pp. 12–13	10
2 Test yourselves (vocabulary)	Revising vocabulary from 1.1	After 1.1 Vocabulary, pp. 12–13	10
3 Test yourselves (grammar)	Present Simple and adverbs of frequency	After 1.2 Grammar, p. 14	10
4 My life	Question forms for the Present Simple	After 1.5 Grammar, p. 18	10
5 Our interests	Talking about personal information and interests	Before Focus Review 1, Speaking, ex. 9 and 10, p. 23	15
6 Who are you?	Giving personal information, writing about hobbies and interests	Before Focus Review 1, Writing, ex. 11, p. 23	10
Unit 2 Food			
7 Shopping game	Words related to food	After 2.1 Vocabulary, pp. 24–25	15
8 Test yourselves (vocabulary)	Revising vocabulary from 2.1	After 2.1 Vocabulary, pp. 24–25	10
9 What's the difference?	Countable and uncountable nouns	After 2.2 Grammar, p. 26	10–15
10 Test yourselves (grammar)	Articles	After 2.5 Grammar, p. 30	10
11 Vocabulary and grammar check 1	Revising vocabulary and grammar from Units 1–2	After Unit 2	15
12 In a café	Ordering food in a restaurant	Before Focus Review 2, Speaking, ex. 9 and 10, p. 35	8
13 Food festival	Describing events and inviting people to them	Before Focus Review 2, Writing, ex. 11 and 12, p. 35	11–12
Unit 3 Work			
14 Guess my job!	Phrases related to jobs and work	After 3.1 Vocabulary, pp. 36–37	13–15
15 Test yourselves (vocabulary)	Revising vocabulary from 3.1	After 3.1 Vocabulary, pp. 36–37	10
16 Test yourselves (grammar)	Present Continuous	After 3.2 Grammar, p. 38	10
17 Question time	Present Simple and Present Continuous	After 3.5 Grammar, p. 42	15
18 At work	Describing photos	Before Focus Review 3, Speaking, ex. 9, p. 47	12–14
19 Can you help me, please?	Asking a favour	Before Focus Review 3, Writing, ex. 10, p. 47	10
Unit 4 People			
20 What do they look like?	Describing people	After 4.1 Vocabulary, pp. 48–49	10
21 Test yourselves (vocabulary)	Revising vocabulary from 4.1	After 4.1 Vocabulary, pp. 48–49	10
22 My family, friends and me	Comparative and superlative adjectives	After 4.2 Grammar, p. 50	15
23 Test yourselves (grammar)	have to/don't have to	After 4.5 Grammar, p. 54	10
24 Vocabulary and grammar check 2	Revising vocabulary and grammar from Units 1–4	After Unit 4	15
25 A very different hairstyle	Phrases related to different hairstyles	Before Focus Review 4, Speaking, ex. 9 and 10, p. 59	15
26 All about me	Words related to appearance, personality, interests, friends and family	Before Focus Review 4, Writing, ex. 11, p. 59	10–12

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Unit 5 Education			
27 So, how is school?	Vocabulary related to school	After 5.1 Vocabulary, pp. 60–61	15
28 Test yourselves (vocabulary)	Revising vocabulary from 5.1	After 5.1 Vocabulary, pp. 60–61	10
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30 Could you?	Past Simple: was/were, could	After 5.5 Grammar, p. 66	10
31 Welcome to the Science Centre	Asking for and giving information	Before Focus Review 5, Speaking, ex. 9, p. 71	10
32 An email to a friend	Greeting and inviting others, asking for and giving information	Before Focus Review 5, Writing, ex. 10 and 11, p. 71	10–12
Unit 6 Sport and he	alth		
33 Sports crossword	Words related to sport	After 6.1 Vocabulary, pp. 72–73	15
34 Test yourselves (vocabulary)	Revising vocabulary from 6.1	After 6.1 Vocabulary, pp. 72–73	10
35 Test yourselves (grammar)	Past Simple	After 6.2 Grammar, p. 74	10
36 Find someone who	Past Simple affirmatives, negatives and questions	After 6.5 Grammar, p. 78	15
37 Vocabulary and grammar check 3	Revising vocabulary and grammar from Units 1–6	After Unit 6	15
38 What should I do?	Asking for and giving advice	Before Focus Review 6, Speaking, ex. 9, p. 83	13
39 Best tournament ever!	Describing a sports event	Before Focus Review 6, Writing, ex. 10, p. 83	11–12
Unit 7 Travel			
40 Holiday time	Words related to holidays and travel	After 7.1 Vocabulary, pp. 84–85	15
41 Test yourselves (vocabulary)	Revising vocabulary from 7.1	After 7.1 Vocabulary, pp. 84–85	10
42 Have you ever?	Present Perfect with ever/never	After 7.2 Grammar, p. 86	15
43 Test yourselves (grammar)	Present Perfect + just/yet/already	After 7.5 Grammar, p. 90	10
44 Excuse me, how do I get to?	Asking for and giving directions	Before Focus Review 7, Speaking, ex. 9, p. 95	10–12
45 A formal letter of enquiry	Writing an email of enquiry	Before Focus Review 7, Writing, ex. 10, p. 95	6–8
Unit 8 Nature			
46 Treasure hunt	Words related to landscapes and animals	After 8.1 Vocabulary, pp. 96–97	20
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48 In the future	Future with will	After 8.2 Grammar, p. 98	15
49 Test yourselves (grammar)	be going to	After 8.5 Grammar, p. 102	10
50 Vocabulary and grammar check 4	Revising vocabulary and grammar from Units 1–6	After Unit 8	15
51 What do you think about it?	Giving an opinion, agreeing and partially agreeing.	Before Focus Review 8, Speaking, ex. 9 and 10, p. 107	15
52 Opinion on a blog	Expressing opinions	Before Focus Review 8, Writing, ex. 11, p. 107	10

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Instructions

Unit 1

Family and friends

1 Free time (1.1 Vocabulary)

Aim: To practise words related to free-time activities.

Interaction: Individual/Pairs. **Type of activity:** Questionnaire.

Time: 10 minutes.

Materials: One worksheet per student.

In class: (1) Divide students into pairs and give each student a worksheet. (2) Pairs complete the questions with the words in the box. Check the answers with the class. (3) Students answer the questions individually. (4) Then students ask and answer the questions in pairs and note down their partner's answers. (5) If you like, choose a strong student and demonstrate the activity.

Optional follow-up: Students write sentences about their partner, e.g. *Pablo usually stays at home in the evening. He doesn't play video games.*

Answers:

1 at 2 play 3 go 4 about 5 have 6 drums 7 friends 8 with 9 to 10 shopping

2 Test yourselves (1.1 Vocabulary)

Aim: To practise vocabulary from lesson 1.1.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

3 Test yourselves (1.2 Grammar)

Aim: To practise the Present Simple and adverbs of frequency.

Interaction: Pairs.

Type of activity: Jumbled sentences.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

4 My life (1.5 Grammar)

Aim: To practise question forms for the Present Simple.

Interaction: Pairs.

Type of activity: Information gap.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide the students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell students not to look at each other's worksheets. (2) Explain that they have to complete the text. To do this they have to ask questions about the missing information. First, they prepare the questions. If you like, elicit a question onto the board for Student A and then for Student B. (3) Give students five minutes to read the text and prepare the questions. (4) Students work in pairs and ask and answer their questions to complete the text. (5) If you like, check the answers with the whole class. Ask different students to say the answer for each gap.

Optional follow-up: Students, in pairs or individually, write six more questions using the six question words, e.g. When do you do your homework? Which sports do you play? How many brothers and sisters have you got? Who is your favourite comic book character? etc. They work with a new partner and interview each other. Check the answers with the class.

Answers:

Questions: 1 When 2 What kind 3 What 4 Who

5 How many 6 Which

Student A: 1 28 September 2 rap 3 Fancy 4 Katy

Perry 5 two 6 Radio 1

Student B: 1 15 July 2 fantasy 3 X-Men (Days of Future

Past) 4 Suzanne Brockmann 5 six 6 football



5 Our interests

(Focus Review 1, Speaking)

Aim: To practise talking about personal information and

Interaction: Individual/Pairs.

Type of activity: Ordering and classifying.

Time: 15 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell students not to look at each other's worksheets. (2) Ask students to work individually and to rearrange the words in the questions. Next, they add the questions to the correct categories in the table. (3) Get students to check the questions in pairs. (4) Tell students to work individually again and to complete the answers with their own ideas. (5) Ask students to work in pairs again. They ask and answer the questions from the table. (6) Go to ex. 9 and 10 on page 23 in the SB.

Answers:

Student A: a What sport do you like? **b** What is your favourite music? **c** What's your name? **d** What is your favourite kind of film?

1 c 3 a 5 d 7 b

Student B: a Who's your favourite singer? b Can you tell me your name? **c** What kind of films do you like?

d What's your favourite sport?

2 b 4 d 6 c 8 a

6 Who are you?

(Focus Review 1, Writing)

Aim: To practise structures for giving personal information and writing about hobbies and interests.

Interaction: Individual/Pairs. Type of activity: Word completion.

Time: 10 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually and give each student a worksheet. (2) Ask students to complete the missing letters in the sentences and get them to check the answers in pairs. (3) Check the answers with the whole class. (4) Go to ex. 11 on page 23 in the SB.

Optional follow-up: (1) Ask students to talk in pairs about themselves and their hobbies, and to ask each other about their free-time activities and interests. (2) Ask some students to talk about their partners.

Answers:

Introduction: My name is Julia. I am sixteen years old and go to **secondary** school.

Describing interests and hobbies: I love going out with friends. We always have a good time. I like taking photos. I can't **stand** staying at home at weekends.

Asking about free-time activities: **How** do you like to spend your free time? Do you prefer watching films or reading books?

Finding out about music and sports interests: What kind of music are you **interested** in? Do you **play** a musical instrument? What's your favourite sport? Do you prefer watching it or playing it?

Unit 2

Food



Shopping game

(2.1 Vocabulary)

Aim: To practise words related to food.

Interaction: Groups of four.

Type of activity: Mingling and asking questions.

Time: 15 minutes.

Materials: One worksheet per group.

In class: (1) Divide students into groups of four, Student A, Student B, Student C and Student D. Give Students A, B, C and D their worksheets. (2) Explain that students have to look at the pictures and buy the four items on their shopping lists from other students in the group. They also have four items to sell. They take it in turns to ask for items. They can only ask one of the other members of the group for one of the items they need at a time. If the person they ask has the item, they tick it off their list. If the person does not have the item, then they have to wait for their next turn to ask someone else. Students can either work as a whole group, or divide into different pairs for each question they ask. The first person to get all four items wins. (3) Demonstrate the activity, e.g. A (to B): Have you got a loaf of bread? B: No, sorry, I haven't. (to D): Have you got a bottle of ketchup? D: Yes, I have! Here you are! D (to C): Have you got a bag of potatoes? C: Yes, I have! Here you are! Make sure students realise they have to say both the container and the food, e.g. Have you got a packet of cocoa? NOT Have you got cocoa? (4) If you like, elicit the useful phrases and write them on the board (Have you got a ...? Yes, I have! Here you are./No, sorry, I haven't.)

Optional follow-up: Write a list of 25–30 different food shopping items on the board. Students each choose six of the items. Play Bingo! Call out the items in random order, students cross them off their list. The first student to cross off all six of their items shouts Bingo! Students can then play in groups.

8 Test yourselves (2.1 Vocabulary)

Aim: To practise vocabulary from lesson 2.1.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

9 What's the difference? (2.2 Grammar)

Aim: To practise talking about quantity with countable

and uncountable nouns. **Interaction:** Pairs.

Type of activity: Information gap.

Time: 10-15 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell them not to look at each other's worksheets. (2) Explain that they have similar pictures and they have to find five differences. To do this, they have to ask questions. When they find a difference, they should circle it in their picture. (3) Ask students to look at the question outlines on their worksheets and elicit full questions onto the board, e.g. Is there any cheese in your picture? How much cheese is there? Are there any onions in your picture? How many onions are there? (4) Give students ten minutes in their pairs to ask and answer questions. (5) If you like, check the answers with the whole class. Ask different students to say one difference they found.

Optional follow-up: Students write a description of their picture and the differences between the two pictures.

Answers

In picture A:

1 There is a carton of milk, there isn't a carton of orange juice. 2 There are a lot of potatoes. 3 There is one onion. 4 There is a lot of cheese. 5 There isn't much tomato sauce.

In picture B:

1 There is a carton of orange juice, there isn't a carton of milk. 2 There aren't many potatoes. 3 There are three onions. 4 There isn't much cheese. 5 There is a lot of tomato sauce.

10 Test yourselves (2.5 Grammar)

Aim: To practise using articles.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

11 Vocabulary and grammar check 1

(After Unit 2)

Aim: To practise vocabulary and grammar from units 1–2.

Interaction: Individual.

Type of activity: Multiple choice, gap filing, word

completion. **Time:** 15 minutes.

Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. **(2)** Tell students to read and follow the instructions for each activity. **(3)** Provide help if students have any questions or have trouble understanding the activities.

(4) Give students fifteen minutes to do the tasks.

(5) Check the answers with the whole class.

Answers:

1: 1 sugar 2 tin 3 bread 4 watch 5 out

2: 1 tub 2 coach 3 oil 4 flour 5 chess
3: 1 dessert 2 ingredients 3 party 4 speciality
5 take

4: 1 any 2 does 3 have 4 many 5 a

5: 1 don't put any 2 aren't any 3 don't know any4 doesn't post any 5 don't have any

6: 1 The 2 some 3 are 4 make 5 on

12 In a café

(Focus Review 2, Speaking)

Aim: To practise phrases for ordering food in a restaurant.

Interaction: Individual.Type of activity: Gap filling.

Time: 8 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually and give each student a worksheet. (2) Ask students to fill in the gaps with the words from the box. (3) Check the answers with the whole class. (4) Go to ex. 9 and 10 on page 35 in the SB.

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Answers:

1 ready 2 like 3 have 4 drink 5 large 6 else 7 have 8 much 9 meal

13 Food festival

(Focus Review 2, Writing)

Aim: To practise phrases for describing events and inviting people to them.

Interaction: Individual/Pairs.

Type of activity: Matching and classifying.

Time: 5-6 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually and give each student a worksheet. (2) Ask students to match the sentence halves. Give them two or three minutes to complete the task. Get students to check answers in pairs. (3) Ask students to put the sentences into the correct categories in the table. (4) Check the answers with the whole class.

Answers:

1 f 2 i 3 h 4 g 5 a 6 c 7 j 8 b 9 e 10 d

Greetings: 2, 8 Invitation: 5, 7

Details of an event: 6, 10 Special attractions: 1, 4 Confirmation: 3, 9

Part 2

Aim: To practise describing an event.

Interaction: Individual.

Type of activity: Guided writing.

Time: 6 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. (2) Ask students to look at Part 2 and fill in the gaps with their own ideas about a culinary event. (3) Check the ideas with the class. (4) Go to ex. 11 on page 35 in the SB.

Unit 3

14 Guess my job!

(3.1 Vocabulary)

Aim: To practise phrases related to jobs and work.

Interaction: Individual. Type of activity: Gap filling.

Time: 7-8 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually and give each student a worksheet. (2) Ask students to complete the questions with the words from the box. They can add other questions, e.g. Do you use a computer? (3) Check the answers with the whole class.

Answers:

1 adults 2 alone, team 3 home, company 4 hours **5** part, full **6** help people, wear a uniform **7** well, badly 8 hard

Part 2

Aim: To practise phrases related to work.

Interaction: Groups of 3–4. Type of activity: Guessing game.

Time: 6-7 minutes.

Materials: One worksheet per student.

In class: (1) Divide students into groups of three or four. (2) Explain that each student has to choose a job from the grid. The other students in the group will take turns to ask questions to guess their job. When answering questions, the student can only say Yes or No (students cannot ask Wh-questions). They can use the questions from Part 1. (3) Choose a strong student and demonstrate the activity, e.g. A: Do you work inside? B: Yes. A: Do you work alone? B: No. A: Do you help people? B: Yes. A: Are you a teacher? B: Yes! (4) Students take turns to ask questions to guess the first student's job. Next, the group try to guess the other students' jobs. If they finish quickly, students choose a new job and continue.

🔐 15 Test yourselves

(3.1 Vocabulary)

Aim: To practise vocabulary from lesson 3.1.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.



16 Test yourselves

(3.2 Grammar)

Aim: To practise the Present Continuous

Interaction: Pairs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per (student A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

17 Question time

(3.5 Grammar)

Aim: To practise the Present Simple and Present

Continuous. Interaction: Pairs.

Type of activity: Ordering words and asking questions.

Time: 15 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell students not to look at each other's worksheets. (2) Explain to students that they have to work individually to order the words to make questions. (3) Students then work in pairs. Students A asks their questions. Students B listen and answer. Then Students B ask their questions and Students A answer. (4) Check with the whole class. Ask different pairs to read out one question and one answer each. Go over any problems with word order.

Answers:

Student A:

1 How often do you play video games? 2 Where does your family usually go on holiday? 3 What is your best friend doing now? 4 Are you doing homework right now? 5 Do people in your country speak English?

Student B:

1 Where do you usually meet your friends at the weekend? 2 How often do you watch films? 3 Are your parents working at the moment? 4 Am I asking you correct questions? 5 Does your teacher speak English every

Optional follow-up: Students write true/false sentences about themselves using the Present Simple and the Present Continuous. Then they work with a new partner. Partners read each other's sentences and guess which are false. Check the answers with the class.

18 At work

(Focus Review 3, Speaking)

Aim: To practise describing a photo.

Interaction: Individual. **Type of activity:** Gap filling.

Time: 5-6 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually and give each student a worksheet. (2) Ask students to look at the photo and to fill in the gaps with the words from the box. (3) Get students to check the questions in pairs. (4) Check the answers with the whole

Optional follow-up: Ask students to add one more sentence to the description.

Answers:

1 shows 2 receptionist 3 guest 4 smiling 5 looks 6 filling 7 has

Part 2

Aim: To practise describing a photo.

Interaction: Pairs.

Type of activity: Free speaking.

Time: 7-8 minutes.

Materials: One worksheet per student.

In class: (1) Divide students into pairs, Student A and Student B. (2) Student A chooses one of the pictures and describes it to Student B who guesses which picture is being described. (3) When Student B has identified the picture, students change roles and now Student B describes a picture for Student A to guess. (4) Go to ex. 9 on page 47 in the SB.

🔏 19 Can you help me, please? (Focus Review 3, Writing)

Aim: To practise phrases for asking a favour.

Interaction: Individual/Pairs.

Type of activity: Gap filling and classifying.

Time: 10 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually and give each student a worksheet. (2) Ask them to fill in the gaps with the words from the box. Set a time limit of two to three minutes. (3) Get students to check the questions in pairs. (4) Next, students complete the grid with the sentences.

(5) Check the answers with the whole class.

(6) Go to ex. 10 on page 47 in the SB.

Answers:

1 need 2 problem 3 favour 4 help 5 think 6 Sorry 7 Could 8 know 9 time

General request: 3, 7 Explanation: 2, 8, 9 Specific request: 1, 4, 5, 6 Unit 4

People

20 What do they look like? (4.1 Vocabulary)

Aim: To practise describing people.

Interaction: Pairs.

Type of activity: Information exchange.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell students not to look at each other's worksheets. (2) Explain that students have to write the name of each person under the correct picture, using the names in the box. Elicit the questions What does ... look like? onto the board and drill as necessary. (3) Student A begins and asks about the first name (What does Sara look like?). Student B reads out the description. Student A listens and identifies the correct picture and writes the name under it. Then Student B asks about their first name (What does Mike look like?), listens to the description and identifies the correct picture and writes the name under it. (4) Students take turns to ask about the people and give clues. (5) When they finish, get them to check the answers together, looking at the pictures and descriptions.

Answers:

Student A: 1 Debbie 2 Harry 3 Sara 4 Robert 5 Sue

S Andy

Student B: 1 David 2 Lisa 3 Mike 4 Helen 5 Chris

6 Katie

Optional follow-up: Students bring pictures of famous people. They write short descriptions. Stick the pictures and descriptions up around the class.

21 Test yourselves (4.1 Vocabulary)

Aim: To practise vocabulary from lesson 4.1.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

22 My family, friends and me (4.2 Grammar)

Aim: To practise comparative and superlative adjectives.

Interaction: Individual/Pairs.

Type of activity: Gap filling and information exchange.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that at first they are going to work individually, and hand out the worksheets. Tell them to take three minutes to fill in the gaps with the correct forms of the adjectives in capitals. (2) Check the answers with the whole class. (3) Tell students to choose five of the questions and write the answers in the icons at the bottom of the page in a random order. They should only write people's names, not full sentences. To make the guessing more challenging, ask students not to use family relationship terms. Set a time limit of two minutes. (4) Ask students to work in pairs and to swap their worksheets. (5) Students take turns to guess who the people in the icons are. They can have three guesses at each answer. Choose a strong student and demonstrate the activity, e.g. A: I think Sibel lives further away from the school than you. B: No. A: She tells the funniest jokes. B: No. A: Maybe she has more interesting hobbies than you. B: No. She's my cousin and she's the most sociable person in my family.

With stronger groups suggest asking follow-up questions, e.g. What are his hobbies? Why is she the worst cook?

Answers:

1 bigger 2 longest 3 more interesting 4 most sociable 5 further/farther 6 worst 7 better 8 funniest

23 Test yourselves (4.5 Grammar)

Aim: To practise have to/don't have to.

Interaction: Pairs.

Type of activity: Jumbled sentences.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

24 Vocabulary and grammar check 2

(After Unit 4)

Aim: To practise vocabulary and grammar from units 1–4.

Interaction: Individual.

Type of activity: Finding the odd one out, word

completion, multiple choice, gap filling.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. (2) Tell students to read and follow the instructions for each activity. (3) Provide help if students have any questions or have trouble understanding the activities. (4) Give students fifteen minutes to do the tasks. (5) Check the answers with the whole class.

Answers:

1:1 narrow 2 spicy 3 jumper 4 lawyer 5 kind

2: 1 cheerful 2 customers 3 fringe 4 weekday 5 salary

3: 1 want 2 the 3 says 4 more interesting 5 don't have to

4: 1 prettier **2** doesn't have to **3** do your parents collect **4** is doing **5** the most sociable

5:1 C 2 B 3 B 4 C 5 A

25 A very different hairstyle (Focus Review 4, Speaking)

Part 1

Aim: To practise phrases related to different hairstyles.

Interaction: Pairs.

Type of activity: Peer correction

Time: 3 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs. (2) Give Students A and B their worksheets. (3) Explain that students have to fill in the gaps in the phrases accompanying the pictures individually. (4) When students are ready, they read their answers and spell them out to their partner. The partners check if they are correct.

Answers:

Student A:

1 straight hair 2 bald 3 ponytail

Student B:

1 curly hair 2 shaved sides 3 fringe

Part 2

Aim: To practise phrases used to make suggestions about the perfect hairstyle and reacting to such suggestions.

Interaction: Pairs.

Type of activity: Gap filling and guided speaking.

Time: 12 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Students work in the same pairs. Explain to students that they are going to read a dialogue where a young person (Student A) is trying to choose a perfect hairstyle for the Totally Different You party. Student B is trying to help with the choice. (2) Ask students to work individually and fill in the gaps in their worksheets. (3) When both students in a pair are ready, they try to read out the dialogue and see if it makes sense. They help each other with possible corrections. In the end, they choose a photo which shows the chosen hairstyle on the basis of the conversation they have just read. (4) Then tell students they are going to act out a similar conversation where Student B will be choosing a very different hairstyle for the party from photos A-D. Ask students to use the conversation in Part 2 as a model. Ask Student B to start. Student A makes suggestions and Student B expresses their opinion about them. Continue until Student B makes a choice. Time permitting, you may ask a pair to act out a dialogue for the whole class.

Answers:

Photo B

Student A:

1 I'd like 2 How about 3 want to 4 What about

5 not sure 6 take 7 do you think 8 That looks

26 All about me

(Focus Review 4, Writing)

Aim: To practise words related to appearance, personality, interests, friends and family.

Interaction: Individual/Pairs.

Type of activity: Gap filling and guided speaking.

Time: 10-12 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work in pairs and give each student a worksheet. (2) Students fill in gaps 1–8 with the words from the box. (3) Ask students to think of other words and phrases to complete the Looks and Personality sections. Next, they complete the sentences in the Family, Friends and Likes and Dislikes sections with as many ideas as possible. Set them five minutes to do the task. (4) Check the answers with the whole class. (5) Get students to underline the options that describe them. (6) Divide students into pairs and ask them to use the completed sentences to describe themselves to their partner. (7) Go to ex. 9 on page 59 in the SB.

Answers:

1 tall2 well-built3 curly4 blond5 blue6 kind7 help people8 a great sense of humour

Unit 5 Edu

Education

27 So, how is school? (5.1 Vocabulary)

Aim: To practise vocabulary related to school.

Interaction: Pairs.

Type of activity: Matching and information exchange.

Time: 15 minutes.

Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs. Give each pair one set of cards. (2) Ask students to match the question halves. Set a time limit of five minutes. (3) Get students to compare the answers with other pairs. (4) Check the answers with the whole class. (5) Tell students to talk to each other and answer all or some of the questions.

Optional follow-up: You may want to ask students if adults often ask them about school and what kind of questions about school they don't like.

Answers

- 1 How many of your friends go / to a single-sex school?
- 2 Do you always do / well in your English tests?
- 3 Do you often miss PE / classes?
- 4 What grades do you / usually get in History tests?
- **5** Are there any private / secondary schools where you live?
- **6** Is it easy for you to pass / Maths tests?
- 7 When do you leave home to be / on time for lessons?
- 8 Do you have to / retake any tests this month?
- **9** How do you usually feel when / you're sitting an exam?
- **10** Would you like to travel the world / for a year when you leave school?
- 11 What's the name / of your first form teacher?
- 12 What's the name of your primary / school head teacher?

28 Test yourselves (5.1 Vocabulary)

Aim: To practise vocabulary from lesson 5.1.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

29 Test yourselves

(5.2 Grammar)

Aim: To practise must/mustn't, should/shouldn't.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

30 Could you ...?

(5.5 Grammar)

Aim: To practise was/were and could. **Interaction:** Groups of 5 or more. **Type of activity:** Information finding.

Time: 10 minutes.

Materials: One worksheet per student.

In class: (1) Divide students into groups of five or more and give each student a worksheet. (2) Explain that they should ask people in their group questions to find out who could swim, speak English, etc. as a child. (2) If necessary, practise questions and answers with could before they start, e.g. Could you swim when you were eight years old? Yes, I could./No, I couldn't. (3) Students ask one another questions and when someone answers: Yes, I could. students fill in the gap with their name. (4) When everyone has completed all the five gaps with names, ask one or two students to read out their sentences.

31 Welcome to the Science Centre

(Focus Review 5, Speaking)

Aim: To practise asking for and giving information.

Interaction: Individual/Pairs.

Type of activity: Matching and classifying.

Time: 10 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and give each student a worksheet. (2) Get students to match the sentence halves. Set a time limit of two to three minutes to complete the task. (3) Get students to check the answers in pairs. (4) Ask students to complete the grid with the sentences. (5) Check the answers with the whole class. (6) Go to ex. 9 on page 71 in the SB.

Answers:

1 b 2 i 3 l 4 h 5 k 6 j 7 d 8 e 9 f 10 g 11 a

Employee of the Science Centre: 1, 3, 6, 10, 12 Customer: 2, 4, 5, 7, 8, 9, 11

32 An email to a friend

(Focus Review 5, Writing)

Aim: To practice phrases for greeting and inviting others, asking for and giving information.

Interaction: Individual/Pairs.

Type of activity: Ordering and classifying.

Time: 10-12 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and give each student a worksheet. (2) Ask students to rearrange the words in the sentences and get them to compare the answers in pairs. (3) Get students to complete the grid with the sentences. (4) Check the answers with the whole class. (5) Go to ex. 10 and 11 on page 71 in the SB.

Answers

1 On the first day I could not find the classroom.
2 Would you like to visit me next month?
3 I hope you are not too busy.
4 I am doing very well.
5 What are your plans next week?
6 How are things?
7 My new school is bigger than our old one.
8 I hope you are fine.
9 Do you want to come and stay soon?
10 I am getting on well.

Greetings: 6, 8 Giving news: 1, 4, 7, 10 Asking about plans: 3, 5

Inviting to visit: 2, 9

Unit 6

Sport and health

33 Sports crossword (6.1 Vocabulary)

Aim: To practise words related to sport.

Interaction: Pairs.

Type of activity: Crossword and guessing game.

Time: 15 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell students not to look at each other's worksheets. (2) Students look at the pictures and individually complete their part of the crossword. (3) Students work in pairs. They take turns to mime or define their sports so that their partner can complete the missing words. (4) When everyone has finished, check the answers with the whole class.

Answers:

Across: 1 football 3 badminton 4 volleyball 6 karate

7 skiing 8 ice skating 9 swimming

Down: 2 table tennis 5 running/jogging 6 kayaking

34 Test yourselves

(6.1 Vocabulary)

Aim: To practise vocabulary from lesson 6.1.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

35 Test yourselves

(6.2 Grammar)

Aim: To practice using the Past Simple.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

36 Find someone who ...

Aim: To practise the Past Simple affirmatives, negatives and questions.

Interaction: Pairs/Whole class (or groups of 4–6).

Type of activity: Interview.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Give each student a worksheet. (2) Divide students into pairs to write the questions. They should read each statement and write a question to find the information. Elicit the first question on the board with the whole class: Did you phone a friend yesterday evening? If you like, do another example with the whole class. (3) Check the answers with the whole class. Then tell students they are now going to mingle as a group. (4) Explain that students have to ask the questions and find someone for each statement. Demonstrate the activity. Ask different students the first question until you find someone who says Yes, I did, then write their name in the name column. (5) When students find someone who says 'yes' they should ask one more question and note down the answer, e.g. Who did you phone?/What time did you phone your friend?/What did you talk about? (6) Check the answers with the class.

Photocopiable resources – instructions

Optional follow up: Students write affirmative and negative sentences about their classmates, e.g. *Marta didn't phone a friend yesterday. Rami got up before 7 a.m. this morning.*

Answers:

- 1 Did you phone a friend yesterday evening?
- 2 Did you play football last weekend?
- 3 Did you get up before 7 a.m. this morning?
- 4 Did you cycle or walk to school this morning?
- 5 Did you win a competition last year?
- 6 Did you live in a different city when you were a child?
- 7 Did you help someone last week?
- 8 Did you study yesterday?

37 Vocabulary and grammar check 3

(After Unit 6)

Aim: To practise vocabulary and grammar from units 1-6.

Interaction: Individual.

Type of activity: Multiple choice, gap filling, word

completion, sentence formation.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student.
(2) Tell students to read and follow the instructions for each activity. (3) Provide help if students have any questions or have trouble understanding the activities.

- (4) Give students fifteen minutes to do the tasks.
- (5) Check the answers with the whole class.

Answers:

- 1: 1 classes 2 generous 3 karate 4 retake 5 care
- 2:1 join 2 learn 3 workout 4 find 5 Keep
- 3: 1 steps 2 take 3 skier 4 goes 5 earn
- 4: 1 didn't take place 2 aren't playing 3 didn't go 4 weren't 5 didn't score
- 5: 1 Were you into tennis last year? 2 Could you raise any money in the concert? 3 Why did the coach shout at the end of the game? 4 When should the athletes complete the marathon? 5 Did she get enough sleep last night?

(Focus Review 6, Speaking)

Part 1

Aim: To practise asking for and giving advice and reasons.

Interaction: Individual/Pairs.

38 What should I do?

Type of activity: Ordering and classifying.

Time: 8 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. (2) Ask students to rearrange the words in the sentences and get them to compare the answers in pairs. (3) Get students to complete the grid with the sentences. (4) Check the answers with the whole class.

Answers:

1 You should start cycling regularly. 2 Swimming can help you relax. 3 What kind of equipment should I get? 4 How often should I train? 5 It can give you a lot of energy. 6 It is important to wear comfortable trainers. 7 Make sure you train regularly. 8 It is not a difficult activity. 9 What sport do you recommend? Asking for advice: 3, 4, 9

<u>Asking for advice:</u> 3, 4, <u>Giving advice:</u> 1, 6, 7 <u>Reasons:</u> 2, 5, 8

Part 2

Aim: To practise asking for and giving advice and reasons.

Interaction: Pairs.

Type of activity: Free speaking.

Time: 5 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Ask students to take turns in asking for advice and giving it. Remind them to give a reason for their advice. (2) Ask some pairs to act out their dialogues in front of the whole class. (3) Got to ex. 9 and 10 on page 83 in the SB.

39 Best tournament ever!

(Focus Review 6, Writing)

Part 1

Aim: To practise describing a sports event.

Interaction: Individual/Pairs.

Type of activity: Word completion.

Time: 5-6 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and give each student a worksheet. (2) Tell students to fill in the gaps with words related to sports events. Some letters of each missing word have been given to help them. There are as many lines as there are letters in each word. Give them three to four minutes to complete the task. (3) Get students to check the answers in pairs. (4) Check the answers with the whole class.

Answers:

<u>Type of sports event:</u> It was the **World** Cup. I saw the volleyball **finals** last night on TV. There were over 2,000 runners in a **marathon** in our town.

<u>Time and place</u>: It took **place** yesterday at the swimming **pool**. The tournament **happened** last week at our school **gym**. The match **started** at 6 p.m. and **finished** at 11 p.m. <u>Description of an event</u>: One of the basketball **players** fell and broke his leg. During the Zumba[®] tournament, everybody started **dancing** as well. The **competitors** wore blue and pink T-shirts to support sick children. <u>Results:</u> Last year's **champion** had the best result. The fastest runner **won** a gold **medal** in the marathon. One of our best players **scored** five **goals** in one match!

Part 2

Aim: To practise describing a sports event.

Interaction: Individual/Pairs. Type of activity: Guided writing.

Time: 6 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually at first. Hand out the worksheet. (2) Ask students to choose one of the sporting events in the posters and fill in the description with details given and their own ideas. (3) Divide students into pairs and ask them to read their descriptions to each other. (4) Ask some students to read out their descriptions to the whole class. (5) Go to ex. 11 on page 83 in the SB.

Unit 7

Travel

40 Holiday time (7.1 Vocabulary)

Aim: To practise words related to holidays and travel.

Interaction: Pairs.

Type of activity: Guessing game.

Time: 15 minutes.

Materials: One worksheet per student (A or B).

In class: (1) If you like, briefly brainstorm words related to holidays and travel onto the board. (2) Divide students into pairs and give each student a rolecard. Tell students not to show their cards to the other student. (3) Explain that each of them went on two different types of holiday. They will hear clues about the holidays to help them guess what they are. (4) Students read their rolecards silently. They silently practise talking about their holidays. (5) Student A begins. They do not say the type of holiday. They read out the clues about their holidays point by point. After the other student has listened to the clues, they try to guess the holidays. Then it is Student B's turn.

Optional follow up: Students write about a holiday they went on giving similar information.

41 Test yourselves (7.1 Vocabulary)

Aim: To practise vocabulary from lesson 7.1.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

42 Have you ever ...?

(7.2 Grammar)

Aim: To practise Present Perfect with ever/never.

Interaction: Pairs.

Type of activity: Interview.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Divide students into pairs and give each student a worksheet. (2) Ask students to read the phrases in the box and match them to the pictures. Then they write the questions with Have you ever ...?, e.g. Have you ever ridden a horse? Have you ever eaten Chinese food? If you like, elicit all the questions on the board and practise them with the whole class if necessary. (3) Ask two or three students the first question and elicit answers with the Present Perfect, e.g. Yes, I've ridden a horse. or No, I've never ridden a horse. Encourage students to use *never* when appropriate. (4) Students answer for themselves. Then they interview their partner and take notes of their answers. They ask follow-up questions about each thing, e.g. When did you ride the horse? Did you like it? (6) Check the answers with the class.

Optional follow up: Students write sentences about their partner.

Answers:

1 Have you ever ridden a horse? 2 Have you ever eaten Chinese food? 3 Have you ever tried kayaking? 4 Have you ever won a medal? 5 Have you ever been backpacking? 6 Have you ever visited London? 7 Have you ever played basketball? 8 Have you ever stayed at a campsite?

43 Test yourselves

(7.5 Grammar)

Aim: To practise the Present Perfect + just/yet/already.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.



🔏 44 Excuse me, how do I get to ...?

(Focus Review 7, Speaking)

Part 1

Aim: To practise asking for and giving directions.

Interaction: Individual/Pairs.

Type of activity: Gap filling and classifying.

Time: 5-7 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Ask students to fold the sheets along the dotted line and only look at Part 1. (2) Ask students to fill in the gaps with the correct words from the box. (3) Get students to check the questions in pairs. (4) Ask students to complete the grid with the sentences. (5) Check the answers with the whole class.

1 turning 2 past 3 get 4 along 5 where 6 way

7 turn

Asking for directions: 3, 5, 6 Giving directions: 1, 2, 4, 7

Part 2

Aim: To practise asking for and giving directions.

Interaction: Pairs.

Type of activity: Guided speaking.

Time: 5 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Get students to look at the maps and tell them not to look at each other's worksheets. (2) Students take turns asking each other how to get to certain places and giving directions. (3) Ask some pairs to act out their dialogues in front of the other students. (4) Go to ex. 9 on page 95 in the SB.



45 A formal letter of enquiry (Focus Review 7, Writing)

Aim: To practise phrases for writing an email of enquiry.

Interaction: Individual/Pairs.

Type of activity: Gap filling and ordering.

Time: 6-8 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and give each student a worksheet. (2) Ask students to complete the sentences from a letter of enquiry with the words from the box. (3) Get students to compare their answers in pairs. (4) Ask students to put the jumbled sentences of the letter of enquiry in the correct order. (5) Check the answers with the whole class. (6) Go to ex. 10 and 11 on page 95 in the SB.

Answers:

[5] a Would it be possible to send me my bag if you find it, please?

[7] b Yours faithfully,

[4] **c** The bag is blue, it has a sticker on the top with my name on it.

[1] d Dear Sir or Madam,

[2] e I am writing to enquire if somebody has found a bag with Biology coursebooks in it on the train from London to Brighton.

[6] **f** You can **contact** me by phone on 123-456-789 or email me at jj.smith@mail.com.

[3] g I was a passenger on this train on 2nd October and I think I **left** the bag on the floor in the first carriage.

Unit 8

Nature



Aim: To practise words related to landscapes and animals.

Interaction: Pairs.

Type of activity: Jigsaw dictation.

Time: 20 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give each student their worksheet. Tell them to sit back to back and not to look at each other's worksheets. (2) Explain to students that they have the same text about imaginary islands with different words missing. (3) Students take turns to dictate the highlighted sentences to each other and fill in the gaps. (4) When a pair has finished, ask them to compare their texts. Then give them the map of the islands. Students have to uncover the clue to find out which chest (A-G) contains the treasure left by pirates. The letters corresponding to the numbers in the clue can be found in the words students dictated to each other. (5) When everyone has finished, check the answer with the whole class.

The clue: Between Green (Island) and Deer (Island). The treasure is in chest F.



47 Test yourselves (8.1 Vocabulary)

Aim: To practise vocabulary from lesson 8.1.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

48 In the future

(8.2 Grammar)

Aim: To practise Future with will. Interaction: Groups of four. Type of activity: Board game.

Time: 15 minutes.

Materials: One worksheet, one dice, four coloured

counters per group.

In class: (1) Divide students into groups of four and give each group a worksheet and a dice. (2) Each student places a different coloured counter (or small object, e.g. a rubber, paper clip, pen top) on the START square. (3) Students take turns to throw the dice. The one with the highest score starts: they throw again and move the counter forward the number of squares shown on the dice. When they land on the square, they have to make a prediction about the future for each picture they land on. Make sure they understand the sentence can be any prediction related to the picture. The prediction can be affirmative or negative. Elicit a few examples for picture 1, e.g. I will be rich in ten years. I won't spend all my money next weekend. I will get some money for my next birthday. (4) Students say a sentence for each picture they land on. If the rest of the group agrees that the sentence is grammatically correct, they stay on the picture. If not, they go back to their previous square. Students cannot repeat sentences, so if two students land on the same square, the second student's sentence must be different. (5) Students don't need to throw an exact number to reach FINISH – as soon as they throw a number higher than the remaining number of squares they pass the finish line. The first student to reach FINISH wins the game. Groups can play again. (6) Check the answers with the class.

Optional follow up: Students write predictions for some of the pictures.

Example sentences:

1 I will be rich. 2 I'll learn French in the future. 3 I'll buy a big house one day. 4 My sister will go shopping at the weekend. 5 Seas will be polluted. 6 They will invent a fantastic new mobile phone soon. 7 We'll fly somewhere on holiday next year. 8 I won't get married in the next five years. 9 Penguins won't die out. 10 It will be very hot next summer. 11 I'll go to university and study Maths. 12 Polar bears' habitat will get smaller. 13 I'll go to the beach for my next holiday. 14 My brother will go to London for a year. 15 Pollution will get worse in cities. 16 The rainforest will disappear. 17 I'll work hard and I'll pass all my exams. 18 I won't get a job in an office. 19 I think I'll have two children. 20 My friend will go skiing next winter. 21 There will be flying cars soon. 22 I'll have a nice meal this evening. 23 I won't play football next weekend. 24 I'll go to the cinema with my friends next week. 25 I'll have a party for my next birthday. **26** I won't go to the beach next month. 27 I will never win a medal.



49 Test yourselves (8.5 Grammar)

Aim: To practise be going to.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

50 Vocabulary and grammar check 4

(After Unit 8)

Aim: To practice vocabulary and grammar from Units 1–8

Interaction: Individual.

Type of activity: Matching, multiple choice, gap filling.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. (2) Tell students to read and follow the instructions for each activity. (3) Provide help if students have any questions or have trouble understanding the activities.

(4) Give students fifteen minutes to do the tasks.

(5) Check the answers with the whole class.

Answers:

1:1f 2a 3e 4c 5d

2: 1 north
2 put up
3 thunder
4 luggage
5 light
3: 1 throw
2 fitness
3 warming
4 explore
5 carton

4:1C 2A 3B 4B 5A

5: 1 are they/the government going to use 2 Has he visited/been to 3 is she explaining the exercise 4 will they build a new rocket/it 5 should they/students identify

31 What do you think about it? 32 Opinion on a blog (Focus Review 8, Speaking) (Focus Review 8, Writing)

Part 1

Aim: To practise giving an opinion, agreeing and partially agreeing.

Interaction: Individual/Pairs.

Type of activity: Gap filling and classifying.

Time: 5 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Tell students that they are going to work individually and give each student a worksheet. (2) Ask students to complete the gaps with words from the box. (3) Get students to check the answers in pairs and read the dialogues out loud. (4) Tell students to identify and underline the expressions of opinion, agreement, partial agreement and disagreement. Get them to complete the grid with the expressions. (5) Check the answers with the whole class.

Answers:

1 think 2 sure 3 mean 4 agree 5 seems 6 point 7 opinion 8 right

<u>Asking for an opinion:</u> What do you think about it? <u>Expressing an opinion:</u> It seems to me that ... In my opinion ...

Agreeing: You're right. I agree that ...

<u>Partially agreeing:</u> I see what you mean, but ... You have a point, but ...

Disagreeing: I'm not sure.

Part 2

Aim: To practise asking for and giving an opinion, agreeing and disagreeing.

Interaction: Pairs.

Type of activity: Free speaking.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Ask students think of as many arguments as they can for or against the ideas in Situations 1 and 2. Set a time limit of three to four minutes. (2) Ask students to act out dialogues similar to the one in Part 1 using their own arguments. Remind students to use expressions from the table in Part 1. (3) Ask a few pairs to act out their dialogues in front of the class. (4) Go to ex. 9 and 10 on page 107 in the SB.

Aim: To revise phrases used to give opinions.

Interaction: Individual/Pairs.

Type of activity: Word completion, matching and

classifying.

Time: 10 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and give each student a worksheet.
(2) Students read the blog, fill in the missing letters and match the paragraphs with their functions 1–4. (3) Get students to check the answers in pairs. (4) Students complete the grid with the expressions in bold. (5) Check the answers with the whole class. (6) Go to ex. 12 on page 107 in the SB.

Answers:

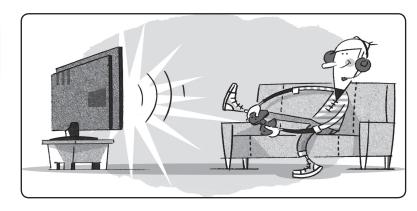
1 think 2 seems 3 opinion 4 about 5 agree 6 What 1 d 2 c 3 a 4 b

<u>Giving an opinion:</u> I think ... It seems to me that ... In my opinion ...

Asking for an opinion: What do you think about ...? Do you agree ...? What's your opinion on ...?

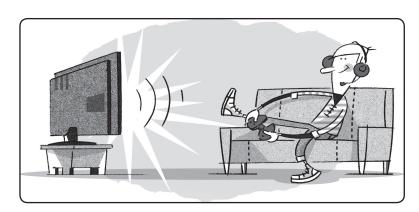
Free time 1.1 Vocabulary (free-time activities)

about play to with go drums have shopping at friends



	In your free time	You	Your partner
1	Do you usually stay home in the evening?		
2	Do you video games?		
3	How often do you to the cinema?		
4	Do you talk films and music with your friends?		
5	Do you a good time with your friends?		
6	Do you play the or another musical instrument?		
7	Do you go out with your during the week?		
8	Do you spend time your family at the weekend?		
9	Where do you listen music?		
10	How often do you go in a shopping centre?		

about play to with go drums have shopping at friends



	In your free time	You	Your partner
1	Do you usually stay home in the evening?		
2	Do you video games?		
3	How often do you to the cinema?		
4	Do you talk films and music with your friends?		
5	Do you a good time with your friends?		
6	Do you play the or another musical instrument?		
7	Do you go out with your during the week?		
8	Do you spend time your family at the weekend?		
9	Where do you listen music?		
10	How often do you go in a shopping centre?		

Resource 2

Test yourselves 1.1 Vocabulary

Student A			
1a Complete the collocations with go, have, play or	1b Read your answers to Student B		
watch.	1c Listen to Student B and check his/her answers.		
1 a party	1 play video games		
2 chess 3 out	2 go to a party		
4 to the park	3 <u>have</u> a good time		
5 the drums	4 go shopping		
6TV	5 <u>visit</u> your family		
7 fun	6 play the piano		
8 a film	7 go to the cinema		
	8 <u>play</u> computer games		
2a Complete the sentences with the correct	2b Listen to Student B and check his/her answers.		
prepositions.	1 I often spend time with my friends after school.		
1 I often talk films in my vlog.	2 My brother sometimes stays <u>at</u> home on Saturda		
2 Do you spend time home at the weekend?	evenings.		
3 I often listen music when I do my	3 Do you want to go <u>for</u> a walk after lunch?		
homework.	4 I usually don't spend any time <u>at</u> school in the		
4 I spend time my room when the weather	afternoon.		
is bad.	5 My friends never talk <u>about</u> books.		
5 Tom always goes out his friends for his birthday.	2c Read your answers to Student B.		
Student B I a Complete the collocations withgo, have, play or visit. 1 video games 2 to a party 3 a good time 4 shopping 5 your family	 1b Listen to Student A and check his/her answers. 1 have a party 2 play chess 3 go out 4 go to the park 5 play the drums 		
,	6 watch TV		
6 the piano7 to the cinema	7 <u>have</u> fun8 watch a film		
8 computer games			
<u> </u>	1c Read your answers to Student A.		
2a Complete the sentences with the correct prepositions.	2b Read your answers to Student A.		
	2c Listen to Student A and check his/her answers.		
1 I often spend time my friends after school.2 My brother sometimes stays home on	1 I often talk <u>about</u> films in my vlog.		
Z WIN DICHUEL SCHOOLINGS STAVE HOME ON			
	2 Do you spend time <u>at</u> home at the weekend?		
Saturday evenings. 3 Do you want to go a walk after lunch?	2 Do you spend time <u>at</u> home at the weekend?3 I often listen <u>to</u> music when I do my homeworl		



afternoon.

5 My friends never talk _____ books.

4 I usually don't spend any time _____ school in the

4 I spend time <u>in</u> my room when the weather is bad.

5 Tom always goes out with his friends for his

birthday.

Resource 3

Test yourselves

1.2 Grammar (Present Simple and adverbs of frequency)

Student A

- 1 Make sentences from the prompts. Use the Present Simple.
 - 1 I/not/school/in/at/evening./the/be
 - 2 sometimes / brothers. / he / TV / his / watch / with
 - 3 parents / be / in / the / usually / tired / my / evening.
 - 4 go/a/with/walk/Helen/not/her/for/dog.
 - 5 for / we / pizza / never / lunch. / have

- 2 Listen to Student B and check his/her answers.
- 3 Posłuchaj odpowiedzi ucznia B i sprawdź ich poprawność.
 - 1 She doesn't get up late on Saturday.
 - 2 My friend never goes rollerblading.
 - 3 <u>I usually do my homework on my laptop.</u>
 - 4 Jack is always late for school.
 - 5 They don't go shopping at the weekend.

Student B

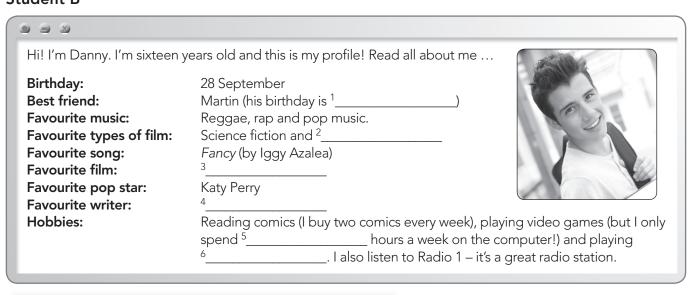
- 1 Make sentences from the prompts. Use the Present Simple.
 - 1 late / she / get / not / Saturday. / up / on
 - 2 my / never / go / friend / rollerblading.
 - 3 laptop./l/my/my/on/homework/do/usually
 - 4 always / Jack / school. / be / for / late
 - 5 the / they / shopping / at / not / go / weekend.

- 2 Listen to Student A and check his/her answers.
 - 1 I'm not at school in the evening.
 - 2 <u>He sometimes watches TV with his brothers.</u>
 - 3 My parents are usually tired in the evening.
 - 4 Helen doesn't go for a walk with her dog.
 - 5 We never have pizza for lunch.
- 3 Read your answers to Student A.

Student A

9 9 8	
Hi! I'm Danny. I'm sixteen y Birthday: Best friend: Favourite music: Favourite types of film: Favourite song: Favourite film: Favourite pop star: Favourite writer: Hobbies:	/ears old and this is my profile! Read all about me 1
Who What How many	When Which What kind
3 is 4 is 5 cc	music does he like?

Student B



	Who	What	How many	When	Which	What kind
--	-----	------	----------	------	-------	-----------

1	is Martin's birthday?
2	of films does Danny like?
3	is his favourite film?
4	is his favourite writer?
5	hours does he spend on the computer every week'
6	sport does he play?

Our interests Focus Review 1, Speaking

Stud	lent	A
------	------	---

а	do / like / What / you / sport / ?
b	favourite / music / What / is / your / ?
С	your / What / 's / name / ?
d	film / kind / is / favourite / your / What / of /?

	QUESTIONS	ANSWERS
NAME	1 2 Can you tell me your name?	I'm but call me My name's but my friends call me
SPORTS INTERESTS	34 What's your favourite sport?	I am interested in and I love playing/watching it. I can't stand – I prefer
FAVOURITE FILMS	56 What kind of films do you like?	I really love I really like watching but I hate
MUSIC INTERESTS	78 Who's your favourite singer?	I am interested in and I listen to it a lot. I love listening to

Student	В
Judent	

а	favourite / Who / your / singer / 's / ?
b	name / Can / tell / you / me / your / ?
С	you / kind / What / of / do / films / like / ?
d	What / favourite / 's / your / sport / ?

	QUESTIONS	ANSWERS
NAME	1 What's your name?2	I'm but call me My name's but my friends call me
SPORTS INTERESTS	3 What sport do you like?4	I am interested in and I love playing/watching it. I can't stand – I prefer
FAVOURITE FILMS	5 What is your favourite kind of film?6	I really love I really like watching but I hate
MUSIC INTERESTS	7 What is your favourite music?8	I am interested in and I listen to it a lot. I love listening to

Who are you? Focus Review 1, Writing

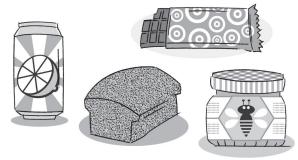
Introduction	My n is Julia. I sixteen years d and I go to y school.
Describing interests and hobbies	I o going out with friends. We always h a good time. I i taking photos. I can't st staying at home at weekends.
Asking about free-time activities	H do you like to s n your free time? Do you prefer w h films or e d books?
Finding out about music and sports interests	What k of music are you int in? Do you p a musical instrument? What's your av i sport? Do you r watching it or 1 y it?

_	č	↖	Ī

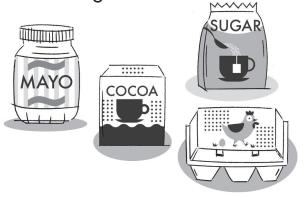
Introduction	My n j is Julia. I j sixteen years d and I go to j y school.
Describing interests and hobbies	I o going out with friends. We always h a good time. I i taking photos. I can't st staying at home at weekends.
Asking about free-time activities	H do you like to s n your free time? Do you prefer w h films or e d books?
Finding out about music and sports interests	What k of music are you int in? Do you p a musical instrument? What's your av i sport? Do you r watching it or y it?

Student A

You need:



You have got:



Student C

You need:







You have got:









Student B

You need:









Student D

You need:



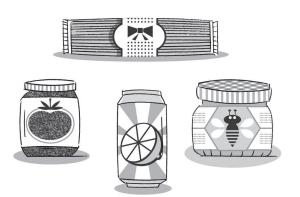






You have got:

PHOTOCOPIABLE



You have got:









Test yourselves 2.1 Vocabulary

Stu	Ы	en	+	Δ

Student A				
1a Complete the missing words. Each line is one letter. The last letters are given.	1b Read your answers to Student B.			
1 an of soup	1c Listen to Student B and check his/her answers.			
2 a f of bread	1 a <u>can</u> of lemonade			
3 a g of onions	2 a <u>jar</u> of tomato sauce			
4 ar of chocolate	3 a <u>tub</u> of ice cream			
5 at of crisps	4 a <u>bottle</u> of oil			
6 ar of honey	 5 a carton of milk 6 a tin of tuna 7 a packet of cocoa 			
7 an of orange juice				
8 a e of water				
	8 a bag of potatoes			
2a Complete the sentences with one word in each gap.	2b Listen to Student B and check his/her answers.			
1 When you make a, you make	1 Vegetarian food is food without any meat or fish.			
something small to eat between meals.	2 When you cook something in water, you <u>boil</u> it.			
2 You need only four to make these	3 My mum's <u>speciality</u> is chocolate cake. It's the			
brownies: chocolate, butter, eggs and flour.	best. She always makes it for my birthday.			
3 After you the eggs with the milk, add	 4 You say something is <u>delicious</u> when it tastes very good. 5 When you eat something for <u>dessert</u>, you eat something sweet at the end of a meal. 2c Read your answers to Student B. 			
the flour and sugar.				
4 When you buy cooked food from a shop				
or restaurant to eat at home, you get a				
5 When you fruit, you cut it into small pieces.				
Student B				
1a Complete the missing words. Each line is one	1b Listen to Student A and check his/her answers.			
letter. The last letters are given.	1 a <u>can</u> of soup			
1 a n of lemonade	2 a <u>loaf</u> of bread			
2 ar of tomato sauce	3 a <u>bag</u> of onions4 a <u>bar</u> of chocolate			
3 ab of ice cream				
4 a e of oil	5 a <u>packet</u> of crisps			
5 a n of milk	6 a <u>jar</u> of honey			
6 a n of tuna	7 a <u>carton</u> of orange juice			
7 at of cocoa	8 a <u>bottle</u> of water			
8 a g of potatoes	1c Read your answers to Student A.			
2a Complete the sentences with one word in each gap.	2b Read your answers to Student A.			
1 food is food without any meat or fish.	2c Listen to Student A and check his/her answers.			
2 When you cook something in water, you	1 When you make a snack, you make something			

-	3-p
1	food is food without any meat or fish.
2	When you cook something in water, you
	it.
3	My mum's is chocolate cake. It's the
	best. She always makes it for my birthday.
4	You say something is when it tastes very
	good.
5	When you eat something for, you eat

something sweet at the end of a meal.

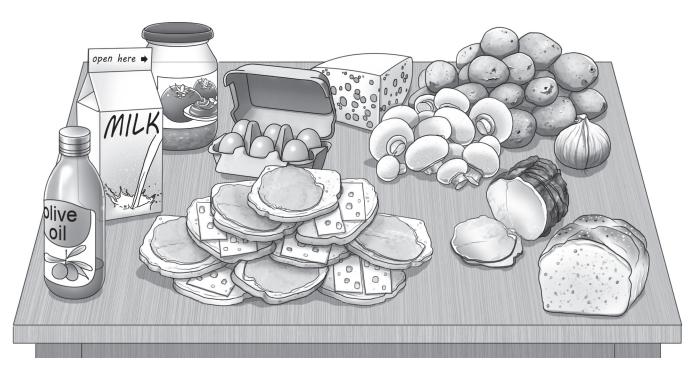
- small to eat between meals.
- 2 You need only four <u>ingredients</u> to make these brownies: chocolate, butter, eggs and flour.
- 3 After you mix the eggs with the milk, add the flour and sugar.
- 4 When you buy cooked food from a shop or restaurant to eat at home, you get a takeaway.
- 5 When you chop fruit, you cut it into small pieces.

Resource 9 What's the difference?

2.2 Grammar (countable and uncountable nouns)

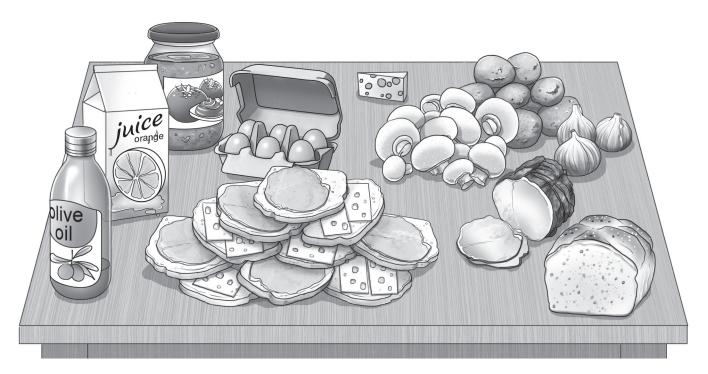
Student A

Is there a/any ...? How much ... is there?
Are there any ...? How many ... are there?



Student B

Is there a/any ...? How much ... is there? Are there any ...? How many ... are there?



Test yourselves 2.5 Grammar (articles)

Student A

1	Complete	the	sentences	with	a/an,	the	or	Ø
---	----------	-----	-----------	------	-------	-----	----	---

- 1 It's a small town in England. ___ town is famous for its food.
- 2 There are a lot of ___ good restaurants in Spain.
- 3 We want to go on holiday in ___ September.
- 4 Do you like ___ carrots?
- 5 I'm sure these tomatoes are not from ___ Italy.
- **6** What is ___ capital of France?
- 7 Do you think your mum is ___ good cook?
- 8 Can I have ___ egg sandwich for lunch?

2 Read	your	answers	to	Stuc	lent	В
--------	------	---------	----	------	------	---

3 Listen to Student B and check his/her answers.

- 1 You can buy fresh vegetables at <u>the</u> market in Saville Street.
- 2 My brother works as <u>a</u> waiter here.
- 3 People in $\underline{\emptyset}$ Poland don't often go out.
- 4 Does John like Ø cheese?
- **5** We're at a food festival. <u>The</u> festival is very popular with tourists.
- 6 Is there <u>a</u> good café near your house?
- 7 What colour is <u>an</u> orange?
- 8 My favourite restaurant is in $\underline{\emptyset}$ London.

Student B

1 Complete the sentences with a/an, the or \emptyset .

- 1 You can buy fresh vegetables at __ market in Saville Street.
- 2 My brother works as ___ waiter here.
- 3 People in Poland don't often go out.
- 4 Does John like cheese?
- **5** We're at a food festival. ___ festival is very popular with tourists.
- 6 Is there ___ good café near your house?
- **7** What colour is ___ orange?
- 8 My favourite restaurant is in ___ London.

2 Listen to Student A and check his/her answers.

- 1 It's a small town in England. <u>The</u> town is famous for its food.
- **2** There are a lot of $\underline{\emptyset}$ good restaurants in Spain.
- 3 We want to go on holiday in Ø September.
- 4 Do you like Ø carrots?
- 5 I'm sure these tomatoes are not from $\underline{\emptyset}$ Italy.
- 6 What is the capital of France?
- 7 Do you think your mum is <u>a</u> good cook?
- 8 Can I have <u>an</u> egg sandwich for lunch?
- 3 Read your answers to Student A.

Vocabulary and grammar check 1

- Choose the correct option.
 - 1 How many bags of sugar / honey do we need?
 - 2 Open this can / tin of tuna, please.
 - 3 Can I have a loaf of crisps / bread?
 - 4 What films do you watch / wash on TV?
 - 5 Steve gets up / out of bed very early.
- 2 Complete the sentences with the words in the box. There are two extra words.

		chess	coach	dish	flour	lie	oil	tub	
1	The section of the			£ l					
I	There is a of cho	ocolate i	ce cream	tor des	ssert.				
2	Does Henry you	ır team?							
3	Do you fry fish in butter or		?						
4	We need a packet of	to	make this	s cake.					
5	I can't stand cooking. I pre-	fer to pla	V						

Complete the email with the correct words. Each line is one letter. The first letters are given.

\boxtimes
Meg, Sorry I can't come to your birthday party tomorrow. I know you need some help with the meal. You can get a takeaway from the restaurant next to the school and make a brownie for ¹d Here is the recipe. You need milk, sugar, butter, flour, eggs and some cocoa. Boil the milk, butter, sugar and cocoa and mix with the other ²i Bake in a hot oven for forty minutes. Believe me, it's easy. My mum always makes it when we have a family ³p We call the brownie her ⁴s Don't forget to ⁵t a photo of your cake and post it on Facebook. Good luck! Lucy

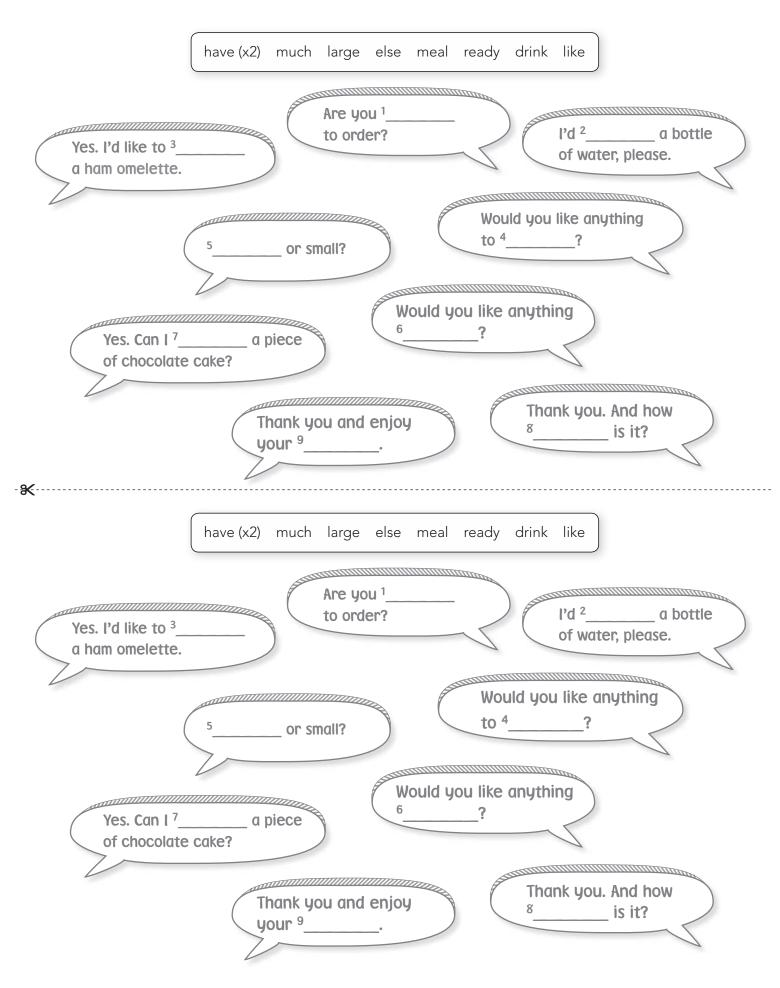
- 4 Choose the correct option.
 - 1 Does your mum put some / any salt into an omelette?
 - 2 What kind of food do / does Sam like?
 - 3 Samantha doesn't have / has any aerobics classes on Saturdays.
 - 4 How many / much stalls are there in this street?
 - **5** Laura usually orders *a / the* vegetarian dish in the restaurant.
- 5 Complete the sentences with negative forms of the underlined verbs and some or any.

1	I <u>put</u> some tomatoes on top of a pizza but I		basıl.
2	There <u>are</u> some onions in the bag but there		eggs in the carton.
3	I <u>know</u> some vlogs but I vlog	gers.	
4	Sheila posts some photos on Instagram but she		videos on YouTube
5	We have some bread but we	cheese.	

5 Read the text. Choose the correct option.

World Food Day happens on 16th October every year. ¹A / The day reminds us of hungry people in ²some / any parts of the world. There ³is / are food festivals in over 150 countries on this day. If you decide to take part, you can try local and traditional food or taste something exotic. You can also 4make / chop a snack with the best cooks in cooking classes. The topic of the festival is different every year. Go 5on / to the Internet and find out the topic of this year's event!

Focus Review 2, Speaking



Food festival Focus Review 2, Writing

Part 1

1	You can	а	to invite you to a food festival.
2	Nice to	b	you doing?
3	Please, let	С	2 p.m. this Friday at our school.
4	We always invite	d	costs €5 if you're a student.
5	I'd like	е	if you want to come.
6	It starts at	f	win a cookery book.
7	Why don't	g	a top chef to cook for us.
8	How are	h	me know if you can come.
9	Text me	i	hear from you.
10	The ticket	j	we go there together?

Greetings	•
Invitation	•
Details of an event	•
Special attractions	•
Confirmation	•

Part 2

•	Why don't you come to a festival of exotic / Chinese / French / Indian / Turkish / Italian / Japanese / vegetarian , food with me?
•	It's (when?) in (where?).
•	There are (what attractions? and you can (what can you do/see?) there.
•	The tickets are (how much?)
•	I think it's a good idea to go there because

_____ (why?).



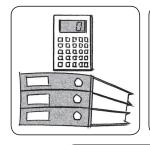
Resource 14 Guess my job! 3.1 Vocabulary (jobs)

Part 1

well full company team badly adults part hard help people alone home wear a uniform hours

1 Do you work with children / _____? 2 Do you work _____ / with other people / in a _____ ?
3 Do you work from / for a ? 3 Do you work from _____ / for a _____ 4 Do you work long _____? 5 Do you work _____-time / ____-time? 6 Do you work with your hands / _____ / ____ ?
7 Is your job _____-paid / _____-paid? 8 Do you work ______?

Part 2











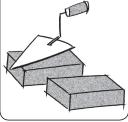




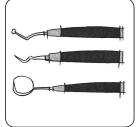


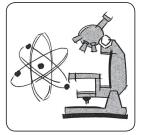




















Test yourselves 3.1 Vocabulary

Stu	Ч	Δn	+	Δ
JLU	м		ı u.	$\overline{}$

1a	Add the suffixes -er, -or, -ist or -ant t	o make
	words.	

- 1 reception__
- **2** dent
- 3 account
- 4 teach__
- **5** doct
- 6 lawy__
- 7 build_

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

- 1 plumber
- 2 scientist
- 3 journalist
- 4 shop assistant
- 5 hairdress<u>er</u>
- 6 artist
- 7 engineer

2a Complete the sentences with the correct prepositions.

- 1 I'd like to work ____ an international company.
- 2 My mum doesn't work ____ a shop.
- 3 I'm good at working ____ children.
- 4 Do you want to work ____ your hands?
- **5** My dad usually works ____ a small team.

2b Listen to Student B and check his/her answers.

- 1 I'd like to work with people.
- 2 My mum works for a big company.
- 3 I'm not good at working on the details.
- 4 I wouldn't like to work <u>in</u> a hospital.
- 5 My dad sometimes can work from home.
- 2c Read your answers to Student B.

Student B

1a Add the suffixes -er, -or, -ist or -ant to make words.

- 1 plumb_
- 2 scient__
- 3 journal__
- **4** shop assist
- 5 hairdress
- 6 art
- 7 engine__

1b Listen to Student A and check his/her answers.

- 1 receptionist
- 2 dentist
- 3 accountant
- 4 teacher
- 5 doct<u>or</u>
- 6 lawy<u>er</u>
- 7 builder

1c Read your answers to Student A.

2a Complete the sentences with the correct prepositions.

- 1 I'd like to work ____ people.
- 2 My mum works ____ a big company.
- 3 I'm not good at working ____ the details.
- 4 I wouldn't like to work ____ a hospital.
- **5** My dad sometimes can work ____ home.

2b Read your answers to Student A.

2c Listen to Student A and check his/her answers.

- 1 I'd like to work for an international company.
- 2 My mum doesn't work <u>in</u> a shop.
- 3 I'm good at working with children.
- 4 Do you want to work with your hands?
- **5** My dad usually works <u>in</u> a small team.

Test yourselves 3.2 Grammar (Present Continuous)

Student A

1	Complete the sentences with the correct Present
	Continuous forms of the verbs in brackets.

1	I (not/make) sandwiches for
	everyone.
2	you (do) anything
	interesting right now?
3	Josh (play) a computer game.
4	We (get) ready for the birthday party
5	the children (sleep)
	in their bedroom?

2 Read your answers to Student B.

3 Listen to Student B and check his/her answers.

- 1 Gina is trying (try) to do this exercise but it's difficult.
- 2 Are you going (go) to the cinema?
- 3 They are not wearing (not/wear) shorts today.
- 4 Frank is not sitting (not/sit) in a café he's at
- 5 I am writing (write) an email to my teacher.

Student B

1 Complete the sentences with the correct Present Continuous forms of the verbs in brackets.

1	Gina	(try) [.]	to do this exercise but it's
	difficult.		
2		you	(go) to the cinema?
3	They	(not/	/wear) shorts today.
4	Frank	(not	:/sit) in a café – he's at work
5	1	(write) ar	email to my teacher.

2 Listen to Student A and check his/her answers.

- 1 I am not making (not/make) sandwiches for everyone.
- 2 Are you doing (do) anything interesting right now?
- 3 Josh is playing (play) a computer game.
- 4 We are getting (get) ready for the birthday party.
- 5 Are the children sleeping (sleep) in their bedroom?
- 3 Read your answers to Student A.

Resource 17 Question time
3.5 Grammar (Present Simple and Present Continuous)

ent	A
	ent

1	video games / how often / play / do / you / ?	
2	your family / on holiday / go / does / where / usually / ?	
3	your best friend / doing / now / is / what / ?	
4	you / doing / homework / right now / are / ?	
5	people in your country / do / English / speak / ?	
St	udent A	-≯8-
1	video games / how often / play / do / you / ?	
2	your family / on holiday / go / does / where / usually / ?	
3	your best friend / doing / now / is / what / ?	
4	you / doing / homework / right now / are / ?	
5	people in your country / do / English / speak / ?	
		-≫-
St	rudent B	
1	meet / do / usually / your friends / at the weekend / where / you / ?	
2	watch / how often / you / films / do / ?	
3	your parents / are / at the moment / working / ?	
4	I / correct questions / asking / am / you / ?	
5	speak / your teacher / does / English / every day / ?	
St	udent B	-≫-
1	meet / do / usually / your friends / at the weekend / where / you / ?	
2	watch / how often / you / films / do / ?	
3	your parents / are / at the moment / working / ?	
4	I / correct questions / asking / am / you / ?	
5	speak / your teacher / does / English / every day / ?	

Part 1

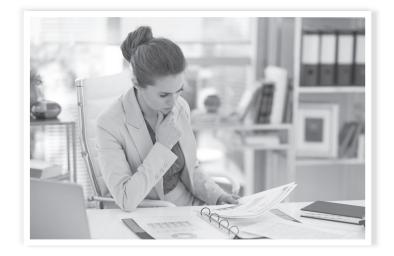
looks has smiling guest filling receptionist shows

The photo ¹______ a hotel reception. In the photo I can see two people. The woman is a ²_____ and the man is a hotel ³_____.

The receptionist is ⁴_____ and she ⁵______ very friendly. The man is ⁶ in a form or signing it. I can see that the man 7 ______ got a suitcase.



Part 2







- 1 What can you see in the picture?
- 2 Who are the people?
- **3** Where are they?
- **4** What are they doing?
- 5 How do they feel?

Can you help me, please? Focus Review 3, Writing

		could	time	favour	think	need	know	problem	sorry	help
1 2 3 4 5 6 7 8 9	II've got a Could you do Can yout Do yout ' I just don't I haven't got _	me a n yo to ask you you help r	with the with the with the with this, but could this, but the wife me?	e compu ? the leafl d give mo ut can yo	lter. lets? e their p ou make	ohone n				
	General requ	ıest	•							
	Explanation		•							
	Specific requ	est	•							
1 2 3 4 5 6 7 8 9	II've got a Could you do Can yout Do yout t I just don't I haven't got _	_ your he me a n yo to ask you you help r	lp with the me with ou could this, be me?	writing te compu ? the leafled give mout can yo	his ema iter. lets? e their p ou make	iil. ohone n	umber?	problem	sorry	help
	General requ	est	•							
	Specific requ	est	•							

What do they look like? 4.1 Vocabulary (appearance)

Student A

Sara Sue Debbie Andy Robert Harry













CLUES AND ANSWERS FOR STUDENT B

Name	Description	
Mike	He has got short straight dark hair. He's middle-aged. He's not very tall.	
Katie	She has got long curly dark hair. She's middle-aged.	
Chris	He has got medium-length wavy black hair. He's slim.	
David	He has got short curly dark hair. He's well-built.	
Helen	She has got long straight blond hair. She's slim.	
Lisa	She has got short wavy blond hair. She's sporty.	

Student B

Mike Chris David Katie Lisa Helen













CLUES AND ANSWERS FOR STUDENT A

Name	Description	
Harry	y He has got medium-length straight brown hair. He's young and sporty.	
Robert	pert He has got short curly blond hair. He's old.	
Sara	She has got medium-length wavy blond hair. She's old.	
Andy	Andy He has got short wavy dark hair. He's tall.	
Debbie	Debbie She has got short wavy blond hair. She's short.	
Sue	She has got short straight blond hair. She's tall.	

Test yourselves 4.1 Vocabulary

Student A

1a Write the opposite of these adjectives.

- **1** _____ ≠ shy
- 2 _____ ≠ pretty 3 ____ ≠ sociable
- **4** _____ ≠ slim
- 5 _____ ≠ interesting
- **6** _____ ≠ friendly

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

- 1 funny ≠ serious
 - 2 fat ≠ thin
 - 3 unkind ≠ kind
 - 4 ugly ≠ good-looking
 - 5 <u>negative</u> ≠ positive
 - 6 short ≠ long

2a Put the adjectives in brackets in the correct order.

1 ______ (green / nice / small)
eyes
2 ______ (beautiful / brown /
long) hair
3 ______ (beautiful / big /
grey) eyes
4 ______ (blond / mediumlength / wavy) hair
5 ______ (fair / nice / straight)
hair

2b Listen to Student B and check his/her answers.

- 1 <u>nice straight blond</u> hair
- 2 <u>beautiful big blue</u> eyes
- 3 short curly brown hair
- 4 <u>nice small black</u> eyes
- 5 beautiful wavy dark hair

2c Read your sentences to Student B.

------%-

Student B

1a Write the opposite of these adjectives.

- 1 ____ ≠ serious2 ≠ thin
- **3** ____ ≠ kind
- **4** _____ ≠ good-looking
- **5** _____ ≠ positive

PHOTOCOPIABLE

6 _____ ≠ long

1b Listen to Student A and check his/her answers.

- 1 confident ≠ shy
- 2 ugly ≠ pretty
- 3 <u>unsociable</u> ≠ sociable
- 4 fat ≠ slim
- 5 boring ≠ interesting
- 6 <u>unfriendly</u> ≠ friendly

1c Read your answers to Student A.

2a Put the adjectives in brackets in the correct order.

1 _______ (blond / nice / straight) hair
2 _______ (beautiful / big / blue) eyes
3 _______ (brown / curly / short) hair
4 ______ (black / nice / small) eyes
5 ______ (beautiful / dark / wavy) hair

2b Read your sentences to Student A.

2c Listen to Student A and check his/her answers.

- 1 nice small green eyes
- 2 beautiful long brown hair
- 3 beautiful big grey eyes
- 4 medium-length wavy blond hair
- 5 <u>nice straight fair</u> hair

My family, friends and me 4.2 Grammar (comparative and superlative adjectives)

1	Who is a	football fan than you in your class? BIG
2		hair in your family? LONG
3		hobbies than you in your class? INTERESTING
4		person in your family? SOCIABLE
5		away from the school than you in your class? FAR
6		cook in your family? BAD
7		at English than you in your family? GOOD
8		jokes in your class? FUNNY
	> <	>
* 1		football fan than you in your class? BIG
2		hair in your family? LONG
3		hobbies than you in your class? INTERESTING
4		person in your family? SOCIABLE
5		away from the school than you in your class? FAR
6		cook in your family? BAD
7		at English than you in your family? GOOD

Test yourselves4.5 Grammar (have to/don't have to)

Student A

- 1 Make sentences from the prompts.
 - 1 T-shirt / has / to / Mark / a / wear / school. / for /
 - 2 day. / have / make / boss / coffee / for / my / to / every / I
 - 3 Do/be/have/eighteen/a/years/you/to/ old / buy / car? / to
 - 4 They / 10 / not / to / get / do / home / before / have / o'clock.
 - 5 she / every / to / Does / exercise / have / day?

- 2 Read your sentences to Student B.
- 3 Listen to Student B and check his/her answers.
 - 1 Does he have to be at school at 8 every day?
 - 2 Sue has to take her dog for a walk three times a day.
 - 3 I have to work long hours on Saturdays.
 - 4 We do not have to read this book at all.
 - **5** Do they have to study for their exams?

Student B

- 1 Make sentences from the prompts.
 - 1 he / at / to / be / school / Does / 8 / every / at / day? / have
 - 2 walk / Sue / a / to / her / for / has / a / three / take / times / dog / day.
 - 3 have / I / long / work / Saturdays. / hours / to / on
 - not / have / do / this / to / at / We / read / book / all.
 - 5 Do / to / have / their / they / exams? / study / for

- 2 Listen to Student A and check his/her answers.
 - 1 Mark has to wear a blue T-shirt for school.
 - 2 I have to make coffee for my boss every day.
 - 3 Do you have to be eighteen years old to buy a car?
 - 4 They do not have to get home before 10 o'clock.
 - 5 Does she have to exercise every day?
- 3 Read your sentences to Student A.

Vocabulary and grammar check 2 After Unit 4

1	Find	the	α	one	Out
	FIIIU	uie	ouu	OHE	out.

- 1 wavy, narrow, curly, spiky
- 2 fry, slice, spicy, chop
- 3 boots, trainers, socks, jumper
- 4 mechanic, plumber, gardener, lawyer
- 5 stupid, unsociable, kind, boring

2 Complete the missing words. Each line is one letter. The first and last letters are given.

- 1 Terry is rarely sad. He is always so positive and \mathbf{c} _ _ _ _ _ \mathbf{l} .
- 2 This new restaurant serves really good food. There are usually a lot of \mathbf{c} _ _ _ _ _ \mathbf{s} here and it's hard to find a table.
- 3 Emily is going to a hairdresser's. She wants to have shoulder-length hair and a short \mathbf{f}_{-} = \mathbf{e} .
- 4 What do you do after school on a typical **w** _ _ _ _ **y**? Do you stay at home or go out?
- 5 I'd like to find an interesting job and earn a good s _ _ _ y.

3 Read the text. Choose the correct option.

Zoe

Hi Camilla. What are you doing tonight? I'm writing because there's a new James Bond film at our cinema and my friends and I 1 are wanting / want to go and see it. Would you like to come with us? I know you are a big fan of $^2 a$ / the series and my brother $^3 say$ / says that the new film is ⁴ interesting / more interesting than the other Bond films. You ⁵ don't have to / have to worry about the tickets. I can buy them online, just let me know. Hope you can come.

4 Complete the sentences with the correct form of the words in brackets.

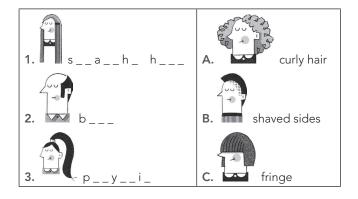
1	I think Amy looks (pretty) with curly hair than with	straight hair.
2	Elle (not have to) get her parents' permission to go out with friends.		
3	Why (your parents	/ collect) you from school ever	y afternoon?
4	Josh usually finishes work a	t four, but today he (d	o) some extra work.
5	Brian is (sociable)	ooy in our group. He goes to a	ll the parties.
Cl	noose the correct answer, A	A, B or C.	
1	Stella for importar	nt events.	
	A always is late	B always late	C is always late
2	Our new house is	than our grandparents' house.	
	A comfortable	B more comfortable	C the most comfortable
3	How much money	to save for a new computer?	
	A does Terry has	B does Terry have	C has Terry
4	I don't like my hair. I'd like t	o have hair.	
	A blond, long, straight	B straight, long, blond	C long, straight, blond
5	Mark can't come to the mee	eting. He a lesson at a	a driving school now.
	A is taking	B takes	C take

5

A very different hairstyle Focus Review 4, Speaking

Student A

Part 1



Part 2

- A: 11'___ l ____ a completely different hairstyle for the Totally Different You party next month. ²H____ a____ shoulder-length hair with a fringe? Hmm?
- B: I'm not sure. It's very similar to what your hair
- A: That's true. It must be a completely new me.
- B: But take a look at this photo. What do you think about that?
- A: Well, this IS different! But I don't ³w_____ t___ cut my hair so much! It's too short and too spiky! ⁴W___ a____ making the hair a bit shorter and shaving the sides, like this girl here?
- B: Hmm, shaved sides? That looks really cool! I love it! That's a perfect hairstyle for you!
- A: I think so too!

Photo A



Photo B



Photo C

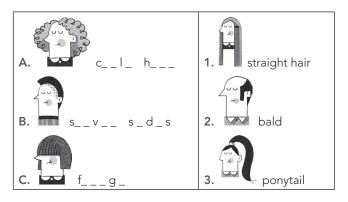


Photo D



Student B

Part 1



Part 2

- A: I'd like a completely different hairstyle for the Totally Different You party next month. How about shoulder-length hair with a fringe? Hmm?
- **B:** I'm 5 n_____ s____. It's very similar to what your hair is now.
- A: That's true. It must be a completely new me.
- B: But ⁶t____ a look at this photo. What ⁷d__ y___ t___ about that?
- A: Well, this IS different! But I don't want to cut my hair so much! It's too short and too spiky! What about making the hair a bit shorter and shaving the sides, like this girl here?
- **B:** Hmm, shaved sides? ⁸T_____ |__ really cool! I love it! That's a perfect hairstyle for you!
- A: I think so too!

Photo A



Photo C



Photo B



Photo D



Resource 26 All about me Focus Review 4, Writing

blue help people blond kind tall a great sense of humour curly well-built

LOOKS I am 1 and 2 I have got 3 4 hair. My eyes are 5	PERSONALITY I am ⁶ and I always ⁷ I have ⁸
FAMILY There are two / people in my family. I live with my parents / grandparents / I have got / haven't got a sister / My sister / brother is a student at university /	LIKES AND DISLIKES I'm interested in photography / I really like / love going out with friends / My favourite sport is swimming I hate / can't stand doing homework / tidying my room /
FRIENDS My best friend is called Kate / We go / don't go to the same school. We spend / don't spend a lot of time together. We have got / haven't got similar hobbies / rooms / My best friend / is shorter / more serious / than	
blue help people blond kind tall	a great sense of humour curly well-built
LOOKS I am 1 and 2 I have got 3 4 hair. My eyes are 5	PERSONALITY I am ⁶ and I always ⁷ I have ⁸
FAMILY There are two / people in my family. I live with my parents / grandparents / I have got / haven't got a sister / My sister / brother is a student at university /	LIKES AND DISLIKES I'm interested in photography / I really like / love going out with friends / My favourite sport is swimming I hate / can't stand doing homework / tidying my room / I like / I don't like shopping / I prefer watching films /
FRIENDS My best friend is called Kate / We go / don't go to the same school. We spend / don't spend a lot of time together. We have got / haven't got similar hobbies / rooms / My best friend / is shorter / more serious / than	

--

Resource 27 So, how is school? 5.1 Vocabulary (At school)

	\
1 How many of your friends go	to a single-sex school?
2 Do you always do	well in your English tests?
3 Do you often miss PE	classes?
4 What grades do you	usually get in History tests?
5 Are there any private	secondary schools where you live?
6 Is it easy for you to pass	Maths tests?
7 When do you leave home to be	on time for lessons?
8 Do you have to	retake any tests this month?
9 How do you usually feel when	you're sitting an exam?
10 Would you like to travel the world	for a year when you leave school?
11 What's the name	of your first form teacher?
12 What's the name of your primary	school head teacher?

Test yourselves 5.1 Vocabulary

C+	_	۔۔۔ ا	1	
Stu	а	en	τ	A

1 2	Bad students are often I f lessons. Bad students sometimes don't c to their classes. Bad students often get b m Bad students often d b in their exams. Bad students often f their exams.	 Listen to Student B and check his/her answers. Good students usually do well in their exams. Good students usually get good marks. Good students usually pass their exams. Good students are always on time for their classes. Good students never miss their classes.
1	omplete the sentences with the correct words. We school at half past eight every morning exams are exams you take to get into	 2b Listen to Student B and check his/her answers. 1 A single-sex school is a school for either boys or girls only.
	a school.	2 It's important to <u>revise</u> for an exam before you
3	Students in my class usually well in Maths tests.	take it. 3 My parents are angry if I <u>do</u> badly in an exam.
4	We do experiments in the	4 Jason is never late for dinner when there's pize
5	How many books can you from the library?	5 Children usually <u>finish</u> lessons at three o'clock
		2c Read your sentences to Student B.
I	udent B	
Stu 1a C	omplete the sentences with one word in each ap. The first letter is given. Good students usually d w in their exams.	
Stu 1a C g 1	omplete the sentences with one word in each ap. The first letter is given. Good students usually d w in their exams. Good students usually get g m	 Listen to Student A and check his/her answers Bad students are often late for lessons. Bad students sometimes don't come to their classes. Bad students often get bad marks.
1a C g. 1	omplete the sentences with one word in each ap. The first letter is given. Good students usually d w in their exams. Good students usually get g m Good students usually p their exams.	 Listen to Student A and check his/her answers Bad students are often late for lessons. Bad students sometimes don't come to their classes. Bad students often get bad marks. Bad students often do badly in their exams.
1a C g. 1	omplete the sentences with one word in each ap. The first letter is given. Good students usually d w in their exams. Good students usually get g m	 Listen to Student A and check his/her answers Bad students are often late for lessons. Bad students sometimes don't come to their classes. Bad students often get bad marks. Bad students often do badly in their exams. Bad students often fail their exams.
Stu 1a C 9 1 2 3 4	omplete the sentences with one word in each ap. The first letter is given. Good students usually d w in their exams. Good students usually get g m Good students usually p their exams. Good students are always o t for	 Listen to Student A and check his/her answers Bad students are often late for lessons. Bad students sometimes don't come to their classes. Bad students often get bad marks. Bad students often do badly in their exams.
Stu 1a C 9 1 2 3 4 5	omplete the sentences with one word in each ap. The first letter is given. Good students usually d w in their exams. Good students usually get g m Good students usually p their exams. Good students are always o t for their classes.	 Listen to Student A and check his/her answers Bad students are often late for lessons. Bad students sometimes don't come to their classes. Bad students often get bad marks. Bad students often do badly in their exams. Bad students often fail their exams.
Stu 1a C g 1 2 3 4 5	omplete the sentences with one word in each ap. The first letter is given. Good students usually d w in their exams. Good students usually get g m Good students usually p their exams. Good students are always o t for their classes. Good students never m their classes. omplete the sentences with the correct words. A school is a school for either boys or girls	 Listen to Student A and check his/her answers Bad students are often late for lessons. Bad students sometimes don't come to their classes. Bad students often get bad marks. Bad students often do badly in their exams. Bad students often fail their exams. Read your answers to Student A.
1a C g 1 2 3 4 5 5 2a C 1	omplete the sentences with one word in each ap. The first letter is given. Good students usually d w in their exams. Good students usually get g m Good students usually p their exams. Good students are always o t for their classes. Good students never m their classes. omplete the sentences with the correct words. A school is a school for either boys or girls only. It's important to for an exam before you	 1b Listen to Student A and check his/her answers 1 Bad students are often late for lessons. 2 Bad students sometimes don't come to their classes. 3 Bad students often get bad marks. 4 Bad students often do badly in their exams. 5 Bad students often fail their exams. 1c Read your answers to Student A. 2b Read your sentences to Student A. 2c Listen to Student A and check his/her answers 1 We start school at half past eight every morning 2 Entrance exams are exams you take to get in
Stu 1a C 9 1 2 3 4 5 2a C 1	omplete the sentences with one word in each ap. The first letter is given. Good students usually d w in their exams. Good students usually get g m Good students usually p their exams. Good students are always o t for their classes. Good students never m their classes. omplete the sentences with the correct words. A school is a school for either boys or girls only. It's important to for an exam before you take it.	 1b Listen to Student A and check his/her answers 1 Bad students are often late for lessons. 2 Bad students sometimes don't come to their classes. 3 Bad students often get bad marks. 4 Bad students often do badly in their exams. 5 Bad students often fail their exams. 1c Read your answers to Student A. 2c Listen to Student A and check his/her answers 1 We start school at half past eight every morning a school.
Stu 1a C 93 1 2 3 4 5 2a C 1 2	omplete the sentences with one word in each ap. The first letter is given. Good students usually d w in their exams. Good students usually get g m Good students usually p their exams. Good students are always o t for their classes. Good students never m their classes. omplete the sentences with the correct words. A school is a school for either boys or girls only. It's important to for an exam before you	 Listen to Student A and check his/her answers Bad students are often late for lessons. Bad students sometimes don't come to their classes. Bad students often get bad marks. Bad students often do badly in their exams. Bad students often fail their exams. Read your answers to Student A. Read your sentences to Student A. Listen to Student A and check his/her answers We start school at half past eight every morning a school. Students in my class usually do well in Maths to
Stu 1a C 9 1 2 3 4 5 2a C 1 2 3 4	omplete the sentences with one word in each ap. The first letter is given. Good students usually d w in their exams. Good students usually get g m Good students usually p their exams. Good students are always o t for their classes. Good students never m their classes. omplete the sentences with the correct words. A school is a school for either boys or girls only. It's important to for an exam before you take it. My parents are angry if I badly in an exam.	 Listen to Student A and check his/her answer Bad students are often late for lessons. Bad students sometimes don't come to their classes. Bad students often get bad marks. Bad students often do badly in their exams. Bad students often fail their exams. Read your answers to Student A. Read your sentences to Student A. Listen to Student A and check his/her answer We start school at half past eight every morn Entrance exams are exams you take to get in a school.

Test yourselves

5.2 Grammar (must/mustn't, should/shouldn't)

Student A

1 Choose the correct option.

- 1 They must / mustn't start studying for their exam this weekend.
- 2 I think that they *must / should* talk to their teacher about the last exam.
- 3 They mustn't / shouldn't leave the school next year it's not a good idea.
- **4** They should / shouldn't tidy the classroom before they go on holiday.
- 5 They mustn't / don't have to stay at school in the afternoon they can go home.

2 Read your sentences to Student B.

3 Listen to Student B and check his/her answers.

- 1 What should I do in this situation? I'm not sure.
- 2 You should try to save some money if you want to buy a car.
- 3 You don't have to finish the project today you can do it tomorrow.
- **4** You <u>mustn't</u> call your teacher by his first name the school doesn't allow it.
- 5 You <u>mustn't</u> cheat in an exam if you don't know the answer.



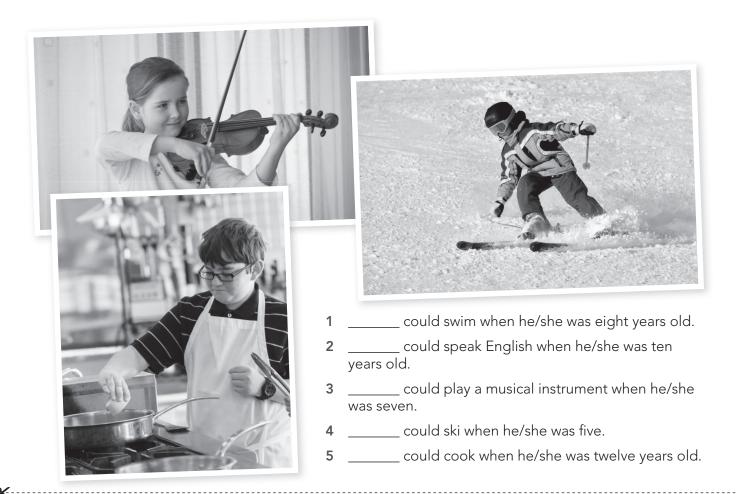
Student B

1 Choose the correct option.

- 1 What *must / should* I do in this situation? I'm not sure.
- 2 You should / shouldn't try to save some money if you want to buy a car.
- 3 You mustn't / don't have to finish the project today you can do it tomorrow.
- 4 You mustn't / shouldn't call your teacher by his first name the school doesn't allow it.
- 5 You *must / mustn't* cheat in an exam if you don't know the answer.

2 Listen to Student A and check his/her answers.

- 1 They <u>must</u> start studying for their exam this weekend.
- 2 I think that they <u>should</u> talk to their teacher about the last exam.
- 3 They shouldn't leave the school next year it's not a good idea.
- **4** They <u>should</u> tidy the classroom before they go on holiday.
- 5 They <u>don't have to</u> stay at school in the afternoon they can go home.
- 3 Read your sentences to Student A.







- _ could swim when he/she was eight years old.
- _____ could speak English when he/she was ten years old.
- _ could play a musical instrument when he/she was seven.
- ____ could ski when he/she was five.
- ____ could cook when he/she was twelve years old.

Welcome to the Science Centre

Focus Review 5, Speaking

- 1 What exactly would you
- 2 What are the opening
- 3 Yes, you can
- 4 Can I
- 5 Thank you for
- How can 6
- 7 Is there a
- 8 What's the price
- 9 Ineed
- 10 The centre is open
- 11 How much are
- **12** The ticket is €15

- a the tickets to the centre?
- **b** like to know?
- c if there are four of you.
- d discount if I book online?
- e of a family ticket?
- some information about the centre.
- every day from 10 a.m. till 6 p.m.
- **h** book tickets online?
- times of the centre?
- I help you?
- **k** your help.
- get a 10 percent discount.

Employee of the Science Centre	Customer
•	•
•	•
•	•
•	•
•	•
	•
	•

- What exactly would you 1
- 2 What are the opening
- 3 Yes, you can
- 4 Can I
- 5 Thank you for
- 6 How can
- 7 Is there a
- What's the price
- 9 Ineed
- 10 The centre is open
- 11 How much are
- **12** The ticket is €15

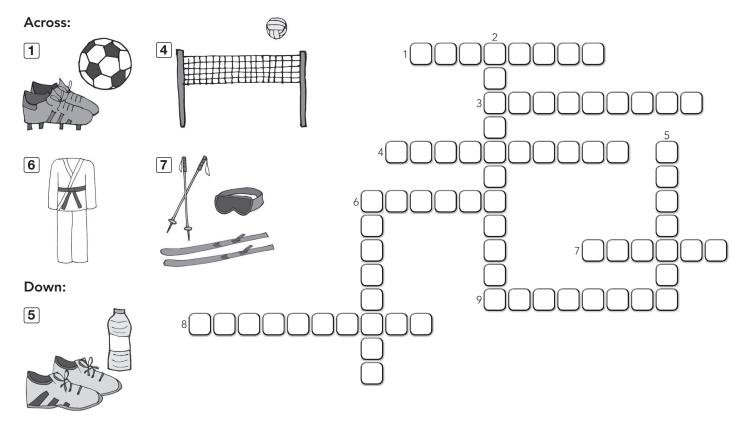
- a the tickets to the centre?
- **b** like to know?
- c if there are four of you.
- d discount if I book online?
- e of a family ticket?
- some information about the centre.
- g every day from 10 a.m. till 6 p.m.
- h book tickets online?
- times of the centre?
- I help you? j
- **k** your help.
- get a ten percent discount.

Employee of the Science Centre	Customer
•	•
•	•
•	•
•	•
•	•
	•
	•

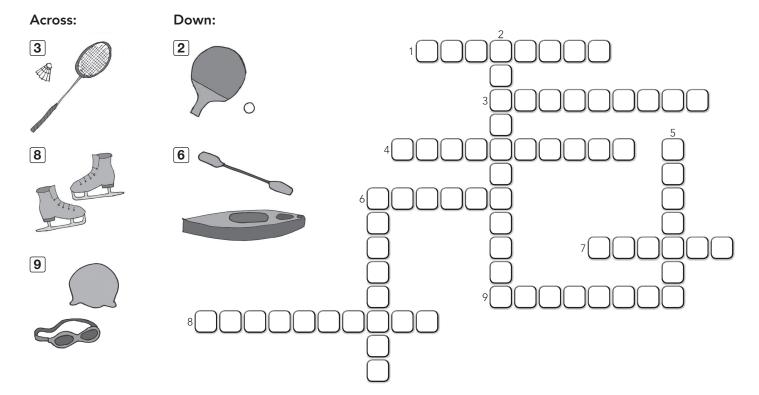
An email to a friend Focus Review 5, Writing

1 find / On the first day / the classro		
	/ you like / ?	
4 I / very well / am doing /		
5 What / next week / are your plans	5/?	
	y new school / .	
	ou want / ?	
10 well / I / am getting on /		
Greetings	•	
	•	
Giving news	•	
	•	
	•	
	•	
Asking about plans	•	
1 find / On the first day / the classro	pom / I could not / .	
1 find / On the first day / the classro 2 next month / Would / to visit me / 3 too busy / I hope / you are not / . 4 I / very well / am doing / . 5 What / next week / are your plans 6 are / How / things? / 7 our old one / is / bigger than / My 8 fine / I hope / you are / . 9 and stay / soon / Do / to come / y	y new school / . / you want / ?	
1 find / On the first day / the classro 2 next month / Would / to visit me / 3 too busy / I hope / you are not / . 4 I / very well / am doing / . 5 What / next week / are your plans 6 are / How / things? / 7 our old one / is / bigger than / My 8 fine / I hope / you are / . 9 and stay / soon / Do / to come / y	y new school / .	
1 find / On the first day / the classro 2 next month / Would / to visit me / 3 too busy / I hope / you are not / . 4 I / very well / am doing / . 5 What / next week / are your plans 6 are / How / things? / 7 our old one / is / bigger than / My 8 fine / I hope / you are / . 9 and stay / soon / Do / to come / y	y new school / . / you want / ?	
1 find / On the first day / the classro 2 next month / Would / to visit me / 3 too busy / I hope / you are not / . 4 I / very well / am doing / . 5 What / next week / are your plans 6 are / How / things? / 7 our old one / is / bigger than / My 8 fine / I hope / you are / . 9 and stay / soon / Do / to come / y 10 well / I / am getting on / .	y new school / . / you want / ?	
1 find / On the first day / the classro 2 next month / Would / to visit me / 3 too busy / I hope / you are not / . 4 I / very well / am doing / . 5 What / next week / are your plans 6 are / How / things? / 7 our old one / is / bigger than / My 8 fine / I hope / you are / . 9 and stay / soon / Do / to come / y 10 well / I / am getting on / . Greetings	y new school / . / you want / ?	
1 find / On the first day / the classro 2 next month / Would / to visit me / 3 too busy / I hope / you are not /. 4 I / very well / am doing /. 5 What / next week / are your plans 6 are / How / things? / 7 our old one / is / bigger than / My 8 fine / I hope / you are /. 9 and stay / soon / Do / to come / y 10 well / I / am getting on / . Greetings Giving news	y new school / . / you want / ?	

Student A



Student B



Test yourselves 6.1 Vocabulary

Stı	ude	nt	A
-----	-----	----	---

1a Complete the collocations with <i>play</i> , <i>go</i> or <i>do</i> . 1 badminton 5 kung fu	1b Read your answers to	Juluent D.
Kang ra	1c Listen to Student B a	and check his/her answers.
2 yoga3 running6 kayaking7 exercises	 play hockey 	5 play volleyball
3 running	2 <u>do</u> Zumba [®]	6 go sailing
•basketball 6tellfills	3 go cycling	7 <u>go</u> skiing
	4 <u>do</u> karate	8 <u>play</u> football
2a Complete the sentences with one word in each	2b Listen to Student B a	and check his/her answers.
gap. The first letter is given.	1 Andrew didn't w in	the competition, but he came
1 Harry often plays t tennis with his	third.	
father, but he never wins.		ay football for the English t ear
2 Tom is the best r I know. Nobody runs		ting for free in my town.
faster.	_	vimming at the pool, because
3 How often do you go to the fitness c	she's afraid of wate	•
to exercise?		y to keep f <u>it</u> in winter?
4 Gina often goes s in the Alps but she	2c Read your sentences	
doesn't like snowboarding.	ZC Read your sentences	to Student B.
5 Our dance i is a great teacher.		
Student B 1a Complete the collocations with play, go or do. 1 hockey	1b Listen to Student A a	and check his/her answers. 5 <u>do</u> kung fu
1a Complete the collocations with play, go or do. 1 hockey 5 volleyball 2 Zumba® 6 sailing	1b Listen to Student A a 1 play badminton 2 do yoga	and check his/her answers. 5 <u>do</u> kung fu 6 <u>go</u> kayaking
Student B 1a Complete the collocations with play, go or do. 1 hockey	1b Listen to Student A a 1 play badminton 2 do yoga 3 go running	and check his/her answers. 5 do kung fu 6 go kayaking 7 do exercises
Student B 1a Complete the collocations with play, go or do. 1 hockey	 1b Listen to Student A a 1 play badminton 2 do yoga 3 go running 4 play basketball 	5 do kung fu 6 go kayaking 7 do exercises 8 play tennis
Student B 1a Complete the collocations with play, go or do. 1 hockey	1b Listen to Student A a 1 play badminton 2 do yoga 3 go running	5 do kung fu 6 go kayaking 7 do exercises 8 play tennis
Student B 1a Complete the collocations with play, go or do. 1 hockey	 1b Listen to Student A a 1 play badminton 2 do yoga 3 go running 4 play basketball 	5 do kung fu 6 go kayaking 7 do exercises 8 play tennis to Student A.
Student B 1a Complete the collocations with play, go or do. 1 hockey	1b Listen to Student A a 1 play badminton 2 do yoga 3 go running 4 play basketball 1c Read your sentences	5 do kung fu 6 go kayaking 7 do exercises 8 play tennis to Student A.
Student B 1a Complete the collocations with play, go or do. 1 hockey	1b Listen to Student A a 1 play badminton 2 do yoga 3 go running 4 play basketball 1c Read your sentences 2b Read your sentences 2c Listen to Student A a 1 Harry often plays to	5 do kung fu 6 go kayaking 7 do exercises 8 play tennis to Student A.
Student B 1a Complete the collocations with play, go or do. 1 hockey	1 play badminton 2 do yoga 3 go running 4 play basketball 1c Read your sentences 2b Read your sentences 1 Harry often plays to he never wins.	5 do kung fu 6 go kayaking 7 do exercises 8 play tennis to Student A. to Student A. and check his/her answers. able tennis with his father but
Student B 1a Complete the collocations with play, go or do. 1 hockey	1 play badminton 2 do yoga 3 go running 4 play basketball 1c Read your sentences 2b Read your sentences 2c Listen to Student A a 1 Harry often plays to the never wins. 2 Tom is the best run	5 do kung fu 6 go kayaking 7 do exercises 8 play tennis to Student A. to Student A.
Student B 1a Complete the collocations with play, go or do. 1 hockey	1 play badminton 2 do yoga 3 go running 4 play basketball 1c Read your sentences 2b Read your sentences 2c Listen to Student A a 1 Harry often plays to he never wins. 2 Tom is the best run faster.	5 do kung fu 6 go kayaking 7 do exercises 8 play tennis to Student A. to Student A. and check his/her answers. able tennis with his father but
Student B 1a Complete the collocations with play, go or do. 1 hockey	1 play badminton 2 do yoga 3 go running 4 play basketball 1c Read your sentences 2b Read your sentences 2 Listen to Student A a 1 Harry often plays to he never wins. 2 Tom is the best run faster. 3 How often do your	and check his/her answers. 5 do kung fu 6 go kayaking 7 do exercises 8 play tennis to Student A. to Student A. and check his/her answers. able tennis with his father bu
Student B 1a Complete the collocations with play, go or do. 1 hockey	1 play badminton 2 do yoga 3 go running 4 play basketball 1c Read your sentences 2b Read your sentences 2c Listen to Student A a 1 Harry often plays to he never wins. 2 Tom is the best run faster. 3 How often do you to exercise?	to Student A. to Student A. and check his/her answers. 5 do kung fu 6 go kayaking 7 do exercises 8 play tennis to Student A. and check his/her answers. able tennis with his father butter I know. Nobody runs go to the fitness centre
Student B 1a Complete the collocations with play, go or do. 1 hockey	1 play badminton 2 do yoga 3 go running 4 play basketball 1c Read your sentences 2b Read your sentences 2c Listen to Student A a 1 Harry often plays to he never wins. 2 Tom is the best run faster. 3 How often do you to exercise?	5 do kung fu 6 go kayaking 7 do exercises 8 play tennis to Student A. to Student A. and check his/her answers. able tennis with his father butter I know. Nobody runs go to the fitness centre iing in the Alps but she

Test yourselves 6.2 Grammar (Past Simple)

Student A

1	Complete the sentences with the Past Simple
	forms of the verbs in brackets.

1	Thomas and Ben (see) a famous
	football player in London.
2	I often (cry) when I was a little child.
3	Wendy (break) her leg when she was
	nine years old.
4	I was very hungry so I (eat) a big
	hamburger.
5	Simon (like) his new football T-shirt very
	much.
6	Quentin was the winner – he (look) very
	happy.
7	Yesterday we (walk) to the sports
	centre.
8	They (fly) to India last year, but it wasn't
	cheap.

- 2 Read your answers to Student B.
- 3 Listen to Student B and check his/her answers.
 - 1 John decided to buy a new pair of trainers.
 - 2 Last Saturday we <u>ran</u> ten kilometres and we were tired.
 - 3 It took me a lot of time to finish the project.
 - 4 Sally was thirsty so she <u>drank</u> a large bottle of water.
 - 5 They went on holiday to Italy last year.
 - 6 I tried to phone you in the morning.
 - 7 Ann stopped the car to look at the map.
 - 8 Rita wrote an interesting article about sport.

Student B

8 Rita

sport.

PHOTOCOPIABLE

1 Complete the sentences with the Past Simple forms of the verbs in brackets.

1 John_____ (decide) to buy a new pair of

	trainers.		
2	Last Satur	day we	_ (run) ten kilometres
	and we we	ere tired.	
3	lt	_ (take) me a lot	t of time to finish the
	project.		
4	Sally was t	hirsty so she	(drink) a large
	bottle of v	vater.	
5	They	(go) on ho	liday to Italy last year
6	I	(try) to phone y	ou in the morning.
7	Ann	(stop) the c	ar to look at the map

__ (write) an interesting article about

2 Listen to Student A and check his/her answers.

- 1 Thomas and Ben saw a famous football player in London.
- 2 I often <u>cried</u> when I was a little child.
- 3 Wendy broke her leg when she was nine years old.
- 4 I was very hungry, so I ate a big hamburger.
- **5** Simon <u>liked</u> his new football T-shirt very much.
- 6 Quentin was the winner he <u>looked</u> very happy.
- 7 Yesterday we walked to the sports centre.
- 8 They <u>flew</u> to India last year, but it wasn't cheap.

3 Read your sentences to Student A.

Focus 1 Second Edition

Find someone who ...
6.5 Grammar (Past Simple affirmatives, negatives and questions)

Student A







FIND SOMEONE WHO	Name	Extra information
1 phoned a friend yesterday evening.		
2 played football last weekend.		
3 got up before 7 a.m. this morning.		
4 cycled or walked to school this morning.		
5 won a competition last year.		
6 lived in a different city when they were a child.		
7 helped someone last week.		
8 studied yesterday.		

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Student B







FIND SOMEONE WHO	Name	Extra information
1 phoned a friend yesterday evening.		
2 played football last weekend.		
3 got up before 7 a.m. this morning.		
4 cycled or walked to school this morning.		
5 won a competition last year.		
6 lived in a different city when they were a child.		
7 helped someone last week.		
8 studied yesterday.		

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Q	u	_	-				-	
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2	
3	
4	
5	
6	
7	
Q	

Vocabulary and grammar check 3 After Unit 6

1 Choose the correct option.

- 1 Sheila ran dance steps / classes / instructor for adults last year.
- 2 Mark's father always pays for our cinema tickets. He's so generous / sociable / creative.
- 3 Would you like to do hockey / karate / tennis with a new instructor?
- 4 Alice failed her Maths exam but she can study / retake / revise it next week.
- 5 Alex spends hours playing video games every day and doesn't do any sports. He doesn't keep / care / stand about his body and health at all!
- 2 Complete the text with the words in the box. There are two extra words.

earn find join keep learn win workout

School Fitness Club

Do you prefer doing exercises in the gym to staying at home in the

		evening? If so, this offer is for you! The school fitness club invites sports fans to ¹ the evening classes. Together with other members you can go running, play badminton or ² to do Zumba [®] . Our instructors decide which ³ is the best for you. Come and ⁴ out more about our fitness plans! Make new friends with people who are into sport! ⁶ fit and have fun! We're waiting for you every evening from Monday to Friday at 6 p.m. at the school gym. See you there!
3	Complete t	he dialogue with one word in each gap. The first letters are given.
	Jeff: Gre prad Helen: Wha	Jeff! How was the dance class yesterday? at! We learned the dance ¹ s in salsa. First, we watched the training video and then ctised in pairs. at a pity I couldn't ² t part in it. Were there any new people?
		Lora and Andy joined the advanced group and David was new to our group. I'm sure you know. Last winter he won the school skiing competition.
	Helen: Oh He's	that David! He's fantastic at skiing and I heard he's the best teenage ³ s in the country! s nice, but sometimes quite unsociable. He never ⁴ g to our Saturday parties!
		II, that's because he has a weekend job in a supermarket. He has to ⁵ e some money for <i>i</i> sports equipment.
4	Complete t	he second sentence with the negative form of the verbs in the first sentences.
	2 The volume3 We went4 There we	Olympic Games took place in Sydney. The event in Athens. Inteers are playing with the kids in the school hall. They with them outside. Is sailing last summer. We kayaking. In ere some workers in the factory. There any volunteers. In ere do nine points in the last match. He ten points.
5		rds in the correct order to form questions.
		nnis / you / into / Were / last?
	2 you/mo	ney / the concert / Could / any / raise / in
	3 the / did	/ at / of / coach / Why / shout / the end / the game ?
	4 marathor	n / should / When / athletes / the / complete / the
	5 get / Did	// enough / last / she / night / sleep

What should I do? Focus Review 6, Speaking

Student A

Part 1

1	regularly / You / cycling / should start / .
2	relax / Swimming / help you / can / .
3	What / get / kind of equipment / should / I / ?
4	I / How often / should / train / ?
5	It can / a lot of / give you / energy / .
6	to wear / It is / comfortable trainers / important.
7	you train / regularly / Make sure / .
8	a difficult activity / It / is not / .
9	do / What sport / you / recommend / ?

Asking for advice	Giving advice	Reasons
•	•	•
•	•	•
•	•	•

Part 2

- You would like to have a healthier lifestyle and you want to learn to swim. Ask Student B for advice.
- Listen to Student B's problem and give them some advice.

-%-----

Student B

Part 1

1	regularly / You / cycling / should start / .
2	relax / Swimming / help you / can / .
3	What / get / kind of equipment / should / I / ?
4	I / How often / should / train / ?
5	It can / a lot of / give you / energy / .
6	to wear / It is / comfortable trainers / important.
7	you train / regularly / Make sure / .
8	a difficult activity / It / is not / .
9	do / What sport / you / recommend / ?

Asking for advice	Giving advice	Reasons
•	•	•
•	•	•
•	•	•

Part 2

- Listen to Student A's problem and give them some advice.
- Tell Student A that you need to lose weight and you would like to be fitter. Ask them for advice.





Best tournament ever!

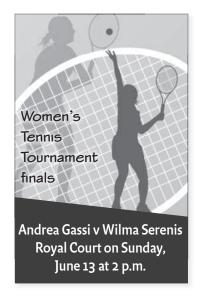
Focus Review 6, Writing

Part 1

Type of sports event	• It was the W d Cup.
	 I saw the volleyball fs last night on TV.
	 There were over 2,000 runners in a m_r_t_ in our town.
Time and place	 It took p yesterday at the swimming p
	 The tournament hpd last week at our school _y
	The match ste_ at 6 p.m. and _isd at 11 p.m.
Description of an event	 One of the basketball p r _ fell and broke his leg.
	 During the Zumba[®] tournament, everybody started d n _ as well.
	• The _ot_t put on blue and pink T-shirts to support sick children.
Results	 Last year's chi_n had the best result.
	 The fastest runner w a goldI in the marathon.
	 One of our best players _c_r five gs in one match!

Part 2







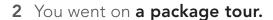
PHOTOCOPIABLE

aw	I saw
(what event)?	
ook place	
(when?)	
at	in/at
(where?).	
ring the event	
(what happened?)	•····
d	and
(how it finished?).	
(who?)	
on(what?).	

Student A

1 You went on an activity holiday.

- travelled by plane and bike.
- stayed in a questhouse.
- went on some excursions.
- visited some local markets.
- ate street food three times.
- went mountain biking, kayaking and climbing.



- travelled by plane and coach.
- stayed in three-star hotels.
- visited tourist attractions.
- had a guide.
- visited some museums.
- ate in excellent restaurants





Student B

3 You went on a beach holiday.

You:

- went swimming and kayaking.
- ate in some great restaurants.
- travelled by plane and car.
- stayed in a luxury hotel.
- relaxed.
- walked on the beautiful sand

4 You went on a backpacking holiday.

You:

- travelled by coach and train.
- visited some museums.
- didn't spend much money.
- stayed in youth hostels.
- cooked your own food most days.
- went to many different places.





Resource 41

Test yourselves 7.1 Vocabulary

St	ud	en	t	A
----	----	----	---	---

Student A			
a Complete the collocations with book, make or visit.	1b Read your answers to Student B.		
1 a seat	1c Listen to Student B and check his/her answers.		
2a reservation	1 <u>book</u> a ticket		
3 the tourist sights	2 <u>visit</u> the museums		
4 an excursion	3 <u>visit</u> local markets		
5 my accomodation	4 <u>book</u> the transport		
6 a ferry	5 <u>make</u> the arrangements		
<u> </u>	6 <u>book</u> a hotel		
a Complete the sentences with one word in each	2b Listen to Student B and check his/her answers.		
gap. The first letter is given.	1 A c oach is a type of bus that you can take for		
1 You can swim in the sea or the ocean when you	a long trip between different cities.		
go on a b holiday.	2 You can see a few interesting places when you		
2 When you stay at a b and b ,	go on a package t our.		
you usually get something to eat in the morning.	3 To travel by <u>plane</u> you have to go to an airport.		
3 To travel by sea, go by s It's a big	4 A working holiday is for people who need to earn		
boat.	some money.		
4 You should go on an a holiday if you	5 It's cheap to stay at a y <u>outh</u> h <u>ostel</u> , but the rooms		
like climbing or kayaking.	are usually for six or eight people.		
5 You need a tent to stay at a c	2c Read your sentences to Student B.		
Student B a Complete the collocations with book, make or	1b Listen to Student A and check his/her answers.		
visit.			
	1 book a seat		
1 a ticket	2 <u>make</u> a reservation		
the museums	3 <u>visit</u> the tourist sights		
3 local markets	4 book an excursion		
4 the transport	5 <u>book</u> my accomodation		
5 the arrangements	6 <u>book</u> a ferry		
6 a hotel	1c Read your answers to Student A.		
a Complete the sentences with one word in each	2b Read your sentences to Student A.		
gap. The first letter is given.	2c Listen to Student A and check his/her answers.		
1 A c is a type of bus that you can take			
for a long trip between different cities.	1 You can swim in the sea or the ocean when you		
2 You can see a few interesting places when you	go on a b each holiday.		
go on a package t	2 When you stay at a b <u>ed</u> and b <u>reakfast</u> , you		
3 To travel by p you have to go to an	usually get something to eat in the morning.		
airport.	3 To travel by sea, go by ship. It's a big boat.		
4 A w holiday is for people who need to	4 You should go on an a <u>ctivity</u> holiday if you like		
earn some money.	climbing or kayaking.		
5 It's cheap to stay at a y h,	5 You need a tent to stay at a campsite.		

but the rooms are usually for six or eight people.

PHOTOCOPIABLE

Student A

play basketball eat Chinese food visit London stay at a campsite win a medal go backpacking ride a horse try kayaking

HAVE YOU EVER?	YOU	YOUR PARTNER
1		
2		
3		
4		

HAVE YOU EVER?	YOU	YOUR PARTNER
5		
6		
7		
8		

Student B

play basketball eat Chinese food visit London stay at a campsite win a medal go backpacking ride a horse try kayaking

HAVE YOU EVER?	YOU	YOUR PARTNER
1		
2		
3		
4		

HAVE YOU EVER?	YOU	YOUR PARTNER
5		
7		

Resource 43

Test yourselves
7.5 Grammar (Present Perfect + just/yet/already)

Student A

31	udent A		
1 (Complete the dialogues with just, yet or already.	2	Read your sentences to Student B.
4	 X: Have you heard the news about the plane accident? Y: Yes, I have read about it in a newspaper. X: I've returned from a backpacking holiday. Y: Have you seen your grandparents? X: Has Jack packed his suitcase? Y: No, he hasn't prepared for his holiday X: Have you been to Spain? Y: I've got back from there. The beaches are fantastic there! 	3	 Listen to Student B and check his/her answers. 1 X: Have you been to Italy yet? Y: Yes, we've already visited it four times. 2 X: Has Tanya read the guidebook yet? Y: No, she hasn't even bought it yet. 3 X: My parents have already stayed at this hotel once or twice. Y: And they've just had dinner in its restaurant. I saw them there a minute ago. 4 X: Have you made the reservation yet? Y: No, but I have just found a special offer. Look at it!
1 (udent B Complete the dialogues with just, yet or already. 1 X: Have you been to Italy? Y: Yes, we've visited it four times. 2 X: Has Tanya read the guidebook? Y: No, she hasn't even bought it	2	Listen to Student A and check his/her answers. 1 X: Have you heard the news about the plane accident yet? Y: Yes, I have already/just read about it in a newspaper.
•	 X: My parents have stayed at this hotel once or twice. Y: And they've had dinner in its restaurant. I saw them there a minute ago. 		 2 X: I've just returned from a backpacking holiday. Y: Have you seen your grandparents yet? 3 X: Has Jack packed his suitcase yet? Y: No, he hasn't prepared for his holiday yet.
4	4 X: Have you made the reservation?		4 X: Have you been to Spain <u>yet</u> ?

3 Read your sentences to Student A.

fantastic there!

Y: I've just got back from there. The beaches are

233

Look at it!

Y: No, but I have _____ found a special offer.

Excuse me, how do I get to ...?

Focus Review 7, Speaking

Student A

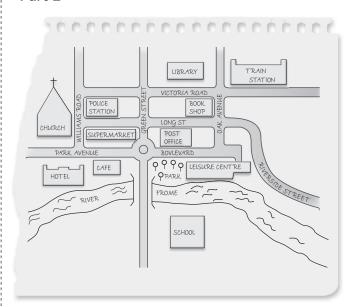
Part 1

way get past where turn along turning

- 1 Take the second _____ on the left.
- 2 Walk _____ the bookshop and turn right.
- 3 How can I _____ to the town hall?
- 4 Go straight on _____ Victoria Road.
- **5** Excuse me, _____ is the train station?
- 6 Can you tell me the _____ there?
- **7** Go across the road and left into Green Street.

Asking for directions	•
directions	•
Giving	•
directions	•
	•

Part 2



You are in front of the school. Ask Student B for directions to the:

- museum,
- hospital.

Part 1

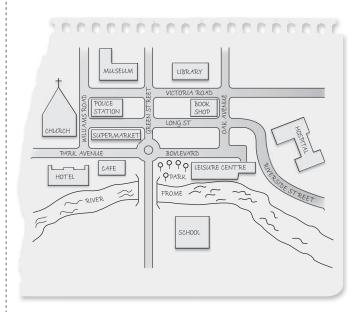
Student B

way get past where turn along turning

- 1 Take the second _____ on the left.
- 2 Walk _____ the bookshop and turn right.
- 3 How can I _____ to the town hall?
- **4** Go straight on ______ Victoria Road.
- 5 Excuse me, ______ is the train station?
- 6 Can you tell me the _____ there?
- 7 Go across the road and _____ left into Green Street.

Asking for directions	•
Giving directions	•

Part 2



You are in front of the school. Ask Student A for directions to the:

- train station.
- post office.

Resource 45 A formal letter of enquiry Focus Review 7, Writing

enquire left contact Sir name faithfully email passenger possible

Па	Would it be to send me my bag if you fi it, please?
b	Yours,
c	The bag is blue, it has a sticker on the top with my on it.
d	Dear or Madam,
e	I am writing to if somebody has found a bag with Biology coursebooks in it on the train from London to Brighton.
f	You can me by phone on 123-456-789 or me at jj.smith@mail.com.
☐ g	I was a on this train on 2nd October and I think I the bag on the floor in the first carriage.

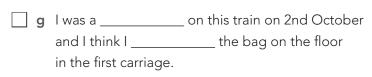


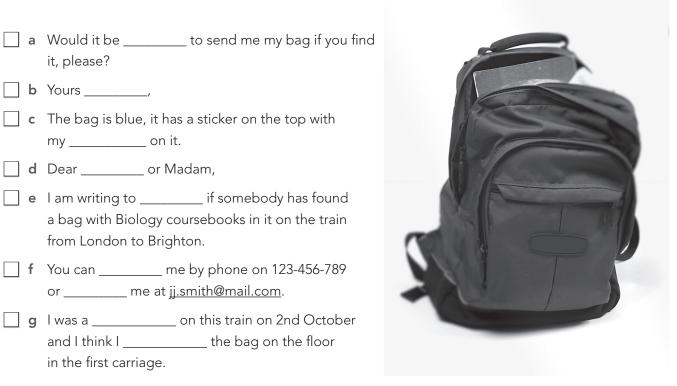
enquire left contact Sir name faithfully email passenger possible

	it, please?
b	Yours,
c	The bag is blue, it has a sticker on the top with
	my on it.
d	Dear or Madam,
e	I am writing to if somebody has found
	a bag with Biology coursebooks in it on the train

f You can _____ me by phone on 123-456-789 or _____ me at <u>jj.smith@mail.com</u>.

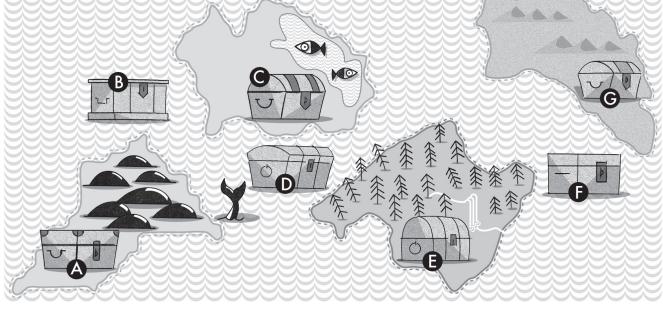
from London to Brighton.





Treasure hunt 8.1 Vocabulary (landscapes and animals)

	Student A
	The Bergamute Islands are four islands in the middle of the ocean, thousands of kilometres away from
	the nearest continent. They lie close to each other but they're totally
	Blue Island, for example, is famous for a blue saltwater lake. It's also home to a colony of sea lions.
	On Whale Island there are high They look like the ¹ of a whale.
	Whales don't come near the island any more because of,
	but you can see and and there. <u>Deer Island looks like</u>
	a desert now. In the past people left some toxic waste there. It caused a lot of pollution and the
	island lost all its wildlife. A beautiful still covers Green Island. In the middle of
	it there's a and a 9 A family of unusual black
	live there.
-34	
	Student B
	The Bergamute Islands are four islands in the middle of the $\ \ \ \ \ \ \ \ \ \ \ \ \ $
	kilometres away from the nearest
	but they're totally different. Blue Island, for example, is famous for a blue saltwater
	It's also home to a colony of
	mountains. They look like the back of a whale. Whales don't come near the island any more
	because of climate change, but you can see dolphins and sharks there. Deer Island looks like
	a ⁵ now. In the past people left some 3 there.
	It caused a lot of and the island lost all its
	A beautiful forest still covers Green Island. In the middle of it there's a river and a waterfall.
	A family of unusual black beavers live there.
- 3<	
	C C C C C C C C C C C C C C C C C C C



Resource 47

Test yourselves 8.1 Vocabulary

Student A

1a Complete the sentences with one word in each gap. The first and last letter is given.

- 1 Madagascar is a large **i**____**d** close to Africa.
- 2 The teeth of a **s**____**k** are very sharp, but this fish doesn't attack people very often.
- 3 The c____h is the fastest animal in the world.
- 4 Our hotel is very close to the beach. You can see the s____a from the window and the water is bright blue!
- 5 Toxic **w____e** from large factories is a huge problem in this area.

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

- 1 Have you ever swum in a <u>rive</u>r? It's more difficult than in a pool.
- 2 The African **e**<u>lephan</u>**t** is usually bigger than the Indian one.
- 3 Which is the smallest continent in the world? Australia?
- 4 A whale is a very big animal. It lives in the sea, but it's not a fish.
- 5 A lot of people go skiing in the Tatra **M**<u>ountain</u>**s**.

2a Choose the correct option.

- 1 Most scientists believe that human activity causes global *change / warming*.
- 2 People in many places don't have clean water to drink because of *pollution / recycling*.
- 3 We should all save / waste water, so please turn off the water tap.
- 4 'Green houses' are good / bad for the environment because they don't need much electricity.

2b Listen to Student B and check his/her answers.

- 1 Experts agree that <u>water pollution</u> is a danger to many sea animals.
- **2** Everyone should try to stop climate <u>change</u>.
- 3 Old cars are worse for the <u>environment</u> than new cars because they consume more oil.
- **4** There are bins for plastic, glass and paper in the hall, because everybody must <u>sort</u> all rubbish for recycling.

2c Read your sentences to Student B.

->8

Student B

1a Complete the sentences with one word in each gap. The first and last letter is given.

- 1 Have you ever swum in a **r_____r**? It's more difficult than in a pool.
- 2 The African **e**_____t is usually bigger than the Indian one.
- 3 Which is the smallest c____t in the world? Australia?
- **4** A **w**____**e** is a very big animal. It lives in the sea, but it's not a fish.
- **5** A lot of people go skiing in the Tatra **M**_____**s**.

1b Listen to Student A and check his/her answers.

- 1 Madagascar is a large island close to Africa.
- 2 The teeth of a **s**<u>har</u>**k** are very sharp, but this fish doesn't attack people very often.
- 3 The **c**heeta**h** is the fastest animal in the world.
- 4 Our hotel is very close to the beach. You can see the **sea** from the window and the water is bright blue!
- 5 Toxic waste from large factories is a huge problem in this area.

1c Read your answers to Student A.

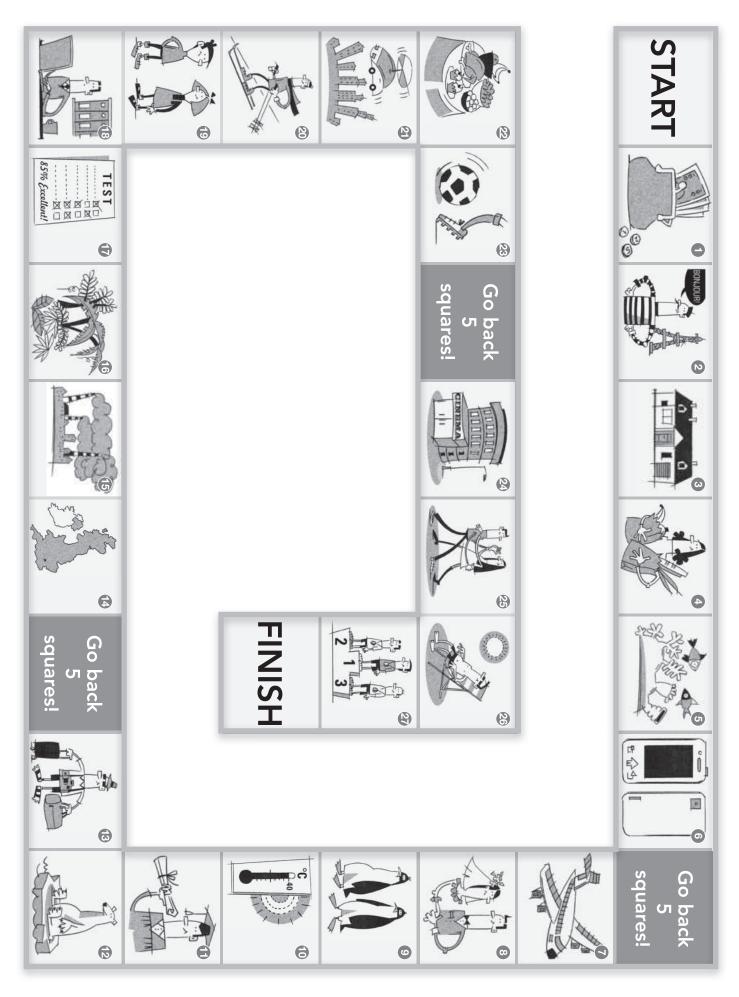
2a Choose the correct option

- 1 Experts agree that air pollution / water pollution is a danger to many sea animals.
- **2** Everyone should try to stop climate *change* / warming.
- 3 Old cars are worse for the *environment / rubbish* than new cars because they consume more oil.
- **4** There are bins for plastic, glass and paper in the hall, because everybody must *sort / throw away* all rubbish for recycling.

2b Read your sentences to Student A.

2c Listen to Student A and check his/her answers.

- 1 Most scientists believe that human activity causes global warming.
- **2** People in many places don't have clean water to drink because of <u>pollution</u>.
- 3 We should all <u>save</u> water, so please turn off the water tap.
- **4** 'Green houses' are <u>good</u> for the environment because they don't need much electricity.



Test yourselves 8.5 Grammar (be going to)

Student A

- 1 Make sentences from the prompts.
 Use be going to.
 - 1 we / use / recycled paper / for the Art project.
 - 2 when / you / visit me / in London?
 - 3 he / plant / a tree / in his garden.
 - 4 Helen / do anything interesting / this weekend?
 - **5** I / not go skiing / with my friends.

- 2 Listen to Student B and check his/her answers.
- 3 Listen to Student B and check his/her answers.
 - 1 Are you going to study for the exam tonight?
 - 2 I'm going to visit my grandparents at the weekend.
 - 3 Sally isn't going to live with her parents next year.
 - 4 They're going to use public transport in Berlin.
 - 5 Why is Robert going to throw away his new T-shirt?

Student B

- Make sentences from the prompts.
 Use be going to.
 - 1 you / study for the exam / tonight?
 - 2 I / visit / my grandparents / at the weekend.
 - 3 Sally / not live / with her parents / next year.
 - 4 they / use public transport / in Berlin.
 - 5 why / Robert / throw away / his new T-shirt?

- 2 Listen to Student A and check his/her answers.
 - 1 We're going to use recycled paper for the Art project.
 - 2 When are you going to visit me in London?
 - 3 He's going to plant a tree in his garden.
 - 4 <u>Is Helen going to do anything interesting this</u> weekend?
 - 5 I'm not going to go skiing with my friends.
- Read your sentences to Student A.

Vocabulary and grammar check 4 After Unit 8

1	Match the sentences hal	lves. There is one	extra ending.

- 1 Scientists have measured the amount of chemicals and toxic
- 2 The hotel brochure says we have to check
- 3 You should regularly sort
- 4 Victor always forgets where he has put his things and then moves
- 5 On the Earth Day my class planted

- a in before 2 p.m.
- **b** change, which means changes in global weather.
- c around the house looking for them.
- **d** two hundred young trees along the town streets.
- e the household rubbish for recycling.
- **f** waste from the laboratories in the country.

2 Choose the correct option.

- 1 Will there be a strong wind from the southern / north / western tomorrow?
- **2** When you go camping, make sure you know how to take part / put up / do well a tent.
- 3 We didn't expect to hear thunder / lightning / fog after a short shower.
- 4 I'm afraid you can't get on the boat with this ticket / luggage / passport. It's too heavy.
- 5 To save electricity, turn off the tap / light / shower when you leave your room.

3	Complete t	he newspaper	headlines with	the words in tl	he box. ˈ	There are two	extra words
---	------------	--------------	----------------	-----------------	-----------	---------------	-------------

		buy carton explore litriess surroundings throw warming
	2 3 4	The world population is growing so people away more rubbish. There are plans to cut down trees and build a modern centre in the middle of the park. Global is becoming more dangerous to the environment. Tourists want to new places, but don't think about environment protection. What to do with an empty?
4	Ch	noose the correct answers.
	2 3 4 5	My parents want to save energy, so they some more modern electrical devices next month. A will buy B are able to buy C are going to buy Students take part in the summer camp. It's for volunteers. A don't have to B mustn't C shouldn't I think that in the future people more public transport than they do now. A are using B will use C use There aren't any messages from Mary. She to the hotel yet. A didn't get B hasn't got C doesn't get Let's hope the wind the old trees in the park. A won't destroy B don't destroy C will destroy
5	Co	omplete the questions to ask for more information.
	1	The government are going to use modern strategies to solve the problem.
	•	What modern strategies?
	2	Tony has already visited almost all European countries. Greenland yet?
	3	Ms Rossi is explaining the exercise.
	J	Who to?
	4	The American engineers will build a new rocket to continue the space mission.
		When?
	5	Students should identify the stars.
		Which stars?

What do you think about it?

Focus Review 8, Speaking

Student A

Part 1 point sure right think opinion seems mean agree X: We are going to organise a rock concert for Earth Day. What do you ¹_____ about it? Y: I'm not ²_____. I don't see how a concert could help to make our environment better and cleaner. X: I see what you ³_____, but we can collect a lot of money from the ticket sales and then donate it to an organisation that collects rubbish from places like forests. Y: 14_____ that we should support such organisations. But it _____ to me that instead of a rock concert you could clean the local forest yourselves on Earth Day. X: You have a ⁶_ _____, but in my 7 __ will come to help clean the forest, but a lot of them will come to a concert and buy tickets. Y: Yes, you're 8_ _____. Let's organise a concert then.

Part :	1
--------	---

Situation 1

You want to organise a trip to the zoo to learn more about animals in danger of dying out.

Situation 2

Student B wants to plant trees around the school to make the air cleaner and the area around the school greener.
You don't think it's a good idea.



Asking for an opinion Expressing an opinion Agreeing Partially agreeing Disagreeing •

Student B

Part 1

point sure right think opinion seems mean agree

- X: We are going to organise a rock concert for Earth Day. What do you 1_____ about it?
- Y: I'm not ²_____. I don't see how a concert could help to make our environment better and cleaner.
- X: I see what you ³_____, but we can collect a lot of money from the ticket sales and then donate it to an organisation that collects rubbish from places like forests.
- Y: 14_____ that we should support such organisations. But it 5_____ to me that instead of a rock concert you could clean the local forest yourselves on Earth Day.
- X: You have a 6_____, but in my 7_____ not many people will come to help clean the forest, but a lot of them will come to a concert and buy tickets.
- Y: Yes, you're 8_____. Let's organise a concert then.

Asking for an opinion	•
Expressing an opinion	•
Agreeing	•
Partially agreeing	•
Disagreeing	•

Part 2

Situation 1

Student A wants to organise a trip to the zoo to learn more about animals in danger of dying out. You don't think it's a good idea.

Situation 2

You want to plant trees around the school to make the air cleaner and the area around the school greener.



Opinion on a blog Focus Review 8, Writing

a Last week I found out that the local council is going to destroy the botanical garden and build a large park instead. I would like to make some comments.					
b	1 I t k it is the wrong decision. 2 It _ e and nobody else.	ee to me that our council only thinks abou	t cars and drivers		
С		n our city is the best place for everybody to re valk around the garden. There are a lot of place ng plants and trees there.			
d	⁴ What do you think _ b t the council this topic? Please, share your ideas on my	s idea? 5 Do you _ g _ e _ with it? 6 _ h 's y blog.	our opinion on		
Wl	hich paragraph:				
1	asks for an opinion?				
2	presents examples to support your opinio	n? 🗌			
3	explains the reason for writing?				
4	shows your opinion about the main topic?				
(Giving an opinion	Asking for an opinion			
•		•			
•		•			
•		•			
	Last week I found out that the local counci	il is going to destroy the botanical garden and	build a large car		
	Last week I found out that the local counci	il is going to destroy the botanical garden and			
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Life skills photocopiable resources

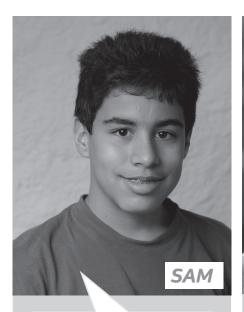
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The Life skills audio recordings can be found in the Resources section on Pearson English Portal.

How to avoid time wasters

WATCH OUT FOR TIME WASTERS!

You send us your study problems. We give you advice.



I'm really untidy. My school bag is a mess and I can never find anything on my desk. I waste a lot of time trying to find my homework, my books, a ruler or a rubber.

Our advice:

First, tidy your desk, your bag and your pencil case. Do it now and do it every day! Before you start your homework, put everything you need (textbook, exercise book, dictionary, pens, pencils, rubber, etc.) on your desk. That way you don't need to stop studying to look for things.



For me the biggest problem is social media. I've got lots of friends on social media sites. I get a notification from somebody every few minutes so it's really hard for me to study.

Our advice:

Why don't you reduce the number of your contacts on social media? Seriously, how many of your 'friends' are really friends? Keep your close friends and family and lose the others. It's also a good idea to mute group chats on your phone so they don't distract you from your homework.



Sometimes when I do my homework I can't concentrate. I start thinking about other things, like my favourite TV programmes, my football team's next match or other distractions.

Our advice:

You can concentrate on your work better if you give yourself a reward. So after forty-five minutes, stop studying and have a short break. Phone a friend, listen to some music or have a snack. Then start studying again.

GLOSSARY

distraction – something that stops you concentrating on what you are doing notification – an automatically sent message to inform you about activity on your social media account mute – stop someone's messages, pictures, etc. appearing on a social media website when you look at it

- 1 In pairs, ask and answer these questions about your study habits.
 - 1 Where do you usually study/do your homework?
 - **2** Do you check your phone for messages/go on social media when you study?
 - 3 Is your desk always tidy?
 - 4 What's your favourite time for studying?
- 2 Read the website. Then in pairs, discuss the questions.
 - 1 Which person has similar problems to you?
 - 2 What do you think of the advice?
- 3 Read the website again and write Sam, Molly or Jake.
 - 1 Who has problems with his/her studies because of social media? *Molly*
 - 2 Who finds it difficult to find things?
 - 3 Who doesn't always focus very well on his/her homework?
 - **4** Who needs to limit the number of his/her friends on social media?
 - 5 Who needs to have a short break after studying for some time?
 - 6 Who needs to organise his/her things better?
- 4 Listen to an interview with an expert on how to avoid time wasters when studying. Then, in pairs, answer the questions.
 - 1 Which of the problems from the text does the expert mention?
 - 2 What other problems does she talk about?
- 5 Listen again and complete the advice with the words and phrases from the box.

busy close desk off quiet remove room switch

LIFE SKILLS How to avoid time wasters

- Find somewhere ¹*quiet* to study, for example, in your bedroom or in the library.
- ²______ your email and social media and turn ³_____ your notifications.
- 4_____ off your phone or put it in another 5
- ⁶_____ magazines, books, photos and computer games from your ⁷
- Say 'no' to people when you're 8______.
- Order the tips in the Life Skills box from 1-5
 according to how useful they are (1= very important,
 5 = not so important). Then discuss in pairs.

7 Complete the table and calculate the number of free hours you have for studying. Compare your answers in pairs.



HOW MANY HOURS A WEEK DO YOU HAVE FREE FOR STUDYING?

ACTIVITY	NO. OF HOURS PER DAY	NO. OF DAYS	NO. OF HOURS PER WEEK
sleep		× 7 =	
meals (breakfast, lunch, dinner)		× 7 =	
school		× 5 =	
after-school clubs		× =	
travel to/from school		× 5 =	
jobs at home		× 7 =	
extra activities (sport, languages, music, etc.)		×=	
time with friends		× =	
TV/computer games		× 7 =	
social media		× 7 =	
			Total:

There are 168 hours per week. After all of my activities,

I have: 168 - _____ hours = ____ hours free for studying.

8 Do the task below.

LIFE SKILLS Project

- A Look again at your results in the table in Exercise 7.

 Decide what your time wasters are. Make a plan to avoid them and to find more time for studying. Use the ideas in this lesson and in the Life Skills box in Exercise 5 to help you design a good plan.
- **B** Follow your plan for one week.
- **C** After the week is over, tell your class which parts of your plan work for you and which don't. Say why.



In this week's article, James Maddison, the head teacher of Hilltop Secondary School, gives us some useful tips on how to create a successful school project.

In my experience, the students that plan their projects carefully get the best results. It's a good idea to talk about the key stages of your project with the other people in your team. In my opinion, there are four key stages in a project:

A Deciding on the project

Imagine your teacher wants you to do a project on the UK. Clearly, your project can't provide information about every aspect of the UK. So, the first thing for your team to do is to choose which topic you want to focus on. Let's say that your team decides to focus on geography. You can then brainstorm ideas to help you decide which aspects of British geography you want to include, for example, the mountains and the rivers and the major towns and cities.

B Planning your project

It's important to plan your work on the project together. It's a good idea for each member of the team to have a different role. Perhaps the most creative person in your team can design the slides? You need to give each person a specific task and agree on a deadline for completing the research and producing the information (factfiles, maps, tables, graphs, video, etc.) for the presentation.

C Researching the information

You can talk together about the best ways of finding the information you need for your project. You can use the library and, of course, there's lots of information on the Internet. Perhaps the people in your team can suggest good websites to visit?

D Presenting the project

The final stage is to decide in detail what you want to include in the project and how to present this information to your class. Together, you can look at all the information from your research and choose the most important elements. It is a good idea to practise the presentation in your group before you present it to the class.

Working on a school project with your classmates teaches you a lot about teamwork. By following these suggestions you can create successful school projects and develop the teamworking skills everyone needs when they enter the world of work.

- 1 In pairs, discuss the questions.
 - 1 How often do you do projects at school? Which projects are you working on at the moment?
 - 2 Do you like working on a project on your own or with a team? Say why.
- 2 Read the article. Then in pairs say which stage A-D you find the most difficult. Say why.
- 3 Read the article again and complete the chart with words from the text.

A Deciding on the project					
Read the instructions.					
• 1 the topic.					
• ²ideas.					
 Agree the content of the project. 					

- **B** Planning your project
 - Decide each person's 3_____ and tasks.
 - Agree on a ⁴_____
- \boldsymbol{C} Researching the information
 - Consult books and the ⁵
- **D** Presenting the project
 - Decide 6_____ to present the information.
 - 7_____ your presentation before you present it to the class.
- 4 In pairs, read these sentences and decide which stage of a project (A–D) in Exercise 3 they belong to.

1 [) 'OK, so	Jack's jo	b is to	create	the	slides	and	Sarah's
	job is to	o find so	me go	od phot	tos c	of Britis	sh ca	stles.'

- 2 \(\) 'In this diagram you can see the organisation of the British parliament.'
- 3 Yesterday I found a fantastic website that gives a lot of information about the history of cricket."
- 4 Space? Let's see, we could include the International Space Station or the Apollo missions to the Moon.
- **5** To we agree that all the information needs to be ready by next Monday?'
- 6 Why don't we make some posters and a map? We can put them on the walls of our classroom.'
- 5 What can go wrong when you work on a project in a team? What problems can you face? Discuss in pairs.

- 6 Listen to Anna and David as they tell Chloe about a presentation they did at school. Then answer the questions.
 - 1 What was the presentation about?
 - 2 How many people were in the team?
 - 3 Which team members did all the work?
 - 4 What was the problem with Ben?
 - 5 What was the problem with Abby?
 - 6 What problem did they have during the presentation?
 - **7** How did they solve the problem?

LIFE SKILLS How to work in a team on school projects

- 1 Before you start, discuss the project with the other people in your team.
- **2** Each team member has different skills, so give each person in the team a different role.
- 3 Listen to other people's ideas and opinions.
- 4 Use brainstorming to help you to choose the best ideas.
- 5 Explain things to the other people in your team if they don't understand.
- 8 In groups of four, discuss your ideas for the project 'A brief guide to an English-speaking country'. Decide on a country, the topics and plan the work for your team. Use the tips from the list below.
 - 1 Choose one of these countries for your project: Australia Canada New Zealand the USA
 - 2 Choose one of these topics: culture films food geography sport
 - **3** Brainstorm ideas to decide which aspects of the topic you want to include.
 - 4 Agree what to include in the project.
 - **5** Agree each person's role.
 - **6** Agree a deadline for researching and preparing the information.
- 9 Do the task below.

LIFE SKILLS Project

A brief guide to an English-speaking country:

- Prepare your part of the project research the topic, use factfiles, tables, graphs, maps, etc.
- Create the final presentation with your team.
- Present your team's project to the class.
- Discuss with the class how well you worked as a team, describe any problems you had and say how you solved them.

LIFE SKILLS

How to use the Internet in a safe way

Jed, 16

The other day I sent a message to Amy, a girl in my class, asking her to go to the cinema. Only, it wasn't me! Someone pretended to be me. I think it was my friend, Steven, because I once told him my password. I think he sent the message to Amy as a (not very funny) joke. It was so embarrassing when I saw Amy in class the next day. I explained what happened and said I was very sorry. She didn't think it was very funny. 1

Chloe, 16

It was my sixteenth birthday last Saturday so I had a party with a few of my friends at my house. Unfortunately, one day last week I told some friends about the party on social media and gave them my address. My parents went out for the evening. At ten o'clock a large group of students arrived at the party. They were from my school but they weren't my friends. They were very loud and badly behaved and they played a stupid game in the hall. When my parents got home they were very angry because the house was a mess and the big mirror near the front door was broken. ²



Will, 15

Last week, I posted a selfie of me and my best friend Ben on my social media site. We were with some friends in the park and it was a really cool photo. Well, it was a really cool photo of me.

I looked great! But it was a terrible photo of Ben. He looked completely ridiculous! Now, he's really angry with me and won't answer his phone when I call him. It was really stupid of me to post that photo but I did it without thinking. 3_____

- 1 In pairs, discuss the questions below.
 - 1 What do you use the Internet for?
 - 2 Which social networking sites do you use?
 - 3 What are the good things about using social media?
 - 4 What problems can you have when you use social media?
- 2 Read the forum posts and match gaps 1–3 with sentences A–C. Then, in pairs, say which of these problems you had.
 - **A** My dad told me to change my privacy settings so that only my close friends can see my posts in the future.
 - **B** Anyway, I'm going to change my password and I won't share it with anyone ever again.
 - C I'll be more careful when I share photos online in the future.
- 3 Listen to someone talking about staying safe online. Complete her advice with the words from the box. Then match tips a-d to forum entries 1-3 opposite. There is one extra tip.

check cyberbully horrible identity online passwords post settings share social strangers

- a Think about your privacy ¹ settings. It isn't a very good idea if people you don't know complete

 ² _____ can see what you're posting ³ _____ so please ⁴ _____ your settings carefully.

 b Think carefully before you ⁵ ____ a photo. Would the other people in the photo be happy to see it on

 ⁶ ___ media?

 c Keep all your ⁷ ____ secret. Don't ⁸ ___ them with anyone. That way you can protect your

 ⁹ ___ .

 d Never say anything ¹⁰ ____ about another person online. Don't be a ¹¹ ____ . And if someone is horrible to you, tell your parents or your teacher.
- 4 (1) Listen again and check your answers.
- 5 Read the advice in the box below. Are you a smart Internet user? In groups, say how often you follow each piece of advice – always, sometimes or never.
 - A Do you ever share your passwords?
 - B No, I don't.
 - **C** Sometimes. My sister knows one of my passwords so that she can post things on my site.

LIFE SKILLS How to use the Internet in a safe way

- 1 Don't share your password with other people.
- 2 Don't share personal information online.
- 3 Be nice to other people when you're online.
- **4** Check your privacy settings on social media sites.
- **5** Be careful when you post photos on the Internet.

- 6 In pairs, look at the situations below and say what advice you can give each person.
 - 1 Once I told my brother my Facebook password and yesterday he sent a message from me to a boy at my school. The message said, HAPPY VALENTINE'S DAY! It was really embarrassing!
 - 2 There's a girl in my class who's always horrible to me. She always tells other people that I'm stupid. So last week I sent a message to her. I wrote, 'No one in our class likes you because you're so unfriendly'.
 - **3** I got a message on Facebook from someone I don't know this morning. He said he liked all my photos and he wants to meet me after school.
 - **4** Once I went to a party dressed as Dracula. I posted a photo on Facebook and now all my teachers call me 'Dracula'. It's so annoying!
- 7 Values In groups of four, discuss these statements. Do you agree with them? Say why.
 - 1 When you post messages to people on social media, imagine you are speaking to them face-to-face.
 - 2 Respect other people when you are online.
 - 3 A person that you only know online isn't a real friend.
 - **4** When you post a comment or a photo on social media, it will be online forever.
- 8 Do the task below in pairs.

LIFE SKILLS Project

- A With your partner, agree a personal action plan for how you will use social media sites in the future. Write the action plan on a piece of paper.
- **B** Go online and make any necessary changes to your social media account(s).
- **C** Tell the rest of the class what action you took to improve your safety online.

INTERNET SAFETY ACTION PLAN

- I I will change my passwords.
- 21 won't ...
- 3
- 4
- 5

Life skills teacher's notes

Life skills

1

Answer key

Exercise 3

- 2 Sam
- 3 Jake
- 4 Molly
- **5** Jake
- 6 Molly

Exercise 4

Problems from the text: distractions, social media, phone messages, untidy desk

Other problems: the internet, tablets, TV, people that bother you

Exercise 5

- 2 close
- 3 off
- 4 switch
- **5** room
- 6 remove
- 7 desk
- 8 busy

Audioscript

I = Interviewer AM = Anna Miller

- I: Today we're talking about time wasters. Not only people that annoy us but the things we do that waste our time and stop us doing more with our lives. Our guest on today's programme is Anna Miller. She's a teacher from London and she's got some good advice for students who want to avoid time wasters and to improve their study habits. Hello, Anna, and welcome to the show.
- AM: Hi, Mark. It's great to be here. Today I'd like to talk about how you can make the best use of your study time. It is especially important when you do your homework or you study for an exam or a test. The problem for a lot of students is that there are always so many distractions you know, things that make it difficult for them to concentrate on their work.
- **I:** OK, so can you give us some examples of the typical things that distract students? And can you explain how they can become better at studying?
- AM: Sure. I think these days technology causes a lot of problems for teenagers, you know, the Internet, mobile phones, tablets, that kind of thing. So here are my top five tips for studying at home: Tip number one: it's a good idea to find somewhere quiet to study, for example in your bedroom. You can't concentrate in the living room when the TV is on. Alternatively, you can study in the library at school. Here's my second tip: A lot of students use a computer or a laptop when they study. And, of course, it's very easy to start looking at social media. So, close your email and social media and turn off your notifications. You can check your friends' posts after you finish studying. Tip number three: switch off your phone completely when you are studying. Or put it in another room. You can't concentrate on your work when you get a message on your phone every five minutes. You can check your messages later ...

Tip number four: make sure there isn't anything on your desk that can distract you. Remove things like magazines, books, photos and computer games from your desk. It's easier to focus on your work with a tidy desk.

And here's my final tip: learn to say 'No' to people when you're busy with your studies. For example, when your brother wants you to play a computer game with him, say, 'Sorry, I can't. I've got an important test tomorrow'. Maybe you can put a DO NOT DISTURB sign on your bedroom door!

I: Great, thanks very much, Anna. That's really good advice.

Life skills

2

Extra activity

Students copy the diagram from Exercise 3 onto a piece of paper and complete it in order to create a project of their own choice. They should present their projects to their partners and talk about whether it follows the tips from Exercise 3.

Answer key

Exercise 3

- 1 Choose
- 2 Brainstorm
- 3 role
- 4 deadline
- 5 Internet
- 6 how
- **7** Practise

Exercise 4

- **1** B
- **2** D
- **3** C
- 4 A 5 B
- 6 D

Exercise 6

- 1 British pop music
- 2 Four
- 3 Anna and David
- **4** He didn't come to the meetings, he missed all the deadlines, he did no research or work.
- **5** She had lots of ideas but they were terrible. She didn't respect the other team members. She didn't do any work.
- **6** The computer crashed. They had no pictures or music.
- 7 David sang the songs from the presentation.

Exercise 7

David and Anna followed all the advice but Abby didn't listen to other people's opinions or explain things to the others.

Audioscript

C = Chloe A = Anna D = David

- **C:** Good one, Anna. Hey, didn't you have a presentation today?
- A: Yes, we did.

Life skills teacher's notes

- C: What was it about?
- A: British pop music.
- C: How did it go?
- A: It was brilliant but ...
- C: But what? What was wrong with it?
- **A:** Well, to start with we had to do the project in groups of four, right?
- C: Yes.
- A: Well, David was great. He ...
- D: Hi, Chloe, hi, Anna.
- C: Hello, David.
- **D:** Why exactly am I great?
- **A:** Hi. You're great because you really helped with the project. Not like Ben and Abby.
- **C:** What was the problem with Ben and Abby?
- **A:** Well, Ben didn't come to any of the team meetings and he ...
- **D:** He came to the first one.
- A: Yeah, he came to the first meeting when we discussed what project to do and we agreed our roles and tasks but after that we never saw him again. He said he worked better by himself but he did nothing. He missed every deadline. He did no research. Nothing at all!
- C: And what about Abby?
- **A:** She was OK in the brainstorming activity. Well, I thought she was OK ...
- **D:** She made a lot of suggestions.
- A: Oh, yes, she had lots of ideas. But we didn't understand them and she didn't explain what she meant.
- **D:** And she didn't understand what we wanted to do, either. I tried explaining it to her but she never listened. She spoke all the time.
- **A:** And when we didn't accept her ideas, she got angry. We listened to her but she didn't listen to us.
- **C:** That's a pity. I like working in a team but you've got to respect the other team members and listen to their opinions.
- D: Mmm, you're right.
- C: So what about the presentation? Who did it? How did it go?
- **D:** We did it together, Anna and I. I was a bit nervous but Anna was great. It went really well right up to the moment when ...
- C: What?
- **A:** The computer crashed just before the end. No pictures, no music, nothing!
- C: So, what did you do?
- **A:** David started singing all the songs! He was brilliant! He knew all the words.

Life skills

3

Extra activity

Invite students to prepare a presentation on the Internet safety. Students prepare feedback on the presentation. They can prepare a new presentation based on the feedback. They record it and play it for the class in the next lesson or, if time allows, they give their new presentations in front of the class. Have a brief feedback session: was their classmates' feedback helpful? Did it help them improve? How?

Answer key

Exercise 3

- 1 C
- **2** A
- **3** B

Exercise 3

- 2 strangers
- 3 online
- 4 check
- 5 post
- 6 social
- 7 passwords
- 8 share
- 9 identity
- 10 horrible
- 11 cyberbully

Exercise 6

- 1 Don't share your passwords with other people.
- 2 Be nice to other people when you're online.
- **3** Don't share personal information online; be careful when you post photos on the Internet.
- **4** Be careful when you post photos on the Internet.

Audioscript

P = Presenter JT = Jennifer Tyler

- **P:** Good morning. Our guest on today's show is Jennifer Tyler. She's a Professor of Internet Studies and she's going to give us some advice on how to use the Internet safely.
- JT: Thank you, Jeff. Well, there are a number of things that you can do to stay safe on the Internet. But today I'd like to talk specifically about staying safe when you use social media sites.

First, think about your privacy settings. It isn't a very good idea if people you don't know – complete strangers – can see what you're posting online, so please check your settings carefully. You only want your family and friends to see your posts and your photos when you use social media.

Secondly, it's fun to show people the photos of your birthday party or your holiday. And we all like seeing our friends' photos online. But think carefully before you post a photo. Would the other people in the photo be happy to see it on social media? Would you like your parents to see it? Or your head teacher? Or your future boss? Don't forget that lots of companies will look at your social media pages before they decide to give you a job.

Next, never put any personal information online when you're using social media. You don't want complete strangers to know things like which school you go to, where you live, your phone number or your date of birth. In fact, it's a good idea NOT to use your real name on your personal profile. And of course, keep your passwords secret. Don't share them with anyone. That way, you can protect your identity.

My final piece of advice is to be nice to other people when you're online. Always imagine that you are speaking to someone face to face. Never say anything horrible to another person online. Don't be a cyberbully. And if someone is horrible to you, tell your parents or your teacher. They can help you.

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FOCUS (SECOND EDITION

WORD STORE



0		WORD STORE 0
Intro Unit		p. 1 Countries and nationalities Rooms and furniture
1	WORD PRACTICE 1	WORD STORE 1
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7	WORD PRACTICE 7	WORD STORE 7
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8	WORD PRACTICE 8	WORD STORE 8
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WORD STORE 8 Nature

WORD STORE 8A | Geography



The <u>natural</u> world

- 1 Africa, Europe
- 2 Hawaii, Jamaica
- 3 Baikal, Tanganyika
- 4 the Amazon jungle, Sherwood
- 5 Mount Everest, Mont Blanc
- 6 the Amazon, the Mississippi
- 7 the Baltic, the Adriatic
- 8 Niagara, Iguazú

WORD STORE 8B | Animals





1 elephant

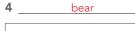


2 <u>lion</u>



3 tiger







5 cheetah







7 whale





WORD STORE 8C | Collocations

1 water/air <u>pollution</u>

2 <u>climate</u> change

3 <u>global</u> warming

4 toxic <u>waste</u>

5 waste <u>recycling</u>

6 good/bad for the <u>environment</u>

7 ___protect wildlife/the environment

WORD STORE 8D | The weather

NOUN	ADJECTIVE
1 wind	windy
2sun	sunny
3 rain	rainy
4fog	foggy
5 cloud	cloudy

WORD STORE 8E | Word families

VERB	NOUN	ADJECTIVE
1 poison	poison	poisonous
2 evolve	evolution	_
3 –	danger	dangerous
4 attack	attacker	_
5 –	intelligence	intelligent

WORD STORE 0 Intro Unit

WORD STORE 0.2 | Countries and nationalities

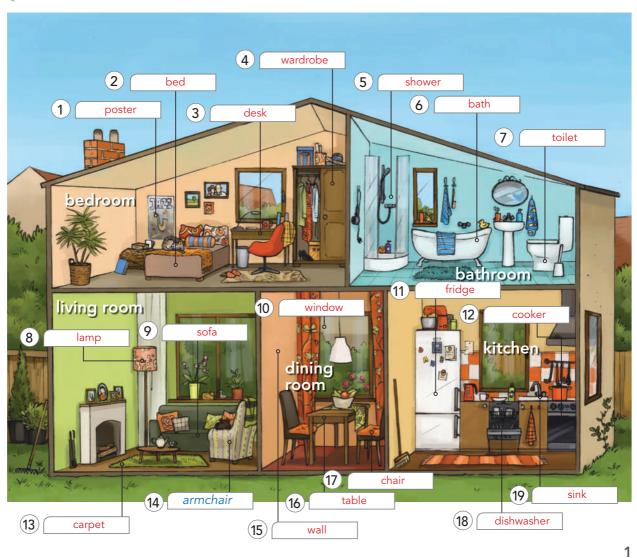
Argentinian **Australian** Brazilian Canadian Chinese Czech French German Greek Hungarian Irish Italian Japanese Mexican Polish Portuguese Russian Scottish Spanish Swedish Swiss Turkish Vietnamese

Country	Nationality	
	-an; -ian; -n	
Russia	Russian	
Germany	German	
Australia	Australian	
Canada	Canadian	
Italy	Italian	
Hungary	Hungarian	
Brazil	Brazilian	
Argentina	Argentinian	
Mexico	Mexican	

WORD	STORE 0.6	Rooms and	furniture
	JIONE 0.0	NOOHIS and	i ui i ii tui e

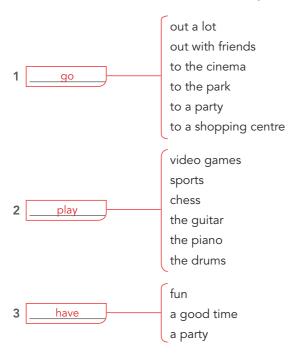
armchair bath bed carpet chair cooker fridge desk dishwasher lamp poster shower sink sofa table toilet wardrobe window

Country	Nationality
	-ish
Scotland	Scottish
Poland	Polish
Spain	Spanish
Sweden	Swedish
Turkey	Turkish
Ireland	Irish
	-ese
China	Chinese
Japan	Japanese
Vietnam	Vietnamese
Portugal	Portuguese
	other
France	French
Greece	Greek
the Czech Republic/Czechia	Czech
Switzerland	Swiss



	Choose the correct answer, A, B or C. 1 Are you interested dance classes? (A)in	 Complete the words in the sentences. The first letter of each word is given. C hess is a game that two people play with 			
	B on	black and white pieces.			
	C at I can't stand this music – it's	2 The time when you don't work or go to school on Saturday and Sunday is called the we e k e n d.			
	Arubbish B brilliant	3 A d <u>r u m</u> is a musical instrument. You hit it to make sounds.			
	C awesome	4 Someone who writes books is an $a\underline{u} \underline{t} \underline{h} \underline{o} \underline{r}$.			
	3 My dad coaches a local in his free	5 Something <u>great</u> is very big or very good.			
	time.	6 No o n is at 12:00 in the middle of the day.			
	A restaurant	7 When something is te r r i b l e , it's really			
	B youth club	bad.			
	© football team 4 Italy is my favourite country. I love	8 F <u>a n t a s y</u> books like <i>The Hobbit</i> are not true to life.			
	different places there.	9 When it's mi d n i g h t , it's twelve o'clock at night.			
	A driving B coming Cvisiting	10 Your a <u>u</u> <u>n</u> <u>t</u> is your mother's or your father's sister.			
	5 On a school day, I wake up at	3 Choose the best response, A, B or C.			
	seven o'clock.	1 Do you like going to the cinema?			
	(A) typical	A Yes, I love.			
	B favourite	B Yes, I can't stand it.			
	C classical	CYes, I enjoy it.			
6	6 We can't listen to music loudly	2 Do you often go swimming?			
	night.	AYes, I go every Monday.			
	A in	B Yes, I always go.			
	Bat	C Yes, I go in November.			
	C on	3 Can you play the guitar?			
	7 Do you want to a film on TV with me?	A Yes, I do.			
	(A) watch	B Yes, I am. © Yes, I can.			
	B look	4 What time do you get up on Saturdays?			
	C get	(A) At 10:30.			
	8 Jane's got a fantastic voice – she's a great	B To the cinema.			
	A film star	C Because I'm tired.			
	Bsinger	5 I love real life films.			
	C writer	A It's awesome!			
	9 haven't got much time today – I'm busy	BI prefer science fiction.			
	my homework.	C My brother prefers rap.			
	A at				
	B on				
	©with				
1	0 My sister never photos.				
	A does				
	B makes				
	C takes				

WORD STORE 1A | have, go and play



WORD STORE 1B | Collocations

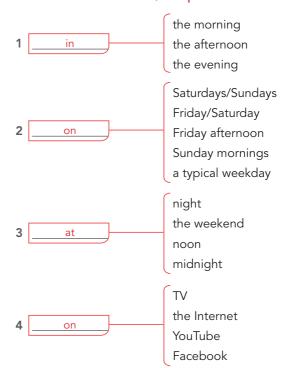
1	read	_ books/magazines/things on the
		Internet
2	spend	_ time (alone/with friends)
3	watch	_ films/videos/TV
4	visit	your family/friends

WORD STORE 1C | Prepositions



go home stay at home come home be at home

WORD STORE 1D | Prepositions and nouns



WORD STORE 1E | Daily routine

1 get <u>out of</u> bed (in the morning)
2 stay <u>at</u> home
3 lie/sit <u>on</u> the sofa
4 go <u>for</u> a run/a swim
5 go <u>to</u> the gym/museums
6 go <u>to</u> bed



go for a run/swim



get out of bed



stay at home



go to the gym/museum



go to bed



sit/lie on the sofa

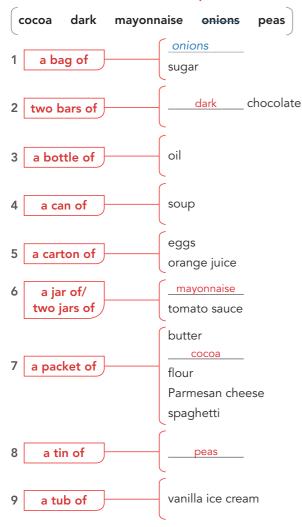
1	Choose the correct answer, A, B or C.	2 Complete the words in the sentences. The first
	1 Can you buy a of bread in the supermarket?	letter of each word is given.1 I need to go to the supermarket to buy the
	A jar	i <u>n g r e d i e n t s</u> for this recipe.
	B can (C)loaf	2 Sp a g h e t t i is long, thin pasta that people often eat with tomato sauce.
	2 First, two litres of water with	3 You eat something when you are $h_{\underline{u}} \underline{n} \underline{g} \underline{r} \underline{y}$.
	some salt.	4 When you s <u>l</u> <u>i</u> <u>c</u> <u>e</u> bread, you cut it into thin pieces.
	A fry B boil	5 A list of things you can eat in a restaurant is a me n u.
	C chop 3 It's a dish, so it doesn't have any	6 Tu n a is a very popular type of fish. You usually buy it in tins.
	meat or fish. (A) vegetarian	7 A de seert is usually sweet. You eat it after the main course.
	B fresh C delicious	8 That meal was so de l i c i o u s , yum! You are a good cook!
	4 Put the milk to keep it cold.	9 An o <u>r a n g e</u> is a round fruit. It's also the name of a colour.
	Ain the fridgeB in the pan	10 You can use the word hot to describe food which is sp_i_c_y, like an Indian curry.
	C in the bag	
	5 I don't want to cook tonight. Let's a pizza from a takeaway restaurant.	3 Complete the conversation with sentences a-h. There are three extra sentences.
	(A) order B serve	Lara: Let's make the sauce with the new recipe, Jan.
	C prepare	Jan: ¹ OK. First, let's chop the onions.
	6 Put some cheese top of the pizza	Lara: Here are the onions. They are ready.
	A at	Jan: ² a
	(B) on	Lara: OK. Here's the pan.
	C in	Jan: ³ h
	7 A recipe	Lara: OK. We need some bread to have with the pasta.
	A tells you the price	Jan: ⁴ g
	B gives you instructions	Lara: Good idea, it is big. Let's make a salad too.
	C recommends a restaurant	Jan: 5c
	8 Please pass me that of honey for my tea.	Lara: Thanks. That's everything. What a great dinner!
	A packet	a Good New let's put the opions in a pan to fav
	B jar	a Good. Now let's put the onions in a pan to fry.
	C can	b The onions are very big.
	9 Let's buy a of ice cream for dessert!	c Here is a bowl to mix the salad in.d Here are the tomatoes.
	A tub	e OK. First, let's chop the onions.
	B jar	f Oh no, I hate salad!
	C bag	g Here is the bread. It's a big loaf, let's slice it.
1	10 Do you want to go for a meal or do you want to eat at home?	h While I fry the onions, please boil the water for the pasta.
	A out	
	B away	
	C down	

WORD STORE 2 Food

WORD STORE 2A | Food containers

1 a	bag	of potatoes
2 a	bar	of chocolate
3 a	bottle	of ketchup
4 a	can	of lemonade
5 a	carton	of milk
6 a	jar	of honey
7 a	loaf	of bread
8 a	packet	of crisps
9 a	tin	of tuna
10 a	tub	of ice cream

WORD STORE 2B | Food products



WORD STORE 2C | Phrases related to food

1 <u>make a snack</u> = make something small to eat between meals, e.g. a sandwich

3 <u>ingredients</u> = the food products you need to cook something

4 <u>get a takeaway</u> = buy cooked food from a shop or restaurant to eat at home

WORD STORE 2D | Cooking verbs



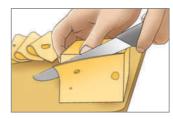
1 m<u>ix</u> eggs with potatoes



2 boil potatoes



3 fry meat/an omelette

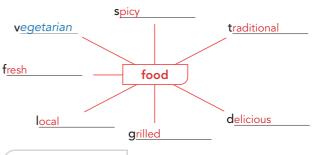


4 slice cheese



5 chop fruit

WORD STORE 2E | Food adjectives



REMEMBER THIS

When we talk about food, **hot** can have two meanings: *not cold or very spicy*.

1

Choose the correct answer A, B or C.	2 Complete the words in the sentences. The first
1 George is really good with He	letter of each word is given.
wants to be an accountant.	1 Tina's a student, so she can't work $f_{\underline{u}}$ -time.
A children	2 Doctors and nurses work at a hospital.
(B)numbers C his hands	3 A t _e a m is a group of people who work together.
2 It's a good idea to voluntary work to gain experience.	4 A jo <u>u r n a l i s t</u> writes articles for a newspaper or a magazine.
(A) do	5 An a <u>r t i s t</u> usually paints or draws in a studio.
B have C make	6 A f <u>a r m e r</u> grows vegetables and fruit in the
3 I normally finish at five, but this week we're very	countryside.
busy, so I'm working hours.	7 A lawyer helps people with legal problems.
Along	8 A m <u>e c h a n i c</u> can repair your car.
B foreign C outside	9 I have a ba d I y -paid job, so I want to change it.
4 Jane's on holiday this week, so I'm responsible sending documents to our clients.	10 A plumber can repair your toilet or your shower.
A to	3 Choose the best response, A, B or C.
B with	1 Why aren't you working today?
©for	A I do some work at home.
5 We are working a very interesting project at the moment.	Bl'm on holiday.
(A) on	C I'm not working.
B in	2 Could you do me a favour?
C to	A Sorry to bother you.
6 I work for my uncle's company, so he's my	B Yes, I like to.
·	©Yes, of course.
A worker	3 What do you do?
B customer	A I'm not studying.
Cboss	BI work as a mechanic.
7 I don't think you can earn a salary	C I'm sorry, I can't help you.
as a waiter.	4 Do you make a lot of money?
(A) high	AYes, I earn a lot.
B well-paid	B No, I earn a lot.
C demanding	C Yes, I've got some money.
8 My sister works at that café – she's there.	5 Do you work with your hands?
A an au pair	A No, they are clean.
B a waitress	BYes, I do.
C a hairdresser	C Yes, I can do that.
9 That shop the best birthday cakes.	
A cooks	
(B) sells	
C tests	
10 is a person who buys a product or	
service.	
A A worker	
B A customer	

C A shop assistant

WORD STORE 3 Work

WORD STORE 3A | Jobs

1	-er	farmer lawyer	_ ′	engineer gardener plumber teacher	, _	hairdresser soldier
			- /	10001101	′ -	Walter.
2	-or	doctor	_			
3	-ist	artist receptionist	- ' '		, _	journalist
4	-ant	accountant		shop assistant		
5	Other		_ ′ .	astronaut vet	′ _	mechanic

REMEMBER THIS

A man is a **waiter**. A woman is a **waitress**. A man is an **actor**. A woman is an **actress**.

WORD STORE 3B | work and job

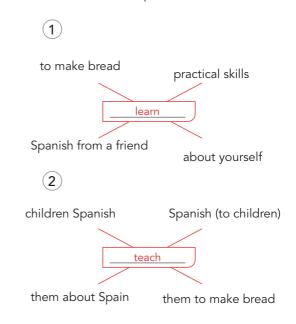




WORD STORE 3C | Prepositions

- 1 work from home
- 2 work <u>for</u> a company
- 3 work <u>in</u> a hospital/a school/a supermarket/ a shop/a café
- 4 work <u>with</u> children/people
- 5 work <u>with</u> your hands
- 6 work <u>in</u> a team
- 7 work on a project/the details

WORD STORE 3D | learn and teach



REMEMBER THIS

You can teach somebody something or teach something **to** somebody, but you learn something **from** somebody. Also you can learn **to do** something, but you teach somebody **to do** something.

WORD STORE 3E | Collocations

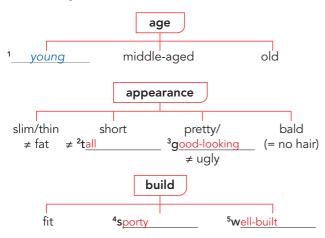


1	Choose the correct answer, A, B or C.	2 Complete the words in the sentences. The first
	1 Can you see that girl with the hair?	letter of each word is given.
	A tall	1 Tom hasn't got any hair on his head. He's b <u>a</u> <u>I</u> <u>d</u> .
	Bcurly	2 Jack is twenty-five and he's got a job. He's old
	C young	enough to leave home.
	2 I'm sure Gary spends a lot of time in the gym. His clothes are very	3 A person who is very intelligent and bright is c <u>l</u> <u>e</u> <u>v</u> <u>e</u> <u>r</u> .
	A generous	4 O <u>l d-fa s h i o n e d</u> clothes are not trendy.
	B relaxed ©sporty	5 Pete wants to learn to d <u>r i v</u> <u>e</u> and then buy a car.
	3 Helen enjoys talking to people in big groups and laughing at their jokes. She's so	6 Suzie is full of energy. She's so en e r g e t i c .
	A unsociable	7 Marie studies very hard and never goes out.
	B friendly	She is very <u>se r i o u s</u> .
	C serious	8 An u <u>n s o c i a b l e</u> person doesn't like
	4 Doris is a lot of fun. She's got a great	being with other people or going to parties.
	of humour.	9 Blond and light brown hair is $f_{\underline{a}} \underline{i} \underline{r}$.
	Asense	10 You wear so c k s on your feet under your
	B model	shoes or boots.
	C feeling	3 Complete the dialogue with sentences a-h.
	5 This is big, but it looks good on	There are three extra sentences.
	my head.	Ellie: Would you like to go to the hairdresser's
	A tie	with me this afternoon?
	Bhat Bhat	Grace: ¹ That's a good idea. I'd like a haircut.
	C jacket	Ellie: OK. We can go to the new one near the shopping centre.
	6 Many people wear a to do sport.	Grace: ² e
	A coat	Ellie: I'm thinking of a totally new hairstyle.
	B skirt	
	©tracksuit	
	7 I'm thinking of a fringe.	Ellie: Yeah, it's OK, but so boring. I need a change!
	A making	Grace: ⁴ g
	B having	Ellie: I'm not sure. Is it easy to look after?
	C taking	Grace: ⁵ c
	8 We don't have to wear clothes on Fridays. We can come to the office in jeans and a T-shirt.	Ellie: You're right. Maybe they have some photos we can look at first.
	(A) smart	a When do you want to go?
	B untidy	b But I really like your hairstyle. You look great in
	C casual	a long ponytail.
	9 a look. What do you think?	c Maybe not. Let's see what the hairdresser says.
	(A) Take	d I like long hair.
	B Make	e Do you want a haircut too?
	C Do	f I don't like going to the hairdresser's.
1	10 I'd like to in love and get married	g What about a fringe?
	before I finish university.	h That's a good idea. I'd like a haircut.
	(A) fall	
	B drop	
	C break	

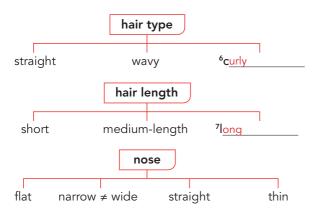
WORD STORE 4 People

WORD STORE 4A | Appearance

What do you look like? \rightarrow I'm ...



What do you look like? \rightarrow I've got ... hair/nose.



REMEMBER THIS

's can be short for is or has, e.g. He's tall. = He is tall. She's got black hair. = She has got black hair.

WORD STORE 4B | Adjective order

OPINION	LENGTH/SIZE	TYPE	COLOUR	NOUN
beautiful	long	straight	brown	hair
nice	big	round	green	eyes

WORD STORE 4C | Personality

1 kind ≠ unkind

2 confident ≠ <u>shy</u> 3 <u>funny</u> ≠ serious

4 <u>clever</u> ≠ stupid

5 friendly ≠ <u>unfriendly</u>

6 <u>sociable</u> ≠ unsociable

7 <u>positive</u> ≠ negative

8 <u>interesting</u> ≠ boring

REMEMBER THIS

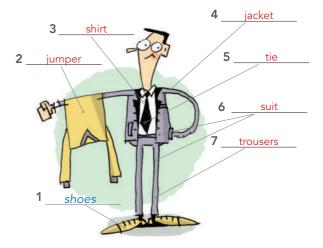
To ask about a person's personality, you say, What **is** he **like**? \rightarrow He's funny and kind.

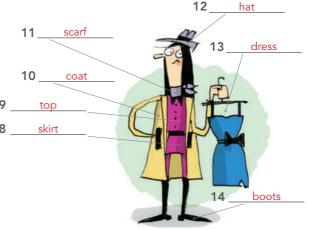
WORD STORE 4D | Life events

1	buy	your first flat/house/home
2	fall	in love
3	get	married/your first job
4	go	on your first date
5	learn	to drive
6	leave	home

WORD STORE 4E | Clothes

boots dress hat jacket jeans coat shirt trousers T-shirt shoes trainers socks suit jumper tracksuit top







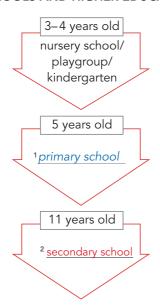
1

Choose the correct answer, A, B or C.	2 Complete the words in the sentences. The first
1 There's a new canteen at my school. Everyone	letter of each word is given.
loves there. (A) having lunch	1 You learn about countries and continents in Geography.
B playing sports	2 A st a f room is a place where teachers work while they are at school.
C doing experiments	3 You can borrow books from a li b r a r y.
2 My parents get angry if I wake up late and a class in the morning.	4 K <u>i</u> <u>n</u> <u>d</u> <u>e</u> <u>r</u> <u>g</u> <u>a</u> <u>r</u> <u>t</u> <u>e</u> <u>n</u> is a type of school for very young children.
A improve B leave	5 A st a t e school is a school that the government pays for.
©miss	6 Pupils sit at a desk to study at school.
3 I want to a short course in photography.	7 Special clothes that you have to wear to school or work are called a un i f o r m.
A go B do	 8 Mi x e d schools are for boys and girls together.
C make	9 A <u>ge n i u s</u> is someone very, very intelligent
4 The guided of the museum starts in five minutes.	or good at something. 10 A class room is a place where you and your classmates learn a lesson from a teacher.
A trip	your classifiates learn a lesson from a teacher.
Btour	3 Choose the best response, A, B or C.
C ticket	1 Where's the museum?
5 Let's go and out what time our new Science class starts.	A It opens at 10:30.
A be	BIt's on Park Street.
B do	C It's an excellent museum.
©find	2 Should we book a table?
6 Jen, do you want to take part the	AYes, it's very popular.
school theatre project?	B You mustn't book a table there.
A to	C No, it doesn't need to.
B in	3 Thanks for your help.
C on	A I'm fine.
7 Sometimes it is a good idea to take a	BYou're welcome.
even if you are not sure.	C You shouldn't bother.
(A) risk	4 How much is it to visit the Palace?
B trial	A The ticket doesn't cost.
C danger	B There aren't any tickets.
8 Who is going to give a on the last day of school this year?	©It's free for children. 5 Can I leave my bicycle there?
A course	
B speech	(A) No, you mustn't put it in front of the door.
C meeting	B Yes, you could go.
9 When you go camping, you must put your own tent.	C No, you don't leave it.
A to	
Bup	
C in	
10 Please, concentrate your own work.	
A to	
B on	
C in	

WORD STORE 5 Education

WORD STORE 5A | Types of school

SCHOOLS AND HIGHER EDUCATION



16 years old college

18-19 years old university

Type of school

state school private school

boys' school girls' school

single-sex school **≠** ⁵ mixed school

WORD STORE 5D | Nouns and verbs

þ	orrow	do	give	have	meet	use
1	do		experim	ents		
2	have		a meeti	ng		
3	borro	W	a book/	CD/DVD	from the	e library
4	give		a speed	h		
5	meet	t	friends			
6	use		school l	oooks in	lessons	





do experiments

give a speech



have a meeting





meet friends





WORD STORE 5B | At school

- 1 be on time for lessons ≠ be late for lessons
- 2 come to a class ≠ miss a class
- 3 start school ≠ <u>leave</u> school
- 4 do badly in a test ≠ <u>do well</u> in a test
- 5 get good marks/grades ≠ get bad marks /grades

borrow a book/CD/DVD from a library use school books in lessons

WORD STORE 5C | Exams

- 1 <u>revise</u> for an exam = prepare for an exam
- 2 sit an exam = _____ take ____ an exam/a test
- 3 take an exam again = retake an exam/a test
- 4 do well in an exam = _____ an exam
- 5 fail an exam = do badly in an exam
- 6 entrance exams = exams you take to get into a school/university

REMEMBER THIS

You say a + subject + exam take a Maths exam NOT an exam from Maths

WORD STORE 5E | Collocations

- 1 take ____part
- 2 improve your <u>skills</u>
- 3 make <u>friends</u>
- 4 do a <u>course</u>
- 5 win a <u>prize</u>

1	Cl	noose the correct answer, A, B or C.
	1	Is Gabriel playing the same team
		as last year?
		A at
		B for
		C on
	2	I don't like running, but I yoga twice a week.
		Ado
		B play
		C make
	3	Frank wasn't the fastest runner. He was third in the race and won a medal.
		A gold
		B silver
		©bronze
	4	Skiing is a sport.
		A team
		Bwinter
		C water
	5	The Olympic Games take every four years.
		Aplace
		B time
		C part
	6	I don't like ice because I always fall over.
		A skate
		B skating
		C skiing
	7	Do you table tennis?
		A do
		B play
		C go
	8	You should do sport to fit.
		A make
		B have
		Ckeep
	9	Do they dance classes in this
		fitness centre?
		Arun
		B jog
		C sprint
	10	A professional sportsman should get enough at night to feel well before an
		important event.
		A gym
		B sleep
		C challenge

- 2 Complete the words in the sentences. The first letter of each word is given.
 - 1 Kung fu and karate are examples of martial
 arts.
 - 2 You get a p<u>r</u> <u>i</u> <u>z</u> <u>e</u> when you win something.
 - 3 Jack won a swimming competie tition last week.
 - 4 You need a bike to go cy c l i n g.
 - 5 A person who gives you instructions on how to do something correctly is an in s t r u c t o r.
 - 6 When you go up a mountain, you cl i m b it.
 - 7 A ch a m p i o n is a person who wins an important competition.
 - 8 You do in d i v i d u a l sports when you are on your own.
 - 9 I often do s<u>t</u> <u>r e t c h i n g</u> exercises before I go for a run.
 - 10 A ru n n e r is a person who runs in marathons and other competitions.
- 3 Complete the dialogue with sentences a-h. There are three extra sentences.

Tom: Hi, Harry! How are you? You weren't at school yesterday.

Harry: ¹Oh yeah, I went skiing in Scotland and we returned late last night.

Tom: How fantastic! I went skiing there last weekend. Did you have fun?

Harry: ² d

Tom: When I went, I took skiing lessons.

Harry: ³_____b

Tom: Was her name Helen?

Harry: ⁴

Tom: She said that maybe I can win a competition too if I take many classes.

Harry: ⁵______e

Tom: Great idea! Let's go next week.

- a Did you go with your family?
- **b** So did I. The instructor was great.
- c Yes, it was. She won a skiing competition.
- d Lots! It was awesome. I was with my best mates.
- e We can take classes together!
- f I didn't win the competition.
- g We can join a gym.
- h Oh yeah, I went skiing in Scotland and we returned late last night.

WORD STORE 6A | Sports

Ending with -ing

- 1 cycling
- **2** i <u>c</u> <u>e</u> s <u>k</u> <u>a</u> <u>t</u> <u>i</u> <u>n</u> <u>g</u>
- 3 cl <u>i</u> <u>m</u> <u>b</u> <u>i</u> <u>n</u> <u>g</u>
- 4 ka y a k i n g
- 5 sa \underline{i} \underline{l} \underline{i} \underline{n} \underline{g}
- 6 s <u>k i i n g</u>
- $7 \ s\underline{w} \ \underline{i} \ \underline{m} \ \underline{m} \ \underline{i} \ \underline{n} \ \underline{g}$
- $8 r_{\underline{u} \underline{n} \underline{n} \underline{i} \underline{n} \underline{g}}$
- $9 k_{\underline{i}} \underline{t} \underline{e} \underline{s} \underline{u} \underline{r} \underline{f} \underline{i} \underline{n} \underline{g}$

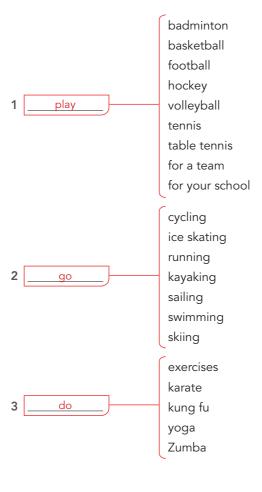
Ending with -ball

- 10 $b_{\underline{a}} \underline{s} \underline{k} \underline{e} \underline{t} \underline{b} \underline{a} \underline{l} \underline{l}$
- 11 f<u>o</u> <u>o</u> <u>t</u> <u>b</u> <u>a</u> <u>l</u> <u>l</u>
- **12** v <u>o | | e y b a | |</u>

Other

- $13\ b_{\,\underline{a}}\ \underline{d}\ \underline{m}\ \underline{i}\ \underline{n}\ \underline{t}\ \underline{o}\ \underline{n}$
- 14 k <u>a r a t e</u>
- 15 $k\underline{u} \underline{n} \underline{g} \underline{f} \underline{u}$
- **16** t<u>a</u> <u>b</u> <u>l</u> <u>e</u> t<u>e</u> <u>n</u> <u>n</u> <u>i</u> <u>s</u>
- $17\ t_{\,\underline{e}\ \underline{n}\ \underline{n}\ \underline{i}\ \underline{s}}$
- 18 y <u>o g a</u>
- 19 Zumba®

WORD STORE 6B | go, do and play



WORD STORE 6C | Sportspeople

Sport	Sportsperson
1 football	footballer
2 basketball	basketball player
3 running	runner
4 skiing	skier
5 sailing	sailor
6 cyclina	cyclist







skier

footballer

cyclist







sailor

runner

basketball player

REMEMBER THIS

footballer = football player

WORD STORE 6D | Likes and dislikes

+	-	
l ¹ like	I don't like	
l enjoy	I ² don't	_ enjoy
I love	I ³ hate	
	I ⁴ can't	stand
I'm ⁵ into	I'm not into	
I prefer	I 6 don't	care about

WORD STORE 6E | Collocations

1	win	a competition
2	join	a class/a gym
3	run	classes (for children/adults/all age
		groups)
4	keep	fit

1

С	hoose the correct answer, A, B or C.
1	I'm afraid of flying, so I never travel by
	·
	A ship
	B train
	Cplane
2	Is it necessary to book on the bus to Cambridge?
	(A) a seat
	B accommodation
	C a reservation
3	When we arrived at the hotel, there was nobody at the
	A platform
	B waiting room
	©reception desk
4	A lot of people travel in the morning. Sometimes it's difficult to get this train.
	A in
	Bon
	C at
5	My parents like to in the summer, so they always go on a beach holiday.
	A go climbing
	B see the sights
	©relax by the sea
6	I need to earn some money, so I'm going on a holiday.
	A worked
	B working
	C worker
7	Excuse me, could you tell me theto the train station?
	A road
	Bway
	C street
8	
	A destinations
	Bmonuments
	C excursions
9	left and then go straight on.
•	A Take
	B Make
	©Turn
10	Stop and look around now! The theatre is your right. You can't miss it.
	A at
	(B) on

- 2 Complete the words in the sentences. The first letter of each word is given.
 - 1 A ferry is a type of ship that can carry people and cars across a river or sea.
 - 2 An ex c u r s i o n is a short trip when people travel to visit a place.
 - 3 At<u>ravelagency</u> is a company that helps you find hotel rooms and buy tickets.
 - 4 You can sleep in a tent at a $c_{\underline{a}} \underline{m} \underline{p} \underline{s} \underline{i} \underline{t} \underline{e}$.
 - 5 A youth host tell is a type of cheap accommodation for young people.
 - 6 A m<u>u s e u m</u> is a special building where you can see objects important for cultural or historical reasons.
 - 7 An ad v e n t u r e holiday usually includes exciting sports like mountain biking, kayaking or sailing.
 - 8 A to <u>u r i s t</u> is a person who visits somewhere for a holiday.
 - 9 A train departs from a p l a t f o r m at a station.
 - 10 Passengers go to an a<u>i r p o r t</u> to catch a plane.

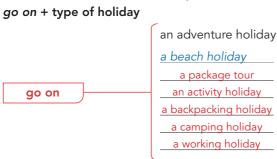
3 Choose the best response, A, B or C.

- 1 We can send you some brochures on Friday.
 - A I would be happy to send them.
 - B)Would it be possible to send them tomorrow?
 - C I look forward to hearing from you.
- 2 Do you need some help?
 - (A) Please! How do I get to the park from here?
 - **B** Thank you for your help.
 - C I should walk to the park.
- 3 Don't forget to do your homework!
 - A I could forget it.
 - B I didn't do it.
 - CI've already done it.
- 4 I'd love to go to Norway on holiday.
 - A I've gone there.
 - (B) I've been there once.
 - C How long did you go?
- 5 When did you go camping in Wales?
 - A I've been there a long time.
 - **B**When I was fourteen.
 - C Next year, I think.

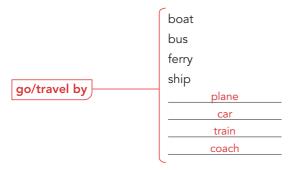
C from

WORD STORE 7 Travel

WORD STORE 7A | Holidays and transport



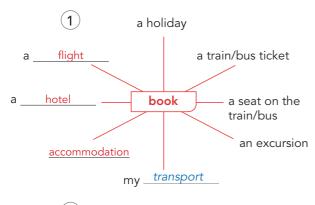
go/travel by + type of transport

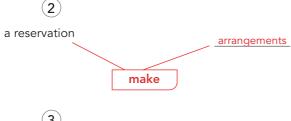


REMEMBER THIS

You say: travel **by** car, go **by** bike, go **by** bus but go **on** foot

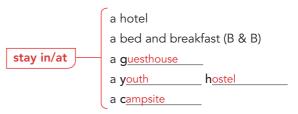
WORD STORE 7B | book, make and visit







WORD STORE 7C | Accommodation



REMEMBER THIS

You say: a three-star hotel, etc. NOT a hotel with three stars.

Other examples: a four-person tent, a three-month trip, a two-week holiday, a two-day excursion

WORD STORE 7D | Travel

At the hotel

- 1 The hotel keeps your room for you if you have a booking.
- 2 You must <u>check in</u> when you arrive at the hotel.

At the airport

- 3 Show your <u>ticket</u> and your <u>passport</u> at the check-in desk.
- **4** At the check-in desk, they take your <u>luggage</u> and put it in a special place on the plane.
- 5 They make an announcement when your <u>flight</u> is ready to leave.

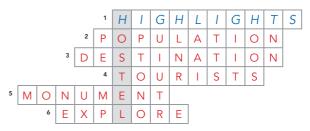
At the train station

- **6** When the train arrives at the <u>platform</u>, you can get on or off the train.
- 7 <u>Passengers</u> can buy their tickets before or during the train journey.

At a travel agency

8 You can get <u>brochures</u> about holidays in different countries.

WORD STORE 7E | Tourism



A youth hostel

- 1 The best or most interesting parts of something
- 2 The number of people that live in a town, region or country
- 3 The place to which something or someone is going
- 4 The people that visit a place e.g. on holiday
- 5 An important and usually old building or structure
- 6 To travel around a place to learn about it

Choose the correct answer, A, B or C.
1 Most scientists agree that the problem of global will get worse in the near future.
A change
Bwarming
C pollution
2 Watch out, these animals could be
A danger
(B) dangerous
C poisonous
Take showers instead of baths. You will a lot of water.
A use
B waste
©save
4 The storm suddenly stopped but there was still a, grey sky.
A warm
B cloudy
C rain
5 We need to buy less and throw less.
A away
B over
C under
6 Glaciers in Europe will when the temperature rises.
(A) melt
B cover
C die out
7 Dogs are often scared when there is and lightning.
A snow
B fog
©thunder
8 Noise is a problem in big cities.
Apollution
B waste
C change
9 It's a good idea to rubbish to
protect the environment.
Asort
B throw away
C grow
10 Why don't we some tomatoes in the garden next year?
Aplant

- 2 Complete the words in the sentences. The first letter of each word is given.
 - 1 I usually ski in the winter. But unfortunately this year there is no snow to ski on!
 - 2 A text describing what the weather will be like is a for e c a s t.
 - 3 Sharks and crocodiles at t a c k smaller animals to eat them.
 - 4 A sh o w e r is a short, light rain.
 - 5 Deer usually live in a $f_{\underline{o}} \underline{r} \underline{e} \underline{s} \underline{t}$.
 - 6 Australia and Asia are $c_{\underline{o}} \underline{n} \underline{t} \underline{i} \underline{n} \underline{e} \underline{n} \underline{t} \underline{s}$.
 - 7 Please don't forget to f<u>e</u> <u>e</u> <u>d</u> the cat. The meat is in the fridge.
 - 8 After it rains, the su n usually comes out.
 - 9 A sh a r k is a fish that has sharp teeth and eats smaller fish.
 - 10 An animal's natural environment is its ha b i t a t.

3 Complete the dialogue with sentences a-h. There are three extra sentences.

Jack: The Environmental Club has got a meeting after school today.

Sal: ¹Really? It's usually on Thursdays.

Jack: They've changed it because there are extra Maths lessons in Room 15 this Thursday.

Sal: ² b

Jack: Yes. I'm going to take some of my Wild Life magazines to show the others.

Sal: ³ h

Jack: I don't know. Why?

Sal: ⁴ c

Jack: I'll give them to him, no worries.

Sal: 5 g

Jack: Oh, he'll really love these! See you soon.

- a Don't worry. I'm sure I'll see him tomorrow.
- **b** OK. Are you going? To the club meeting, not the Maths, I mean!
- c I can't come today, but I want to give him some animal photos for his project.
- d I don't often go to the meetings.
- e Really? It's usually on Thursdays.
- f You don't need extra Maths! You're really good.
- g Thanks a lot, Jack. Here they are.
- h That will be interesting. Do you think Brad will be there?

B feed C hunt

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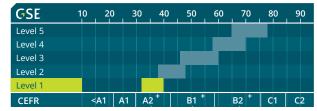
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